



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2016; 2(12): 503-505
www.allresearchjournal.com
Received: 12-10-2016
Accepted: 13-11-2016

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Value pattern of higher secondary teachers in Madurai district

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Abstract

In the present study an attempt is made by the investigators to study the Value Pattern of Higher Secondary Teachers in Madurai District, Tamil Nadu, India. Random Sampling Technique was used to compose a sample of 600 Higher Secondary Teachers. Mean, Standard Deviation and t values were calculated for the analysis of data. The result revealed that the Gender and Type of family had no significant difference but, Locality, Teaching subject and Teaching experience exhibited significant difference in respect of their Value Pattern of Higher Secondary Teachers.

Keywords: Value pattern, higher secondary, teachers

Introduction

A value pattern is a key to creating a pleasing visual path for the eye to follow as it views a composition. The value pattern is the careful choice of arrangement of all the values of a piece of artwork by an artist in order to guide the eye and unify all the objects or figures in the piece. Values are the guiding principles of life which are conducive to all round development. They give directions and firmness to life and bring joy, satisfaction and peace to life. Value is like the rails that keep a train on the track and help it more smoothly, quickly and with direction. They bring quality to life. Teachers are one of the main pillars of a sound and progressive society. Whether an action is right or wrong, a person must enter into an ethical experience and consider the motivation and consequences of his decision. Because people do not live in a box, their actions are influenced by their culture, the composition of a shared common language, an economic system, family structures, religious beliefs, political ideologies, and a value system.

Need and Importance of the Study

Having teachers with knowledge, wisdom and values are essential to achieve quality education. The beliefs which individuals hold are closely linked with the decisions and choices that they make during the course of everyday life. Among the major expectations of an education system. There is a value end that extant has always been free throughout human life values influences people's lives and therefore one can decide aims contents and methodologies of education. Values guided our actions. A teacher's value that guided his or her actions is culturally inherited to one generation to another of the influences in classroom. Teacher's values are reflected in their attitude towards different pupils. Many researchers touch upon value patterns among teachers. But a few researches were done on habitats and types of school as demographic variables along with gender they bear the weight and responsibility of teaching, apart from parents, and the main source of knowledge and values for children. Teachers are main contributions of education. They pass on knowledge and values in every generation. They play crucial roles in developing and touching one's life. They mold children with knowledge and values to prepare them for working life and to become good citizen of the nature.

Statement of the Problem

The problem selected for the present study may be stated as follows, "Value Pattern of Higher Secondary Teachers in Madurai District".

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Objective of the study

The researchers have framed following objectives for the study to find out the difference in Value Pattern of Higher Secondary Teachers if any, among:

1. Male and Female Higher Secondary Teachers.
2. Rural and Urban area Higher Secondary Teachers.
3. Arts and Science Subject handled Higher Secondary Teachers.
4. Higher Secondary Teacher’s teaching experience up to 10 years and above 10 years.
5. Nuclear family and Joint family Higher Secondary Teachers.

Hypotheses of the study

For the present study, based on the objectives the researchers framed the following hypotheses,

1. There is significant difference between Male and Female Higher Secondary Teachers in respect of their Value Pattern.
2. There is significant difference between Rural and Urban area Higher Secondary Teachers in respect of their Value Pattern.
3. There is significant difference between Arts and Science subject handled Higher Secondary Teachers in respect of their Value Pattern.
4. There is significant difference between up to 10 years and above 10 years experienced Higher Secondary Teachers in respect of their Value Pattern.
5. There is significant difference between Joint family and Nuclear family of Higher Secondary Teachers in respect of their Value Pattern.

Methods of the Study

Normative survey method was employed. The tool was administered to the samples of 600 Higher Secondary Teachers. The data was collected and subjected to statistical analysis to arrive at a conclusion.

Tools Used

Teacher’s Value Pattern Scale was constructed and standardized by Naga Subramanian P.C. (2014). Teacher’s Value Pattern Scale consists of 50 items. There are 41 positive statements and 09 negative statements in respect of the Teacher’s Value Pattern. In each statement five point scale ranging from “strongly agree”, “agree”, “undecided”, “disagree”, “strongly disagree” is used. The different points on the scale are assigned with arbitrary weights, for example 5, 4, 3, 2, and 1 in the order of “strongly agree” response to “strongly disagree” response for the positive statements. The scoring scheme is reversed for the negative statements. Here the “strongly disagree” response is given the weight of 5 and the “strongly agree” response is given the weight of 1. An individual score is the sum of all the score of the 50 items. The maximum score that one can get in this is 250. Higher score indicates the high Value Pattern of Higher Secondary Teachers and the Lower score indicates the presence of low Value Pattern of Higher Secondary Teachers.

Sample of the Study

In this present study, 600 Higher Secondary Teachers working in different Higher Secondary Schools were taken as sample. The random sampling technique has been used in the selection of the sample. The samples were collected from the Higher Secondary Teachers of various Higher Secondary Schools in Madurai District, Tamil Nadu, and India.

Statistical Techniques Used

The following statistical techniques have been used in the present study for the analysis of collected data.

1. Descriptive Analysis
2. Differential Analysis

Table 1: Difference between the Means of the Attitude towards E-Learning

Variable	Number	Mean	S.D	t'	Significant value	
Gender	Male	350	162.28	13.91	0.26	NS
	Female	250	161.50	15.84		
Locality	Rural	240	165.24	15.78	2.64	S
	Urban	360	169.22	15.64		
Teaching subject	Arts	280	163.54	15.28	3.22	S
	Science	320	169.24	14.65		
Teaching experience	Up to 10	290	162.79	15.72	3.24	S
	Above 10	310	167.52	13.45		
Type of family	Joint	205	165.76	14.63	1.02	NS
	Nuclear	395	166.24	15.72		

S=Significant NS=Not Significant

Major findings of the study

1. The verification of the hypothesis based on the analysis of data indicates that there is no significant difference in the Value Pattern of Male and Female Higher Secondary Teachers (t=0.26).
2. The testing of the hypothesis based on the analysis of data indicates that there is a significant difference in the Value Pattern of Rural and Urban area Higher Secondary Teachers (t=2.64) and it is inferred that the Urban area Higher Secondary Teachers have more Value Pattern than their counterparts.

3. The testing of the hypothesis based on the analysis of data indicates that there is significant difference in Value Pattern of Arts and Science subject handled Higher Secondary Teachers (t=3.22) and it is inferred that the Higher Secondary Teachers who handled Science subject have more Value Pattern than the Higher Secondary Teachers who handled Arts subject.
4. The testing of the hypothesis based on the analysis of the data indicates that there is significant difference in the Value Pattern of up to 10 years and above 10 years experienced Higher Secondary Teachers (t=3.24) and it is inferred that the above 10 years experienced Higher

Secondary Teachers have more Value Pattern than their counterparts.

5. The testing of the hypothesis based on the analysis of data indicates that there is no significant difference in Value Pattern of Joint and Nuclear family of Higher Secondary Teachers ($t=1.02$).

Conclusion

To sum up, the following conclusions have been reached in the light of the present investigation. Gender and Type of family had no significant difference but, Locality, Teaching subject and Teaching Experience exhibited significant difference in Value Pattern of Higher Secondary Teachers in Madurai District, Tamil Nadu, India.

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