

# A Study on the Attitude of Urban and Rural Teachers of Secondary Schools in Malda District to Value-Education at Secondary Level of Education

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## **Abstract**

*As an essential part of education value-education transforms the individual's personality basing the internalisation of values and their realization in life. For instilling values among the school children the attitude of teachers to the same is very important. Hence, the present paper seeks to measure the attitude of secondary school teachers towards value-education at secondary stage of education. The method used in the study is descriptive-cum-survey method and the sample size is 172. A five-point attitude scale has been used for collecting the data. The findings show no locality wise significant difference among the secondary level teachers in respect of the attitude to value education which indicates the emergent need of value-education at the school curriculum.*

**Key Words:** *attitude, teachers, secondary, value-education, urban, rural.*

## **Introduction**

The activities which are good, useful and valuable from the educational point of view are regarded as educational values. The attitudes and values that have utilitarian value are cultivated, developed and formed in the academic centres. Value-education is a programme of planned educational activities with a view to developing values and character of the learner. Values-education transforms the individual's personality basing the internalisation of values and their realization in life. Many concepts are involved in the entire process of value-education like awareness, understanding, application, sensitivity, willingness, commitment to action, problem-solving activity, enlightenment, etc. The UNO Declaration for Human Rights has listed these values for inculcation in education—Liberty, Equality, Property, Well-being, Peace, Tolerance and Reason. The traditions of Buddhism, Jainism, Islam, Sufism, Bhakti cult, are a diverse source of value-education. At least three formats may be had from these—Reverence for All Life, Unity of All Life and Being, and Tolerance. Each of these has been a strong foundation of various values in Indian cultural mosaic. However, NPE'86 and NCF'88 stress these aspects as components of values-education—our cultural heritage, democratic way of life, scientific equality, scientific temper, secularism, our environment, gender equality, social cohesion, national unity, population, quality of life.

## **Review of Related Studies**

Kumar and Nayak (2007) have shown the importance of different types of values in life like ultimate values, aesthetic values, social values, moral values, spiritual values, democratic values, etc. They have also shown that values like co-operation, team-spirit, fellow-feeling, tolerance, secularism, etc. can be disseminated through different co-curricular activities Manivannan (2008) has proved through the testing of hypothesis that there exists significant difference between primary teachers and high school teachers in value-inculcation

which should be a serious issue to be taken into right direction to inculcate values. In their analytical article Swain and Debnath (2010) show the emergent need of introducing value-oriented education in the educational institutes to overcome the crisis of values in the present day .

## Significance of the Study

### 1. Material Dimension, not spiritual

Value is an essential part of our life, because in every step right sense of value is necessary. But degradation of values has been a serious problem in recent times. One thing we all unanimously admit that unimagined progress has taken place in the field of science and technology during the present century. But it is also to admit unanimously that people of every nation have witnessed unprecedented destruction and degradation in recent past. That means the tremendous progress has opened deep wounds due to our apathy towards each other and continuous stress on material dimension of development rather than spiritual.

### 2. English Education minus values

In ancient days the pupils received moral instruction while receiving education at the ashram; but the Englishmen wanted only clerks. Naturally, they did not think of upgrading the morality among the Indians. Day by day enmity, self-interest, cruelty, greed, apathy to human suffering, etc. are increasing, and co-operation, sympathy, patience, perseverance, sense of unity, etc. are decreasing. So to protect the future citizens from being morality-less, values-education has been an emergent need of the time. Parents, teachers, educationists --all shout for value education at the school level. This may ensure a happy path for the Indians in future.

### 3. Conflict and Violence in Schools

Conflict, tension, crime, and violence in the society have finally entered schools to some extent. The incident of Gurgaon that a school boy of class viii had shot dead one of his senior school-mates in the school premises stirred the emotions of all the countrymen. Some rowdy students are found assaulting their teachers physically if they are barred from adopting unfair means in the examination hall. Thus today's Eklabya is ready to cut his teacher's thumb and not his own. Various anti-social activities like murdering, stealing, dacoity, rape, sexual assault, suicide, etc. are on the rise which is actually due to the decreasing rate of moral values among the citizens. In order to get out of this crisis, huge number of youths with high moral character is essential for a better future. And for this introduction of value-education at the school stage is a must.

### 4. Emphasis on Literacy and Knowledge

Due to the emphasis on literacy, transmission of knowledge and cultivation of occupational skills, we find three types of people—literate educated, illiterate educated and literate uneducated; and the majority of the people belong to the third category. Gandhi truly said, "Literacy is no education." There seems to be a moral vacuum in the education system. As per Gandhi, education without character leads to criminality; and not only that, educated persons get wider scope to indulge in criminal activities with efficiency and technical skills.

When a teacher's, a doctor's or an army officer's name is found associated with terrorists links, we become really shocked.

### **5. Views of Different Commissions and Committees**

Radhakrishnan Commission (1948-49), Mudaliar Commission (1952-53), Committee on Religious and Moral Education (1959), Kothari Commission (1964-66), Ramamurti Review Committee (1990), Revised NPE'92---all have expressed views in favour of value-education.

### **6. Teachers 'Attitude as Trans actors of Curriculum Important**

The teachers who are the real transistors of curriculum must possess positive attitude towards value- education, because without their positive attitude the actualisation of values-education may not be possible. Hence the researcher wants to study the attitude of the school teachers towards the introduction of value-education at the school level; and, none of the previous studies touched this aspect. Thinking of all the areas, the study may be called significant.

### **Statement of the Problem**

The present investigator wants to study the attitude of secondary school teachers of Malda District towards value education at secondary stage of education because he thinks that teachers' attitude is very important in the present aspect.

### **Objectives of the Study**

The objectives of the present study were----

(i)To know if there is any difference between the Rural Male Teachers and the Urban Male Teachers in their attitude towards value education;

(ii)To know if there exists any difference between the Rural Female Teachers and the Urban Female Teachers in their attitude towards value education;

### **Hypotheses of the Study**

The null hypotheses formulated for the present study were----

$H_1$  There is no significant difference between the Mean scores of the Rural Male Teachers and the Urban Male Teachers obtained in their test of attitude towards value-education.

$H_2$  There exists no significant difference between the Mean scores of the Rural Female Teachers and the Urban Female Teachers obtained in their test of attitude towards value- education.

### **Delimitation of the Study**

The study was restricted to Malda District of West Bengal only. It was meant for the secondary stage only. The teachers of nine schools were covered.

### Operational Definitions

Education—It modifies human behaviour through a lifelong process starting from cradle to cremation. It is for all round development of human personality. It is the manifestation of perfection already in men.

Secondary Stage---It would mean the classes of ix and x with the duration of one year each.

Values----The Dictionary of Education defines values “as the things in which people are interested, they want to desire to be or become, feel as obligatory, worship or enjoy”.

Attitude----An attitude is an individual’s feeling of favourableness or unfavourableness towards some person, group, object, institution, idea or proposition.

### Methodology

Descriptive-cum-survey method was used in the study.

#### 1. Tool of the Study

A self-made Likert-type attitude scale was developed for the study. Seven dimensions were selected for the study like school environment, values among students, dis-values among them, co-curricular activities in schools, values in existing curriculum and need of separate curriculum. Total 35 items were prepared. Expert opinion was sought for the purpose of validity, and changes were made accordingly.

#### 2. Scoring Key

The scoring key was like this---

For positive statement	For negative statement
SA A UD D SD	SA A UD D SD
5 4 3 2 1	1 2 3 4 5

The highest score could be 175 and the lowest 35.

As a next step, reliability was determined. It was administered on the 23 teachers of Sahapur High School. After 12 days it was administered again on the same teachers. The Product Moment ‘r’ was determined from the previous score and the present score which was 0.92. It was found that there was a high co-relationship between the two scores.

#### 2. Variables in the Study

Attitude of the teachers was treated as the Dependent variable, and the gender of the teachers and the locality of their schools were treated as the Independent variables.

### 3. Population and Sample

All the secondary school teachers of Malda District were the population of the study, and 180 teachers formed the sample of the same. The pattern was such that half of the sample was male and half female, and also half was from rural schools and half from urban.

### 4. Sampling and data-collection

Purposive sampling technique was followed for data-collection. Permission from the HMs and letter from the guide were received by the investigator. Then on the pre-scheduled dates and time the investigator reached the schools in time and collected the necessary data through the prepared tool.

The investigator then scored the answer scripts as per the scoring key.

## Analysis and Interpretation

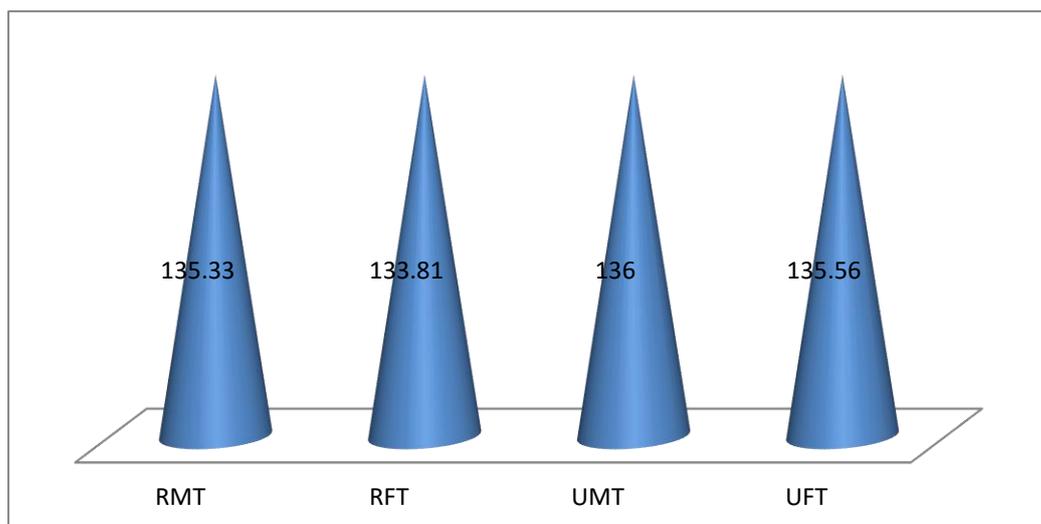
### 1. Techniques for Treating Data:

After organization of the total data they were analysed in the following manner through the descriptive statistics:-

**Table-1**

Group	N	M	Mdn	Md	SD
Rural Male Teachers	43	135.33	135	128	7.83
Rural Female Teachers	43	133.81	133	127	7.59
Urban Male Teachers	43	136	138	135	7.11
Urban Female Teachers	43	135.56	136	141	8.40

**Figure-1**



**Column Gram Representing Mean Score**

The Mean and Standard Deviation of varying groups are different to a very little extent. This proves that the groups bear almost same attitude towards value education. The Mean and SD of all teachers bear testimony to it.

**2. Analysis and interpretation through ‘t’ test :**

<sup>o</sup>H<sub>1</sub>: There is no significant difference between the Mean scores of the Rural Male Teachers and the Urban Male Teachers obtained in their test of attitude towards value-education.

Group	N	M	SD	df	Level		t-value	S/NS
Rural Male Teachers	43	135.33	7.83	84	0.01	0.05	0.662	Not Significant
Urban Male Teachers	43				2.64	1.99		

Table-2

The calculated t-value the Null hypothesis is accepted which means that there is no significant difference between the mean scores of the rural male teachers and the urban male teachers obtained in the test of attitude towards value-education.

<sup>o</sup>H<sub>2</sub> There exists no significant difference between the Mean scores of the Rural Female Teachers and the Urban Female Teachers obtained in their test of attitude towards value- education.

Table--3

Group	N	M	SD	df	Level		t-value	S/NS
Rural Female Teachers	43	133.81	7.59	84	0.01	0.05	0.318	Not Significant
Urban Female Teachers	43	135.56	8.40		2.64	1.99		

On the basis of the calculated t-value and the table value, the null hypothesis is accepted which means that there is no significant difference between the mean scores of the rural female teachers and the urban female teachers obtained in the test of attitude towards value education.

## Results and Conclusion

### 1. Results of the Study

- There is no significant Mean difference between the male teachers and the female teachers in their attitude towards value-education.
- There exists no significant Mean difference between the rural teachers and the urban teachers in their attitude towards value education;

### 2. Limitations of the Study

The study was undertaken only on the teachers of nine schools of the district. Inclusion of more schools could give a different result. More, the study would be a different one, if the students, guardians and some educated society members were involved. Not only that the study was done only at the secondary level; the other levels could vary the results. The short time period was also a problem for the work.

### 3. Educational Implications

The present study shows the emergent need of value-education at the school curriculum. Despite the differences in gender and locale of service, the teachers bear almost the same attitude towards value-education. That means they want and are ready to accept the introduction of value-education at the school stage.

### 4. Suggestions for Further Study

The investigator suggests the following for future studies---

- (i) A study may be done on the attitude of the guardians and the educated members of the society.
- (ii) How value-education could be implemented at school level may be another important study.
- (iii) This study may be done extensively in other districts, or at the state or national level.

### 5. Comment

The sacred ancient Indian literature especially the Vedas, the Upanishads, the Dharma Sutras, the Aranyakas and the Tripitaka give importance to the acquisition of values. So, when in ancient societies, religion ruled every sphere of human life, education was based on religious dictums. But today secularism seems to be the basic ideology of all progressive democratic countries. So there is the need of values-education, though it is difficult to do without reference to religion. Absence of elder members in the nuclear family resulting in erosion values among the young generation indicates the immediate introduction of value - education. And we the teachers should not accept teaching only as a profession. We must preach right values to the present as well as the coming generation with a sense of judgement and integrity.

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