



## THE ROLE OF TEACHERS IN INCULCATING MORAL VALUES: OPERATIONALISATION OF CONCEPTS

**Prin. Dr. Shivakumar S. Ganapur**  
Associate Dean of Interdisciplinary Studies,  
PAH Solapur University Solapur.  
Kasturbai College of Education P.G. Department of  
Education and Research Center, Ashok Chowk,  
Solapur, Maharashtra.



### ABSTRACT:

*Dealing with values and ethical problems is recognised as integral a part of teachers' roles. particularly in culturally heterogeneous societies academics face multiple values that students and their families might hold. The study according during this paper explores completely different conceptions of academics' ethical roles attending to develop Associate in Nursing instrument for assessing teacher beliefs regarding those roles that might be employed in teacher development. Paternalist, liberal and social-relativist conceptions of academics' ethical roles were operationalised mistreatment knowledge collected in 3 focus teams with teachers from Karnataka, Andrapradesh and Madyapradesh of India. Initial things for construction of a form for academics were generated from teachers' utterances to confirm ecological validity. Implications for teacher development and future analysis square measure mentioned.*

**KEYWORDS:** societies academics, teacher development, social-relativist conceptions, conceptions of teachers.

### INTRODUCTION

It presupposes that one thing of import is to be instructed and it's involved with rising individuals . As such, education, and teaching, is bound to encounter problems that are not susceptible to resolution in value-neutral, technical terms. Moral values described as 'notions of good & bad, better & worst' can be expressed in any action a teacher undertakes, for example in what curricular content they focus on, who they pay attention to, where they stand while talking with students, and so on , with or without teachers being aware of such expressions. The view of teaching as an ethical and value-laden activity seems to be widespread among the policy makers, teacher educators and teachers themselves. The development of professional ethical standards for teachers has lately received an increasing attention internationally.

The rationale for studying teachers' own beliefs can be found in abundant literature about the nature of teacher knowledge, teacher identity and professionalism, suggesting that teacher practices and the success of attempts to change those practices critically depend on the extent to which they are congruent with teachers' own beliefs about what is worthwhile in education, and that teachers themselves should be the main source of information for defining their roles and competences. Teacher competence is often defined as a dynamic combination of knowledge, abilities and values. While various frameworks have been developed for examining teachers' beliefs about teaching knowledge and teaching ability values are by and large left out of such frameworks despite the strong consensus in the educational literature that they are integral to teaching as a moral activity.

## METHODOLOGY

### Objectives and design

The objective of the study reported in this paper was to elicit teachers' judgments about concrete cases of school and classroom practices which could be used to generate questionnaire items for the above presented conceptions of teachers' moral roles. In this way we sought to make teachers' voices prevalent in the development of an ecologically valid instrument for exploration of their beliefs. With this objective in mind we conducted focus groups with teachers to discuss five cases involving values to which school and classroom practices may give rise. The case have been designed by selecting and adapting contents from similar studies conducted in other contexts and the articles from newspapers in the region reporting actual instances of teachers' conduct laden with moral issues. These cases are reproduced in full here:

**CASE 1:** A young teacher is inclined to come to school casually dressed, carries a nose piercing, and uses informal forms of speech. The teacher is popular with pupils and they begin to imitate her.

**CASE 2:** A teacher whose pupils achieve good results, including at competitions, is given to the use of sarcasm and ridicule towards pupils. The pupils show fear and humiliation in the presence of this teacher.

**CASE 3:** A head teacher of a school (regarded as a good school) does not believe much in democratic decision-making. She manages the school autocratically and disregards opinions of teachers, parents or pupils.

**CASE 4:** In a school that set the aim of promoting pupils' critical thinking as its priority, it has been noticed that a teacher is promoting the teaching of his own faith in a way that does not help the children think for themselves. However, this teacher meets the approval and sympathy from the parents belonging to the same religious community.

**CASE 5:** A teacher widely respected among colleagues, parents and pupils, is locally known to be given to drinking and company of younger men in her private life. When in school, she acts decently and professionally. However, a gossip starts to circulate amongst pupils and school staff about the private life of this teacher.

## FINDINGS AND INTERPRETATION

It is not possible to do full justice to the range and detail of the focus group discussions here, neither is it a purpose of this paper to discuss the prevailing teacher beliefs about their roles in inculcating moral values. Rather, our aim here was to generate questionnaire items from the discussions of ethical issues by teachers themselves in order to ensure ecological validity of the questionnaire. Thus, in the presentation of results we focus on the most significant issues emerging from the discussions illustrating how we interpreted teachers' utterances and used them to develop the questionnaire items for each for each of the three conceptions.

## CONCLUSIONS AND IMPLICATIONS

The aim of this study was to generate items for a questionnaire that could be used for an exploration of teachers' beliefs about their roles in inculcating moral values. Although here we were not concerned with identifying the prevailing positions taken on the ethical dilemmas discussed in this study, it is nonetheless important to note that the expressed teachers' attitudes as interpreted by the researchers did range from the more paternalist side of the spectrum extending to the liberal end, although it seemed that participants sought to avoid the extremes of authoritarianism or permissiveness of personal preferences. A social-relativist position has also been identified in the focus group discussions when participants related ethical dilemmas and strategies for their resolution to socially, culturally or otherwise embedded traditions and practices in a given context. The studies presented in this paper have implications for teacher education and development and offers a tool for further research.

With regard to the implications for teacher education and development, a need for linking teachers' moral judgments in practice with the complexities of moral inquiry is confirmed by a number of conceptual pitfalls that can be noticed when we compare teachers' attitudes on different dilemmas. For example, there seems to exist among teachers a great deal of sympathy for promotion of critical rationality and independence of thought, yet hardly any dissent from the view that in school teachers should exemplify good conduct, despite the doubt about whether there exists much popular agreement about what this might mean. In this regard, the study offers ideas and contents that might facilitate academics link their beliefs regarding their ethical roles to the epistemic questions about the character of ethical claims and judgments. An enquiry of these links looks worthy each in pre-service and in-service teacher education and development considering what was aforementioned earlier regarding inadequate addressing of ethical values in teacher education, parallel to teachers' distribution high importance to those values.

With relevancy future analysis, the study offers some indications of what variations in academics beliefs regarding their ethical roles can be sought-after by approach of standard social research project. The most important variance in opinions expressed within the focus teams appeared on the problem of the extent of ethical exemplification to the teachers' non-public life, between academics from larger cities United Nations agency most frequently failed to see this as a necessity, and people from a little city United Nations agency expressed the alternative read. Also, larger within-group divergences of attitudes occurred between academics from cities than among the academics within the settlement faculty. Additional analysis might explore the relationships between teachers' beliefs regarding their roles in inculcating ethical values and alternative components of teacher ability that such beliefs might underpin, like intercultural ability and/or social relationships with their pupils.

## REFERENCE

1. Empowering Learners Through Value Education (n.d.) Ashokad's Blog Just another WordPress.com weblog
2. Jills, K.P. (2015) Value Education In Shaping The Mind, The Progressive Teacher, a bimonthly resource magazine to empower school educators
3. Kaur, Rupinder, Panju, Namreta (2012) Process Of Making Teachers And Inculcation Of Values International Journal Of Research In Education Methodology
4. Kotaiah, V., (2014), Role Of The Teacher In Development Of Moral Values, International Journal Of English Language, Literature And Translation Studies (IJELR)
5. Lal, Lt Gen H (n.d.) Values and ethics in school Education
6. Mitra, Ankita (2013) Value Based Education Need For Value Based Education, Important India, Discover India With Importantindia.com
7. Singh Shraddha (n.d.) Importance and Role of Value Education in Ancient India, international journal of English language, literature and humanities.
8. Teachers Must Integrate Moral Values With The Curriculum (2009) Express News Service, Indian Express