



ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS VALUES : A DIFFERENTIAL ANALYSIS

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ABSTRACT

The value system is based on individual's own organization of his attitudes. A value is thought to be a kind of super attitude at a high level of abstraction. values are cleansing, disciplining and restraining people's behaviour and purge society from socio-economic, political, cultural and religious gender bias or evils. The selection of teachers should be based on qualitative assessment by adopting appropriate tools and programmes on values. So also in the selection of teachers their attitude towards values should be measured and considered. Although locale of the institution has some influence on the attitude towards values, gender and marital status of the teachers have no influence on the attitude towards values among primary school teachers.

KEYWORDS: attitude, values, teachers .

INTRODUCTION

Thinkers and philosophers have defined the concept of values, through differently, but with a view to the welfare and interest of various groups in societies living in various parts of the world. The values being following in a nation may not hold good for others. Therefore, the values through in the interest of the social life may vary from group to group, nation to nation. Nevertheless these values are for the best interest of the groups. But there are certain values such as love, affection, sympathy, truthfulness etc., are universally applicable.

Attitudes are related to values and are formed as a result of one's awareness of values, education, experience, life style etc. Attitudes are positive and negative as well. The positive attitudes are constructive where as the negative are destructive in nature. Healthy attitudes are pro to the values of life. A person possessing positive attitude towards values of life shall essentially perform his duties most effectively and sincerely for the benefit of the society in which he is also a member. Allport (1951) defined values as enduring attitudes about a class of observation held by mature individuals. The value system is based on individual's own organization of his attitudes. A value is thought to be a kind of super attitude at a high level of abstraction. Commonalities among a person's attitude can be identified and grouped around a small number of broad themselves which provide the labels for values.

According to Broudy (1965) the term values is general name for worthiness to be chosen. Whatever we choose to perform and act, we do so because we have decided that it is the right thing to do, it is what we ought to do, it is a claim which we acknowledge, or we choose it because of all available alternatives, it is the best thing to do, it will lead to more satisfying consequences. Rokeach (1973) defines values as enduring beliefs that a specific mode of conduct or end state of existence is personally or socially preferable to opposite or converse mode of conduct or end states of existence.



Dutt (1986) considers values as an endeavour which satisfies need system, physiological as well as psychological. All human beings have the same physiological needs, but they differ in their psychological needs, hence difference in their values and style of life. Adhikari (1994) observed that values play an important role in shaping individual's behaviour in social context. They are socially approved or disapproved desires or goals, conceptions or standards by which are compared and approved or disapproved.

Narayana (2002) opines that values are cleansing, disciplining and restraining people's behaviour and purge society from socio-economic, political, cultural and religious gender bias or evils. Dictionary of Education (1959) defines attitude as a readiness to react towards or against some situations, persons or thing, in a particular manner, for example with love or hate or fear or resentment to a particular degree of intensity. Edwards (1969) views attitude as the degree of positive or negative affect associated with some psychological object. An individual who has positive affect or feeling with some psychological object likes that object or he processes a favourable attitude towards that object. Another individual who has negative affect with same psychological object dislikes, that and he possesses an unfavourable attitude towards that subject. Eysenk (1972) defines attitude as a perceptual orientation and response in relation to a particular object or class of objects.

REVIEW : AN OVERVIEW

Ennis, C. D. and Chen, A. (1995) the study describe physical educators' value orientation for curricular decision making in urban and rural teaching settings. The study revealed that teachers appeared to shape their curriculum to reflect the opportunities and constraints within their school settings.

Kumari, L. V. (1996) studied the value orientation of secondary school teachers and their attitudes towards educational values. The study revealed that professional and progressive values emerged on the top among the teachers values followed by humanitarian value, traditional and social values.

Janet, P. and Ursula, S. (1998) studied how do primary teachers foster values? The study revealed that teachers agree with parents that the ultimate responsibility for the development of children's values lies with parents. However teachers also recognize that they themselves have an important role to play and that fostering values is integral to what goes on in the classroom.

There are also some studies which have attempted to analyse the values among teachers in relation to number of factors such as sex, age, marital status, etc. [Verma, I. B. (1968), Smriti, S. (1977), Kaul, S. (1977), Bhushan, A. (1979), Patel, C. K. (1979), Kumark, P. (1981), Raj, G. S. (1981), Sharique, A. S. (1984), Shella, (1988), Mahadik, A.K. (1988), Bhadury, J. (1989), Sambhi, P. (1989), Srivastava, V. (1990), Khatoon, T. (1990) Agarwa, M. (1991), Pandey, S.P. (1991), Agochiya, D.P. (1992), Chinara, B.D. (1992), Dadu, P. (1992), Gupta, A. (1992), Sharma, Meenu (1992)].

Statement of the Problem

The problem of the study may be stated as ***Attitude of Primary School Teachers towards Values : A Differential Analysis.***

Variables

The present study is designed with the following independent and demographic variables :

Independent Variable :

- i. Attitude towards Values

Demographic Variables

- i. Gender – Male / Female
- ii. Locality – Rural / Urban
- iii. Marital Status – Married / Unmarried

OBJECTIVES

The objectives of the study are stated as follows :

1. To study the difference between male and female primary school teachers with regard to the attitude towards values.
2. To study the difference between rural and urban primary school teachers with regard to the attitude towards values.
3. To study the difference between married and unmarried primary school teachers with regard to the attitude towards values.

Hypotheses

The following research hypotheses for the present study were formulated :

1. There is a significant difference between male and female primary school teachers with regard to the attitude towards values
2. There is a significant difference between rural and urban primary school teachers with regard to the attitude towards values.
3. There is a significant difference between married and unmarried primary school teachers with regard to the attitude towards values.

Method

The descriptive method has been used in the present study. A descriptive study describes and interprets what *is*. It is concerned with considerations or relationships that exist opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions.

The method of descriptive research is particularly appropriate in the behavioural sciences because many of the types of behaviour that interest the researcher cannot be arranged in a realistic setting.

Sample

Primary school teachers of Bijapur district is taken as a unit for the present study. All the teachers working in primary schools constitute the population. From this population, only 1200 teachers were selected using random sampling technique.

Tool Used

The investigator constructed tool for the collection of data : one to assess the attitude of primary school teachers towards values. The tool – scale of attitude towards values was constructed and validated by the investigator with the help of the supervising teacher. The validity established by evaluating the relevance of the test items. The reliability co-efficient obtained was 0.74.

Collection of Data

Data relating to attitude towards values of primary school teachers were obtained by administering tool to the 1200 primary school teachers. The data were collected by administering the tool personally to the selected sample during July/August 2018. The investigator personally gave the instructions to the teachers regarding the use of the tool. Wherever there was need the investigator clarified the doubts or the confusions raised by the teachers and assured them that the data will be used only for research purpose.

Statistical Technique

't' test was used to find out the whether differences in the demographic variable, namely, gender, locality of the school, marital status, would exist in the attitude towards values among primary school teachers.

Results

i. Comparison of Attitude towards Values based on Gender

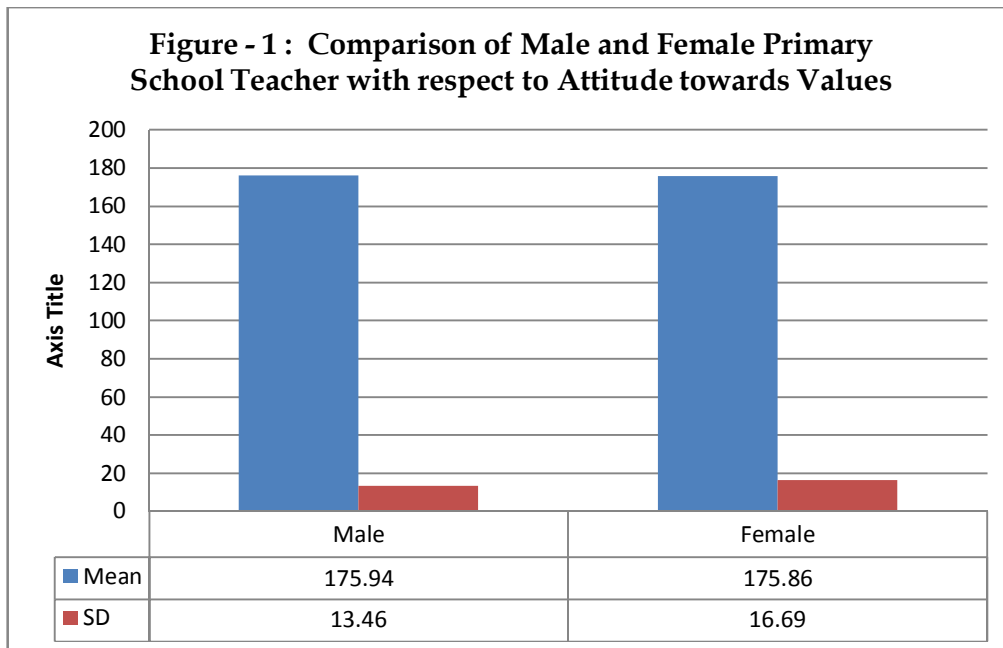
The following table furnishes the data and results of the attitude towards values of male and female primary school teachers

Table – 1 : Comparison between Male and Female Primary School Teachers with respect to Attitude towards Values

Group	Mean	SD	't' Value	'p' Value	Significance
Male	175.94	13.46	0.5859	> 0.05	NS
Female	175.86	16.69			

NS – Not Significant

The obtained 't' value 0.5859 with respect to attitude towards values of male and female primary school teachers is lesser than the tabled 't' value (1.96) at 0.05 level. It is, therefore, concluded that the two groups do not differ significantly in respect of the variable under consideration. Thus, the hypothesis that male and female primary school teachers differ significantly in respect of their attitude towards values is rejected. Further, it is noticed that the mean scores of attitude towards values of male teachers is greater than that of female teachers. This shows that male teachers possess more favourable attitude towards values than the female primary school teachers.



The above tabulation reveals that the mean score of attitude towards values of male teachers is 175.94 with SD 13.46. The mean score of female teachers is 175.86 with SD 16.69. Hence, it is concluded that the primary school male teachers are greater attitude towards values when compared to female teachers.

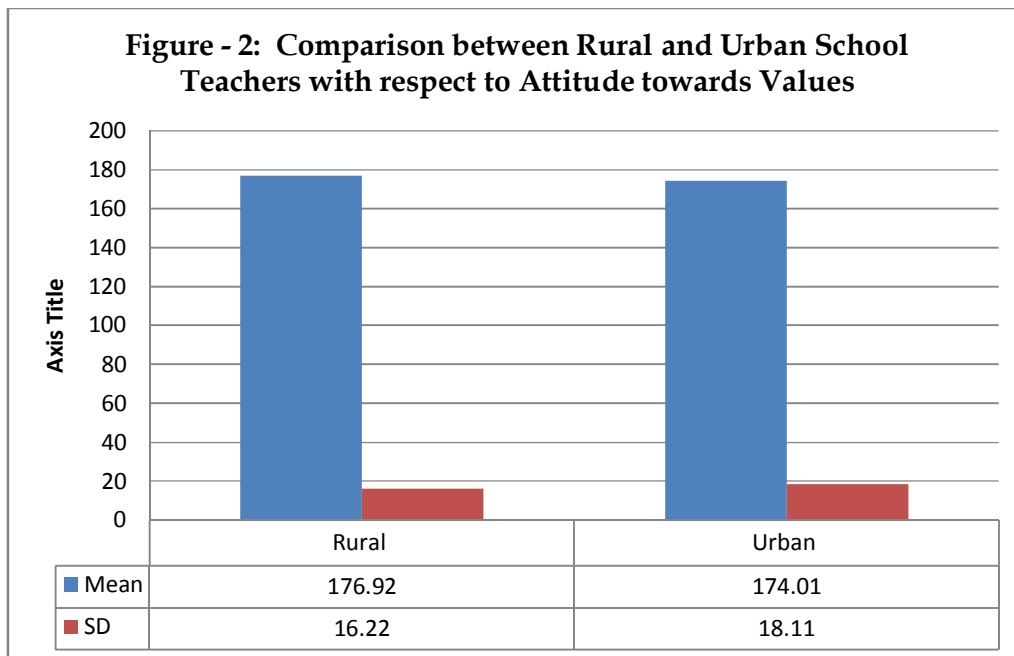
ii. Comparison of Attitude towards Values based on Locale of the Institution

The following table furnishes the data and results of the attitude towards values of rural and urban school teachers.

Table – 2 : Comparison between Rural and Urban Primary School Teachers with respect to Attitude towards Values

Group	Mean	SD	't' Value	'p' Value	Significance
Rural	176.92	16.22	2.8241	< 0.05	Yes
Urban	174.01	18.11			

The obtained 't' value 2.8241 with respect to attitude towards values of rural and urban school teachers is greater than the tabled 't' value (1.96) at 0.05 level. It is, therefore, implies that the two groups differ significantly in respect of the variable under consideration. Thus, the hypothesis that rural and urban school teachers differ significantly in respect of their attitude towards values is accepted. Further, it is noticed that the mean scores of attitude towards values of rural school teachers is greater than that of urban school teachers. This shows that the rural teachers possess more favourable attitude towards values than the urban primary school teachers.



The above tabulation reveals that the mean score of attitude towards values obtained for rural school teachers is 176.92 with SD is 16.22. The mean score obtained for urban school teachers is 174.01 with SD is 18.11. Hence, it is concluded that the rural school teachers are greater attitude towards values when compared to urban teachers.

iii. Comparison of Attitude towards Values based on Marital Status

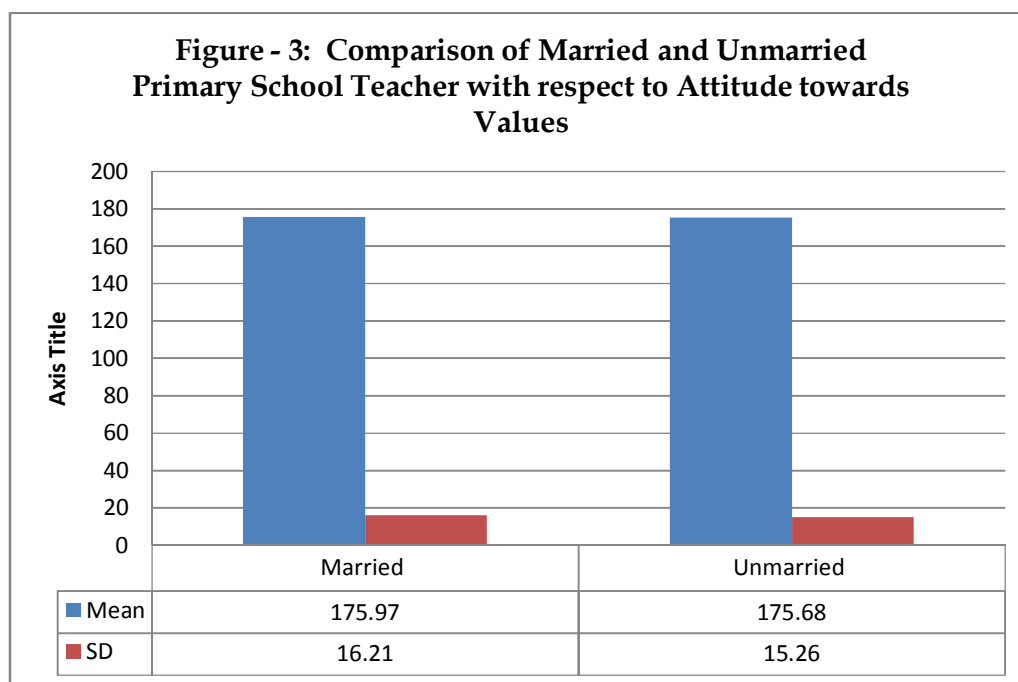
The following table furnishes the data and results of the attitude towards values of married and unmarried primary school teachers.

Table – 3 : Comparison between Married and Unmarried Primary School Teachers with respect to Attitude towards Values

Group	Mean	SD	't' Value	'p' Value	Significance
Married	175.97	16.21	0.2127	> 0.05	NS
Unmarried	175.68	15.26			

NS – Not Significant

The obtained 't' value 0.2127 with respect to attitude towards values of married and unmarried primary school teachers is lesser than the tabled 't' value (1.96) at 0.05 level. It is, therefore, implied that concluded that the two groups do not differ significantly in respect of the variable under consideration. Thus, the hypothesis that married and unmarried primary school teachers differ significantly in respect of their attitude towards values is rejected. Further, it is noticed that the mean scores of attitude towards values of married teachers is greater than that of unmarried teachers. This shows that married teachers possess more favourable attitude towards values than the unmarried teachers.



The above tabulation reveals that the mean score of attitude towards values obtained for married teachers is 175.97 with SD is 16.21. The mean score obtained for unmarried teachers is 175.68 with SD is 15.26. Hence, it is concluded that the married primary school teachers are greater attitude towards values when compared to unmarried teachers.

CONCLUSION

Based on the findings an overall conclusions can be drawn as follows :

1. There is no significant difference in attitude towards values among primary school teachers based on gender
2. There is significant difference in attitude towards values among primary school teachers based on locale of the institution.

3. There is no significant difference in attitude towards values among primary school teachers based on marital status.

EDUCATIONAL IMPLICATIONS

In the modern world of mechanical life style, human values are getting deteriorated and as a result many of the social evils like, selfishness, criminality molesting of ladies including children and behaving badly with elders and teachers have become an order of the day. The ever cherished values or norms of the society are to be protected and fostered, or otherwise the future of the nation will be grim and undesirable. There is a saying that charity begins at home, so is education. A life without positive attitude towards values is hollow and meaningless. Hence a very strong attitude towards values needs to be inculcated in the children, so that they can imbibe those values in the right sense and perspective. The parents, teachers and social or political leaders shall be role models to the children and the growing generation. They shall not merely articulate of the values, but follow and observe them strictly than being hypocritical. Unfortunately at present there is the dearth of teachers, parents or social leaders who follow the principles of the values of individual and collective life, selfishness is at its esteem. It is, therefore, upto the administrators and social workers or leaders to bring out some practical solutions to the vexed problems being faced by the society due to the negative attitude towards values.

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