

## A Study of Civic Values of Primary School Teachers of Gandhinagar District with Reference to Certain Variables

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**ABSTRACT:** The aim of the present study was to study civic values of teachers working in primary schools in Gandhinagar District. A survey study was conducted to determine the civic values of primary school teachers. A total of 2094 primary school teachers were selected as sample using stratified sampling technique in Gandhinagar District. The variables of the study were gender, area, marital status and educational qualification. A self-constructed civic value scale was used to collect the data. The results were analysed using mean, SD, SED and *t*-values. The results were presented in the paper.

**KEYWORDS:** Civic Values, Primary Teachers

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### I. INTRODUCTION

Whatever India will be in the next generation will depend upon what teachers teach to their students today in the classrooms. Remember that the humanity that our politics and administration handle is the end product of a processing, beginning with the parents at home and teachers in educational institutions. The most important processing takes place under the teachers. As teachers deal with fresh and impressionable minds of the nation, a teacher's responsibility is to impress on those minds high humanistic values. According to Ashutush Biswal (2007) the Crisis of values is pervasive, resulting an adverse development in all walks of life. There is a progressive erosion of values resulting in pollution of public life. The National Policy on Education (1986) rightly expressed its grave concern over the decline of basic moral values in society and student community in particular. The report of Radha Krishnan Commission (1948–49) stated, "What we need is not the imparting of instructions but the transmitting of vitality, the civilization of human heart. Our institutions, if they are to impart religious vitality, should have simplicity and atmosphere of consecration that permanently influences lives. Our institutions need to decipher the moral, ethical and humanistic dimensions on one hand and the consequences of the materialistic pursuits on the other." Thus, the researcher feels the need to explore the levels of civic values among primary school teachers.

#### Objective of the Study

1. To compare the civic values of primary school teachers on different dimensions on the basis of gender
2. To compare the civic values of primary school teachers on different dimensions on the basis of area
3. To compare the civic values of primary school teachers on different dimensions on the basis of marital status
4. To compare the civic values of primary school teachers on different dimensions on the basis of educational qualification

#### Hypothesis of the Study:

**Ho1.** There will be no significant difference between the mean scores of civic values of male and female primary school teachers.

**Ho2.** There will be no significant difference between the mean scores of civic values of rural and urban area primary school teachers.

**Ho3.** There will be no significant difference between the mean scores of civic values of married and unmarried primary school teachers.

**Ho4.** There will be no significant difference between the mean scores of civic values of undergraduate and postgraduate primary school teachers.

### **Limitations**

The investigator developed a self-constructed civic value scale. The limitations of this self-constructed tool will be the limitation of this study.

### **Delimitations**

The present study was delimited to primary school teachers Gujarati medium schools in Gandhinagar District.

**Variables of the Study** :Dependent Variables:Civic Values

Independent Variables: Gender, Area, Marital Status, Educational Qualification

### **Operational definition of Key Terms:**

**Civic Values:** According to Carter V. Good, value means, “Any characteristics deemed important because of psychological, social, moral or aesthetic consideration; commonly used, in the plural; as in counseling to refer to build – in inner system of beliefs from which one can gain security or support.” If we think in the view of concept of value, it is related to human behaviour. It means it has some importance in the life is value. In present research, civic value means the person aware about his or her rights and duties related to personal responsibility, society, family, politics and Interrelationship. The scores obtained in the Civic value scale refer to the civic value of the individual.

## **II. METHODOLOGY**

**Research Method:** In the present research study, survey method was used since the objective of the present research study was to measure teachers’ civic values. In the present research study Descriptive Survey Method was employed.

**Population and Sample:** All the primary school teachers of Gujarati medium schools in the geographical limits of Gandhinagar District formed the population of the present study In the present study, sample was selected by stratified random sampling technique to stratify the geographical area. The population was first stratified into talukas in Gandhinagar district, namely Gandhinagar, Kalol, Dehgam and Mansa. Each taluka comprises 258, 388, 207 and 151 schools, respectively. Simple random sampling technique-lottery method was employed to identify proportionate numbers of schools from all the schools of each taluka. The sample encompasses 401 schools in the whole Gandhinagar district out of 1004 schools in total. Cluster sampling technique was used to select the teachers as sample from the selected schools. The total sample size was 2094, of which 684 were males and 1410 were female teachers; 358 were from urban area schools and 1736 were from rural area schools; and 1776 were married teachers and 318 were unmarried teachers; 1402 were graduated teachers and 692 were with post graduated teachers

**Research Tool:** In the present study, the researcher used self-constructed civic value scale to collect the data from teachers. Researcher prepared a self-constructed tool with 5 point scale. This scale was constructed based on the dimensions of adversity quotient i.e. control, ownership, reach and endurance. Following steps were followed for the construction of adversity quotient scale: 1. Content Analysis; 2. Item Construction and Compilation; 3. Pre-piloting of the Tool; 4. Feedback from Experts; 5. Piloting Study – Item Analysis; 6. Finalization of Civic Value Scale

The final tool comprised of 75 statements which included 55 positive statements and 20 negative statements. At the end of the construction of tool, the dimensions such as Personal responsibility, Family responsibility, Interrelationship, Politics and Social responsibility values of civic values of teachers included 12, 8, 15, 20 and 20 statements respectively. It was a Likert type scale with 5 levels namely Never, Rarely, Sometimes, Often and Very Often. The scores were from 1, 2, 3, 4, 5 respectively.

**Data collection:** On the day of data collection the tool was distributed to the teachers and it was filled in by them. When data collection actually started, the researcher found that some schools were very enthusiastic about the study. The data on the teachers’ Civic value scale was of quantitative in nature. The information of teachers related to their gender, area, marital status, educational qualification and age were also included in the tool. A total of 2094 teachers gave response to 75 items on the teachers’ civic value scale. The response was given in the form of ‘tick’ mark against each statement according to the degree of relevance of the item.

## **III. DATA ANALYSIS AND INTERPRETATION**

**Table 1: Comparison of Teachers’ Civic values of Male and Female Teachers**

Gender	N	Mean	S.D.	SE <sub>p</sub>	C.R Value	Remark
Male	684	257.94	21.70	0.974	3.90	Significant at 0.001 level
Female	1410	254.13	19.22			

From the Table 1, it was found that the calculated C.R value was 3.90, whereas the table value was 3.291 at 0.001 level for df=2092. The calculated C.R value was found to be higher than the table C.R value at 0.001 level. Thus, hypothesis 1 was rejected as the calculated C.R value was found to be higher than the table value at 0.001 level. The mean scores of teachers' civic values of males were found to be higher than the female civic value scores. Hence, there was significant difference in teachers' civic values of males and females teachers. It means that there was real difference found between males and females in total teachers' civic values.

**Table 2: Comparison of Teachers' Civic values of Rural and Urban School Teachers**

Area	N	Mean	S.D.	SE <sub>D</sub>	C.R Value	Remark
Rural	1736	255.39	20.69	1.03	0.06	Not Significant
Urban	358	255.32	17.20			

From the Table 2 it was found that the calculated C.R value was 0.06, whereas the table value was 1.96 at 0.05 level for df=2092. The calculated C.R value was found to be lower than the table C.R value at 0.05 level. Thus, hypothesis 2 was not rejected as the calculated C.R value was found to be lower than the table value at 0.05 level. It means that there was no real difference found between rural and urban school teachers in total teachers' civic values.

**Table 3: Comparison of Teachers' Civic values of Married and Unmarried Teachers**

Marital status	N	Mean	S.D.	SE <sub>D</sub>	C.R Value	Remark
Married	1776	255.55	20.51	1.12	0.99	Not Significant
Unmarried	318	254.44	17.90			

From the Table 3 it was found that the calculated C.R value was 0.99, whereas the table value was 1.96 at 0.05 level for df=2092. The calculated C.R value was found to be lower than the table C.R value at 0.05 level. Thus, hypothesis 3 was not rejected as the calculated C.R value was found to be lower than the table value at 0.05 level. It means that there was no real difference found between married and unmarried teachers in total teachers' civic values.

**Table 4: Comparison of Teachers' Civic values of Undergraduate and Postgraduate Teachers**

Educational Qualification	N	Mean	S.D.	SE <sub>D</sub>	C.R Value	Remark
Undergraduate	1402	255.82	20.69	0.91	1.48	Not Significant
Postgraduate	692	254.48	18.96			

From the Table 4, it was found that the calculated C.R value was 1.48, whereas the table value was 1.96 at 0.05 level for df=2092. The calculated C.R value was found to be lower than the table C.R value at 0.05 level. Thus, hypothesis 4 was not rejected as the calculated C.R value was found to be lower than the table value at 0.05 level. It means that there was no real difference found between undergraduate teachers and postgraduate teachers in total teachers' civic values.

#### IV. MAJOR FINDINGS AND DISCUSSION

Gender makes a significant influence on the total teachers' civic values. The male teachers have higher levels of teachers' civic values when compared to female teachers. Area, marital status, and educational qualification make no significant influence on the total teachers' civic values. In the present study, gender makes a significant influence on the total teachers' civic values.

In the present study, the male teachers have higher personal and social values when compared to females. These results were supported by the results of Sabitha Mishra (2009) and Dhull, I.G.M. and Mahashewta, (2005) research works, which reported similar results. In the present study, educational qualification makes no significant influence on the total teachers' civic values. Area, marital status and age also makes no significant influence on the total teachers' civic values. Both these results were supported by (Sandhya, 1999), which indicated that educational training and experience do not influence teachers' values and even location also do not influence the teachers' values.

#### V. EDUCATIONAL IMPLICATIONS

Pre-service and in-service teacher training programmes should focus on the importance of values practices in order to make our schools better in the future. National and state level, curriculum framers should take steps to make educators aware of the potential of value practices by arranging seminars and workshops. Professional organisations should take initiative to spread the significance of values within individual and in

teaching and learning by organising training programmes. Values oriented class room practices have to be given prominence; it has to be deliberately infused before, during and after every class room activity.

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