

Impact of Moral Dimension of Teachers

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Abstract— Teacher has social responsibility to teach students dutifully about subjects, moral education, social education and national integration. He prepares future citizens so he has responsibility to carve them as knowledgeable, skilled, responsible, sincere, patriotic and loyal citizens of nation.

responsibility of nation and responsibility of humanity. Collected data was tabulated, converted into percentage and comparatively analyzed.

TABLE-STATUS OF TEACHER'S MORAL VALUE LOCALITY AND GENDER WISE

Index Terms— Social Responsibility, Moral Value

I. INTRODUCTION

Teachers have to play a vital role in society. The sense of feeling which hold responsibility for the fellowmen is called dutifulness. It is fulfillment of obligation and work with sincerity without any fear of punishment or hope of any reward. This dedication for work is dutifulness. He has to dispel ignorance of students and build a healthy society.

A teacher's first moral obligation is to provide excellent instructions. Teachers with high moral professionalism have a deep obligation to help students for learning. They work regularly with punctuality. They have knowledge of subject matter and able to answer student's questions. They conduct classes with interest and update instructional practice. Such teachers cooperate with parents, colleagues and help to implement institute policies so that whole institution may work effectively. They tactfully bring in knowledge of management about unsatisfactory policies and propose constructive improvement.

II. OBJECTIVE OF STUDY:

To find moral value of teachers with respect to their locality and gender

III. HYPOTHESIS:

There is a presence of significant moral values in teachers.

There is no significant difference in moral values between rural and urban teachers

There is no significant difference in moral values between male and female teachers

IV. METHODOLOGY:

Descriptive survey method was applied for study. 200 school teachers were selected consisting 100 rural and 100 urban. In both group 50% male and 50% female teachers were taken to find accurate result. A self prepared morality test was applied having 5 dimensions as responsibility of oneself, responsibility of institute, responsibility of society,

Moral Dimension	Locality	Gender	No. of Teachers (%) at Moral Scale		
			51-100	101-150	151-200
Responsibility to Oneself	Rural	Male	24	32	44
		Female	18	36	46
	Urban	Male	21	33	46
		Female	17	36	47
Responsibility to Institute	Rural	Male	19	38	43
		Female	17	39	44
	Urban	Male	25	36	39
		Female	20	39	41
Responsibility to Society	Rural	Male	30	34	36
		Female	24	37	39
	Urban	Male	27	35	38
		Female	21	39	40
Responsibility to Nation	Rural	Male	16	36	48
		Female	21	33	46
	Urban	Male	12	33	45
		Female	24	34	42
Responsibility to Humanity	Rural	Male	19	42	39
		Female	16	44	40
	Urban	Male	18	40	42
		Female	16	40	44

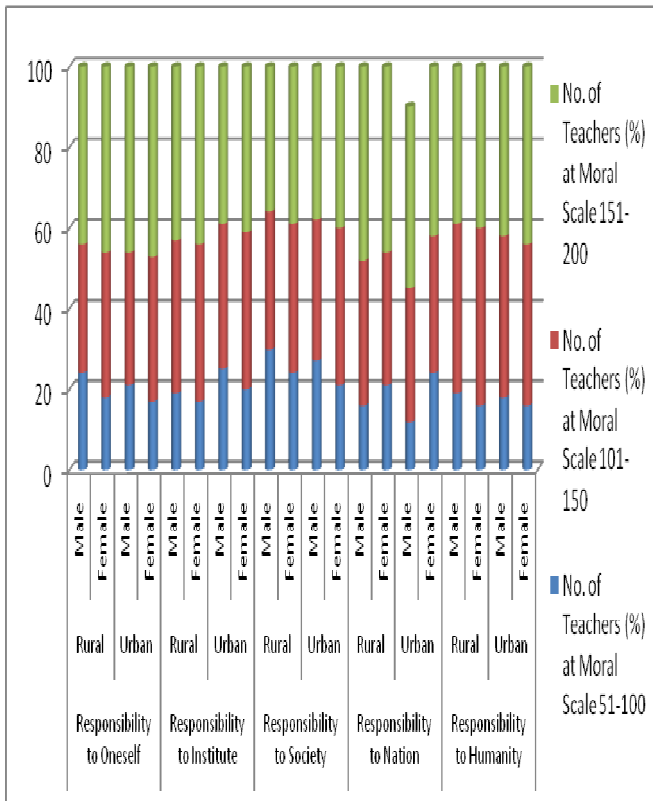


Fig1: Chart-Status of Teacher's Moral Value Locality and Gender wise

Result shows significant moral values in teachers, hypothesis 1 there is a presence of significant moral values in teachers is accepted. Responsibility towards institute, country is found high in rural than urban, hypothesis 2 there is no significant difference in moral values between rural and urban teachers is rejected. Moral values for female teachers are higher than male teachers; hypothesis 3, there is no significant difference in moral values between male and female teachers is rejected. Data regarding responsibility to one self show that morality is higher for urban female teachers. Responsibility due to institute shows that rural female has higher value while for responsibility due to society, urban female shows high value. For responsibility to nation, rural male teachers exhibit higher value and for responsibility to humanity urban female teachers show high morality.

V. CONCLUSION:

Teacher has moral responsibilities for oneself, society, teaching institute, nation and humanity. Teacher should have a spirit of sacrifice, ready to serve nation and feelings to forego material benefits. The life of a teacher should be a model to show how man should conduct in public life. Institute administrators should focus to nurture moral values, sincerity, social and ethical values in teachers so that they may develop these values among students.

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