

A Study on Cultural Values, Morality and Professional Ethics of High School Teachers

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Abstract: *The present study aims to relationship between cultural values, morality and professional ethics of high school teachers. A samples of 800 samples selected randomly were studied. A questionnaire method of survey was used to find out the relationship between cultural values, morality and professional ethics of high school teachers. The data were collected by using questionnaire as an instrument. Primary data were collected by conducting direct structured interview using questionnaire. All the respondents were asked the same questions in the same fashion and they were informed the purpose of study. Correlation and regression analysis were applied to test the hypotheses. The findings and observations are the result and outcome of the interpretations made during the study of analysis. The result found that the relationship between cultural values, morality and professional ethics of high school teachers.*

I. INTRODUCTION

In recent years there seems to be a crises of values. We are constantly being reminded that there has been a substantial erosion of values. The fabrics of society being turn and age old ties are breaking up.

The contemporary world is caught up by growing violence, terrorism, pollution and ecological imbalance. Especially the younger generation is in an uncertainty. They are confused because of the brutal violence and cultural propriety. The knowledge seems to divorce from the values. Our old foundations are breaking up and new edifice is yet to get into its proper shape.

Modern man became as a slave of emotions and passions. In the present scenario there is no harmony between the human hearts. Man is a creature of almost unlimited possibilities for good and for evil. In his weakness he may fall to the level of animal and live as one of them.

The value system of several type staid challenges and have given rise to various conflicts. There is an urgent need for protection of human rights and peace. Each person must brought up with all the intellectual equipments necessary to form a life plan, a broad understanding of various possible activities and way of life, of the means of achieving them and obstacles in the way, and a value education which limits the choice of a life-plan to one compatible with acting as cultural responsible being.

Respect is a thing of the past, honesty belongs to the ancient world. Who is to blame for the serious situation? What do we do to change it for the better? Therefore; the growing need was felt to create awareness, to focus attention on the value component of education. Value educations provide direction for personal, emotional, social, cultural, cultural and spiritual development.

II. CONCEPT OF CULTURAL VALUES

Value literally by means something that has a price, something precious, dear and worthwhile; hence something one is ready to suffer and sacrifice for. In other words values are a set of principles or standards of behavior.

Values are regarded desirable, important and held in high esteem by a particular society in which a person lives. Thus values give meaning and strength to a person's character by occupying a central place in his life. Values reflect one's personal attitudes and judgments, decisions and choices, behavior and relationship, dreams and vision. They influence our thoughts, feelings and actions. They guide us to do the right things.

Values are the guiding principles of life, which are conducive to all round development. They give direction and firmness to life and bring joy, satisfaction and peace to life. Values are like the rails that keep a train on the track and help it move smoothly, quickly and with direction. They bring quality to life.

People especially the young, are confused about their values and value system. They are facing value conflicts and dilemmas. This is mainly due to the dramatic and far reaching socio-cultural and political changes that are taking place in our country and in other parts of the world. Besides these, there is breakdown of traditional values without proper replacement, lack of adequate role models, conflicting ideologies and double standards practiced by people in position of power and influence.

Piaget emphasized the role of cognitive process in value development and applied a structural approach. He believed that the child progression from sensory motor to pre operational, to concrete operational and finally to formal operational thought has counterpart in value development.

Value education is education for "becoming" and is concerned with the transformation of an individual's personality. As such it involves all the three phases of personality knowing, feeling and doing.

The child should be made aware of the right and good, to feel the appropriate emotions and internalized the values in thought and deed. Value education is not synonymous with character training, which is only an aspect of it. Value education also is not social adjustment as it is concerned not so much with what is but with what ought to be.

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Value education, is not the same as religious education although religion can serve as a source for value education.

Value education programmes should have clear-cut objectives. These objectives span the cognitive, affective and conative domains. To be educated in values is to be able to think morally, to feel the right kind of emotions and to act accordingly these domains are interrelated and are not water tight compartment.

A good programme of value education should seek to develop in the learner's appropriate sensibilities in values, enable him to understand and appreciate the values of democracy, secularism, equality scientific temper, enable him to develop a concern and commitment for them and provide suitable opportunities for students to practice and live by these values.

III. MEANING OF THE TERM CULTURAL VALUE

The word value is derived of Latin "Valeria" which means 'to be strong and vigorous'. At every step man encounters situations, which necessitate making decisions and choice and fulfilling needs. All these essentially involve the process of valuing, appraising and estimating. Human values are essentially subjective. They cannot certainly be adequately represented by physical objects. Their intensive or magnitudes cannot be represented by physical measurement.

IV. VALUE ORIENTED EDUCATION

The main objective of value oriented education is to make the pupils good citizens, who may share their responsibilities in the changing set-up of the society in order to give it the desired shape and image and to the country at large. The objective can be specified as follows;

- a. To promote in children the fundamental qualities as truthfulness, co-operation, love and compassion, peace and non-violence, equality, justice, dignity of labor, common brotherhood of man and scientific temper;
- b. To train children to become responsible citizen in their personal and social lives;
- c. To develop in an awareness of the socio-economic conditions and to motivate them towards its improvement;
- d. To make them open and considerate in their thought and behavior and to make them rise above prejudices based on religion, language, caste or sex;
- e. To make them appropriate the national goals of socialism and democracy to contribute towards their realization;
- f. To help them understand and appreciate themselves and continually strive for their inner development and becoming thus moving towards the goal of self-realization.

In order to achieve the specifications of the value formation objective, the role of educational institutions can be formulated as follows;

- a. Democratizing the wider school programmed with the easy and equal access of opportunities to individual pupils, parents and the community;

- b. Conducting the democratic classroom, where the atmosphere is congenial towards the innate development of each and every individual pupil;
- c. Developing awareness of real-life problems in the wider community.

The course-content in value-oriented education should contain the ethical teachings of all the existing religions, life histories of religious leaders and social reformers and morals from myths. The development of moral skills in individual pupils is to be monitored.

Education's prime task is to conserve and protect an inherited culture and transmit the same to each new generation.

V. MORALITY

Education develops the individual like a flower which distributes its fragrance all over the environment. It is not the communication of information by the teacher or the acquisition of knowledge by the child. It is the total development of the personality. Education is able to instill in the child a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demands of ever-changing society, of which he is an integral part. It guides him like an affectionate father and serves him faithfully like a wife. It is only through education that cultural values of teachers and morality, professional ethics of teachers the aspiration of the nation and its cultural heritage is transferred from one generation to another for preservation, purification and sublimation into higher and higher achievements. In other words with the growth and development of the individual, the society also develops to higher and higher levels of attainments. Thus education is greatly essential for the growth and development of individual as well as society.

Through some of the above methods may work to evaluate the value attainment of individuals, they are not fully fool proof. Some techniques may work on specific occasions for looking at specific values but they may not provide a comprehensive picture of the individuals at the school level, the teachers may look at the following values through the methods suggested under each.

- Look at the attendance record
- Observe at what time the child attends all classes.
- Verify whether or not the child attends all classes.
- Check whether the homework given is done as per direction.
- Consult others teachers about the sincerity of the child in their classes

Professional Ethics

- Observe the child when performing an activity in a group
- From groups and see how children help each other in learning.
- Ask children to organize cultural activities by themselves and observe how individuals cope up with each other.

Hard Work

- Observe the study habits of the students irrespective of performance.

- Check the neatness of the student in classroom work.
- Verify whether or not the student completes class work regularly.
- Verify to what extent the student develops proper habits (check with parents, peer group, if appropriate).
- Observe the child while performing daily living activities.
- Check whether the child is able to manage time.
- Check whether the child keeps Punctuality in his works.
- See whether the child helps elderly people.
- Observe the student whether he speaks politely with elders.
- Observe whether the child is balanced most of the time
- Observe whether the child manages anger.
- Observe to what extent the student copes with peer group in learning together.
- Check what the child thinks about himself.
- Verify how the child faces work-pressure in various situations.
- Verify the student's level of achievement with respect to these capabilities/talents.

Value of indicators

In physics, various scales of temperatures are used to measure temperatures of bodies these scales are called temperature indicators. Through all these scale are used to measure the same physical quantity 'temperature', different scales of temperature are used for different purpose, for example in liquid thermometers, the centigrade scale introduced by Celsius used in all scientific work. The Fahrenheit scale is used for clinical and metrological purpose. The Ream's scale of temperature is used for domestic purposes. Similarly virtues are used to identify the values which are potential in individuals. And different virtues are very useful in different situations in the recognition of value in persons.

Our quality is based on the sum total of these virtues is also called as character. Therefore character is a value and conduct is a virtue. This means conduct of a person indicates the character of that person personification of a value is also an indicator of the prominent value possessed by a noble person. For example 'truth' is the prominent value in 'harischandra'. All types of human actions are indications of values.

VI. REVIEW OF LITERATURE

Dwivedi, Om Prakash. D (2010) in his study an attempt on "cultural character of junior high school boys and their educational implications". The study indicates that specific pattern of development of cultural character of junior high school students and to study the effect of residential background, rural and urban on the development of cultural characters. The sample consisted of 360 students of classes 6th, 7th and 8th selected with the help of incidental sampling method from junior high school of Doria district situated in U.P. from 43 senior basic schools and 173 high schools selected through lottery method from the urban area and rural area respectively. The study was carried out by using the descriptive survey method.

The researcher developed measure of character, structure and situational test of cultural character. Mean, S.D. test product moment correlation analyses of variance were computed. Major findings were urban students had consistently scored higher marks in all the five aspects of character such as cultural knowledge, cultural judgment, socialization, empathy, and autonomy.

Joshi (2011) discussed on classroom cultural in terms of locus of control, creativity, and parental encouragement of the higher secondary students in Hindi medium schools. He pointed out that this study was to find out the effect of locus of control, creativity and parental encouragement on the development of classroom cultural of the students of both the sexes of Hindi medium schools, separately and collectively. His study was conducted through normative survey method on the sample of 160 boys and girls of the Hindi Medium schools. The data obtained on the measuring instruments of locus control, creativity and parental encouragement were administered on the students of both the sexes. Data was analyzed through "analysis of variance using factorial design. The major findings of the study were the interaction of locus of control and creativity could not produce any significant effect on the classroom cultural of the boys and girls, and locus of control and parents encouragement, independently or their interactions had no effect on classroom cultural for boys and girls.

Kathari (2011) has made a study on "the role of socio-economic status, intelligence and sex in the development of cultural concepts to find out the role of socio-economics status, intelligence and sex development of cultural concepts among students of VII grade. The sample comprised 150 students of VII who randomly chosen from four different schools. The researchers used Kathari's cultural concept development test, Kapoor's socio-economical status scale and Joshi's test of general mental ability. The collected data was treated using the mean, S.D., and critical Rao. It was found that students of different intelligence groups differed significantly on cultural concept development and it was also found that the boys and girls differed significantly on their cultural concept development in favor of girls.

Kapok, Archana (2012) in his study an attempt on value change in secondary school students and experimental study. The objectives of this study were, to study whether value change can be brought about through an intervention programmed on Secondary school students and there exists any differential effects of sex on value change in secondary school. The sample of the study comprised 80 students in IX and X standard, aged between 14+16 and who was studying in 5 different schools of Lucknow city. It consisted of equal number of boys and girls. The tools used include Research's value survey class teacher's personal evaluation of students, and the junior and senior high school, personality questionnaire. The collected data was treated using mean, median, S.D and t-test. The major findings of this study were; value change which occurred immediately after the implementation of a persistent nature. A delayed post-test revealed that the target values which underwent change showed a decline in their mean ranking position order a time period of two months. The boys and girls differed significantly on their post-test performance for two target values namely, self-respect and sense of accomplishment.

Gaur, R.S. (2013) has made a survey on “values and perception of high school students of the state of Rajasthan and their relation to learning”. The following are the main objectives of this study, to study the relationship between learning and student’s value, self-concept and perception with specific reference to urban and rural boys and girls group of students. To study the perception of students towards home, school, friends, occupation and society. The major findings were: rural boys and girls did not differ in aesthetic, political and religious value. On economic value, rural boys and girls; and rural and urban girls did not differ.

OBJECTIVES

1. To find out the significant difference between high school teachers cultural values, morality and professional ethics and gender.
2. To find out the significant difference between high school teachers cultural values, morality and professional ethics and school locality.
3. To find out the significant difference between high school teachers cultural values, morality and professional ethics and type of school.

HYPOTHESIS

1. There is a significant difference between high school teachers cultural values, morality and professional ethics and gender.
2. There is a significant difference between high school teachers cultural values, morality and professional ethics and school locality.
3. There is a significant difference between high school teacher’s cultural values, morality and professional ethics and type of school.

METHODOLOGY

The methodology adopted for the study is explained in detail. The sampling technique, size of the sample, variables of the study, description of the tool used and administration of tool are elaborated.

Sample

The researcher has selected to study on relationship between cultural values, morality and professional ethics of high school teachers. The research which was undertaken was descriptive and explorative study by the researcher. Respondents selected for the interview is based on simple random sampling method.

VII. STATISTICAL TOOLS FOR ANALYSIS

The following tools statistical tools were used for the analysis of data. t-test analysis.

VIII. ANALYSIS AND INTERPRETATION

Table 1: Comparison of Mean Cultural values, morality and professional ethics of male and female high school teachers

Variables	Gender	N	Mean	SD	t-value	Level of Significance at 0.05 level
Cultural values	Male	448	186.24	28.24	8.612	0.001
	Female	352	182.42	25.63		
Morality	Male	448	188.32	29.38	9.934	0.001
	Female	352	190.34	27.14		
Professional ethics	Male	448	198.14	32.63	12.631	0.001
	Female	352	195.62	29.43		

Hy: There is a significant difference between high school teacher’s cultural values, morality and professional ethics and gender.

Table 1 exhibits the results of the ‘t’ test carried out to compare the mean of male and female high school teachers in selecting various Cultural values, Morality and Professional ethics. It reveals that there is a significant difference between male and female high school teachers in selecting various Cultural values, Morality and Professional ethics. Hence the stated hypothesis is accepted.

Table 2 Comparison of Mean Cultural values, morality and professional ethics of rural and urban high school teachers

Variables	Locality of school	N	Mean	SD	t-value	Level of Significance at 0.05 level
Cultural values	Rural	464	185.62	24.42	9.946	0.001
	Urban	336	181.24	26.12		
Morality	Rural	464	187.44	28.14	11.092	0.001
	Urban	336	191.09	25.49		
Professional ethics	Rural	464	197.92	33.14	10.093	0.001
	Urban	336	194.14	28.24		

Hy: There is a significant difference between high school teachers cultural values, morality and professional ethics and locality of school.

Table 2 shows the results of the ‘t’ test carried out to compare the mean of rural and urban high school teachers in selecting various Cultural values, Morality and Professional ethics. It reveals that there is a significant difference between rural and urban high school teachers in selecting various Cultural values, Morality and Professional ethics. Hence the stated hypothesis is accepted.

Table 3 Comparison of Mean Cultural values, morality and professional ethics of high school and higher secondary school teachers

Variables	Type of school	N	Mean	SD	t-value	Level of Significance at 0.05 level
Cultural values	High school	321	187.06	20.49	13.842	0.001
	Higher Secondary	479	184.19	24.28		
Morality	High school	321	189.21	31.42	15.492	0.001
	Higher Secondary	479	193.92	27.16		
Professional ethics	High school	321	199.43	30.09	12.924	0.001
	Higher Secondary	479	196.09	26.92		

Hy: There is a significant difference between high school teachers cultural values, morality and professional ethics and type of school.

Table 3 reveals the results of the 't' test carried out to compare the mean of high school and higher secondary school teachers in selecting various Cultural values, Morality and Professional ethics. It reveals that there is an significant difference between high school and higher secondary school teachers in selecting various Cultural values, Morality and Professional ethics. Hence the stated hypothesis is accepted.

IX. SUGGESTIONS

Due to liberalization and globalization rapid changes are occurring in all most all social sciences. The values possessed and their attitude according to the changes should be known up to date vast changes are occurring in the field of education, so called philosophical foundations of India declining day by day. With the country in a state of social turbulence the goals ad functions of value oriented education needs to be updated. Now value oriented education needs perform the following functions as it readies students to relate to the problems of today world.

X. CONCLUSION

The present study aims to find out the significant difference between cultural values, morality and professional ethics of high school teachers. The researcher framed objectives and hypotheses on the basis of the above context. The research was carried out in 800 samples based randomly. A questionnaire constructed by R was used to collect the relevant data. After collecting the data they were analyzed using statistical tools such as Independent sample t-test analysis. The result concluded that there is an significant difference between gender, locality of school, type of school in selecting various Cultural values, Morality and Professional ethics.

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