

## VALUE PATTERNS OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS : A COMPARATIVE STUDY

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### ABSTRACT

*The present study summarizes the study conducted on 100 secondary school teachers chosen from different schools of Sonapat district of Haryana. The purpose was to find out the value pattern of male and female teachers because teachers play an important role in the development of desirable values in students. For developing desirable values in students it is necessary to know the value pattern of teachers. Normative survey method was used and personal value questionnaire (PVQ) developed & validated by Dr. G.P. Sherry and Dr. R.P. Verma was administered for collecting data. The data was analyzed by mean, S.D & t value. The results indicate that female teachers are more democratic in comparison to male teachers. Male secondary teachers are more social and healthy in comparison to female teachers. The investigator strongly advocates that analysis of value pattern is helpful for teachers in guiding the students in their value pattern.*

### INTRODUCTION

“Education is not limited to the imparting of information or training in skills, it has to give the educator a proper sense of values”

**Dr. Radha Krishnan**

The values act as a motivating force in the behavior of an individual. They help the individual in having interest in one or some of the professions. The profession that an individual select for himself is guided by the values. The measurement of the social attitude towards values is very essential for the assessment of personality or for bringing up children wisely and guiding them into suitable educational careers and occupation. The term personality refers to the emotional and social qualities together with his drives sentiments and interests. Values make our lives relatively coherent and meaningful. They influence our lives and make our personality unique. Values give direction and firmness and bring to life the important dimension of meaning. Values are central to men's life since they are normative in all of one's action and understanding. Values bring equality to life. Knowledge of different values may help the parents, teachers and educational planners to understand the behavior patterns of students.

Education plays a significant role in the development of individual in the society. It helps to acquire some knowledge, skills and values.

Values play an important role in the life of a man. The value of an individual are the chief determinant of his behavior. They make our lives meaningful and give us a sense of direction for our future life. Different type of values like theoretical, social, political, aesthetic, economic etc. act as a motivating force in the behaviors of an individual. Education should inculcate healthy and desirable set of values conducive to the welfare of democratic society. A value constitutes the case of human personality and lay in deeper layers of it. To know the person is to know his values. No human action is beyond the purview of value operation. Values are the evaluative attitudes and the determiners of all human behavior. They control, evaluate, discriminate, motivate, select and direct human energies to determine goals, perceive situations, form concepts and opinions. Values once formed stay long and become the cause of all his actions. Society serve as the most powerful agency in shaping the values. The norms of the social system serve as a guide to value system because social awards act as social salts of an individual endeavors to achieve them. An

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important aim of the education is to shape the personalities of its students and teachers play an important role and develop desirable values in them. For developing desirable values in students it is necessary to know the value pattern of teachers.

The term value is a great word, its meaning is multiple and complex. The operational definition of values adopted from Clide Klachhohn(1952) as follows: " Value is a conception explicit or implicit distinctive of an individual or characteristics of a group of the desirable which influence the selection from available means and ends of action."

But the investigator has used the term in the sense in which Sherry and Verma (the authors of test used in the study) have used in their test of values. It is defined as " Value is concept of the desirable ends, goals, ideals or modes of action which make human behavior selective."

**OBJECTIVES OF THE STUDY**

1. To determine the value patterns of urban male teachers.
2. To determine the value patterns of urban female teachers.
3. To determine the value patterns of rural male teachers.
4. To determine the value patterns of rural female teachers.
5. To compare the value pattern of urban male and female teachers.
6. To compare the value pattern of rural male and female teachers.

**HYPOTHESES**

The investigator has drawn the following hypotheses which will be testified on the basis of data collected through the value test.

1. There is no significant difference in the values of urban male and female teachers.
2. There is no significant difference in the values of rural male and female teachers.

**PLAN AND PROCEDURE OF STUDY**

Normative survey method of research is used.

**SAMPLE**

A sample of 100 senior secondary school teachers(25 rural male, 25 urban male , 25 rural female, 25 urban female) working in different senior secondary schools of Sonapat in Haryana was selected.

**TOOL**

Personal Values Questionnaire by Dr.(Mrs.) G.P. Sherry and Dr. R.P. Varma has been used for collecting data

The test measures the values as under:

1. Religious value.
2. Social value.
3. Democratic value.
4. Aesthetic value.
5. Economic value.
6. Knowledge value.
7. Hedonistic value.
8. Power value.
9. Family prestige.
10. Health

**STATISTICAL ANALYSIS**

Mean Score, Standard Deviation and t value were found out-

**Table No.1**

**Mean and Standard Deviation of Values of urban female secondary school teachers**

Value	Mean	S.D	Rank
Religious	12.46	1.93	V
Social	15.24	2.97	II
Democratic	16.20	3.43	I
Aesthetic	11.04	2.46	VI
Economic	8.76	2.17	IX
Knowledge	12.96	3.50	IV
Hedonistic	10.28	3.65	VIII
Power	8.00	2.50	X
Family prestige	10.32	3.36	VII
Health value	15.04	2.61	III

Table1 shows that highest rank has been gained by democratic value. This shows that female secondary school teachers want to enjoy

democratic life in the society, irrespective of language, religion, caste, race and family status.

**Table 2**  
**Mean and Standard Deviation of Value of rural female secondary school teachers**

Value	mean	S.D	Rank
Religious	11.60	2.62	VII
Social	14.68	3.43	II
Democratic	15.40	3.40	I
Aesthetic	11.92	4.30	VI
Economic	9.72	2.60	IX
Knowledge	12.92	1.97	III
Hedonistic	10.28	3.12	VIII
Power	8.72	3.30	X
Family prestige	12.72	3.32	IV
Health value	12.24	3.00	V

Table 2 indicates that highest strength has been achieved by democratic value like the table no.1, it means rural female teacher want to enjoy free democratic life in the society irrespective of language, religion, caste, colour & race. The second, third and fourth position of values are social, knowledge and family prestige. Fifth is for health. This shows that good physical health is essential for the development and for the use of their society.

**Table 3**  
**Mean and Standard Deviation of Value of urban male secondary school teachers**

Value	Mean	S.D	Ranks
Religious	11.24	4.15	VII
Social	14.96	3.52	II
Democratic	14.00	3.52	III
Aesthetic	11.84	3.44	VI
Economic	8.80	2.20	IX
Knowledge	13.16	3.42	IV
Hedonistic	11.00	3.21	VIII
Power	7.80	3.21	X
Family prestige	12.04	3.02	V
Health value	15.56	3.28	I

Table3 indicates that highest rank have been achieved by the health values, teachers having this value give importance to the body development. Social and democratic value has second and third rank in hierarchy. This shows that they want to lead a democratic and social life.

**Table 4**  
**Mean and Standard Deviation of Value of rural male secondary school teachers**

Value	Mean	S.D	Rank
Religious	10.84	3.52	VIII
Social	15.20	3.35	I
Democratic	14.28	3.62	II
Aesthetic	11.52	1.94	VII
Economic	9.44	3.04	IX
Knowledge	13.28	3.64	IV
Hedonistic	11.72	4.20	VI
Power	7.68	3.74	X
Family prestige	12.40	3.44	V
Health value	13.64	2.82	III

Table 4 shows that highest rank has been achieved by the social values. The rural male teachers want the better social life and pleasure in the society. Democratic and health value have second and third rank in hierarchy. Economic and power value is at the bottom. It is clear that rural male teachers do not give the preference for money.

**Table 5**  
**Mean and Standard Deviation & t Value of urban female & male secondary school teachers**

Value	Female		Male		T value	Level of sig.
	Mean	S.D	Mean	S.D		
Religious	12.16	1.93	11.24	4.15	1.02	NS
Social	15.24	2.97	14.96	3.52	0.29	NS
Democratic	16.20	3.43	14.00	3.32	2.32	S at 0.05
Aesthetic	11.04	2.46	11.84	3.44	0.94	NS
Economic	8.76	2.87	8.80	2.20	0.08	NS
Knowledge	12.96	3.50	13.16	3.42	0.20	NS
Hedonistic	10.28	3.65	11.00	4.70	0.60	NS
Power	8.00	2.50	7.80	3.21	0.25	NS
Family prestige	10.32	3.36	12.04	3.02	1.91	NS
Health value	15.04	2.61	15.16	3.28	0.14	NS

Table 5 indicates that in case of democratic values t value is 2.32 which is significant at 0.05 level of significance. Female teachers are more democratic in comparison to male teachers. In case of other values the t value is not significant

**Table 6:**

**Mean and Standard Deviation & t Value of urban & rural male secondary school teachers**

Value	Mean	S.D	Mean	S.D	t value	Level of sig.
Religious	11.60	2.62	10.84	3.52	0.86	NS
Social	14.48	3.43	15.20	3.35	0.75	NS
Democratic	15.40	3.40	14.28	3.62	1.13	NS
Aesthetic	11.92	4.30	11.52	2.94	0.38	NS
Economic	9.72	3.20	9.44	3.04	0.32	NS
Knowledge	12.92	1.97	13.28	3.64	0.44	NS
Hedonistic	10.28	3.18	11.72	4.20	1.37	NS
Power	8.72	3.30	7.68	3.74	1.05	NS
Family prestige	12.72	3.32	12.40	3.44	0.33	NS
Health value	12.24	3.00	13.64	2.82	2.46	S at 0.05

Table 6 indicates that rural male and female teachers differ significantly only in health value. 't' value is 2.46 which is significant at 0.05 level of significance. In case of social, religious,

democratic, aesthetic, economic, knowledge, hedonistic, power, family, prestige and health value, the difference between two means of rural male and female teachers is not significant.

**FINDINGS**

1. Urban male and female teachers differ significantly only in democratic value. 't' value is 2.32. In case of other values, difference is not significant. The 't' values are 1.02, 0.29, 0.94, 0.08, 0.20, 0.60, 0.25, 1.91 and 0.14 respectively which is not significant.
2. Rural male and female teachers differ significantly only in health value. 't' value is 2.46 which is significant at 0.05 level of significance. In case of social, religious, democratic, aesthetic, economic, knowledge, hedonistic, power, family, prestige and health value, the difference between two means of rural male and female teachers is not significant. The 't' values are 0.86, 0.75, 1.13, 0.83, 0.32, 0.44, 1.37, 1.05 and 0.33 respectively which are not significant.

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