

PERSONAL VALUES AND ADJUSTMENT AMONG SECONDARY SCHOOL TEACHERS'

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ABSTRACT

The present investigation was meant to study the relationship between the personal values and teachers' adjustment. In this study, the total sample is comprised of 189 secondary school teachers of Tumkur city. It includes 103 female and 86 male secondary school teachers. The tools used for data collection were Personal value questionnaire by Dr. G.P. Sherry & Dr.R.P. Verma & Mangal Teacher Adjustment Inventory by Dr. S.K. Mangal. The obtained data were analysed by using Pearson product moment correlation and by using student 't' test. The results revealed that the relationship found to be negligible and no significant difference was found between high, moderate and low level personal values with respect to their adjustment.

Key words: values, personal values, adjustment, sample, sd etc.

INTRODUCTION

“Try not to become a man of success but rather try to become a man of value.” - Albert Einstein

The main purpose of education is to develop students' ability to think critically and integrate ideas, rather than to accumulate facts. Cognitive conflict can fuel the learning process. New information may fit the existing mental structures, and the students can explain the phenomenon. Teaching, as opposed to instructing, is primarily about process. The critical content of any learning experience is the method or process through which learning occurs.

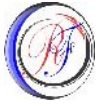
As a rule, every educated man is a man of Values. It does not mean that every literate is. We see a dichotomy staring at us in life. We have outstanding doctors who take away the kidneys of their patients without even telling them; brilliant engineers whose bridges collapse as soon as their bills are passed; accountants whose intelligent manipulations rob millions from the Government coffers; our exalted civil servants are truly functioning as unquestioned emperors; politicians promise the sky but do not even show the roof. All of them have received perhaps the best education and are trained in the best institutions. This intellectual dishonesty is horrifying.

All the education they received is used to make personal gains. Education to them has been a tool for personal prosperity even at the cost of others happiness. It is very self centered. The yawning gap between thought and action is shocking.

Today we are talking of value education, value based politics and value based society. All of us feel that the values are falling and nobody is respecting them. In an enthusiasm to point fingers at others we do not realize that we too have contributed to this fall.

But, what are these values?

“Values are those conceptions of the desirable which motivate individuals and collective groups to act in particular ways to achieve particular ends. They reflect an individual's basic motivations, and shape the attitudes and reveal the intention behind actions.”— **P.T. Begley**



Values are a set of desirable behavior by following which it is good for the individual and also the society. That exactly is the reason as to why values are not taught, lectured about or professed, they are only demonstrated. Two categories of people who make maximum impact on the personality of an individual in the formative years of life which remains all through the life are the parents and the teachers. Incidentally, it is this class of people who become role models – good or bad, without their consent or knowledge.

Values help you establish your sense of purpose and direction for your personal brand. They act as guideposts that assist you in evaluating choices in your life.

Values are the emotional currency of your life. They are the core principles that give meaning to your life and are defined as a set of standards that determine your attitudes, choices, and actions. Values change as you change; they reflect what's important to you at any given moment.

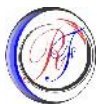
The most important element in the learning environment is invisible. It is made up of the values, attitudes, and actions that we and our classes take part in every day. As the teacher, you can exemplify the values that lead to intellectual curiosity and learning, and you can foster those values in the children in your class. The ways that you interact with children can establish the classroom as a place that nurtures investigation and experiment, hard work, and appreciation for the unique abilities of each learner. The ways that you set up for children to interact also contribute to the daily creation of the learning environment.

Teaching is not a job; it is an attitude. Teacher is a source of information, a guide, a mentor, a surrogate parent, a motivator, all at the same time. Teaching is the only profession which always deals with the future. To be an ideal teacher, who can be a role model, one should ask himself three questions before taking up this noble profession. These days we hear a lot of talk about teaching kids values. According to a major survey by the organization Public Agenda, more than six in ten American adults identified "as a very serious problem" young people's failure to learn fundamental moral values, including honesty, respect, and responsibility for others. A huge character education industry has cropped up in the last few decades, and much of it is devoted to touting values in schools and other settings.

It is, of course, important for children to learn values. But one big problem with this approach became clear to me several years ago talking to a few 7 year old girls who are friends of my daughter. I asked them how they would respond to a question in a popular character education program. "Should you be honest with your teacher if you forget to do your homework?" One girl said: "Do you want me to tell you what you want to hear or should I tell you the truth?" Another friend chimed in: "No kid is honest about that--who wants your teacher to get mad at you?"

Personal values

A personal value is absolute or relative and ethical value, the assumption of which can be the basis for ethical action. A value system is a set of consistent values and measures. A principle value is a foundation upon which other values and measures of integrity are based. Personal values provide an internal reference for what is good beneficial, important, useful, beautiful, desirable, constructive etc., values generate behavior and help solve common human problems for survival by comparative rankings of values, the result of which provide



answers to questions of why people do what they do and in what order they choose to do them.

A personal value exists in relation to cultural values, either in agreement with or divergence from prevailing norms.

Personal values are standards that greatly influence your attitude and character. They are deeply etched into your emotional and mental make-up, and are not easily changed.

Personal values are our core beliefs, values, and philosophies that we hold about life, its purpose, and our own purpose. As we grow up, we take on board the personal values of others around us until we reach the teen years and start to accept or reject such values as being a part of who we are, or not a part of our own selves. Instead of just accepting those values that were ingrained in us by parents, teachers, and society, we need to stop, take a deep look at ourselves, pinpoint our values, and implement them into our lives. This guide will walk you through that process, allowing you to face your assumptions and live by a set of values that only you have deemed right and true.

TEACHERS ADJUSTMENT

The term 'Adjustment' has been borrowed from a biological concept of adaptation to emphasize the individuals struggle to get along or survive in his/her social and physical environment. Teacher adjustment is a state in which the needs of a teacher on one hand and the claims of his environment on the other hand are fully the satisfied.

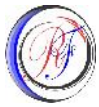
REVIEW OF RELATED LITERATURE

Sood and Anand (2010) studied the level of professional commitment of teacher educators serving in secondary teacher training institutions of Himachal Pradesh. **Pandey** (2007) studied whether teachers have the relationship with awareness of and adherence to values inherent in fundamental duties. **Jolideh and Yeshodhara** (2007) studied the work values among highschool teachers of India and Iran. **Kukreti, Saxena, and Gihar** (2005) made a correlational study between values and teacher competence. **Joseph** (2003) studied professional commitment of primary school teachers in relation to working conditions and selected personal factors. **Diwan** (1993) analysed and compared the leadership behaviour and value patterns in organizational context of principals from senior secondary schools and the different management including government, government-aided and unaided. **Gupta, Rani and Gupta** (1985) found that a person with good academic career and good attitude towards teaching profession is likely to be an effective teacher.

OBJECTIVES OF THE STUDY

The present study was undertaken with the following objectives.

1. To find out the relationship between the personal values and adjustment of secondary school teachers of Tumkur city.
2. To find out the difference in the personal values of male and female teachers.
3. To find out the difference in the adjustment of male and female secondary school teachers' of Tumkur city.
4. To find out the difference in High and low personal values of teachers in relation to their adjustment.
5. To find out the difference in High and Moderate personal values of teachers in relation to their adjustment.



6. To find out the difference in Moderate and low personal values of teachers in relation to their adjustment.

HYPOTHESES OF THE STUDY

A few hypotheses have been stated for finding out the relationship between the dependent variable Teachers' adjustment and the independent variable personal values.

1. There is no significant relationship between personal values and Teachers' adjustment of secondary school teachers of Tumkur city.
2. There is no significant difference in the teachers' adjustment score of teachers' with high personal values and moderate personal values.
3. There is no significant different in the Teacher's adjustment scores of teachers with high and low personal values.
4. There is no significant difference in the teacher adjustment score of teachers with moderate and low personal values.
5. There is no significant difference in adjustment scores of male and female teachers of secondary schools of Tumkur city.
6. There is no significant difference in the personal values scores of male and female teachers of secondary schools of Tumkur city.

STATEMENT OF THE PROBLEM

For the present study researcher has under taken "A Study on personal Values and Teacher's Adjustment of secondary school teachers of Tumkur city.

Variables of the study

Variables are the characteristics or conditions that are manipulated, controlled and observed by the experimenter / Researcher.

1. **Independent Variable:** Independent variable is one which influences or produce effect on dependent variable", in the present study researcher considered 'personal values' as independent variable.
2. **Dependent variable:** "The dependent variables are defined as one about which the experiments makes a prediction or the variables which is being influenced by other variable".

In this study researcher considered "Teachers' adjustment" as dependent variable.

3. **Moderate variable:** They are secondary independent variables which are selected and manipulated by the experimenter, he suspects that those variables may alter or moderate relationship between primary independent or dependent variable.

In this study researcher considered sex and discipline (govt. Aided & unaided schools) as moderate variables.

METHOD OF RESEARCH

For the present study researcher has adopted the descriptive survey method. This method describes and interprets what it is? It is a process which involves the description, recording, analysis and interpretation of conditions features phenomenal of relations etc,

This study aimed, to detect the presence and the scope of difference between two or more variables are recommended to use survey and investigate the relationship between 'personal values' and Teachers adjustment of secondary school teachers of Tumkur city.

Sample for the study

The sampling technique that was adopted by the researcher in this study was proportionate random sampling technique for selection of schools and Random sampling technique for selection of Teachers. In this study, the total sample is comprised of 189 secondary school teachers of Tumkur city. It includes 103 female and 86 male secondary school teachers. Table showing the sample drawn from the secondary school teachers of Tumkur city.

| Type of Institution | Total of Institution | No of Teachers selected for the study | | | Total |
|--|----------------------|---------------------------------------|-------|----------|-------|
| Secondary school Teachers of Tumkur city | 16 | Govt.(1) | Aided | Un aided | 189 |
| | | 6 | 111 | 72 | |

Tools used in the study

In order to assess Personal values & Adjustment of Secondary school teachers the following tools were made use.

- 1) Personal value questionnaire – by Dr. G.P. Sherry & Dr.R.P. Verma
- 2) Mangal Teacher Adjustment Inventory –by Dr. S.K. Mangal

Statistical Techniques Used

For the present study in order to find out the relationship between dependent variable Teacher adjustment towards personal values (independent variable). Pearson’s product moment correlation, mean, standard deviation (SD) and t-test are adopted for analysis of the data.

Analysis and interpretation of data of Data

Table No.1: Table showing N df r values of personal values and Teacher’s adjustment.

| Variable | N | df | r | Interpretation |
|----------------------|-----|-----|--------|----------------|
| Personal values | 189 | 187 | -0.090 | NS |
| Teacher’s adjustment | | | | |

NS : Not significant at 0.05 level.

From the above table 1, it reveals that the obtained ‘r’ value -0.090 which is not significant at 0.05 level of significance.

Hence, the stated null hypothesis is accepted. This means that there is no significant relationship between personal values and Teachers adjustment scores of secondary school teachers of Tumkur city.

Since the obtained ‘r’ is negative and approaches to Zero. The relationship found to be negligible.

Table 2 showing N, M, SD, t and significance level of adjustment scores of Teachers with high & moderate personal values.

| Variable | N | M | SD | df | t | Interpretation |
|------------------------------------|----|--------|-------|-----|------|----------------|
| Teachers with high Personal values | 66 | 407.25 | 87.5 | 144 | 0.43 | NS |
| Teacher’s with moderate P. value | 80 | 413.25 | 77.25 | | | |

NS : Not significant at 0.05 level.

In the above 2, table the obtained ‘t’ value 0.43 for df 144 is less than the critical value of ‘t’ :1.987 at 0.05 level of significance for df 144.

The null hypothesis is accepted, that means there is no significant difference in the adjustment of scores of teachers with high and moderate personal values.

The above table shows that the mean of the Teacher adjustment scores with moderate personal values is 413.25 which is greater than the adjustment scores of teachers with high personal values.

The difference of 6.0 in the adjustment scores of Teacher with high and moderate personal values is due to chance factor. Hence, there is no significant difference in the adjustment scores of Teachers with high and moderate personal values.

Table 3 showing N, M, SD, df, ‘t’ value and interpretation level of adjustment scores of teachers with high & low personal values.

| Variable | N | M | SD | df | t | Interpretation |
|------------------------------------|----|--------|------|-----|------|----------------|
| Teachers with high Personal values | 66 | 407.25 | 87.5 | 107 | 1.92 | NS |
| Teacher’s with low personal value | 43 | 422.25 | 80 | | | |

NS: Not significant at 0.05 level.

In the above table 3, the obtained ‘t’ value 1.92 for df 107 is less than the critical value of ‘t’ :1.987 at 0.05 level of significance for df 107.

Hence, the null hypothesis is accepted. It means there is no significant difference in the adjustment scores of teachers with high and low personal values.

The above table shows that the mean of the Teacher adjustment scores with low personal values is 422.25 which is greater than the adjustment scores of teachers with high personal values.

The difference of 15 in the adjustment scores of teachers with high and low personal values is due to chance factor. Hence, there is no significant difference in the adjustment scores of Teachers with high and low personal values.

Table 4 Showing N,M,SD, df, t-value and interpretation of adjustment scores of teachers with moderate and low personal values.

| Variable | N | M | SD | df | t | Level of Significance |
|--|----|--------|-------|-----|------|-----------------------|
| Teachers with Moderate Personal values | 80 | 413.25 | 77.25 | 121 | 0.60 | NS |
| Teacher’s with Low personal value | 43 | 422.25 | 80 | | | |

NS – Not significant at 0.05 level.

In the above table 4, the obtained ‘t’ value 0.60 for df 121 is less than the critical value of ‘t’ :1.987 at 0.05 level of significance for df 121.

Hence the Null hypothesis is accepted. That means there is no significant difference in the adjustment scores of teacher with low and moderate personal values.

The above table shows that the mean of the Teacher adjustment scores with low personal values is 422.25 which is greater than the adjustment scores of teachers with high personal values.

The difference of 9 in the adjustment scores of teachers with moderate and low personal values is due to chance factor. Hence, there is no significant difference in the adjustment scores of teachers with low and moderate personal values.

Table No. 5 Showing N, M, SD, df, t-value and level of interpretation of the Personal values scores of male and female Teachers.

| Variable | N | M | SD | df | t | Level of Significance |
|-----------------|-----|--------|-------|-----|------|-----------------------|
| Female Teachers | 103 | 492.92 | 11.39 | 187 | 1.16 | NS |
| Male Teachers | 86 | 490.94 | 11.87 | | | |

NS – Not significant at 0.05 level.

In the above table the obtained 't' value 1.16 for df 187 is less than the critical value of 't' :1.987 at 0.05 level of significance for df 187.

Hence the Null hypothesis is accepted. That means there is no significant difference in the Personal values scores of male and female Teachers.

The above table shows that the mean of the personal values scores of the female Teachers is 492.92 which is greater than the personal values scores of male teachers.

The difference of 1.98 in the Personal values scores of male and female Teachers is due to chance factor. Hence, there is no significant difference in the personal values scores of male and female teachers of Tumkur city.

Table No. 6 Showing N, M, SD, df, t-value & interpretation of male and female Teachers.

| Variable | N | M | SD | df | t | Interpretation |
|-----------------|-----|--------|-------|-----|-----|----------------|
| Male teachers | 86 | 424.78 | 81.15 | 187 | 1.3 | NS |
| Female teachers | 103 | 408.89 | 82.52 | | | |

NS – Not significant at 0.05 level.

In the above table the obtained 't' value 1.3 for df 187 is less than the critical value of 't' :1.987 at 0.05 level of significance for df 187.

Hence the Null hypothesis is accepted. That means there is no significant difference in the adjustment scores of male and female Teachers.

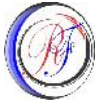
The above table shows that the mean of the adjustment scores of the male Teachers is 424.78 which is greater than the adjustment scores of female teachers.

The difference of 15.89 in the adjustment scores of male and female Teachers is due to chance factor. Hence, there is no significant difference in the adjustment scores of male and female teachers of Tumkur city.

Educational implications

This study suggests that teachers should take responsibility for their own sense of adjustment. Teachers can begin by believing that education is a profession as noble as any other profession. Teachers should also recognize and celebrate the accomplishments of their colleagues, such as advanced degrees, additional certifications; research published, grants, and published articles. This recognition would ripple throughout the community and beyond.

Teachers should also be proactive in their pursuit of adjustment by being life-long learners, building partnerships with colleagues, parents, administrators, and community members. Teachers should involve themselves in active reflection, trust the processes of school and embrace technology. Innovative methodology and psychological approaches can



be made available through in-service programs. Personality developing programs may be conducted for teachers', making them to cope with the digitalized world.

The following are the Educational implication for personal values and Teachers adjustment.

- * Education is great meat to brought social change. A teacher has crucial role in imparting education.

The implications of the present conclusion for teachers adjustment is that curricula, syllabus, text book, method of teaching should be modeled in such that they can utilize their energies in the right direction. It is therefore most important for secondary school teachers to develop adaptation with whole environment to become perfect teachers.

- * Teachers should take remedial measures to bring about positive and dynamic in improper adjustment in their profession/Environment.
- * Teachers should develop a very positive attitude towards all personal values and inculcate such values in the pupils.

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