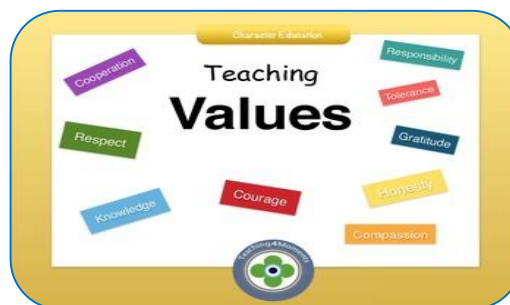




VALUES IN TEACHING

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ABSTRACT:

Values which are so important for an individual and which provide the key to a more adequate understanding of man in society needs investigation. One can easily understand the individuals if one is aware of their values.

Values shape most of the man's activities. It helps the individuals in having interest in one or some of the professions. The professions that an individual selects for himself are guided by his values. The knowledge of value, provides major clues to a person's professional choice. Each profession lays more emphasis on some or other values, e.g., the profession of businessmen needs the persons having strong "economic" or "utilitarian values", the social-workers' profession, lay emphasis on high 'social values', the priests, require religious and 'humanitarian values'. Painters and Artists are characterized by high 'aesthetic value', and the scientists are much interested in 'theoretical. Thus, it can be seen that every profession has its own type of values or value pattern. This view holds good with the teaching profession also.

KEYWORDS: profession, economic, utilitarian values, social-workers.

INTRODUCTION

Value is "A conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available, means and ends of action". Kluckhohn, C. (1962).

They are central to one's life and define the quality of that life. Values have three anchor bases. They are anchored in head, heart and hand. In the words of Iyengar (1942) "value is the status of satisfying need of an object emerging out of its contemplation by a subject, both determined by a universe of desire which is realizable by means of the former and to which latter is attached."

In philosophical context, values are those standards or a code for conduct conditioned by one's cultural tenets and guided by conscience according to which human being is supposed to conduct himself and shape his life patterns by integrating his beliefs, ideas and attitudes to realize cherished ideals and aims of life.

Values have been variously viewed as preferences, criteria, objects and possessions, personality and status, characteristics and state of mind that are absolute.

EDUCATION AND VALUES

Historically, interest in values among philosophers and educators dates back to the 3rd century B.C., the leading Greek educational philosopher showed great interest in character building and

development of values related to cognitive as well as knowledge growth of the pupils. In fact there was never any time in the history of education that the educational thinkers ever separated education from values, rather value orientation was always considered as an integral part of education programme. In fact education cannot go without values neither the act of teaching can be traced separately from values-explicit or implicit.

VALUES

A value is an idea- a concept about what someone thinks is important in life. When one values something he or she deems it worthwhile-worth possessing and worth doing or practicing or trying to obtain it. The study of values is usually divided into two areas – aesthetics and ethics. Aesthetics refers to the study and justification of what human beings consider beautiful what they enjoy. Ethics refers to the study and justification of conduct how people behave. Ethics is related to morals of what is right and wrong.

Values exist in people's mind. They are standard of conduct, beauty, efficiency or worth that people endorse and try to live upto or maintain. Values are those invaluable ideas of life which people adore and like to live with them until they die. Values are the essence of human good conduct with which one can reach the realm of excellence in life. Values could be reckoned as unparalleled ideas of human beings with which one can exhibit extraordinary courage and fortitude when surrounded by turmoil and failure.

THEORETICAL FRAMEWORK

Concept of 'Value'

Values are considered as potent determinants of human behaviour. They make human behaviour patterned and help to make sense out of discrete pieces of human behaviour which otherwise do not have any connection' (Williams, 1963). Draws and Lipson (1971) strongly believe that man's survival and his advancement to a higher developmental stage are contingent upon his decisions and in turn they depend upon what is most valued.

In the present study because of such a significant place given to the values an effort is made to examine the value-pattern of Secondary school teachers. But before any data is given about value-pattern of and any conclusion drawn about them it seems necessary to describe the concept, various view points, distinction between values and allied terms, classification of values and functional definition regarding 'value'.

DIMENSIONS OF VALUES

Value is a concept of the desirable ends, goals or modes of action which makes human behaviour selective. Value not only orientates but also determines human behaviour. Various attempts have been made to classify values. These attempts are being described here:

Values have been classified into six categories by Allport and Vernon (1931) on the basis of Spranger's six types of men. They classified values as Theoretical, Economic, Social, Political, Aesthetic and Religious.

NEED AND IMPORTANCE OF THE STUDY

Education aims at producing good citizens making them nobler, just and happier. To achieve this end it has to seek guidance from the framework of values. Much of ones life is spent in trying to understand others. The chief effort is to grasp correctly the motives and intentions of the other, for which one should know the guidelines of ones life. In other words one identifies other's constellation of values which are the dominating forces in life and all of a person's activity is directed towards the realization of these values.

Values are like the rails that keep a train on track and help it to move smoothly, quickly and purposefully. They provide motivation and a person is ready to suffer and sacrifice for the sake of values. Without values, one floats like a piece of driftwood in the swirling water of the river however

exciting that may seem at first. That is why values are central to one's life and define the quality of that life.

OBJECTIVES OF THE STUDY

The present study is undertaken with the following objectives:

1. To explore the relationship of values of Secondary school teachers with teacher competence, attitude towards profession and personality.
2. To find out the difference between gender, marital status, age, subjects, educational qualification, different levels of teaching experience, type of management, location of the schools and the levels of teaching competence of Secondary school teachers with respect to values dimension, teaching competence dimension, attitude dimensions and personality factors of the Secondary school teachers.
3. To find out the relationship between value dimensions and teaching competence dimension, attitude dimensions and personality factors of female, male and general of Secondary school teachers.
4. To find out the multiple correlation between value dimensions and gender, marital status, age, teaching experience, teaching subject, educational qualification, types of schools and location of Secondary school teachers.

HYPOTHESIS:

There is no significant difference between male and female teachers of Secondary schools with respect to their attitudes and its dimensions that is

- i. Attitude towards profession
- ii. Attitude towards classroom teaching
- iii. Attitude towards child centered practices
- iv. Attitude towards educational process
- v. Attitude towards pupils
- vi. Attitude towards teachers

DISCUSSION AND CONCLUSION

The teaching competence and value of Secondary school teachers. There is positive and significant relationship between the variables. It is found in the study that, higher the teaching competence higher the values among the Secondary school teachers. The teaching competence and all its dimension influence positively on the values and its dimensions one or the other way. Therefore, to have better values among Secondary school teachers we should developing the good teaching competence among the teachers through workshops, seminars, refresher courses etc. would go a long way.

The attitude towards profession and value of Secondary school teachers. There is a positive and significant relationship between the variables. It is found in the study that, higher the attitude towards profession higher the values among the teachers. The attitude and all its dimension influence positively on values and all its dimensions one or the other way. Therefore to have better values among the Secondary school teachers it is necessary to develop a good attitude towards teaching profession through knowledge of democratic principles, duty consciousness, love and affection towards people and adjustable qualities etc.

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