



Full Length Research Article

**STUDY ON INSTRUCTIONAL ROLE PERCEPTION OF TEACHERS WORKING IN COLLEGE OF
EDUCATION IN RELATION TO THEIR VALUE PATTERN**

***K. Ratheeswari and **G. Visvanathan**

Department of Education, Annamalai University, Tamilnadu

ARTICLE INFO

Article History:

Received 25th April, 2011
Received in revised form
18th May, 2011
Accepted 1st August, 2011
Published online 28th September, 2011

Key words:

religious, social, aesthetic, economic
and theoretical value..

ABSTRACT

The instructional role perception of working college of education is high. The rank order preference of the different value pattern shows that the teachers working in college of education have given first preference for political value followed by religious, social, aesthetic, economic and theoretical value respectively.

© Copy Right, IJDR, 2011, Academic Journals. All rights reserved.

INTRODUCTION

Perception

Perception as the result of interaction between the sensory and central nervous system processes. In similar words, perception is the impression made by an object, through processes of sensory organ and the central nervous system besides this interaction between the sensory and central nervous system.

Value Pattern

There are many definitions of 'value' given by many philosophers, psychologists, and educationists. Oxford English Dictionary defines 'value' as "worth, utility, desirability, and the qualities on which these depend." Since values, in order to be of any worth, have to depend upon the conduct for their actualization, one can define value as "that goal which is worthwhile and the pursuit of which define value as " that goal which is worthwhile and the pursuit of which has conductive effect on life."

Definition of the term

a. Perception

According to Starr (2002) Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and previous instructional quality have been found to also influence students' examination score either positively or negatively. According to Blankstein (1996) had stated that

students' grades and test scores are not good indicators of the quality of teachers' instruction.

Value Pattern

According to Allport (1951) "Any think that yield a satisfaction (or provides a means for such satisfaction) is designated as value." He says "A value is a belief upon which a man acts by preference." Brightman (1925) says that, "in the most elementary sense, value means whatever is actually liked, prized, esteemed, desired, approved or enjoyed by any one at any time. It is actual experience of enjoying a desirable object or activity.

Objectives

1. To find the instructional role perception of education college teachers.
2. To find the value pattern of education college teachers.
3. To find If there is any significant difference in the instruction role perception of education college teachers with respect to their
 - a. Management (government and private)
 - b. Subject taught (Arts and science)
4. To find if there is any significant difference in their value pattern of education college teachers with respect to their
 - a. Management (government and private)
 - b. Subject taught (Arts and science)

5. To find out the relationship between instructional role perception and value pattern of educational college teachers.

Hypotheses

1. The instructional role perception of teachers working in college of education is high.
2. Education college teachers have equal value score in respect of the theoretical, economical, aesthetic, social, political, and religious values.
3. There is a significant difference in instructional role perception of education college teachers based on
 - a. management (government and private)
 - b. subject taught (Arts and science)
4. There is a significant difference in value pattern in respect of the teachers based on their
 - a. management (government and private)
 - b. subject taught (Arts and science)
5. There is a significant relationship between instructional role perception and value pattern of education college teachers.

METHOD OF STUDY

Normative survey method was adopted in this study. A random sample of 820 teachers working in colleges of education was selected.

TOOLS USED

Teacher’s role Perception tool was constructed and validated by the investigator with the help of the guide Visvanathan (2010). The teacher value pattern tool is constructed and standardized by Singh, H.L and Ahluwalia, (1981).

DESCRIPTION OF THE TOOLS

a. Instructional Role Perception Scale

The Instructional Role Perception Scale consists of 53 statements. Each statement is set against a five point scale of Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree and weight of 5, 4,3,2,1 are given in that order for the favorable statements and the scoring is reversed for unfavorable statements. The scoring in the scale ranges from 0 to 265.

Positive Statements	3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,31,32,33,34,35,36,37,38,39,41,42,43,44,45,50
Negative Statements	1,2,30,40,46,47,48,49,51,52,53

b. Teachers Value Pattern Inventory

Teacher’s Values Inventory constructed and standardized by Singh H.L. and Ahluwalia (1981). It has been specially designed for teachers working in colleges to measure relative important of the six values namely, theoretical, economic, aesthetic, social, political, and religious values. The inventory consists of 25 questions each followed by six possible answers (one answer corresponding to one

value). It is a force choice type of instrument. The respondent is required to arrange all the six possible answers (one answers corresponding to one value).

STATISTICAL TECHNIQUE USED

The statistical techniques such as Mean, Standard Deviation, ‘t’ test ‘F’ ratio and Pearson’s Product Moment correlation were computed.

DESCRIPTIVE ANALYSIS FOR INSTRUCTIONAL ROLE PERCEPTION OF EDUCATION COLLEGE TEACHERS

Table 1. Mean and Standard Deviation of total Instructional role perception of Education College Teachers

Variable	N	Mean	SD
Instructional Role Perception	820	230.14	21.19

It could be observed from the table1. The mean and standard deviation scores of the instructional role perception of education college teachers are found to be 230.14 and 21.19 respectively. One can score the maximum of 265. The mean value found in this study is 230.It is higher than the mid value of 133.It is concluded that the instructional role perception of teachers working in the college of Education is high.

Table 2. Mean and Standard Deviation of Dimension Wise Value Pattern of Education College Teachers

Dimensions	Mean	SD
Theoretical value	76.16	14.00
Economic value	76.97	12.58
Aesthetic value	77.17	13.18
Social value	78.00	12.70
Political value	78.23	13.86
Religious value	78.11	16.10

Mean score of education college teachers are found to be high in all the six different values. A close look at table 2. Indicates that education college teachers have given the following order of preference for the different values, viz., Political, Religious, Social, Aesthetic, Economic and Theoretical values. Thus, education college teachers have the highest mean scores for political value and the least mean scores for Theoretical value. To sum up, the following conclusions have been reached in respect of the hypothesis formulated under objective 1 of the investigation. The rank order of preference for the different values shows that education college teachers have given the first preference for political value, followed by Religious, social, aesthetic, economic and Theoretical values respectively. Hence, it can be concluded that education teachers do not have equal scores in respect of Theoretical, economic, aesthetic, social, political and religious values.

DIFFERENTIAL ANALYSIS FOR INSTRUCTIONAL ROLE PERCEPTION OF EDUCATION COLLEGE TEACHERS

To find the significant difference between the instructional role perception sores of the two sub-groups

Table 3. Instructional role perception among the government and private education college teachers

Variable	Management	N	Mean	SD	't' value	Level of Significance At 0.05 level
Instructional Role Perception	Government	177	224.36	18.73	4.13	significant
	Private	643	231.72	21.56		

Table 4. Instructional role perception among the education college teachers teaching arts and science subjects

Variable	Subject	N	Mean	SD	't' value	Level of Significance At 0.05 level
Instructional Role Perception	Arts	274	229.74	22.47	0.38	Not significant
	Science	546	230.34	20.53		

Table 5. Value Pattern among the Government and Private Educational College Teachers

Values	Management	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Theoretical	Government	177	76.55	13.94	0.42	Not significant
	Private	643	76.05	14.02		
Economic	Government	177	75.66	12.17	1.56	Not significant
	Private	643	77.33	12.68		
Aesthetic	Government	177	77.40	12.09	0.26	Not significant
	Private	643	12.09	13.48		
Social	Government	177	77.10	11.84	0.20	Not significant
	Private	643	13.48	12.93		
Political	Government	177	77.83	13.98	0.06	Not significant
	Private	643	11.84	13.83		
Religious	Government	177	78.05	16.89	1.19	Not significant
	Private	643	12.93	15.87		

Table 6. Value Pattern among the Educational College Teachers Teaching Arts and Science Subjects

Values	Management	N	Mean	SD	't' value	Level of significance at 0.05 level
Theoretical	Art	274	76.09	13.56	0.09	Not significant
	Science	546	76.19	14.23		
Economic	Art	274	76.78	12.92	0.30	Not significant
	Science	546	77.06	12.42		
Aesthetic	Art	274	76.74	13.14	0.65	Not significant
	Science	546	77.38	13.21		
Social	Art	274	77.46	13.30	0.86	Not significant
	Science	546	78.27	12.39		
Political	Art	274	77.81	13.80	0.61	Not significant
	Science	546	78.44	13.89		
Religious	Art	274	78.19	16.62	0.09	Not significant
	Science	546	78.07	15.85		

Table 7. Correlation Matrix

Values	Theoretical Value	Economic Value	Aesthetic Value	Social Value	Political Value	Religious Val
Theoretical Value	1.000	.222 **	.076 *	.084 *	.118 *	.127 **
Economic Value	.222 **	1.000	.038	.006	.082 *	.034
Aesthetic Value	.076 *	.038	1.000	.060	.008	.040
Social Value	.084 *	.006	.060	1.000	.203 **	.155 **
Political Value	.118 **	.082 *	.008	.203 **	1.000	.049
Religious Value	.127 **	.034*	.040	.155 **	.049	1.000
Instructional Role	.055	.019	.011	.003	.025	.001

**Corrllation is significant at the 0.01 level (2-tailed); *Corrllation is significant at the 0.05 level (2-tailed).

Table 8. Correlation coefficient at the 5% and 1% level of Significant

Level of Significance	0.05	0.01
Table value	.062	.081

(government and private education college teachers) the 't' value for instructional role perception has been found out, The table 3. Suggested that the government and private education college teachers differ significantly in their instructional role perception. Therefore, the hypothesis is accepted. To find the significant difference between the instructional role perception scores of the two sub-groups (Arts and Science teachers teaching) the 't' value for instructional role perception has been found out. The table 4. Suggested that the Arts and Science subject do not significantly in their instructional role perception. Therefore, the hypothesis is rejected. It is found from table 5. That there is no significant difference between the value pattern scores of two sub-group (government and private education college teacher) the 't' values have been found out. The 't' values for theoretical, economic, aesthetic, social, political and religious values are 0.42, 1.56, 0.26, 0.20, 0.06, and 1.19 respectively. The table 5. Suggests that the government and private education college's teachers do not differ significantly in their value pattern. Therefore the hypothesis is rejected.

Value Pattern and Subject

It is found from table 6. That there is no significant difference between the value pattern scores of two sub-group (arts and science education college teachers teaching) the 't' values have been found out. The 't' values for theoretical, economic, aesthetic, social, political and religious values are 0.09, 0.30, 0.65, 0.86, 0.61, and 0.09 respectively. The table 6. Suggests that the education college's teachers teaching arts and science subjects do not differ significantly in their value pattern. Therefore the hypothesis is rejected.

CORRELATIONAL ANALYSIS

Inter Correlation of Six Values

The coefficient of correlation between the different values are found out by the method of product moment correlation (vide Table-7). According to Garrett (1966) 'r' value varying from 0.00 to ± 0.20 denote indifferent or negligible relationship. 'r' varying from ± 0.20 to ± 0.40 denote low correlation. 'r' value varying from ± 0.40 to ± 0.70 denote substantial or marked (increased) relationship. 'r' value varying from ± 0.70 to 1.000 denote high to very high relationship.

There is negligible relationship between

- i. Theoretical and Aesthetic value
- ii. Theoretical and Social value
- iii. Theoretical and Political value
- iv. Theoretical and Religious value
- v. Economic and Aesthetic value
- vi. Economic and social value
- vii. Economic and Political value
- viii. Economic and Religious value
- ix. Aesthetic and Social value
- x. Aesthetic and Political value
- xi. Aesthetic and Religious value
- xii. Social and Political value
- xiii. Social and Religious value
- xiv. Political and Religious value

A low correlation is found between

- i. Theoretical and Economic value.

Variables	'r' Values
Instructional Role Perception	
Value Pattern	.001

Relationship between difference Value Scores Instructional Role Perception of Education College Teachers. At it has already been pointed out, determination of the relationship between the different values and instructional role perception of education college teachers is an important objective of the present study. To find the relationship between different values and instructional role perception of education college teachers, a more detailed analysis has been made by calculating the coefficient of correlation between different values and instructional role perception of education college teachers. According to Garrett (1966) the 'r' values varying from 0.062 to .080 denote significant relationship at 0.05 levels. The 'r' values which are .081 and above denote significant relationship at 0.01 levels. A close look at the Table-8 indicated the following findings. There is a significant relationship between Theoretical value and instructional role perception. There is a significant relationship between Economic value and instructional role perception. There is a significant relationship between Aesthetic value and instructional role perception. There is a significant relationship between Social value and instructional role perception. There is a significant relationship between Political value and instructional role perception. There is a significant relationship between Religious value and instructional role perception.

There is a negligible relationship between

- i. Theoretical value and Instructional role perception
- ii. Economic value and Instructional role perception
- iii. Aesthetic value and Instructional role perception
- iv. Social value and Instructional role perception
- v. Political value and Instructional role perception
- vi. Religious value and Instructional role perception

There is conclusive evidence in the study to show there is a significant relationship between

- i. Theoretical value and Instructional role perception
- ii. Economic value and Instructional role perception
- iii. Aesthetic value and Instructional role perception 1
- iv. Social value and Instructional role perception
- v. Political value and Instructional role perception
- vi. Religious value and Instructional role perception

Hence the research hypothesis is rejected.

Findings

1. The instructional role perception of education college teachers has high which shows that the teachers perform their instructional role effectively.
2. The government and private education college teachers differ significantly difference in their instructional role perception.
3. The government and private education college teachers do not differ significantly in their Theoretical, Economic, Aesthetic, Social, Political, and Religious value scores.

4. The Arts and Science education college teachers do not differ significantly in their Theoretical, Economic, Aesthetic, Social, Political, and Religious value scores.
5. The arts and science education college teachers do not differ significantly in their instructional role perception.
6. There is a relationship between education college teacher's instructional role perception and Value pattern.

REFERENCE

1. Allport, G.W. (1951): *New Knowledge in Human Value*. Houghton, Mifflin Co., Boston.
2. Blankstein AM 1996. Why TCM can't work -and a school where it did. *The Education Digest*, 62(1):27 – 30.
3. Brightman, Edgar S., (1925): *Introduction to Philosophy*, Holt, Rinehart and Winston Inc., New York.
4. Starr L 2002. *Measuring the Effects of Effective Teaching*. Education World. Retrieved October 16 2005, from www.education-world.com/a_issues.shtml.
