

A Study of Value Patterns of Secondary Schools Teachers in Darjeeling District

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ARTICLE DETAILS

Article History

Published Online: 10 October 2018

Keywords

Value, Value Patterns, Secondary School Teachers, Gender

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ABSTRACT

The role of a teacher is to make decisions about how to best facilitate their students' learning in the conditions in which they teach. They do it skillfully, intelligently, and with suitable modifications, taking into account their own values as well as those of their pupils and other stakeholders. The present study has been conducted to study the value patterns of secondary school male and female teachers. The purpose of this study is to investigate at the teacher value patterns of male and female secondary school teachers in the Darjeeling district. A random sampling approach was employed with a sample size of 100 secondary school teachers. The religious, social, political, economic, theoretical, and aesthetic values have all been explored. The researcher employed the Teacher Value Inventory established Singh and Ahluwalia (2008). A significant disparity in the political, economic, and social worth of male and female secondary school instructors has been discovered.

Introduction

Basic human characteristics like empathy and tolerance receive relatively less attention in our materialistic society. This oversight leads us to believe that information will be exploited without regard for context or priorities established by beliefs. We pay very little attention to the beliefs that make up the information or how informed we are of it. Digitalisation of education has aided students in their studies, but it does not replace the teacher's emotions in getting pupils through school or knowledge in assisting the intellectual development of the child. Teachers have an important influence in students' psychological and physical well-being by keeping them focused and aware in class. Teachers play a significant role in the teaching and learning process; they are indeed the biggest contributor of quality in education of any country. In ancient times, a teacher was considered one of the most distinguished figures and erudite scholar in the society with high morals and principles but it is not the same in today's modern society. If a teacher is unmotivated, apathetic, uncommitted, uninspired, dishonest, indiscipline, and indifferent, the country will struggle to progress. Teachers' role and responsibilities include more than just transmitting knowledge through the use of classroom practices; it should also include teacher's behaviour, attitudes, and character, as the interpersonal relationship between the teacher and the learners, will determine the development of the child and his environment. According to Dixit and Singh (2015), factors such as the locality of the school and the gender of the teachers influence the value pattern. Kumar (2012) found a statistically significant difference in the social and aesthetic value of male and female trained graduate secondary school teachers. Female secondary teachers have high aesthetic value than their male counterparts. Sharmila's (2016) Gender and family type had no significant differences in their Value Pattern of Higher Secondary Teachers, but locality, teaching subject, and teaching experience did. According to the findings of Kaur (2014), men and female teachers differ in their value patterns. Male teachers do much better in theoretical, political, and social values, but female teachers perform better in economic, aesthetic, and religious values. On the basis of their

multiple value dimensions, Singh (1992), Dutt (1986), Yero (2001), and Nitasha (2013) revealed significant differences between male and female teachers. In many countries across the world, including India, the increase of indiscipline, a lack of principles, and a degradation of social and moral principles in the younger generation has sparked significant concern in recent years. For the young of today, the past is irrelevant, the present is uncertain, and the future is confusing and frightening. Today's value erosion has become a relevant issue.

Statement of the Problem

A Study on the Value Patterns of Secondary School Teachers

Objective of the study:

1. To determine the value patterns of male and female secondary school teachers.
2. To examine the value patterns of male and female secondary school teachers with respect to each of the six values

Research Questions:

1. Does the value pattern of male teachers differ from female teachers of secondary school?

Hypotheses:

The hypotheses of the study are:

1. There is no significant difference in the different value patterns of male and female secondary school teachers.

Delimitations of the study:

The scope and time constraints have delimited the present study to the following.

1. The study is limited to the teachers teaching at secondary school level.
2. The study is conducted on secondary school teachers of Darjeeling Subdivision in Darjeeling district of West Bengal only.

investigator used both inferential and differential statistics for analysis and interpretation of the data.

Results and Discussions.

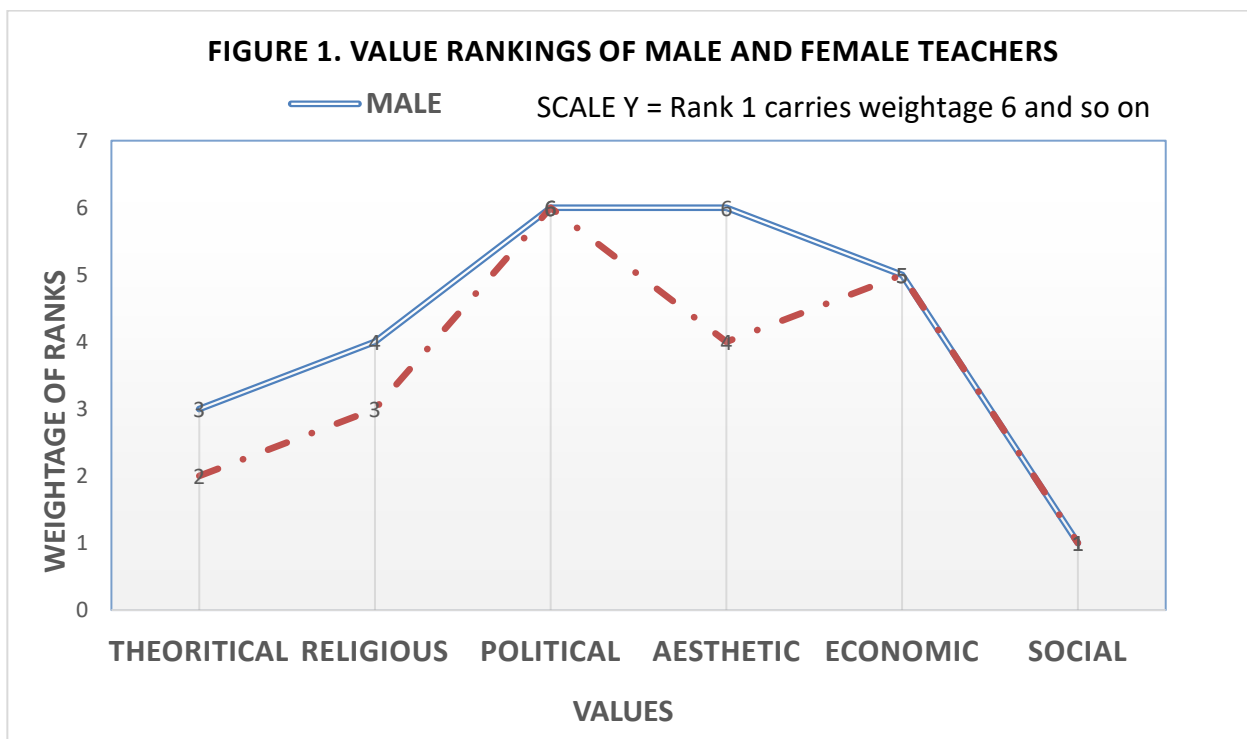
Research Questions.

1. Does the value pattern of male teachers differ from female teachers of secondary school?

Results:

In Table 1.1 the obtained means of male and female teachers of secondary schools are given. It shows that the social value was the top-ranked value for both the male and the female teachers. Similarly, political value was bottom ranked for both male and female teachers. Their value pattern preference has been graphically represented in Figure 1.

VALUES	MALE		FEMALE	
	MEAN	RANK	MEAN	RANKS
THEORITICAL	90.5	3	92.37	2
RELIGIOUS	90.26	4	92.15	3
POLITICAL	78.17	6	72.59	6
AESTHETIC	90.95	6	90.2	4
ECONOMIC	81.8	5	75.01	5
SOCIAL	93.14	1	102.77	1



Discussion

It may be observed from Table 1.1 that social value was the top ranked value for both male and female teachers of secondary school of Darjeeling District. It might be argued that the teachers are considered important members of the society so they tend to get involved, participate and organize various community programmes inside as well as outside the school.

Both teacher groups have ranked political values as the bottom ranked values, it may be argued that the history of unstable political scenarios in Darjeeling contributed to their

low interest towards politics and they may insist that these discussions have no place in the classroom.

Result: The details of the t-ratio of the six values are separately presented in this section

Hypotheses

1. There is no significant difference in the different value patterns of male and female secondary school teachers.

TABLE 2. Significance of Difference in Mean Scores of Different Values Of male and female teachers of Secondary Schools

VALUES	GENDER	N	MEAN	SD	t-ratio	LEVEL OF SIGNIFICANCE
THEORETICAL	MALE	41	90.5	11.63	0.65	Not Significant
	FEMALE	59	92.37	14.02		
RELIGIOUS	MALE	41	90.26	18.56	0.51	Not Significant
	FEMALE	59	92.15	17.62		
POLITICAL	MALE	41	78.17	11.81	2.09	0.05
	FEMALE	59	72.59	14.48		
AESTHETIC	MALE	41	90.95	15.9	0.25	Not Significant
	FEMALE	59	90.2	13.69		
ECONOMIC	MALE	41	81.8	11.46	2.51	0.05
	FEMALE	59	75.01	15.17		
SOCIAL	MALE	41	93.14	13.55	2.8	0.05
	FEMALE	59	102.77	19.82		

The t-ratio recorded in table 2 show that the difference between mean score of male and female secondary school teachers with respect to theoretical, religious and aesthetic values was not significant at 0.05 level of confidence. Hence the null hypothesis Ho1, Ho2 and Ho4 is retained. which clearly indicates that male and female teachers are comparable in the above mentioned values.

The t-ratio recorded in table 2 shows that the difference in the mean scores of political value between male and female teachers was found significant at 0.05 level of confidence. The examination of the respective mean (M (male)=78.17, M (female) = 72.59) Suggests that the political values of male teachers were higher than that of female teachers.

The t-ratio recorded in table 2 shows that the difference in the mean scores of economics value between male and female teachers was found significant at 0.05 level of confidence. The examination of the respective mean (M (male)=81.8, M (female) = 75.01) Suggests that the economic values of male teachers were higher than that of female teachers.

The t-ratio recorded in table 2 shows that the difference in the mean scores of social value between male and female teachers was found significant at 0.05 level of confidence. The examination of the respective mean (M (male)=93.14, M (female) = 102.77) Suggests that the social values of male teachers were higher than that of female teachers.

Major Findings of the Study

The major findings of the study are

1. The secondary school male teachers were comparable with their female counterparts with respect to theoretical values.
2. The secondary school male teachers were comparable with their female counterparts with respect to religious values.

3. Male teachers were significantly better than female teachers with respect to political values.
4. The secondary school male teachers were comparable with their female counterparts with respect to aesthetic values.
5. Male teachers were significantly better than female teachers with respect to economic values.
6. Female teachers were significantly better than male teachers with respect to social values.

Educational implications:

Most people believe that the sole role of a teacher is to deliver information in the classroom. Some students fall behind because they are scared to approach their teachers with problems. Teachers should be able to give students a way of expressing themselves and address their mistakes. Yes, but providing knowledge or promoting learning is merely one of teachers' responsibilities. In an age where parents are increasingly deferring their parental responsibilities for taking care of their children, it is also the teacher's job to encourage pupils in acquiring desirable characteristics or ethical principles. Teachers record the consequences of a decision over time, analyses the outcomes, and make changes flexibly as required. Teachers should reflect on their performance in order to grow and improve. Academic learning is not the main goal of education. Individual students may be assigned additional learning objectives by teachers. These might be psychological, interpersonal, intellectual, emotional, physical, or something entirely new. Teaching is regarded as one of the noblest disciplines, and the teacher is one of the most important factors in the field of education. Because of the aforementioned circumstances, teachers must be given value-oriented education, and teacher education institutions should promote ethical values through seminars, training, and conferences. Teacher-educators ought to get in-service training. A teacher must be well-versed in all forms of professional values since he or she must execute endless

obligations. As a result, a teacher must have a strong understanding of values. Indeed, values should become the foundation of teacher education, without which education is incomplete.

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