

## **TEACHER RESPONSIBILITY AND ATTITUDE TOWARDS VALUES OF HIGH SCHOOLTEACHERS**

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### **Abstract**

Teachers are expected to be positive role models both inside and outside the classroom. Such a role model can expose groups of specific attitudes, life styles and outlook. Students often see teachers as important role models on par with parents. They have a moral role to play in education. Education is powerful tool which requires dedicated work and sacrifice. In teaching profession teachers must have responsibility ethics, morale and values. All these things based on the need's development and instructional goals of students. So, teachers must respond to students learning rather than simply implementing a set of strategies. For that every teacher should possess a thorough understanding of values and responsibility. The researcher feels that the future of the nation lies in the hands of the teacher. They are responsible for moulding the students as true citizens by inculcating the right values in their minds. This is possible only if the teachers have perfect understanding about responsibility and have positive attitude towards the value orientation. Hence, an attempt is made in this study to analyse the high schoolteacher responsibilities and their attitude towards values in Cuddalore District of TamilNadu.

### **Introduction**

The very early period of human civilisation was identified as more individualistic and not much contributed to the civilized life. The collective life began after the group of settlement followed by various activities of human beings. In a collective society or group, individual has many restrictions. He has to follow the group norms and has constraints. Perhaps this might have been the inception of the social values of like love, sympathy, hope, mutual trust, friendship, freedom, consideration for others etc., have been imbibed and cherished in the collective social

life. In that process, the human beings shoulder certain responsibilities and duties based the societal needs and aspirations. Teaching and learning have developed one such important need for human beings. Of late, the concept of teaching and learning is associated with concept of values, the human race cherished then and there. The concept of responsibility and values of one group or society may not be the same for others. There may be differences in different parts of the world or in different culture or in different social structure. But the responsibility of teachers and expected values of teachers are more or less common or more similarities prevailing among them, irrespective of differences in the social structure. But only thing we have to bear in mind is that both responsibility and values are the best of student and teacher community in particular and the society in general.

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

Education is the most powerful tool which requires dedicated work and sacrifice. It is in the hands of teachers; students are expected to get all the best qualities for its effective use. Every profession has its norms, responsibilities and personal values. Particularly, in the teaching profession, teachers must have responsibilities, ethics, commitment, morale, accountability and professional excellence. Hence teachers must work responsibly to attain not only success in the profession but also to fulfil the needs of learners. The teaching society is considered as one transforming and determining the future of the young generation. A teacher occupies a pivotal role in the bringing up of the pupils to the right direction with regard to their attitude towards values of life. A teacher should have a positive outlook towards the values present in a society. He must be an exemplary individual to the pupils for the formation of their characters and attitudes based on the cherished values and for the development of the society. There has been a lot of allegations about the teachers that they have developed negative attitude towards values as a result of the sophisticated life styles being adopted by their personality, compared to the gone days, where teachers were looked upon by pupils as a true example and a guide to various goals of life. It is found that no adequate study has been done, especially on attitude toward values and teacher responsibility among high school teachers. So, it is

attempted to measure the teacher responsibility and their attitude towards values of high school teachers for the betterment of society.

### **Objectives of the study**

1. To study the level of teacher responsibility of high school teachers.
2. To study the high school teachers' attitude towards values.
3. To find out whether there is any significant difference in the teacher responsibility of high school teachers with respect to the sub-samples a) gender b) major subject c) years of experience d) locality of the school and e) type of management.
4. To find out whether there is any significant difference in the attitude towards values of high school teachers with respect to the sub-samples a) gender b) major subject c) years of experience d) locality of the school and e) type of management.
5. To find out whether there is any significant relationship between teacher responsibility and attitude towards values of high school teachers of entire and sub-samples.

### **Hypotheses of the study**

Based on the objectives of the study, the following hypotheses were framed.

1. The level of teacher responsibility of high school teachers is average.
2. The level of attitude towards values of high school teachers is average
3. There is no significant difference in the teacher responsibility of high school teachers with respect to the sub-samples a) gender b) major subject c) years of experience d) locality of the school and e) type of management.
4. There is no significant difference in the teacher attitude towards values of high school teachers with respect to the sub-samples a) gender b) major subject c) years of experience d) locality of the school and e) type of management.
5. There is no significant relationship between teacher responsibility and attitude towards values of high school teachers of entire and sub-samples.

### **Methodology**

Normative survey method was adopted for the present study.

## Sample

The Investigator collected data from 375 high schoolteachers ofCuddalore district which include government, aided and private schools too, which forms the sample of the study.

## Tools Used

In the present study, the following tools have been used to collect the data from the high school teachers by the investigator.

1. Teacher Responsibility Inventory (TRI) constructed and validated by S.AntonyRaj&N.O.Nellaiyapen(2018)
2. Scale of Attitude Towards Values (SATV) by C.SethuMadhavan and P.Kelu (2013).

## Statistical Analysis

For analysing the data, descriptive, differential and correlational analysis were used.

## Analysis and Interpretation

**Hypothesis 1: The level of teacher responsibility of high school teachers is average.**

**Table 1: Mean and Standard Deviation for the Teachers Responsibility of High School Teachers**

Variables	Number	Mean	Standard Deviation
Teacher Responsibility	375	53.04	5.04

It is evident from the table 1 showsthe mean and standard deviation for teacher responsibility scores of entire sample are 53.04 and 5.04 respectively, which indicates that the mean score lies between than the average value (49-58). It is concluded that the teacher responsibility of high school teachers is average.

**Hypothesis 2: The level of attitude towards value of high school teachers is average.**

**Table 2: Mean and Standard Deviation for the Attitude towards Value of High School Teachers**

Variables	Number	Mean	Standard Deviation
Teacher Responsibility	375	179.71	15.63

It is evident from the table 2 showsthe mean and standard deviation for attitude towards value scores of entire sample are 179.71 and 15.63 respectively, which indicates that the mean score lies between than the average value (165-194). It is concluded that the attitude toward valueof high school teachers is average.

**Hypothesis 3: There is no significant difference in the teacher responsibility of high school teachers with respect to the sub-samples a) gender b) major subject c) years of experienced) locality of the school and e) type of management.**

**Table 3: Significant Difference among Teacher Responsibility Scores of High School Teachers with regard to Sub-Samples**

Variable	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Teacher Responsibility	Male	145	50.43	4.06	2.41	Significant
	Female	230	54.24	6.30		
	Arts	204	50.61	4.34	2.35	Significant
	Science	171	54.31	6.69		
	Below 10 Years	248	53.59	5.38	1.81	Not Significant
	10 years and above	127	54.59	4.32		
	Rural	143	53.45	6.23	1.31	Not Significant

	Urban	232	54.22	4.16		
	Aided	157	54.29	5.52	2.22	Significant
	Unaided	218	50.67	3.41		

It is evident from the Table 3, that the calculated 't' values are found to be 2.41, 2.35 and 2.22 which are significant. Hence, the framed null hypothesis 3(a), 3(b) and 3(e) is rejected and it is concluded that there is significant difference in the teacher responsibility of high school teachers with respect to the sub-samples such as gender, major subject and type of management.

It is evident from the Table 3, that the calculated 't' values are found to be 1.81 and 1.31 which are not significant. Hence, the framed null hypothesis 3(c) and 3(d) is accepted and it is concluded that there is no significant difference in the teacher responsibility of high school teachers with respect to the sub-samples years of experience and locality of the school.

**Hypothesis 4: There is no significant difference in the attitude towards value of high school teachers with respect to the sub-samples a) gender b) major subject c) years of experienced) locality of the school and e) type of management.**

**Table 4: Significant Difference among Attitude towards Value Scores of High School Teachers with regard to Sub-Samples**

Variable	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Attitude towards Value	Male	145	176.60	13.83	3.28	Significant
	Female	230	180.12	16.54		
	Arts	204	175.52	13.46	3.01	Significant
	Science	171	181.23	15.99		
	Below 10 Years	248	179.07	16.36	2.08	Significant
	10 years and above	127	182.72	15.82		

	Rural	143	179.25	15.34	1.72	Not Significant
	Urban	232	181.72	16.79		
	Aided	157	181.38	15.50	1.09	Not Significant
	Unaided	218	179.53	16.76		

It is evident from the Table 4, that the calculated 't' values are found to be 3.28, 3.01 and 2.08 which are significant. Hence, the framed null hypothesis 4(a), 4(b) and 4(c) is rejected and it is concluded that there is significant difference in the attitude towards value of high school teachers with respect to the sub-samples such as gender, major subject and years of experience.

It is evident from the Table 4, that the calculated 't' values are found to be 2.08 and 1.72 which are not significant. Hence, the framed null hypothesis 4(d) and 4(e) is accepted and it is concluded that there is no significant difference in the attitude toward teacher value of high school teachers with respect to the sub-samples locality of the school and type of management.

**Hypothesis 5: There is no significant relationship between teacher responsibility and attitude towards values of high school teachers of entire and sub-samples.**

**Table 4.5: Showing the Correlation Values between Teacher Responsibility and Attitude towards value of High school teachers**

Sl. No.	Variables		N	'r' Value	Level of Significance
<b>Entire Sample</b>			<b>375</b>	<b>0.361**</b>	<b>Significant</b>
1	Gender	Male	145	0.237**	Significant
		Female	230	0.286**	Significant
2	Major Subject	Arts	204	0.135*	Significant
		Science	171	0.151*	Significant
3	Years of Experience	Below 10 Years	248	0.300**	Significant
		10 years and above	127	0.182*	Significant
4	Locality of the School	Rural	143	0.060	Not Significant
		Urban	232	0.172*	Significant
5	Type of	Aided	157	0.127*	Significant

	Management	Unaided	218	0.075	Not Significant
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From the table 4.5, it is inferred that the co-efficient of correlation between teacher responsibility and attitude towards value of high school teachers is found to be  $N=361$ ,  $r=0.361$  at 0.01 level, which indicates that there is a significant and positive correlation between teacher responsibility and attitude towards value scores. Therefore null hypothesis is rejected and it is concluded that there is significant and positive relationship between teacher responsibility and attitude towards value of high school teachers.

The relationship between teacher responsibility and attitude towards value of high school teachers of entire and all categories of sub-samples is significant except rural and Unaided category of sub-samples. Hence the null hypothesis is rejected in the former category and accepted for the latter category sub-samples.

### **Findings of the Study**

- The teacher responsibility of high school teachers is average.
- The attitude towards value of high school teachers is average.
- There is significant difference in the teacher responsibility of high school teachers with respect to the sub-samples Gender, Major subject and Type of management.
- There is no significant difference in the teacher responsibility of high school teachers with respect to the sub-samples Years of experience and Locality of the school.
- There is significant difference in the attitude towards value of high school teachers with respect to the sub-samples Gender, Major subject and Years of experience.
- There is no significant difference in the attitude towards value of high school teachers with respect to the sub-samples such as Locality of the School and Type of Management
- There is significant and positive relationship between teacher responsibility and attitude towards value of high school teachers for the entire sample and sub-samples except Rural and Un-aided groups.

## Conclusion

The result of the above study revealed that teacher responsibility and attitude towards values of high school teachers at average level. But there exists significant difference in the teacher responsibility of gender, major subject and type of management sub samples of high school teachers only. In the case of attitude towards value gender, major subject and years of experience of high school teachers only.

The entire and all groups of sub samples of high school teachers are having significant positive relationship in their teacher responsibility and attitude towards values except rural and unaided group of sub samples.

## References

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