

ROLE PERFORMANCE OF TEACHERS FOR INCLUCATION OF VALUE EDUCATION AMONG THEIR STUDENTS AT SECONDARY LEVEL

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ABSTRACT

Values reflect ones personal attitude and judgments', decisions and choices, behavior and relationships, dreams and vision. The values influence our thoughts, feelings and actions and guide us to do the right thing. Values are the guiding principles of life that contribute to the all round development of an individual. Teachers are the ideals to their students, Schools are the place where the seeds are discipline, and devotion and commitment are planted and fostered with deliberate efforts. To find out the role performance of the teachers for inculcation of value education among their students, the author of this study used simple statistical methods i.e. percentage and average for 25 participants who were undergoing the In-service Training given by SCERT and SSA

This study revealed that 32 percent participant consider teacher as Nation Builder, 8 percent as personality developer as well as guide. It also found that 48 percent of participants recommended the use of religious and spiritual books in educational Institutions for value education. Besides the above findings of the present study, the author tried to give some tips for the teachers to inculcate the values among the students so as to make them good citizen of society in future.

KEYWORDS: Teacher, Nation builder, personality, social attitude, welfare state, Aparar vidhya, values, society.

INTRODUCTION

The basic aim of education should be to produce men of knowledge and culture. Values such as Patriotism, anti-untouchability, dignity of individuals, endurance, social service, justice, national integration find no place in today's world of corruption, violence, intolerance and money-making. A decade back or so the role of a teacher was limited to being a source of information. But today this place is shared by books, coaching classes, multimedia technology etc. So the role of a teacher is marginalized. Role of a teacher has increased manifold. Gurus like Parshuram, Bhishma and Drona influenced their students by practicing what they preached (Thakur, 2007). In a nutshell, a teacher in real sense is one who himself practices the human values. He should *walk his talk* to leave an ever lasting impression in the minds of students so as to get reputation from the society.

Unfortunately, today the 'personality' of the teachers has deteriorated. The society now, accords a low status to teachers; this profession has been highly depleted and demoralized owing to certain evils that have crept in this noble profession such as castism, modernization, political influence, corruption and other unfair practices. Once upon a time, this institution which was esteemed highly and was considered as temple of learning (Gurukul), has now become one more, easy source of earning money. We see a large number of teachers often making money by unfair or foul means. They are

unscrupulous and resort to unfair means for making fast dough through indifference in teaching and conducting private tuition classes for extra income. This has led to malpractices in examinations by students and, in some cases, by teachers also. Therefore, how can such teachers impart values to the students? It is a recognized fact that teachers with awful habits working in education institutions cannot reflect positive teaching values in the classroom.

NEED OF THE STUDY:-

The present education system makes the students lead to stressful life in terms of exam phobia, behaviors of teachers, obtaining poor grade, method of teaching, physical disorder or serious physical ailment disability poor economic conditions, high expectations of parents and pressure of home works. There is a no route for moral education to develop emotional quotient (EQ) and there is more emphasize on Intelligent Quotient (IQ) in schools. Future of the students is decided in the four walls of class room and therefore the author of this article tried to find out how far teacher can achieve to make free and joyful students through value education. This study may help the teachers to make the students having self-awareness, motivation, self regulation, empathy, adeptness in relationships

OBJECTIVE OF THE STUDY

- ❖ To study the role and status of teachers in the society.
- ❖ To analyze the factors responsible for decline in teaching values and quality of Education.
- ❖ To work out the reasons responsible for the poor performance of the Teachers in Higher education.
- ❖ To analyze the importance of religious/ spiritual books and women education in Rejuvenating the Educational Value System.
- ❖ To explain the role of social, moral, cultural and environmental values in our life.

METHODOLOGY

SAMPLE:

The sample consisted of 25 Teachers from Five schools of kalayarkovil Union of sivaganga district. Random sampling technique was applied for the study. Due representation was given to the teachers who often attended In-service Training programme provided by SCERT and SSA.

TOOLS:

The data was collected through interview schedule/ questionair and observation method.

STATISTICS TECHNIQUES USED:

Percentage and Average was used to analyse the data

RESULTS AND DICUSSION

Table 1
Role of Teachers in Society

SN	Factors	Responses	Percentage
1	Nation Builders	7	28
2	Personality Developer	2	8
3	Guide	2	8
4	Learner	2	8
5	Nation Builders and Personality Developer and Guide	8	32
6	All of the above	4	16

	Total	25	100
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32 per cent participants considered teacher as nation builder; 8 per cent as personality developer as well as guide and 8 per cent of the respondent teachers considered them as learners i.e. they believe that they should learn throughout their lives. Whereas 16 per cent perceived the teachers are the combination of all the above mentioned attributes. They cannot be perceived with individual attributes such as nation builders, personality developers, guides, learners, etc. But, they represent a unity of all these factors.

Table 2
Teachers' Professional Development

SN	Responses	Responses	Percentage
1	Poor quality of teaching	4	16
2	Poor teaching methods	1	4
3	Changing social attitude	6	24
4	Professionalism	7	28
5	Role of welfare state	1	4
6	Poor quality of teaching and changing social attitude	1	4
7	Poor quality of teaching, changing social attitude and professionalism.	2	8
8	All of the above	3	12
	Total	25	100

Reasons given for the devaluation of status/ reputation of teachers are the professionalism (i.e. 28 per cent) and Changing Social Attitude (i.e. 24 per cent) respectively. Poor quality of teaching (i.e. 16 per cent), minimum role of welfare state (i.e. 4 per cent) and poor teaching methods (i.e. 4 per cent) are noted as other factors liable for the degradation of teachers' status whereas, 12 per cent of the respondents perceived that all the factors stated above are jointly responsible for the same.

Table 3
Teachers' Accountability for Western and Traditional Indian Educational System

Sr.No.	Reasons	Responses	Percentage
1	Changing Social Attitude	2	8
2	Non-Responsiveness and Poor Level of Accountability	6	24
3	English/ Western System of Education	3	12
4	Absence of traditional Indian Education System	2	8
5	Impact of Modernization	3	12
6	Larger number of Institutions, Teachers and Students	1	4
7	Changing Social Attitude and Non-Responsiveness and low Accountability	7	28
8	All of the above	1	4
	Total	25	100

While analyzing the factors responsible for devaluation of teaching values, it was found out that non-responsiveness (i.e. 24 per cent) and changing social attitude (i.e. 8 percent) are the major factors responsible for the degradation of teaching values in the society. The other factors such as emphasis on western system of education (i.e. 12 per cent), impact of modernization (i.e.12 per cent), absence of traditional Indian education system (i.e. 8 per cent), bulk increase in the number of students, institutions & teachers (i.e. 4 percent) were also found accountable. 28 percent of the respondents perceived that changing social attitude & non-responsiveness as well as low accountability are some other factors responsible for the degradation of teaching values.

Table 4
Weak Performance of Teacher: Reasons thereof

Sr.No.	Reasons	Responses	Percentage
1	Lack of Training	4	16
2	Political Intervention in Selection of Teacher	7	28
3	Ignorance of Merit	6	24
4	Inadequate Salary structure	2	8
5	Poor Infrastructural Facility	3	12
6	All of the above	3	12
	Total	25	100

Political considerations (i.e. 28 per cent) followed by ignoring of meritorious teachers during selection (i.e. 24 per cent), lack of training (i.e. 16 per cent), poor infrastructural facilities such as poor library, lack of internet accessibility & other modern teaching gadgets etc. (i.e. 12 per cent and inadequate salary (i.e. 8 per cent) are liable for the poor performance of the teachers engaged in higher education. Whereas 12 per cent responded that all the factors stated above are jointly responsible for the weak performance of teachers.

Table- 5
Importance of Religious/ Spiritual Books in Rejuvenating the Educational Value System

Sr.No.	Importance of Religious Books	Responses	Percentage
1	To Great Extent	5	20
2	To Some Extent	12	48
3	Not at All	8	32
	Total	25	100

A large number of the respondents agreed to some extent with the view that the religious and spiritual books should be taught in the educational institutions for rejuvenating the educational value system which constitute 48 per cent whereas 32 per cent did not agree at all. The remaining 20 percent perceived the same in favour to a great extent.

FINDINGS OF THE STUDY

As a result of the above data analysis, the following findings were brought out by the present study,

- Teachers cannot be perceived with individual attributes such as nations builders, personality developers, guides, learners etc. But they represent a unity of all these factors.
- Teachers have got devaluted due to poor quality of teaching, changing social attitudes towards teaching profession.
- Ignorance of merit due to political interventions lead to the poor performance of Teacher.
- Religious and spiritual books play an important role in inculcating educational values among the students engaged in secondary school education.

SUGGESTIONS OF THE STUDY

This study suggested that the teacher can impart values in students by giving them instructions through experimentations and lectures and by the following suggestion. Teachers can maintain a **case-study register** to closely observe the students and note down the positive and negative traits of their personality. Teachers should also tell the students to maintain a **spiritual diary** in which they will surrender themselves to God and take an oath to follow the path shown by him. By organizing **cultural and sports events** values like team spirit, sharing, spirit of cooperation, patience, courtesy etc can be imparted.

- National and religious festivals must be celebrated to foster a feeling of homogeneity.
- “Thought for the Day” should be employed in assemblies. Moral thoughts trigger in them moral thinking.
- Teachers should give importance to cooperative learning.
- Skits, role plays propagating moral values can be performed by students under the guidance of teacher.
- Teacher must tell the students to go to the libraries- the treasure house of knowledge.
- Classics available in the library are morally rich and inspiring.
- Teacher must explain the students the importance of meditation & yoga practices for realization or the attainment of oneness with God.
- Every day a Teacher must spend at least 5 minutes on moral lecturing.
- Impart knowledge of foreign languages to make them know different cultures.
- Organize games, excursions, visits to places of historical importance. Club activities
- Conduct nature club, literary club, wildlife prevention club, social service camps, blood donation camps etc.
- Suicidal tendencies in students should be curbed. They must be prepared by the teacher to face the challenges of life fearlessly and with courage.

CONCLUSION

The present study proved that education without vision is waste, education without value is crime and education without mission is life burden. It is concluded that teachers are the right persons who can shape the students as enlightened citizen with different values such as human values, social values, cultural and religious values, ethical values global values and spiritual values.

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