

**A STUDY OF FACTORS INFLUENCING CAREER AND FAMILY VALUES OF SECONDARY SCHOOL  
TEACHERS IN DELHI REGION**

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**ABSTRACT**

In this era of modernization and globalization it seems like our nation has lost its value based society and has been transformed into a materialistic society. Future growth in any country depends on its youngsters and teachers. Unfortunately, both in India are getting increasingly inclined towards violence, social evils and lack of respect towards world around them. Our existing environment including family system, education system and media including newspapers, T.V. etc. is presenting them a skewed picture. They care only about end results and give no importance to 'means'. Under these circumstances, value education is essentially required to provide motivation and guidance to our youngsters as well as teachers. Today values need to be inculcated at a greater scale especially related to areas of one's career and family. Value education builds character which is beneficial for growth of both the individual youth and the society in general. It influences our decision making in life and helps us grow by building healthy relationships in society. Recent crisis in 'values' in our youngsters and teachers has revived concern for value education in India. The present study was done to explore the factors influencing career and family values of secondary school teachers of Delhi region. A survey was conducted on 400 secondary school teachers and data was collected through descriptive survey method. A sample of 400 teachers was selected for the study using simple random sampling technique. A standardized career and family values scale prepared by Sadhna Tanwas and Kulwinder Singh was used by the investigator to collect the data. The findings of the study revealed that there exists a significant difference in family and career values with respect to gender, locality and age. It was also found that there is no significant difference in family and career values with respect to family type.

**KEYWORDS:** career values, family values, value education, factors affecting family and career values.

## **INTRODUCTION**

Advancements and developments in social, political and economic arena in the modern world fail to curb unpleasant behaviours of members of society. Unless the teacher change the mindset from commercialized ideas to value based thoughts it will be difficult to set the things in the right direction. Education is the means to make any desired change and fulfil the accomplishments by setting examples to others. The profession of teaching demands that teachers should demonstrate high ethical standards in all situations. It is obvious that even though school may have a very good modern and highly equipped technology and digital teaching aids but if it does not have teachers with high values then system will be a failure. Dr.A.P.J Abdul Kalam once said “I believe that there is no other profession in the world that is more important to society than that of teacher.” Now the question arises what shall the teacher be trained in and for what? This question has to be considered in the light of the purpose of value education. The purpose is to kindle the moral and aesthetic sensibilities of learners, to raise their level of value consciousness, to stimulate them to think freely and critically, to develop the ability to judge actions and events rationally, and to choose and act courageously and with conviction for the sake of the larger social good. Accordingly, the teacher has to be trained to function as an agent who stimulates, provokes, informs and sensitizes the learners with reference to value situations in life. Through involving the learners actively in discussion, dialogue and practical activities, the teacher should make them think and reflect on human actions and events. The teacher should also expose students to works of art, beauty in nature, and in human relationships and actions of moral worth, and develop their moral sensibilities. The institutional processes in the training institution should help teachers acquire these capabilities by providing concrete situations and opportunities and actively involve them in appropriate learning experiences. The general tone and ethos of the school act as a powerful source of value education. Children acquire sensitivity to values and ideals by living in and coming into contact with the school atmosphere. It needs the sustained, collective efforts of all concerned with education—teachers, parents, community. Teachers have a major role in making the school what it ought to be. They should help in creating an atmosphere of love, trust, cooperation and security in the school conducive to the development of high ideals and values. The teachers’ training experience in its totality should lead to the motivation of teachers towards the attainment of these ideals. Value education is not a sphere of activity that is distinct from the teacher's other professional activities—teaching, guiding pupils and interacting with them, organizing co-curricular activities and the like. The very nature of teaching imposes certain obligations and commitments on a teacher. Essentially, teaching is an act to bring about learning. To get students learn, teachers have to understand the

way children learn, and equip themselves with all necessary pedagogical skills to promote learning in them. They should possess the right qualities of mind and heart necessary for the pursuit of knowledge—love of Knowledge, curiosity and desire to know, sincere desire to keep on learning and update knowledge, humility and honesty to admit ignorance. They should have a sound social philosophy, characterized by social sensitivity, concern for social justice and human rights.

### **REVIEW OF RELATED LITERATURE**

Family influence is an important force in preparing youth for their roles as workers. Family background provides the basis from which their career plans and decision making evolve. "Family background factors found to be associated with career development include parents' socioeconomic status, their educational level, and biogenetic factors such as physical size, gender, ability, and temperament" (Penick and Jepson 1992, p. 208). In a study of the influences on adolescents' vocational development reported by Mortimer et al. (1992), the variable that had the most effect on educational plans and occupational aspirations was parental education. Montgomery (1992) noted that females talented in math viewed their career choices as reflective of interests that stemmed from early family influence and educational opportunities. Marso and Pigge (1994) found that the presence of teachers in the family was a significant factor influencing teacher candidates' decisions to teach. Chauhan & Kothari,(1997) explored the value patterns of urban and rural women as a function of the type of family and age at marriage. Analysis of variance revealed significant main effects of type of area of aesthetic, hedonistic, and health values; of the type of family on health values; and of marriage and age on Knowledge and health values. Gupta & Mandal, (1997) studied the effects of education, location, sex and marital Status on the values of an individual. Subjects were 360 young men and women (aged 18 to 35 years) stratified according to sex, marital status (married women, unmarried women and unmarried men), location (rural and urban) and education (fairly good educational background and poor educational background). And it was revealed that location, education, sex and marital status had a significant effect on the respondents' terminal values but not on their instrumental values. Ravindranathan (1997) studied the attitude of primary school teachers towards various educational, economic and religious aspects of life. From the analysis, it was revealed that the majority of the primary school teachers of the Udupi town were modern in their attitude towards educational, economic and religious dimensions of life. Thus the intensity of the modern influences on all aspects of life of the young children at the school level would be more, because a majority of the teachers are modern in their outlook on all dimensions of life that have been examined.

### **OBJECTIVES OF THE STUDY**

- To study career and family values among male and female secondary school teachers.
- To study career and family values among rural and urban secondary school teachers.
- To study career and family values among secondary school teachers belonging to nuclear and joint families.
- To study the career and family values of secondary school teachers belonging to different age groups.

### **HYPOTHESIS OF THE STUDY**

- There is no significant difference between male and female secondary school teachers with respect to career and family values.
- There is no significant difference between rural and urban secondary school teachers with respect to career and family values.
- There is no significant difference between secondary teachers living in nuclear family and those teachers living in joint family with respect to career and family values.
- There is no significant difference in career and family values of secondary school teachers with age group less than and equal to 25 years and those with age group above 25 years .

### **METHODOLOGY**

The investigator has used normative survey method for the present study.

### **SAMPLE**

The present study consists of 400 secondary school teachers of Delhi region. The investigator has employed simple random sampling technique. The sample forms a representative sample of the entire population.

### **TOOLS USED**

A standardized career and family values scale prepared by Sadhna Tanwas and Kulwinder Singh, University of Meerut was used by investigator to collect the data. There are 40 statements in total and divided into four categories namely family members, cohesion, flexibility and communication. A pilot study was also conducted by the investigator and item analysis was also done from which the final tool of the study was derived. The reliability and validity was also established and verified by the investigator.

### **STATISTICAL TECHNIQUES USED**

The investigator used mean, standard deviation, t-value and p value in the present study for analysis and interpretation of results.

### INTERPRETATION OF RESULTS

The following interpretations are inferred from the data collected:

**Table 1**

Demographic variable	Sample	N	Mean	Standard deviation	t value	P value	Level of significance
Gender	Male	53	33.40	4.916	-2.461	.014	P<0.05 significant
	female	347	35.08	4.607			

The above table1 shows that there is a significant difference in male and female secondary school teachers with respect to career and family values as the calculated p value is .014 which implies that there is significant difference at 0.05 levels. Hence the proposed hypothesis 1 gets rejected and there exists a difference in male and female secondary school teachers with respect to career and family values.

**Table 2**

Demographic variable	Sample	N	Mean	Standard deviation	t value	P value	Level of significance
Locality	urban	328	36.43	4.309	-2.371	.018	P<0.05 significant
	rural	72	34.99	6.138			

The above table2 shows that there is a significant difference in rural and urban secondary school teachers with respect to career and family values as the calculated p value is .018 which implies that there is significant difference at 0.05 level Hence it is inferred that hypothesis 2 gets rejected and there exists a difference in rural and urban secondary school teachers with respect to career and family values.

**Table 3**

Demographic variable	Sample	N	Mean	Standard deviation	t value	P value	Level of significance
Type of family	Joint family	53	32.89	4.163	-.509	.611	P>0.05 not significant
	Nuclear family	347	33.19	4.067			

The above table 3 shows that there is no significant difference in secondary teachers living in joint family and those who are living in nuclear family as the calculated p value is .611 which implies that there is no significant difference at 0.05 levels. Hence the proposed hypothesis 3 is accepted and there is no difference in secondary teachers living in joint family and nuclear family respectively.

**Table 4**

Demographic variable	Sample	N	Mean	Standard deviation	t value	P value	Level of significance
Age	Less than & equal to 25 years	254	35.44	4.243	3.340	.001	P<0.05 significant
	Above 25 years	146	33.84	5.211			

The above table 4 shows that there is significant difference in secondary school teachers with age group less than and equal to 25 years and those with age group above 25 years with respect to career and family values as the calculated p value is .001 which implies that there is significant difference at 0.05 level. Hence the proposed hypothesis 4 is rejected and there is a significant difference in career and family values of secondary school teachers with age group less than and equal to 25 years and those with age group above 25 years .

**MAJOR FINDINGS**

1. There is a significant difference in male and female secondary school teachers with respect to career and family values.
2. There is a significant difference in rural and urban secondary school teachers with respect to career and family values.
3. There is no significant difference in secondary teachers living in joint family and those who are living in nuclear family.
4. There is significant difference in career and family values of secondary school teachers with age group less than and equal to 25 years and those with age group above 25 years .

**EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY**

The present study emphasizes that values need to be inculcated in the minds of every individual and especially in the case of teachers who are the sculptures of the future generation. It is also agreed that main function of education is the balanced and healthy development of the personality of

students which can only be performed by the teachers. The study had marked the importance of learning career and family values along with their subject learning as this paves the way for a landmark not only in their academic pursuits but also in their personal lives to interact with one another in their work place also. It can also be said that career and family values play a vital role in the development of one's life. Teachers need to inculcate these values among the students. Favourable environment should be maintained in order to inculcate the values in students.

### **CONCLUSION**

The rationale of the study was to study the career and family values of secondary level school teachers as they are the main sculptors of future generation. Curriculum of pre-service teacher education programmes should be framed in such a way so that it develops career and family values by including job oriented course in it. In –service programs should be organised for teachers which includes Extension lecture, faculty development programmes, seminars conferences and refresher courses. Teachers need to be trained to create situations and be imaginative to reflect upon the situation by making students aware of values and highlighting its need in their lives. Thus, the core message of value education for teachers and teacher educators is not that they should do extra or additional things but that they should do whatever they are expected to do by their calling— teaching, testing, relating to the community, parents and students— with a sense of commitment, sincerity and dedication. The professional ethics for teachers is in itself a complete programme of value education for teachers. This message must be conveyed in 'loud and clear' terms through all teacher education programmes.

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