

PERSONAL VALUES OF SPECIAL EDUCATORS OF IDD SCHOOLS IN CHENNAI

Dr. R. M. TAMIL SELVAN

*Assistant Professor of Special Education
Department of Special Education & Rehabilitation
Tamil Nadu Open University, Chennai*

Dr. PAPIYA UPADHYAY

*Assistant Professor, School of Education
Nataji Subhas Open University, Kolkata
DOI: <https://www.doi.org/10.34293/eduspectra.v8i2.04>*

Abstract

Special education plays a vital role in educating children with disabilities. The role of special educators is considered as noblest among all the other professions. The growing number of children with Intellectual and Developmental Disabilities (IDD) makes it more challenging for special educators in the field. They are expected to be more efficient and committed. The present study investigated the personal values of special educators working in special schools for children with Intellectual and Developmental Disabilities in Chennai. The descriptive survey study involved 80 special educators from 18 special schools selected by simple random sampling. The Personal Values Questionnaire developed by Sherry and Verma (1978) was used to collect data from the sample. Descriptive and inferential analysis were administered. The results showed that Higher Educational qualification in special education contributes to higher level of personal values. Special educators working in Government special schools have higher personal values than those who are working in private special schools.

Keywords: *Personal Values, special Educators, Intellectual and Developmental Disabilities.*

Introduction

According to Smith and Neisworth (1975) special education is that profession concerned with the arrangement of education variables leading to the prevention, reduction or elimination of those conditions that produce significant defects in the academic, communicative, locomotor or adjustive functioning of children. Hence, special educators are expected to be effective and value oriented to handle them appropriately. The growing number of children with intellectual disabilities demands efficient human resource with values in the special education sector. The present study examines the Personal Values of special educators working in special schools for children with Intellectual and Developmental Disabilities in Chennai. Special Education is that education of children with special needs. It is provided to children who differ socially, mentally, and physically from the typically developed child. These children will require modifications in the usual practices. Special Education involves the planned and systematic arrangement of teaching procedures, accessible setting, adapted equipment, materials and interventions designed to help the children with special needs. It is the educational provision given to train and help the

children with special needs. Thus, Special Education is the special educational arrangements given to the children with special needs to help them develop their potentials and make them function as normal members of the society (Ruby, 2016).

Values are the fundamental beliefs, behaviours and attitudes that have been approved and accepted as what is good by society for a long time. In the most general sense, they are considered as the virtues that a person holds in his or her life. Personal values are those beliefs we hold most dear. They can be desirable goals that motivate our actions and guide us through our lives. Values often weave into our personalities and define who we are. They become a part of us and influence our decisions and actions. Personal values differ from person to person and are often affected by one's culture, upbringing and life experiences—among other factors.

The study area i.e. Chennai being a metropolitan city has a crowded population of heterogeneous people of different cultures and socio-economic backgrounds. It requires a large number of trained special educators not only for schools for the intellectual disabilities, but also for all children with other kinds of disabilities as the number of them are gradually increasing. It is not only a challenging task to handle children with intellectual and developmental disabilities, but also a responsible duty to handle them with proper care. This demands the research community to investigate it keenly to understand the present scenario of the special educators. Moreover, nowadays we can see a greater number of special schools are being opened at all corners of the city and rural areas too. The special education training institutions are very less in number particularly for intellectual and developmental disabilities specialisation. Hence, it becomes a natural urge for any researcher to study the special educators to understand them and their nature of work, and their personal values and responsibility toward the profession. The study area Chennai is known for its tradition of special education too. Therefore, this study can be considered a significant one.

Literature Review

Barni et al (2019) studied the role of personal values and motivation for teaching on teachers' self-efficacy with 227 teachers age ranged between 25 and 68 years in Italian high schools. 95.1% of them taught scientific and technical subjects. They found that teachers' personal values are shown to be important predictor of teachers' self-efficacy.

Perrin et al (2019) in their correlational study entitled, verified whether teachers' personal values are related to their attitudes toward inclusive education. A sample size of 853 teachers participated in the study. The results of the study inferred that some of the values such as self-transcendence and openness to change are related to attitude towards inclusive education, but conversation values were not related to their attitude towards inclusive education.

Ahmad et al (2015) analysed personal values of B.Ed. Special Education (MR) teacher trainees in India. In this survey study 53 teacher trainees have participated who were

selected using cluster sampling. Data were collected with the help of Personal Values Questionnaire developed by Sheery & Verma (1988). The inferential analysis showed that gender and marital status have significant differences on family prestige value. Educational qualification did not have significant differences in any of the personal values.

Mashlah (2015) investigates the role of people's personal values in the workplace. Focused on the constructed meanings that have been gathered from the participants' stories and experiences, 14 narrative interviews have been conducted at senior and junior levels in two different organisations. Findings revealed that narrators placed high importance on their personal values at their workplace. The results found that there are robust links between people's personal values and the ways they think, feel, and act. Findings from the stories reflected how people's personal values drive, inspire, and lead them in making their decisions, building their perceptions, and shaping their attitudes and behaviour.

Methodology

The population of the study is special education teachers at schools for the children with intellectual and developmental disabilities in Chennai district. Schools include Government and Private schools. The sample for the study constitutes both sexes of teachers working in IDD schools.

Out of 114 teachers selected from 18 special schools in Chennai district only 80 teachers have completed the survey tools. Hence, 80 has become the final sample size for the study that includes 32 male and 48 female teachers. The sample for the study was selected by using simple random sampling technique.

To assess the personal values of an individual using the Personal Values Questionnaire(PVQ) by G.P. Sherry and R.P. Verma (1978). Personal Value Questionnaire (PVQ) developed by Sherry & Verma (1988) was used. The PVQ has 40 items across 10 sub domains i.e. The reliability of (1) religious, (2) social, (3) democratic, (5) aesthetic, (6) economic, (7) knowledge, (8) hedonistic, (9) power and (10) family prestige & (11) health value and the reliability coefficient were .64, .47, .48, .56, .70, .50, .63, .60, .67, and .52 respectively. This tool has been used by the several researchers since, it has been standardized (Sherry & Verma, 1988).

The descriptive statistical techniques have been used to describe the sample and the subgroups with reference to the different variables of the study. Differential analyses are made between subgroups using, 't' tests and 'F' tests. Association of variables is studied using Pearson's product moment correlation. Multiple correlation assess the association of independent variables and dependent variable.

Objective of the Study

To investigate the level of personal values among special educators of IDD schools in Chennai.

Hypotheses of the Study

H₀1: There will be no significant differences among special educators in ID schools on their personal values with respect to select sample sub-groups;

H₀1.1 sex,

H₀1.2 educational qualification,

H₀1.3 teaching experience,

H₀1.4 parent of child with disability, and

H₀1.5 school management.

Results and Discussion

Table 1 Mean and standard deviations of personal values and self-efficacy of total sample of special educator of IDD schools in Chennai

Variable /Dimension	Mean	SD
Religious Value (D1)	7.3	2.70
Social Value (D2)	13.03	4.57
Democratic Value (D3)	15.31	3.59
Aesthetic Value (D4)	11.7	3.25
Economic Value (D5)	12.33	2.28
Knowledge Value (D6)	13.26	3.62
Hedonistic Value (D7)	8.38	2.89
Power Value (D8)	7.78	2.61
Family Prestige Value (D9)	10.71	2.71
Health Value (D10)	11.07	2.50
Overall Personal Values	110.91	15.11

N=80

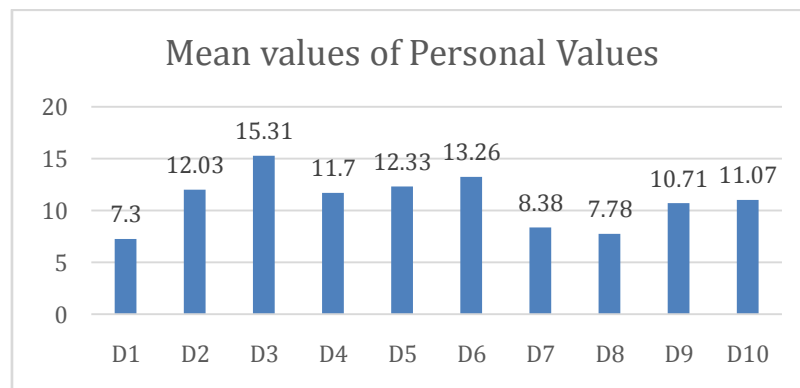


Figure 1 Indicates the mean values of the Personal Values

The above table 1 shows the mean and standard deviation of personal values and self-efficacy of total sample of special educator of IDD schools in Chennai. The overall mean and SD for personal values are 110.91 and 15.11, it shows that special education teachers

do not possess same kind of personal values. Dimension wise mean and SD of personal values are Religious value (7.3, 2.70), Social value (13.03, 4.57), Democratic value (15.31, 3.59), Aesthetic value (11.7, 3.25), Economic value (12.3, 2.28), Knowledge value (13.26, 3.62), Hedonistic value (8.38, 2.89), Power value (7.78, 2.61), Family Prestige value (10.71, 2.71), and Health value (11.07, 2.50).

Table 2 (Hypothesis H₀1.1) Difference between male and female scores with respect to the mean scores of personal values

Sex	N	Mean	SD	t	df	P
Male	32	108.31	18.81	1.677	48	0.253
Female	48	112.64	11.95			

P>0.05

Table 2 depicts the mean scores of personal values of male (M=108.31) and female (M=112.64) special educators of IDD schools. The t-value (1.677) in the table 2 indicates that there is no significant difference found between the personal values scores of male and female special educators of IDD schools at 0.05 level. This can be interpreted that there is no gender difference among special educators of IDD schools in Chennai. Hence, the hypothesis H₀1.1 is accepted.

Table 3 (Hypotheses H₀1.2 & H₀1.3) Personal values scores of special educators of IDD schools with respect to educational qualification and teaching experience

Variable	Source	Df	Sum of Squares	Mean Square	F	P
Educational Qualification	Between Groups	2	3335.41	1667.70	8.731	0.000*
	Within Groups	77	14706.98	190.99		
	Total	79	18042.39			
Teaching Experience	Between Groups	3	974.70	324.90	1.446	0.235
	Within Groups	76	17067.69	224.57		
	Total	79	18042.39			

*p<0.05

Table 3 displays the personal values scores of special educators of IDD schools with respect to educational qualification and teaching experience.

It is noted vide table 3 that, there found a significant difference on the scores of personal values among special educators with respect to their educational qualifications (F=8.731) at 0.05 level of significance. The mean values of special educators having educational qualification of Diploma in special education (M=103), B.Ed. in special education (M=114.37), and M.Ed. special education (M=120) shows that special educators qualified with M.Ed. special education have higher personal values other than those with Diploma

and B.Ed. in special educators. This is interpreted those personal values of special educators positively influenced by educational qualifications. Hence, the hypothesis $H_{01.2}$ is rejected.

It is also noted vide table 3 that, there no significance difference on the scores of personal values among special educators with respect to their teaching experience ($F=1.446$) at 0.05 level of significance. Hence, the hypothesis $H_{01.3}$ is accepted.

Table 4 (Hypothesis $H_{01.4}$) Difference between parents of child with and without disability scores with respect to the mean scores of personal values

Parent of child with disability	N	Mean	SD	t	df	P
Yes	25	110.24	13.57	1.156	48	0.253
No	55	111.21	15.87			

$p > 0.05$

Table 4 depicts the mean scores of personal values of special educators having child with disability ($M=110.24$) and without disability ($M=111.21$) of IDD schools. The t-value ($t=1.156$) in the table 4 indicates that there is no significant difference found between the personal values scores of special educators having child with and without disability at 0.05 level. This can be interpreted that there is no difference with regard to parenthood among special educators of IDD schools in Chennai. Hence, the hypothesis $H_{01.4}$ is accepted.

Table 5 (Hypothesis $H_{01.5}$) Difference between mean and standard deviation of Government and Private school special educators on personal values

School management	N	Mean	SD	t	df	P
Government	12	119.75	11.81	1.68	39	0.000*
Private	68	109.35	14.22			

$P < 0.05$

Table 5 depicts the mean scores of personal values of special educators working in Government schools ($M=119.75$) and private school ($M=109.35$). The t-value ($t=1.68$) in the table 5 indicates that there is significant difference found between the personal values scores of special educators working in Government and Private schools at 0.05 level. Based on the mean values it can be interpreted that special educators working in Government special schools have higher personal values than those who are working in private special schools. Hence, the hypothesis $H_{01.5}$ is rejected.

Findings of the Study

The major findings of the study are presented as follows and summarised concisely.

1. No significant difference found between male and female special educators of IDD schools on their personal values.

2. There is significant difference between among special educators of IDD school on their personal values with respect to their educational qualification in special education. Further, it is inferred that those special educators with M.Ed. Special Education possess higher level of personal values than those with B.Ed. and D.Ed. special education.
3. Special educators do not significantly differ on their personal values with respect to their teaching experience.
4. Special educators with and without child with disability do not significantly differ on their personal values.
5. Special educators working in Government IDD special schools have higher personal values than those working in private IDD special schools.

Conclusion

The success of special education program depends to a large extent on the special educators irrespective of placement options where they work such as special, integrated and inclusive education. The role of personal values has a great advantage in order to be in the field of special education and that too in intellectual disabilities. It also has been noted that intellectual disabilities are found to be the most challenging when it is compared with other disabilities like hearing impairment and visual impairment. Hence, those special educators working in special schools for the intellectual disabilities are expected to be more efficient and effective, at the same time imbued with certain values to serve better. The research studies pertaining to the personal values among the teachers help to identify their choices on different values or on certain areas of personal values. From this present study it is again reiterated that special educators of IDD schools are vital for the educational services and rehabilitation of children with intellectual and developmental disabilities.

References

1. Ahmad, W., Nazli., & Chavan, B. S. (2015). Personal values among b. Ed. Special education (MR) teacher trainees: an analysis. *Golden research thoughts*. 5(2). https://www.researchgate.net/publication/332466861_PERSONAL_VALUES_AMONG_B_ED_SPECIAL_EDUCATION_MR_TEACHER_TRAINEES_AN_ANALYSIS
2. Bhatia, M. S., Bhasin, S. K., Upreti, R., Pandit, M. & Singh, N. P. (2007). A Study of Personal Values in Adolescents. *Delhi Psychiatry Journal*, 10(1), 59-61.
3. Perrin, A. L., Jury, M. & Desombre, C. (2021). Are teachers' personal values related to their attitudes toward inclusive education? A correlational study. *Social Psychology of Education*, 24, 1085–1104. <https://doi.org/10.1007/s11218-021-09646-7>
4. Ruby, R. (2016). Relationship between Self Efficacy Emotional Intelligence Locus of Control and Achievement Motivation of Special Education Student Teachers in Tamil Nadu. Unpublished Doctoral Thesis, Mother Teresa Womens University. <https://shodhganga.inflibnet.ac.in:8443/jspui/handle/10603/173880>

5. Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. *Online Readings Psychol. Cult.* 2:11. Doi: 10.9707/2307-0919.6731116
6. Smith, R. M. & Neisworth, J. T. (1975). *The exceptional child; A functional approach.* McGraw Hill Books Co.
7. Sousa C. M. P., Coelho F., Guillamon-Saorin E. (2012). Personal values, autonomy, and self-efficacy: evidence from frontline service employees. *International Journal of Selection and Assessment*, 20, 159–170. <https://doi.org/10.1111/j.1468-2389.2012.00589.x>
8. UNCRPD (2007). *Inclusive Education: History of inclusive Education*; Retrieved from <http://studentscorner15.blogspot.in/2015/04/inclusive-education-history-of.html>