



A Study on Value Pattern of Teachers Working in Urban High Schools of Visakhapatnam District of Andhra Pradesh

KEYWORDS

Theoretical value, Economic value, Aesthetic value, Social value, Political value, Religious value.

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ABSTRACT *In an educational institution the teachers represents a significant portion of the total human resource. Therefore the teachers have to play an important role in value oriented education which helps in developing balanced individuals and in creating a superior society. The teacher of a modern school has to play a very important role in value oriented education. Teacher must know that value education is not a sphere of activity distinct from his other professional activities as a teacher. Acquisition of values goes on constantly in the school and outside through many different activities like instruction, relationship with pupils, co-curricular activities etc. It is very important for the teacher to develop behaviour in accordance with the highest standard and ethics of their profession. This has provoked the investigator to know about the values which are existing among the teachers of high schools of Visakhapatnam District and will help to take up an authentic study on the said topic.*

INTRODUCTION

Values lie on the core of life and human action. These have been considered important and fundamental dimensions of an individual. Values may be regarded as importance ratings which people attach to things, conditions and circumstances.

Every human being needs to know something of religion, philosophy and ideology of the people. These aspects of a culture are considered as values. A value stands for ideals men live for. Values are part and parcel of the philosophy, of a nation and that of its; educational system. They are the guiding principles of life which are conducive to all round development. In the words of John Dewey, "The value means primarily to prize, to esteem, to appraise, to estimate, it means the act of cherishing something, holding it and the act of passing judgement upon the nature and amounts and also the act of passing judgement upon the nature and amounts of values as compared with something else." The modern India certainly has been committed to the guiding principles of socialism, secularism, democracy, national integration etc. Therefore suitable values must be included in the educational systems; it maybe formal or non-formal. The teacher of a modern school has to play a very important role in value oriented education.

In this study the investigator tries to study the values of teachers working in urban high schools of Visakhapatnam District on the basis of the classification given by "Edward Spranger's" (Types of Men 1928). Spranger categories values on the following six types.

- Theoretical value - Characterized by a dominant in the discovery of truth and by empirical, critical, rational, intellectual approach.
- Economic value - Emphasizing useful and practical values, characterized by a dominant in money matters.
- Aesthetic value-Placing the highest values on form and harmony, showing and interest in and enjoying fine arts and music etc.
- Social value - Love of and service to people, consisting mainly of altruism and philanthropy.
- Political value- Primarily interested in personal power, influence and renown.
- Religious value- Faith in God and interest in activities and rituals concerned with one's own religion.

NEED AND JUSTIFICATION OF THE STUDY

The present study has been justified on the ground that no

such exploratory work has been done giving emphasis on values of high school teachers in urban area of Visakhapatnam District.

OBJECTIVES OF THE STUDY

- To study the overall values among teachers of urban high school teachers of Visakhapatnam District.
- To study the difference of values of the teachers on the basis of their sex.
- To study the values of the teachers on the basis of their streams.

RESEARCH DESIGN

Methods used Present study falls under 'Descriptive survey method'.

Population and Sample

By using stratified random sampling method the researcher selected 60 (Sixty) teachers from 6 (Six) urban High Schools (both government and private) of Visakhapatnam District of Andhra Pradesh.

Tools Used

In the study data collection has been facilitated with the help of the following tools-

- Teacher Values Inventory (TVI) by Dr.(Mrs) Harbhajan L.Singh & Dr.S.P.Ahluwalia, Retd Professor and Dean Faculty of Education.Dr.Hari Singh Gaur University, Sagar.
- Structural Interview Schedule prepared by the investigator.

Statistical Techniques used

For the quantitative analysis of the data the following statistical techniques were applied

- Simple Frequency Analysis.
- Percentages of Personal Data Sheet.

DELIMITATION OF THE STUDY

- The study is confined to 6 urban High Schools of Visakhapatnam District.
- The present study is not concerned with the teachers working in rural High Schools of Visakhapatnam District.
- The study is also not concerned with the teachers working in lower primary and upper primary schools of Visakhapatnam District.

ANALYSIS AND INTERPRETATION OF DATA

Objective 1: To study the overall values among teachers of urban high school of Visakhapatnam District.

To study the objective a standardized questionnaire was given to sixty teachers of urban high schools of Visakhapatnam District. A total of 25 statements were given in the sheet and the teachers responded all the items. On the basis of the responses the scores were calculated. The calculations are presented in Table-1

Table-1
Representation of overall values of the teachers

Types of Values	Responses	PC of the Responses	Ranks
Theoretical	5	8.33	6th
Economic	8	13.33	4th
Aesthetic	6	10	5th
Social	12	20	2nd
Political	10	16.66	3rd
Religious	19	31.66	1st

From Table-1, it is found that highest percentage of the response given by the teachers is found in respect of religious value and second highest percentage is found in social values. Similarly lowest percentage is found in theoretical values. From the observation it is assumed that more or less the teachers of urban high schools of Visakhapatnam District are socio- religious in nature.

Objective 2: To study the difference of values of the teachers on the basis of their sex.

This objective of the work is to study in relation to sex of the teachers. On the basis of sex the teachers are grouped into two categories (male teachers and female teachers). In the sample the number of male teacher is 22 (twenty two) and female teacher is 38 (thirty eight). The score of the teachers' value in the schools under study in terms of their sex is shown in Table- 2.

Table-2
Representation of different values of the teachers in terms of Sex (Male & Female)

Sex	Theoretical value		Economic value		Aesthetic value		Social value		Political value		Religious value		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Male	3	13.63 27.27	6	27.27	4	18.18	3	13.63 13.63	2	9.09	4	18.18	22	36.66
Female	2	5.26	2	5.26	2	5.26	9	23.68	8	21.05	15	39.47	38	63.33

Table-2 depicts the different score of the teachers' value in terms of their sex. From the observation, it is found that in case of male teachers, they gave more preference on Economic value i.e.27.3%. Again they gave same preference on Aesthetic value and Religious value i.e. 18.2%.

On the other hand female teachers gave more preference on Religious value i.e.39.5% than Social value and Political value i.e. 23.7% and 21.1% respectively. They gave same preference on Theoretical value. Economic value and Aesthetic value i.e. 5.3%.

Objective 3: To measure the values of the teachers on the basis of their streams.

In the present study teachers are classified into two categories arts and science stream on the basis of their degree, which was recorded from their answer sheets. The number of arts teachers in the sample is 37 (thirty seven) and science teachers is 23 (twenty three). The calculations are presented in Table-3

Table- 3
Representation of different values of the Teachers in terms of Steam (Arts & Science)

Stream	Theoretical value		Economic value		Aesthetic value		Social value		Political value		Religious value		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Arts	4	10.81	2	5.40		8.10	8	21.62	6	16.21	14	37.83	37	61.66
Science	0	0	8	34.78	2	8.69	4	17.39	4	17.39	5	21.73	23	38.33

From Table-3, it is observed that in case of the arts teachers, they showed their highest preference on Religious value i.e. 37.8% and second preference on Social value i.e. 21.6%.

On the other hand the faculty from science stream, they gave highest preference on Economic value i.e. 34.7% and second preference on Religious value i.e. 21.7%.

FINDINGS OF THE STUDY

From the observation it is found that majority of the teachers favoured their views on religious value compared to other five values.

From the analysis, it is seen that the male teachers gave more preference on Economic value. It is obvious that Indian society a male dominating society. In our society male teachers are more powerful than the female teachers in economic matter. The male teachers have to maintain their family and they stay more time outside the house or family. In this regard, most female teachers seem to be less concerned about the financial matter than the male counterpart.

On the other hand, most female teachers stay with their family members though they are service holder. They want to lead their family with religious and social life. Therefore they give more preference on religious and social values than the other values like Political, Theoretical, Economic and Aesthetic values.

From the analysis it is observed that the arts faculty teachers are more religious than the science counterpart. The science teachers accept all the things on scientific viewpoint and they do not give any importance on Theoretical value, which is found in the analysis i.e.-zero value. Both the faculty members show their highest responses towards Aesthetic value.

CONCLUSION

Human behavior is governed by his values. Values go on developing from childhood to late adolescence or even to manhood. It is well known fact that progress and development of a nation depends upon the quality of the values cherished by its citizens. Increasing importance given to value education along with the realization that values are developable, has given impetus to the activities of teachers in

and outside the classroom where values can be developed. Therefore the value education given by teachers is a helpful means for bring about a synthesis of physical, intellectual, emotional, aesthetic, moral and spiritual values in a human being. From the study it is found that in general all the six types of values more or less are obtained among the teachers working in urban area of Visakhapatnam District.

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