

A Survey of Values Among Secondary School Teachers Working in Vijayapur District with Special Reference to Gender, Marital Status

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Abstract:

There has been a persistent erosion of values in the society. In the present day context certain values need to be redefined and reinstalled. There are situations when the values imparted and inculcated in schools are not generally practiced in society. Value education demands a planned and purposive approach. It is through education and as of necessity through teacher education programmes that the task of inculcating values can be substantially accomplished. Whereas values are emotive, the other related significant dimension is that of moral education which is essentially connotative in character. Morals are situation specific and demand immediate decision and action and yet there are morals which are considered to be eternal and universal. Through committed teachers, the art of ensuring moral development in a secular multi-religious and multi-ethnic society needs to be cultivated. Researches conducted so far have been limited in respect of values of teachers but there is paucity of researches in the field of secondary school teachers. In this study the researcher used the stratified random sampling technique by selecting the secondary school teachers from Vijayapur district. The study found that the teachers of secondary schools do not differ significantly with reference to social and religious values. Further it was concluded that secondary school teachers have to choose different alternatives in their limited resources to meet their needs and demands they have more financial demands to be meeting than that of male secondary school teachers.

Keywords: Social, religious, values, teachers, secondary school.

I. INTRODUCTION

Education has an immense effect on our political, economic and social development. With the increasing recognition by almost all countries that 'planned growth' is the way to social well-being, the first thing to do is to select our goals. Ours is one of the biggest systems of Education in the world. Especially after the attainment of independence there has been an un-precedential expansion of educational facilities at all levels. Yet the constitutional directive of providing free and compulsory education for all children up to the age of 14 years by 1960 has not been implemented. The expansion of education has been loop-sided, full of regional disparities and lacks a mass base. As a consequence of indiscriminate expansion, a major causality has been the quality and standards of education. Froebel's definition that "the object of education is the realization of faithful, pure, inviolate and hence holy life" is in conformity with spiritual education.

There cannot be two opinions about the importance of values in conditioning and shaping the personality characteristics of an individual. According to Hurlock Elisabeth (1974) values operate as criteria making judgement between alternative courses of actions and they directly influence the quality of persons behaviour and conduct. Values are like the nails that keep a train on track and help it move smoothly, quickly and purposefully, they provide motivation and a person is ready to suffer and sacrifice for the sake of values. Without values, one floats like a piece of driftwood in the swirling water of the river, however existing that may see. That is why values are central to one's life and define the quality of their life.

A person can be perfect only when he has internalized the absolute values. To what extent he has internalized the values

will reflect in his behaviour pattern. Hence, an objective survey of values of teacher is needed under these conditions.

II. STATEMENT OF THE PROBLEM

The present study is designed to "A Survey of Values among Secondary School Teachers Working in Vijayapur District with Special Reference to Gender, Marital Status"

III. OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To survey the values of secondary school teachers working in Vijayapur district with special reference to gender, marital status.
2. To find the difference, if any, in the values of male and female secondary school teachers.
3. To find the difference, if any, in the values of married and unmarried, secondary school teachers.

IV. HYPOTHESES

Hypothesis: There is no significant difference in Social value of male and female secondary school teachers.

Hypothesis: There is no significant difference in religious value of male and female secondary school teachers.

Hypothesis: There is no significant difference in social value of married and unmarried secondary school teachers.

Hypothesis: There is no significant difference in religious value of married and unmarried secondary school teachers.

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V. VARIABLES

Dependent Variables

Values

1. Social Value
2. Religious Value

Independent Variables

1. Gender (Male and Female)
2. Marital Status (Married and Unmarried)

VI. TOOL USED FOR THE STUDY

The tools used for the present study was constructed and standardized by K. Ray Chowdhury (1958) which was based on Allport-Vernon-Lindzey’s version.

VII. POPULATION AND SAMPLE

All the teachers those who are working in secondary schools formed the population of the sample. While selecting schools, stratified sampling technique was followed and for selecting sample, simple random technique was used. The sample consists of 90 teachers with 45 male and 45 female teachers.

VIII. PROCEDURE OF DATA COLLECTION

First, researcher got the multiple copies of scale of values by K. Ray Chowdhury and circulated them to all the secondary school teachers working in Vijayapur District. The researcher approached the secondary school teachers personally and requested for their responses. Ultimately, the researcher may be able to get only 90 responses. The responses received were subjected to further analysis and interpretation.

IX. STATISTICAL TECHNIQUE

To analyze the collected data ‘t’ test was applied to find the significant differences in values of teachers belonging to different categories based on gender, marital status.

X. DATA ANALYSIS

Table-1: The Mean, Standard Deviation, ‘t’ Value of Social Value of Male and Female Secondary School Teachers

Category	X (mean)	S.D	‘t’ value	P-value	Significance
Male	61.3043	5.7961	-0.7444	>0.05	NS
Female	62.4565	8.7527			

The above table reveals that the mean of social values of male and female teachers of secondary schools do not differ significantly ($t = -0.7444, > 0.05, NS$) at 5% level of significance. Hence, the null hypothesis is accepted i.e., there is no significant difference in the social value of male and female secondary school teachers.

Table-2: The Mean, Standard Deviation, ‘t’ Value of Religious Value of Male and Female Secondary School Teachers

Category	X (mean)	S.D	‘t’ value	P-value	Significance
Male	31.9783	3.3031	1.2976	> 0.05	NS
Female	31.0870	3.2852			

The above table reveals that the mean of religious value of male and female teachers of secondary schools do not differ significantly ($t = 1.2976 > 0.05, NS$) at 5% level of significance. Hence, the null hypothesis is accepted i.e., there is no significant difference in the religious value of male and female secondary school teachers.

Table-3: The Mean, Standard Deviation, ‘t’ Value of Social Value of Married and Unmarried Secondary School Teachers

Category	X (mean)	S.D	‘t’ value	P-value	Significance
Married	62.2500	7.9346	0.4979	>0.05	NS
Un-married	61.4773	6.8488			

The above table reveals that, the mean of social value of married and unmarried teachers of secondary schools do not differ significantly ($t = 0.4979, > 0.05, NS$) at 5% level of significance. Hence, the null hypothesis is accepted i.e., there is no significant difference in the social value of married and unmarried secondary school teachers.

Table-4: The Mean, Standard Deviation, ‘t’ Value of Religious Value of Married and Unmarried Secondary School Teachers

Category	X (mean)	S.D	‘t’ value	P-value	Significance
Married	32.1042	3.1369	1.7513	>0.05	NS
Un-married	30.9091	3.4087			

The above table reveals that, the mean of religious value of married and unmarried teachers of secondary schools do not differ significantly ($t = 1.7513, > 0.05, NS$) at 5% level of significance. Hence, the null hypothesis is accepted i.e, there is no significant difference in the religious value of married and unmarried secondary school teachers.

XI. FINDINGS

1. The male and female secondary school teachers working in Vijayapur district do not differ significantly with reference to social value.
2. The male and female secondary school teachers working in Vijayapur district do not differ significantly with reference to religious value.
3. The married and unmarried secondary school teachers working in Vijayapur district do not differ significantly with reference to social value.
4. The married and unmarried secondary school teachers working in Vijayapur district do not differ significantly with reference to religious value.

XII. DISCUSSION AND CONCLUSION

The present study of values of secondary school teachers was taken up by selecting gender, marital status as independent variables. Female secondary school teachers were found to possess high economic value. No significance difference found in other values social, political and religious values which discloses that gender has no significant influence on values of secondary school teachers. This finding is supported by studies of Khan (1971) and Gudi, P.S. (1978). It may due to fact that female secondary school teachers have to choose different alternatives in their limited resources to meet their needs and demands they have more financial demands to be meeting than that of male secondary school teachers. In this society of changing life styles, cost of living being increased abnormally female secondary school teachers may incline more towards economic values. Married and unmarried secondary school teachers do not differ significantly in social and religious values. This finding is supported by the Khan (1971) and Rajashekar (1988).

XIII. SUGGESTIONS FOR FURTHER RESEARCH

1. The values of context of Indian sample is very much different from the value context in which Allport-Vernon-Lindzey scale of suggestion for values was developed which was typically western. This leads to two things; it would mean that on independent effort is necessary to evolve a scale of values for being considered by Indian sample.
2. The same study may be taken for different level of teachers.
3. A comprehensive study of value system prevalent in secondary school teachers may be conducted.
4. The influence of management or service condition on value systems of secondary school teachers may be taken up.

XIV. REFERENCES

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