

A Study of post modern values of Teachers in relation to Learning outcomes of Students

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Abstract: The study investigated the relationship between post modern values of teachers and Learning outcomes of secondary students. A total of 150 teachers and 150 students randomly Selected from Twenty senior secondary school in western U.P. Bareilly participated in the study. Two Null hypotheses were tested using data generated from research instruments. The instrument included post modern value questionnaire and Learning out comes questionnaire. Data generated from these instruments were correlated using pearson product moment correlations method. The result showed the correlation between the post modern value of students and teachers are statistically not significantly correlated.

Key Words: Post modern values, Teachers, Learning outcomes, Secondary Students.

1. INTRODUCTION :

Education helps in overall development of the child. Can be only done with the help of teachers and this can be only happen when teachers have values in themselves. Students are the reflections of a teacher. The way teacher acts, behave, talks, everything is followed by his/her student. The world advances with technology, Knowledge steadily and it is responsibility of a teacher to stay updated in order to prepare in this post modern world.

The teacher in post modern society is very important in social reconstruction and transmission of wisdom knowledge and experiences. The role and responsibilities of a teacher are infinite and limitless. Since Education is viewed as an instrument to develop the cognitive qualities, tolerance and understanding of people, so it should prepare the younger generation to understand and face the realities of globalization, So teachers have more responsibilities in molding the character of students. A teacher's life is very challenging, making, heavy demands on his innovativeness and the seriousness with which he accept his profession.

The post modern teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide. The learner's decision making. The teacher engages in ongoing learning and uses evidence to continually evaluate his/her practice, particularly. The effects of his/her choices and actions on others (learnness, families and community) and adapts practice to meet the needs of each learner. Teachers should understand student's interest and the needs for effective learning. It is important to figure out what kind of activities they might be interested in learning. We all know that the ultimate learning outcomes is from the assessment. Learning outcomes should outline the most central and essential, elements of a particular course. They will also shape assessment. As such the process of developing, learning outcomes offers and opportunity for reflection on what is most necessary to help learners gain knowledge and skills. Learning outcomes helps students perceive the value of their learning and helps instructors to develop appropriate assessment tools. Learning outcomes reflects the desired end of the learning experience. Learning outcomes determine student's success in learning, so that students can be controlled through the values obtained. Good values will also give a good image of the school teachers and parents.

Operational Definitions of the Terms used

Post Modern Values : In the future, new value orientation may be found. Indicating either new insights when analyzing data or a shifting value space in postmodern society.

Teacher: A teacher is an information source, a guide, a mentor, a replacement parent and a motivator.

Learning outcomes: Learning outcomes are declarations of the knowledge, skills and abilities that individual student should have and may demonstrate during a learning experience or series of learning experiences.

Secondary Level Students: The School going children studying in the class IX & X are known as secondary level students for this study.

2. Objective of the study:

- 1) To compare the postmodern values of male and female teachers.
- 2) To compare the post modern values of male and female students.
- 3) To study the correlation between postmodern values of students and teachers.

2.1 Hypotheses of the study:

- 1) There exists no significant difference in the postmodern values of male and female teachers.
- 2) There exists no significant difference in the post modern values of male and female students.
- 3) There exists no significant relationship between post modern values of students and teachers.

3. Review of Literature:

According to the literature, future secondary students have a better casual of experience effective education in impartial instructive systems if teacher educators expect emerging teachers to grow an inquisitive spirit, stance, or mind-set, rather than viewing Teacher as inquiry as a qualification assignment (Cochran et al. 2012), (Halbert andKser, 2012).

Student's instructors required school and college environment that promote curiosity about what is conceivable, rather than repetition of the status quo, for teaching to be seen as inquiry. (Benade, 2015) supports the idea of the teachers inquirer This method emphasize the necessity of instructors being inquisitive through participating in reflective and critical communities of practice, rather than working alone and keeping personal knowledge and preconceptions hidden from criticism, Mentors from schools and universities are important in establishing trustworthy communities of practice where student's teachers may learn to-question their own motivations, choices, actions, and results for students (Timperley et al. 2014).

The framework recognized that student's teacher's personal beliefs are shaped by their skills in their families and communities throughout their lives. Their chosen teacher character is strongly influenced by their previous experiences as secondary school students. (Flores & Day, 2006); (Day & Gu, 2007) and affect their perception of the efficiency of certain educational methods and techniques. (Younger et al, 2004).

Ozire (2010) determined the effect of secondary education on personal capital, vocational choice, and fertility among kenyan young people. The finding suggest that secondary education increases intellectual resources evaluated by cognitive test performance. It also leads to a decrease in the likelihood of negative self as well as evidence of an increase in the likelihood of formal employment.

4. Methods:

Sampling Technique: In this study, Teachers and students will be employed with a purposeful sample approach. 150 teachers and 150 students (secondary level) were selected from different schools of western U.P. Bareilly. All are male and female in equal numbers.

measure: Personal value questionnaire (PVQ) created by self made for post modern values of teachers and students. Survey conducted on learning outcomes of secondary level students on the basis of questionnaire.

Date Analyses: The personal value questionnaire and Learning outcomes questionnaire were scored on five point scale likert format, whereby least often = 1 point to most often = 5 points. The score were collected for analysis using product moment correlation and t – test (to compare the post modern values)

5. Results:

Table 1 : Gender difference in post modern values of teachers

Group	N	Mean	SD	df	t Value	Level of Significance
Male	102	104.7353	10.17269	148	.310	Not Significate
Female	48	105.2708	9.21317			

The Table 1 there’s only a little variation between our sample mean. The postmodern value of male and female teachers has an average score of the male is 104.73 where as the female score is 105.27 so we can say that there is no significant difference between the postmodern value of “Male and female” teachers. The sig value is more than 0.05.

(Sig. Value = 0.757)

Table 2: Gender difference in postmodern values of students.

Group	N	Mean	SD	df	t Value	Level of Significance
Male	46	202.8173	10.48787	148	-2.127	Significate
Female	104	198.7609	11.38456			

The table 2 there is average score of male is 202.81 whereas the female score is 198.76. So we can say the sig value is less than 0.05. They are significant difference between the post modern values of male and female students (Sig value = 0.035)

Table 3 : Relationship between the post modern values of students and teachers.

Descriptive Statistics			
	Mean	SD	N
Post modern values of teachers	104.90	9.84	150
Post modern values of students	201.57	10.89	150

Table 4 Correlations

		Post Modern values of teachers	Post Modern value of studetns
Post modern values of teachers	Pearson correlation	1	.021
	Sig (2-tailed)		.798
	N	150	150
Post modern values of students	Pearson correlation	.021	1
	Sig (2 tailed)	.798	
	N	150	150

The table 4 defines the correlation between postmodern value of students and teachers. They are statistically not Significantly correlated between the post modern value of students and teachers because the sig value is 70.798 (i.e. Sig Value is more than 0.05)

Discussion : The findings of the present should reveal that there is no relationship between post modern values of teachers and post modern values of students.

Educational Implication: The findings of the study has important implication for teachers and students learning outcomes. Student's should be taught about higher-order demands, which are necessary for self-development. Finding also show the need to combine general and more content-specific viewpoints on teaching. Which has long been a difficulty in research and practice.

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