

Measurement of Value Inherent among Teachers

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It is generally believed that teachers are the real nation builders. They play the pivotal role in making children a real citizen. Kothari Commission has made a very relevant statement in this regard. It is stated in the report that "we attach great importance to the role of indirect influence in building up good character. The school atmosphere, the personality behaviour of teacher, the facilities provided in the school will have a large say in developing a sense of values. We would like to emphasize that the consciousness of values must permeate the whole curriculum and the programme of activities in the school. It is not only the teachers in charge of moral instruction who are responsible for building character but also every teacher, whatever be the subject he teaches, must necessarily accept this responsibility. He must ensure that, in the teaching of his particular subject and in his dealings with his pupils, fundamental values such as integrity and social responsibility are brought out."

After going through the recommendations given by Kothari commission, it is obvious that teachers are supposed to play a key role in the value inculcation among their students. Many researches in value preferences among teachers have shown that values are significantly related with effectiveness (Bohra,1986, Anjali,1995), job satisfaction (Mehrotra,1986), nature of scientific knowledge (Arora,1993), self concept (Bageshwar,1993), Personality Patterns (Sinha & Yunus,2000), Perception (Bhatia & Kumar, 2004), Intelligence & SES (Dhell & Mahashweta,2005) etc.

After going through the researches done on values of teachers it is found that the tools used for measuring values in most of the researches are Allport Vernon Lindzey Test, Personal Value Questionnaire or Value Preferences Questionnaire by Kulshrestha. Similarly it is found that though there are sample of tests constructed to measure personal values among individuals, yet the tools to measure values related to Fundamental Duties were very few. In fact, none of the tools was found appropriate to use in this regard. Therefore it was decided to construct a tool which can measure the values enshrined in the Fundamental Duties among teachers.

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The present Value Inherent in Fundamental Duties Questionnaire (VFDQT) is designed to measure values inherent in the Fundamental Duties enshrined in our Indian constitution.

Construction of Values Inherent in Fundamental Duties Questionnaire for Teachers (VFDQT)

Review of the tools for measuring Values.

There are various approaches used in measuring values. Some investigators measure values on the basis of personal qualities of an individual, some have classified values as abstract and concrete one, some have measured values in the form of conduct of an individual etc. It is found that though there are ample of tests constructed to measure personal values among individuals, yet the tools to measure values related to Fundamental Duties were very few. Therefore it was decided to construct a tool which can measure the values enshrined in the Fundamental Duties among teachers.

Values- Value means a preference quality in action. Values have normative overtones, but they often lack the sanction that go with social norms. They attribute quality to different modes of behaviour along a continuum from the most desired to the least desired (and also the undesired). They may be explicit or implicit and there may be significant gap between the ultimate and proximate values. In proximate term, the choice may be situational and pragmatic although they may be at variance from the ultimate desired action, which may continue to be articulated and cherished. They guide to behaviour without being rigidly perspective. In this questionnaire values inherent in the Fundamental Duties are identified in the form of following values:

Patriotic Value: Persons full of patriotic value have great affection towards country. They regard country as their mother. They are always ready to uphold and protect the sovereignty, unity and integrity of India. On the one hand they feel heartily delighted in the progress of their country, on the other hand, the dishonour of the country is more painful than their personal dishonour. They respect the ideals of National Flag, National Anthem and National Monuments.

Social Value: A man of social value is full of spirit of harmony and common brotherhood. They remain active to serve their society and do not use others for their own sake.

Cultural Value: A man of cultural value has reverence for his rich heritage of composite culture, saints, patriots and national language. He gives respect to ancient scripture of our country, moral value like respect and honor towards teachers, parents, guests and ladies along with the feeling of unity in diversity, respect for all religions are some of the characteristic features of his behaviour.

Spiritual Value: A man of spiritual value believes in the doctrine that the world is one and therefore the entire world is supposed to be the reflection of God. The selfless service towards God, true Knowledge, reverence, self-satisfaction, true wisdom and non-violence are special characteristics of his behaviour.

Knowledge Value: A man who has value of Knowledge attaches more importance to discover truth. His main aim of life is to gather Knowledge and spirit of reform for progress. He uses his scientific look and gathers Knowledge for the sake of humanity and its conservation.

Environmental Value: A man of environmental value remains quite alert regarding protection of natural environment including forests, lakes, rivers and wild life and has compassion for living creatures.

Law abiding Value: A man full of value related with abiding by the law has great faith in law, ordinance and act and respects its ideals and never goes against law, in his individual, social and political spheres.

Value of Excellence: A man of value of progress strives towards excellence in all spheres of individual and collective activities, so that he intends to achieve the highest levels of endeavor.

Construction of Tool:

First of all experts were consulted to discuss and to know whether Fundamental Duties can be reframed in values or not. If yes, what will be the nature of those values and how many values could be extracted out from the Fundamental Duties. Along with this, experts were also consulted to discuss the issues related to the framing of questionnaire to measure the inculcation of values. After a detailed discussion and two workshops with experts related to different areas and consultants it was decided to use eight values i.e. Patriotic, Social, Cultural, Spiritual, Knowledge, Environmental, Law abiding and value of Excellence extracted from Fundamental Duties enshrined in our constitution. These eight values were operationally defined with the help of advises given by experts as well as the operational definitions mentioned in VAQ (Dubey, 2002). After finalizing the operational definitions with the help of experts, the second important aspect discussed was the format of the questionnaire. As this questionnaire was constructed to measure the inculcation of values, it was decided to construct the items in the format of one stem question in the form of a situation followed by three alternatives related to the act against the situation. It was decided to score 2 to the right and value laden answer, 0 to negative act and 1 to the act not preferred or left undecided. It was presumed that this indecision on the part of examinee may be due to the conflict that exists within the individual. After deciding the values to be measured

and format to be followed to measure the inculcation of values, further step of item preparation was taken in the following manner.

i. Preparation of Items: The format of the VFDQT (Value inherent in Fundamental Duties Questionnaire for Teachers) is of situational type. A question consisted of two parts. First is stem in the form of situation and second is three alternative ways to deal with the situation.

While preparing the items of VFDQT, following considerations were kept in mind:

1. The items should assess the designated value with as validity as possible.
 2. The three acts under any situation should be relevant to the criterion situation depicted in the stem of the question.
 3. The three acts should be nearly equally attractive.
 4. Each of the eight values should be measured by equal number of situations.
- Keeping in the above mentioned considerations, 75 items were prepared and were given to experts to find out whether items were relevant for the measurement of inculcation of values in the areas concerned. On the basis of their comments, eleven statements were rejected and the remaining 64 items were given to thirty teachers for preliminary tryout.

ii. Preliminary Tryout:

Before tryout, the questionnaire was given to thirty teachers teaching in primary and secondary schools for confirming the notion that the questionnaire was appropriate for them or not. It was confirmed that the teachers were clear about what they have to do.

On the basis of preliminary try out, language of some of the items was changed and sentences were reframed.

iii. Tryout:

The tryout data were collected from 100 teachers of both sexes teaching in primary and secondary schools of urban and rural areas of Varanasi and tribal areas of Sonabhadra Distt.

iv. Scoring :

Scoring of the responses given by teachers on VFDQT was done according to the norm fixed for qualitative data. The scoring procedure adopted was as follows:

- 1.2 for a check mark (T) showing the most preferred valued act.
- 2.1 for blank () or unmarked item showing the second preferred act.

3.0 for a cross (X) showing the least preferred act under the stem.
In all the cases, the preferences shown in the form of right (T) or wrong (X) or empty one were calculated after scoring each of the items and then facility value as well as discriminating index were computed to analyze the items for inclusion in the final format of the questionnaire.

v. Item analysis :

Item analysis of the 64 items was done by using two popular indices used for the same. These were as follows:

- (a) Facility Value.
- (b) Discriminating Index

The selection of the items for final form of the questionnaire was based on the following criteria. At first the items were selected on the basis of facility 't' value, value of r_{bis} and discriminating index and then on the basis of the opinion of experts.

While selecting the item it was also kept in mind that the number of items for each value remains the same. Due to this, item no.1 and 6 having .15 and .11 discriminating index respectively were selected due to experts' opinion and for the equalization of number of items in each value. In this way 40 items (5 items for each value) were selected. The detailed description of the items selected for the final form is given in table 1

Table 1 Showing facility value and discriminating index for items included in the final form of Value Inherent in Fundamental Duties Questionnaire for Teachers (VFDQT).

Item number		Facility Value	DI	T	r bis	Area
OLD	NEW					
31	1	0.96	0.15	3.659	0.38	Patriotic
28	2	0.94	0.22	4.114	0.60	Social
32	3	0.92	0.37	2.848	0.52	Cultural
53	4	0.95	0.33	2.994	0.72	Spiritual
24	5	0.98	0.19	4.114	0.42	Knowledge
40	6	0.92	0.26	2.789	0.60	Environmental
06	7	0.90	0.26	3.556	0.40	Law abiding
58	8	0.91	0.44	2.675	0.59	Excellence
05	9	0.88	0.48	3.652	0.59	Patriotic
41	10	0.86	0.88	5.698	0.74	Social

47	11	0.86	0.33	3.573	0.32	Cultural
12	12	0.94	0.19	4.232	0.50	Spiritual
59	13	0.96	0.19	4.355	0.50	Knowledge
64	14	0.90	0.37	3.835	0.57	Environmental
18	15	0.90	0.59	3.634	0.70	Law abiding
52	16	0.90	0.48	3.507	0.70	Excellence
07	17	0.81	0.63	3.934	0.59	Patriotic
60	18	0.82	0.56	3.782	0.48	Social
34	19	0.82	0.30	2.914	0.27	Cultural
03	20	0.85	0.26	4.472	0.39	Spiritual
33	21	0.94	0.41	4.628	0.61	Knowledge
37	22	0.87	0.33	3.020	0.42	Environmental
04	23	0.85	0.59	3.934	0.70	Law abiding
19	24	0.89	0.26	3.413	0.42	Excellence
49	25	0.77	0.37	2.842	0.38	Patriotic
17	26	0.81	0.30	3.191	0.24	Social
02	27	0.77	0.37	3.378	0.28	Cultural
36	28	0.77	0.37	3.101	0.34	Spiritual
14	29	0.92	0.30	4.592	0.40	Knowledge
62	30	0.70	0.30	2.975	0.23	Environmental
61	31	0.65	0.59	3.458	0.28	Law abiding
43	32	0.82	0.67	3.420	0.52	Excellence
20	33	0.62	0.22	3.382	0.11	Patriotic
11	34	0.78	0.78	3.506	0.52	Social
38	35	0.77	0.44	2.651	0.28	Cultural
39	36	0.77	0.70	4.314	0.55	Spiritual
21	37	0.92	0.33	3.671	0.40	Knowledge
16	38	0.52	0.37	3.107	0.18	Environmental
35	39	0.60	0.33	3.391	0.26	Law abiding
23	40	0.69	0.26	3.017	0.23	Excellence

vi. Final Draft

In the final form of VFDQT, item number 1,9,17,25,33 are related to patriotic value; item no 2,10,18,26,34 are related to social value; items like 3,11,19,27 and 35 are related to cultural value; items like 4,12,20,28,36 are related to spiritual value; item no 5,13,21,29,37 are related to knowledge value; item like 6,14,22,30 and 38 are related to environmental value; item no 7,15,23,31 and 39 are related to law abiding value and

item no 8,16,24,32 and 40 are related to value for excellence, Thus, 40 items were selected for inclusion in the final form of VFDQT. The facility value and discriminating of the items ranged from 0.54 to 0.94 and 0.11 to 0.88 respectively.

vii. Standardization

(a) Reliability:

Reliability of a tool is generally defined as the ratio of true variance to obtained variance of scores. The error variance component of the scores generated by a perfectly reliable tool is zero and there is no error of measurement. Hence reliability is one of the most important characteristic of a tool which denotes how accurately the tool measures whatever it measures. For finding out the reliability of VFDQT, split half reliability was computed. The Coefficient of correlation obtained was 0.889. This value proves that the VFDQT is a reliable tool to measure eight values viz. i) Patriotic, ii) Social, iii) Cultural, iv) Spiritual, v) Knowledge, vi) Environmental, vii) Law abiding and vii) Value for Excellence.

(b) Validity:

Validity of a tool is generally defined as its capacity to measure what it purports to measure. Although validity coefficient is liable to be deceptive and should not be accepted yet they prove to be useful indices of validity if the heterogeneity of sample and other factors are kept in view in obtaining them. The content validity of the present tool was found out on the basis of expert judgment given by ten experts. For this, experts were given the tool along with the values related to them and they were requested to examine whether the content of items are serving the purpose or not. After the agreement of the experts, the content validity of VFDQT was obtained.

(c) Norms:

Percentile norm of the questionnaire is computed by plotting a graph on the basis of value scores obtained by 600 primary & secondary teachers. Before this, it was verified that the sample is normally distributed in the population. Scores above 75th percentile were considered having high value and the score below 25th percentile were considered as having low value. Cumulative percentile polygon is plotted in the form of ogive. Table 2 shows the percentile norms for value inculcation in Fundamental duties questionnaire among teachers (VFDQT):

Table 2 Showing the percentile norms for VFDQT.

Percentile	Value Scores							
Percentile	A	B	C	D	E	F	G	H
P 95	10.6	10.8	10.7	10.8	10.8	10.6	10.0	10.8
P 90	10.0	10.5	10.5	10.6	10.6	9.9	9.0	10.5
P 80	9.0	10.0	10.0	10.0	10.2	8.9	8.8	10.1
P 75	8.9	9.7	9.8	9.8	10.0	8.8	8.6	9.8
P 70	8.7	9.5	9.6	9.5	9.8	8.4	8.5	9.7
P 60	8.3	9.0	9.0	9.0	9.3	8.1	8.2	9.2
P 50	8.0	8.3	8.5	8.5	9.0	7.8	7.8	8.0
P 40	7.6	7.8	8.0	8.1	8.5	7.3	7.5	8.2
P 30	7.2	7.3	7.5	7.8	8.0	6.8	7.1	7.7
P 25	7.0	7.0	7.3	7.5	7.8	6.3	6.9	7.5
P 20	6.4	6.8	7.0	7.1	7.5	6.0	6.5	7.2
P 10	5.6	5.5	5.7	6.0	7.0	5.2	5.3	6.2

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