

A Study on the Teachers' Status and Teaching Values of College Teachers of Lakhimpur District of Assam: An Observational Analysis

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Abstract

Values are the guiding principles of life which contribute a lot to the all round development of an individual. These give a direction to life and then bring joy, satisfaction and peace. Also values add quality of life to every individual of the society. The corresponding function of value is that it should contribute to the welfare of the larger social unit such as the family, the community and the nation of which every individual is a constituent. Considering this, values should be developed in each and every mind of the present day youths; as because there has been a continuous erosion of ethical and moral values, basically, of the present youth which is a matter of great concern for development of a balanced society. Teachers are called the nation builders. They are the persons who mostly handle the young minds of the country at large dealing with the students in different educational setup. So, it is their responsibility to develop different value entity in the minds of the students whom they deal for maximum time of the day. The Indian Education Commission of 1964-66 under the chairmanship of Dr. D. S. Kothari has also rightly said 'Destiny of India is built up in its classroom'. So, the teachers should try wholeheartedly to develop right kinds of values in the minds of the present youths for a better tomorrow and a value-based society. The purpose of this study was to find out the role and status of teachers in the society, root causes of degradation of teaching values of the teachers with the help of some of the purposively selected sample teachers of Lakhimpur District of Assam.

Key Words

Value, Development, Quality, Society

Introduction

Values are the basis for the social, intellectual, emotional, spiritual and more development of an individual. Value education is not a sphere of activity distinct from other activities. Values are regarded as abstract beliefs that transcend specific situations, objects and issues and they function as standards of conduct as compared to attributes which are evaluative judgments related to specific issues and situations. Values are more central constructs and relate more closely to basic human needs and societal demands. Values are regarded enviable, imperative and are apprehended with high esteem by a particular society in which a person lives. Values give meaning and strength to an individual's character by occupying a central place in his/her life. Values reflect one's personal attitude and judgments, decisions and choices, behaviour and relationships, dreams and vision. These values influence our thoughts, feelings & actions and guide us to do the right things.

Values are the guiding principles of life which contribute a lot to the all round development of an individual. These give a direction to life and then bring joy, satisfaction and peace. Also values add quality of life to every individual of the society. Thus one might say that any human activity, thought or idea, feeling, sentiment or emotion, which promotes self development of an individual, constitutes a value. The corresponding function of value is that it should contribute to the welfare of the larger social unit such as the family, the community and the nation of which every individual is a constituent. Value system is the backbone of any society. Values may vary from one society to another and from time to time. But, every society abides by certain moral values, and, these values are accepted and abide by all the societies as *Global Values*.

Importance of Fostering Values

Before independence the people of the country were poor enough,

health conditions were also of deplorable condition, child mortality rates were very high in statistics. Educational institutions were also very low in numbers to cater the demands for education of the people. We had very few universities and colleges and no heavy industrial development. Though agricultural production was very low yet, people were engaged in agriculture and other ancestral jobs which they inherited. After independence, rapid progress has been taking place in agriculture and industry sector, in education and in almost every aspects of the life of the people of the country.

May be, that we are not as equal to the progress of the developed country like Japan, Korea, China and USA. But it is certainty of a level of which we can be proud (Reddy, 2006).

Factually, before independence we had one thing which we have lost now in a considerable manner i.e. pride for character and our sagacity of ethical and moral values. We were able to fight against the mighty British Rulers with the weapons of truth and non-violence by adopting noble means for noble cause. The conceptions of morality and character always held our heads high enough to influence the whole world ahead in such aspects up to independence. But, whenever we attained independence, gradually we have lost our pride over character and morality aspects above all the pride over established values. But, it is no doubt that we have succeeded the rapid growths in all other physical developmental aspects at the cost of our influencing individual, socio-economic and political character. That is why it is rightly said,

*'If wealth is lost; nothing is lost,
If health is lost; something is lost,
But, if character is lost; everything is lost'*

This holds a true fact not only for individuals, but also for socio-cultural and eco-political aspects of the country.

Objectives of the Study

The study has been designed to have an analysis of value judgments of the college teachers keeping the importance of teachers' role in value development in view with the help of some of the objectives set forth.

The objectives are as below: -

1. To study the role of the teachers in the society.
2. To examine the position and status of the teachers in the society.
3. To analyze the factors responsible for deterioration of teaching values and quality of education.
4. To examine the effect of liberalization and privatization on the value degradation and quality of higher education.

Methodology

For collecting the information needed for the study of the value judgment of the participants some of the college teachers from Lakhimpur district have been selected by following purposive sampling technique who have undergone different Orientation Programmes and Refresher Courses at UGC Academic Staff Colleges from 80 participants. The primary data have been collected through interview schedule/questionnaire and observation method. The collected data have been analyzed by adopting simple statistical methods, that is, percentage and averages. The interpretation of data is based on rigorous analysis aiming at the achievement of the objectives of the study.

Table 1 : Table Showing the Value Judgment of Teachers Regarding his Role in the Society

Sl. No.	Attributes	Responses	Percentage
1	Teacher himself is a learner	04	5.00
2	Teacher is a Personality Developer	05	6.25
3	Teacher is a Guide	06	7.50
4	Teacher is a Nation Builder	16	20.00
5	Teacher is Nation Builder, Personality Developer and Guide	36	45.00
6	All of the Above	13	16.25
Total		80	100.00

Source: Primary Data

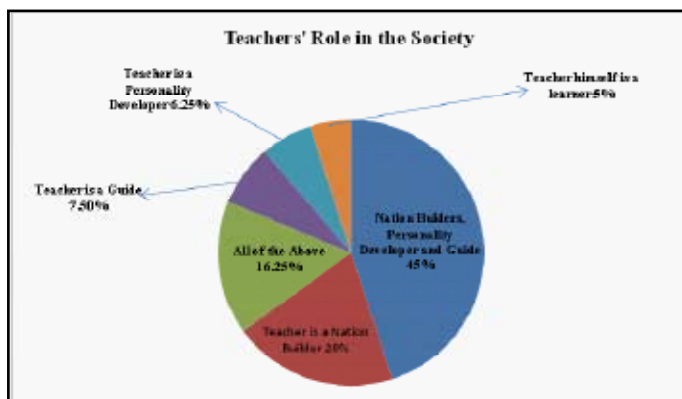


Fig. 1

Table-1 and Fig. 1 shows that 4 teachers out of 80 (5%) hold the view that teachers are the learners, 5 out of 80 (6.25%) considered teachers as the personality developer and 6 out of 80 (7.50%) considered the teachers as guide. Teacher is a nation builder is the consideration of 16 out of 80 (20.00%) participants, 36 out of total 80 (45.00%) participants show that teacher is a nation builder, personality developer and guide whereas, 13 out of 80 (16.25%) participants perceived the teachers as the combination of all the above mentioned attributes. Teachers cannot be perceived with only individual attributes such as learners, personality developers, guides, nation builders. They are the combination of all attributes; hence, they represent all these attributes. The perfect combination of all these attributes helps the teachers in developing value judgment through which they may be able to produce some qualitative citizens for a value based society.

Table 2 : Table Showing the Status of Teachers-Reason for Development in the society

Sl. No.	Attributes	Responses from Participants	Percentage
1	Poor quality of teaching methods	04	5
2	Professionalism	20	25
3	Changing social attitude	16	20
4	Role of welfare state	05	6.25
5	Poor quality of teaching	14	17.5
6	Poor quality of teaching and changing social attitude	06	7.5
7	Poor quality of teaching, changing social attitude and professionalism	06	7.5
8	All of the above	09	11.25
Total		80	100.00

Source: Primary Data

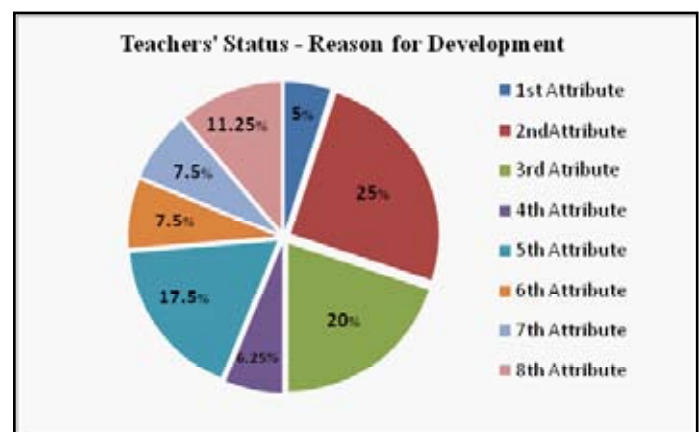


Fig. 2

Table-2 and Fig. 2 shows the reasons for the devaluation of status or reputation of teachers are professionalism (i.e. 25%) and Changing Social Attitude (i.e. 20%) respectively. Poor quality teaching (i.e. 17.5%), minimum Role of welfare state (i.e. 6.25%) and Poor teaching methods (i.e. 5%) are noted as other factors liable for degradation of teachers' status whereas, 11.25 percent

of the respondent participants perceived that all the attributive factors stated above are jointly responsible for the degradation of teachers' status in the profession as well as in the society. According to them, individual attributes have not degraded the status of teachers today, but, they have together brought about this downfall.

Table 3 : Table Showing the Reasons for Deterioration of Teaching Values and Quality of Education

Sl. No.	Reasons for Deterioration of Teaching Value	Responses	Percentage
1	Absence of Traditional Indian Education System	02	02.50
2	Impact of Modernization	04	05.00
3	Privatization & Globalization	05	06.25
4	Increasing Number of Educational Institutions, Teachers & Students	03	03.75
5	Changing in the Social Attitude of the Teachers & Students	08	10.00
6	Poor level of Response & Teacher Accountability	36	45.00
7	Changing Social Attitude, Non-responsiveness & Poor Accountability	19	23.75
8	All of the Above	03	03.75
Total		80	100.00

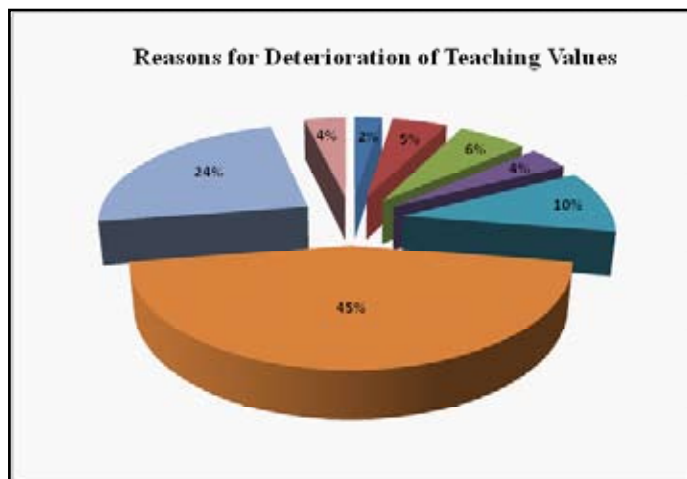


Fig. 3

By observing and analyzing the factors responsible for devaluation of teaching values quality of education as per the responses shown in the **Table-3** and corresponding **Fig. 3** it was found that Poor level of Response & Teacher Accountability (i.e. 45%) and Changing Social Attitude, (i.e. 10%) are the major factors responsible for the deterioration of teaching values and quality of education in the society today. There are some other factors such as emphasis on Privatization and impact of Globalization (i.e. 6.25%), Impact of Modernization (i.e. 5%), Increasing Number of Educational Institutions, Teachers and Students (i.e. 3.75%) and Absence of Traditional Indian Education System (i.e. 2.5%). On the other hand 23.75% of the total respondents perceived that Changing Social Attitude, Non-responsiveness & Poor Accountability are

the common factors responsible for the deterioration of teaching values and quality of education in our present society and 3.75% respondents perceived all the reasons responsible for degradation of quality of education and teaching value at present.

Table 4 : Impact of Liberalization and Privatization on Value Development and Quality of Education

Sl. No.	Impact of Liberalization & Privatization	Responses	Percentage
1	Degraded the Indian Socio-cultural Values	13	16.25
2	Divided Society into Two Groups	10	12.50
3	Produced Profit Oriented Institutions	04	05.00
4	Involvement of Non-Academicians in Education	27	33.75
5	Degradation of Socio-Cultural Value, Profit Oriented Institutions and Involvement of Non-Academicians in Education	17	21.25
6	All of Above	09	11.25
Total		80	100.00

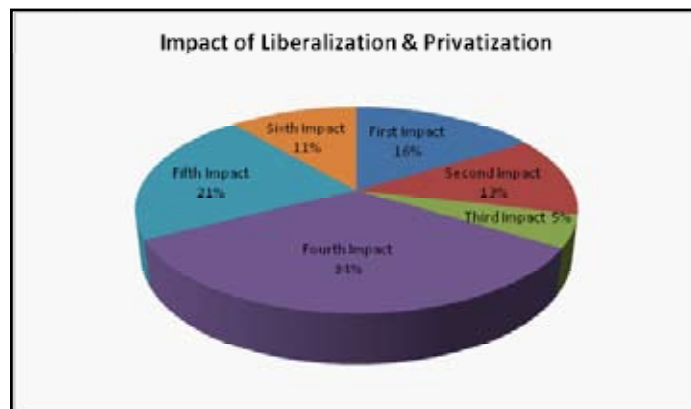


Fig. 4

Table – 4 and **Fig. 4** reveals that out of total 80 respondents 27 with a percentage of 33.75 is of the opinion that liberalization and privatization has adversely affected the value development process and quality of higher education through involvement of Non-Academicians in Education and 13 respondents believe that this impact has degraded the Indian Socio-Cultural and Environmental values. Some other impacts perceived by the respondents are Divisions of Society into Two Groups (i.e. 12.50%) and Produced Profit Oriented Institutions (i.e. 5.00%). Whereas, 21.25% of the total population of the study is of the opinion that impact of liberalization and privatization has provoked Degradation of Socio-Cultural Value, Profit Oriented Institutions and Involvement of Non-Academicians in Education. Another 11.25% of the population perceived all of the above impacts are only due to liberalization and privatization.

Biggest Challenge

The biggest challenge before our education system is to meet the crisis of social and moral values and character of an individual. The

respondents when interviewed opined that though India has always been known for sound social values and character of its people, the impact of western values has adversely affected the mindset of the people which can be rectified only by imbibing our value oriented educational system, which is of course a big challenge. The challenge has to be met by collective introspections. The entire components of the education system have to be reviewed so as to allow scope for value education. Besides, the respondents have also shown the view that the joint family system contribute to a great extent towards development of values.

Role of the Teachers in Meeting the Challenge

Teachers play a very influential and important role in transmitting socio-cultural and environmental values in the minds of the students by organizing various activities, like celebrating cultural weeks and important festivals of different communities for developing cultural interest as well as the developing fraternity among the students. Teachers should motivate the students to introspect their socio-cultural activities and components. The strongest view raised by the respondents is that one of the most urgent and crucial problem faced by the human beings is the degradation of environment. In such situation, it is the moral responsibility of the teachers to educate the students for having awareness and knowledge, developing positive attitudes, skills and abilities so that they may participate in solving real life environmental problem also. Teacher educator must be clear about the values that he wishes to emphasize. A set of universal values will emerge which may include: honesty, peace, humility, freedom, cooperation, care, love, unity, respect, tolerance, courage, friendship, patience, quality and thoughtfulness.

Conclusion

Hence, it can be concluded with the realization that we live in a time when our understanding of the role of the teacher and the power of Values Education goes hand in hand. No longer is Values Education on the periphery of the central roles to be played by the teacher and the school in our society. It is at the very heart of these roles. Responsibility of developing values among the students is not only confined to the teachers but also to the education system itself. The system should introduce the subjects of socio-cultural and environmental aspects in curricula through which the teachers may put their efforts to give every kind of message to the students to develop the morality, character and positive habits among the students. Only then the value education aspect about which today, maximum discussion is going on may be successful. The teachers themselves should also try to develop positive thinking, moral aspect and good habits among them through which they may be able to attract the minds of the students positively.

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