



Value Pattern of Government and Private Secondary School Teachers

KEYWORDS

Value ,Value pattern

Dr. Mohit Dixit

Assistant Professor Babe Ke College Of Education ,Daudhar , Moga (Punjab)

Jaspreet Singh

M.Ed student babe ke college. Of Education, Daudhar , Moga (Punjab)

ABSTRACT This study was conducted to find out the value pattern of private and government secondary school teachers .The sample consisted 200 secondary school teachers from Moga , Ludhiana and Faridkot districts of Punjab state. Teacher value inventory was used to collect the data. The statistical techniques were used the mean , standard deviation, t-value. The results showed that the factors like locality of the school and gender of the teachers influence value pattern .

INTRODUCTION

India believes in the possibility of a new social order and dreams of a society built on the rich cultural heritage and values of our country. But it must be remembered that the dreams of the new society will never be realized unless the younger people who form an integral part of the society who all in the process of education have developed firm convictions, sound moral and clear value system.

Values are formed in the cradle. in brief when values start developing in the childhood the child is defenceless and exposed to parental and other social influence, Every society indoctrinates the acceptable norms and behaviours to its new entrants. Usually this is done through parent, child and teacher interaction.

There is much diversity in behaviour which is due to the differences in values. The behaviour . Personal likes, dislikes and interests in different fields can be known if the knowledge of values about individuals is obtained. Values help individual in making selection of clothes, edibles. Subjects of study and vocations. In the views of the importance of values in all works of human life the field needs to be investigated scientifically.

During recent years, the growth of indiscipline, the lack of ideals and the weakening of social and moral values in the younger generation have caused grave concern in many countries of the world including India. This is an age where for the youth the past is irrelevant, the present uncertain and the future confused and fearful. The erosion of values today has become a strong phenomenon.

VALUES

Values are neither easy to define nor to measure yet education is a normative enterprises where values play a vital role for determining the quality of life. Values can be defined as objectives and status of affairs is designed.

Values include all important religious beliefs, moral attitudes philosophies of life, political ideologies etc. which not only help in sustaining the society and its culture but also significant change in these aspect bring about corresponding change in the society & culture similarly individual life, values have occupied an important place and they greatly influence his concepts and disposition.

According to Kulkohn (1952) "A value is not just a preference which is felt or considered to be justified morally or by aesthetic judgment, usually by two or three of these."

SELECTION OF VALUE

The varieties of human values are innumerable. It is, therefore, a fond hope to survey the entire spectrum of values. The value pattern is given below.

- Religion
- Social
- Political
- Economic
- Theoretical
- Aesthetic

STATEMENT OF THE PROBLEM

"VALUE PATTERN OF GOVERNMENT AND PRIVATE SECONDARY SCHOOL TEACHERS".

OBJECTIVE OF THE STUDY

The study was carried out with the following objectives :

- To study the difference in the values pattern of Male (Govt.) and Male (Private) Secondary School Teachers.
- To study the difference in the value pattern of Female (Govt.) and Female (Private) Secondary School Teachers.

HYPOTHESES OF THE STUDY

In ordered to achieve the above said objectives of the study the investigator formulated the following hypothesis :

- There exist no significant difference in the value pattern of Male (Govt.) and male (Private) secondary school teachers.
- There exist no significant difference in the value pattern of Female (Govt.) and Female (Private) secondary school teachers.

METHOD

Survey method of research was applied.

POPULATION

All male and female secondary school teachers, working in Moga , Faridkot and Ludhiana district comprised the population of the study.

SAMPLE

The present study was conducted on the sample of 200 secondary school teachers from urban and rural areas of Moga , Faridkot and Ludhiana district were randomly selected. Out of the selected teachers , 100 were males and 100 were females.

TOOL OF DATA COLLECTION

The standardized test developed by Harbhajan L.Singh and S.P. Ahluwalia (Teacher value inventory - 1971) is employed for the study.

STATISTICAL TECHNIQUES

Mean, Standard deviation , Standard error and t-value.

Data Analysis

Hypothesis 1-There is no significant difference in the value pattern of male govt. and male private secondary school teachers.

Table 1 showing the comparative view of value pattern of male teachers (both govt. and private school)

Values	Groups	N	Mean	S.D.	S.E. _c	't' Value
Religion	Male (Govt.)	50	85.56	7.72	1.61	0.37
	Male (Pvt.)	50	86.16	8.41		
Social	Male (Govt.)	50	78.28	10.46	2.04	2.97
	Male (Pvt.)	50	82.54	10.03		
Political	Male (Govt.)	50	81.52	13.59	2.58	0.50
	Male (Pvt.)	50	82.54	10.03		
Economic	Male (Govt.)	50	78.92	11.65	2.19	0.19
	Male (Pvt.)	50	79.20	12.82		
Theoretical	Male (Govt.)	50	74.24	11.42	2.32	0.09
	Male (Pvt.)	50	76.38	11.81		
Aesthetic	Male (Govt.)	50	82.34	7.82	1.84	2.60
	Male (Pvt.)	50	87.14	10.44		

A careful look at the results inserted in Table 1 clearly reveals that Male Teachers from government and private secondary schools significantly differ on their Social and Aesthetic values, which is evident from 't' of the magnitude 2.97, and 2.60 respectively. Further, a comparative study of mean scores for Social and Aesthetic value also reveal that Male private school Teachers are more social (M=82.54) and aesthetical (M= 87.14) as compared to Male government schools Teachers (M = 78.28 & 82.34). However, the 't' values for Religion, Political ,Economic and Theoretical values are not significant which indicates that the Male Private and Government school Teachers do not differ on these values.

Hypothesis 2 -There is no significant difference in the value pattern of female govt. and female private secondary school teachers.

Table 2 showing the comparative view of value pattern of female teachers (both govt. and private schools)

Values	Groups	N	Mean	S.D.	S.E. _c	't' Value
Religion	Female(Govt.)	50	90.46	12.86	2.49	0.20
	Female (Pvt.)	50	90.78	12.04		
Social	Female(Govt.)	50	86.18	14.75	2.81	0.08
	Female (Pvt.)	50	86.04	13.38		
Political	Female(Govt.)	50	85.08	10.42	2.48	1.05
	Female (Pvt.)	50	87.82	14.17		
Economic	Female(Govt.)	50	86.56	8.04	1.60	0.37
	Female (Pvt.)	50	87.16	7.95		
Theoretical	Female(Govt.)	50	85.50	14.12	2.41	1.09
	Female (Pvt.)	50	88.14	9.60		
Aesthetic	Female(Govt.)	50	81.34	7.40	1.76	2.60
	Female (Pvt.)	50	85.94	10.03		

An analysis of the results reported in Table 2 reveals that none of the 't' value for all the six values is statistically significant which clearly indicates that Female Private and government Secondary School Teachers do not differ on their Religious, Social, Political, Economic, Theoretical and Aesthetic values. However, a comparative study of mean scores for these values for private and government female teachers Groups reveals that private schools female teachers are more political (87.82), more Economic (87.16) and more Aesthetic (85.94) . Mean scores on Religious and Social value for both the groups are in close proximity with each other with magnitude (90.46 & 90.78) and (86.18 & 86.04) respectively, which indicate that both groups are nearly equal on their religious and social values.

MAJOR FINDINGS OF THE STUDY

The major findings of the study are given below.

- There was no significant difference of male teacher's of govt. secondary school and male teacher's of private secondary school in religious value
- There was significant difference of male teacher's of govt. secondary school and male teacher's of private secondary school in social value.
- No difference was observed of male teacher's of govt. secondary school and male teacher's of private secondary school in political value.
- No difference observed of male teacher's of govt. secondary school in economics value and male teacher's of private secondary school in economic value.
- No significant difference was observed of male teacher's of govt. secondary school and male teacher's of private secondary school in theoretical value.
- There was significant difference of male teacher's of govt. secondary school and male teacher's of private secondary school in aesthetic value.
- No significant difference of female teacher's of govt. secondary school and female teacher's of private secondary school in religious value.
- No significant difference was observed of female teacher's of govt. secondary school and female teacher's of private secondary school in social value.
- No significant difference was observed of male teacher's of govt. secondary school and male teacher's of private secondary school in political value.
- No significant difference of male teacher's of govt. secondary school in economics and male teacher's of private secondary school in economics value.
- No significant difference was observed of male teacher's of govt. secondary school and male teacher's of private secondary school in theoretical value.
- No significant difference was observed of male teacher's of govt. secondary school and male teacher's of private secondary school in aesthetic value.

EDUCATIONAL IMPLICATIONS

A teacher plays a significant role in building of a nation. Teacher has a pivotal role in a school. A teacher commands a respectable status in a society too. In changing times, the school teacher has gained growing attention from educational policy makers. They expect school teachers, to bring high academic results and to display exemplary character traits. Valuable environment is also expected from teachers. It is the one of the foremost duty of a school teacher to provide congenial and attractive work conditions both for the students and for their colleagues.

A teacher should remember that value in school programs lies in establishing proper immediate objectives whose re-

alization will assure the fulfilment of ultimate aim of education, resulting building of a nation.

In the present circumstances, the functioning of educational institutions is undergoing drastic changes in every sphere. Through value pattern scale, we can know the value of teachers. Students are foundation stone in development of any nation. Teachers shapes personality of their students. When they inculcate good values in them so they will do each and everything efficiently for the welfare of the organization. In the students, different virtues like cooperation, kindness and politeness etc.

REFERENCE

- Ahluwalia, S.P. & Kalia, A.K. (1984). An investigation into the Urban Rural Differences in Values, Adjustment, Personality and Intelligence scores of Adolescents. *Journal of the Institute of Educational Research*, 8 (3), 20-26. | Ahuja, Malvinder (2007). Preferences of Teachers on Social Values According to their Experience and Subject Area. *University News*, 45 (17), 12-17. | Allport, G.W. et. al. (1931). *A Study of Values*. Boston :Houghton Mifflin Company. | Bawa, S.K. (2001). Educational Research in Punjab. *Journal of All India Association for Educational Research*, 13, (1 & 2), 84-88. | Chinara, B. (2000). Role of The Teacher as a Value-Educator. *The Educational Review*, 106 (3), 54. | Drago, E. (2006). School leadership for reducing teacher isolation: Drawing from the well of human resources. *International Journal of Leadership in Education*, 9(4),129 – 155. | Malhotra, S.P. (1984). Teaching Values in the Class-Jurisprudential Technique. *The Educational Quarterly*, 36(4), 9-11. | Mohana, D &Gnanadevan, R. (2007). Professional Ethics of Teachers in relation to their organizational Climate. *Journal of Educational Research and Extension*, 44 (4), 1-10. | Prabhallada, N.(2004). Teachers as inspiring Agents. *Edutracks*, 3 (8), 20-21. | Sandhya V. (2007). A study on Extent of Value Attainment Among Student Teachers. *Journal of Educational Research and Extension*, 44 (4), 44-52. | Singh (1985). A study of Personality Differences Among Students-Teachers. *Journal of Institute of Educational Research*, 9 (3), 1-3. | Verma, B.P. (1988). A Study of Sex differences in Values of Senior Secondary SchoolTeachers. *The Progress of Education*, 16(9), 198-200. |