

## A Comparative Study of Personality Factor of Male and Female Teachers Teaching In Self-Financed Teachers Education Institute

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In the higher education system of the country, there is anarchy, wide-spread violence and unemployment. Everybody is discontented. Even from our own experiences as teachers we find that the educational standards are falling down rapidly. The educational performance is extremely poor. The productivity of the nation is going down.

Now the time has come when the qualitative aspect of education cannot be ignored any further. The postponement of the idea of qualitative education will lead to the disaster and despair. It is the challenge of the time. J. P. Naik has correctly pointed out that the "Planning for expansion is comparatively a simple matter and mostly reduces itself to the provision of funds for establishment of new educational institutions, appointment of additional teachers, construction of buildings and provision for equipment. But the planning for quality makes an even more heavy demand on human efforts and ingenuity than on fiscal or material resources". Hence, this is a greater responsibility in education.

The Indian youth is in revolt and is making a challenge to the age old principles of social life and old traditional values and is raising his banner against the absolute authority of the old generation. He is also making revolt against the social and economic evils that are prevailing in the society just as casteism, social and economic disparity, increasing unemployment, corrupt and dishonest leadership of the country, age old poverty in the society, sex segregation and on the other hand he is making demand for more equitable distribution of the property, for more social control on the means of production and more equal distribution of the national income. He is more anxious in active participation concerning educational political and economic fields. The youth is the life of the society. A society which displays turbulence shows the sign of moving forward, marching towards higher destiny. The question arises whether it in the heart penetrating reality and the youth violence is the outburst of protest against poverty, unemployment, repression and political corruption or it is merely a manifestation of aggressiveness in youth.

### **SOCIO-ECONOMIC BACKGROUND:**

Manuel Feroze and Rao conducted a study of high school teachers and found that the educational status of the average rural family was markedly below that of the urban family. Income came to be a positive factor for educational achievement for the urban groups. The children of the professional group scored the highest and of unskilled the lowest on achievement test. In another study which was also conducted on the high school teachers of English medium schools of Bombay, Setranziwalla found that thirty per cent of the parents have passed through secondary education and the percentage of literacy was 19.50. The occupation of about 200 fathers was found to be service in private or public concern. As many as 138 fathers were found to be engaged in business or self-employed. The study also revealed that 58, 107, 108, 85 and 22 families belonged to the income slab of upto Rs. 199, Rs. 200 to 250, Rs. 251 to 500, Rs. 501 to 1000 and above respectively.

## VALUES AND ATTITUDES:

The values and attitudes are a part of the culture of the society. In order to study this part of teacher culture several studies have been conducted. Tandon attempted to study the values and attitudes of the high school teachers. It was found that the teachers in general showed more favourable attitudes towards religion. Again, the teachers from lower income group showed more favourable attitudes towards religion. Again, the teachers from lower income group showed more favourable attitudes towards religion. Girls were found to have more favourable attitudes towards religion than boys, but the teachers in general were found to have preference for political, economic and religious values. It was also found in this study that boys preferred religious values to aesthetic values and girls preferred aesthetic values to religious values; while the teachers-in-general preferred political and economic values over the religious values.

## PROBLEMS OF TEACHERS:

Problems faced by teachers in the schools and colleges have been quite popular with the researchers in the field of education. A number of studies have been made in this area. Aaron, Marihal and Malateshain a study of high school teachers found that the common problems of the pupils are financial difficulties, lack of suitable playground, poor teaching and too much work at home. The laboratory, lavatory and library facilities are similar in rural and urban schools. Manuel, Feroze and Raostudying the high school pupils found that urban pupils made use of public libraries better than the rural pupils. Urban boys and girls had better facilities of lighting in their houses. Majority of pupils did not have proper accommodation and furniture for studies at their houses.

Some of the researchers have studied the adjustment problems of the teachers of higher secondary schools. Agrawal in a study of male teachers of ninth to eleventh class found that adjustment problems in home, school and social areas as perceived by the pupils themselves decrease with the whereas in emotional area they increase. Bhagia in his study of higher secondary teachers of Rajasthan found that girls and boys significantly in their adjustment to general environment and organizational aspect of school. Similarly, he found that private school teachers are significantly better than government school teachers in their adjustment to the teachers. Honda conducted a study on graduates and found that they are anxious and worried about their own future.

The above mentioned studies conducted so far have studied the teacher's problems in one area or the other. The researcher studied the problems of the teachers in segments out none tried to study their problems which are experienced by them in the college, home, and society and in entering the vocational world.

## OBJECTIVES:

Hence the objectives of the study are stated as follows:

1. To study the level of the intellectual potential of the teachers of C C.S.University Meerut.
2. To study the Socio-economic background factors of the teachers.
3. To study the values of these teachers.

## HYPOTHESIS:

1. That the high and low intelligent teachers are not different on different values.
2. That there are no differences on values between high and low S.E.S. teachers.
3. That the rural and urban teachers are not different on values.

## VALUES:

Teacher values are defined as "What the teachers think important in life". Six important values have been selected in order to be related to teachers' academic under and over-achievement. To measure the six values

as personal, religious, educational materialistic, social and humanistic a value scale has been used by the researcher which was prepared by Agrawal.

## **SOCIO-ECONOMIC BACKGROUND:**

Socio-economic background for the purpose of this study comprises and religion, origin, income, education, occupation, rural, urban origin and family type. To access the socio-economic status a separate questionnaire has been prepared by the researcher.

## **DELIMITATIONS OF THE STUDY:**

Since the study on the problems, background factors and some personality factor is a vast study hence it cannot be studied in full and in all its aspects. The following are the limitations of the study: "This study is confined only to the teachers of the affiliated colleges of the Ch.C.S. University" Meerut.

## **POPULATION AND SAMPLE:**

In this study total 600 teachers has been involved of self finance institutions.

## **INTERPETATION:**

Hypothesis (a) in the paper, the researcher divided the total sample of teachers into three groups. The group comprising the teachers whose I.Qs. were above one S.D. from the mean is known as intelligent group. The number of the teachers in this group is 94. Similarly the teachers whose I.Qs. lie below one S.D. from the mean, form the below average teacher group and the number of the teachers in the group is 108. The number of the teachers whose I.Qs lie between one S.D. from mean on both sides comprises the middle group or average teacher group. The number of the teachers in this group is 398. The means and the standard deviations of values for the high and the low groups of teachers on intelligence were calculated.

The values of teachers may, differ depending on the fact whether they come from villages or urban cities. To this effect a hypothesis was constricted. To test this hypothesis the differences between means, standard errors of the means and differences of the means, and the critical ratio of the differences between the teachers' coming from rural and urban areas were computed.

Hypothesis (c) : That the rural urban teachers are not different on values.

**TABLE:**

**Significance Of Difference Between Means Of Values Of Rural-Urban Groups Of Teachers**

S. No.	Value	Difference between mean	S.E.D.	C.R.
1.	Personal	0.79	0.492	1.88
2.	Religious	1.57	0.89	3.41**
3.	Educational	0.19	0.33	0.57
4.	Materialistic	1.78	0.47	3.78**
5.	Social	0.45	0.33	1.36
6.	Humanistic	1.58	0.40	3.95**

**\*\* Significant at 0.01 level**

**\* Significant at 0.05 level.**

The C.R. values shalom in the above Table indicate that these rural-urban groups of teachers are significantly different on religious, materialistic and humanistic values, the critical ratios on the religious, materialistic and humanistic values being 3.41, 3.78 and 3.95 respectively. These ratios are significant at .05 and .01

levels respectively. The mean scores on religious values of rural and urban teachers are 30.07 and 28.50 respectively, the values of rural teachers being 1.57 points higher than those of the urban teachers. It may mean that rural teachers are more religious than urban teachers. As regards the materialistic values the mean score for urban and rural teachers are 23.72 and 21.94 respectively. That shows that the urban teachers are more materialistic than the rural graduates. Similarly, these two groups of rural urban teachers are found to be significantly different with regard to humanistic values. Their mean scores on humanistic values are 37.43 and 35.85 respectively, the mean of rural teachers being higher than that of the urban teachers. The rural teachers of graduate classes appear to be more humanistic in their values as compared to the urban teachers. On personal, social and educational values these teachers, however, are not different. The C.R. values of differences on these values are not found to be significant at any level.

On the basis of the study of values it has been found that there is no significant difference on educational values between the high and low intelligent groups of teachers. This fact brings to light the fact that the intelligent teachers have attraction and charms somewhere else except educational values. This has created a need for the teachers to inculcate the educational values so that the teachers coming to the colleges may realize the value of the quality of education and this may help build in them a proper humanistic and social value. Only an enlightened citizenry can help in this matter. Moreover, it is the duty of the college to act as a community centre, a miniature society. This will help in the development of higher education on the right lines in the country.

The teachers need educational guidance, it seems essential that the teachers should play an important role in acquainting the teachers of the necessary preparation for the examination. This will include various methods, techniques and devices to be used by teachers in attempting a question paper.

The study clearly reveals that the socio-economic status plays a key role in influencing the teachers to go to college and in shaping the educational values of pupil teachers. This makes us infer that the SES aspect of the college teachers seems to dominate over the quality education. While intelligence does not subscribe much in creating the importance of education to them. This indicates that an intelligent college teacher does not seem to show much charm for education his charms, interest and attractions lie somewhere else and this aspect, constitutes an important area to be studied by future scholars in this field.

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