

Attitude of Higher Secondary Teacher's Towards Value Education with their Socio- Cultural Context in West Bengal

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Abstract:

Value education is such of education which is concerned with the development of the total personality of a child i.e. his intellectual, social, emotional, aesthetic, moral, spiritual and more over the all round development. Value education is always essential to shape one's life and to give him an opportunity of performing himself on the global stage. In this context the main purpose of this study to find out the attitude of higher secondary teachers towards value education with their socio cultural context in West Bengal. The purpose of the study is to ascertain the values of secondary school teachers with special reference to their gender, locale and marital status. Keeping in view this chapter presents research design, method, sample, population, tools used, data collection, statistical techniques etc. The purpose of this study is to investigate the values of secondary school teachers. To serve this purpose, a descriptive survey and case study, mixed methods (qualitative and quantitative) was employed considering that it could help together liable and authentic information on the topic studied. Researcher framed three null hypotheses. The Independent Variables in this study are Gender and Locale and the dependent Variables in this study are teachers. The sample has been selected by using purposive sampling for the study. Total sample of 200 (Two hundred) school teachers district of Jhargram in West Bengal. Total sample is the following tool was used to collect the data-The (Schwartz) Portrait Values Questionnaire (PVQ). Hypothesis wise interpretation of the survey results is giver as under hypotheses testing and interpretation with t-test. Values are the guiding force which make the teachers effective and perform their duties in accordance with the norms of society. One of the major purposes of this study was to determine the teacher's values of secondary school teachers in relation to gender, locale and their socio cultural context. This result has been discussed in the light of existing literature and general observations. It is suggested that the teachers should make use of certain techniques such as critical inquiry method, case study, role playing, value clarification technique, value analysis model etc to develop desirable values among the teachers. The same study may be extended to other state, districts, B.Ed, M.Ed, MBA, MCA, Diploma, Engineering and Medical colleges etc. Different other variables like socio-economic status, religion, caste etc. can be included.

Keywords: Value education , Attitude , Society , Culture , Secondary education.

Introduction:

Men all over the world are becoming extremely disturbed about the 'global disaster'. They are making all out efforts to create awareness of the nature and seriousness of this disaster that may, in the very near

future, lead to the total destruction, not only of human civilization but also of human existence. Some of the very prominent symptoms of the disaster are: Growth of violence and terrorism in almost all parts of globe; environmental pollution to an alarming degree; the ugly contrast that is visible everywhere between luxury and poverty; frustration, depression, loneliness, aimlessness of life and erosion of values that cause a severe psychological breakdown, often leading to alcoholism, drug-addiction and suicide. What is the future of humanity? It has been observed and pointed out by many thinkers that the fault in the modern education system which has lost sight of the need for the totality of educational experiences that lead to the balanced development of personality. More importance is now being given to the cognitive domain than to the non-cognitive domain of education. The focus is more on the development of individual excellence in the areas of knowledge and skills to meet the practical needs of life. More emphasis is laid on competition, material prosperity and power, and less on cooperative work, compassionate outlook, peace and tranquility, aesthetic detachment, moral achievement and spirituality. Education is a liberating as well as evolutionary force, which enables the individual to rise from more materiality to superior levels of intellectual and spiritual consciousness. Education develops a sense of discrimination between good and bad. This discrimination is based on values. Value education is virtually going to emerge as a new science for inspiring human values in our highly scientific and technologically advanced society. Present situation of our country we are facing so many problems like terrorism, poverty and population. Education is an effective weapon to eradicate these problems, whose effect depends on who holds it in his hands and at whom it is aimed. It is necessary to incorporate moral values in curriculum. Value education refers to planned and educational actions aimed at the development of proper attitudes, values, emotions and behavior patterns of the learners. Value education is the education that is concerned with the transmission of an individual's personality. Value oriented education becomes the need of the hour because of the crisis of morality in the society. Value education is important to help everyone in improving the value system that s/he holds and put them to use. Once, everyone has understood their values in life, they can examine and control the various choices they make in their life. One has to frequently uphold the various types of values in his life such as cultural values, universal values, personal values and social values. Thus, value education is always essential to shape one's life and to give him an opportunity of performing himself on the global stage.

Concept and nature of the value:

Education is general and value education in particular occupies a prestigious place in the modern context of the contemporary society. The world-wide resurgence of interest in value education has been explained as the natural response of the modern societies to the serious erosion of moral values in all aspects of life. Value education is at the root of this process, as values incorporate, digested in the system will enable people to achieve these goals. So, it is true that value-based teaching is the need of the day. But this will become a reality if only the teachers are value-oriented. Unless the great spiritual values are learnt and lived; teachers can hardly create an impact on the students. So, in present scenario, values are very important part of human life.

According To N.Torralba:- "Values can be defined operationally to include norms of right conduct and good intellectual and moral habits."

According To M.P.Hunt :-"As a judgment concerning worth an object ,person ,group or situation .value judgment conations evaluative rating terms ,such as good, bad ,moral ,immoral, beautiful and ugly etc".

M. Rokeach defines “Value as permanent belief in the fact that a particular behavior or reason for existence is either individually or socially preferred to its opposite or anti-value”.

J. Peron (1981) States “Value is a variable mediator that leads to an action, i.e., to the choice “between different ways of behavior in a certain situation”.

Various kinds of values:

- Universal values
- Moral values
- Religious values
- Social values
- National values
- Personal values
- *Theoretical values
- *Economic Values
- *Political Values

Review of related Literatures:

In this chapter review of related research and literature has been presented in the systematic year. A good amount of literature is available in relation to effect of Values on different variables such as Gender, Local and Martial Status. The researcher has organized the available literature and studies with reference to the following points in order to make this review meaningful for the present investigation. The following review had been arranged according to the merit of importance and relevance to the present study as decided

by the researcher.

Bhattacharjee, Ira (1988) dept. of education, K.U. conducted a study of "A comparative study of the values of some secondary school girls offering in age and in socio-economic and cultural status." As a professional worker in education it was believed that the study would lead us to solve some practical problems which have developed from the social change affecting our school children and their behavior.

Srivastava, S. (1990) Study of value patterning the self-esteem of the deprived and non- deprived boys and girls. The study concludes that value patterns of deprived and non- deprived groups differed on the value preference. The deprived mostly preferred hedonistic, religious, and economic value whereas the non-deprived preferred hedonistic, social, and knowledge values. Both the groups gave higher priority to hedonistic value and least priority to power value.

Data, M.²¹ (1996) Inter-relational study between fundamental and social values of the pupils of different educational grades and socio-economic status. An enquiry was made to find out common factors between these two different types of values among the students of classes X to XII of south-east Kolkata (Calcutta), 24 Parganas and Nadia districts. With the help of value test and socio-economic status scale, the influence of these factors on fundamental and social values was measured and significant differences were observed in the attainment of values among different grades.

Subburaj and Avadi (2007) has worked on inculcation of moral values at senior secondary level and developed different means or strategies, so that the researcher can able to achieve the desired objectives of cultivating moral values at senior secondary level.

Rani (2009) stated that urban girls have high moral values than rural girls. Government school students

have high moral values than private school students.

Maclean & Associates (1955) studied the values of 1700 teaching candidates and reported that male students in education were lower on economic and higher on social values than men in general. Female students were lower on economic and religious values whereas they were higher on theoretical value than woman in general.

Murray (1969) has conducted a study and found that teachers with high social values were perceived by their students as significantly more concerned than teachers with low social values, self-actualizing teachers and non-self-actualizing teachers don't have significantly different theoretical values however they do differ on other scale of the study of values. Home economics teachers' profile on the six scales differs slightly from that of woman in general.

Spini (2003) studied the measurement equivalence of 10 value types from the Schwartz value survey across 21 countries. Based on previous research by Schwartz and Colleagues, the measurement equivalence of 10 value type is tested separately using nested multi group confirmatory analyses. Result indicated that it is possible for most value types to reach acceptable levels of configurable & metric equivalence; only the dimension of hedonism is rejected at these two levels of equivalence. Four value types (Benevolence, conformity, self-direction and universalism) also show factor variance equivalence. The Hypothesis of scalar and reliability equivalence are rejected for all value types.

Statement of the problem:

After studying of many magazines, journals, thesis the researcher find out which problem gap that only are selected as research topic. In previous research thesis of West Bengal it is to be discussed about cultural aspect in many way, many sides of value educations, etc. but there is never discussed that the cultural and value education effect on school education system indirectly also is not discussed the educational important of cultural and moral value is western West Bengal and the role of cultural and value education beside school education of the teachers. A child, from birth to death interacts with the many other members of his school environment, home environment and social environment. This interaction helps to form the value system of children. That's why researcher selected this topic '**Attitude of higher secondary teachers towards value education with their socio cultural context in West Bengal.**'

Objectives of the Study:

The present study aimed at realizing the following objectives:

1. To find out Attitude towards value education between male and female teachers of higher secondary school.
2. To find out Attitude towards value education between urban male and female teachers of higher secondary school.
3. To find out Attitude towards value education between rural male and rural female teachers in higher secondary level.
4. To study the Male and Female School Teachers in respect to their Social Values.
5. To study the urban male and urban female School teachers in respect to their Social Values.
6. To study the rural male and rural female teachers in respect to their Social Values.
7. To study the married and unmarried School teachers in respect to their Social Values.

Significance of the Study:

- Because of our present's education system is book based and marks oriented so in that case cultural knowledge can help the students to become humanistic and idealistic citizen.
- It is very important to develop the cultural knowledge, values and morality of school education in research area.
- Because, that area chosen by researcher, is identify as very backward area in West Bengal so it is very important to know the socio economic structure and education on that area and it is possible from this research.
- As education percentage is too low in researched area so contemporary education system will be known and the developed side also will be come out.
- It is very important to know the culture of SC, ST and other local regional community on that area as well as the educational implication of that culture also because their ritual knowledge takes a large part in education directly.
- As it is very important to know the education based problem, interest of students, demand and significance of cultural knowledge of that area also researcher brings out the solution of that problem.

Hypothesis:

H₀₁. There is no significant difference in the mean scores of Attitude towards value education between male and female teachers in higher secondary level.

H₀₂. There is no significant difference in the mean scores of Attitude towards value education between urban male and urban female teachers in higher secondary level.

H₀₃. There is no significant difference in the mean scores of Attitude towards value education between rural male and rural female teachers in higher secondary level.

H₀₄. There will be significant difference between married and unmarried School Teachers in respect to their Social Values.

Delimitation:

This study is limited to the secondary school teachers of rural and urban areas in District of Jhargram, West Bengal.

Operational definition of the terms:

Value:In ancient India, the Vedas, the Upanishads, the Epics manifested and upheld the values of Indian society. Education was closely allied to practical life. Imparting value education and reformation of the society were the solemn aims and objectives for the teachers of the ancient age. Value based education was emphasized to promote eternal values among students. This was the type of education we had, till few decades back. Values are relatively stable conceptions of desirable ways of behaving or desirable end states. Values are cognitions that may define a situation, elicit goals and guide action (Verplanken and Holland, 2002).

"Values are things in which people are interested, things they want and desire to be or become, feel as obligatory worship and enjoy. Value is worth, utility, desirability and qualities on which these depend."

Philosophical means of values

"It has been pointed out that man acts to satisfy his wants, anything which satisfies, a human want becomes thereby a value." -**Oxford English Dictionary**

"A value is a conception explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means and ends of action". – **Henderson**

Socio-Culture basis of values:

Values are thus fundamentally social in origin as well as in their manifestation. Values are held as relevant and utilitarian only in their social context. It is passing through a situation of turmoil and crisis as was never seen before. Values such as violence, corruption, fundamentalism, self-centered interests and desire for easy success without working for it are threatening our social fabric itself. It is at such critical times, that values like forbearance, tolerance and hard work are needed to be emphasized. The values that determine and direct our actions are acquired through a series of experiences which we undergo in certain important social institutions. We would now make an attempt to discuss the impact of these institutions leading to development of values. We would be with the family.

Theoretical Values:

Theoretical values are characterized by a dominant interest in the discovery of truth and by an empirical, critical, rational 'intellectual' approach.

Social Values:

Values include very broad ideas that lay the groundwork for behavioral expectations. Examples include such things as freedom, private property, etc. Using these values, we can create expectations for behaviors that include not stealing from people, and not coercing them to something against their will. Social Values are standards or empirical variables in social life which are believed to be important and/or desirable for a Society. For example: national integration, international understanding, society vs. individual, social responsibility and citizenship, democracy and humanism. The world around us is changing so rapidly that sometimes it seems difficult to keep etc. With change and adjust according to changing situations.

Cultural and Value Education:

A culture's values are its ideas about what is good, right, fair, and just. The individual's desirable or preferred way of acting or knowing something that is sustained over time and that governs actions or decisions.

The improvement in School ambience included conflict among students decreased or was managed more constructively. Students demonstrated greater empathy, honesty and integrity more tolerant and cooperative student interactions safer and more harmonious classrooms and playgrounds. Moreover, greater kindness and tolerance among students, students actively seeking to include peers without friend's a student taking greater responsibility with school equipment and routine tasks.

Moral Values:

Moral value is a type of value that serves the end of human well-being, expressing the needs and

legitimate expectations of others as well as us. Human well-being includes being and acting fairly. and fairness is something we need and something we expect of others.

Moral values are standard accepted principals of life it is concerned with the principals of right and wrong behavior and the goodness or badness of human character. Moral values are things held to be right or wrong or desirable or undesirable. Moral values form a subset of the set of all values, and a value simply consists of the things (abstract or concrete) that some people value. The belief about what is right and what is wrong, what ought to be done and what ought not to be done in a particular situation within ones inside is generally defined as moral belief. For example, honesty, integrity. Sense of responsibility and comparison.

Aesthetic Values:

The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the standpoint of grace, symmetry, or fitness. He regards life as a procession of events; each single impression is enjoyed for its own sake. He need not be a creative artist, nor need he be effete; he is aesthetic if he but finds his chief interest in the artistic episodes of life. The concept of "aesthetic value" refers to that value which causes an object to be a "work of art". The exact nature of this value is a primary subject of debate among philosophers. For example, perceived objects to which the adjective beautiful and ugly are relevant give rise in observer the kind of experience we call aesthetic.

Economic Values:

An economic value is the worth of a good or service as determined by the market. Economic values are expressed as "how much of one desirable condition or commodity will, or would be given up in exchange for some other desired condition or commodity. For example, what means they feel good or right to earn money? Among social scientists, the most common approach is to conduct cross- cultural surveys and anthropological inventories on "universal" values. After all, if a value seems evident in every culture, then it seems a good candidate for having a specified mental process.

Political Values:

Political values are ideas expressing the attitude of social groups as a whole, toward the needs of other social groups and of the whole of that society, ideas that have significance for political subjects. The political value system is always the value system of a particular class, race, and social group whatever. Ever social group has its own set of political values.

Religious values:

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of the nature of religion and other principal religions, other religious traditions, and world views that offer answers to these challenging questions. It offers opportunities for personal reflection and spiritual development.

Methodology:

The purpose of the study is to ascertain the values of secondary school teachers with special reference to their gender, locale and marital status. Keeping in view this chapter presents research design, method,

sample, population, tools used, data collection, statistical techniques etc.

The purpose of this study is to investigate the values of secondary school teachers. To serve this purpose, a descriptive survey and case study, mixed methods (qualitative and quantitative) was employed considering that it could help together liable and authentic information on the topic studied. Further, survey method is preferred by many researchers for its convenience together the opinion of people on current issues.

Variables:

Variables are the conditions or characteristics that the experimenter manipulates, controls and observes. There are mainly 2 types of variables, namely; independent, dependent. The independent variables are those variables which do not change on manipulation by the experimenter.

For the present study, the following dependent and independent variables are chosen. To find out whether there is any difference in the values of secondary school teachers influenced by the following variables.

The present study involves 2 kinds of variables namely:

- 1) Independent variables
- 2) Dependent variables

Independent Variables:

"The Independent Variable is that factor which is manipulated and selected by experimental to determine the relationship to an observed phenomenon". (Tuchman, 1970)

The Independent Variables in this study are:

Gender

Locale

Dependent variables:

"The dependent Variable is that factor which is observed & measured and outcome of the effect of independent variable". (Tuchman, 1970)

The dependent Variables in this study are:

Teacher.

Population and Samples:

-All the Teachers of higher secondary level school in Sankrail Block, Jhargram, and West Bengal.

The sample has been selected by using purposive sampling for the present study. The researcher selected sample of 10 higher secondary schools of Jhargram district. Total sample is 200 (Two hundred), among this 100 male and 100 female teachers. Among the 100 male teachers 50 are from rural area and 50 are from urban area and also 100 female teachers 50 are from rural and 50 are from urban area.

Table 1: Sample has been selected by using purposive sampling for the present study.

Table 1

| Localities | Male teacher | Female teacher | Total |
|------------|--------------|----------------|-------|
| Rural | 50 | 50 | 100 |
| Urban | 50 | 50 | 100 |
| Total | 100 | 100 | 200 |

Tools:

The tool used for data collection was -**The (Schwartz) Portrait Values Questionnaire (PVQ)**. The Portrait Values Questionnaire (PVQ) (Ahluwalia 2008) is based on Schwartz's theory of values. Schwartz and his colleagues in 2008 explained that ten fundamental individual values influence human actions at any point.

Reliability and Validity of the Tools:

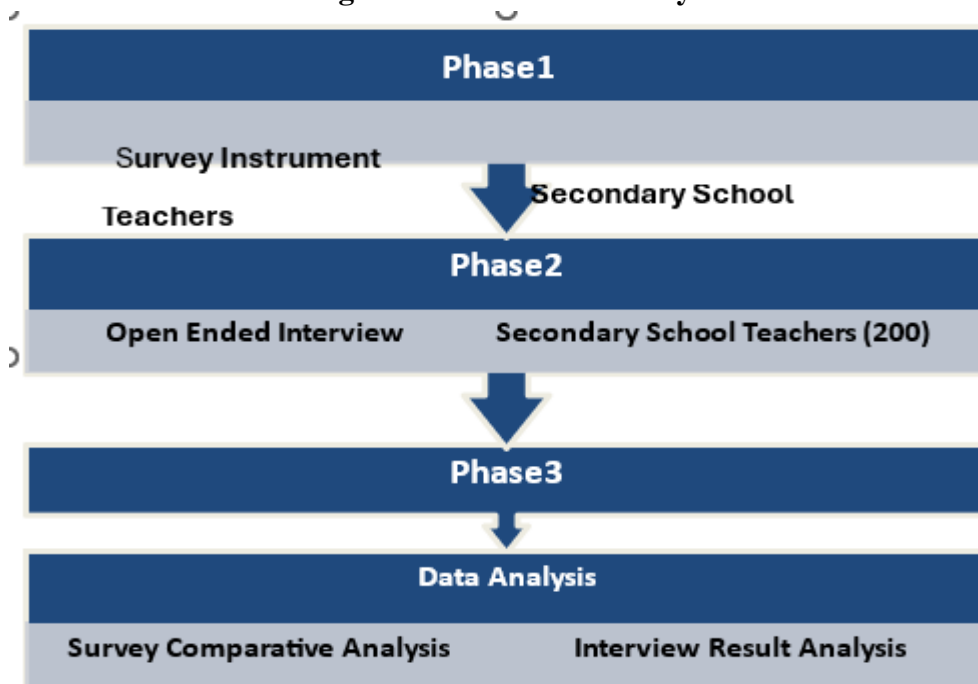
For justifying the reliability of the Investigation the researcher has applied the test and retest method. The value of co-efficient of correlation of test and retest method score is $(r) = 0.82$. And the validity of this test items is justified by experienced and expert persons. Significant studies and analyses of the PVQ have proved that the ten values and the four domains of Schwartz's theory are consistent and remain invariant. For analysing the data, mean, SD, and 't' test were used as the statistical techniques in the present study.

Design:

This study adopted explanatory sequential research design which is the type of mixed-method research design to investigate the values of secondary school teachers towards theoretical values, economical values, aesthetic values, social values, political values and religious values.

This study was conducted in three sequential phases (see Figure 1). In phase 1, secondary school teachers were surveyed to establish their values. Phase 2, consisted of interviewing a smaller group of secondary school teachers representing a range of values towards theoretical values, religious values, aesthetic values, economical values and social values to establish how their values formed. Phase 3 was the data analysis in which two sets of data (survey and interview) were used to respond to the research questions. The use of multiple methods of data collection strengthens the credibility of the study. Therefore, the design is appropriate for the present study.

Figure 1 Phases of the study



Results and Discussion:

Data collected through the administration of the tools on selected sample raw in nature. These data need to be organized, analyzed and interpreted for drawing sound conclusions and valid generalizations. Organization of data includes editing, classifying and tabulating quantitative information. Editing implies checking of the gathered raw data for accuracy, usefulness and completeness. Classification refers to dividing of the data into different categories, classes and groups. Thus, in brief analysis data refers to the study of the organized material in order to discover inherent facts. Further the data are studied from various angles for accessing the new facts.

This chapter has two parts; the first part of this chapter presents the survey results and identifies ten secondary school teachers who were interviewed for case study. Second part presents case study results. Results from TVI (Ahluwalia 2008) were used to identify the types of values existing amongst 200 secondary school teachers participating in this study. Hypothesis wise interpretation of the survey results is given as under Hypotheses testing and interpretation with t-test.

Description and Interpretation:

After collecting data researcher used different descriptive and inferential statistics. This study considers Quantitative approach for collection and interpretation of data.

The mean, standard deviation and t- test were used for analyzing the data.

Table 2: The Mean and SD of the scores of the teachers is shown in higher secondary level.

Table 2

| Descriptive statistics of the sample groups | Number of teacher | Mean | SD |
|---|-------------------|-------|-------|
| Total teacher | 200 | 73.89 | 14.02 |
| Total male | 100 | 74.42 | 15.19 |
| Total female | 100 | 74.14 | 14.87 |
| Total rural male | 50 | 77.69 | 13.32 |
| Total rural female | 50 | 75.92 | 13.10 |
| Total urban male | 50 | 71.58 | 16.38 |
| Total urban female | 50 | 72.36 | 16.2 |

Table 3 ‘t’- test: Attitude towards value education between male and female teachers in higher secondary level.

Table 3

| Group | N | Mean | SD | DF | t- value | Remarks |
|--------------|-----|-------|-------|-----|----------|--------------------------------|
| Total male | 100 | 74.42 | 15.19 | 198 | 0.09 | Not Significant at 0.05% Level |
| Total female | 100 | 74.14 | 14.87 | | | |

The above table reveals that ‘t’ value was found that 0.09 which is not significant at **0.05%** level , therefore the Corresponding null hypothesis (**H₀₁**) was accepted. So, there existed no significant difference in the mean score of attitude towards value education between total boys and total Girls at higher secondary level.

Table- 4 ‘t’- test: Attitude towards value education between urban male and urban female teachers higher secondary level.

Table- 4

| Group | N | Mean | SD | DF | t- value | Remarks |
|----------------|----|-------|-------|----|----------|--------------------------------|
| Male teacher | 50 | 71.58 | 16.38 | 98 | 0.23 | Not Significant at 0.05% Level |
| Female teacher | 50 | 72.36 | 16.25 | | | |

The above table reveals that ‘t’ value was found that 0.23 which is not significant at **0.05%** level, therefore the corresponding null hypothesis (**H₀₂**) was accepted. So, there existed no significant difference in the mean score of attitude towards value education between urban boys and urban girls at higher secondary level.

Table 5 ‘t’- test: Attitude towards value education between rural male and rural female teacher in higher secondary level.

Table 5

| Group | N | Mean | SD | DF | t-value | Remarks |
|----------------|----|-------|-------|----|---------|--------------------------------|
| Male teacher | 50 | 77.69 | 13.32 | 98 | 0.67 | Not Significant at 0.05% Level |
| Female teacher | 50 | 75.92 | 13.10 | | | |

The above table reveals that ‘t’ value was found that 0.67 which is not significant at **0.05%** level, therefore the corresponding null hypothesis (**H₀₃**) was accepted. So, there existed no significant difference in the mean score of attitude towards value education between rural boys and rural girls’ student at higher secondary level.

Case Studies:

Mainly, these case studies are taken to ensure that authentic outlook of cultural values of secondary school teachers can be depicted. Here case study of 50 teachers is taken in 10 dimensions. This case study comprises of male and female teachers so that a biased conclusion can be found out. These dimensions are depicted below:

Extremely High Social Values Cases and Extremely Low Social Values Cases.

Figure 2

Based on Social Values:

| Based On | High Social Values | Low Social Values |
|-------------------------------------|---|--|
| Ready to help | They are always ready to help the poor and the needy. | They don’t help the poor and the needy. |
| Friendly nature | They have a very helping & friendly nature. | They are hardly friendly towards their students. |
| Ready to work on group assignment | They enjoy organizing various social activities and ready to take a lead. | They never work for the welfare of the society. |
| Agony uncle/aunt (Problem’s solver) | The students often come forward with their problems and for seeking advice. | Students are scared to approach his/her with their problems. |

| | | |
|-------------|--|--------------------------|
| Influential | They care for the friends, family and colleagues. They motivate people around them to be good to others. | They are very introvert. |
|-------------|--|--------------------------|

This result revealed that the married and unmarried secondary school teachers are differing significantly in relation to their social values. The mean score of social values of the married teachers (97.09) is higher than their counterparts (90.29). This may be due to the fact that they possess positive attitudes towards new ways of living and new ideas for their profession. They have extrovert personality, love, for doing the work for social service and sacrifice personal comforts for the benefit of the society. They prefer campaign to develop awareness in the society against the social evils. Secondary school married teachers want to provide leadership in the society and to take lead in the social work. They want to show their dominance. In the case of married teachers, it is desirable because the teachers are expected to serve the society and carry out the social obligation to the full. Therefore, it is suggested to the planners and administrators to establish good school community relationship in the achievement of goals of secondary education. The social skills may be developed among the married school teachers. They love togetherness and wish that education should be the cultivator of this feeling.

Female secondary school teachers have more theoretical values, religious values than male secondary school teachers. Higher mean scores of female teachers give rise to interpretation that they had more values than their counter parts while there was no significant difference in the economical, aesthetic, social and political values of male and female teachers.

This finding is also supported by Patel, C.K. (1979) stated that on social, political, economical and religious values, the married teachers scored significantly higher than the unmarried teachers. On the contrary, Vijayalakshmi, reported that marital status did not have any significant influence on the teacher effectiveness.

Findings:

This chapter deals with the major findings, conclusion and recommendations based on this study, besides educational implications and suggestions for further study. In a way, it presents the study findings making a brief total picture on what was studied for the quick view that is, the problem and its objectives, hypothesis, tool used, teacher’s samplings, statistical techniques, case study applied for analysis, findings and conclusions.

On the basis of the statistical analysis and interpretation of the findings of present study could be reiterated as below-

- No significant difference between higher secondary level male and female teachers on the criteria of Attitude towards value education.
- No significant difference between higher secondary level urban male and urban female teachers on the criteria of Attitude towards value education.
- No significant difference between higher secondary level rural male and rural female teachers on the criteria of Attitude towards value education.
- Significant difference is found between married and unmarried secondary school teachers in respect to their social values.

There is devaluation of values in various aspects of life relating to political, social, philosophical, economic, educational, and cultural and many other fields. Therefore, conscious efforts should be made

by the school authorities to bring about value-orientation to the education system. Carefully planned and consciously prepared programmes should be organized to motivate the teachers as well as the students to enable them to inculcate all the high-quality values.

All over the world, it is accepted that the future will be the product of what is being done in the present-day schools. It is the teacher community who molds the future society. Teachers can influence the future generations to develop a positive attitude with a healthy value-base. This depends largely on the competence as well as dedication of teachers. If the student has to be taught values, first the teacher has to be taught the values. Top priority should be given to the appointment of teachers equipped with high-quality values.

In educational field each and every research is done to make educational system better. More studies may be conducted for finding out the preference of values at teacher education level so that such value may be inculcated among the students at the primary and secondary and higher level. A more comprehensive tool encompassing more values may be constructed, validated and reliability should be maintained. A national level moment may be started for inculcating values among the teachers.

Limitation:

This study is limited to the higher secondary school teachers of rural and urban areas. This study is limited to only Jhargram district in West Bengal. To complete this paper researcher selected only 200 secondary level school teachers.

Recommendation & Suggestions:

It is suggested that the teachers should make use of certain techniques such as critical inquiry method, case study, role playing, value clarification technique, value analysis model etc to develop desirable values among the teachers. Teacher education programmes should be organized from time to time so that the teacher educators can practice the values in the field of life and work. Moreover, frequent workshops under the teacher training programmes should also be organized and it should be impressed upon the teacher trainees that it is their duty to impart values to the students, and that is obligatory for them to become value conscious and practice values themselves. Adequate provisions should be there to orient in-service teachers through different modes with enriched materials/packages on value education. The value-based education system should be developed at all levels i.e., starting from primary education to higher education. The same study may be extended to other state, districts, B.Ed, M.Ed, MBA, MCA, Diploma, Engineering and medical colleges etc. Different other variables like socio-economic status, religion, caste etc. can be included.

According to the objectivists, there are certain values which are basic and grounded in the nature of the universe. They transcend the phenomenal world, the world of ordinary sense experience. Beyond this world of the senses there is a more permanent order of reality. The value order belongs to this realm. Values are not created by man nor are they just private inner experiences. They are per-existent have as real an existence as any of the so-called laws of nature. They are independent of desire and antedate and arouse desire. Reality is not indifferent or neutral to values. Man perceives and experiences values because he has an innate spiritual capacity to comprehend values. Values are the guiding principles of life which are conducive to all-round development. They give direction and firmness to life and bring joy, satisfaction and peace of life. Values are like the rails that keep a train on the track and help it move smoothly, quickly and with direction, the qualities to life. Values are instruments to serve the ends of life.

Man is essentially a biological and social being. His concern is about the present, the here-and-now, rather than the distant past or the uncertain future. In the process of living, he interacts with the world. He does things to the world and undergoes the consequences. This field of transaction between man and his environment includes sense perceptions, social relations and problem situations. The aim of living is therefore the ever-enduring process of perfection, maturing and refining. In such a world, there are no absolute or eternal values. All values are relative to particular situations and times. What is good today may not be good tomorrow.

Conclusion:

In the era of present day globalization, education is based on a lot of manuscripts, values and moral values are lost in all areas of society. At the sometime, these cultural elements and value education play an important role in the development of school education. The researcher tries to search for that. Values are the guiding force which make the teachers effective and perform their duties in accordance with the norms of society. They deal with a love and respect for nature. These are the values that will bring about a better humanity, one in which we can live healthy, productive and happy lives in harmony with nature. The values like truth, righteous conduct, peace, love and non- violence are considered as fundamental values. Values are well defined as an endeavor, which satisfies need system, psychological as well as physiological. Values promote basic human interests of a healthy, vigorous and joyful life, help intellectual and aesthetic pursuit, an elevating moral development and finally spiritual fulfillment.

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On the basis of analysis of the data collected through questionnaire the following conclusions were drawn-

Female secondary school teachers have more theoretical values, religious values than male secondary school teachers. Higher mean scores of female teachers give rise to interpretation that they had more values than their counter parts while there was no significant difference in the economical, aesthetic, social and political values of male and female teachers.

On the basis of the result of the case study, it was observed, there are found big differences in theoretical and religious values of male and female secondary school teachers. This may be brought to the notice of the higher authorities to consider this point and take necessary steps for the improvement and reformation of teachers by imparting proper training, guidance and counseling. It is also suggested that different religious codes may be prescribed both for male and female teachers.

Rural and urban secondary school teachers differ in aesthetic value. They do not have the same preferences towards beauty, charming things. Urban teachers possess more aesthetic values in comparison to rural teachers. Higher authorities should try and sensitize the rural teachers to beautify their worksheet, registers and the surroundings which is conducive to effective learning.

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