



VALUE PREFERENCES OF PRIMARY SCHOOL TEACHERS – A STUDY

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ABSTRACT

The present paper examines the value preferences of the primary school teachers in seven dimensions' of value inventory questionnaire. The sample consists of 160 primary school teachers (male=80, female=80) selected by using stratified random sampling technique. The 'study of value inventory' tool by Kumari Shashi Giloni was used for the study. The collected data was scored and analyzed by using simple statistics like mean, S.D. and t-test for different values. The results observed that the first preference was given to social values and least preference to moral values with the reference total sample and the variables selected for the study.

KEY WORDS: values, preferences, education, primary school teachers etc.

INTRODUCTION:

In modern society where individuals have a larger way of life and greater variety of choices that anytime in the past, the information of appropriate character has always become an important aspect as for as the purpose of education is concerned. Learning is a delightful adventure into the world of ideas and ideals. In the learning situation teacher is the pivot around which the student's personality developed. A good teacher is a role model who helps the students to discover themselves, discover their own potential and explore it by holding up their own value-based lifestyle as an example to be cherished and followed.

Values are the silent features of the individual behavior in the society. Value is a type of norm found in various cultures along with other patterns of behavior, values are the more enduring cluster of wants that a given individual strives for throughout. The term value is very difficult to define satisfactory. Some philosophers even considered it as a fundamental category, which cannot be defined so easily.

Education is primarily an attempt by a community not only for preserving all the best in it but also for self-renewal. It is an attempt to decide what the community should be in the next movement or the near future. In other words education means to develop the values required by an individual in a given community for the present and also for the future. Thus, there is an interactive and interdependence between education and value development. Values and education are inseparable from our life. This means values are embodied in educational practice. With the awareness of value education develops a sense of discrimination between good and bad. This discrimination is based on values and these values are imbibed through education.

Need for the study

In general education plays a great role in molding the child as a learner and in particular primary education is the base for all-round development of the child. Here primary school teachers shouldering the great service to mould the children as good citizens of the Nation. Apart from all the developments moral development or value development is very important to the citizens of the Nation. If the teachers have good value orientation and great awareness in value prioritization then only the teachers focused on value development among children. There are several resources and values around us among them we prioritize the best once depending on our needs. For this study the value preferences of primary school teachers is needed.

Objective:

To study the value preferences of primary school teachers in relation to total sample, gender, locality and management.

Hypotheses:

1. To find out the value preferences of primary school teachers (for total sample) among seven values in the questionnaire
2. There would be no significant difference in the value preferences of male and female primary school teachers.
3. There would be no significant difference in the value preferences of rural and urban primary school teachers.
4. There would be no significant difference in the value preferences of government and private primary school teachers.

Methodology:

Sample: A sample of 160 primary school teachers were selected by using stratified random sampling technique from Prakasham district for the study.

Tool: “Study of value inventory” constructed by Kumari Shashi Giloni was adopted and used for the study.

Scoring: The collected responses were allotted for every “YES” answer with one and “No” answer with Zero scores.

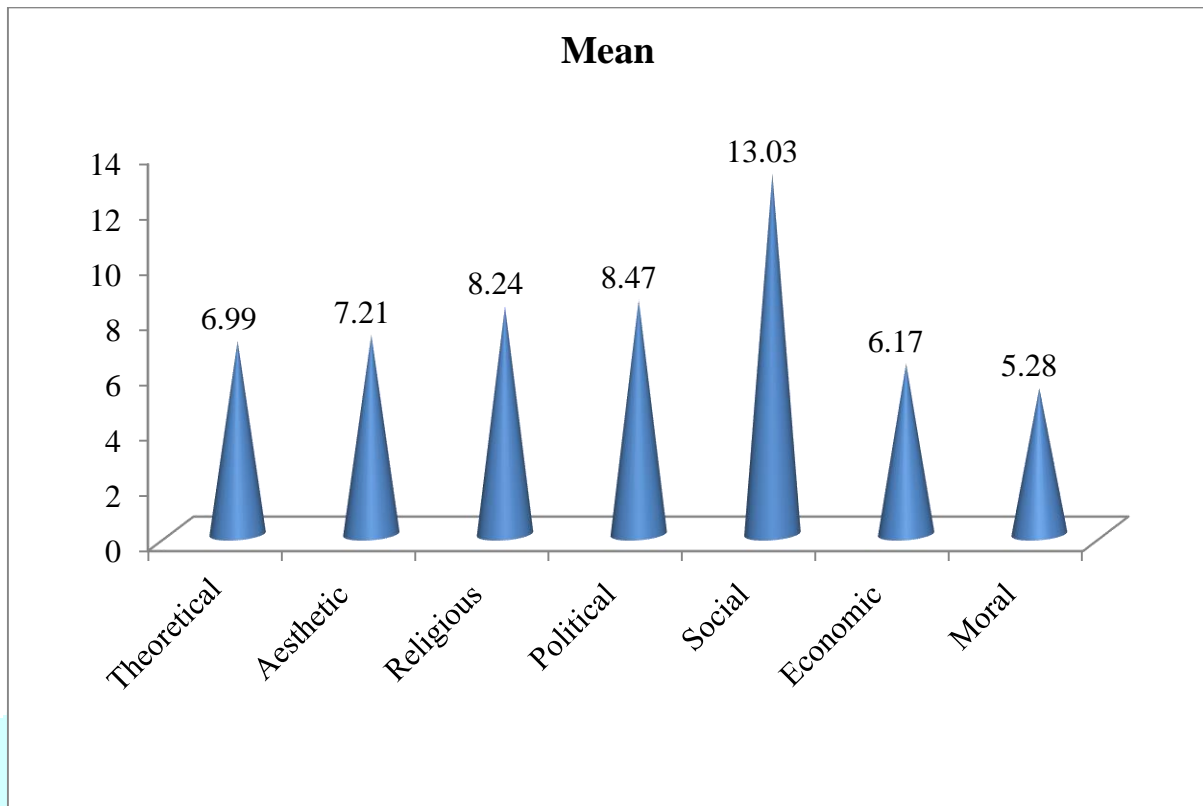
Analysis: The scored data was analyzed by the using the statistics like mean, S.D., and t-test.

Analysis and interpretation of data

Hypothesis: 1. Find out the order of value preferences of primary school teachers (for total sample) among seven values in the questionnaire

Table-1 The Mean and S.D.s for the value preferences of primary school teachers (for total sample)

S.No.	Area of value	Mean	S.D.	Order of preference
1	Theoretical Values	6.99	1.24	5th
2	Aesthetic Values	7.21	0.88	4th
3	Religious Values	8.24	1.43	3rd
4	Political Values	8.47	1.68	2nd
5	Social Values	13.03	1.13	1st
6	Economic Values	6.17	1.20	6th
7	Moral Values	5.28	1.50	7th

Fig-1 The Mean values for different values of primary school teachers (for total sample)

From Table-1 and Figure-1 it was observed the value preferences of primary school teachers was found in 7 different values and the highest preference to social values (13.03) and least preference to moral values (5.28), next preference to political, religious, aesthetic, theoretical and economic values.

Hypothesis: 2

There would be no significant difference in the value preferences of male and female primary school teachers.

Table-2

The Mean, S.D. and t- value for the value preferences of male and female primary school teachers

S.No.	Area of value	Male (N=80)		Female (N=80)		t-value
		Mean	S.D.	Mean	S.D.	
1	Theoretical Values	6.93	1.31	7.05	1.17	0.57@
2	Aesthetic Values	7.16	0.90	7.26	0.74	0.76@
3	Religious Values	8.11	1.48	8.37	1.38	1.15@
4	Political Values	8.37	1.81	8.57	1.53	0.75@
5	Social Values	12.91	1.29	13.16	0.92	1.40@

6	Economic Values	6.13	1.32	6.12	1.05	0.39@
7	Moral Values	5.15	1.62	5.42	1.35	1.15@

@: not significant at 0.05 level

From the table it was observed that the male and female primary school teachers gave highest preference to social values with mean 12.91 and 13.16 and least preference to moral values with mean scores 5.15 and 5.42 respectively. The next order of preference gave to political, religious, aesthetic, and economic values respectively among seven values in the questionnaire. It was also observed that both male and female primary school teachers do not differ in possessing their value preferences among seven values in the tool. Hence the framed hypothesis “There would be no significant difference in the value preferences of male and female primary school teachers” was accepted.

Hypothesis: 3

There would be no significant difference in the value preferences of rural and urban primary school teachers.

Table -3

The means, S.D., and t-value for the value preferences of rural and urban primary school teachers

S.No.	Area of value	Rural (N=80)		Urban (N=80)		t-value
		Mean	S.D.	Mean	S.D.	
1	Theoretical Values	6.87	1.33	7.11	1.12	1.21@
2	Aesthetic Values	7.27	0.87	7.15	0.88	0.02@
3	Religious Values	8.48	1.41	8.0	1.42	2.17*
4	Political Values	8.55	1.65	8.4	1.71	0.56@
5	Social Values	12.98	1.05	13.08	1.20	0.61@
6	Economic Values	6.25	1.16	6.1	1.23	1.79@
7	Moral Values	5.5	1.50	5.07	1.47	1.80@

*: Significant at 0.05 level

@: Not significant at 0.05 level

From the table it was observed that the rural and urban primary school teachers gave highest preference to social values with mean 12.98 and 13.08 and least preference to moral values with mean scores 5.5 and 5.07 respectively. The next order of preference gave to political, religious, aesthetic, and economic values respectively among seven values in the questionnaire. It was also observed that both rural and urban primary school teachers do not differ in possessing their value preferences among seven values except

religious values. Hence the framed hypothesis “There would be no significant difference in the value preferences of rural and urban primary school teachers” was accepted for theoretical, aesthetic, political, social, economic and moral values except religious values.

Hypothesis: 4

There would be no significant difference in the value preferences of government and private primary school teachers.

Table -4

The mean, S.D.s, and t-value for the value preferences of government and private primary school teachers

S.No.	Area of value	Government (N=80)		Private (N=80)		t-value
		Mean	S.D.	Mean	S.D.	
1	Theoretical Values	7.03	1.23	6.95	1.24	0.44@
2	Aesthetic Values	7.35	0.80	7.07	0.93	0.09@
3	Religious Values	8.07	1.45	8.41	1.40	1.49@
4	Political Values	8.13	1.70	8.18	1.59	2.58*
5	Social Values	12.85	1.20	13.22	1.02	2.12*
6	Economic Values	5.88	1.21	6.46	1.11	3.11**
7	Moral Values	4.86	1.54	5.71	1.33	3.72**

*: Significant at 0.05 level **: Significant at 0.05 @: Not significant at 0.05 level

From the table it was observed that the government and private primary school teachers gave highest preference to social values with mean 12.85 and 13.22 and least preference to moral values with mean scores 4.86 and 5.71 respectively. The government primary school teachers gave next order of preference to political, religious, aesthetic, and economic values respectively among seven values in the questionnaire. The private primary school teachers gave next order of preference to religious, political, aesthetic, and economic values respectively among seven values in the questionnaire.

It was also observed that both government and private school teachers do not differ in possessing their value preferences among seven values except political, social, economic and moral values. Hence the framed hypothesis “There would be no significant difference in the value preferences of government and private primary school teachers” was accepted for theoretical, aesthetic and religious values except political, social, economic and moral values.

Major Findings:

- The primary school teachers gave highest preference to social values and least preference to moral values among seven values in the questionnaire.
- There would be no significant difference in the value preferences of male and female primary school teachers.
- There would be no significant difference in the value preferences of rural and urban primary school teachers for theoretical, aesthetic, political, social, economic and moral values except religious values.
- There would be no significant difference in the value preferences of government and private primary school teachers for theoretical, aesthetic and religious values except political, social, economic and moral values.

Educational implications

- Value preferences would have an impact on personal goals, aspirations and motivation. Therefore the teacher training programmes for primary school teachers should aim at Co-Curricular activities, yoga and meditation etc. will help in reducing distraction and refining personality.
- Adequate resource materials, an attainable curriculum for value development, in-service and pre service programmes will help the primary school teachers in developing values in their personality.
- The government need to provide some training courses embedded with values form our great Indian Epics like Ramayana, Mahabharatha and Bhagavadgeetha to frame the curriculum and train them to develop strong values. This resembles their value education.
- The private primary school teachers need to exposed some value education seminars, workshops, short term courses on value education etc. should help to improve their value preferences.

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