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Impact of Human Value of Right Action amongst Teachers on the Scholastic Achievement of Their Students

Bijesh Kumar Sharma

Research Scholar (Ph.D), Mewar University, Gangrore, Chittorgarh, Rajasthan, India

Dr. Raj Bhardwaj

Research Guide, Mewar University, Gangrore, Chittorgarh, Rajasthan, India

Abstract:

This study has been conducted to investigate the relationship between human value of right action/conduct among the teachers and the scholastic achievements of Boys and Girls at senior secondary level. It has been carried out on 100 teachers teaching English at senior secondary school in Delhi Government schools. One hundred teachers (PGT English) from the government and government aided schools of the Directorate of Education were selected through simple random sampling. In each selected school all the pupils of class XII who had English core as the main subject in CBSE Board Examination were selected to participate in the study. The XII class students were found to be suitable sample because they had appeared in XII class Board Examination and their Scholastic Achievement was more reliable and unbiased. The Examination that gave their scholastic achievement was conducted by the external independent agency i.e. the CBSE. According to the findings the coefficient of correlation between the value of right action and the scholastic achievement of boys and girls is positive. It means that the value of right action in a teacher does affect the scholastic achievement of the boys and girls but very faintly. The study further reveals that the value of right conduct in teachers has a greater correlation with scholastic achievements of boys in comparison of girls.

Key words: Value of right action, scholastic, Achievement, senior, secondary

1. Introduction

“A bad pupil harms only himself; a bad teacher ruins the career of thousands. A poor teacher complains, an ordinary teacher explains; a good teacher teaches; a great teacher inspires.” A great teacher is the one who believes in human values like right action, truth, love, peace and non-violence.

The researcher believes that there are still some teachers in the world who inspires their learners by virtue of examples of their own personality and conduct in their class rooms. It has been observed that those teachers who have righteous conduct i.e. right action in practice the scholastic achievements of their students is always very high. . When students observe the behavior of such teachers who believe in ideal norms of life such as right action, love, truth, peace and non-violence then they imbibe these values in their lives. Scholastic achievements of such students who study under the guidance of such teachers show excellent performance.

Righteous Conduct or Right Action is to put one's thoughts into action. It is the foundation for the welfare of humanity. Right conduct is a body of principles that are fundamental to social stability and individual progress. It is the root of this world. It is also defined as adherence to rules. “Do unto others what you wish them to do unto you.” Without having double standard, we should treat all as our own self.

Right conduct is an eternal source for the teachers. It is a great virtue that every teacher must have in his personality and action. He /She must follow the path of right action. A teacher must discard demonic qualities and foster human qualities to achieve a good life and be an ideal for his students.

The welfare of the students depends on the teachers' conduct and behavior. The teaching profession has a set of moral restriction and regulations guiding its exercises. If these are honored the teacher is following the path of right action. He must practice what he preaches. A teacher must not give up the code of duties.

Various newspapers speak volumes about the erosion of values among the students. Some of the incidents that have taken place in our schools force the stakeholders to think about the falling values in our students and teachers.

The newspapers are full of such news every day. Children are taking to crime for petty reasons. It is the time that the parents, teachers and the other stake holders to spare a moment to think who is exactly going wrong here. Violence seems like an easy

recourse and giggles have given way to uncontrolled anger. Is it simply the loss of innocence or the absence of a role model that has robbed children of their playfulness? Or is it the erosion of basic values that underlies this disturbing trend.

There is a complete breakdown of values. There are few friends and many competitors. There is also a culture of being over ambitious. These children are the victims too. There are plentiful books, schools and teachers all around. But wholesome learning and sincere teaching are missing. There are many examples of such teachers who lack the value of right conduct in their work and work places i.e. the schools. The educational process has not received proper allocation from thoughtful persons. There is a complete erosion of values from these temples of Saraswati which have become the temple of Laxmi. The ideal held before the innocent children is a lucrative job, rather than a life of peace, contentment and love. Narrow loyalties, contest and competition are polluting the minds of the innocent children.

The teachers who shape the manners, behavior, attitudes of the pupils under their care, are the most important assets of an educational institute. They are the reservoir from which through the process of education students draw the water of life. The absence of role models i.e. the teachers is considered to be responsible for the complete breakdown of values. Probably the solution lies in modifying attitudes and calming tempers. Sustained value based education is one way.

The solution does not lie in pseudo-counseling, which has become bread, butter and marmalade for some. There is a need for educators who are strong in dealing with moral situations.

Professor N K Ambasht advocates inculcation of human values in schools. The most effective technique of learning is 'learning by imitation'. Therefore, it is said, "Example is better than precept". The child is a keen observer and imitates the behavior of the parents at home and the teacher at school. So whatever a teacher says or does make a deep impression on the child and constantly shapes his personality. The man within the child is being made or unmade depending on the example of teacher behavior or personality that he encounters.

The task of character building or imbibing values among the children, the teacher makes the greatest impact on the child's personality and the value system. The teacher, therefore, either makes or mars the child's behavior patterns.

Teacher's own behavior modification becomes crucial in this entire approach. That is why it is very necessary that values need to be imbibed, modified and stabilized among the teachers. Setting an example with value based actions and behavior is the most effective way of transmission of human values.

The fundamental value of right action is the nectar of all faiths and religions throughout the world. The teachers therefore must have this value in his personality.

If the teachers practice the value of right action the children and everyone around, remain calm and always speak softly, control anger, remain peaceful and do not become aggressive, these qualities will certainly be transferred to the children.

Teachers must always be conscious of the fact that they are constantly being observed by their students and being emulated by them. This reminder to us will always act as the monitor of our behavior.

Professor N K Ambasht further says, "We teachers have a tremendous responsibility of shaping the future citizens of the country. It should not be taken lightly. If one analyses the amount of trust reposed by the society in the system of education one will discover that no other social institution is equal to it in terms of the confidence that parents have on the school as a trustee of their children. The parents feel confident that the teachers are shaping the personalities of their children so as to turn them into persons of character.

The researcher believes that this research would motivate the readers to adopt value of right action to ensure that by virtue of their excellent task performance educational needs on the map of the world are satisfied in a decent style. It is believed that value based life style of teachers in the world of education is responsible for excellent achievement of the students.

On the basis of this vision the researcher undertook the study of impact of human value of right action amongst the teachers on the scholastic achievements of their students.

2. Objectives of the Study

The research would enable the teachers to lead value based life in educational institutions.

- Teachers would believe in such norms of life which would keep them away from lust, anger, greed, attachment and ego.
- The readers would follow the path of love, peace, truth, non-violence and right action.
- The research would enable the reader to follow the path which inculcate positive correlation between duty and bliss.
- Self-analysis along with strength of will and sacrifice would be pursuit of an individual who would study the content of this research.

3. Hypothesis

- H0: The correlation between the value of right action in a teacher and the scholastic achievement of girls is higher than the scholastic achievements of the boys.
- H1: The correlation between the value of right action in a teacher and the scholastic achievement of girls is not higher than the scholastic achievements of the boys.

4. Methodology

The objective of this study is to investigate the relationship between human value of right conduct/action among the teachers and the scholastic achievements of Boys and Girls at senior secondary level. It has been carried out on 100 teachers teaching English at senior secondary school in Delhi Government schools. One hundred government and aided schools' teachers (P.G.T English) were selected through simple random sampling from the Directorate of Education. In each selected school all the pupils in XII

class who had English core as the main subject in CBSE Board Examination were selected to participate in the study. The XII class students were found to be suitable sample because they had appeared in XII class Board Examination and their Scholastic Achievement was more reliable and unbiased. The Examination that gave their scholastic achievement was conducted by the external independent agency i.e. the CBSE.

The performance of the students in English language has been taken as an indicator of scholastic achievement of the students. According to some studies like “competence in the language of instruction as a predictor of performance in secondary school history” (AA JAKAYIAFA WWW. UNILORN.EDU.NG----- NIJEF VOLUM 4) and “the Link between English language proficiency and academic performance: A Pedagogical Perspective in Tanzania Secondary Schools” (WWW.SCIEU--- WORLD JOURNAL IN ENG LANG VOL 2 NO 4 2012.), there is a direct correlation between English language and academic achievement.

5. Instrumentation

To assess the human values amongst the teacher a tool SAHVIT (Sai Human Values Improvement Tool) has been used. It is a tool for self-assessment on five fundamental values of Truth, Righteous conduct, Love, Peace and Non- Violence. It is meant to be used by the individuals for assessing oneself as to where one stands in the spectrum of five fundamental values. There are two aspects of it viz. at the ideational level, that is the values one cherishes and the practiced level. Each of the practiced values has been subdivided into five sub-values and one question/ item on each of these sub values has been framed. This is not a test hence its validity and reliability cannot be tested because there will be no expert to administer and interpret the scores. It is a kind of device to test oneself. It was administered on the teachers. To ensure that the subjects had understood the test procedure, the test instructions were read aloud and demonstration on how to respond to the items was shown. The respondents were given sufficient time to understand and fill in the questionnaire.

The class average marks of English in XII has been taken as scholastic achievement of the students taught by the sampled teachers. A list of the class average i.e. quality index was drawn from the records of the Directorate of Education, Delhi (www.edudel.nic.in)

A list of value scores of individual teacher and his class average (Scholastic Achievement) was prepared. The study used the ex-post facto correlation method to determine whether there is a relationship between the human value of right action amongst teachers and scholastic achievements of their students. In the ex-post facto design the researcher does not have direct control over independent variables because their manifestations have already occurred or because they cannot be inherently manipulated. The researcher therefore, examined the impact of human value of right action amongst teachers (Independent variable) on the scholastic achievements of their students after the effects have been experienced.

The data on human value of right action amongst the teachers and the scholastic achievement of their student was arranged into two groups i.e. the girls and the boys. Using Karl Pearson’s correlation method, coefficient of correlation between the value of right action and the scholastic achievement was calculated.

6. Analysis and Interpretation

Value Of right action And Scholastic Achievement	Boys (r1)	r/PE	Girls (r2)	r2/PE	Z-CV	Z-TV at 5% level of Significance
	+0.38	4.75.	+0.09	1	0.252	1.96

Table 1

According to the findings the coefficient of correlation between the value of right action and the scholastic achievement of boys is positive as calculated using Karl Pearson’s Co-efficient formula. The coefficient of correlation between the teacher’s value of right action and scholastic achievements of boys is + .38. There is a positive but a poor correlation between the two variables i.e. the value of right action amongst the teachers and scholastic achievements of the boys. It means that the value of right action in a teacher does affect the scholastic achievement of the boys but very faintly.

The coefficient of correlation between the value of right action and the scholastic achievement of girls is positive as calculated using Karl Pearson’s Co-efficient formula. The coefficient of correlation between the teacher’s value of right action and scholastic achievements of girls is + .09. There is a positive but a poor correlation between the two variables i.e. the value of right action amongst the teachers and scholastic achievements of the girls. It means that the value of right action in a teacher does affect the scholastic achievement of the girls too but very faintly.

The above findings using Karl Pearson’s formula separately for both the boys and the girls reveal that the value of right action in teachers has a greater correlation with scholastic achievements of boys in comparison of girls.

It is clear from the table that the calculated value of z at 5% significance level is .252 which is LESS than the table value 1.96. HENCE THE H0 is rejected and the H1 IS accepted.

7. Conclusion

Thus on the basis of the findings of the study it can be concluded that right conduct as the basic human value amongst the teachers has a positive effect on the scholastic achievement of the students. Though the correlation between the two is not significant yet its impact cannot be ignored. It is also clear from the study that there is no gender bias as far as question of impact of human value

(right action) amongst the teachers on the scholastic achievement of the students is concerned. Both the boys and the girls are equally benefitted from the education imparted by such teachers who have right action as a basic human value in their personality. The Ho that 'THE CORRELATION BETWEEN THE VALUE OF RIGHT ACTION IN A TEACHER AND THE SCHOLASTIC ACHIEVEMENT OF GIRLS IS HIGHER THAN THE SCHOLASTIC ACHIEVEMENTS OF THE BOYS' has been statistically rejected.

It is a reality that academic achievement of the students depend on the personality of a teacher. Value based life style of a teacher is responsible for excellent achievement of the students. Absence of such values in the personality of the teachers will lead to a complete breakdown of values in students. A teacher must lead by an example. If a teacher has this value in his/her personality and action when teaching in a class, he/she will transfer this value to his/ her students. Students learn from imitation. Example is better than percept. The child as a keen observer and learn from his teachers. So the task of character building can be achieved only if the teacher practice this value in his own environment. It is very necessary that the teachers imbibe this value in their personality and lead by their example in their classrooms.

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