

**A STUDY OF VALUE PATTERN OF HIGHER SECONDARY SCHOOL TEACHERS
OF SOUTH KASHMIR****Naziya Ibrahim**

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ABSTRACT

The present study was carried out to study the values of 10+2 teachers of south Kashmir valley. The N.Y. Reddy's (Indian) adaption value scale was administered to the sample subject. The sample consists of 80, teachers of 10+2 level (40 each from the streams of social science and science). The Stratified random sampling technique was used from various higher secondary schools of south Kashmir. Mean, S.D and Test of significance was used to analyze the data. The results revealed that urban 10+2 teachers have high economic and aesthetic values than rural 10+2 teachers. The results further revealed that the rural 10+2 teachers have high social, political, and religious values than urban 10+2 teachers. Also it showed that the urban and rural 10+2 teachers have similar theoretical value.

Keywords: Aesthetic Value, Economic Value, Political Value, Religious Value, Social Value, and Theoretical Value.

INTRODUCTION

Values are individual beliefs that motivate people to act one way or another. They serve as a guide for human behavior. Generally, people are predisposed to adopt the values that they are raised with. People also tend to believe that those values are "right" because they are the values of their particular culture. Ethical decision-making often involves weighing values against each other and choosing which values to elevate. Conflicts can result when people have different values, leading to a clash of preferences and priorities. Some values have intrinsic worth, such as love, truth, and freedom. Other values, such as ambition, responsibility, and courage, describe traits or behaviors that are instrumental as means to an end. Still other values are considered sacred and are moral imperatives for those who believe in them. Sacred values will seldom be compromised because they are perceived as duties rather than as factors to be weighed in decision-making. For example, for some people, their nation's flag may represent a sacred value. But for others, the flag may just be a piece of cloth. So, whether values are sacred, have intrinsic worth, or are a means to an end, values vary among individuals and across cultures and time. However values are universally recognized as a driving force in ethical decision-making. **Vishakha and Pandurang (2010)** conducted a study of "Higher Secondary School personal value pattern". The researcher found that value pattern of students changed due to locality and Gender. **Rasheed and Roufa (2011)** Conducted a study on "The values of college Teachers in district Srinagar" The investigator found that urban college teachers have high aesthetic and

economic value than rural teachers. **Kaushik (2006)** conducted a study of “Value of secondary school teachers at different levels of their job satisfaction, Teaching aptitude and organizational climate of the institution”. The investigator found that all 8 dimensions of value tool are highly significant and differs to each other.

After reviewing the related literature, it has been found that various studies have been conducted on values in general perspective but no study has been conducted so far in which values have been studied in relation to locality especially in conflict ridden state of south Kashmir. To fill this vacuum, the investigator has found it feasible to work on this unexplored area.

STATEMENT OF THE PROBLEM

The problem under investigation reads as under:

Impact of Values on Higher Secondary School Teachers of South Kashmir

OBJECTIVES OF THE STUDY

1. To Compare Rural and Urban 10+2 teachers of south Kashmir on Theoretical values.
2. To Compare Rural and Urban 10+2 teachers of south Kashmir on Economic values.
3. To Compare Rural and Urban 10+2 teachers of south Kashmir on Aesthetic values.
4. To Compare Rural and Urban 10+2 teachers of south Kashmir on Social values.
5. To Compare Rural and Urban 10+2 teachers of south Kashmir on political values.

HYPOTHESES OF THE STUDY

1. There is no significant difference between the rural and urban teachers of south Kashmir on Theoretical values.
2. There is no significant difference between the rural and urban teachers of south Kashmir on Economic values.
3. There is no significant difference between the rural and urban teachers of south Kashmir on Aesthetic values.
4. There is no significant difference between the rural and urban teachers of south Kashmir on Social values.
5. There is no significant difference between the rural and urban teachers of south Kashmir on Political values.

OPERATIONAL DEFINITION OF KEY TERMS

Values: Values for the present study shall be accessed through N. Y Reddy’s Indian adaptation value scale. It consists of six types of values (theoretical, economic, aesthetic, social, political, & religious).

Science 10+2 Teachers: Science 10+2 teachers of South Kashmir are considered those who are involved to teach science as a subject at 10+2 level in different higher secondary schools of South Kashmir (Physics, Chemistry, Botany, Zoology, and Environment Science.)

Social Science 10+2 Teachers: Social science 10+2 teachers of South Kashmir are considered those who are involved to teach social science as a subject at 10+2 level in different higher

secondary schools of South Kashmir (Education, Geography, History, Psychology, Economics, and Urdu)

Description of tool

A well known scale on values called 'Study of Values' constructed by G. W. Allport, P.E. Vernon and G. Lindzey (1960). "This scale measures one relative prominence of six basic values theoretical, economic, aesthetic, social, political and religious. The classification is based directly up on Edward Springer's "Types of Men" (1928) a brilliant work depends on the view that the personalities of men are best known through a study of values or evaluative attitudes."

The "Study of Values" scale is in the form of a questionnaire which continues to be the most used instrument in educational research as both graduate students and professional agencies continue to rely it.

Edward Springer's 'Types of Men' are expected to be differentiated by this scale. The present study has used the Indian adaptation of the scale by N.Y. Reddy (1980). Now a brief description of the basic values will be given below: -

1) The Theoretical:

A man with the dominant theoretical value is interested in the discovery of truth. He takes a cognitive attitude which means that he must be in a position to differentiate the beauty or utility of objects and seek only to observe and to reason. His interests are empirical, critical and rational. He is necessarily an intellectualist, frequently a scientist or a philosopher. His chief aim of life is to order and systematize knowledge.

2) The Economic:

The economic man is characteristically interested in what is useful. In the business world – the production, marketing and consumption of goods: the elaboration of credit and the accumulation of the tangible wealth. This type is thoroughly practical and conforms well to the prevailing conception of the average Marwari business-man. The economic man is likely to confuse luxury, to be more interested in surpassing them in wealth than in dominating them (political attitude) or in serving the (social attitude).

3) The Aesthetic:

The aesthetic man seeks his highest value in form and harmony. His experience is judged from the stand point of grace, symmetry and fitness. He regards life as a procession or events and each impression is enjoyed by him for his own sake. He need not be a creative artist: nor need to be an effect: he is aesthetic if he finds his chief interest in the artistic episodes of life.

4) The Social:

The highest value for this type is love of people. In the 'Study of Value, it is the altruistic or philanthropic aspect of love that is measured. The social man is himself kind, sympathetic and unselfish. He considers the theoretical, economic and aesthetic attitudes cold and inhuman. In contrast to the political types, the social man regards love as itself the only suitable form of human relationship. Springer adds that the social interest is selfless and tends to approach very closely to the religious attitude.

5) The Political:

The political man is interested in power. His activities are not necessarily within the narrow field of politics. High political value men may become leaders. And as such leaders, generally, have high power value. Since competition and struggle play a vital role in all life, many philosophers have seen power as the most universal and most fundamental of motives. There are certain personalities in whom the desire for a direct expression of this motive is uppermost, who wish above all else, for personal power, influence and renown.

6) The Religious:

Religious man craves for unity. Springer defines that religious man as one “Whose mental structure is permanently directed to the creation of the highest and absolutely satisfying value experience.” Some men of this type are imminent mystics, that is, they find in the affirmation of life and in active – participation therein their religious experience. The “transcendental mystic” on the other hand seeks to unite himself with a higher reality by withdrawing from life. He is the aesthetic and holy man of India and find the experience of unity through self – denial and meditation. In many individuals, “the negative and affirmation of life alternate to yield the greater satisfaction.”

Springer does not believe that a given men belongs exclusively to one or another of these types of values. His depictions are entirely in terms of “ideal types” a conception fully explained in his “Types of Men” (1928).

Administration of the value scale:

The instructions for the administration of the value scale were strictly followed after G.W. Allport, P.E. Vernon and G. Lindzey. These are as follows:

- 1)The study of values is self – administrating
- 2) There is no time limit
- 3) The test may be taken in a group or individuals
- 4) There should be no explanation of the purpose or construction of the test before it is taken
- 5) Omissions are permissible but undesirable
- 6) Certain groups, not familiar with psychological tests need assurance and encouragement

Instructions for scoring:

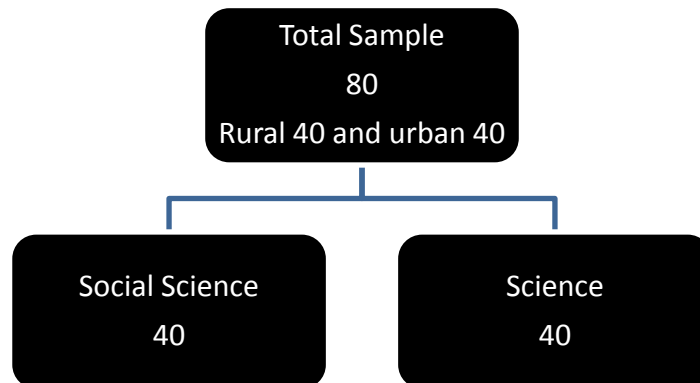
The test is a self scoring: Both taking and scoring can be completed within one hour. The examiner if he chooses may score the papers himself; the entire scoring process for single paper should take him five minutes or less. The test is so constructed that the subject may proceed directly to score it himself as soon as he finishes taking it, for example; if the test is taken at home the subject will probably be curious to know the results and hence to score it immediately.

While there is no objection to this procedure, experience shows that it is desirable to check the transcribing and computations of scores. For this reason a subject who takes and scores the test at home should bring it to the class and verify his computations under supervisions. Before interpreting the test or making any use of scores the examiner should satisfy oneself that

the scoring is accurate. Thus it is necessary for the examiner to study the method of scoring carefully.

Sample:

80, teachers of 10+2 level (40 each from the streams of social science and science) were selected for the sample of the present investigation. The sample was taken randomly (Stratified sampling) from various higher secondary schools of south Kashmir. The breakup is given here:

**Procedure:**

The sample for the present investigation has been collected from the various higher secondary schools of South Kashmir. The sample was collected on the basis of random and stratified sampling techniques. N.Y. Reddy's (Indian) adaption value scale was administered to the sample subject. The sample subjects were consulted in their respective institutions. The scoring was done as per the manual of the tool.

STATISTICAL TREATMENT:

The data was analyzed by applying Mean, S.D. and t- test.

DELIMITATION OF THE STUDY:

The study is delimited to District Anantnag of south Kashmir (India) only. Also the study is restricted to higher secondary school teachers only.

ANALYSIS AND INTERPRETATION:

Table 1.1 : Mean comparison of rural and urban 10+2 teachers on Theoretical values

Category	N	Mean	S.D	t-value	Level of significance
Rural	40	37.05	6.30	1.13	insignificant
Urban	40	35.66	5.42		

The above table shows the mean difference of rural and urban 10+2 teachers on theoretical values. The table reveals that the mean value for rural 10+2 teachers was 37.05 where as it was 35.66 for urban teachers. The S.D calculated for rural 10+2 teachers was 6.30 and for urban it was 5.42. The t-value calculated for the two groups was 1.13 which shows insignificant difference between two groups.

Table 1.2 :Mean comparison of rural and urban 10+2 teachers on Economic values

Category	N	Mean	S.D	t-value	Level of significance
Rural	40	43.13	3.8	3.23	Significant at 0.01 level
Urban	40	46.43	5.79		

The above table shows the mean difference of rural and urban 10+2 teachers on economic values. The table reveals that the mean value for rural 10+2 teachers was 43.13 where as it was 46.43 for urban teachers. The S.D calculated for rural 10+2 teachers was 3.8 and for urban it was 5.79. The t-value calculated for the two groups was 3.23 which show a significant difference of two groups at 0.01 level. The calculation favors the urban 10+2 teachers.

Table 1.3 : Mean comparison of rural and urban 10+2 teachers on Aesthetic values

Category	N	Mean	S.D	t-value	Level of significance
Rural	40	36.34	3.89	6.73	Significant at 0.01 level
Urban	40	42.33	4.60		

The above table shows the mean difference of rural and urban 10+2 teachers on aesthetic values. The table reveals that the mean value for rural 10+2 teachers was 36.34 where as it was 42.33 for urban teachers. The S.D calculated for rural 10+2 teachers was 3.89 and for urban it was 4.60. The t-value calculated for the two groups was 6.73 which show a significant difference of two groups at 0.01 level .The calculations favors the urban 10+2 teachers.

Table 1.4 : Mean comparison of rural and urban 10+2 teachers on Social values

Category	N	Mean	S.D	t-value	Level of significance
Rural	40	55.43	4.54	3.27	Significant at 0.01 level
Urban	40	52.45	4.18		

The above table shows the mean difference of rural and urban 10+2 teachers on social values. The table reveals that the mean value for rural 10+2 teachers was 55.43 where as it was 52.45 for urban teachers. The S.D calculated for rural 10+2 teachers was 4.54 and for urban it was 4.18. The t-value calculated for the two groups was 3.27 which show a significant difference of two groups at 0.01 level. The calculation favors the rural 10+2 teachers.

Table 1.5 :Mean comparison of rural and urban 10+2 teachers on Political values

Category	N	Mean	S.D	t-value	Level of significance
Rural	40	41.66	4.37	2.78	Significant at 0.01 level
Urban	40	38.76	5.29		

The above table shows the mean difference of rural and urban 10+2 teachers on political values. The table reveals that the mean value for rural 10+2 teachers was 41.66 where as it was 38.76 for urban teachers. The S.D calculated for rural 10+2 teachers was 4.37 and for urban it was 5.29. The t-value calculated for the two groups was 2.78 which show a significant difference of two groups at 0.01 level. The calculation favors the rural 10+2 teachers.

Table 1.6 :Mean comparison of rural and urban 10+2 teachers on Religious values

Category	N	Mean	S.D	t-value	Level of significance
Rural	40	47.23	6.26	2.53	Significant at 0.05 level
Urban	40	44.29	4.73		

The above table shows the mean difference of rural and urban 10+2 teachers on religious values. The table reveals that the mean value for rural 10+2 teachers was 47.23 where as it was 44.29 for urban teachers. The S.D calculated for rural 10+2 teachers was 6.26 and for urban it was 4.73. The t-value calculated for the two groups was 2.53 which show a significant difference of two groups at 0.05 level .The calculations favors the rural 10+2 teachers.

MAJOR FINDINGS

- 1) The urban 10+2 teachers have high economic and aesthetic values than rural 10+2 teachers.
- 2) The rural 10+2 teachers have high social, political and religious values than urban 10+2 teachers.
- 3) The urban and rural 10+2 teachers have similar theoretical value.

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