



A Study of Professional Values of Teachers Working in Secondary Level Schools

¹ Abhishek Sharma & ² Jyoti Yadav

¹ Research Scholar, Gyan Vihar School of Education, Suresh Gyan Vihar University, Jaipur

² Assistant Professor Gyan Vihar School of Education, Suresh Gyan Vihar University, Jaipur, Rajasthan, India.
abhisharma25191@gmail.com

Abstract

The present research study was mainly concerned with professional values of teachers working in secondary level schools. The sample consists of 600 secondary school teachers from Jaipur District. Data was collected by using self-developed "teacher professional value scale". The data was analyzed by using statistical techniques as mean, Standard Deviation and t-test. The finding of the study revealed that the significant difference was not found in professional values of teachers working in secondary level schools in relation to their gender, type of school and locale.

Keywords: Professional Values, Secondary Level School, Curricular Activities, Educational Program & Character-Oriented.

Introduction

India is an ancient country, the level of spirituality; cultural, philosophical, religiosity etc. of this country is so high that many countries of the world accept it without hesitation giving importance. Also, try to follow these points. Due to these characteristics of Bharatvarsh, many countries give respect to India as a spiritual master. So much importance has been given to Guru in Indian culture that Guru has been accepted as the source of human value. Because the Guru is the first step in the success of these life-form sadhanas. The Guru paves the way for the progress of his disciple through his good conduct, good behavior, good thoughts, teachings and moral conduct. Today society needs such education which can make all round development of human being employment oriented. So that the society and the country can be developed and dynamic. Secondary education is an important link in the present education system. This level of secondary education is such a platform. Which opens the way for taking admission in higher education on the one hand and for employment and livelihood on the other. Because in this education the goals of the nation are determined. The prosperity, success and bright future of our country depends on secondary education.

In the process of exchange of education, the teacher has a prominent place. Teachers make tireless efforts in making the country a responsible citizen by making human beings the capital of human and culture.

According to the National Policy on Education (1986), the title of teacher reflects the social, cultural ethos of any society. Teacher is the real and dynamic force of school and education system and this is also true. All the things like school building, curriculum, co-curricular activities, text books etc. have an important place in the educational program, but unless vitality is given by good teachers, they will remain useless.

Only a teacher can give a liberal, gentle, courageous and patient youth to the country. The teacher can lay the foundation for the creation of new society, new nation and new India. Teachers should not only impart knowledge to the students but fill them with such a life that a good nation can emerge in front of everyone. It is very important for a teacher to have a policy and full of character. If the teacher is

characterless, unproven, lazy, alienated, or greedy, he will not be able to discharge his teaching values or duties. He will not be able to interest the students in any situation. Students learn less from books and more from teachers. At present, the study of the reports of various newspapers or various governmental or non-governmental organizations shows that the teacher is not aware of the teaching work. In various schools, we get to hear the news of indecent behavior with the parents and parents of the teachers. These reports suggest that the teachers have deviated from their original path.

According to Dr. Radhakrishnan - "It is very important for the person and the country to be full of character". Leaders in the state sector are successful even if they are not full of character. But the teacher should be character-oriented. The importance of salt in food is of such importance to the teacher. "

According to Rabindranath Tagore - The teacher is considered an important part of education. Just like the Kumbha fills with water and fire only ignites. In the same

way, a human teacher creates a new consciousness in a student of human form.

A teacher's personality should be very attractive. A good education is not possible without the influence of the teacher's personality life. The imagination of the teacher's developed personality depends on his intellectual ability and knowledge growth, balanced behavior, professional loyalty and attitude. Through the present research work, the researcher has tried to get the knowledge of the professional values of the teachers.

Review of Related Literature

Chaudhary, Dinubhai M. (2013) revealed that a positive and meaningful connection was found between the aesthetic values and sentiments of teachers towards the teaching profession. P.C.T. Demonstration in the area of theoretical values of trainees B.Ed. More than the trainees received. There was no significant difference between the theoretical values of female and male teachers. The performance of rural teachers in the area of theoretical values was more than that of urban teachers. **Amit E. Gawande (2012)** concluded that Value augmented education does not have an impact on students' academic achievement. Value-added education does not have an impact on students' personal values. **Rai, Rakesh and Rai, Anita (2012)** found that the theoretical values of technical teachers of government and private universities were found to be more or less the same. The economic value of technical teachers of state universities was found to be higher than the technical teachers of private universities. The aesthetic value of technical teachers of private universities was found to be higher than the technical teachers of state universities. The social values of technical teachers of state and private universities were found to be more or less similar. The political values of technical teachers of state universities were found to be higher than the technical teachers of private universities. The religious values of technical teachers of government and private universities were found to be more or less the same. **R. R. Mandankar (2012)** revealed that there was no significant difference in the personal values of female and male teachers. There was no meaningful difference in professional satisfaction of female and male teachers. On the basis of personal values, there was no significant difference between the post-graduate and graduate teachers. On the basis of professional satisfaction, significant difference was found between the post-graduate and graduate teachers. **Devi Anita (2011)** found in his study that there was a difference in the professional value of the teacher professors of government and private colleges. There was a difference in the professional value of male teachers in government and private colleges. There was a difference in the professional value of the female teachers in government and private colleges.

Objectives of the Study

1. To study the professional values of male teachers and female teachers of secondary level schools.

2. To study the professional values of teachers of government and private secondary schools.
3. To study the professional values of teachers of secondary level schools in rural and urban areas.
4. To study the professional values of male teachers and female teachers of government secondary level schools.
5. To study the professional values of male teachers and female teachers of private secondary level schools.

Hypothesis of the Study

1. The significant difference is not found in professional values of male teachers and female teachers of secondary level schools.
2. The significant difference is not found in professional values of teachers of government and private secondary schools.
3. The significant difference is not found in professional values of teachers of secondary level schools in rural and urban areas.
4. The significant difference is not found in professional values of male teachers and female teachers of government secondary level schools.
5. The significant difference is not found in professional values of male teachers and female teachers of private secondary level schools.

Research Methodology

The descriptive survey method has been used by the researcher to complete the research.

Population

A population is defined as a group of Individuals with at least one common characteristics which distinguishes that group from other Individuals. In the present study Government and private teachers of secondary schools of Jaipur district have been selected.

Sample

To select Sample Scholar has selected 60 secondary level schools in Jaipur district. Out of these 60 schools, 15 out of 30 government schools went to urban areas and 15 to rural areas. Similarly, out of 30 private schools, 15 schools were taken from urban areas and 15 schools were taken from rural areas. A total of 300 female and 300 male teachers have been selected as judges, selecting 10 teachers from each school

Tool Used in the Study

To study the professional values- **Self-made "teacher professional value scale"** has been used.

Statistical Techniques

For analysing the collected data mean, standard deviation, t-test has been used in this study.

Data Analysis, Interpretation and Discussion Of Results
Hypothesis – 1 The significant difference is not found in professional values of male teachers and female teachers of secondary level schools.

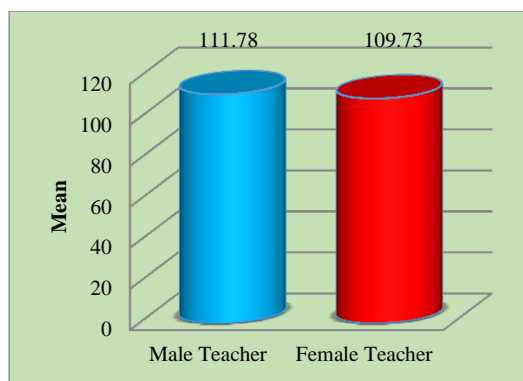
Table No. 1

Group	N	Mean	SD	t-value	Result
male teacher	300	111.78	13.36	1.75	approved
female teacher	300	109.73	15.22		

0.05 Significance Level = 1.96 Part of Freedom = 598
 0.01 Significance Level = 2.58

From the observation of above mentioned table and graph number 1 it is known that the mean value of professional values of male teachers who do academic work in secondary level schools is 111.78 and standard deviation is 13.36 and those female teachers who do academic work in secondary level schools. The mean value of their professional values was found to be 109.73 and the standard deviation was 15.22 and the value of T at the degree of freedom 598 was found to be 1.75. Which was found to be less than the significant t values of 1.96 and 2.58 at 0.05 and 0.01 level. Therefore, as a result, no significant difference was found in the professional values of female teachers and male teachers who got teaching work done in secondary level schools. Hence functional hypothesis is accepted.

Graph No.1 Graph showing the median of professional values of female teachers and male teachers of secondary level schools



Hypothesis – 2 The significant difference is not found in professional values of teachers of government and private secondary schools.

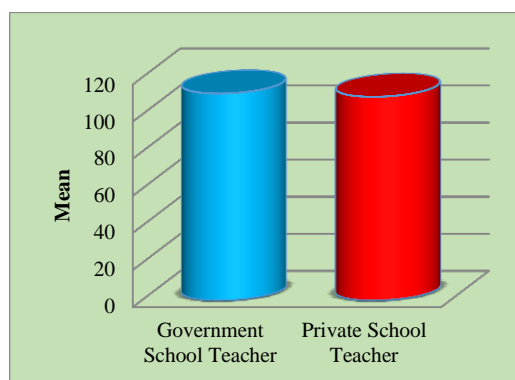
Table No. 2

group	N	Mean	SD	t-value	Result
government school teacher	300	111.63	13.91	1.50	approved
private school teacher	300	109.88	14.74		

0.05 Significance Level = 1.96 Part of Freedom = 298
 0.01 Significance Level = 2.58

From the observation of the above mentioned table and graph number 2, it is known that the mean value of professional value of government secondary level teachers was 111.63 and standard deviation was 13.91 and the mean value of professional value of private secondary level school teachers was 109.88 and standard deviation. 14.74 was obtained and the value of T at 598 degrees of freedom was obtained as 1.50. Which was found to be less than the significant t values of 1.96 and 2.58 at 0.05 and 0.01 level. Therefore, as a result, no significant difference was found in the professional values of the teachers of government and private secondary schools. Hence functional hypothesis is accepted.

Graph No. 2 Graph showing the median of professional values of teachers of government and private secondary level schools



Hypothesis – 3 The significant difference is not found in professional values of teachers of secondary level schools in rural and urban areas.

Table No. 3

Group	N	Mean	SD	t-value	Result
Rural Area Teacher	300	110.92	14.04	0.28	Approved
Urban Area Teacher	300	110.59	14.67		

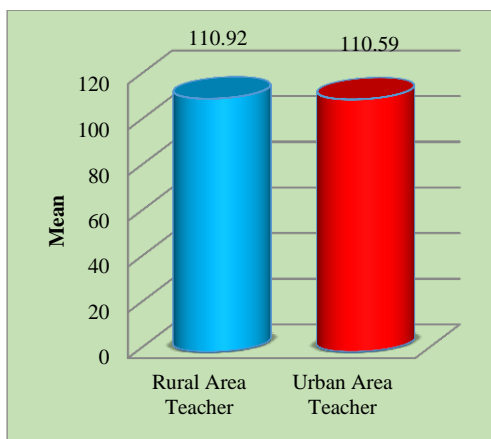
0.05 Significance Level = 1.96 Part of Freedom = 598

0.01 Significance Level = 2.58

From the observation of the above mentioned table and graph number 3, it is known that the mean value of professional values of teachers who got teaching work in secondary level schools located in rural areas was 110.92 and standard deviation was 14.04 and those of secondary schools located in urban areas got The mean value of the occupational values of the teachers who got the teaching job done in the schools was 110.59 and the standard deviation was 14.67 and the value of T was found to be 0.28 at the degree of freedom at 598. Which was found to be less than the significant t values of 1.96 and 2.58 at 0.05 and 0.01 level.

Therefore, as a result, no significant difference was found in the professional values of teachers who got teaching work in secondary level schools located in rural and urban areas. Therefore, functional hypothesis is accepted.

Graph No. 3 Graph showing the median of occupational values of secondary school teachers in rural and urban areas



Hypothesis – 4 The significant difference is not found in professional values of male teachers and female teachers of government secondary level schools.

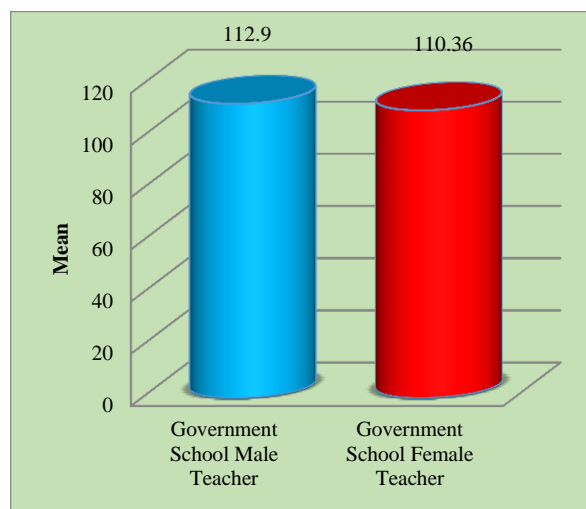
Table No. 4

Group	N	Mean	SD	t-value	Result
Government School Male Teacher	150	112.90	13.70	1.59	Approved
Government School Female Teacher	150	110.36	14.05		

0.05 Significance Level = 1.96 Part of Freedom =298
0.01 Significance Level = 2.58

From the observation of the above mentioned table and graph number 4, it is known that the mean value of professional values of male teachers who are teaching in government secondary level schools was 112.90 and standard deviation 13.70 and those female teachers who are teaching in government secondary level schools. The mean value of her occupational value is 110.36 and the standard deviation is 14.05 and the value of T at 298 degrees of freedom is found to be 1.59. The significant t values at 0.05 and 0.01 levels were found to be less than 1.96 and 2.58. Therefore, as a result, no significant difference was found in the professional values of female teachers and male teachers doing education in government schools whose level is secondary. Hence functional hypothesis is accepted.

Graph No. 4. Graph showing the median values of female teachers and male teachers of government secondary schools



Hypothesis – 5 The significant difference is not found in professional values of male teachers and female teachers of private secondary level schools.

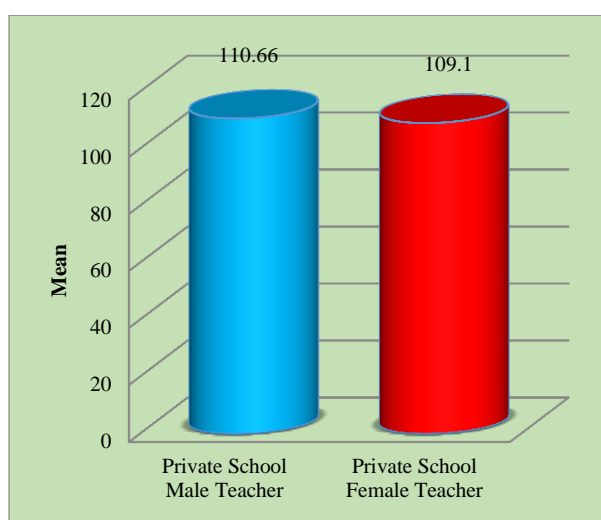
Table No. 5

Group	N	Mean	SD	t-value	Result
Private School Male Teacher	150	110.66	12.97	0.92	Approved
Private School Female Teacher	150	109.10	16.33		

0.05 Significance Level = 1.96 Part of Freedom =298
0.01 Significance Level = 2.58

From the observation of the above mentioned table and graph number 5, it is known that the male teacher who got the mean value of professional values 110.66 and standard deviation 12.97 of male teachers who got teaching work in private secondary level schools and private secondary level schools. The mean value of vocational values of female teachers in teaching work in the U.S. was 109.10 and the standard deviation was 16.33 and the value of T was 0.92 at the degree of freedom at 298. Which was found to be less than the significant t values of 1.96 and 2.58 at 0.05 and 0.01 level. Therefore, as a result, no significant difference was found in the professional values of male and female teachers who are teaching in private secondary level schools. Hence functional hypothesis is accepted.

Graph No. 5 Graph showing the median values of female teachers and male teachers of private secondary level schools



Finding of the Study

1. The significant difference was not found in professional values of male teachers and female teachers of secondary level schools.
2. The significant difference was not found in professional values of teachers of government and private secondary schools
3. The significant difference was not found in professional values of teachers of secondary level schools in rural and urban areas.
4. The significant difference was not found in professional values of male teachers and female teachers of government secondary level schools.
5. The significant difference was not found in professional values of male teachers and female teachers of private secondary level schools.

EDUCATIONAL IMPLICATION-

1. The present research study can make an important contribution in giving guidelines and directions for future research work.
2. The present research study can be helpful to improve the professional values of the teachers.
3. The results of the present research study can prove to be helpful for building a strategy for professional values of teachers.
4. Research studies presented in the field of planning can be helpful for promoting professional values in the lives of teachers.
5. The results of research studies can be helpful in overcoming the decline in the field of education.
6. The dignity of teaching profession can be restored in society, teachers, students and policy makers through research studies.

References

- [1] Amit E. Gawande, "Effect of Value Oriented Teaching on the Scholastic Achievement and Personal Values of the Students", *Journal of International Indexes Referred Research*, vol. 4, Issue-36, September 2012.
- [2] A.E.W. Benjamin, "Effective of short stories in teaching value education at the B.Ed." Level", *International Journal of Scientific Research*, vol. 2, Issue-5, May-2013.
- [3] B.B. Farhiha and others, "Attitude of Prospective Teachers towards Research: Implications for Teacher Education in Pakistan", *Contemporary Education Research*, vol. 1, pp. 8-14, 2012.
- [4] Chaudhary, Dinubhai M. (2013) - "A Comparative Study of Values and Attitudes of School and College Teachers towards Teaching Profession", *RET. Academy for International Journal of Multidisciplinary Research*, vol. 2, Issue-1, January 2013.
- [5] Devi Anita (2011)- "A Comparative Study of Teacher Educators of Government, Financed and Self-Financed College of Education in Relation to Their Professional Values, Teaching Aptitude and Job Satisfaction" Maharishi Dayanand University, Rohtak.
- [6] Nitasha, "Study of Values among School Teachers Across Gender and School Management Style", *International Journal of Education Planning and Administration*, vol. 3, Issue-1, pp 69-74, 2013.
- [7] R. R. Mandankar, "A Study of Personal Values and Job Satisfaction of High School Teachers", *International Indexed Reference Journal*, Volume-3, Issue-31, April, 2012.
- [8] Rai, Rakesh and Rai, Anita, "A Study of Values among Technical Teachers Working in Private and Government Universities in NCR", *International Journal of Scientific and Research Publications*, vol. 2, Issue-8, August 2012.