

## Study of Values among Teachers in Government and Private Schools

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**ABSTRACT:** Education brings a change in human being so that he may become an active and able member of society. Teacher is the real maker of society. He has the potential power or force which can take this generation to any side of peace or wave. The aim of present study was to investigate the values among teachers in Government and Private schools. Descriptive survey method was used. The sample was comprised of 200 teachers for data collection and (Ojha, 1984) teachers value inventory was used. Findings of the study showed that there exists no significant difference in values among teachers in Government and Private schools.

**Keywords:** Values, Government School teachers and Private school teachers.

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### I. INTRODUCTION

India is famous for its heritage and civilization. If we attribute value spheres to certain philosophical backgrounds, India has experienced a variety of philosophical school through its history. Values are considered important and fundamental dimension of an individual. Transmission of human values is to be made feasible by the pivotal role played by teacher in the area (Nitisha, 2013). Teachers is the right person to develop awareness and sensitivity of duties and values amongst the children. An efficient teacher aims at enlightening the minds and illuminating the hearts of individual. Teachers are the strong pillar of nation. It is in the hands of teachers to mould the personality of students by inculcation of values (Rani, 2000). A value is not just a performance which is felt or considered to be justified morally or by aesthetic judgement (Kulkohan, 1952).

Values are important for bringing desirable changes in an individual. The National Policy of Education (1986) calls for an emphasis on development of science and technology and the cultivation of personal and social values. So, that the educational system produces young men and women of character and ability committed to national services. The term value means the relative prominence of the subjects interest or the dominant interest in personality (Allport, 1935).

The Education Commissions headed by Dr. Radhakrishnan and Dr. Kothari recommended that values such as truth, peace, non- violence, right conduct and love be introduced as core values in our educational system(1964-1966). Sri Prakash committees (1959) made valuable recommendations for strengthening moral, etical and spiritual values. The need to cultivate the value of a human and composite culture for integrated development of the youth through specialized institution or by refashioning the education system has been recognised the National Policy of Education (1986) and Program of action (1992).Kumar (2006) conducted a study entitled A Comparative study on environmental awareness and values among female secondary school teachers of rural and urban area of Himachal Pardesh. He found that rural and urban female teachers have almost the same kind of perception as far as religious values, aesthetic value and health was concerned. There exist positive correlation between environmental awareness and social value as well as health value.

Values plays an important role in the life of every human being student, teacher, doctor, engineer and teacher educators. The values not only determine the aims but these are helpful to decide about the means to achieve those aim (Kumar, 2015). It is a process of perception of values which would directly govern the action and activity within a particular sphere. The values which will be influenced or transmitted depends on the teacher's own value orientations. It depends on the teachers own values (Dixit, 2015). Thus, investigator felt that it is necessary to study the values among teachers in Government and Private schools.

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## II. SIGNIFICANCE OF THE PROBLEM

India believes in the possibility of a new social order and dreams of a society built on the rich culture heritage and values of our country. But it must be remembered that the dreams of the new society will never be realized unless the younger people who form an integral part of the society. Values are formed in the cradle in belief when values start developing in the childhood, the child is defenceless and exposed to parental and other social influence. Every society indoctrinates the acceptable norms and behaviours to its new entrants. Usually this is done through parent, child and teacher interaction. There is much diversity in behaviour which is due to difference in values. The behaviour, personal likes, dislikes and other interests in different fields can be known if the knowledge of values about individual is obtained. During recent years, the growth of indiscipline, the lack of ideals and the weakening of social and moral values in the younger generation have caused grave concern in many countries of the world including India. The erosion of values today has become a strong phenomenon. The values which will be influenced or transmitted depends on the teachers own value orientations. A teacher must be secular in his outlook and love students as his own wards. He must understand that he is the custodian of these young ones.

### OBJECTIVES

1. To study the values among Government and Private male school teachers.
2. To study the values among values among Government and Private female school teachers.
3. To study the values among Government and Private school teachers

### HYPOTHESES

1. There exists no significant difference in values among Government and Private male school teachers.
2. There exists no significant difference in values among Government and Private female school teachers.
3. There exists no significant difference in values among Government and Private school teachers

## III. RESEARCH MEDHODOLOGY

Keeping in view the research evidences, objectives and hypotheses, the researcher found a suitable go through descriptive method.

### PARTICIPANTS:-

The research population constitutes school teachers of Amritsar District in Punjab. A s the entire population cannot be reached, so random sampling was used to determine the sample of 200 teachers.

**MEASURES:-** Teachers value Inventory (Ojha, 1984)is employed for study.

### STATISTICAL TECHNOQUES USED:-

Information gathered was put to suitable statistical treatment by using Mean, S.D. t-test.

### VERIFICATION OF HYPOTHESES

#### HYPOTHESIS -1

“There exists no significant difference in values among Government and Private male school teachers”.

In order to test the hypothesis, mean S.D. of different values in government and private male school teachers was calculated. The score of government and private male school teachers has been described in terms of mean, S.D. and t- value in table(1).

**Table-1:** Mean, S.D. and t- value among government and private school teachers.

<b>Dimension</b>	<b>School</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>t. ratio</b>	<b>Significance</b>
Theoretical value	Govt.(male)	50	45.05	5.28	0.202	N.S.
	Private(male)	50	44.76	4.45		
Economic value	Govt.(male)	50	41.60	5.13	0.487	N.S.
	Private(male)	50	42.26	3.95		
Aesthetic value	Govt.(male)	50	34.15	5.14	1.925	N.S.
	Private(male)	50	37.13	5.68		
Social value	Govt.(male)	50	43.26	2.08	2.385	Significant at 0.05 level
	Private(male)	50	41.25	3.89		
Political value	Govt.(male)	50	42.60	3.86	1.374	N.S.
	Private(male)	50	40.96	4.52		
Religious value	Govt.(male)	50	34.60	5.57	1.295	N.S.
	Private(male)	50	32.26	5.28		

(Critical value 1.96 at 0.05 level and 2.58 at 0.01 level)

The table-1 reveals that t- value of government and private male school teachers in theoretical value, economic value, aesthetic value, political value and religious value is 0.202, 0.487, 1.925, 1.374 and 1.295 respectively. So, the hypothesis no 1, “There exists no significant difference in values among government and private male school teachers” is not rejected at 0.05 and at 0.01value. But in social value t-value is 2.385 which is significant at 0.05 level.

The above result is supported by (Dixit, 2015) that there was no significant difference in theoretical, aesthetic, economic, political and religious value.

**HYPOTHESIS -2**

“There exists no significant difference in values among government and private female school teachers.”

In order to test this hypothesis mean and S.D. of different values among government and private female school teachers was calculated. The score of government and private female school teachers has been described in terms of mean, S.D. and t-value in the table(2).

**Table-2**

Dimension	School	N	Mean	S.D.	t. ratio	Significant
Theoretical value	Govt.	50	44.66	4.06	0.238	N.S.
	Private	50	44.94	3.15		
Economics value	Govt.	50	30.80	4.60	1.99	Significant at.0.5 level
	Private	50	33.88	5.47		
Aesthetic value	Govt.	50	42.60	3.86	1.37	N.S.
	Private	50	40.96	4.52		
Social value	Govt.	50	41.25	3.89	2.385	Significant at.0.05 level
	Private	50	43.26	2.08		
Political level	Govt.	50	45.05	5.28	0.202	N.S.
	Private	50	44.76	4.44		
Religious value	Govt.	50	30.80	4.60	1.995	Significant at 0.05 level
	Private	50	33.88	5.47		

(Critical value 1.96 at 0.05 level and 2.58 at 0.01 level).

The table -2 reveals that the t- value of government and private female school teachers in theoretical, aesthetic and political value is 0.238, 1.37 and 0.202 respectively which is insignificant at 0.05 and at 0.01 level of significance. Hence, the hypothesis no 2, “ There exists no significant difference in values among government and private female school teachers”. But in economics, social value and religious value t- value comes out to be 1.99, 2.385 and 1.995 which is significant at 0.05 level. The above result is supported by (Kumar, 2006)that female teachers trained on the basis of mean score show more inclination towards values as compared to urban female teachers.

**HYPOTHESIS-3**

“ There exists no significant difference in values among Government and Private school teachers”.

In order to test this hypothesis, mean and S.D. different values in government and private school teachers was calculated. The score of government and private school teachers has been described in terms of mean, S.D. and t- values in table(3).

**Table-3**

Dimension	School	N	Mean	S.D	t. ratio	Significance
Theoretical value	Govt.	100	94.7	16.5	0.86	N.S.
	Private	100	97.5	17.6		
Economic value	Govt.	100	72.5	15.4	0.36	N.S.
	Private	100	71.7	19.9		
Aesthetic value	Govt.	100	95.3	14.3	1.01	N.S.
	Private	100	97.4	15.8		
Social value	Govt.	100	97.6	16.4	0.47	N.S.
	Private	100	96.4	14.3		
Political value	Govt.	100	73.4	17.0	0.38	N.S.
	Private	100	72.6	13.7		
Religious value	Govt.	100	86.4	17.8	1.30	N.S.
	Private	100	89.5	16.3		

(Critical value 1.96 at 0.05 level and 2.58 at 0.01 level).

The table-3 reveals that the t-value of government and private school teachers in theoretical, economic, aesthetic, social, political, and religious value comes out to be 0.86, 0.36, 1.01, 0.47, 0.38 and 1.30 respectively which is insignificant at 0.05 and 0.01 level of significance. Hence, the hypothesis no. 3, "There exists no significant difference in values among government and private school teachers." The above result is supported by (Kumar) who found that there is no significant difference in government and self financed colleges among all values.

#### **IV. FINDINGS AND CONCLUSIONS**

On the basis of collection, analysis and interpretation of data given in Table-1 is found that out of six i.e. theoretical, economic, aesthetic, political and religious do not show any significant difference but the social values of male teachers of government school teachers is more than private school teachers. The findings on the basis of Table-2 by the researcher is that three values namely theoretical, aesthetic, and political value do not show any significant difference but economic values, social values and religious values are significantly different. It is found that economic, social and religious values are more in government female teachers than private female teachers. On analyzing the table-1, the researcher found that that values among government and private school teachers are not significant at 0.05 and 0.01 level.

#### **EDUCATIONAL IMPLICATIONS**

A teacher plays a significant role in building of a nation. Teacher has a pivotal role in school. A teacher commands a respectable status in a school too. In changing times, the school teacher has gained growing attention from educational policy makers. It is one of the foremost duty of teacher to provide congenial and attractive work conditions both for the school.

#### **V. SUGGESTIONS**

In the present circumstances the findings of educational institutions are undergoing drastic changes in every sphere. Through value pattern, we can know the value of teachers. The present study is delimited to teachers of government and private school. It is suggested that the further study can be done for the teachers at various levels like primary level, secondary level and at higher level. A teacher should remember that values in school programs lies in establishing proper immediate objectives whose realization will assure the fulfillment of ultimate aim of education, resulting building of nation.

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