
**A STUDY OF TEACHERS' PERCEPTION OF SECONDARY SCHOOL CHILDREN'S
VALUES OF YAMUNA NAGAR**

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ABSTRACT

The present investigation was under taken to study the Teachers' perception of Secondary School children's values of YamunaNagar. A sample of 160 teachers of YamunaNagar was selected. Questionnaire tool was used for the research. The sample was analysed with the help of 't' test to find out if the significant difference exists in the mean scores of different groups of teachers i.e. the teachers working in the Govt. and Non-Govt. schools. Male and female teachers, experienced and less experienced teachers.

The findings of the study reveal that there exists significant difference in perception of values to be developed among secondary school children between teachers working in Govt. and Non-Govt. schools and between experienced and less experienced teachers. There exists no significance difference in the perception of values to be developed among secondary school children between male and female teachers.

INTRODUCTION

The present generation is going through turbulent times. There is an increasing degree of discount, frustration and unhappiness which manifest in the conduct and behaviour of the people, all over in every walk of life, because we are passing through a phase of value confusion or value crisis. So the greatest need of today is, that man in his mad race in pursuit of transient materialistic gains and objectives should pause and reflect on the real purpose and values of human life and give a fresh orientation to his view of life based on such introspective reflection. If these were done, one should have no difficulty to realise, that amongst all living species the human being occupies a special and exalted place by reason of his alone being endowed.

With powers of reason and discrimination aided by a discerning intellect and faculties of analytical thinking, assimilation and recollection.

The most precious asset possessed by our country in our glorious ancient culture. This culture has been handed down from generation to generation during the past thousands of years and it lies embedded in the heart and souls of the millions of our people belonging to different religious faiths, who are knit together by this common cultural bond. Unless the training given to our children is such as to acquaint them with the fundamentals of the glorious ancient culture of India and develop in their mind a deep and abiding respect for all faiths as well as a keen sense of pride about our unique cultural heritage, the preservation of our cultural heritage will be seriously imperiled.

Therefore, a need is felt for appropriate response from the nation's educational system to deal with the situation, in respect to, giving opportunity to children know about glorious cultural traditions of our country and the great moral, social, spiritual, cultural values on which culture is based.

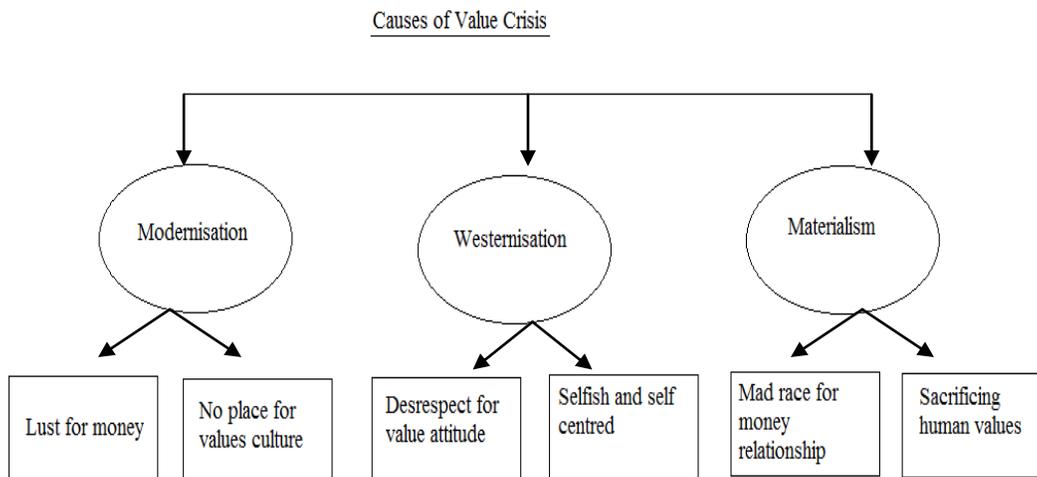
CLASSIFICATION OF VALUES

Values in general, could be classified broadly under five heading; personal, social, moral, spiritual and behavioural.

THE CONDITION OF THE PRESENT SOCIETY

We are creating generation of youth who are neither Indian nor Western, with the result that they find themselves caught in a dilemma. We are building a purely economics society which seeks security which seeks security in money and not in concern for social harmony and social well beings.

A serious issue raising its head with greater velocity in the present era is nothing but 'Value-Crisis.' The world is turning into "Wasteland" as T.S. Eliot would have put it, since men have ceased to have self control, self sacrifice and sympathy, the very virtues that form the bed of a civilized society.



The erosion of values is causing havoc in our society. Increasing concern is expressed everyday about the general deterioration in values in contemporary social life. It is always the acts of immorality that have shown the seeds of unhappiness, exhibited in the form of mass copying, indiscipline and turmoil is in the educational institutions. Things are now deteriorating relentlessly to the level that one fails to perceive as to where these would stop. One of the significant factors contributing to the present situation in our society is that contentment' one of our long cherished values is losing ground. We are in the rat race of accumulating knowledge. As a consequence there is corruption in all walks of life.

PLACE OF VALUES IN THE PRESENT EDUCATIONAL SYSTEM

The present educational system, however, through its mechanistic approach has added to human psychological development an apparatus of structures, content or commitment to transmit knowledge without much concern or commitment to respond to the task of communicating and inculcating values appreciation of cultural heritage and tasking pride in one history and having confidence in human capabilities to overcome material, social, religious and spiritual problems of timing.

Our educational institutions at all levels are labouring hard for their survival and continuance under serious problems and it is felt that such problems as exist in these institutions are a reflection of common problems in the community. The students of today have been depriving to their roots with the result that they have failed by and large to identify themselves with the community.

The dismal picture of our educational institutions and of social living within and outside makes it obligatory to redefine the role of education and empty it for building up an edifice of attitude, values and moral standards.

Education does not consist merely in the imparting of text book knowledge or preparing the child for a career, however important these goals are. The moral and spiritual foundation on which we structure our education system alone can mould the future destiny of India.

VALUES TO BE INCULCATED AT SECONDARY STAGE OF SCHOOL EDUCATION

All these values can be broadly integrated and classified into five all inclusive, namely truth, righteousness, peace, love and non-violence.

Different values need to be inculcated at different levels of school education. This is because children differ in their age level, level of cognitive development, etc. Besides, value differs from one culture to another. The National Council of Education Research and Training (NCERT) has identified 50 values which need to be in-stilled among children. These values are too many! One needs to be realistic and pragmatic in identifying values which are highly essential

for a particular stage. Given below are the values which are highly essential for inculcation among learners at the secondary stage.

- Patriotism
- Courage
- Dignity of labour
- Honesty
- Democratic spirit
- Straightforwardness
- Respect for all religions
- Endurance
- Proper utilisation of time and resource
- Recognition of diversity in social and culture life.
- Service to others
- Gender equality
- Cleanliness of the environment
- Selfless service

All these values can be broadly integrated and classified into five all inclusive values, namely Truth, Righteousness, Peace, Love and Non-Violence.

NEED OF THE PRESENT STUDY

“The troubles of the whole world including India are due to the fact that education has become a mere intellectual exercise and not the acquisition of moral and spiritual values.”

The future of any nation depends on very basis of standard of education. With the beginning of the modern education, there has been a gradual erosion of values in our society which is the need of the hour. A serious defect in the present school curriculum is the absence of provision for education in social, moral and spiritual values. The education system more or less based. Character training and value education have been ignored altogether in our education system. The stress on habit formation, attitude development and value inculcation as goals of education are totally discounted.

In the modern system of education, ‘Head’ has attained precedence over ‘Heart’ i.e. development of intelligence quotient (IQ) has become the primary concern of education. But this extreme emphasis on acquisition of knowledge (information) and its testing through examination has resulted in ignorance of emotional quotient (EQ) and hence in the relegation of Spiritual Quotient (SQ) that used to be the hall mark of ancient Indian system of education. Also, communication, materialism and consumerism are the resultant negative form as only the education of values hones the power to discriminate and helps the students in making right choice to achieve worthwhile objectives.

The investigator realized that there is moral education period in the time table, the management is not allocating time for moral instruction. Even this period is diverted either for teaching or for drilling purpose. If students are educated in this manner, it will be to some extent harmful to the society as well as the individual.

It is high time to safeguard the present set up of society from further deterioration and degeneration. It is necessary to study the values to be developed among school children. The study in hand is landmark in the field of education in Yamuna Nagar to pin point values crisis and that education as a silver lining. Secondary school education must be given momentum and substantially healthy steps way be taken to improve its standards.

STATEMENT OF THE PROBLEM

Keeping in view the above considerations the study in hand has been stated as under:-

“A STUDY OF TEACHERS’ PERCEPTION OF SECONDARY SCHOOL CHILDREN’S VALUES OF YAMUNA NAGAR”.

OBJECTIVES

The present study was undertaken, keeping in view the following objectives:-

1. To see the significance of the difference in perception of values to be devoted among secondary school children between teachers working in Govt. and Non- Govt. schools.
2. To see the significance of the difference in perception of values to be develop among secondary school children between male & female teachers.
3. To see the significance of the difference in perception of values to be developed among secondary school children between experienced & less experienced teachers.

DELIMITATIONS

Although every effort has been made to make this study intensive, but it can not be denied that teacher’s perception of some values to be developed may have been left over. Keeping in view the limitations of time and resources, the investigator was constrained to delimit the present study as under:-

1. Due to paucity of time at the disposal of researcher, the researcher has confined her study to Yamuna Nagar.
2. The study in hand was restricted to secondary school children’s values.
3. The teachers having less than 5 years experience are less experienced and more than 5 years experience are experienced teachers.

HYPOTHESES

Following hypotheses have been formulated for the current study:-

1. There exists no significant difference in the perception of values to be developed among secondary school children between teachers working in Govt. & Non-Govt. schools.
2. There exists no significant difference in the perception of values to be developed among secondary school children between male and female teachers.
3. There exists no significant difference in the perception of values to be developed among secondary school children between experience & less experience teachers.

METHOD USED

For the present study, method, the investigator decided to adopt was survey method. It is a method of investigation to study, describe and interpret what exists at present. There are a number of questions that arise concerning current conditions practice that prevail the education world. Information regarding such questions is important for administration teachers and educational planners. Survey brings to our attention educational problem and suggest the ways of meeting them.

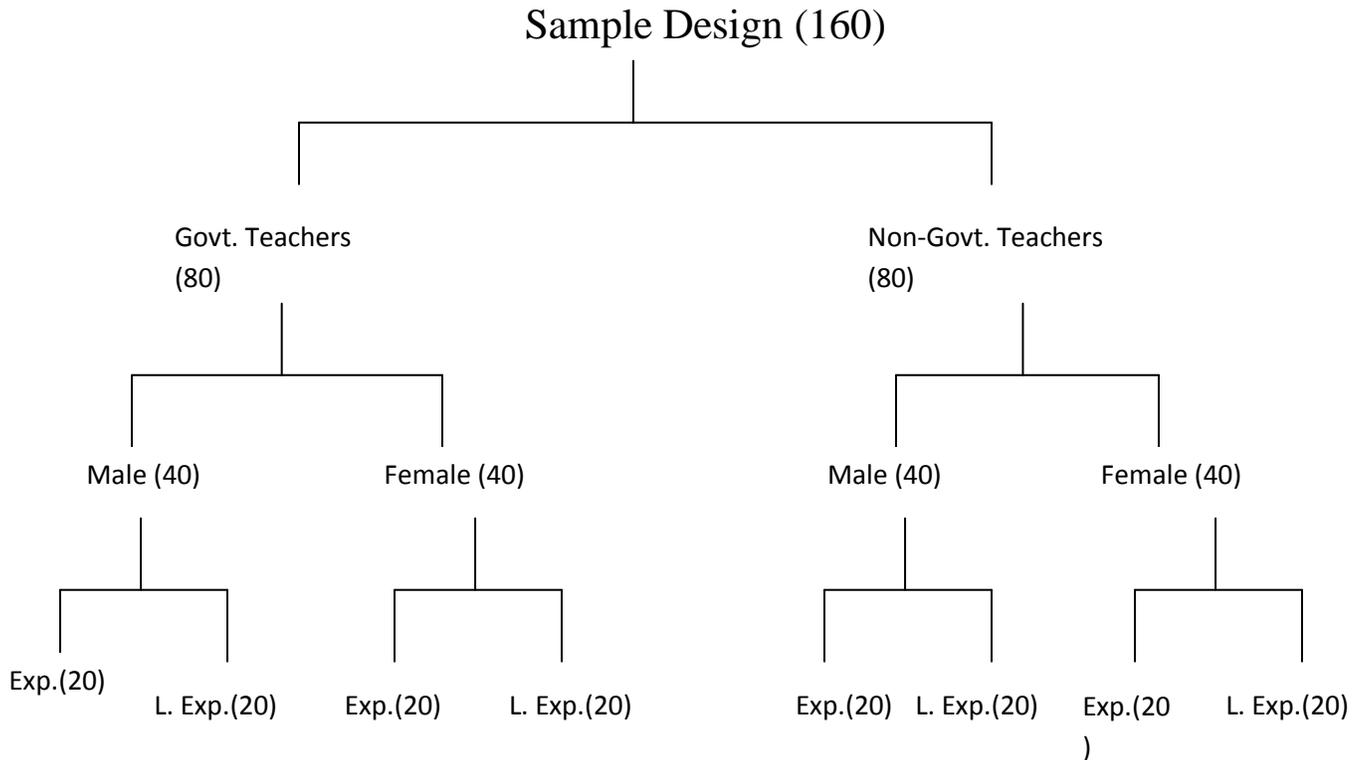
SAMPLING

Sample gives us only estimate from which the investigator can make decisions and draw conclusions never with source conviction but with various degree of assurance. After making this frank confession it may also be asserted that without sampling the investigator can hardly draw any generalized conclusions. The present study is concerned with analyzing the teacher's perception of secondary school children's values. So before finalizing the research problem, the first task was to select the field of the study Yamuna Nagar was selected as the field of study.

Questionnaires were given to 200 teachers. The investigator personally visited the schools and explained the teachers about importance of the study. Despite many efforts the

investigator could collect only 160 questionnaires. Therefore, the sample of study in hand is 160 teachers of secondary schools in Yamuna Nagar.

SAMPLE DESIGN:



TOOL USED

Research studies are distinguished on the basis of their purpose and approach. There is great variety in the tools used for the collection of appropriate data. The selection of the tools is of vital importance for successful research. The effectiveness of a tool may be judged through the nature or purpose of the study.

To achieve authentic, genuine and accurate information from the teachers ‘Questionnaire’ was the useful tool in comparison to visiting different schools personally and seeking an interview with the teachers as its work would have been limited by the degrees of insight possessed by the teachers. Therefore, for the present study the investigator employed the

‘Questionnaire’ tool for collection of data, which was prepared with the help of related to the teachers’ perception of values to be developed in secondary school children.

COLLECTION OF DATA

The investigator felt difficulties in the collection of data. In order to get relevant responses of respondents, they were first convinced that the information provided by them will be kept confidential and will be used only for research work. Some of the respondents misplaced the questionnaire as such the investigator had to supply questionnaire again to them She had to send reminders to the respondents for the collection of data. Some of the teachers hesitated to fill unless they were requested time and again. And some of them filled it in a very careless way. Anyhow, the investigator is fully satisfied with their timely help and is highly thankful to all of them.

SCORING AND STATISTICAL TECHNIQUES

Scoring was done by taking down the responses form the questionnaire in terms of tallies. In this way all the answer sheets were dealt with the necessary tallies were marked and counted and the scores in each column were taken frequencies. The scale was having three point rating- Always, Sometimes, Never.

In scoring, ‘Always was given 2 points, ‘Sometimes’ was given 1 point and ‘Never’ was given 0 points. The data was analysed with the help of ‘t’ test to find out if the significant difference exist in the mean scores of different groups of teachers i.e. the teachers working in the Govt. and Non-Govt. schools. Male and female teachers, experienced and less experienced teachers under comparison.

MAIN FINDING AND DISCUSSIONS

HYPHOTHESIS 1

There exists significant difference in perception of values to be developed among secondary school children between teachers working in Govt. and Non- Govt. schools.

RESULT: There exists significance in perception of values to be developed among secondary school children between teachers working in Govt. and Non-Govt. schools. The mean score of Govt. school teachers in perception of values to be developed among secondary school children is 38.08 and the mean score of Non-Govt. school teachers in perception of values to be developed among secondary school children is 45.16. It reveals that the teachers of Non-Govt. schools have better perception of values to be developed among secondary school children than the teachers of Govt. schools

HYPOTHESIS 2

There exists no significance difference in the perception of values to be developed among secondary school children between male and female teachers.

RESULTS: There exists no significance difference in the perception of values to be developed among secondary school children between male and female teachers. The mean score of male teachers in the perception of values to be developed among secondary school children is 42.88 and the mean score of female teachers in perception of values to be developed among secondary school children is 43.96. IT reveals that the male teachers as well as female teachers have similar perception of values to be developed among secondary school children.

HYPOTHESIS 3

There exists significance difference in the perception of values to be developed among secondary school children between experienced and less experienced teachers.

RESULTS: There exists significance in perception of values to be developed among secondary school children between experienced teacher and less experienced teachers. The mean score of experience teachers in perception of values to be developed among secondary school children is 48.11 and the mean score of less experienced teachers in perception of values to be developed among secondary school children is 41.04. It reveals that the experienced teachers have better perception of values to be developed among secondary school children than the less experienced teachers.

MAJOR RECOMMENDATIONS

At present, India is at stake since eternal values are masked by modern socio-political corrupt systems and sheaths of ignorance are covered the rich ancient values. That is why, India had never seen the situation which are observing today.

“As we sow so we reap” cannot be forgotten. Existing problems of today definitely yield corresponding fruits either today itself or in future. Present day problems are due to unnatural deeds. Therefore the results are also of this nature.

Television serials, cinemas, video and audio recordings, modeling, advertisements, magazines, modern novels, etc. have adverse effect on students behaviour and character development. The astonishing fact in this regard is the grand encouragement by the public. The attitude of the public has to be changed once for all. It is not an easy task. Value education becomes meaningless without solving this serious problem.

Well known dictum is “practice is better than precept”. This is an age old concept for us. That is why we are inverted this dictum. Now we have considered that precept the better than practice. We have never ashamed to declare even in public platforms that ‘do as I say’ and ‘not do as I do’. Hence we talk much about values on platforms, hours together and practice nothing. Hence the students have no role model to follow. Creation of role model in this modern technical world is really a challenging task.

The programmes of training need to be so planned as to create condition to motivate teachers to innovate, device appropriate methods of communication and activities relevant to need of capabilities of the community and its concerns with tradition of high intellectual spiritual attainment.

The preparation of teachers does not end up with the pre-serviced education. In service programmes need greater care in their organisation through universities. NCERT NCTE, SCERTs and DIETs for enabling them to learn the methods and techniques of inculcating different desirable values among the students.

Value could be integrated properly with different subject areas and educational programmes. Through physical education emphasis on health, strength, agility, grace and beauty can be laid. Through sports, the qualities of courage, hardihood, energetic action, initiative, steadiness of will, rapid decision and action, the perception of what is to be done in an emergency, sportsmanship, leadership etc. can be developed. Besides, one would also develop right attitude, friendliness, self-control, acceptance of victory or defeat, supremacy of a judge or referee, discipline, obedience, order, team spirit and working for a common goal. Likewise, work experience which now constitutes one of the areas of core-curriculum, will help in perfecting skills, utilizing materials, tools and processes of works and will promote spirit of 'love of work' and dignity of labour, more so, in a social setting. Responsibility towards and identification with the community can be aroused and awakened by organising work experience activities in social settings. Students can be encouraged to live in harmony with nature, appreciate art, music and can dream of the country and the world that future would shape, of course, with some degree of realism. Examples of national leaders, great men of art & culture and of science can be motivating forces in the life of students. In fact, with the help of all educational programmes and subjects of study, values can be included with ease and in a natural setting.

SUGGESTIONS FOR FURTHER RESEARCH

1. The present study was confined to the secondary school students of Yamuna Nagar district only. Similar study can be under taken in the other parts of the country.
2. The present study was confined to the secondary school students only. Similar study can be taken up on different levels of educational ladder such as primary, upper primary, senior secondary and even at the college level using suitable tools.
3. The present study was confined to a sample consisting of 160 students of secondary schools. Similar study can be conducted on a larger sample for more comprehensive results and better generalisation.

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