

# Human Values Of Teacher Educators In Relation To Their Morality

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## Abstract

In this work of mine I would try to analyze human values in its relation to morality and examine its viability. Though, the problem of human values has its own specific character and questions, yet it is located within the broader framework of philosophical outreach. Hence, we shall begin with a general account of what human value is, tracing its development from the ancient to the modern times. Needless to say human value is a recurrent philosophical concern. It prevails from the ancient period to the contemporary times. Philosophical enquiry, general and epistemological enquiry in particular are not complete or even, one may say, cannot get started. Without answering or silencing the value doubt. Human values are not something to be bypassed or ignored. The objectives of the study are to find the relationship between human values and morality of teacher educators. Survey method was adopted to collect the data and the analysis 't' test and Pearson product moment correlation was done. The finding of the study revealed a positive correlation between human values and morality of teacher educators.

**Key Words:** Morality, Values, Teacher Educator

## Introduction

Man is a social animal. He lives in society. He cannot live alone. He has many responsibilities and performance to discharge in the society. The performance of such activities can be measured by the values. Hence value is a unit of measurement of the achievements of man's life. A man is known by his values. Values may be operationally conceived as those guiding principles of life which are conducive to one's physical and mental health as well as to social welfare and adjustment and which are in tune with one's culture. Values play the most important role in the life of every individual.

Morality in turn generally comes to be understood as the criterion that distinguishes well from bad and right from wrong behaviour. This criterion gives rise to the possibility of a consistent system of values or principles. This system visualizes and attempts to approximate the ideal. The ideality may come from within or without the society. The latter is the notion of moral governance by a being, which is not part of the world, that is the notion of God or some such power, which is embedded in all theistic religions. The secularization of society has led to the abandonment of such religious governance and has given rise to attempted consistent systems of values or principles that are directly or indirectly,

explicitly or implicitly, related to human enterprises. However, in the emphasis placed on human enterprise of developing or evolving morality or code of conduct the notion of interests or obligations of some individual or group of individuals in the society being served and its standardizing the interpersonal conduct within the society cannot be ignored. In other words, it is sometimes claimed that the origin and sanction of morality inheres in the society and functions as an instrument for the guidance to fulfill the demands of individual or group of individuals. It evaluates the good or bad conduct through the yardstick of these accepted social rules or principles. The system of morality is a form of life which serves to attain the human purposes, aims or goals and therefore it is conjectured that to attain them the means adopted must also be supported by the value system, which raises the question of morality of ends and means.

The present day educational system has ignored character training altogether. It lays greater emphasis on developing memorization and reproduction abilities. Development of values and the sense of one's duty towards the nation, community and one's self, and thinking skills do not find any place in the curriculum at any stage of education. As a consequence, there are explicit signs of erosion of values in practically every sphere of our life. Peace and harmony are

conspicuously absent in the present day Indian Society. It takes place through encounter, experience, observation, relationship, reflection, doing and finally modifying behavior.

According to Eckensberger (1994a) there are three types of normative behaviours with different types of interpretation and understanding: personal concerns, conventions and morality. Personal concerns are private, idiosyncratic and subjective, while conventions are obligations based on cultural consensus, acquired through the process of socialization. Morality refers to what is considered as “naturally or intrinsically good or bad”. Although morals consider the interests of people, they also refer to human rights in general, and to individual rights and obligations too. Morality includes therefore the standards of justice, welfare of mankind and avoidance of harm. The values such as care and concern for others, respecting elders, honesty and trustworthiness, helping others in need, speaking socially approved language, being fair to others are some of the examples of moral orientation.

Many people feel that there is, at present, a state of total chaos in society as far as values are concerned. However, a number of people do not share deep concern over the so-called deterioration of values. In the past, people were living in a protected and self-contained society. The fall in values in modern times is attributable to overemphasis on wealth, power and consumerism. The older generations have lost their sense of morality. Therefore, the younger generation completely ignores the traditional values or even any ideal value system. Loss of leadership among the teachers is another manifestation of the deterioration of values in the modern society and People in an industrial society develop a growing sense of emphasis on individualism.

### **Need and Significance of the Study**

The world around us is changing so rapidly that sometimes it seems difficult to keep up. Change and adjust according to changing situations. There are a number of moments when we feel helpless in solving our own problems and our frustrations increase. Variety in the nature of the problem makes it difficult to maintain equilibrium of mind. Ultimately this disequilibrium leads to stress. In an educational system the role of a teacher is very important. The teacher is responsible for national development and to fulfill her obligations effectively towards the society. She was fully satisfied and free of stress and tension. Research on teachers stress and burnout have revealed that stress experienced in the teaching profession may

affect the organization, teacher's performance, physical and emotional well-being of the teacher and his family too. Some of the factors contributing to increased stress among teachers were student's misconduct and their negative attitude towards. Though professional and non-professional colleges have similar origins with similar activities going on, marked differences could be between the two in certain respects like the number of real working hours, number of trained teachers, frequency of students engaged on strikers, attitude of teachers towards their teachers, towards their students and their occupation. The extent to which the values are cherished and realized through the job of teaching can be related to teachers' stress and satisfaction one enjoys in the job. Work related to value creation may be correlated with wanting to leave the teaching profession; a variety of duties and high quality interpersonal relations were ranked highest among most subjects. In this discussion the investigator gets a clear mind to study the relationship of human values and morality of teacher educators.

### **Operational Definitions of the Terms Used**

#### **Human Values**

In the present study, Human Values consist of Personal, Academic, Social, Aesthetic, Humanitarian and Religious Values. Under these six components, each component consists of two values. All together there are twelve values as follows: Simplicity, Self-Discipline, Responsibility, Curiosity, Service, Co-operation, Honesty, Tolerance, Brotherhood, Compassion, Faith in God and Forgiveness.

#### **Morality**

Morality predominantly refers to the aspects concerning the everyday life events and behaviour of individuals in order to attain the standards of one's culture. It specifically implies normative and ethical behaviour, judgement and decisions of individuals and groups.

#### **Teacher Educators**

Teacher educators refers to those who are working in the colleges of education affiliated to Tamilnadu Teachers Education University and took the class of core and pedagogy papers.

#### **Objectives of the Study**

The following objectives were framed for this study;

1. To find out the level of human values and morality of teacher educators.
2. To find out the significant difference between men and women teacher educators with respect to their human values and morality.
3. To find out the significant difference between married and unmarried teacher educators with respect to their human values and morality.
4. To find out the significant difference between core and pedagogy paper handling teacher educators with respect to their human values and morality.
5. To find out the significant difference between co-education and women's college teacher educators with respect to their human values and morality.
6. To find out the significant difference between rural and urban college teacher educators with respect to their human values and morality.
7. To find out the significant relationship between human values and morality of teacher educators.

### Hypotheses of the Study

The following hypotheses were framed for this study;

1. The level of human values and morality of teacher educators is low.
2. There is no significant difference between men and women teacher educators with respect to their human values and morality.
3. There is no significant difference between married and unmarried teacher educators with respect to their human values and morality.
4. There is no significant difference between core and pedagogy paper handling teacher educators with respect to their human values and morality.
5. There is no significant difference between co-education and women's college teacher educators with respect to their human values and morality.
6. There is no significant difference between rural and urban college teacher educators with respect to their human values and morality.
7. There is no significant relationship between human values and morality of teacher educators.

### Methodology

#### Method

The investigator used the survey method in this study. The survey method is aimed at finding out the "*Human values and morality of teacher educators*".

### Population and Sample

In this study the population refers to teacher educators of colleges of education. The investigator selected 15 B.Ed. Colleges for the Research work using the Stratified Random Sampling Technique. After selecting Colleges 180 teacher educators were selected randomly from these colleges of education. The Students were selected from Self Financing Colleges only.

### Tools Used for the Study

The following tools were used for data collection of teacher educators to assess their human values and morality;

1. Human Values Questionnaire developed by Akhtar Abbas & Mohammad (1999).
2. Morality Scale developed by Natarajan (2001).

### Statistical Techniques

The following statistical techniques were used in the study.

- 1) Mean Deviation
- 2) Standard Deviation
- 3) 't'-test

### Analysis

#### Null Hypothesis I

There is no significant difference between men and women teacher educators with respect to their human values and morality.

**Table – 1** Mean Score Difference between the Men and Women Teacher Educators in their Human Values and Morality

Variab les	Sub Variab les	Mean	Standa rd Deviati on	't' Value	Signific ance Level
Human Values	Men	132.19	9.531	3.26	S
	Women	134.18	10.185		
Morality	Men	128.75	7.62	2.89	S
	Women	129.86	8.29		

The above table shows that there is significant difference between men and women teacher

educators in their human values and morality, as calculated 't' values of 3.26 and 2.89 are higher than the table value of 1.96 at 5% level of significance. Hence the null hypothesis 1 was rejected.

### Null Hypothesis 2

There is no significant difference between married and unmarried teacher educators with respect to their human values and morality.

**Table – 2** Mean Score Difference between the Married and Unmarried Teacher Educators in their Human Values and Morality

Variables	Sub Variables	Mean	Standard Deviation	't' Value	Significance Level
Human Values	Married	131.95	9.224	1.62	NS
	Unmarried	131.63	9.722		
Morality	Married	124.75	6.62	1.89	NS
	Unmarried	124.86	6.29		

The above table shows that there is significant difference between married and unmarried teacher educators in their human values and morality, as calculated 't' values of 1.62 and 1.89 are less than the table value of 1.96 at 5% level of significance. Hence the null hypothesis 2 was accepted.

### Null Hypothesis 3

There is no significant difference between core and pedagogy subject handling teacher educators with respect to their human values and morality.

**Table – 3** Mean Score Difference between the Core and Pedagogy Subject Handling Teacher Educators in their Human Values and Morality

Variables	Sub Variables	Mean	Standard Deviation	't' Value	Significance Level
Human Values	Core	131.39	9.387	0.78	NS
	Pedagogy	132.98	9.404		
Morality	Core	131.48	9.287	1.31	NS
	Pedagogy	130.09	9.756		

The above table shows that there is significant difference between core and pedagogy subject handling teacher educators in their human values and morality, as calculated 't' values of 0.78 and 1.31 are less than the table value of 1.96 at 5% level of significance. Hence the null hypothesis 3 was accepted.

### Null Hypothesis 4

There is no significant difference between co-education and women's college teacher educators with respect to their human values and morality.

**Table – 4** Mean Score Difference between the Co-education and Women's College Teacher Educators in their Human Values and Morality

Variables	Sub Variables	Mean	Standard Deviation	't' Value	Significance Level
Human Values	Co-Education	132.19	8.28	2.78	S
	Women's	134.48	9.31		
Morality	Co-Education	129.48	8.36	2.63	S
	Women's	128.09	9.28		

The above table shows that there is significant difference between co-education and women's college teacher educators in their human values and morality, as calculated 't' values of 2.78 and 2.63 are higher than the table value of 1.96 at 5% level of significance. Hence the null hypothesis 4 was rejected.

### Null Hypothesis 5

There is no significant difference between rural and urban college teacher educators with respect to their human values and morality.

**Table – 5** Mean Score Difference between the Rural and Urban College Teacher Educators in their Human Values and Morality

Variables	Sub Variables	Mean	Standard Deviation	't' Value	Significance Level
Human Values	Rural	131.91	8.82	0.13	NS
	Urban	131.74	9.97		
Morality	Rural	131.48	9.28	0.21	NS
	Urban	130.09	9.75		

The above table shows that there is significant difference between rural and urban college teacher educators in their human values and morality, as calculated 't' values of 0.13 and 0.21 are less than the table value of 1.96 at 5% level of significance. Hence the null hypothesis 5 was accepted.

### Null Hypothesis 6

There is no significant relationship between human values and morality of teacher educators.

**Table – 6** Relationship between Human Values and Morality of Teacher Educators

Variables	Human Values
Morality	0.726

The above table shows that there is a significant relationship between human values and morality of teacher educators, as calculated 'γ' value of 0.726 is higher than the table value of 0.321 at 5% level of significance. Hence the null hypothesis 6 was rejected.

### Findings

The recommendations of the Present Study are as follows:

1. There is a significant difference between men and women teacher educators with respect to their human values and morality.

2. There is no significant difference between married and unmarried teacher educators with respect to their human values and morality.
3. There is no significant difference between core and pedagogy paper handling teacher educators with respect to their human values and morality.
4. There is a significant difference between co-education and women's college teacher educators with respect to their human values and morality.
5. There is no significant difference between rural and urban college teacher educators with respect to their human values and morality.
6. There is a significant positive relationship between human values and morality of teacher educators.

## Conclusion

Values are the guiding force which make the teachers effective and perform their duties in accordance with the norms of society. They deal with a love and respect for nature. These are the values that will bring about a better humanity, one in which we can live healthy, productive and happy lives in harmony with nature. The values like truth, righteous conduct, peace, love and non-violence are considered as fundamental values. Values are well defined as an endeavor, which satisfies the need system, psychological as well as physiological. Values promote basic human interests of a healthy, vigorous and joyful life, help intellectual and aesthetic pursuit, an elevating moral development and finally spiritual fulfillment.

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