

Study Of Value Patterns Among School Teachers Across Gender And Teaching Experience

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ABSTRACT

The study was designed to examine the various dimensions of value patterns among school teachers on the basis of gender and their teaching experience. The descriptive survey method was used in the present study. The sample consisted of 200 school teachers, male (44) and female(156) and the teachers with five years or teaching experience (120) and less than five years teaching experience (80). Teacher Values Inventory (Singh & Ahluwalia; 2003) was used. For the analysis of data Mean, Standard Deviation, and t-test were calculated. Bar graphs were plotted to depict the difference in means of all dimensions of Value Pattern Inventory. The findings of the study revealed a significant difference between male and female teachers on Theoretical (in favour of females) and Political (in favour of males) dimensions of value patterns, while no difference was found on other four dimensions viz. Economic, Aesthetic, Social and Religious. Further, the significant difference between teachers with teaching experience 5 years or more and with less than 5 years of teaching experience was found significant on three dimensions viz. Theoretical, Religious and Economic (in favour of teachers with 5 year or more teaching experience), while no significant difference was found on other three dimensions viz. Aesthetic, Social and Political.

Keywords: Value Patterns, school teachers, gender, teaching experience

INTRODUCTION

The foremost task of education in the 21st century is to inculcate values through education in India. Due to cultural plurality of Indian society, education needs to foster universal and eternal values, oriented towards the unity and integration of the people. Education should help to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism (Peer, 2001). According to Venkataiah (2007) "Education without vision is

waste; education without value is crime; education without mission is life burden". Values are viewed as socially approved goals and desires that are internalized through the process of conditioning, learning or socialization and become subjective preferences, standards, and aspirations (Kluckhohn, 1951). "By values we refer to objects or situations or activities which are liked or desired or approved by human beings" (Ruby, 1960). EbelRobert (1969) "Anything capable of being appreciated is a value - food, money, a poem; a political doctrine, a religious creed, a member of other sex etc. are values".

"Humans look at other people's lives and they are affected by their value centered choices. In this manner, valuing becomes a developmental process which is affected by individual's world-view and the position he/she takes in it" (Norris, Barnett, Basom&Terkes; 2002). Values involve general beliefs about desirable and undesirable ways of behaving in everyday life and about desirable and undesirable goals or end-states (Cory, Corey & Callahan, 2003). Argandona (2003) points out that values are reflected in decisions; the repetition of values in decisions shows the existence of a virtue and the body of virtues shapes character, which gives consistency to subsequent decisions until a conduct is defined. In turn, each of these stages makes a mark on other people's values, in the same way that their decisions, virtues, characters and conducts influence our values.

The world faces different challenges of anarchy, oppression, racial, religious, sectarian conflicts, corruption, violence and war(Desari, 2017).The National Curriculum Framework for School Education (2000), echoing the National Policy on Education (1986), lamented the "erosion of the essential, social, moral and spiritual values and an increase in DEPF, NCERT cynicism at all levels."Almost all societal problems can be reduced to the failure to do something, and people make mistakes as a result of inaccurate information or a lack of information. Since the school transmits knowledge, skills, and values it is regarded as critical within the society and held accountable when problems arise (Nussel, 1994).

Role of Teacher in Inculcating Values

Value preferences and value system of teachers determine their thought, speech, and actions which influence not only the students but also the whole school system(Desari, 2017).The values of a teacher pervade his method of transmitting knowledge and influence the ideology

of a child (Norris, Barnett, Basom, & Terkes; 2002). The teachers' role is regarded important not only in moulding the personality of the child but also in shaping the society at large. They nurture and cultivate humanistic, ethical and moral values among pupils. In fact, the teacher is the top most academic and professional personnel in the educational pyramid under whose charge, the destiny of our children is placed (Thoker, 2017). Teacher is the right person to develop awareness and sensitivity of duties and values amongst the children. It is in the hands of teachers to mould the personality of the students by inculcation of values. Values are important for bringing desirable changes in an individual (Nitasha, 2013). The values of a teacher pervade his method of transmitting knowledge and influence the ideology of a child. (Sawhney, 2016). Teachers and the schools have to be reoriented so that teaching-learning process goes beyond content knowledge of the courses in a programme to realize the values of higher order of freedom, equality, compassion and sense of oneness to make the world a global, peaceful community (Desari, 2017).

REVIEW OF RELATED STUDIES

Dixit and Sharma (1969) reported that men teachers scored high on aesthetic, political and social values than women teachers. Makhija (1970) concluded that women teachers were found higher than men teachers in aesthetic and theoretical values, whereas men teachers were found higher than the women teachers in power, family prestige and religious values. Patel (1979) reported that on religious and aesthetic values, the female teachers scored higher than the male teachers, while the male teachers scored higher in political values than the female teachers. Kumari (1981) reported that urban male teachers were found higher than rural male teachers in moral values, whereas male teachers secured better in the aesthetic, political and social values than the female teachers. Gupta (1985) found that male teachers scored higher on social and religious values than female teachers, while on political values females scored higher than males. Rajshekhar (1988) showed that male teachers were found to possess high theoretical and political values whereas female teachers possessed high economic and aesthetic values. Teaching experience was found to have significant influence on values of teachers. Teachers with less than five years of experience showed high theoretical value whereas teachers having more than five years of experience showed high political and religious value. Verma and Tyagi (1988) indicated that male teachers were

significantly higher on economic and political values and lower on social values as compared to female teachers. Srivastava (1990) reported that in case of primary teachers, there were significant sex difference in the relationship between social values and change-proneness. In case of secondary teachers, significant sex difference in the relationship between economic value and change-proneness, political value and change-proneness and religious value and change-proneness were found. Kumari (1996) found no difference in male and female teachers, but both gender expressed high preference for the theoretical value. Male teachers scored higher in the aesthetic political and social values than female teachers. Sandhya (1999) found that gender and experience of teaching do not influence teachers' values. Shailaja and Vijayalakhmi (2002) reported that all the six values of male and female teacher educators did not differ significantly. Similarly all the six values of male and female teacher educators with less than five years of teaching experience and more than five years of teaching experience did not differ significantly. Sharma (2006) reported that male teachers do not differ significantly than female teachers on religious, social, democratic, aesthetic, economic, knowledge, domestic, power, family prestige and health values. Mishra (2009) concluded that male teachers scored high in theoretical, economic and political values, whereas female teachers have been found high in aesthetic, social and religious values. Kaur (2011) reported no significant difference in the value patterns of male and female teachers except on power values. Kanti (2013) reported that male and female prospective secondary school teachers differ in their value preference. The teachers gave first preference to social value and last preference to political value. Saikia (2016) reported a significant difference between male and female teachers in regard to Social, Aesthetic, knowledge, and Power Values, the difference was in the favour of female teachers. Sawhney (2016) explored that teachers at different levels of experience i.e. 0 year, upto 5 years, 5+ to 10 years, 10 years and above differed significantly in their personal and social value preferences. Sharma (2016) found significant difference between male and female teachers in social and aesthetic value; the difference was in the favour of female teachers. Unos (2018) reported that length of service (experience of teaching) of secondary school teachers was significantly related to the value of recognition.

HYPOTHESES

1. There exists no significance difference in the value patterns of male and female school teachers.
2. There exists no significance difference in the value patterns of school teachers with five years or more and less than five years of teaching experience.

RESEARCH DESIGN

In the present study Descriptive Survey method was used.

Tool Used

Teacher Values Inventory (Singh & Ahluwalia; 2003) was used. The present study attempted to assess the value patterns of the school teachers on the basis of six values viz. Theoretical, Economic, Aesthetic, Social, Political and Religious.

Techniques of Data Analysis:

The present investigator has used Mean, S.D., t-ratio and bar graphs for analysing the data.

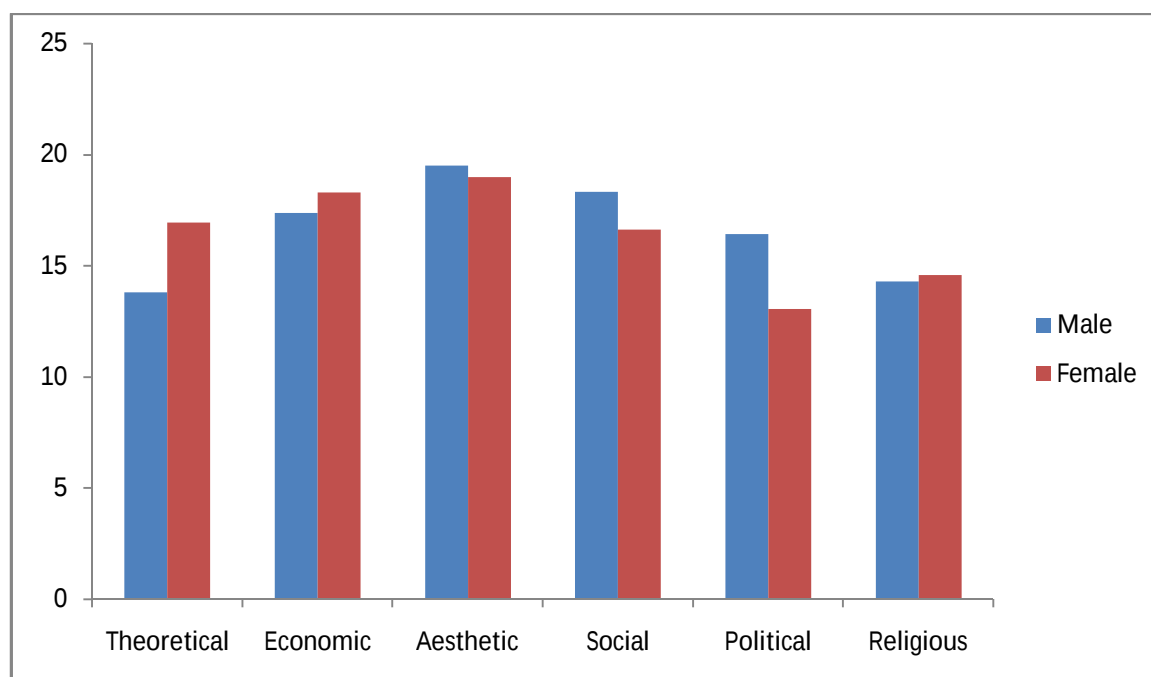
DESCRIPTIVE ANALYSIS OF VALUE PATTERNS SCORES (DIMENSION-WISE) ON GENDER

Table 1: Summary of Descriptive Statistics of Male and Female school teachers on Value Patterns

Value Patterns	Gender	N	Mean	S.D.	SE _D	t-value
Theoretical	Male	44	13.80	8.29	1.25	2.52*
	Female	156	16.95	7.35		
Economic	Male	44	17.39	7.84	0.90	0.56
	female	156	18.29	9.79		
Aesthetic	Male	44	19.50	8.03	0.51	0.39
	Female	156	18.98	7.77		
Social	Male	44	18.32	6.94	1.70	0.95
	female	156	16.62	7.92		
Political	Male	44	16.43	7.10	1.48	2.28*
	Female	156	13.05	7.77		
Religious	Male	44	14.29	6.56	0.39	0.37
	female	156	14.60	6.10		

*Significant at 0.05 level, Table value 1.96 at df (198)

Fig 1: Bar diagram showing mean scores of value Patterns of Male and Female school teachers



Results and Discussion:

Analysis across Gender: The mean scores and standard deviation on different dimensions of Value Patterns of female (N= 156) and male (N= 44) school teachers may be observed from the Table 1. It may be analysed from Table 1 and Fig. 1 that out of six dimensions, significant difference was found on two dimensions only (Theoretical and Political), while difference found on other dimensions viz. Economic, Aesthetic, Social and Religious Value patterns was not significant. It may be noted from the Table 1 that the mean scores on 'Theoretical Value Patterns' of female teachers (16.95) are higher than that of male teachers (13.80) with S.D 7.35 and 8.29 respectively (Table1). The t-ratio was found to be 2.52 against df (198), and was significant at 0.05 level of confidence. This clearly reflects that there exists a significant difference between male and female school teachers on 'Theoretical Value Patterns' and are in favour of female teachers. Similarly the mean scores on "Political Value Patterns" of male teachers (16.43) are higher than that of female teachers (13.05) with S.D 7.10 and 7.77 respectively (Table1). The t-ratio was found to be 2.28 against df (198), and significant at 0.05 level of confidence. This clearly reflects that there exists a significant difference between male and female school teachers on Political value patterns and are in favour of male teachers.

The difference in mean scores on 'Social Value Patterns' of female (16.62) and male (18.32) school teachers with S.D 7.92 and 6.94 respectively, were followed by 'Aesthetic Value Patterns' (male M= 19.50 & female M= 18.98), with S.D 8.03 and 7.77 respectively was

found not significant, while male teachers scored more on these dimensions but the difference was not observed at significant level. Again the difference on 'Economic Value pattern' dimension (female M= 18.29 & male M= 17.39) with S.D 9.79 and 7.84 respectively, followed by 'Religious Value pattern' dimension (female M= 14.60 & male M= 14.29) with S.D 6.10 and 6.56 respectively, was found not significant, as the means are approximately very near, however female teachers scored more on these dimensions. Hence the Hypothesis, "There exists no significant difference in the value patterns of male and female school teachers", is not rejected in case of two dimensions i.e. Theoretical and Political, but rejected on four dimensions i.e. Economic, Aesthetic, Social and Religious.

Discussion on Findings:

In the present study, out of six dimensions of "Value Patterns" scale significant difference was found on two dimensions (Theoretical and Political) only, while no difference was found on four dimensions viz. Economic, Aesthetic, Social and Religious. There existed a significant difference between male and female secondary school teachers on two dimensions of 'Value Patterns' scores. The difference found on 'Theoretical Value Patterns' was significant and in favour of female teachers. The findings do not match with the results given by Makhija (1970), Rajshekhar (1988), and Mishra (2009) who found that male teachers possess high theoretical and critical values. A significant difference was found on 'Political Value Patterns' also, but was in favour of male teachers. The result coincides with earlier studies done by Dixit and Sharma (1969), Patel (1979), Kumari (1981), Verma and Tyagi (1988), and Mishra (2009) who found that male teachers scored significantly higher than female teachers on political value. Further no significant difference was found on Economic, Aesthetic, Social and Religious Value patterns of male and female teachers, and results eventuate with the work done by Mishra (2009), where female teachers have been found high in aesthetic, social and religious values and Saikia (2016), who found female prospective teachers scored slightly higher than male teachers, though the difference was not significant at any significant level, on Economic, Aesthetic, Social and Religious Value patterns, but does not match with the work of Kumari (1981), who found males having better Aesthetic, Political and Social values. No significant difference was found on Economic Value patterns of male and female teachers, and result is not in accordance to Mishra (2009), who found the male teachers have been found to have high mean score in economic values, than the female teachers. Patel (1979) and Rajshekhar (1988) found female teachers scoring higher than the male teachers on aesthetic values. While Rajshekhar (1988) found that female teachers possess high economic and aesthetic values. Sharma (2016) and Rajshekhar (1988) found that the female secondary school teachers have better aesthetic value; Kumari (1981) reported that male teachers scored better in the aesthetic values than female teachers. But Verma and Tyagi (1988) and Sharma (2016) found female teachers scoring significantly higher in respect of social value than the male teachers. In the present work no difference was found on Social Value patterns of male and

female teachers and the does not coincide with the earlier study by Verma and Tyagi (1988) found female teachers scored significantly higher in respect of social value than the male teachers, while Kumari (1981) reported that male teachers scored better in the social values than female teachers. Srivastva (1990) found significant difference in social values in relation to their change proneness among male and female primary school teachers. A significant difference was found in economic, political and religious values in relation to their change proneness among male and female secondary school teachers. No significant difference was found in social, economic, political and religious values in relation to their change proneness among male and female primary Degree college teachers. Shailaja and Vijayalakhmi (2002) found no significant difference in values of male and female teachers. Kanti (2013) found male and female prospective secondary school teachers different in their value preferences.

DESCRIPTIVE ANALYSIS OF VALUE PATTERNS SCORES (DIMENSION-WISE) ON TEACHING EXPERIENCE

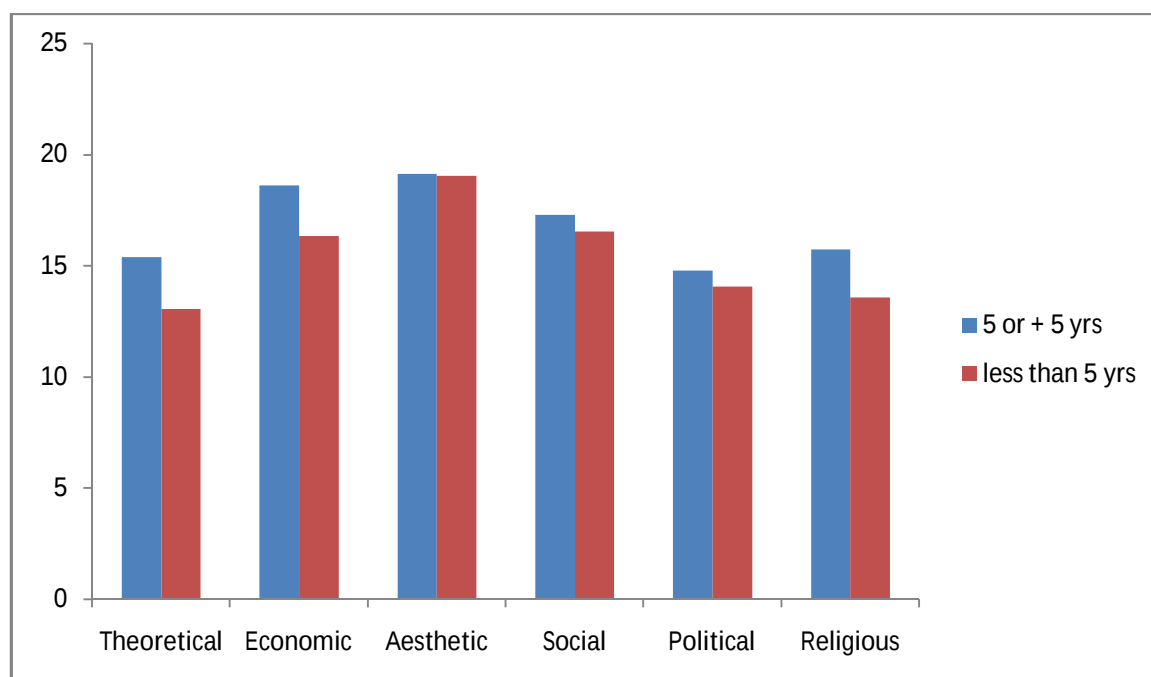
Results and Discussion:

Table 2: Summary of Descriptive Statistics of teachers with five years or + and less than five years of teaching experience on Value Patters

Value Patterns	Teaching Experience	N	Mean	S.D.	SE_D	t-value
Theoretical	5 year or more	120	15.38	7.67	1.09	2.12*
	Less than 5 years	80	13.06	7.35		
Economic	5 year or more	120	18.60	9.54	1.35	2.41*
	Less than 5 years	80	16.33	9.15		
Aesthetic	5 year or more	120	19.13	7.43	1.13	0.07
	Less than 5 years	80	19.05	8.40		
Social	5 year or more	120	17.29	11.99	1.41	0.59
	Less than 5 years	80	16.54	7.98		
Political	5 year or more	120	14.78	7.90	1.11	0.63
	Less than 5 years	80	14.08	7.36		
Religious	5 year or more	120	15.73	5.89	0.89	2.41*
	Less than 5 years	80	13.58	6.53		

***Significant at 0.05 level, Table value 1.96 at df (198)**

Fig 2: Bar diagram showing mean scores of value Patterns of teachers with five years or + and less than five years of teaching experience



Analysis Across Teaching Experience: The mean scores and standard deviation on different dimensions of Value Patterns of school teachers with teaching experience 5 years or more (N= 120) and teachers with less than 5 years of experience (N= 80) may be observed from the Table 2. Further, the Table 2 shows that, out of six dimensions, significant difference was found on three dimensions only (Theoretical, Economic and Religious), while no difference was found on other three dimensions (Aesthetic, Social and Political) of Value Patterns. It may be observed from the Table 2 that the mean scores on 'Economic Value Patterns' of teachers with teaching experience 5 years or more are higher than that of teachers with less than 5 years of experience (≥ 5 Years: $M = 18.60$, < 5 Years: $M = 16.33$) with S.D 9.54 and 9.15 respectively (Table 2). The t-ratio was found to be 2.41 against df (198), and was significant at 0.05 level of confidence. This clearly reflects that there exists a significant difference in 'Economic Value Patterns' between school teachers with teaching experience of 5 years or more and with less than 5 years of teaching experience and the results are in favour of teachers with more than 5 years of experience. The mean scores on 'Religious Value Patterns' of teachers with more than 5 years of experience are higher than that of teachers with less than 5 years of experience (≥ 5 years: $M = 15.73$, < 5 years: $M = 13.58$) with S.D 5.89 and 6.53 respectively. The t-ratio was found to be 2.41 against df (198), and was significant at 0.05 level of confidence. This clearly reflects that there exists a significant difference 'Religious Value Patterns' between teachers with teaching experience 5 years or more and with less than 5 years of experience and the results are in favour of teachers with teaching experience 5 years or more. Again the mean scores on 'Theoretical Value Patterns' of teachers with teaching experience 5 years or more are higher than that of teachers with less than 5 years of experience (≥ 5 years: $M = 15.38$, < 5 years: $M = 13.06$) with S.D 7.67 and

7.35 respectively. The t-ratio was found to be 2.41 against df (198), and significant at 0.05 level of confidence. This clearly reflects that there exists a significant difference between school teachers with teaching experience 5 years or more and teachers with less than 5 years of experience on Theoretical Value Patterns and are in favour of teachers with teaching experience of 5 years or more.

The difference in mean scores on 'Political Value Patterns' of teachers with teaching experience 5 years or more (≥ 5 years: $M = 14.78$) and teachers with less than 5 years of experience (< 5 years: $M = 14.08$) with S. D. 7.90 and 7.36, followed by 'Social Value Patterns' (≥ 5 years: $M = 17.29$, < 5 years: $M = 16.54$) with S.D. 11.99 and 7.98 respectively and 'Aesthetic Value Pattern' (≥ 5 years: $M = 19.13$, < 5 years: $M = 19.05$) with S.D. 7.43 and 8.40 respectively. Though the difference in mean scores are slightly higher in case of teachers with teaching experience 5 years or more than the teachers with less than five years of experience, but difference did not exist at any significant level.

Discussion on Findings:

In the present study, out of six dimensions of 'Teacher Value Inventory' significant difference with respect to teaching experience of teachers was found, on three dimensions (Theoretical, Economic and Religious) only, while no difference was found on other three dimensions viz. Aesthetic, Social and Political. There existed a significant difference between school teachers with teaching experience 5 years or more and teachers with less than five years of experience on three dimensions of 'Value Patterns' scores. The difference found on 'Theoretical Value Patterns' was significant and in favour of teachers with five years or more than five years of experience. The study does not accord with the results given by Shailaja and Vijayalakshmi (2002) who found no difference in values of teachers with 5 year and more than 5 years of experience and also not with Rajshekhar (1988), who found that teachers with less than five years of experience possess better theoretical values. The difference found on 'Economic Value Patterns' was significant and in favour of teachers with five years of experience. The study does not accord with the results given by Shailaja and Vijayalakshmi (2002) who found no difference in values of teachers with teaching experience '5 years or more' than teachers with 5 years of experience. A significant difference was found on 'Religious Value Patterns' in favour of teachers with teaching experience 5 years or more than 5 years of experience and result eventuated with the finding of Rajshekhar (1988) who observed that teachers with more than five years of experience have better religious values. No significant difference was found on 'Political Value Patterns' among teachers with teaching experience of 5 years or more and less than five years, and the result does not match with Rajshekhar (1988) who found the teachers having more than five years of experience showed high political values. Further, as the significant difference was found on three dimensions viz. Theoretical, Economic and Religious; the results are not eventuated with earlier done study of Shailaja and Vijayalakshmi (2002) reported that all the six values of

teacher educators with five years of teaching experience and less than five years of teaching experience did not differ significantly. Sandhya (1999) found that gender and experience do not influence teachers' values.

CONCLUSION

Philosophers have written extensively about values, but for a long time these values have been defined as character and decisions. But in the modern era, there are number of factors to be known as values. India is a country with cultural variations and a number of approaches work towards human development as well as values development. Values are the backbone of any society and these cannot be inculcated through guided learning. A teacher has deep impact on the personality of a child and he must have the ability to shape great visionaries through his teaching. The improvement in the quality of the teacher workforce is seen as an economic imperative (Hanushek, 2009). Teaching Experience according to Barnes (1987) is conventionally regarded as an asset, presumably positively related to teaching success. A society preserves its culture through schools and the objectives are attained by the teachers, how they discharge their duties and inculcate values. As teachers gains in experience these values shift and change according to his own experiences and become a strong part of his personality (Sawhney, 2016).

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