

Introduction

CHAPTER – I

INTRODUCTION

1.1 Preface:

India is a rich country of cultural heritage, known for the gentleness of mature mind. Resurgence of a country could come, not only through the channels of science and technology but through the floodgates of value oriented education. Therefore people working in different fields i.e. educationists, social reformers, principals, teachers and religious leaders have been in one tone emphasizing value education.

We are witnessing value crisis in our society today. As the vitality of human belief in values is dying out in all most every country, the younger generation has started to pooh-pooh the unique religious epics and religious institutions giving room for erosion of spiritual and moral values. As a result the mind of man has been lacinated into small fraction and fragments that makes the value content of human life a diminishing factor in modern times.

Teachers are the torchbearers in creating social cohesion, national integration and a learning society. They are capable of generating and imparting knowledge as per the demands of the society. Value education could be implemented in our vast country with great success if lakhs of .. teachers undertake this important responsibility as a challenging task with the support of central and state Govt.

The appearance of undesirable qualities of selfishness, clashes and conflagration and other destructive forces give us clear indication of the value crisis in the society. There is an urgent need for making effort to help the future generation for developing appropriate values and reform the values of human life and to rejuvenate the foundation of civilization. The degeneration of value system in the present day, life the demoralization of public and private life and the utter disregard for values are all traceable to the fact that moral, religious and spiritual education is being deliberately neglected in our educational system.

Value crisis of the present day life is baffling the minds of educators and also the learners. The individuality is feeling a prey to the contradictory values and ideologies; the individual is being converted as consequences into a radical and reactionary person. The teachers are not being clearly oriented to the national values and ideals and ideologies which they have to inculcate among the students hence they are not in a position to play their role as value educators. Our educational institutions have more or less becomes examination centers and not sources of value education. The problem with value education appears to be that while everybody is convinced of its importance, yet there is little action in this regard. In our educational reconstruction the problem of an integrated perspective on value is pivotal for its solution alone provide an organic unity for all the multifarious activity of a school. An integrated education can provide for integrated growth of personality and integrated education is not possible without integration of values.

Education at present, with its emphasis on consumerism and competition for achievement has sidelined its central concern for the full development of the social, moral, aesthetic and spiritual side of human personality.

1.2 Need and Importance of the study:

All good education is a process of developing the human personality, intellectual, physical, social, moral, aesthetic and spiritual. But today education has degenerated into a process of information transformation with the sole objective of passing examination. Lot of anti-values are developing very fast in our total life. Anti-values such as de-culturation, dehumanization, social alienation, casteism, social and national disintegration have become active. Crime, corruption, violence and indifference to human suffering have spread to all walks of life. Our physical environment is growing increasingly polluted and depleted. Therefore, we need a value education crusade laying code of conduct for all five relationships physical, botanical, animal, human and divine. Therefore, value education is our supreme need today.

According to Dr. K. M. Munshi, '*The teacher is the principal driving force in dynamic society and his leadership is most essential to free India which is being built up new from the bottoms upwards.*'

Bodhpriya Bharati, in her paper on *Value Orientation of Teacher Education* said, '*a nation is as great as its schools and its schools are as great as its teachers.*'

In order to arrive at conclusive results the efforts and inputs put forward in the field of value education need to be researched. For studying the status of value among teachers there is great need to conduct researches in this field. A number of studies have been done in this field. The studies done in this field in India are conducted by Geeta (1995) Jyotsna (1995) Ausekar (1996), Kumari (1996), Bajpai (1997), Baruah (1997), Gupta, M.Sen (2000), Natrajan (2000), Panda (2001).

In above all studies, the studies conducted by Ausekar, Baruah, Geeta, Jyotsna, Natrajan and Panda pays more emphasis on the study of job satisfaction of teachers and the studies conducted by Bajpai, Kumari and Gupata M. Sen, pays emphasis on the study of value among teachers. But out of the above mentioned studies, none of them aimed at finding the influence of values on job satisfaction of teachers. Most of the above mentioned studies have been done on college and secondary school teachers. Only two studies (Gupta M. Sen 2000, Natrajan 2000) have been conducted on the Elementary School teachers. After going through these studies, the researcher felt that there is great need to study the influence of values on job satisfaction of Elementary school teachers.

1.3 Statement of the Problem

Present study deals with the problems regarding values and job satisfaction of elementary school teachers and is stated as;

“Study of Values and Job Satisfaction of Elementary School Teachers.”

1.4 Operational Definition Of The Terms:

Concept of Value

Values are described as the socially defined desires and goals that are internalized through the process of conditioning, learning and socialization. Values are goal sets for achievements and they motivate, define and influence all over activities such as cognitive, affective and psychomotor. Values reflect different philosophical position. The concepts of values are closely associated with the concept of man.

“Value is a conception explicit or implicit distinctive of an individual or characteristic of a group of those desirable traits which influence the selection from available modes and ends of action.”

Wuchon (1957)

“Values are enduring belief, a specific mode of conduct or end state existence along a continuum of relative importance.”

Rokeach (1973)

“The values are the pillars of meaningful life and education is the tool which can bring a change.”

N.K. Dutt

“Value is an element of a shared symbolic system which serves a criterion or standard for selection among the alternatives of orientation which are intrinsically open in a situation.”

T. Parson (1960)

Above definitions describe that values governs the moral universe of man but more important of all is that they operate through their unconscious self to awaken their inherent aspiration to become more and more spiritual. Values are an internalized truth. It is the essential norms. Value is a measure of all other good thing of life. That which is essential, that which is abiding and that which is intrinsic and ennobling is the value in philosophy. This meaning of value has been changing from time to time but the fundamental approach is the same throughout. Value is known as the best in the introduction of our constitution.

Classification of values:

Values in education are classified in different ways. One such classification is as follows;

1. Biological values
2. Intrinsic values
3. Instrumental values
4. Health values
5. Recreational values
6. Aesthetic values
7. Spiritual values

Values may also be classified as follows:

1. Spiritual values
2. Material values
3. Intellectual values
4. Social values
5. Moral values
6. Political values
7. Economic values

N. Venkataiah, in his paper on *Philosophical perspective of Value Education*, described classification of values in the following manner-

1. Intrinsic Values and Instrumental Values:

If a value help in the achievement of certain ends , purposes or objectives, that value is called instrumental. Instrumental values are subjective as they depend upon the person's desire , ambition etc.

2. Positive And Negative Values:

Positive values are experiences we would prefer not to have e.g. dissatisfaction , displeasure etc.

By combining the positive and negative values with intrinsic and instrumental we get the following classification –

1. Intrinsically (+)ve - Instrumentally (+)ve
2. Intrinsically (+)ve - Instrumentally (-)ve
3. Intrinsically (-)ve - Instrumentally (+)ve
4. Intrinsically (-)ve - Instrumentally (-)ve

3. Higher And Lower Values:

Spiritual, intellectual, aesthetic, moral, religious and some of the social values are referred as higher values. Material and physical values are called lower values.

4. Permanent And Temporary Values:

Idealists emphasize on truth, beauty ,goodness, self discipline, character and non violence. Spiritualists say the morality and emancipation are permanent values. They hold that pleasure and wealth are temporary values.

5. Consummatory Values:

Economic, cultural, moral, social, religious and educational values are Consummatory values.

6. According to **Indian Philosophy** values are classified as Dharma, Artha, Kama, and Moksha.

To fulfill the purpose of present study the researcher is going to describe the following values based on Edward Spranger's "Types of Men".(1928)-

Economic values:

An object has economic value if it commands a money price. Economic value is instrumental rather than intrinsic. The economic values are the values of commodities in exchange and arise out of the production and use of material goods.

Aesthetic Values:

Love for fineart, dancing, painting, music and love for symmetry and beauty in nature, rhyme and rhythm in poetry etc.

Social Values:

Concerning the responsibilities and the contributions of the individual towards the society and its well-being. These are governed by the political and social philosophy and the constitution of the country, freedom, socialism, secularism, democracy, national integration, international understanding, democratic citizenship, equality, social justice, peace, fellow feeling, civic sense and cooperative participation in community activities etc

Religious Values:

When people pray or worship, we say that they are having a religious experience. In religious experience there is a feeling of being in the presence of, or in communication with some thing holy or sacred of something worthy of veneration and worship.

Political Values:

These values arise out of the man's desire for power. Any political system if treats all men equal in the eye of justice and administers the people becomes a higher value. Any system, which acts as dictatorial one, becomes a lower value.

Theoretical values:

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

Teacher :

Premises and equipment are needed in the education enterprise but persons are vital to them and a teacher is the supreme factor.

" A teacher affects eternity; he can never tell where his influence stops."

John Adams

"The teacher is a helper or guide."

Aristotal

"The teacher is like the candle which lights others in consuming itself."

..Sarvapalli Radhakrishnan

"What the soul is to the body, what the mind is to the man, which the teacher is to the school."

Bisop Spoulding

In the transactional phase it is the educator or classroom teacher who is the prime mover, the pivot or the real problem. How to educate the educator? Teaching in no way means conditioning of the child to become a cog in the social machine. Instead a real teacher should help the to grow into an integrated personality and a creative human being who is empowered to examine and understand the values and at times also questions the values.

Apart from teaching *per se* the teacher also influences children by his behaviour, attitude, interest and philosophy of life.

Altekart [1948], states that *the guru had to be patient and treat his pupils impartially. He was a man of very high character, well grounded in his own branch of knowledge ,had a fluent delivery ,readiness of wit ,capable of instructing and inspiring .The teacher was to be tender hearted ,an abode of right conduct, respectful to others, humble, speaker of truth and dutiful.*

Sheshadri[1992], discussing the role of teacher in value education, maintains that *values are also transmitted through the general tone of the school and the hidden curriculum. Teacher should order their behaviour in accordance with the highest standards and ethics of their profession.*

Alexander [1960], in his book *Are you a good teacher?* Has out-lined the characteristics of a good teacher, which include personal values like integrity, cooperating and maintaining ethical relations.

In view of the above, it may be argued that society expects. The teacher to be an embodiment of values in his/her personal life. The teacher should be a person of unimpeachable character and a paragon of virtue.

The draft code of professional ethics of teachers:

The teacher shall –

1. Treat all students with love and affection and be just and impartial to all irrespective of caste, creed, sex, status, religion, and language and place of birth.
2. Help the students in their intellectual, physical, social, emotional development and intrinsic values and character.
3. Promote scientific temper and spirit of inquiry, creative, self expression and aesthetic sense, leadership qualities, right concepts and right attitudes towards environment among the students and encourage them to ask questions to satisfy their curiosity.
4. Develop in the students love for manual work and respect for workers.
5. Enable the students to appreciate our rich cultural heritage and unity in its diversity.
6. Speak and act with the students with respect.
7. Inculcate a sense of love for the motherland and universal brotherhood among student
8. Set a standard of dress, speech and behaviour worthy of example to the students.
9. Inculcate a sense of respect and admiration for their institution and help protect its property as their own.
10. Participate in co-curricular activities including community service.

11. Express free and frank opinion by participation at professional meetings, seminars, conferences etc towards the contribution of knowledge.

Code Of Professional Ethics For Teachers Evolved By NCERT:

1. Recognising that every child has a fundamental right to receive quality education.
2. Recognising that education should be directed to allround development of the students
3. Realising the need for developing faith in the guiding principles of our polity viz democracy, social justice and secularism.
4. Recognising the need to promote through education, our rich Cultural heritage, national consciousness, international understanding and world peace
5. Recognising that teachers being part of the social milieu, share the needs and aspirations of the people
6. Realising that community respect and support for the teachers are dependent on the quality of teaching and teachers proper attitude towards the teaching profession, and
7. Realising the need for self- direction and self- discipline among members of teaching community.

Values Required Of A Teacher:

A good teacher should have the following nine values-

1. Suchihi - External and internal cleanliness
2. Vachaswi - Accurate and effective expression articulation

3. Varchaswi - Good personality
4. Dhritiman - Moral courage
5. Smritiman - Good memory
6. Kriti - Good and beautiful writing
7. Utsahi - Enthusiastic
8. Namratah - Humility
9. Jijnasu - Eagerness to persue knowledge and wisdom at all times.

Every teacher should be memorious as far as his profession is concerned. The teachers need a thorough knowledge of the values, education policies and the feelings of the parents and the general community about teaching values.

Job Satisfaction:

A group of similar positions is called a job. The persons working in an office or a factory will occupy different positions but similar job.

The jobs may broadly be grouped as under:

1. Manual
2. Non-manual

The jobs can be grouped according to the extent of education required, the income they bring for the worker or the interest of the persons in those jobs. According to the quality of the work, jobs can be classified as follows:

Table No. 1.1: Classification of jobs

Job Family	Kinds of Jobs
Agricultural worker	Farmer, Dairy worker, forest ranger.
Athelatic	Athletic-coach, Games-teacher, Director-physical education /teacher
Artistic- musical	Actor, Commercial artist, Music teacher
Clerical	Bank Clerk, Office clerk.
Literacy	Critic, Editor, Reporter, Wřiter.
Scientific	Biologist, Physist, Chemist.
Social service	Social worker, School counselor, Teacher
Mechanical	Engineer, Toolmaker, Draughtsman.

Job Satisfaction is the whole matrix of job factors that make a person like his work situation and be willing to head for it without dis-taste at the beginning of his work day.

The term Job Satisfaction has been used vaguely. It may be the satisfaction of pay, general surroundings, the social position, or all of these combined. Job Satisfaction is the result of attitude possessed by an employee [teacher] towards his profession. The attitude is related to the different areas of job as interest, change for progress, use of ability, authority, co-workers, chance to be creative, social status, security, relation with management, service conditions, moral values and social prestige.

Job Satisfaction results from successful adjustment in the following areas:

1. Adjustment to self.
2. Adjustment to society.
3. Adjustment to work.

Job Satisfaction is multidimensional in nature. It is the result of various factors. The effect of performance on job satisfaction is viewed as a function of degree to which performance leads to the attainment of the individuals job values. Satisfaction with work has been variously discussed as vocational satisfaction, job attitude depending upon the context.

The term **job satisfaction** refers to the effective orientation on the part of individuals towards work rules, which they are presently occupying. Job Satisfaction is measured by interviews or questionnaires, which they like or dis- like various aspects of their work rules.

According to Vroom [1964], there are two types of conditions, which affects job satisfaction:

1. Economic, and
2. Motivational

Vroom has listed five properties of work rules:

1. Financial remuneration.
2. Expenditure of energy.
3. Production of energy.
4. Social interaction, and
5. Effect on the social status of a worker.

According to Maslow [1954], there is a hierarchy in the basic human needs; the psychological needs forming the basis for this hierarchy. The job satisfaction results through the gratification of such needs.

Importance Of Job Satisfaction:

Investigations have shown that when a man is satisfied with his work the employer gets greater out- put therefore fewer quits and many other tangible and intangible results occur. A person satisfied with his job is likely to have morale in his life .A developing society must ensure maximum job satisfaction of their workers.

Factors Affecting Job Satisfaction:

Job satisfaction depends upon many factors, which are interrelated to each other, and it is very difficult to isolate these factors. Job Satisfaction depends upon the following factors:

1. Personal Factors:

- a. **Sex:**-Job satisfaction is highly influenced by the sex of the worker .It is generally found that women are more satisfied with jobs than men .
- b. **Number Of Dependents:**-It is a well-known fact that more the dependents the lesser the job satisfaction.
- c. **Age:** -Age has little relationship with job satisfaction.
- d. **Time On Job:** -According to Hall and Kolstod highest morale is reached after the twenty year.
- e. **Intelligence:**-Level of one's intelligence has a great deal to do with job satisfaction.

- f. **Education:**-Right placement of workers in the light of their Professional education leads to job satisfaction
- g. **Personality:** -Personality mal-adjustment is the source of job satisfaction.

2. **Factors Inherent In the Job: -**

- a. Type of work
- b. Skills required
- c. Occupational status
- d. Size of plant

3. **Factors Controlled By Management Authority:-**These factors are:

- a. **Security:**-It is closely related with job satisfaction. Their exits positive correlation between security and job satisfaction.
- b. **Financial Returns:-** In present materialistic society, this the most dominant factor which influences job satisfaction .
- c. **Fringe Benefits:** An occupation which has limited employment opportunities and benefits does not provide job satisfaction .
- d. **Opportunity For Advancement:-**It is also important for job satisfaction that whether or not an individual can have the opportunity of going from lower rank to higher ranks .If employees have the opportunities for promotion then their satisfaction with job will be better than those who have lesser opportunities.



- e. **Health Conditions:** The health conditions of the environment in which an individual has to work and also the health of the individual affects job satisfaction.
- f. **Social Environment:-**The type of locality and the social surroundings also influences job satisfaction.

1.4 Objectives of the Study

On the basis of the statement of the problem, the present study aimed at achieving the following objectives:

1. To study the variance in values and job satisfaction of elementary school teachers working in govt., govt. aided, private schools.
2. To study the variance values and job satisfaction of male and female elementary school teachers belonging to different age groups and experience.
3. To study the relationship between values and job satisfaction of elementary school teachers working in govt., govt. aided and private schools.
4. To study the relationship between values and job satisfaction of male and female elementary school teachers belonging to different sex, age and experience.

1.5 Hypotheses Of The Study

The following hypotheses were formulated for the purpose of the study:

1. There is no significant variance in values and job satisfaction of elementary school teachers working in govt., govt. aided, and private schools.

2. There is no significant variance in the values and job satisfaction of male and female elementary school teachers belonging to different age groups and experience.
3. Values and job satisfaction of elementary school teachers working in govt., govt. aided, and private schools are not significantly related to each other.
4. Values and job satisfaction of elementary school teachers in different categories [sex, age, and experience] are not significantly related to each other.

1.6 Delimitation Of The Study

On account of limited time and level of the study, the researcher have delimited the present study in following manner-

1. The study confined to the elementary schools of Bhopal city.
2. Govt. govt. aided and private schools were selected for the study.
3. Teachers the subjects of the study, who are working in the elementary schools of Bhopal city.
4. The sample was sub categorized on the basis of sex, age and experience.