

COMPARATIVE STUDY OF VALUES AMONG RURAL AND URBAN SCHOOL
TEACHERS OF MOHALI DISTRICT

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ABSTRACT

The present study was aimed to find the comparison of different values like theoretical, religious, social, economical, aesthetic and political in school teachers of derabassi town in mohali distt. both urban and rural teachers were taken for the study. total sample of 120(60 urban, 60 rural) teachers from 5 rural & 5 urban schools via purposive random sampling was taken to conduct the study to compare the values the Teacher Value Inventory(TVI) by Dr. Harbhajan Singh and Dr. S.P Ahluwalia(1994) was taken as tool for the study which is a reusable booklet of 25 questions. Results indicated differences at significant levels in values like theoretical, economical, political, religious and social. but mean scores shows that theoretical & social values are high in rural teachers. Teachers were not significantly different in aesthetic values of teachers but mean scores shows that economic, aesthetic, political and religious values are high in urban school teachers. Hence on the basis of findings it is evident that value oriented programmers should be made a part of teachers training.

Keywords: Values, Urban, Rural, Random Sampling, Comparison

INTRODUCTION

The years between first world war and second world war were symptomatic of the sterility of the period in which there was a lamentation for the lost values and stability the world. Many centuries may have gone. But the world still reels under various problems like rapid industrialization, urbanization, globalization and technological advancement. The very blessings have become problem because of their inherent Lack of a valid value system. Modern life is only a materialized definition. It has put human values at such a crossroad from where, destiny are many but roads are dented. Future also seems to be uncertain.

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Kennedy (1993) Individual in particular is considered to be the smallest unit of a society on which foundation of family is laid. Many families constitute a city or a village. Thus a chain reaction starts and results in a state, country or community. A well-educated value oriented individual will lead the society towards a better future. Since Vedic times, it is commonly believed that a good teacher is the molder of the destiny of a country as the future of the student lies in his/her hands. (NCERT Social Science X class “individual and Society” 2004)

Imparting education, values, knowledge and information as well as the skills to earn ones livelihood is considered to be the domain of the training given by a teacher. In Indian context, teaching has been considered the holiest of the profession which an individual can take. Even in western society role of a teacher was considered of the utmost importance which required discipline virtue, obedience, love for literature, physical training and mental development. (Tylor, 2000)

According to Aristotle “An ideal state has free and compulsory education and it is duty of the ruler or ruling class to monitor the values among the youth through a living instrument called teacher.” Western education lays stress on moral, spiritual and aesthetic values.

Indian Education system witnessed a major change which is rooted in its colonial past. During the 18th and 19th century the modern education was introduced by the Britishers. It replaced the native “Guru Sishya Parampra” and “Ashram System” which defied teacher as god and greater than parents but after the recommendation of Lord Macaulay in 1835, the entire educational policy, the main aim of which was to make clerks available for offices, was implemented. The three tier system namely Primary, Secondary and Higher Education was also introduced by them. In making English, the medium of instruction, the Britishers adopted a policy of concentrating on a small section of the society and left the task of education of the large number of people in native languages. This policy was described as “Downward Filtration Theory” (Ojha 2006)

Values:- value are socially approved drives and goals that are internalized through the process of conditioning learning or socialization (R.K Mukhrjee). Values lies at the core of life and human action. These have been considered important and fundamental dimension of an individual values, may have be regarded as importance rating which people have attach to thing condition

and circumstances. They may also be regarded as goal and objects to which people orient their thinking excel and feelings (Ahlu Walia 1994)

Acc to Allport “The term value means the relative prominence of subject’s interest or dominant in personality”

Acc to Parker “Values belong wholly to the inner world of mind. The satisfaction of desired is the real value the thing that serves is only an instrument. A value is always an experience never a thing or an object”

Acc to John Dewey “The value means primarily to price, to esteem, to appraise, to estimate it means the act of cherishing something, holding it dear and also the act of passing judgments upon the nature and amounts of values as compared with something else”

Acc to Swami Yuktananda “Values are the very core of over behavior, the motive, force of our lives”

Teacher and Values:- Teacher is the primary source of introduction as well as guidance regarding values for the students. Through interaction lectures, oration, declamation contest skills and dramas, book exhibitions, celebration of birthdays of great men and women, redesigning of curriculum and text books. Values can be included by a teacher. It has rightly been observed by N.T. Ram Ji that school teacher and education workers should organize creative school activities and they should monitor their designing & organization and monitored properly, the value awareness increased drastically. The other observation made is that teachers can inculcate values among students only if “teacher himself or herself embodies, value oriented personality, outlook and practices values sincerely.” There is urgent need for value education in view of the growing erosion of essential values and increasing cynicism in society. With a well-designed system of curriculum it is possible to make education a fore full tool the cultivation of desirable ethical, social, universal and eternal values. (The National Policy of education, 1986)

NEED OF THE STUDY

In the present scenario spiritual validness, material advancement miraculous scientific inventions, the value system of society in undergoing in a great change. No longer the idiom “what is moral is what you feel good after” (earnest Hemingway) holds truth.

Man is entangled in the web of money, status, power or age satisfying goals. It has become all the more difficult to define and impart the right set of values in opportunistic world.

Society at large also believes in different kind of values. In some families, good social and communicative skills are rated high. An individual faces trouble in acquisition of right values. No, longer this aspect of our life is hidden or a matter of taboo, right sex education has become an integral part of moral and social values. It is the duty of a teacher to foresee, predict and design curriculum in thoughts and values of the society. Only a conscious, value oriented teacher and education system can deliver the required results. The continual change in values has made it mandatory that these should be studied and adhered to by the future builders of the nation.

OBJECTIVES

1. To compare the theoretical values of rural and urban school teachers.
2. To compare the economic values of rural and urban school teachers.
3. To compare the aesthetic values of rural and urban school teachers.
4. To compare the social values of rural and urban school teachers.
5. To compare the political values of rural and urban school teachers.
6. To compare the religious values of rural and urban school teachers.

HYPOTHESES

1. There exist no significant difference in the Theoretical values of Rural and Urban School Teachers.
2. There exist no significant difference in the Economic values of Rural and Urban School Teachers.
3. There exist no significant difference in the Aesthetic values of Rural and Urban School Teachers.
4. There exist no significant difference in the Social values of Rural and Urban School Teachers.
5. There exist no significant difference in the Political values of Rural and Urban School Teachers.
6. There exist no significant difference in the Religious values of Rural and Urban School Teachers.

METHODOLOGICAL PROCEDURE

Present study was conducted using descriptive survey method as the study was proposed to compare the different values among school teachers. Randomized sampling technique was used for the collection of the sample in the present study. In this study 120 teachers both male and female were selected from the Rural and Urban schools of Tehsil Derabassi. Out of 120 teachers 60 teachers were from Urban schools and 60 of them were from the Rural schools for which total 10 schools were selected(5 rural, & 5 urban). The main statistical techniques used for interpreting the data were mean, standard deviation and t-tests.

ANALYSIS AND INTERPRETATION OF RESULTS

In the present study the data was analyzed with the various statistical techniques viz:- Mean, Standard Deviation and t-ratio to interpret the data and analyze the results.

Table- A: Showing differential for theoretical values of Rural and Urban School teachers

Teachers	N	Mean	S.D.	t-value	Remarks
Rural	60	93.75	7.603	2.527	Significant at 0.05 level
Urban	60	90.28	7.423		

Comparing t- value with that from the table. It may be Concluded that since the obtained t-value 2.527 is more than the table value 1.98 (for 98 of 0.05 level of significance) the divergence is significant at 0.05 level of significance. Therefore it may be concluded that there is a significant differential in the Theoretical values of Rural and Urban School Teachers.

Table- B: Showing differential for economical values of Rural and Urban School Teachers

Teachers	N	Mean	S.D.	t-value	Remarks
Rural	60	89.77	7.592	2.692	Significant at 0.01 level
Urban	60	94.00	9.524		

Table B show that the mean scores of Rural and Urban School Teachers of Economic values was 89.77 and 94.00 respectively whereas the standard deviation values were 7.592 and 9.524 respectively. The t-value obtained was 2.692.

Comparing t-value with that from table, it may be concluded that since the obtained t-value 2.962 is more than table value 1.98 and 2.63 (for 98 df at 0.05 and 0.01 level of significance) .Therefore it may be concluded that there is a significant differential in the economic values Rural and Urban School Teachers.

Table- C: Showing differential for Aesthetic values of Rural and Urban School Teachers

Teachers	N	Mean	S.D.	t-value	Remarks
Rural	60	88.93	12.53	0.774	Not Significant
Urban	60	87.37	9.417		

Table C show that the mean scores of Rural and Urban School Teachers of Aesthetic values was 88.93 and 87.37 respectively whereas the standard deviation values were 12.53 and 9.417 respectively. The t-value obtained was 0.774 Comparing t-value0.774 is less than table value 2.63 and 0.01 (for 98 df at 0.05 and 0.01 level of significance) the divergence is insignificant at both the levels of significance. Therefore it may be concluded that there is no significant Differential in the aesthetic values of Rural and Urban school teachers.

Table- D: Showing mean differentials for social values between Urban and Rural School teachers

Teachers	N	Mean	S.D.	t-value	Remarks
Rural	60	88.87	8.836	3.88	Significant at 0.01 level
Urban	60	95.07	8.669		

Table D show that the mean scores of Rural and Urban School Teachers of Social values was 88.87 and 95.07 respectively whereas the standard deviation values were 8.836 and 8.669 respectively. The t-value obtained was 3.88. Comparing t-value with that from table, it may be concluded that since the obtained t-value 3.88 is more than table value 1.98 and 2.63 (for 98 df at 0.05 and 0.01 level of significance) the divergence is significant at both the levels of significance. Therefore it may be concluded that there is a significant differential in the social values Rural and Urban School Teachers.

Table- E: Showing means differentials for political values between Urban and Rural School teachers

Teachers	N	Mean	S.D.	t-value	Remarks
Rural	60	86.93	16.14	2.10	Significant at 0.05 level
Urban	60	91.88	8.48		

Table E show that the mean scores of Rural and Urban School Teachers of Social values was 86.93 and 91.88 respectively whereas the standard deviation values were 16.14 and 8.48 respectively. The t-value obtained was 2.10.

Comparing t-value with that from table, it may be concluded that since the obtained t-value 2.10 is more than table value (for 98 df at 0.05 and 0.01 level of significance) the divergence is significant at both the levels of significance. Therefore it may be concluded that there is a significant differential in the political values of Rural and Urban School Teachers.

Table- F: Showing mean differentials for Religious values between Urban and Rural School teachers

Teachers	N	Mean	S.D.	t-value	Remarks
Rural	60	88.47	10.84	0.50	Not Significant
Urban	60	89.50	11.60		

Table F show that the mean scores of Rural and Urban School Teachers of Religious values was 88.47 and 89.50 respectively whereas the standard deviation values were 10.84 and 11.60 respectively. The t-value obtained was 0.50. Comparing t-value with that from table, it may be concluded that since the obtained t-value 0.50 is more than table value 1.98 and 2.63 (for 98 df at 0.05 and 0.01 level of significance) the divergence is significant at both the levels of significance. Therefore it may be concluded that there is a significant differential in the religious values Rural and Urban School Teachers.

CONCLUSION OF THE STUDY

The study concluded that there exist no significant difference in theoretical, social, economical, political and religious values among the teachers working in rural and urban schools. But mean scores indicates that urban school teachers are high in economic, religious, political, aesthetic and values besides mean scores also indicates both rural and urban teachers

high in theoretical and social values because of their love for service and humanity. Hence the study will help the employers, heads and educational workers to check, reframe and organize all the activities & curriculum of the schools, so as to impart value oriented education.

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