

# Teachers' Role in Quality Enhancement and Value Education

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## Introduction

Values are regarded enviable, imperative and are apprehended with high esteem by a particular society in which a person lives. Values give meaning and strength to an individual's character by occupying a central place in his/her life. Values reflect one's personal attitude and judgments, decisions and choices, behaviour and relationships, dreams and vision. These values influence our thoughts, feelings & actions and guide us to do the right things.

Values are the guiding principles of life that contribute to the all round development of an individual. They give a direction to life and thus bring joy, satisfaction and peace. Values add quality to life. Thus, one might say that any human activity, thought or idea, feeling, sentiment or emotion, which promotes self development of an individual, constitutes a value. The other corresponding function of a value is that it should also contribute to the welfare of the larger social unit such as the family, the community and the nation of which an individual is a constituent. Value system is the backbone of the society. Values may vary from one society to another and from time to time. But, every society abides by certain moral values ,and, these values are accepted by all the societies as "Global values" (Geetha, 2006).

## Value Education: Past and Present

In ancient India, the Vedas, the Upanishads, the Epics manifested and upheld the values of Indian society. More importance was given to morality, honesty, duty, truth, friendship, brotherhood, etc. They were the themes of Indian culture and society. Imparting value education and reforming the society were the only aims and objectives of the teachers of ancient age. But in the present scenario, due to manifold changes in various aspects of our civilization such as population explosion, advancement in science and technology, knowledge expansion, rapif

industrialization, urbanization, mobilization, IT revolution, liberalization, privatization & globalization as well as the influence of western culture, present society has become highly dynamic. Modernization process is accompanied with multifold problems, anxieties and worries to human life, endangering its original simple nature. Growing global poverty, pollution, hunger, disease, unemployment, unsociability, caste system, child labour, gender inequality, ill-treatment of women, violence, disability, exploitation of natural resources and many such evils have caused value- crisis on the globe, adversely affecting the core human values such as honesty, sincerity, morality and humanity and, as such, there is a great transition in human society. To overcome the problems of the present era, inculcation of values among individuals and promotion of values in educational system, as well as society, is highly essential (Vijayasree, 2006).

## Why values are needed to be fostered?

There has been a rapid corrosion of ethical and moral values in the Indian society. Before independence we were economically poor, our health conditions were deplorable and child mortality rates were very high. We had very few universities and almost no heavy industry. Our agriculture production was very low and very often we faced famines. After independence, we have made rapid progress in agriculture and industry, in education-and in almost every sector of our life. Our progress may not have been as spectacular as that of Korea and Japan. But it is certainty of a level of which we can be proud (Reddy, 2006).

However, we had one thing before independence which we have lost now in a considerable manner and that is pride for character, and, our sagacity of ethical and moral values. Before

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independence, we fought against the mighty British Empire with the weapons like truth and non-violence by adopting noble means for the noble cause. We held our heads high and could give sermons on character and moral values to all the nations and commanded a great deal of respect. Everybody here had a sense of national pride and patriotism. The State had full faith that once we gained independence, we shall be able to perform miracles on the basis of our moral and spiritual strengths. After attaining independence, no doubt, the nation made rapid strides in all fields, but we lost our character and pride in our values. It is rightly said 'if wealth is lost, nothing is lost,; if health is lost, something is lost; but, if character is lost, everything is lost.' This holds true not only for individuals, but also for the nation. (Reddy, 2006). From the above discussion we can summarize the need of values as below:

- ❖ To guide the human beings in the right path, to inculcate the concept of 'universal brotherhood' and to achieve the absolute values of Truth, Goodness and Beauty;
- ❖ To give direction and firmness to life and bring joy, satisfaction and peace, of life, to preserve our culture and heritage and to develop morality and character;
- ❖ To bring the behavioural changes towards positivism;
- ❖ To promote the peace and harmony in the individuals and in the society;
- ❖ To bring quality of life and sustainable development in the society (Sarsani and Reddy, 2006).

Above all, the most important need is to inculcate all the five core values (truth, righteousness, peace, love and non-violence) among the people to make them good human beings in true sense.

#### **Review of Related Studies**

The significance of education and values as well as role of values in the development of society in general and individual in particular can be analyzed from the studies quoted below.

Saraf (2000) observed that the teachers play a pivotal role and also act as a kingpin so far as the

teacher-parent cooperation is concerned. He also emphasized that the media contributes significantly in the promotion of values.

Chakrabarti (2003) explained the value education from philosophical, psychological and sociological perspectives. He further illustrated with the diverse perspectives of education for values as set forth by eminent educational thinkers like Mahatma Gandhi, Rabindranath Tagore and Swami Vivekananda. Gawande. (2004) noted that the prosperity of a country depends neither on the abundance of its revenues nor on the beauty of its public buildings, but its cultivated citizens, in its men of education, enlightenment and character. Sharma (2007) declared education as a composite discipline must conform to the socio-economic, socio-political and socio-cultural conditions.

Another group of studies undertaken by Goel and Goel (2005) observed that society can overcome most of the problems of 21st century by imparting life skills education with values as the most important ingredient. They explained the human values and value education in a broader perspective which can lay the foundation of a society having equity and justice as its motto. Singh (2007) advocated that moral values have always been at the core of all major religions in the world and the dark realities of our times call for greater emphasis and assertion of such values. The goal of education goes beyond the mere confines of knowledge based learning and provision of skills, as it also seeks to nurture holistic human beings possessing universal human values which make life worth living. Sharma and Katoch (2007) stressed that the development of man is possible through education. Chandrasekaran (2008) suggested that value-oriented education is the need of the hour to make all possible attempts to inculcate value-oriented education in the centers of learning. Sumita (2008) found that globalization has not only brought about a turmoil in the economic scenario worldwide, but it has also influenced every aspect of human life and relations. Globalization has ushered a market culture into family life and human relations. Singh and Nath (2008) emphasized that value education inculcates in a child higher moral and social ideals together with spiritual values so that he is able to

form a strong character useful to his own self and the society of which he is an integral part.

### Objectives of the study

- i) To study the role and status of teachers in the society.
- ii) To analyze the factors responsible for decline in teaching values and quality of education.
- iii) To work out the reasons responsible for the poor performance of the Teachers in higher education.
- iv) To analyze the importance of religious/ spiritual books and women education in rejuvenating the Educational Value System.
- v) To explain the role of social, moral, cultural and environmental values in our life.
- vi) To examine the effect of privatisation on the quality of higher education.

### Methodology

The information regarding the value pattern of participants who were undergoing the Orientation Programmes and Refresher Courses at UGC-Academic Staff College has been collected purposively from 68 participants. The primary data has been collected through interview schedule/ questionnaire and observation method. The data has been analyzed

by adopting simple statistical methods i.e. percentage and averages. Interpretation of the data is based on rigorous analysis aiming at the achievements of study objectives.

## Results and Discussion

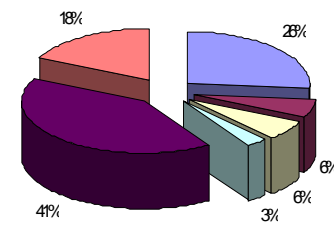
### Teacher and Society

Teachers' role is very vital in molding the future of a country and, as such, it is considered the noblest profession. Teachers are the ideals to their pupils. An educational institute should not be just confined to teaching and learning but it should be considered as a place where consciousness is aroused and illumined; soul is purified and strengthened. It is the place where the seeds of discipline, devotion and commitment are planted and fostered with deliberate efforts. A constructive companionship between teachers and students has to be developed. Gurus like Parshuram, Bhishma and Drona influenced their students by practicing what they preached (Thakur, 2007). In a nutshell, a teacher in real sense is one who himself practices the human values. He should *walk his talk* to leave an ever lasting impression in the minds of students.

41.18 per cent participants considered teacher as nation builder; 5.88 per cent as

**Table 1**  
**Role of Teachers in Society**

SN	Factors	Responses	Percentage
1.	Nation Builders	18	26.47
2.	Personality Developer	04	5.88
3.	Guide	04	5.88
4.	Learner	02	2.94
5.	Nation Builders and Personality Developer and Guide	28	41.18
6	All of the above	12	17.67
	<b>Total</b>	<b>68</b>	<b>100.00</b>



Sources: Primary Probe

personality developer as well as guide and 2.94 per cent of the respondent teachers considered them as learners i.e. they believe that they should learn throughout their lives. Whereas 17.67 per cent perceived the teachers are the combination of all the above mentioned attributes. They cannot be perceived with individual attributes such as nation builders, personality developers, guides, learners, etc. But, they represent a unity of all these factors.

### Teachers' Status

Unfortunately, today the 'personality' of the teachers has deteriorated. The society now, accords a low status to teachers; this profession has been highly depleted and demoralized owing to certain evils that have crept in this noble profession such as casteism, modernization, political influence, corruption and other unfair practices. Once upon a time, this

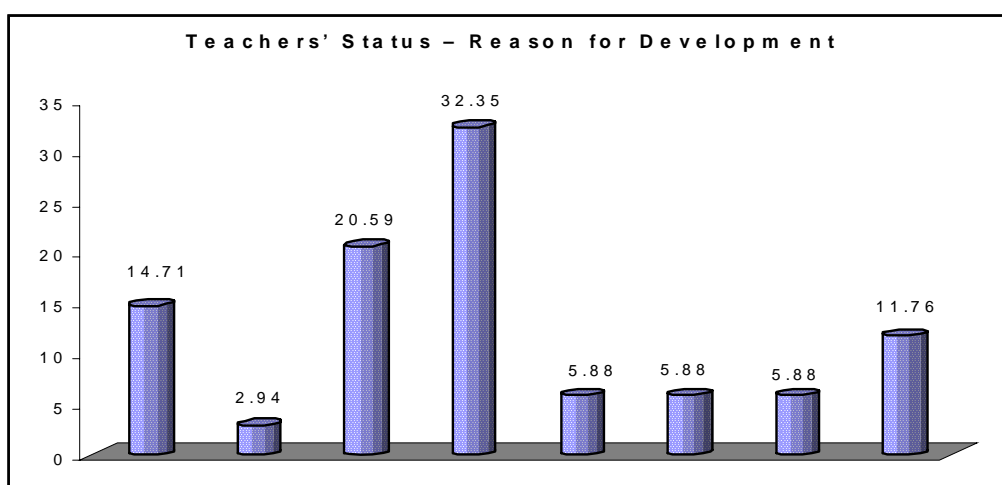
institution which was esteemed highly and was considered *as temple of learning (Gurukul)*, has now become one more, easy source of earning money. In certain cases, the personality of the teachers has turned too dubious. They lack moral fiber and spiritual elegance and their behavior has become highly suspicious, corrupt, degrading and disgusting. Some teachers relentlessly opt for this profession just for the sake of monetary benefits and to gain power and position, rather than for the integrity and sanctity of the profession. There was a time when a teacher was considered next to God. It is rightly said in Sanskrit, "*Guru Brahma, Guru Vishnu, Gurudevo Shri Maheswara/ Guru Sakshat Param Brahma Tasmai Sri Guruwai Namah*".

Reasons given for the devaluation of status/ reputation of teachers are the professionalism (i.e.

**Table 2**  
**Teachers' Status – Reason for Development**

SN	Responses	Total Number of Participants	Percentage
1	Poor quality of teaching	10	14.71
2	Poor teaching methods	02	2.94
3	Changing social attitude	14	20.59
4	Professionalism	22	32.35
5	Role of welfare state	04	5.88
6	Poor quality of teaching and changing social attitude	04	5.88
7.	Poor quality of teaching, changing social attitude and professionalism.	04	5.88
8.	All of the above	08	11.76
	<b>Total</b>	<b>68</b>	<b>100.00</b>

s: Primary Probe



32.35 per cent) and Changing Social Attitude (i.e. 20.59 per cent) respectively. Poor quality of teaching (i.e. 14.7 per cent), minimum role of welfare state (i.e. 5.88 per cent) and poor teaching methods (i.e. 2.94 per cent) are noted as other factors liable for the degradation of teachers' status whereas, 11.76 per cent of the respondents perceived that all the factors stated above are jointly responsible for the same.

According to them, individual attributes have not degraded the status of teachers today, but, they have, together, brought about this downfall. In a nutshell it can be concluded that the status of teachers has got devaluated due to poor quality of teaching, changing social attitudes or societal response towards teaching profession and professionalism in teaching. In the ancient times when *Gurukul* system was prevalent, teachers were considered as 'Gurus' or 'Mentors' but today they are regarded as masters which

connotes negative authoritative sense in the minds of the students.

### Declining Teaching Values

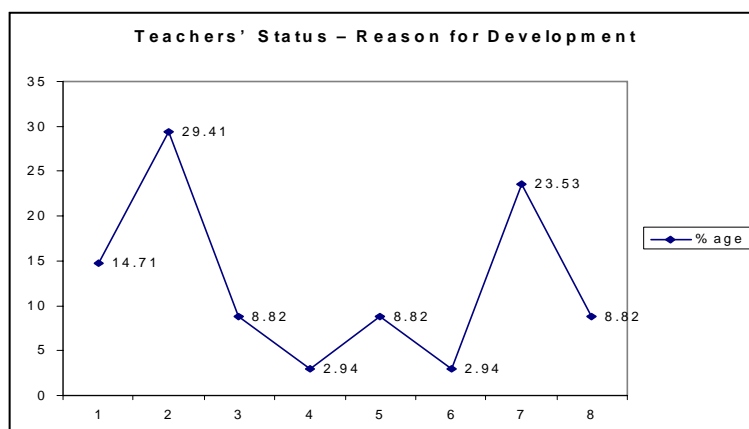
In the modern era, we see a large number of teachers often making money by unfair or foul means. They are unscrupulous and resort to unfair means for making fast dough through indifference in teaching and conducting private tuition classes for extra income. This has led to malpractices in examinations by students and, in some cases, by teachers also. Besides this, we find considerable number of teachers addicted to smoking, drinking liquor and gambling. Therefore, how can such teachers impart values to the students? It is a recognized fact that teachers with awful habits working in education institutions, cannot reflect positive teaching values in the classroom.

While analyzing the factors responsible for devaluation of teaching values, it was found out that

**Table 3**  
**Teachers' Status – Reason for Development**

Sr.No	Reasons	Total Number of Participants	%age
1	Changing Social Attitude	10	14.71
2	Non-Responsiveness and Poor Level of Accountability	20	29.41
3	English/ Western System of Education	06	8.82
4	Absence of traditional Indian Education System	02	2.94
5	Impact of Modernization	06	8.82
6	Larger number of Institutions, Teachers and Students	02	2.94
7	Changing Social Attitude and Non-Responsiveness and low Accountability	16	23.53
8	All of the above	06	8.82
	<b>Total</b>	<b>68</b>	<b>100.00</b>

Primary Probe

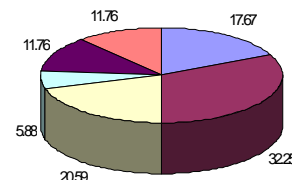


non-responsiveness (i.e. 29.41 per cent) and changing social attitude (i.e. 14.71 percent) are the major factors responsible for the degradation of teaching values in the society. The other factors such as emphasis on western system of education (i.e. 8.82 per cent), impact of modernization (i.e.8.82 per cent), absence of traditional Indian education system (i.e. 2.94 per cent), bulk increase in the number of students, institutions & teachers (i.e. 2.94 percent) were also found accountable. 23.53 percent of the respondents perceived that changing social attitude & non--responsiveness as well as low accountability are some other factors responsible for the degradation of teaching values.

#### Poor Performance of Teachers

**Table 4**  
**Weak Performance of Teacher : Reasons thereof**

Sr.No.	Reasons	Total	Percentage
1	Lack of Training	12	17.67
2	Political Intervention in Selection of Teacher	12	32.25
3	Ignorance of Merit	14	20.59
4	Inadequate Salary structure	04	5.88
5	Poor Infrastructural Facility	08	11.76
6	All of the above	08	11.76
	<b>Total</b>	<b>68</b>	<b>100.00</b>



**Source: Primary Probe**

political considerations (i.e. 32.25 per cent) followed by ignoring of meritorious teachers during selection (i.e. 20.59 per cent), lack of training (i.e. 17.67 per cent), poor infrastructural facilities such as poor library, lack of internet accessibility & other modern teaching gadgets etc. (i.e. 11.76 per cent and inadequate salary (i.e. 5.88 per cent) are liable for the poor performance of the teachers engaged in higher education. Whereas 11.76 per cent responded that all the factors stated above are jointly responsible for the weak performance of teachers.

#### Privatization of Higher Education

Financial crunch in the higher education and its privatization has become a crucial issue in the

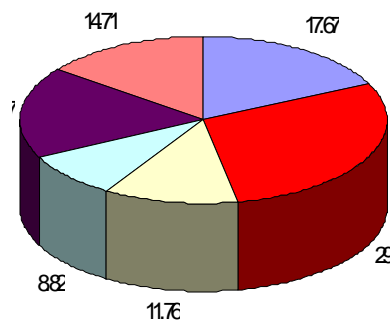
The success of any educational system depends on the quality of the teachers which, in turn, depends on the effective reaching-learning process in a class room. Teachers' performance is the most crucial input in the field of education. Therefore, teachers should be aware of the fact that their role is of vital significance for societal development and change. They must make an *effort* to light a candle instead of cursing the darkness and sow the seeds of value education with a great hope that they would disseminate their fragrance towards the creation of a just and new society as they spurt and blossom.

It is clear from the above analysis that a number of attribute including the selection of teachers on

present circumstances. Keeping in view the spurt in demand of higher education in meeting the global requirements and standards in terms of competitive markets, free economy, and influence of information technologies, the mushroom growth of private educational institutions is ever increasing. Can a the country like India where a large number of poor and backward people reside, with poor financial conditions which may not allow them to go for higher education by paying much higher fees, afford mindless privatisation of higher education? Some of the studies reveal the fact that privatization of education is beneficial only to the elite class and not to the economically weaker sections of the society.

**Table- 5**  
**Impact of Privatization on Higher Education**

S.N	Impact of Privatization	Total	%age
1	Degraded the Quality	12	17.67
2	Entry of Non-Academicians	20	29.41
3	Divided Society into Two Groups	08	11.76
4	Profit Oriented Institutions	06	8.82
5	Degraded the Quality of Education and Institution Run. By the Non Academicians	12	17.67
6	All of the above	10	14.71
	<b>Total</b>	<b>68</b>	<b>100.00</b>



Source: Primary Probe

17.67 per cent participants believe that privatization has degraded the quality of education, 29.41 per cent admitted that these institutions are run by non-academicians and the very purpose of such institutions is the maximization of profits (8.82 per cent). Difference in the society on the basis of rich & poor and rural & urban is the factor responsible for pushing the institutions of higher education towards privatisation. Moreover, these private institutions are functioning on their own terms and conditions

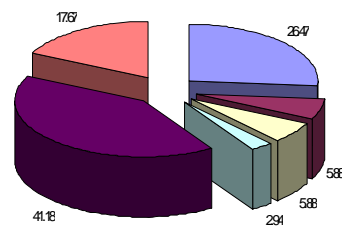
without much external monitoring and control over them.

**Role of Religious/Spiritual Books and their importance in Educational Value System**

Religious and Spiritual knowledge tends to nourish an attitude of respect towards values, morality and ethics so that an intellectual person applies his knowledge in creative fashion for his/her own and others' development.

**Table- 6**  
**Importance of Religious/ Spiritual Books in Rejuvenating the Educational Value System**

Sr.N o.	Importance of Religious Books	Total	Percentage
1	To Great Extent	14	20.59
2	To Some Extent	38	55.88
3	Not at All	16	23.53
	<b>Total</b>	<b>68</b>	<b>100.00</b>



Source: Primary Probe

A large number of the respondents agreed to some extent with the view that the religious and spiritual books should be taught in the educational institutions for rejuvenating the educational value system which constitute 55.88 per cent whereas 23.53 per cent did not agree at all. The remaining 20.59 percent perceived the same in favour to a great extent. Thus, it is clear from the above analysis that religious and spiritual books play an important role in inculcating educational values among the student engaged in higher education.

The biggest challenge before our education system is to meet the crisis of social and moral values and character of an Individual. The participants when interviewed, opined that though India has always been known for sound social values and character of its people, the impact of western values has adversely affected the mindset of people which can be rectified only by imbibing our value oriented educational system, which is of-course a big challenge. The challenge has to be met by collective introspections. The entire gamut of the components of the education system has to be reviewed so as to allow room for value education. Further, the participants admitted that joint family system contribute to great extent towards fostering values.

Teacher plays a very important role in transmitting cultural values in the minds of the students by organizing various activities, like celebrating cultural weeks, important festivals, etc. Teacher should create awareness to protect national heritage, monuments, cultural heritage and so on. The strongest argument given by participants is that one of the most urgent and crucial problems human beings are facing today is the degradation of environment. The objective of environmental education is that the individual and social groups should acquire awareness and knowledge, develop attitudes, skills and abilities and participate in solving real life environmental problems. It is the moral responsibility of the teachers to educate the students in this direction because, as we all know, wellbeing of the nation is directly linked with the protection and maintenance of healthy environment.

In briefly, we can say that values are the guiding principles of life which are conducive to all round development. They give direction to life and bring joy, satisfaction and peace to life. But there is great degradation and devaluation with respect to values among people in general and teachers in particular. There is also devaluation in various spheres of life such as

political, social, philosophical, economic, educational, cultural, religious, administrative, etc. The findings of the study reveal that the teachers play a very important role in the society and they are considered as nation builders, personality developers, guides, etc. But in the modern era, there are number of factors which are responsible for degradation of the status of teachers, for their poor performance and for the decline in teaching values such as changing social attitude, professionalism, poor quality of teaching, non-responsiveness and low level of accountability, political intervention in teachers; selection, ignoring of merit etc. The study further reveals that the privatization has degraded the quality of education because these institutions are run by the non-academicians and these are profit oriented institutions. Importance should be given to religious/spiritual education as well as women education so that society as a whole may flourish with desirable the value system. The social, economic, cultural and human values play a very important role in the overall development of society and help in achieving the socialistic pattern of the society.

It is recommended there should be congenial conditioning or proper environment in the society which includes parents, teachers, educators as well as administrators for inculcating values i.e. moral, spiritual, religious, social, economic and cultural values, etc. among the students/ youths. Promotion of human values in the society depends on the promotion of good qualities among individuals. In every tradition and in every country the place of a teacher, not only in the institution but also in society, has been glorified. According to a Japanese saying, a poor teacher tells, an average teacher teaches, a good teacher explains, an excellent teacher demonstrates and a great teacher inspires. To inspire the students, a teacher should discharge twin roles - one to mould himself and other to mould others.

In a nutshell it can be concluded that education without vision is waste, education without value is crime, and education without mission is life burden. A nation with atomic power is not a strong nation but a nation with people with strong character is indeed a strong nation. Therefore, for the sustainable human development as well as for the social growth, there is a need of value based education, spiritual education, ethical education, as well as need based education. Besides sustainable educational system, the special focus should be on inclusive growth with inclusive educational policies and programmes.