

Vol 4 Issue 4 May 2014

ISSN No : 2230-7850

International Multidisciplinary
Research Journal

*Indian Streams
Research Journal*

Executive Editor
Ashok Yakkaldevi

Editor-in-Chief
H.N.Jagtap

Welcome to ISRJ

RNI MAHMUL/2011/38595

ISSN No.2230-7850

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

International Advisory Board

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Center For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Dept of Chemistry, Lahore University of Management Sciences[PK]
Janaki Sinnasamy Librarian, University of Malaya	Catalina Neculai University of Coventry, UK	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Horia Patrascu Spiru Haret University, Bucharest,Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pinteau, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Titus PopPhD, Partium Christian University, Oradea,Romania	George - Calin SERITAN Faculty of Philosophy and Socio-Political Sciences AL. I. Cuza University, IasiMore

Editorial Board

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University,Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yaliker Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU,Nashik
Salve R. N. Department of Sociology, Shivaji University,Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary,Play India Play,Meerut(U.P.)	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra Maulana Azad National Urdu University
	Sonal Singh, Vikram University, Ujjain	

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net



VALUE PREFERENCES AMONG SECONDARY SCHOOL TEACHERS WITH RESPECT TO DEMOGRAPHIC VARIABLES

Ritu Mahajan

M.Ed (Student)

Manminder Kaur (Assistant Professor) B.C.M. College of Education, Ludhiana.

Abstract:-The present study was conducted to study the value preferences among secondary school teachers with respect to demographic variables. Teacher value inventory by Dr. Harbhajan L. Singh and Dr. S.P Ahluwalia was used for value preferences among secondary school teachers. The present study was conducted on 160 secondary school teachers of Ludhiana district. The t-test was employed to find out the significance of difference between the means. The study revealed a significant difference between theoretical, economical, aesthetic, political and religious value preferences of male and female secondary school teachers while no significant difference between their social value preferences. A significant difference was found between economical, social and political value preferences of government and private secondary school teachers while no significant difference was found between their theoretical, aesthetic and religious value preferences. A significant difference was found between theoretical and religious value preferences of government and private male secondary school teachers while no significant difference was found between their economic, aesthetic, social and political value preferences. There was a significant difference found between theoretical, aesthetic, social and political value preferences of government and private female secondary school teachers while no significant difference was found between their economic, and religious value preferences.

Keywords:-Values, Value Preferences.

INTRODUCTION

Education is a process of human enlightenment and empowerment for a better life. Sound and effective system of education results in unfolding the learner's potentialities, enlarging their competencies, interests, attitudes and values. Recognizing such an enormous potential of education, all progressive societies have committed themselves to the universalization of elementary education with an explicit aim of providing "Quality Education for all." They have also emphasized its qualitative improvement for effective empowerment of learners, as many as possible, in order to achieve advancement in various domains of life. The quality of education depends on the quality of a teacher, which in turn determines the quality of a nation. The teacher is the role model for the students. It is moral duty of teacher to inculcate values in their students.

VALUES

A value is a belief, a mission, or a philosophy that is meaningful. Whether we are consciously aware of them or not, every individual has a core set of personal values. Values can range from the commonplace, such as the belief in hard work and punctuality, to the more psychological, such as self-reliance, concern for others, and harmony of purpose. When we examine the lives of famous people, we often see how personal values guided them, propelling them to the top of their fields. For example, one actor was motivated by his commitment to social justice, which led to important acting roles related to that value that made him world famous. Whatever our values are, when we take them to heart and implement them in the smallest details of our lives great accomplishment and success are sure to follow. Values exert major influence on the behavior of an individual and serve as broad guidelines in all situations. Values are the things we strive for, values are that which guide our behavior and put meaning into our existence.

CLASSIFICATION OF VALUES

Theoretical Values: Theoretical Values characterized by a dominant interest in the discovery of truth and by an empirical, critical, rational, intellectual approach.

Economic Values: These are indicated by market price and they include all purchasable thing. Economic values are instrumental in sense that they are used as mean to obtain other values Some writer do not believe that these are values in strict sense, but only in a secondary or derivative sense .Economic values are also known as utilitarian values.

Aesthetic Value: The concept of aesthetic value refers to that value which causes an object to be a "work of art."The appreciation of beauty of nature and work of art are the aesthetic value.

Political Values: Political Values primarily interested in personal power, influence and renown. Political values are of a dual nature, which is both the source of an inner conflict and is also overcome on the basis of a system of political values.

Religious values: Religious values include worship, devotion, service and commitment to the faith in which one believes is the highest value. Religious values are ethical principals founded in religious traditions, text and beliefs

EMERGENCE OF THE PROBLEM

Teachers and parents are living models of values. Students try to copy them and feel pleasure in it. First of all, the teachers should inculcate all such values in their own behavior so that students learn to like them. At Present when social, Moral, Cultural and Spiritual values are disintegrating, when religion is losing its hold, when power and knowledge are being misused for vested interests, when nations don't trust one another, when Black marketing, Corruption, Barbarism, Indiscipline, violence are fast spreading, it is essential that value education should be included in our education system. Value inculcation should be the fore-most aim of imparting education in the present scenario feeling the need of the hour. Only this can promote individual and social welfare, love, peace, goodwill and understanding.

The political tension at present time is mainly due to the fact that knowledge has increased but morality has lagged behind. Morality in the form of truth, righteousness and non-violence is only balm which can heal the wounds of humanity. It is value oriented education which would impel man to utilize atomic energy for the betterment of humanity rather than destruction. It is the task of education to develop, preach and practice social, moral, spiritual, political, theoretical and aesthetic values, as these values are the greatest unifying force in life. Moreover, the student of today is nation builder of tomorrow and it is necessary for them to be educated by the value oriented teachers. Therefore, the present study was selected to study the value preferences among secondary school teachers with respect to their gender and type of the school.

OBJECTIVES OF THE STUDY

- 1.To study and compare the value preferences among male and female Secondary school teachers.
- 2.To study and compare the value preferences among secondary school teachers working in different type of schools (government and private).
- 3.To study and compare the value preferences among male secondary school teachers working in different type of schools (government and private).
- 4.To study and compare the value preferences among female secondary school teachers working in different type of schools (government and private).

HYPOTHESES OF THE STUDY

1. There is no significant difference between the value preferences of male and female secondary school teachers.
2. There is no significant difference between the values preferences of government and private secondary school teachers.
3. There is no significant difference between the values preferences of government and private male secondary school teachers.
4. There is no significant difference between the values preferences of government and private female secondary school teachers.

METHODOLOGY:

Tools used:

In order to study the value preferences among secondary school teachers, Teacher Values Inventory by Dr. Hrabhajan L.Singh and Dr. S.P. Ahluwalia was used.

Sample:

The present study was conducted on the basis of convenient sampling technique. Sample of 160 secondary school teachers (80 male and 80 female) of Ludhiana district was selected.

Design:

The present study aims to study the value preferences of the secondary school teachers with respect to demographic variables. This study was descriptive in nature. Investigator collected data from the sample of 160 secondary school teachers of Ludhiana district covering rural and urban area with the Teacher Value Inventory of Dr. Harbhajan L.Singh and Dr. S.P. Ahluwalia was used for value preferences. T test was employed to find out the difference in mean score of the value preferences.

ANALYSIS AND INTERPRETATION OF DATA

Descriptive statistics like Mean and Standard Deviation were used to examine the nature of distribution of scores. And T-test was used to find out the significant difference among data

Ho 1. There is no significant difference between the value preferences of male and female secondary school teachers

Table 1.1 Significance of the Difference between Means of Value preferences of Male and Female Secondary School Teachers

S. No.	Group	Value preferences	N	M	S.D	SE _M	t-ratio
1.	Male	Theoretical	79	93.70	10.86	1.22	5.23**
	Female		80	83.90	12.67	1.42	
2.	Male	Economic	79	96.52	15.38	1.73	3.01**
	Female		80	89.20	15.24	1.70	
3.	Male	Aesthetic	79	76.49	9.39	1.06	6.49**
	Female		80	87.61	12.04	1.35	
4.	Male	Social	79	89.73	14.62	1.64	1.20
	Female		80	92.60	15.56	1.74	
5.	Male	Political	79	88.15	13.62	1.53	3.25**
	Female		80	81.50	12.18	1.36	
6.	Male	Religious	79	80.41	11.17	1.26	4.78**
	Female		80	90.19	14.41	1.61	

**Significant at .01 level

*Significant at .05 level

Fig. 1.1 Bar Graph showing Difference of Means of Value preferences of Male and Female Secondary School Teachers

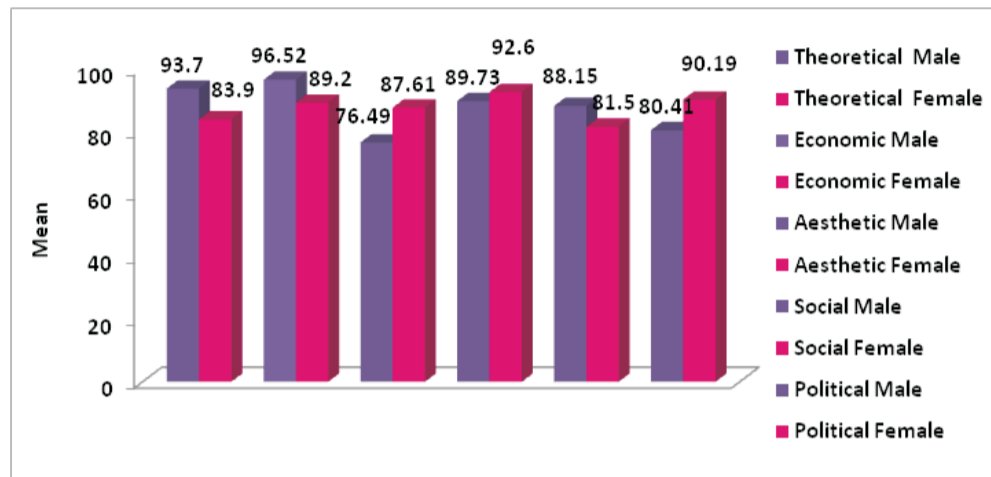


Table 1.1 & fig.1.1 reveals that a significant difference is found between theoretical, economical, aesthetic, political and religious value preferences of male and female secondary school teachers while no significant difference is found between their social value preferences. So it is concluded from the present study that the gender biasness is influencing the teacher value preferences in theoretical, economical, aesthetic, political and religious value but not in social values.

Ho2. There is no significant difference between the values preferences of government and private secondary school teachers.

Table 1.2 Significance of the Difference between Means of Value preferences of Government and Private Secondary School Teachers

S.No.	Group	Value preferences	N	M	S.D	SE _M	t-ratio
1.	Govt.	Theoretical	80	89.43	10.72	1.19	0.65
	Private		79	88.10	14.57	1.64	
2.	Govt.	Economic	80	89.74	15.27	1.71	2.47*
	Private		79	95.85	15.89	1.79	
3.	Govt.	Aesthetic	80	81.76	10.46	1.17	0.20
	Private		79	82.16	14.13	1.59	
4.	Govt.	Social	80	94.49	13.58	1.52	2.84**
	Private		79	87.82	15.93	1.79	
5.	Govt.	Political	80	82.50	13.28	1.48	2.06*
	Private		79	86.89	13.57	1.53	
6.	Govt.	Religious	80	87.09	15.04	1.68	1.26
	Private		79	84.18	14.09	1.59	

**Significant at .01 level

*Significant at .05 level

Fig. 1.2 Bar Graph showing Difference of Means of Value preferences of Government and Private Secondary School Teachers

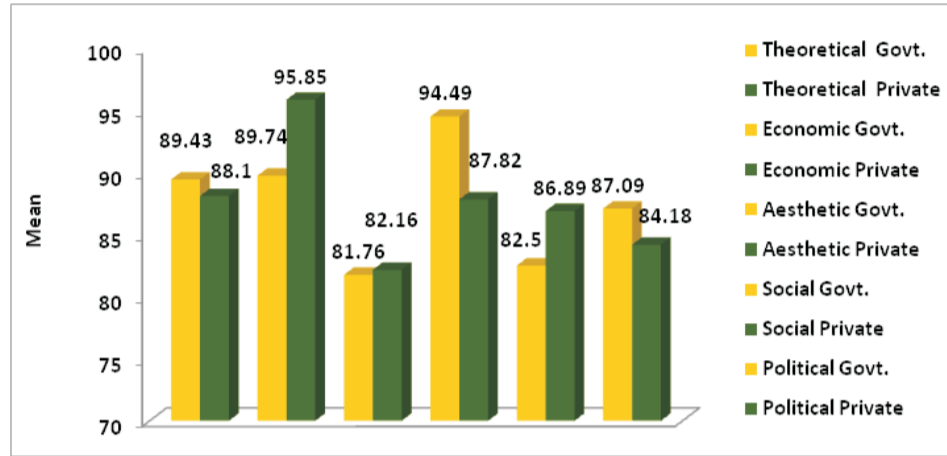


Table 1.2 & fig.1.2 reveals that a significant difference is found between economical, social and political value preferences of government and private secondary school teachers while no significant difference was found between their theoretical, aesthetic and religious value preferences. So it is concluded from the present study that type of school-government or private effects the economical, social and political value preferences but both the government or private secondary school teachers prefer theoretical, aesthetic and religious value equally.

Ho3. There is no significant difference between the values preferences of government and private male secondary school teachers.

Table 1.3 Significance of the Difference between Means of Value preferences of Government Male and Private Male Secondary School Teachers

S.No.	Group	Value preferences	N	M	S.D	SE _M	t-ratio
1.	Govt.	Theoretical	40	97.20	10.74	11.02	2.27*
	Private		39	91.61	14.81	10.02	
2.	Govt.	Economic	40	99.61	12.72	16.54	1.18
	Private		39	95.46	17.54	13.54	
3.	Govt.	Aesthetic	40	76.05	10.78	10.86	0.55
	Private		39	77.28	13.61	8.28	
4.	Govt.	Social	40	90.29	14.38	17.71	0.39
	Private		39	88.92	16.86	11.90	
5.	Govt.	Political	40	85.11	8.36	15.06	1.16
	Private		39	88.71	15.13	11.39	
6.	Govt.	Religious	40	76.70	12.38	11.45	2.48*
	Private		39	83.00	16.61	10.27	

*Significant at .05 level

Fig. 1.3 Bar Graph showing Difference of Means of Value preferences of Government Male and private Male Secondary School Teachers

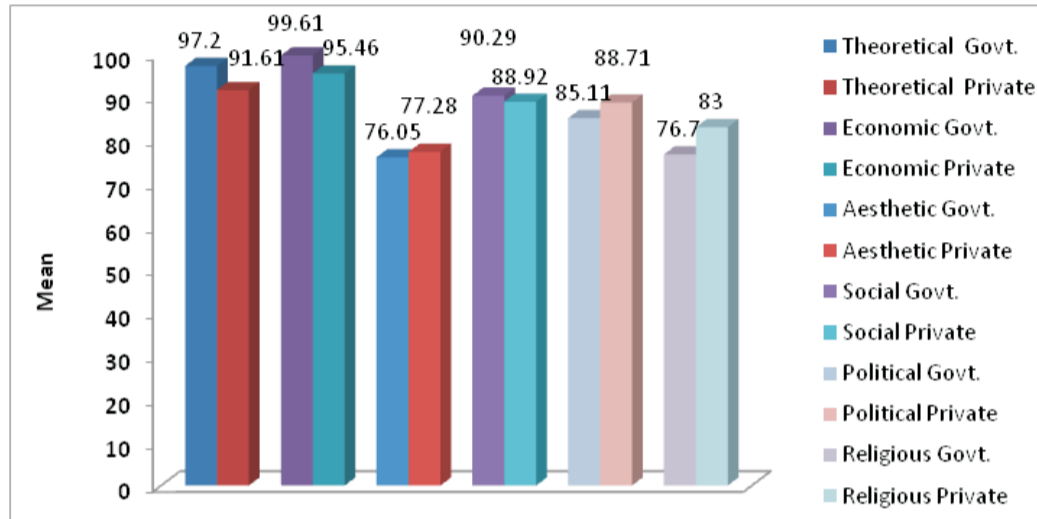


Table 1.3 & fig.1.3 reveals that a significant difference is found between theoretical and religious value preferences of government and private male secondary school teachers while no significant difference is found between their economic, aesthetic, social and political value preferences.

Ho 4. There is no significant difference between the values preferences of government and private female secondary school teachers.

Table 1.4 Significance of the Difference between Means of Value preferences of Government Female and Private Female Secondary School Teachers

S.No.	Group	Value preferences	N	M	S.D	SE _M	t-ratio
1.	Govt.	Theoretical	38	87.34	8.52	1.38	2.28*
	Private		40	80.90	15.29	2.41	
2.	Govt.	Economic	38	86.97	15.29	2.48	1.04
	Private		40	90.55	15.15	2.39	
3.	Govt.	Aesthetic	38	84.86	11.40	1.84	2.08*
	Private		40	90.47	12.37	1.95	
4.	Govt.	Social	38	95.94	14.11	2.29	2.13*
	Private		40	88.62	16.14	2.55	
5.	Govt.	Political	38	78.71	9.50	1.54	2.28*
	Private		40	84.77	13.56	2.14	
6.	Govt.	Religious	38	91.15	14.06	2.28	0.45
	Private		40	89.67	15	2.38	

*Significant at .05 level

Fig. 1.4 Bar Graph showing Difference of Means of Value preferences of Government female and private female Secondary School Teachers

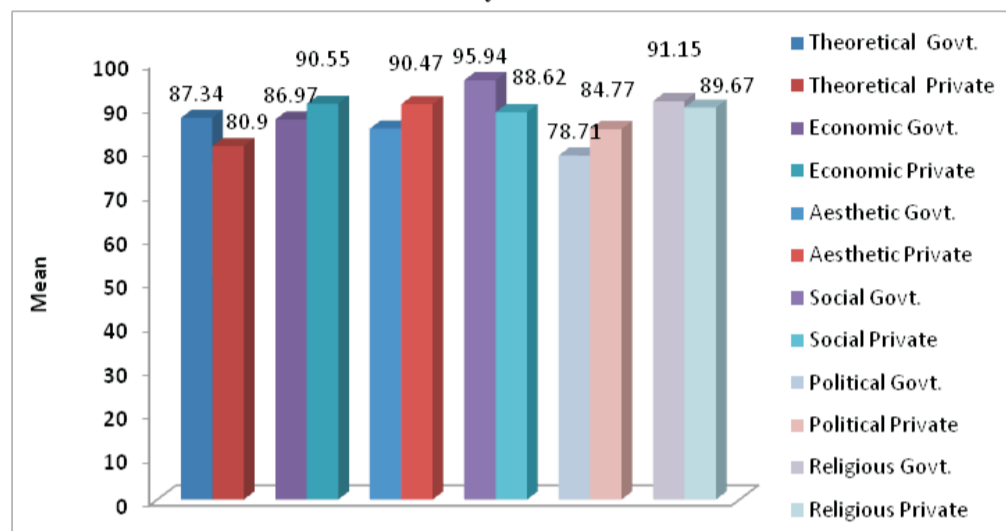


Table 1.4 & fig.1.4 reveals that a significant difference is found between theoretical, aesthetic, social and political value preferences of government and private female secondary school teachers while no significant difference is found between their economic, and religious value preferences.

CONCLUSIONS, RESULTS AND DISCUSSION

1. A significant difference is found between theoretical, economical, aesthetic, political and religious value preferences of male and female secondary school teachers while no significant difference is found between their social value preferences. So it is concluded from the present study that the gender biasness is influencing the teacher value preferences in theoretical, economical, aesthetic, political and religious value but not in social values. They have equal preference for social values.
2. A significant difference is found between economical, social and political value preferences of government and private secondary school teachers while no significant difference was found between their theoretical, aesthetic and religious value preferences. So it is concluded from the present study that type of school-government or private effects the economical, social and political value preferences but both the government or private secondary school teachers prefer theoretical, aesthetic and religious value equally.
3. A significant difference is found between theoretical and religious value preferences of government and private male secondary school teachers while no significant difference is found between their economic, aesthetic, social and political value preferences.
4. A significant difference is found between theoretical, aesthetic, social and political value preferences of government and private female secondary school teachers while no significant difference is found between their economic, and religious value preferences.

REFERENCES

1. Aggarwal, M.(1994). Job satisfaction of teaches in relation to some demographic variables and values. Fifth Survey of Research in Education, P; 1434, NCERT, New Delhi.
2. Ahuja, M .(2007). Preferences of teacher on social values according to their experience and subject area. Journal of Edu Trend vol no. -I p.1-14.
3. Bajwa, S. Puri. A .(2007). Mental health of teacher in relation to intelligence and values. Journal of Edu trends vol No. II p.p. 84-89
4. Bhardwaj, T.R(2001).Education of Human Values. Mittal Publication, New Delhi
5. Brar, J.S. and Singh G. (2004). A study of values of teacher trainees. The progress of Education, Vol 47, No. 6, pp. 113-115.
6. Goswani, N.S. (1983) A study of values orientation of post basic school in Gujrat. Ph.D. thesis(edu) S.P University, Gujrat.
7. Gulati, Sarita. (1989). A comparative study of value dimensions of teachers working in private government and central schools. Unpublished Ph.D. Thesis n[ed] Punjabi, University, Patiala.
8. Gupta, M.M. (1997). Comparative evaluated of the educational grade of value and their impact on the teaching efficiency of teacher belonging to the reservation class. Ph.D. thesis (Edu.) Bundelkhand University ,Bihar.
9. Gupta, S.K. (2000). Creative and non-creative secondary school pupil teacher of madhya pradesh in relation to values

- adjustment and attitude. Ph.D. thesis (Edu.) Barakhullah University.
- 10.Koul, L. (1973). Factorial study of the differentiating values of popular teacher Ph.D. thesis (Edu.) Kurukshetra University, Kurushetra.
- 11.Kumar, S. (2008). Study of values of pupil teachers in relation to gender and type of family. Unpublished M.Ed. Dissertation, Panjab University, Chandigarh.
- 12.Kumari, P. (1981). Personality needs, Moral judgment and value pattern of secondary school/teachers-A critical analysis. Third Survey of Research in Education, p.371, NCERT, New Delhi.
- 13.Mamthas, N.S(2006). A comparative study of values in science and undergraduates at different level of socio-economic status. Unpublished M.ed thesis M.D university, Rohkak.
- 14.Mishra , S.(2009). Perception of values by effective and ineffective teachers in relation to sex, age and place of habitation, M.Ed. dissertation, Utkal University Bhubaneswar retrieved from http://www.educationinindia.net/download/Research_Abstracts.pdf
- 15.Nautiyal, A.K. (1992). The efficiency of teachers performance as related to their values, effectiveness, morale and students perceived teacher characteristic. Fifth Survey of Research in Education, p. 1461, NCERT, New Delhi.
- 16.Rescher, N.T. (1969). Introduction to value theory. Prentice Hall Inc., Englewood Liffs, New Jersey.
- 17.Shailaja, H.M. and Saboji, V.D (2002). A survey of values among the teacher educators (with special reference to sex, marital status and teaching experience). The Educational Review, Vol. 45, No.1.
- 18.Sharma, M. (1992). A study of teacher's socio-economic status and values with reference to their attitude towards nation. Ph.D. Edu. Agra University.
- 19.Sharma, R.C.S. (2001) Education for development: Synergy of mind, body and soul. M.A. University of Toronto, 2001, MAI 39/06, p.1474.
- 20.Sheela (1988). Change in teaching behaviour as a function of inculcation of values predicting teacher effectiveness. Unpublished Ph. D. Thesis, Pujnab University, Chandigarh.
- 21.Singh , K. J. P .(2004) Comparative study of values and attitudes of school and college teachers towards teaching profession. Punjab University, Chandigarh. Retrieved from http://www.educationinindia.net/download/Research_Abstracts.pdf
- 22.T. Rajinder (2007). Value pattern of school teachers in relation to life satisfaction and personality dimensions. Ph. D. Thesis Punjab University, Chandigarh.

WEBSITES

- 1.<http://leedsfaculty.colorado.edu/mcgrawp/pdf/warren.mcgraw.vanboven.2011.pdf>
- 2.http://www.educationinindia.net/download/Research_Abstracts.pdf
- 3.<http://www.macmillandictionary.com/dictionary/british/preference>
- 4.<http://khuram.wordpress.com/2008/01/27/what-is-value-preference/>
- 5.<http://www.wisegeek.com/what-is-a-theoretical-value.htm>
- 6.<http://ips.sagepub.com/content/3/2/198.abstract>
- 7.<http://en.wikipedia.org/wiki/Preference>



Ritu Mahajan

M.Ed (Student) Manminder Kaur (Assistant Professor) B.C.M. College of Education, Ludhiana.

Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- * International Scientific Journal Consortium
- * OPEN J-GATE

Associated and Indexed, USA

- Google Scholar
- EBSCO
- DOAJ
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Indian Streams Research Journal
258/34 Raviwar Peth Solapur-413005, Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.isrj.net