

## THE VARIOUS ASPECTS OF VALUE PREFERENCE OF HIGHER SECONDARY SCHOOL TEACHERS WITH RESPECT TO THEIR GENDER

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### ABSTRACT

Values are very much seen in the external behaviour of human beings. They make the human beings live comfortably or uncomfortably as they are the characteristics that decide their behaviour. Teachers are the persons who exert great influence on their students and hence they should possess human values. The teacher has a vital role of play in our effort to relate education to national development and social change. It is the responsibility of the teacher to guide and inspire his students, to enrich his discipline and to inculcate value, which are in consonance with our cultural heritage and our social objectives. In the present study the researcher made an attempt to explore the various aspects of value preference of higher secondary school teachers with respect to their gender.

**KEYWORDS:** Various Aspects of Values, Teaching Profession, Higher Secondary School Teachers.

### INTRODUCTION

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. Conceptually, values refer to those guiding principles of life which are conducive to one's physical and mental health as well as to social welfare and judgment and which are in tune with one's culture. According to Ebel Robert (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". In the words of Ruby (1960), "By values we refer to objects or situations or activities which are liked or desired or approved by human beings"

### VALUES

Values relate to the aims of human life. For the achievement of the aims, men frame certain notions and these notions are called values

## **Various Aspects of Values**

### **Theoretical Value**

Theoretical value is characterized by a dominant interest in the discovery of truth and by an empirical, critical, rational, “intellectual” approach.

### **Economic Value**

Economic value is emphasizing useful and practical values, characterized by a dominant in money matters.

### **Aesthetic Value**

Aesthetic value is placing the highest values on form and harmony, showing an interest in and enjoying fine arts and music etc.

### **Social Value**

Social value is love of and service to people, consisting mainly of altruism and philanthropy.

### **Political Value**

Political value is primarily interested in personal power, influence and renown.

### **Religious Value**

Religious value is Faith in God and interest in activities and rituals concerned with one’s own religion.

### **Teaching Profession**

Teaching profession concerned the job security and social prestige, moulding the young minds, getting appreciation from others, solving problems of the students.

### **Higher Secondary School Teachers**

A school having classes up to XII<sup>th</sup> class is called higher secondary school. Teachers who are teaching classes up to XII<sup>th</sup> and who are in the cadre of school assistant were considered as higher secondary school teachers.

## **SIGNIFICANCE OF THE STUDY**

The destination of our Nation depends on the quality of the younger generation and the quality of teachers who handle them. The teaches role in secular democracy is thus a matter of very great importance and the very great extent upon the quality of teachers without good teachers even the best of systems is found to fail. On the other hand a good teacher will capable of overcoming even the defects of a system. It is believed that the school teachers play a vital role in one’s life the various aspects of values among the higher secondary school teachers depends on many factors such as family, socio economic status, mental health, school environment, and so on. So the investigator is interested in knowing the various aspects of values Preference of higher secondary school teachers with respect to their gender.

## **OBJECTIVES OF THE STUDY**

The main objective of the study were

- To study the Various aspects of Value Preference of Higher Secondary School teachers.
- To study the Various aspects of Value Preference of higher Secondary School Teachers with respect to their gender.

## **METHOD USED IN THE STUDY**

The normative survey method uses statistics and values considered normal for the group being surveyed to understand and collect data on a specific subject. All of the information gathered in this type of survey should always be compared to the social norms for the group being surveyed and tested.

Normative survey method was used in the present study.

## **SAMPLE USED IN THE STUDY**

For the present study a sample of 646 Higher Secondary School Teachers of Krishnagiri and Salem district in Tamil Nadu has been taken up by adopting simple random sampling technique

## **TOOL USED IN THE STUDY**

The Teachers Values inventory were selected for the study

Reliability and Validity of the tool Teachers Values Inventory (TVI) developed by Harbhajan L. Singh and S.P. Ahluwalia (1981) was adopted for the present study. Internal consistency reliability was used to analyze the reliability of the tool it was found to be 0.781.

Content validity was achieved by experts opinion and necessary changes was made.

- Teachers Values Inventory (TVI) developed by Harbhajan L. Singh and S.P. Ahluwalia (1981).

## **STATISTICAL TECHNIQUES USED IN THE STUDY**

Following statistical techniques have been used interpreting and analyzing the collected data.

- Descriptive Analysis – Mean and SD
- Rank assigned to the obtained score.

## **ANALYSIS AND INTERPRETATION**

### **Various aspects of values preferences among the higher secondary school teachers**

To observe the order of various aspects of values preferences of the higher secondary school teachers, the mean scores of the various aspects of values were calculated. The various aspects of values were assigned ranks based on the mean score.

#### **Table - 1**

The mean scores of various aspects of values preferences and ranks assigned to six values by the higher secondary school teachers

Table 1

S. No	Various Aspects of Values	Mean	Rank Assigned
1.	Theoretical Values	84.53	4 <sup>th</sup>
2.	Economic Values	83.40	6 <sup>th</sup>
3.	Aesthetic Values	90.41	3 <sup>rd</sup>
4.	Social Values	91.93	1 <sup>st</sup>
5.	Political Values	90.71	2 <sup>nd</sup>
6.	Religious Values	83.99	5 <sup>th</sup>

The mean scores of the various aspects of values indicates that the teachers working in higher secondary school gave first preference to Social values, the second preference to political values, the third preference to aesthetic values, the fourth preference to theoretical values, the fifth preference to religious values and the sixth preference to economic values.

Figure -1

The mean scores of various aspects of values and rank preferences to six values by the higher secondary school teachers

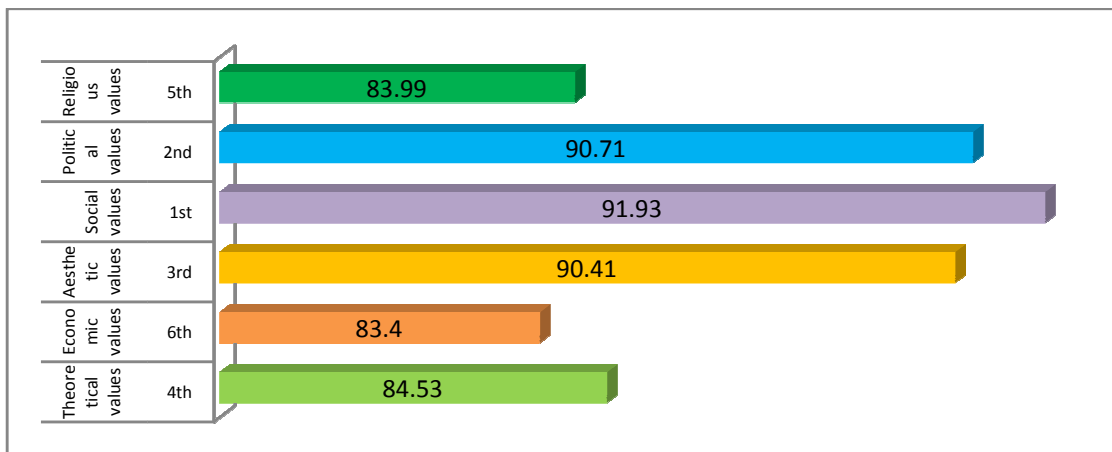


Figure 1

The various aspects of values preferences of male and female .....higher secondary school teachers

Table - 2

The mean score of various aspects of values preferences and rank assigned to six values by male and female higher secondary school teachers

Table 2

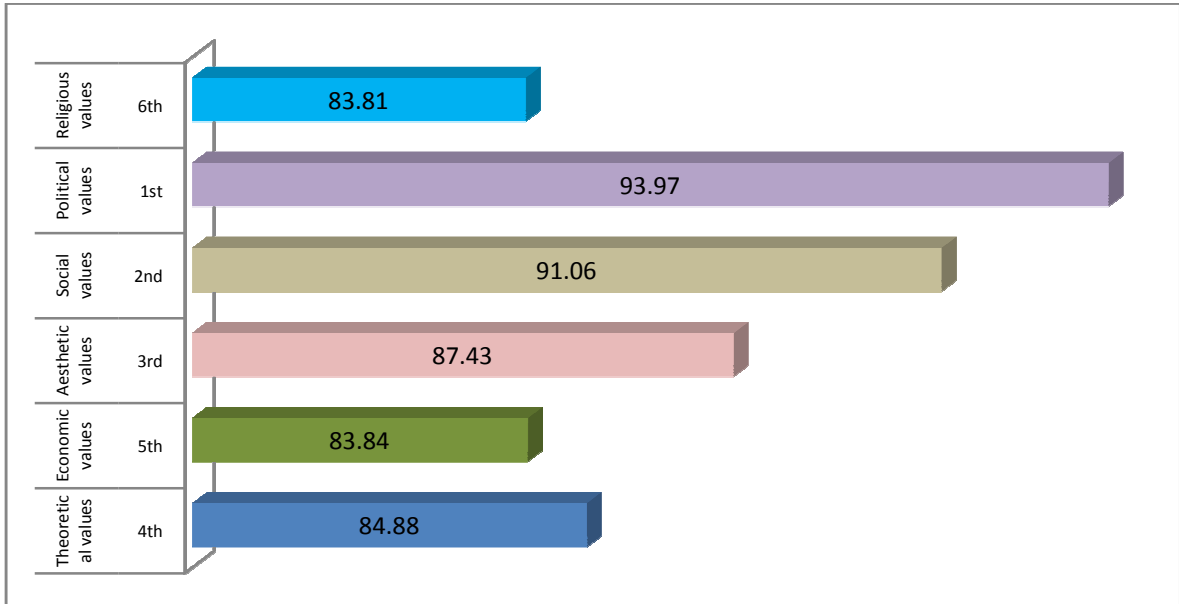
S. No	Various Aspects of Values	Male	Rank Assigned	Female	Rank Assigned
1.	Theoretical Values	84.88	4 <sup>th</sup>	84.18	4 <sup>th</sup>
2.	Economic Values	83.84	5 <sup>th</sup>	82.97	6 <sup>th</sup>
3.	Aesthetic Values	87.43	3 <sup>rd</sup>	93.39	1 <sup>st</sup>
4.	Social Values	91.06	2 <sup>nd</sup>	92.81	2 <sup>nd</sup>
5.	Political Values	93.97	1 <sup>st</sup>	87.45	3 <sup>rd</sup>
6.	Religious Values	83.81	6 <sup>th</sup>	84.17	5 <sup>th</sup>

Table-2 shows that there is difference in the order of value preferences of male and female higher secondary school teachers. The male higher secondary school teachers gave first preference to political values, the second preference to social values, the third preference to aesthetic values, the fourth preference to theoretical values, the fifth preference to economic values, and the sixth preference to religious values.

The female higher secondary school teachers gave first preference to aesthetic values, the second preference to social values, the third preference to political value, the fourth preference to theoretical values, the fifth preference to religious values and the sixth preference to economic values.

**Figure-2**

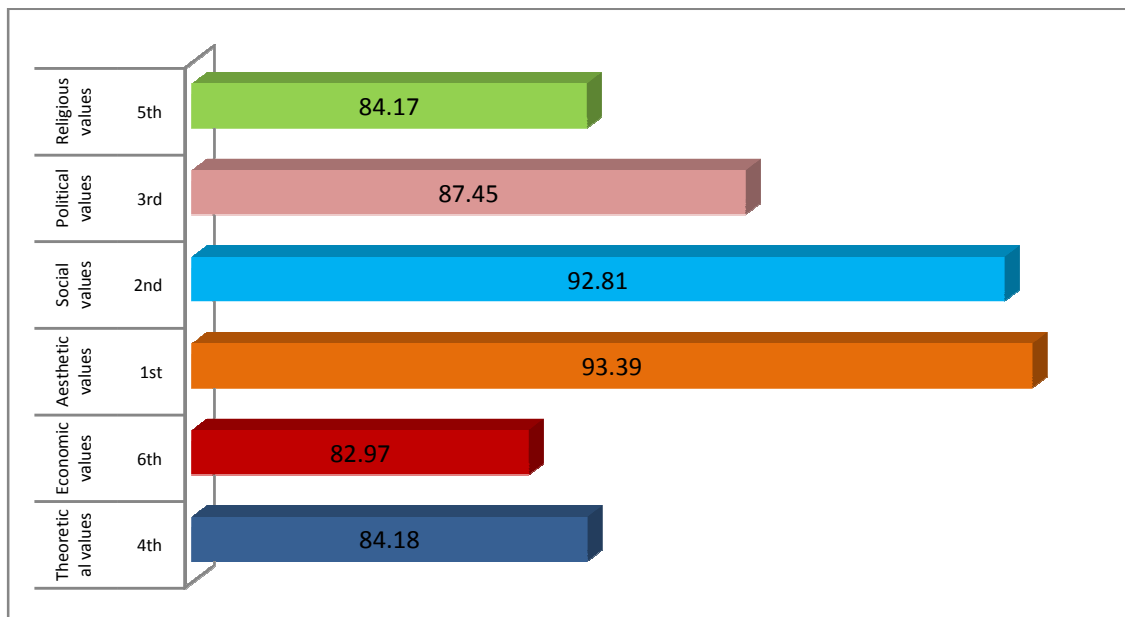
The mean scores of various aspects of values preferences and rank assigned by male higher secondary school teachers



**Figure 2**

**Figure-3**

The mean score of various aspects of values preferences and rank assigned by female higher secondary school teachers



**Figure 3**

## CONCLUSIONS

The study shows that the various aspects of value Preferences of the Higher Secondary school teachers differed with respect to their gender. The teacher training programme should aim at enhancing the value orientation of those values which have been given last preference prospective higher secondary school teachers, i.e. religious value by male teachers, economic value by female teachers.

The study shows that the value preferences of the prospective secondary school teachers differ according to gender, academic qualifications with which they join the training course. The teacher training programme should aim at enhancing the value orientation of those values which have been given last preference by various groups of prospective secondary school teachers, i.e. social value by males and graduates, political value by females.

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