

A comparative study of professional values of senior secondary school teachers

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ABSTRACT

The present investigation compares of professional values among senior secondary school teachers of Almora district. The population for the present study is consisted all the senior secondary school teachers of Almora city. Three government and three private schools were selected randomly and the sample of 60 teachers selected randomly. Survey method was used to the present research. In order to collect the relevant data Teacher's Professional Values Scale, Constructed by Dr. P.C. Shukla the W.N. John from Gorakhpur University (U.P.) has been used. Reliability coefficient of the scale was 0.86. Descriptive statistics were used. Mean, standard deviation, t-values were calculated. t-test was used to find out the significance of difference at $p < 0.01$ and $p < 0.05$.

Keywords: Professional, Values, Senior, Teachers.

Teaching is considered these days as a respected profession and similar to other profession it is associated with some values. Teachers are related to teaching thus it inculcates some specific values. Teaching is the main task of teacher and it is perhaps most commonly known profession. Thus, according to this view of J. Krishnamurti we can concluded that the teachers should be aware of their professional values which will help them and in turns to the students and the whole educational system. Therefore, in this study and attempt is made to understand teachers' professional values in relation to various other factors like teacher's sex, of institution, stream of teaching, experience and their marital status. Teachers are related to teaching thus it inculcates some specific values in the teachers. Teaching as bearing a noble profession is associated with high professional values. The present study is an attempt to study these professional values, which can be helpful in many ways to improve teaching process. According to the 'Dictionary of Education' "Any characteristic deemed important because of psychological, social, moral or aesthetic consideration; commonly used in a plural, to refer to build in inner system of beliefs from which one can gain security or support" Values of any person are related to the behaviour in any situation of life. Values express themselves through the behaviour of the person, thus we can say values frames our personality.

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Teacher's professional values refers to a set of belief, an abstract concept, inculcated consciously, or unconsciously by the members of teaching community governing the behavior of the individual or group which helps in realization of their goal and fulfillment of their moral, social, aesthetical, educational and psychological needs. Professional values refer to a set of belief, an abstract concept, inculcated consciously or unconsciously by the member of teaching community governing the behaviour of the individual or group which helps in realization of their goal and fulfillment of their moral, social, aesthetical, educational and psychological needs. Thus, the values which are essential for and are associated with any profession are called professional values. All the members of the profession should be essentially inculcated with these professional values for the development of the profession and themselves. Some studied have been done related to present research are as follows:

Mehrotra (1973) in his study tried to see the impact of the bachelor of education course on the attitude of those who had gone through it. He has found that the attitude of those teachers who completed the course was more favorable than that of those who did not.

Kulshrestha (1974) tried to study the teacher's values in relation to certain variables like sex, marital status, and religion, cast. Teaching subjects, teaching experience, age, income, education, zones and training to find out the difference and uniformity in their values patterns. The sample consisted of 700 teachers of 64 intermediate and higher secondary schools of rural and urban U.P. Scale of Teachers. Value (STV) was developed for the collection of data. The findings revealed that (i) the teachers of most of the schools showed an interest in reading and consulting library, (ii) inter-personal relationships among teachers, principals and students were in existence in varying amount in different schools. (iii) the schools were making no discrimination regarding the cast, creed or color in making admissions of students or in appointing the staff and (iv) democratic environment was existing in a majority of schools.

Areya* (1984) in his research work made an attempt to study the values and job satisfaction of teachers in relation to their teaching effectiveness at degree-college level. This study was an ex-post facto. Research wherein 600 teachers from 11 colleges of Meerut University were selected through random sampling. The tool used for the study was a new test for study of values by Gilani, the Teachers Job satisfaction Questionnaire of Kumar and the Teachers Effectiveness scale. Major findings were as follows (1) It was found that at degree level, teaching effectiveness was significantly related to values and job satisfaction (2) The effective teachers markedly differed from ineffective teachers on the job satisfaction scale and they were endowed with a value pattern which accounted for their effective teaching.

Singh (2005) made an attempt to study the relationship between stress and work values among secondary level female teachers. The study included 150 secondary level female teachers from five schools of Allahabad as the sample. The findings were as follows: (i) work values such as economic return, social service, power; independence and adventure were found to be negatively and significantly correlated with stress. (2) No significant relationship was found between stress and the work values such as intellectual change, of progress, material handle, association; surrounding and variety.

Each profession lays more emphasis on some values e.g. the social works profession lay emphasis on high social values. The parties' profession relates to the religious values, painter and artists are characterized by high aesthetic values.

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The present work is a humble attempt to study the professional values of the teachers. A limited number of studies till today have been done in this area of educational research. The findings of this study will contribute significantly in the field of educational research.

Statement of The Problem

A comparative study of professional values of senior secondary school teachers.

Objectives of The Study

The present study is carried out to achieve the following objectives:

1. To study the professional values of teachers with respect to their sex.
2. To study the professional values of teachers with respect to the type of institution.
3. To study the professional values of teachers with respect to their marital status.
4. To study the professional values of teachers with respect to their stream of teaching.

Delimitations of The Study

The scope of the present study has been delimited as follows:

1. The study is confined to the senior secondary school teachers of Almora city only.
2. The study is based only on government school and Public school.
3. The study is limited to a sample of 60 teachers only.
4. The study is limited to a period of one year only.

RESEARCH METHOD

To fulfill the objectives of the present study, the researcher employed the descriptive survey method was used in the present investigation.

Population

The population for the present study is consisted all the senior secondary school teachers of Almora city.

Sample and Sampling Method

Sample was selected from Almora city only, so that they could be easily accessible for the researcher and repetitive measurement required. Three government and three public schools were selected randomly. In the present study the sample of 138 students selected randomly. In the present study the probability sampling technique is followed and the selection of sample is based on a random sampling.

Tools Used for The Study

In order to collect the relevant data Teacher's Professional Values Scale, Constructed by Dr. P.C. Shukla the W.N. John from Gorakhpur University (U.P.) has been used. Teachers Professional values refers to a set of beliefs, an abstract concept inculcated consciously or unconsciously by members of teaching community governing the behaviour of the individual or which helps in realization of their goal and fulfillment of their moral, social, aesthetic, educational and psychological needs.

To construct the Teacher Professional Values Scale (TPVS) a list of dimensions of values required for the professing of teaching was prepared with the help and consultation of the teachers and educationists. This list was sent to professional educationists numbering 50 of different parts of India, to ascertain the dimensions of Teacher's professional values, Seven Dimensions were determined on the basis of the opinion of these experts, as

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1. **Moral Values:** Honesty, truthfulness, sincerity, integrity, kindness, compassion, tolerance, judiciousness.
2. **Social Values:** Sociability, helpful, law-abiding, cooperation, love for young, follow social norms.
3. **Educational Values:** Up-to date knowledge knowledge of subject matter, effective teaching punctual honest in evaluations.
4. **Personal Values:** Cleanliness, undines, heath care progressive effective use of voice hard working.
5. **Economic Values:** Contended, not greedy, non-acceptance of bribe, increase in income through suitable means
6. **Democratic values:** Love for freedom, love for justice love for equality, conscious of rights and duties nationalist.
7. **Aesthetic Values:** Environmental cleanliness appreciates beauty, cultured, systematic and methodical.

Reliability of the tool

The reliability of the test was calculated with the help of split half method. The Teacher's Professional Value Scale was administered to 100 teachers of the colleges of Gurakhpur University. The split half reliability (correlating the odd and even item) of the scale applying the Spearman-Brown prophecy formula was found to be 0.86 which may be considered satisfactory for the purpose.

Validity of the tool

The Teacher's Professional Value Scale the considered valid because of the manner in which it has been constructed. The scale was shown to several experts in the field of Education and Psychology. They were requested to examine the content of the items in the light of the definition provided to them, whether the content of the items of the TPVS measures what the scale is intended to measure? All the experts were 100% satisfied with the items as the measure of teachers' professional values. This indicated light face validity of the Teacher's Professional Values Scale.

Administration of Tool Among Students

First, rapport was established between investigator and the subjects. Necessary instructions printed on tools were given to the students and were asked to write down the answers in specified time. It was ensured that no item of the questionnaire could remain unresponded before the form was collected.

Statistical Analysis

Data were analyzed using excel programmed. Descriptive statistics were used and t-value was calculated. t-test was used to find the significance of difference in the professional values among senior secondary school teachers at $p < 0.05$ and $p < 0.01$.

RESULTS

Statistical techniques have contributed greatly in gathering, organizing, analyzing and interpreting numerical data. The data were scored, tabulated and analyzing with the help of mean, S.D. and t-test. The number of senior secondary school teachers of Almora city who participated in the study was 60. The data regarding in the professional values among senior secondary school teachers were analyzed as follows:

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Table 1 Data related to professional values among senior secondary school teachers

Group	Sample	Mean	Standard Deviation	't' Value	Level of significance
Male	31	201.16	16.75	0.51	n.s.
Female	29	198.92	17.14		

D. F. = 58, t-value is non-significant at 0.05 level

Data presented in table 1 show that male and female senior secondary school teachers were found almost similar in their measure of professional values. No statistically significant difference was found in measure of professional values of male and female senior secondary school teachers ($t=0.51$). Although, there seems some differences in mean values of these investigated groups, yet, the differences were not statistically significant at any level.

Table 2 Data related to professional values among senior secondary school teachers on the basis of type of institution

Type of institution	Sample	Mean	Standard Deviation	't' Value	Level of significance
Government	35	208.11	12.96	3.02	0.01
Public	25	194.16	20.32		

D. F. = 58, t-value is significant at 0.01

Data presented in table 2 show that government senior secondary school teachers were found more professional values than public senior secondary school teachers. Statistically significant difference was found in professional values of government senior secondary school teachers and public senior secondary school teachers ($t= 3.02$).

Table 3 Data related to professional values among senior secondary school teachers on the basis of marital status

Marital Status	Sample	Mean	Standard Deviation	't' Value	Level of significance
Married	33	206.6	14.77	2.86	0.01
Unmarried	27	195.96	20.59		

D. F. = 58, t-value is significant at 0.01

Data presented in table 3 show that married senior secondary school teachers were found more professional values than unmarried senior secondary school teachers. Statistically significant difference was found in professional values of married senior secondary school teachers and unmarried senior secondary school teachers ($t= 2.86$).

Table 4 Data related to professional values among senior secondary school teachers on the basis of academic streams

Academic Stream	Sample	Mean	Standard Deviation	't' Value	Level of significance
Science	26	211.84	11.26	0.226	n.s.
Art	34	211	17.42		

D. F. = 58, t-value is non-significant at 0.05 level

Data presented in table 4 show that science stream and art stream senior secondary school teachers were found almost similar in their measure of professional values. No statistically

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significant difference was found in measure of professional values of science stream and art stream senior secondary school teachers ($t=0.226$). Although, there seems some differences in mean values of these investigated groups, yet, the differences was not statistically significant at any level.

DISCUSSION

In the present study mean professional values was 201.16 of male senior secondary school teachers which was higher than mean professional value 198.92 of male senior secondary school teachers. Male and female senior secondary school teachers had found similar professional values ($t=0.51$). Mean value 208.11 of government school teachers was more than mean value 194.16 of public school teachers on the measure of professional values. Government senior secondary school teachers had found more professional values than public senior secondary school teachers ($t= 3.02$). The mean value of married teachers was 206.6 and the mean of unmarried teachers was 195.96. Professional values were found more for married senior secondary school teachers than unmarried senior secondary school teachers ($t= 2.86$). The mean value of science stream teachers was 211.84 and the mean of art stream teachers was 211. Science stream and art stream senior secondary school teachers were found similar professional values ($t=0.226$). The lowest mean professional value obtained for public school teachers which was 194.11 which indicates that public school teachers have lowest professional values. The highest mean scores obtained for science stream teachers were 211.84 which indicate that science stream teachers have highest professional values. Thus, all other mean value scores between these two mean values. The differences observed in professional values of above teachers were partly due to differences in their living areas, internet knowledge, family type, caste, societies, subject interest, teaching experience and availability of the resources etc.

CONCLUSION

1. Male and female senior secondary school teachers were found almost similar in their measure of professional values and difference was nonsignificant.
2. Government senior secondary school teachers were found more professional values than public senior secondary school teachers and statistically significant difference was found.
3. Married senior secondary school teachers were found more professional values than unmarried senior secondary school teachers. Statistically significant difference was found.
4. Science stream and art stream senior secondary school teachers were found almost similar in their measure of professional values. No statistically significant difference was found.

Educational Implications

The main purpose of this study was decided to contribute significantly in the field of education. The findings on which this study arrives fulfill this purpose and have got some important educational implications which can be summed up as follows:

1. As the male and female teachers did not differ significantly in their professional values, so both male and female teachers should be given equal importance in all areas either of promotion, prestige or of other benefits.
2. As this study finds out those government school teachers have higher professional values than public school teachers, so the public-school teachers should be encouraged to choose teaching as their profession so that our educational system may grow with a rapid speed and can attain a qualitative position.

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3. One of the findings of this study is that the married teachers have higher professional values than the unmarried teachers. married teachers were found to have higher professional values than unmarried teachers, thus such steps should be taken by the school authorities which will create a healthy environment in the school for teachers so that their personal problems do not affect their professional values in this way all the teachers will give their full efforts in raising the standard of teaching learning process in the schools.
4. As the science and arts teachers did not differ significantly in their professional values, so both science and arts teachers should be given equal importance in all areas either of promotion, prestige or of other benefits.

Suggestions for Further Studies

Due to the time and resource limits, many important aspects of the problem could not be touched upon, thus it is imperative that further studies should be conducted keeping the following suggestions and mind.

1. In the present study schools of Almora City only have been included. Further studies can be made on schools of the whole Kumaon Region or whole Uttarakhand.
2. This study is limited to government and public schools only. Further studies can be made by including aided, semi-government.
3. This study has attempted to study the professional values of teachers. Further studies can be made to study the professional values of the principals of different schools.
4. Research on Professional values can be made on teachers of primary schools, secondary and college teachers.
5. The present study has been made on a very small sample of 60 teachers only. A better study can be made if a larger sample is taken for investigation.

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Conflict of Interest

The author declared no conflict of interest.

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