
An Investigation of Values of School-Teachers in relation to their Gender, Qualification, Experience and Locality

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ABSTRACT

In the present study the investigator attempt to investigate the Values in school-teachers in relation to their gender, qualification, experience and locality. A sample consists of 160 school-teachers was elected by using random sampling techniques. The investigator has used a standardized tool named 'Study of Values Test (Revised Edition) constructed by Dr. R. K. Ojha and Dr. Mahesh Bhargava' to check the level of Values in the school-teachers. The data were analyzed by using Mean, Standard Deviation and t-test. The findings of the study reveal that gender and experience influence the Values in school-teachers although qualification influence the theoretical and aesthetic dimensions of Values in school-teachers but does not effects the other dimensions of values as economic, social, political and religious and locality influence the aesthetic, social and religious dimensions of values in school-teachers but does not effects the other dimensions of values as theoretical, economic and social.

Key Words: Experience, Gender, Locality, Qualification, School-Teachers and Values.

INTRODUCTION

Before we discuss about values of school-teachers, let us clarify what we understand by 'values'. Values can be defined as important and lasting beliefs or ideals shared by the member of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations. Some common teacher values are ethical/moral values, religious values, social values, political values and aesthetic values etc. R. K. Mukharjee define values as "Values are social approved derives and goal that are internalized through the process of conditioning, learning or socialization and that becomes subjective preferences, standards and aspirations."

The primary responsibility of creating conclusive environment is the development of right values and character building which rest on the shoulders of teacher – the kingpin in any educational institution, which directly come into contact with student and translate the curriculum in action. In present society, the values are referred to contemporary values. Since the time immemorial, our country has been looking upon the teacher, not just an instructor but also in innovator and agent of change and social engineer. A good teacher is one who shapes sharpen the younger generation with the most sensitive, sophisticated and responsible youth touch. He should have full devotion to duty, selfless services to the humanity and the high values of life as required for this profession. Thus, the teacher's performance is crucial input in the field of education.

For the effective teaching and accomplishment of education, teacher require not only knowledge of content, expertise in skills and methodology of teaching, they should also have a favorable attitude towards their profession. Above all, they should make every effort to be the model of ethical values. They carry theoretical, social, political, religions, economics, aesthetics values suited to the present day's needs. The Kothari Commission (1964) also emphasized freedom, truth and compassion. This has been very appropriately illustrated by former President of India, Dr. A. P. J. Abdul Kalam (2003) in his address to the nation on the occasion of teacher's day that the teacher are not only the role model for the students in respect of learning but also for shaping their life with great dreams and aims. India is currently passing through period of development and progress. It is very strange to say that after 64 years of independence, we are still talking about the places of values in our education system and what types of values will be inculcated among the students. The value represents what a person considers important in life. They comprise the individual's philosophy of the life. They make up his do's and don'ts his 'right' and 'wrong'. The value which provides the prime motivating force behind man through emotion and action has to be moral and spiritual. Researchers have worked in this direction. Some research studies have been cited here. Faranisk (2007) investigated that age and subjects taught by the teachers don't have a significant effect on their work values. Prasad (2008) found that there were more similarities among the male and female teachers with regard to more preformed terminal values and fewer similarities with regard to less preferred terminal value.

SIGNIFICANCE OF THE STUDY

We hear a lot about the need for value-based education. Politicians advise that values of democracy, socialism and secularism should be developed in children through school education. Followers of Gandhi want values like truth, non-violence and dignity of labour to be installed among students. Parents like children to be obedient while scientists are for scientific attitude to be developed among children. Some other people advocate values such as love of country, love of plants and animals, preserving ecology, culture, tradition etc. Thus, there is a long list of values that people wish to be developed among children through education.

The teacher occupies the pivot role in an effective and efficient education system. In order to inculcate values in the students, the teachers should themselves have natural value fixation in them. If the teacher's behavior is value-oriented, his power to influence the student increases tremendously toward right direction. Effective and productive learning in the part of the students can be achieved by employing teachers with desirable attitudes, values and beliefs in desired direction. The present study is very important as it examines how a teacher performing his duty is much dependent on his values. In the right of above context, the investigators have decided to study the personal values of school-teachers in relation to their gender, qualification, experience and locality.

REVIEWS

Bansal, K. K. (2012) concluded that social, religious and aesthetic value may not be considered as important determinants of effective teaching, while knowledge, creative and humanistic values play dominating role in making a teacher competent.

Kant, D. K. (2010) found that the Social and Political values taught by a teacher, reinforces the privilege position of all types of social or cultural class and groups.

Prasad (2009) found that there were more similarities among the male and female teachers with regard to more preferred terminal values and fewer similarities with regard to less preferred terminal value.

Faranask (2008) investigated that age and subjects taught by teachers have a significant effect on their values.

Gosling, S. (2008) The study is about the relationship between personality traits and social behavior of youth workers to find out the personality characteristics of youth workers working at different levels. Youth workers scored high on altruism and lower on sycoticism, extroversion and neuroticism.

Murphy (2006) found that socially active teachers encourage the students and adults in the school settings to be active too.

Ahmed (2005) concluded that teacher social, political and ethical value and his attitude and behavior towards student learning influences the effectiveness of his teaching process.

Ateel, Saqub Ali (2005) Study of Personality Career Tests: A.S. Ali conducted a study of certain personality test of teachers in colleges. He found that extrovert teachers scored significantly higher than introvert teachers in economic and political values.

Kukreti, Saxena and Gihar (2005) revealed a negative relationship between economic and political values and teaching competence.

Clemence (2004) reported that only social value had an effect on the total job satisfaction of teachers.

Richman, R. A. (2004) Theories of Personality. Belmont, CA: conducted a research of Extrovert and Introvert in this study it was noted that the teachers who were extrovert tend to be assertive and interested in seeking out excitement. Introvert, in contrast, tend to more reserved, less outgoing, and less socially.

Bolmen and Deal (2003) revealed that the knowledge horizon of a teacher influences the diversity in the range of learning that he imparts.

Prabhat (2003) found that male teachers scored better points in aesthetic, political and social values.

Nautiyal and Uniyal (2002) explored a significant relationship between values of teacher and their efficiency.

Darling, Hammond (2000) concluded that the effect of value of well prepared teachers on students achievement can overweigh teachers background factors including poverty, language background and minority status.

Rawat (2000) found that sex, locality, types of organization and grades of teachers very feebly affected their value pattern.

OBJECTIVES OF THE STUDY

1. To study the values of school-teachers.
2. To study the difference between the values of male and female school-teachers.
3. To study the difference between the values of graduate teachers and post graduate teachers.
4. To study the difference between the values of less experienced and more experienced school-teachers.
5. To study the difference between the values of rural and urban school-teachers.

HYPOTHESES OF THE STUDY

1. There is no significant difference between the values of male and female school-teachers.
2. There is no significant difference between the values of graduate teachers and post-graduate teachers.
3. There is no significant difference between the values of less experienced and more experienced school-teachers.
4. There is no significant difference between the values of rural and urban school-teachers.

KEY TERMS USED

Certain terms with specific meaning have been frequently used in the present study. These are as under:

- **Values**

Values are the principles, qualities, objects that a teacher perceives as having intrinsic worth. Values can be defined as important and lasting beliefs or ideals shared by the member of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behavior & attitude and serve as broad guidelines in all situations. Some common teacher values are ethical/moral values, religious values, social values, political values and aesthetic values etc.

R. K. Mukharjee define values as "Values are social approved derives and goal that are internalized through the process of conditioning, learning or socialization and that becomes subjective preferences, standards and aspirations."

- **School-Teachers**

School-Teachers are the individuals appointed as the trained graduate teachers (TGT) or post graduate teachers (PGT) in the schools of Haryana. Schools may be secondary or senior secondary.

- **Gender**

In the proposed study, gender refers to the sexual-category. It may be male or female.

- **Qualification**

Qualification means whether a teacher is graduation or post graduation in his teaching-subject. But, it is important for any school-teacher to have basic teacher training as a pupil teacher.

- **Experience**

Experience refers to the length of service of an individual on the post of a teacher. The teachers are categorized as less experienced (less than five years) and more experienced (five years or more).

- **Locality**

The locality is the place or area where an individual teacher resides; it may be a rural or an urban area.

RESEARCH METHODOLOGY

In the present study, descriptive research method was used. According to **Kaul (1984)**, descriptive study is designed to obtain pertinent and precise information concerning the current status of phenomenon and to draw valid general conclusions from the facts discovered. So, researcher collected the data by survey method.

SAMPLE

The graduate and post-graduate teachers of government schools are considered as population. But, practically it is not possible to conduct the study on the whole population. So investigator selected a sample of 160 school-teachers by random sampling techniques.

TOOLS USED

Keeping in view the objectives of the study, Investigator used a standardized tool named '**Study of Values Test** (Revised Edition) constructed by **Dr. R. K. Ojha and Dr. Mahesh Bhargava**' to check the values of school-teachers.

STATISTICAL TECHNIQUES USED

In order to interpret the data and describe meaningfulness of the results, the data was analyzed with the help of the appropriate statistical techniques. The collected data was statistical analyzed through descriptive and inferential statistics. Descriptive statistic in the form of mean, standard deviation and t-test was used for verifying the hypotheses.

RESULTS AND DISCUSSION

TABLE – 1
Comparison between the Values of Male and Female School-Teachers

Dimensions of Values	N (M + F)	Male School-Teachers		Female School-Teachers		S.Ed.	t-value
		Mean	Std. Deviation	Mean	Std. Deviation		
Theoretical	160	40.74	7.16	37.13	7.54	1.16	3.11*
Economic	160	39.84	8.19	32.76	6.92	1.20	5.91*
Aesthetic	160	37.83	9.23	44.94	9.51	1.48	-4.80*
Social	160	41.82	8.06	42.17	6.92	1.19	-0.29
Political	160	42.21	6.87	37.96	7.39	1.13	3.77*
Religious	160	37.15	8.86	43.89	9.83	1.48	-4.56*

***Significant at 0.01 levels**

An analysis of Table-1 shows that the difference in mean scores of male and female school-teachers is significant in all the dimensions of values, except social values. Therefore, the hypothesis stated there is no significant difference between the values of male and female school-teachers, has been rejected on account of theoretical, economic, aesthetic, social and religious values. Hence it may be inference that values in male and female school-teachers differ significantly in all the dimensions of values except social values.

On account of theoretical values, the mean score of male school-teachers (40.74) is greater than that of female school-teachers (37.13). Hence, it may be interpreted that male school-teachers have more belief in theoretical values than the female school-teachers.

On account of economic values, the mean score of male school-teachers (39.84) is greater than that of female school-teachers (32.76). Hence, it may be interpreted that male school-teachers have more belief in economic values than the female school-teachers.

On account of aesthetic values, the mean score of female school-teachers (44.94) is greater than that of male school-teachers (37.83). Hence, it may be interpreted that female school-teachers have more faith in aesthetic values than the male school-teachers.

On account of social values, the mean scores of male school-teachers and female school-teachers are 41.82 & 42.17 respectively and t-ratio is found 0.29 which is not significant at 0.05 level of significance. Hence, it may be interpreted that male school-teachers and female school-teachers both have equal belief in social values.

On account of political values, the mean score of male school-teachers (42.21) is greater than that of female school-teachers (37.96). Hence, it may be interpreted that male school-teachers have more faith in political values than the female school-teachers.

On account of religious values, the mean score of female school-teachers (43.89) is greater than that of male school-teachers (37.15). Hence, it may be interpreted that female school-teachers have more faith in religious values than the male school-teachers.

On the whole, it may be concluded that gender influence the values in school-teachers.

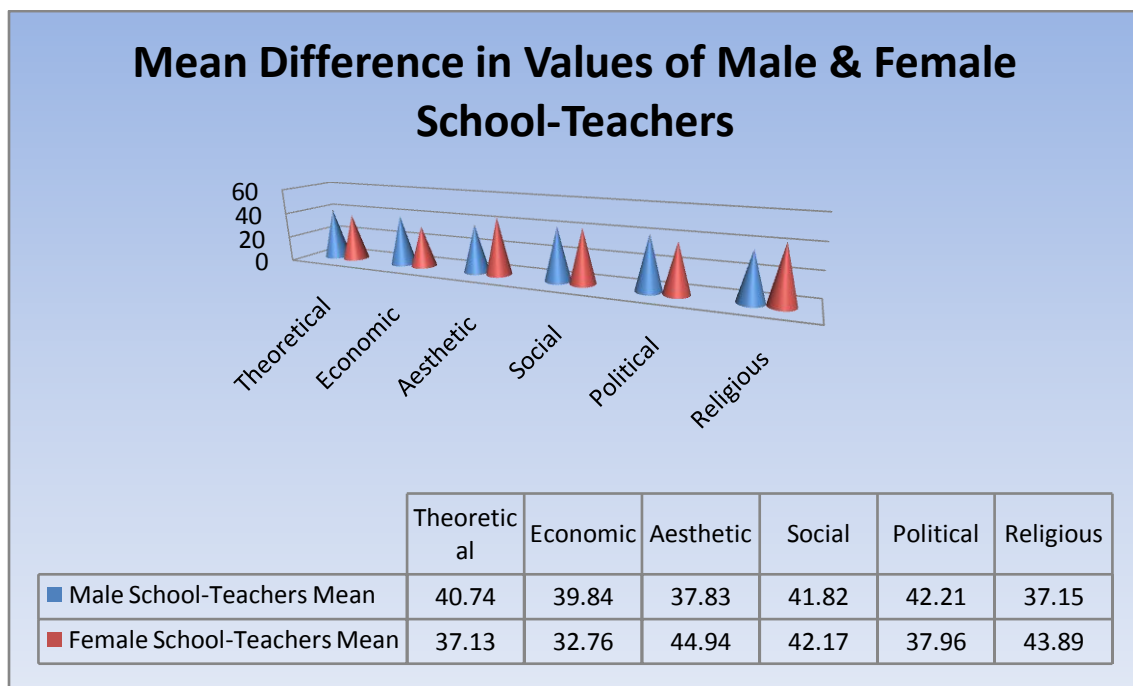


Figure – 1

TABLE – 2
Comparison between the Values of TGT and PGT

Dimensions of Values	N (TGT + PGT)	Graduate Teachers (TGT)		Post Graduate Teachers (PGT)		S.Ed.	t-value
		Mean	Std. Deviation	Mean	Std. Deviation		
Theoretical	160	38.13	4.16	42.41	5.71	0.79	-5.42*
Economic	160	43.39	5.19	41.76	6.77	0.95	1.71
Aesthetic	160	42.14	7.56	45.82	5.63	1.12	-3.27*
Social	160	44.52	7.82	45.84	7.02	1.17	-1.12
Political	160	37.94	6.54	36.93	6.27	1.01	1.00
Religious	160	38.47	5.63	39.25	6.08	0.93	-0.84

***Significant at 0.01 levels**

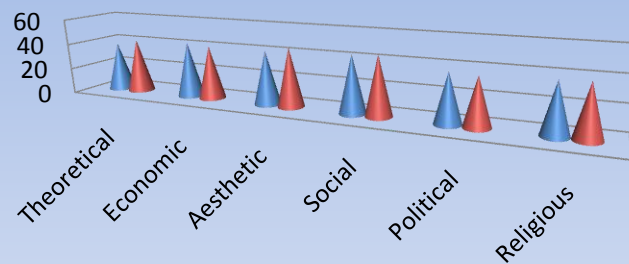
An analysis of Table-2 shows that the t-ratio comes out to be 5.42 and 3.27 for theoretical and aesthetic values respectively which are significant at 0.01 level of significance. This means, graduate teachers and post graduate teachers are differing significantly on account of theoretical and aesthetic values. Hence the hypothesis stated there is no significant difference between the values of graduate teachers and post-graduate teachers, has been rejected on account of theoretical and aesthetic values.

On the inspection of the mean scores of theoretical & aesthetic values, it is observed that the mean scores of post graduate teachers (42.41 & 45.82 respectively) are greater than the mean scores of graduate teachers (38.13 & 42.14 respectively). Thus, it may be inference that post graduate teachers have more belief in theoretical values as well as aesthetic values than graduate teachers.

Further, there is no significant difference exist between the mean scores of other dimensions of values of graduate teachers and post graduate teachers. Hence the hypothesis stated there is no significant difference between the values of graduate teachers and post-graduate teachers, may be accepted on the dimensions other than theoretical and aesthetic values.

On the whole, it may be concluded that qualification influence the theoretical and aesthetic dimensions of values in school-teachers but does not effects the other dimensions of values as economic, social, political and religious.

Mean Difference in Values of Graduate Teachers (TGT) & Post Graduate Teachers (PGT)



	Theoretical	Economic	Aesthetic	Social	Political	Religious
Graduate Teachers (TGT) Mean	38.13	43.39	42.14	44.52	37.94	38.47
Post Graduate Teachers (PGT) Mean	42.41	41.76	45.82	45.84	36.93	39.25

Figure – 2

TABLE – 3

Comparison between the Values of Less Experienced and More Experienced Teacher

Dimensions of Values	N (LET + MET)	Less Experienced Teachers		More Experienced Teachers		S.Ed.	t-value
		Mean	Std. Deviation	Mean	Std. Deviation		
Theoretical	160	43.24	6.81	36.93	6.13	1.02	6.16*
Economic	160	43.78	5.52	41.21	6.89	0.99	2.60*
Aesthetic	160	39.08	7.03	34.87	6.75	1.09	3.86*
Social	160	37.59	6.64	43.28	5.47	0.96	-5.92*
Political	160	36.51	7.40	43.62	6.56	1.11	-6.43*
Religious	160	39.43	7.10	40.13	6.95	1.11	0.63

*Significant at 0.01 levels

An analysis of Table-3 shows that apart from religious values, the t-ratio for rest of the five dimensions of values is significant at 0.01 level of significance. Thus, it may be inference that there exists a significance difference between the mean scores of less experienced and more experienced school-

teachers in the five dimensions of values i.e. theoretical, economic, aesthetic, social and political values. Hence, the hypothesis stated there is no significant difference between the values of less experienced and more experienced school-teachers, has been rejected on account of five dimensions of values as mentioned above.

On account of theoretical values, the mean score of less experienced school-teachers (43.24) is greater than that of more experienced school-teachers (36.93). Hence, it may be interpreted that less experienced school-teachers have more faith in theoretical values than the more experienced school-teachers.

On account of economic values, the mean score of less experienced school-teachers (43.78) is greater than that of more experienced school-teachers (41.21). Hence, it may be interpreted that less experienced school-teachers have more faith in economic values than the more experienced school-teachers.

On account of aesthetic values, the mean score of less experienced school-teachers (39.08) is greater than that of more experienced school-teachers (34.87). Hence, it may be interpreted that less experienced school-teachers have more faith in aesthetic values than the more experienced school-teachers.

On account of social values, the mean score of more experienced school-teachers (43.28) is greater than that of less experienced school-teachers (37.59). Hence, it may be interpreted that more experienced school-teachers have more faith in social values than the less experienced school-teachers.

On account of political values, the mean score of more experienced school-teachers (43.62) is greater than that of less experienced school-teachers (36.51). Hence, it may be interpreted that more experienced school-teachers have more faith in political values than the less experienced school-teachers.

On account of religious values, the mean scores of less experienced and more experienced school-teachers are 39.43 & 40.13 respectively and t-ratio is found 0.63 which is not significant at 0.05 level of significance. Hence, it may be interpreted that less experienced and more experienced school-teachers both have equal faith in religious values.

On the whole, it may be concluded that experience influence the values in the school-teachers.

Mean Difference in Values of Less Experienced & More Experienced Teachers

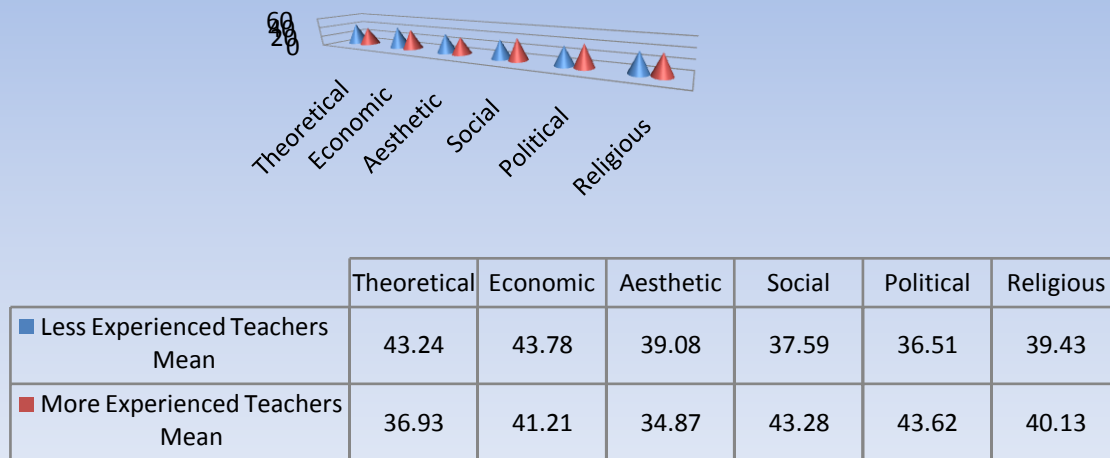


Figure – 3

TABLE – 4
Comparison between the Values of Rural and Urban School-Teachers

Dimensions of Values	N (R + U)	Rural School-Teachers		Urban School-Teachers		S.Ed.	t-value
		Mean	Std. Deviation	Mean	Std. Deviation		
Theoretical	160	39.05	9.17	40.83	5.91	1.22	-1.46
Economic	160	41.93	7.15	40.57	6.04	1.05	1.30
Aesthetic	160	40.02	5.63	37.48	6.16	0.93	2.72*
Social	160	43.61	6.71	40.36	7.38	1.12	2.91*
Political	160	37.47	6.84	38.53	6.12	1.03	-1.03
Religious	160	42.97	5.72	40.08	6.98	1.01	2.86*

*Significant at 0.01 levels

An analysis of Table-4 shows the difference in mean scores of aesthetic, social and religious values in rural and urban school-teachers is significant. Therefore, the hypothesis stated there is no significant difference between the values of rural and urban school-teachers, has been rejected on account of aesthetic, social and religious values. Hence, it may be inference that the values in rural and urban school-teachers differ significantly in aesthetic, social and religious dimensions of values.

On account of theoretical values, the mean scores of rural and urban school-teachers are 39.05 & 40.83 respectively and t-ratio is found 1.46 which is not significant at 0.05 level of significance. Hence, it may be interpreted that rural school-teachers and urban school-teachers both have equal belief in theoretical values.

On account of economic values, the mean scores of rural and urban school-teachers are 41.93 & 40.57 respectively and t-ratio is found 1.30 which is not significant at 0.05 level of significance. Hence, it may be interpreted that rural school-teachers and urban school-teachers both have equal belief in economic values.

On account of aesthetic values, the mean score of rural school-teachers (40.02) is greater than that of urban school-teachers (37.48). Hence, it may be interpreted that rural school-teachers have more faith in aesthetic values than the urban school-teachers.

On account of social values, the mean score of rural school-teachers (43.61) is greater than that of urban school-teachers (40.36). Hence, it may be interpreted that rural school-teachers have more faith in social values than the urban school-teachers.

On account of political values, the mean scores of rural and urban school-teachers are 37.47 & 38.53 respectively and t-ratio is found 1.03 which is not significant at 0.05 level of significance. Hence, it may be interpreted that rural school-teachers and urban school-teachers both have equal belief in political values.

On account of religious values, the mean score of rural school-teachers (42.97) is greater than that of urban school-teachers (40.08). Hence, it may be interpreted that rural school-teachers have more faith in religious values than the urban school-teachers.

On the whole, it may be concluded that locality influence the aesthetic, social and religious dimensions of values in school-teachers but does not effects the other dimensions of values as theoretical, economic and social.

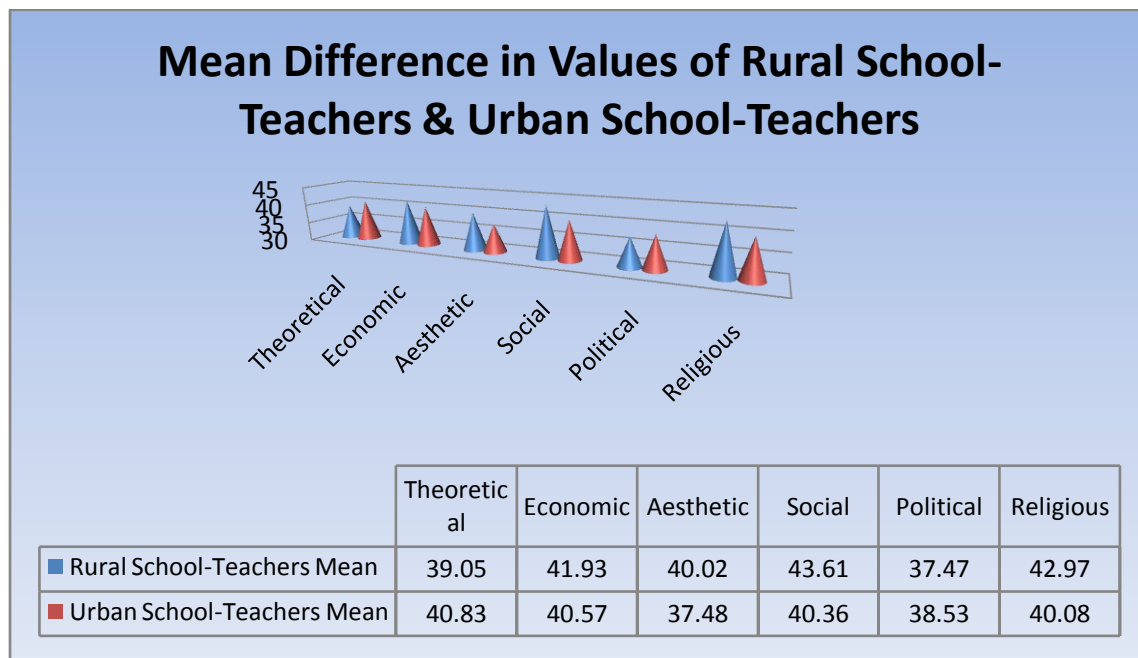


Figure – 4

EDUCATIONAL IMPLICATIONS

- Effective and productive in the part of students can be achieved by employing teachers with desirable attitude, values and beliefs in desired direction.
- Different personality traits as dedication, punctuality and commitment etc. can be develop in the teachers towards their profession.
- The present study may be helpful to create a healthy environment in the schools.
- Senses of honesty, duty etc. can be develop in the teachers.
- This study can be helpful to give incentives to the teachers.
- The present study is very important as it examines how a teacher perform his duty is much depend upon his/her values.

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