



TO STUDY THE TEACHER VALUES OF SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO GENDER, TYPE OF SCHOOL AND TEACHING SUBJECT BASIS IN ROHTAK DISTRICT

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ABSTRACT

The study has been conducted on a sample of 100 senior secondary schools teachers of Rohtak city to study the teacher values of senior secondary school teachers in relation to their gender, types of school and teaching subject. The random sampling technique was used in this study. The data was analyzed statistically by using mean, S.D. & t-test. It was found that there exists significant difference in values of government and private senior secondary school teachers in respect of Theoretical, Political and Religious Values. A significant difference was found between values of male and female government senior secondary school teachers in respect of theoretical, economic, aesthetic and social values. Where as in private schools male and female teachers differ in respect of economic, political and religious values. Science and Art teachers differ in respect of theoretical, economic, social and political values.

KEYWORDS

Type of School, Gender, Teacher Values, Teaching Subjects

INTRODUCTION

India is a developing country and in a developing country changes are must. Education is an effective instrument to bring about these changes in national life. The social scenario, as we find today, which is marked by violence, greed, rapes, thefts, terrorism, bank robbery, drug addiction, pollution etc. are the product of our ill-conceived educational theory and practice of child rearing. Our educational system today is preparing efficient and knowledgeable individuals but not good human beings. Value crisis is a global phenomenon and every society is suffering with it. The question of human values has received great significance in the context of what Justice Krishan Iyer has called, "The world drought of human values caused by corrupt counter culture and mafia in power can be arrested only by sublime principles".

BUSHAN, A. (1979) : Values across sex and family vocations, school of education; HPU. **OBJECTIVES** : To determine the value systems preferred by male and female prospective teachers. To explore subsystems of value preferences by male and female groups belonging to service and non-service class families. To find out if sex and family vocation could be considered determinants of value system. **FINDINGS** : Male and female prospective teachers uniformly assigned highest importance to self-control, obedience and honesty. Female prospective teachers ranked forgiveness, ambitions, helpfulness and lovingness higher than their male counterparts, while Male prospective teachers ranked logic, courage, capability, responsibility, imagination and independence higher than their female counterparts. The highest importance to self-control and honesty and lowest importance to logic and capability given by female prospective teachers were not found to be affected by family vocations. Both male and female teachers from service and non-service and non-service class had politeness as a common subsystem in their value system.

TAWAB, A. (1980) : A critical study of the value and importance of school broadcasts in modern secondary school broadcasts in modern secondary school education in India. Ph.D. Edu. AMU. **OBJECTIVE**: To study the value and importance of school broadcasts of All India Radio in modern secondary school education. **FINDING** : Assesses the role played by school broadcasts in attaining the educational objectives. It also points out the pitfalls and barriers encountered in implementing school broadcast programmes and measures to overcome them.

STATEMENT OF THE PROBLEM

"TO STUDY THE TEACHER VALUES OF SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO GENDER, TYPE OF SCHOOL AND TEACHING SUBJECT BASIS IN ROHTAK CITY".

OPERATIONAL DEFINITIONS USED

VALUE

In the present study, the word value means 'pattern' of the performance of generalized attitude with (mostly) real independent existence indicating the desirability of behavior in terms of social. Existence indicating the desirability of behaviour in terms of social esthetical and psychological needs. In other words values are things that they want, desire to be or feel as obligatory, worship or enjoy.

Value is something which provides everything. Everything that exists belongs to the composition of the world. It can be said of everything that is either good or bad or that is ought not to exist, that its existence is right or wrong.

The term value is the great word, its meaning is multiple and complex. The operational definition of values adopted from CLYDE and KLUCHHOHN (1952) is as "Value is a conception, explicit or implicit, which influences the selection from available means and ends of action".

OBJECTIVES OF THE STUDY

- 1 To study the values of teachers working in senior secondary school.
- 2 To compare the values of Govt. & Private senior secondary school teachers.
- 3 To compare the values of male and female govt. senior secondary school teachers.
- 4 To compare the values of male and female private senior secondary school teachers.
- 5 To compare the values of art and science teachers.
- 6 To compare the values of male & female art teachers.
- 7 To compare the values of male & female science teachers.

HYPOTHESES

- 1 There is no significant difference between values of govt. & private senior secondary school teachers.
- 2 There is no significant difference between male & female govt. senior secondary school teachers on values.
- 3 There is no significant difference between male and female private senior secondary school teachers on values.
- 4 There is no significant difference between science & art teachers on values.
- 5 There is no significant difference between male & female arts teachers on values.
- 6 There is no significant difference between male & female science teachers on values.

DELIMITATIONS OF THE STUDY

- 1 A study is limited to senior secondary school teachers of Rohtak city only.
- 2 Study is restricted to one variable value.
- 3 Sample is limited to 100 teachers only.
- 4 A study is limited to art and science senior secondary school teachers of Rohtak city.

SAMPLE

A sample of 100 teachers was selected for the present study.

STATISTICAL TECHNIQUES USED

The following statistical techniques was used : Mean, Standard Deviation and 't' test.

TOOL USED

Teacher Values Inventory (TVI) originally prepared by Dr. (Mrs.) Harbhajan L. Singh and Dr. S.P. Ahluwalia.

FINDINGS

1 Difference between values of Government and Private Senior secondary school teachers

Table : 1
Values of Government & Private Senior secondary school teachers

Value	Government Sr. Sec. School Teachers		Private Sr. Sec. School Teachers		't' Value	Remarks
	Mean	S.D.	Mean	S.D.		
Theoretical	93	17.9	61	14.5	4.39	Significant at both 5% & 1% level
Economic	107.5	4.2	97	14.5	0.61	Not significant
Aesthetic	108	14.0	95	10.8	0.73	Not significant
Social	82	7.5	66	9.8	1.05	Not significant
Political	120	26.9	120	26.9	2.129	Significant at 5% level only
Religious	96	13.0	80	18.0	2.685	Significant at both 5% & 1% level

There exists significant difference between values of Government and Private Senior secondary school teachers in respect of Theoretical, Political & Religious Values.

The Theoretical value of Government School Teacher are higher than non-government school teacher. Suggest that government school teacher are characterized by a dominant interest in the discovery of truth and by an empirical, critical, rational "intellectual" approach as mean for "Theoretical, Economic, Aesthetic, Social & Religious is higher in Government School indicate Government School Teacher are having Higher values in comparison to private senior secondary school teachers. Therefore , hull hypothesis is rejected.

2 Difference between values of male and female Government Senior secondary school teachers.

Table : 2
Values of Male & Female Government Senior secondary school teachers

Value	Male		Female		't' Value	Remarks
	Mean	S.D.	Mean	S.D.		
Theoretical	77	9.20	70	10.0	2.85	Significant at both 5% & 1% level
Economic	103	2.5	89	7.9	6.66	Significant at both 5% & 1% level
Aesthetic	68	6.48	108	9.64	2.97	Significant at both 5% & 1% level
Social	39	9.5	51	9.5	3.0	Significant at both 5% & 1% level
Political	74	4.1	68	18.9	1.63	Not Significant
Religious	106	7.43	105	10.7	0.30	Not Significant

There exists a significant difference between male and female government senior secondary school teachers. 't' value for Theoretical, Economic, Aesthetic and Social is significant at both 0.05 & 0.01 level of significance.

Male teachers of government school are more Theoretical, Economic, Political & Religious in comparison to female teachers.

Where female teachers of Government Sr. Sec. School are more Social & Aesthetic in comparison to male teacher.

3 Difference in value pattern of male and female private senior secondary school teachers

Table : 3
Values of Male & Female Private Senior secondary school teachers

Value	Male		Female		't' Value	Remarks
	Mean	S.D.	Mean	S.D.		
Theoretical	83	9.70	70	5.9	3.24	Significant at both 5% & 1% level
Economic	110	17.6	94	36.7	1.13	Not Significant
Aesthetic	38	5.31	45	6.64	4.13	Significant at both 5% & 1% level
Social	80	23.2	86.7	21.59	0.60	Not Significant
Political	90.25	10.6	101.25	1.14	2.92	Significant at both 5% & 1% level
Religious	75	15.6	62	15.1	1.71	Not Significant

There exists significant difference between values of male & female senior secondary school teachers of private school. 't' value for Theoretical value is 3.24 which is significant at 0.5 and 0.1 level. Similarly Aesthetic and Political values are significant at both 0.5 & 0.1 level having 't' value of 4.13 & 2.92 respectively.

Male teachers of private school having higher Theoretical, Economic and Religious values in comparison to female teachers.

Where female teachers are more Aesthetic, Socially & Political in comparison male teachers.

4 Difference in value pattern of Science & Art Teachers

Table : 4
Values of Science & Art Teachers

Value	Science		Arts		't' Value	Remarks
	Mean	S.D.	Mean	S.D.		
Theoretical	101	27.9	87	17.0	2.45	Significant at 0.5% level
Economic	72.2	14	114.2	17.7	4.20	Significant at both 5% & 1% level
Aesthetic	69	6.85	70	7.15	0.25	Not Significant
Social	90	8.5	103	7.51	2.73	Significant at both 5% & 1% level
Political	145	16.6	75.2	8.9	8.30	Significant at both 5% & 1% level
Religious	69	6.85	70	7.15	0.22	Not Significant

There exists significant difference between teachers of science & art. Theoretical value having a 't' value 2.45 which is significant at both 0.5 and 0.1 level. Similarly 't' value for Economic, Social and Political are much greater than tabulated value. Hence hypothesis is rejected.

Mean value of Theoretical, Political is higher in science teacher suggest science teacher are more Theoretical & Political in comparison to Art teacher where mean value of economic, aesthetic, socially & religion higher in Art.

5 Difference in value pattern of male and female Art Teachers

Table : 5
Values of Male & Female Art Teachers

Value	Male		Female		't' Value	Remarks
	Mean	S.D.	Mean	S.D.		
Theoretical	102.3	26.3	97	11.7	0.184	Not Significant
Economic	90	8.16	109	7.8	2.96	Significant at both 5% & 1% level
Aesthetic	90	12.1	86.3	5.4	0.48	Not Significant
Social	92	14.7	92.6	5.3	0.038	Not Significant
Political	79	18.1	66	9.4	0.64	Not Significant
Religious	81.6	5.1	84	7.1	0.136	Not Significant

't' value for Theoretical, Aesthetic, Social, Political and Religious is much lower than tabulated value. Though difference exists in case of Economic value only so null hypothesis is partially accepted.

6 Difference in value pattern of male and female Science Teachers

Table : 6
Values of Male & Female Science Teachers

Value	Male		Female		't' Value	Remarks
	Mean	S.D.	Mean	S.D.		
Theoretical	84	9.70	70	6	3.01	Significant at both 5% & 1% level
Economic	100	18	94	36.7	1.13	Not Significant
Aesthetic	69	6.0	70	7.14	0.12	Not Significant
Social	90	8.0	102	7.5	2.72	Significant at both 5% & 1% level
Political	145	15	72.1	8	8.30	Significant at both 5% & 1% level
Religious	101	26	82	17	2.45	Significant at 5%

Mean value of Theoretical, Economic, Political & Religious is higher in male science teacher shows male science teacher are more Theoretical, Economic, Political and Religious than female science teacher. Where, female science teacher are more social and aesthetic than male science teacher 't' value is much higher than tabulated value. Hence hypothesis is rejected.

CONCLUSIONS

- 1 There exists significant difference between values of Government and Private Sr. Sec. School teachers in respect of Theoretical, Political & Religious values.
- 2 There exists significant difference between values of male & female government senior secondary school teachers in respect of Theoretical, Economic, Aesthetic & Social values.
- 3 There exists significant difference between values of male and female Private Senior secondary school teachers in respect of Economic, Political & Religious values.
- 4 There exists significant difference between values of science & art teachers in respect of Theoretical, Economic, Social & Political values.
- 5 There exists no significant difference between values of male and female art teachers so null hypothesis in this case is accepted.
- 6 There exists significant difference between values of male and female science teachers so null hypothesis in this case is accepted.

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