

VALUE PATTERN OF HIGH SCHOOL TEACHERS IN CHENNAI DISTRICT

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Abstract

In the present study an attempt is made by the investigator to study the Value Pattern of High School Teachers in Chennai District, Tamil Nadu, India. Random Sampling Technique was used to compose a sample of 850 High School Teachers. Mean, Standard Deviation and t values were calculated for the analysis of data. The result revealed that the Gender, Teaching Subject and Teaching Experience had no significant difference but, Locality and Type of Family exhibited significant difference in respect of their Value Pattern of High School Teachers.

Introduction

Values are the guiding principles of life which are conducive to all round development. They give directions and firmness to life and bring joy, satisfaction and peace to life. Value is like the rails that keep a train on the track and help it more smoothly, quickly and with direction. They bring quality to life. Teachers are one of the main pillars of a sound and progressive society. Whether an action is right or wrong, a person must enter into an ethical experience and consider the motivation and consequences of his decision. Because people do not live in a box, their actions are influenced by their culture, the composition of a shared common language, an economic system, family structures, religious beliefs, political ideologies, and a value system. They bear the weight and responsibility of teaching, apart from parents, and the main source of knowledge and values for children. Teachers are main contributors of education. They pass on knowledge and values in every generation. They play crucial roles in developing and touching one's life. They mould children with knowledge and values to prepare them for working life and to become good citizen of the nation. When a person encounters a crisis, a problem, or a questionable situation, they look at experience and decide what action to take.

Need and Significance of the Study

Values are a precipitate of behaviour. They are established predispositions of behaviour. They are what is attractive to a person, they operate as criteria for making judgment between alternative cause of action and they directly influence the quality of the person's behaviour and decision as a rule, the person adopts those values which help him to

achieve the ends he desires and which are at the same time sanctioned by the group with which he is identified, his values are thus influenced by and are reflections of his personality. People differ in their values and so it is not surprising that their judgments' at the same object, person or situations differ and that they behave differently in the same or similar situations. Each individual develops values which seem important to him and which guide his life. The teacher should have values and morale which implies the code or standard of an individual for example truthfulness, honesty, humanity, compassion, sacrifice and so on. These are the values one can possess either by birth, or learn from teachers, or acquire by practice. Rightly said values means code of life behaviour, identifying the right and wrong, selecting the best to do. Hence, to teach the values, a teacher should possess the values, since the investigator emphasis the Value Pattern of the teachers.

Teachers are the good citizen makers and educational institutions are the functional heads of all that goes to make the foundations of a nation strong. It is here; teachers undertake the task of giving training to the students. Teachers form an essential aspect of the Indian system of education. Teacher is accepted as the guide and philosopher, the man of higher ideals in moulding the society. They can develop the intellectual growth of the children effectively. The ideal character of teacher leaves an ever lasting impression on the minds of the pupil. It is the teacher who can create a national perspective for understanding social and economic difference in the nation. The teacher should be a model to his own image in the minds of his students. As a person who imbibes, interprets and disseminates the culture and as a maker of future citizens of society, his position and role is unique and second to none. It is he who sets up the standards, builds up desirable attitudes and learning climate in the classroom and approves or disapproves the behaviour and the whole personality. Conceptions should be developed and misconceptions should be avoided. The emergence of a globalised world in a frame work of competitions together with the pressure of an exploding knowledge base has given rise to new challenging roles for the high school teachers. The study will help to know how far they are equipped and trained themselves so as to cope with the challenges in modern education system especially in the stage of High schooling. Therefore, the present study reveals the existing status of Value Pattern among high school teachers is rightly highlighted in this study.

Statement of the Problem

The problem selected for the present study is stated as “Value Pattern of High School Teachers in Chennai District”.

Objective of the study

An Investigator has framed following objectives for the study to find out the difference in Value Pattern of High School Teachers if any, among:

1. To find out whether there is any significant difference between Male and Female High School Teachers.
2. To find out whether there is any significant difference between Rural and Urban area High School Teachers.
3. To find out whether there is any significant difference between Arts and Science Subject handling High School Teachers.
4. To find out whether there is any significant difference between High School Teachers’ teaching experience up to 10 years and above 10 years.
5. To find out whether there is any significant difference between Nuclear family and Joint family High School Teachers.

Hypotheses of the study

For the present study, based on the objectives the investigator framed the following hypotheses,

1. There is no significant difference between Male and Female High School Teachers in respect of their Value Pattern.
2. There is no significant difference between Rural and Urban area High School Teachers in respect of their Value Pattern.
3. There is no significant difference between Arts and Science subject handling High School Teachers in respect of their Value Pattern.
4. There is no significant difference between up to 10 years and above 10 years experienced High School Teachers in respect of their Value Pattern.
5. There is no significant difference between High School Teachers, who belongs to Joint family and Nuclear family, in respect of their Value Pattern.

Method of the Study

Normative survey method was employed. The tool was administered to the samples of 850 High School Teachers. The data was collected and subjected to statistical analysis to arrive at a conclusion.

Tools Used

Teacher's Value Pattern Scale was constructed and standardized by Naga Subramani P.C. (2014). Teacher's Value Pattern Scale consists of 48 items. There are 39 positive statements and 09 negative statements in respect of the Teacher's Value Pattern. In each statement five point scale ranging from "strongly agree", "agree", "undecided", "disagree", "strongly disagree" is used. The different points on the scale are assigned with arbitrary weights, for example 5, 4, 3, 2, and 1 in the order of "strongly agree" response to "strongly disagree" response for the positive statements. The scoring scheme is reversed for the negative statements. Here the "strongly disagree" response is given the weight of 5 and the "strongly agree" response is given the weight of 1. An individual score is the sum of all the score of the 48 items. The maximum score that one can get in this is 240. Higher score indicates the high Value Pattern of High School Teachers and the Lower score indicates the presence of low Value Pattern of High School Teachers.

Sample of the Study

In this present study, 850 High School Teachers working in different High Schools were taken as sample. The random sampling technique has been used in the selection of the sample. The samples were collected from the various High Schools of High School Teachers in Chennai District, Tamil Nadu, and India.

Statistical Techniques Used

The following statistical techniques have been used in the present study for the analysis of collected data.

1. Descriptive Analysis
2. Differential Analysis

Table 1: Difference between the Means of the Background variables of Value Pattern

Variable		Number	Mean	S.D	`t'	Significant value
Gender	Male	428	221.25	7.95	0.50	NS
	Female	422	221.47	7.78		
Locality	Rural	420	224.41	7.28	4.28	S
	Urban	430	220.13	6.42		
Teaching subject	Arts	460	221.62	7.99	1.08	NS
	Science	390	221.01	7.70		
Teaching experience	Up to 10	511	221.76	7.90	1.02	NS
	Above 10	239	220.93	7.38		
Type of family	Joint	153	224.25	8.98	5.24	S
	Nuclear	697	221.07	7.34		

S=Significant NS=Not Significant

Major findings of the study

1. The verification of the hypothesis based on the analysis of data indicates that there is no significant difference in the Value Pattern of Male and Female High School Teachers (t=0.50).
2. The testing of the hypothesis based on the analysis of data indicates that there is a significant difference in the Value Pattern of Rural and Urban area High School Teachers (t=4.28) and it is inferred that the Urban area High School Teachers have more Value Pattern than their counterparts.
3. The testing of the hypothesis based on the analysis of data indicates that there is no significant difference in Value Pattern of Arts and Science subject handling High School Teachers (t=1.08)
4. The testing of the hypothesis based on the analysis of the data indicates that there is no significant difference in the Value Pattern of up to 10 years and above 10 years experienced High School Teachers (t=1.02)
5. The testing of hypothesis based on the analysis of data indicates there is significant difference in Value Pattern of joint and Nuclear family of High School Teachers (t=5.24). And it is inferred that the High School Teachers who belongs to Joint Family have more Value Pattern than their counterparts.

Conclusion

To sum up, the following conclusions have been reached in the light of the present investigation Gender, Teaching Subject and Teaching Experience had no significant difference but, Locality and Type of Family exhibited significant difference in Value Pattern of High School Teachers in Chennai District, Tamil Nadu, India

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