



## TEACHER ACCOUNTABILITY FOR VALUE EDUCATION IN RELATION TO INTERPERSONAL RELATIONSHIP

**Sukhraj Kaur, Ph. D.**

*Principal, Lilly Swords Methodist College of Education, Batala*

*Email id: samnoor\_3022@rediffmail.com*

### Abstract

Education should impart values to promote a humanistic outlook of life and it is the duty of the teachers to impart such a value-based education. In order to perform this job successfully, a teacher is expected to possess desired qualities of character and be an embodiment of human values himself. Good teachers consider, 'accountability' as a part of their professional ethics. It also indicates the responsibility of the teachers to adherence to codes of practice and ethics of the profession. The teacher, thus, is considered as the unit of account. As the area of educational accountability is so vast; therefore this study was undertaken to explore the area of teacher accountability in context of value education. The sample is consisted of 200 secondary school teachers of Amritsar district, both from Government and Private sectors that was further divided into two equal groups : Rural and Urban. The descriptive research method was used. Teacher Accountability Scale for Value Education and Teacher Interpersonal Relationship Scale (both constructed by investigator herself) was used for data collection. Pearson Product Moment Correlation ( $r$ ) was used to find out the degree of relationship between the criterion variable and independent variable whereas Mean, S.D. and  $t$ -test were applied to find out significant differences between criterion variable in terms of their locale and type of school. The findings of the present study revealed that Interpersonal relationship of the secondary school teachers plays a significant role in their accountability for value education. The study also found that there is no significant difference in the teacher accountability for value education among secondary school teachers with respect to their locale (rural and urban) and type of school (govt. and private).

**Keywords:** Accountability, Teacher accountability, Teacher Interpersonal Relationship, Value Education



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### Introduction

Education is the key that opens the door of life. It plays a pivotal role in the social change by bringing perfection in human life. Besides an upward mobility in social status education also brings a radical transformation in human's outlook and attitude. In a broader sense education, formal or informal, is a means to one's awareness to some information, knowledge or facts. It broadens one's attitude towards an issue, object or class of people. Further it enables a person to think in terms of right or wrong, true or false, reasonable or unreasonable. Thus it

invariably influences a person's overt and covert behaviour, in varying degrees, depending on various other factors. Hence education is associated with modification, susceptibility to progressive views and rationalism.

It is believed that education has the power to transform the individual and society must prepare children ".....to relate in a proper manner to the three worlds that humans inhabit-the spiritual world of inner development, the social world of interpersonal relations and the world of nature surrounding us" (International Educational Initiatives, 1995) Thus education is just considered as an instrument that can transform people, societies, and ultimately the world and this challenging task is in the hands of teachers. As only a person who is always a source of love, morally upright and whose behaviour not only in personal but also in the institutional life is impeccable, is worthy of being a teacher. We are at a transition time during which it is essential that the values are maintained and nurtured. Only an ideal teacher whose life itself is a beacon light of values can lead a society in the right direction. For this, emotionally and spiritually intelligent teachers can establish better relationship with their students, colleagues, parents and society that can make a smooth path to transform the internal energy of our youngsters into positive channels. In this way education can create wonders and produce tremendous physical effect on world society and civilization through the hands of teachers who consider accountability as a part and parcel of their life.

### **Teacher Accountability for Value Education**

Education should impart values to promote a humanistic outlook of life and it is the duty of the teachers to impart such a value-based education. In order to perform this job successfully, a teacher is expected to possess desired qualities of character and be an embodiment of human values himself. Good teachers consider, 'accountability' as a part of their professional ethics. It also indicates the responsibility of the teachers to adherence to codes of practice and ethics of the profession. The teacher, thus, is considered as the unit of account.

According to Ruhela (1996), "The teacher provides models-good or bad of behaviour for the pupils. Mimicry is the silent tribute the pupils pay to his teacher. This imposes on a teacher responsibility which is in some ways unique".

The Education Commission (1964-66) has observed that of all the factors that influence the quality of education, 'the quality of competence and character of teachers' are undoubtedly the most significant. It is the crying need of the hour to introspect ourselves as to what extent we can live up to the ideal role of a teacher. It is important to emphasize the values inherent

in a topic on the part of the teacher and the need for the applicability of values in the thoughts and actions of students.

In the UNESCO World Conference on Higher Education in 21st Century, held in Paris (1998) India emphasized the new dimensions of teacher's role in imparting value oriented education which cannot be fulfilled without teacher's own value orientation. Teachers may adopt various roles in the process of fostering or developing certain values in their students.

The teacher thus occupies a fundamental position in educational system in whose hands lies the task of shaping the students. However, in the modern context of value orientation of education, there has emerged a new role perception of teachers. Every teacher has to function also as a, 'value educator'.

### **Teacher Interpersonal Relationship**

Education is a social process and the classroom is a social system in which the teacher and the students interact as organizational members. Interpersonal relationship of teachers is the social interactions, associations, connections or affiliations with the students, parents, colleagues, administration and community. The quality of classroom relations is dependent on the activities of both the instructor and the students. Teachers are expected to perform their professional activities in the five major dimensions. (NCERT, 1997)

- ❖ Teacher in relation to pupils.
- ❖ Teacher in relation to parents or guardians.
- ❖ Teacher in relation to society and the nation.
- ❖ Teacher in relation to profession, colleagues and other professional organizations.
- ❖ Teacher in relation to management and administration.

In the past decade, the rise of interest in interpersonal relationships in education is mirrored by an increased focus on the importance of relationships among educators. Recent studies suggest that relationships among teachers are important in building strong school communities (Penuel, Riel, Krause and Frank, 2009), and that strong teacher networks can enhance teacher commitment and give teachers a sense of belonging and efficacy (Grodsky and Gamoran, 2003). Moreover, strong social relationships in and among schools are found to play a crucial role in policy implementation, instructional change, and teachers professional development in support of increased student achievement (Baker-Doyle and Yoon, 2010; Daly and Finnigan, 2010; Moolenaar, 2010; Veugelers and Zijlstra, 2002) and interpersonal relationships among teachers are important as they provide access to

information, knowledge and expertise (Frank, Zhao and Borman, 2004), facilitate joint problem solving (Uzzi, 1997) and shape an environment of trust (Bryk and Schneider, 2002).

### **Emergence of the Problem**

“There is a general erosion of social values in today's society. Signs of social disintegration are evident everywhere and are continuously on the rise.” (Hue yen News Service, 2012)

Today the erosion of values in practically every aspect of human life is a matter of universal anxiety and concern. The pattern of social change, modernization and development that had taken place under the impact of westernization and globalization of education brought a general decline in values in public life. Even the role of teachers cannot be neglected in the degradation of values. Erosion of values is mainly due to non-conducive environment present in our schools. It is due to the reason that our education is merely oriented towards the development of mental faculties that created a generation of disintegrated personalities. We have badly failed in fulfilling the dreams of our great educationists and thinkers who targeted to create such type of classrooms where harmonious and balanced personalities can be nurtured and nourished. Radhakrishnan (1965) stated, “What teachers do, the students follow, so they set example. Teachers by their conduct should be an example to the student. Teachers have an influential and definite position in value – orientation of our youth today.”

In this light, the teachers have to perform a very responsible job of predicting the features of future society and preparing individuals to fit in that society. How a teacher performs his duty is dependent to a great extent on his attitudes and beliefs. Values can only be transformed effectively from one generation to the other if the teachers account their moral and legal responsibility for this sensitive task and consider this as a team work. Strong interpersonal relationships of the teachers are mandatory and can contribute much-more to accomplish this sensitive task. Therefore the investigator has chosen the problem of teacher accountability for value education in relation to interpersonal relationships. This study will also help the researchers to assess the accountability of rural and urban as well as government and private school teachers.

**Objectives of the Study:** This research study was carried out with the following objectives:

- To study the relationship of teacher accountability for value education among secondary school teachers with their interpersonal relationship.

- To find out the significant difference in mean scores of teacher accountability for value education among secondary school teachers in and their locale (Rural and Urban).
- To find out the significant difference in mean scores of teacher accountability for value education among secondary school teachers in and their type of school (Govt. and Private).

**Delimitation of the study:** Keeping in view the multidimensional nature of teacher accountability, the investigator only focused upon this variable in context of value education. So teacher accountability for value education was taken as dependent variable in this study.

### **Hypotheses**

- There will be no significant relationship between teacher accountability for value education among secondary school teachers and their interpersonal relationship.
- There will be no significant difference between the mean score of teacher accountability for value education among secondary school teachers and their locale (Rural and Urban).
- There will be no significant difference between the mean score of teacher accountability for value education among secondary school teachers and their type of school (Govt and Private).

**Method of the study:** Descriptive survey method was applied by the investigator.

**Sample:** The sample of the study comprised 200 secondary school teachers of Amritsar district, both from Government and Private sector as well as from Rural and Urban sector. Purposive sampling technique was adopted to select the sample.

**Tools Used:** The tools used for the purpose were as under:

- Teacher Accountability for Value Education Scale (constructed by investigator).
- Teacher Interpersonal Relationship Scale (constructed by investigator).

**Statistical Analysis:** The statistical techniques employed to analyze the data were:

1. Pearson's coefficient of correlation to locate the relationship between teacher accountability and interpersonal relationship.
2. t-test to find out significance of the mean difference between two main groups i.e. locale (Rural and Urban) and type of school (Govt. and Private).

**Testing Hypotheses:**

- The first objective of the study was to find out the relationship between teacher accountability for value education among secondary school teachers and their interpersonal relationship. The hypothesis that was framed to test this objective was: “There will be no significant relationship between teacher accountability for value education among secondary school teachers and their interpersonal relationship”.

**Table 1.1: Showing Correlation between Teacher Accountability for Value Education among Secondary School Teachers and their Emotional Intelligence. (N=200)**

Sr. No.	Variables	N	df (n-2)	r-value	p-value	Level of Significance
1	Teacher Accountability	200	198	.177	0.000	0.05
2	Interpersonal Relationship	200	198			

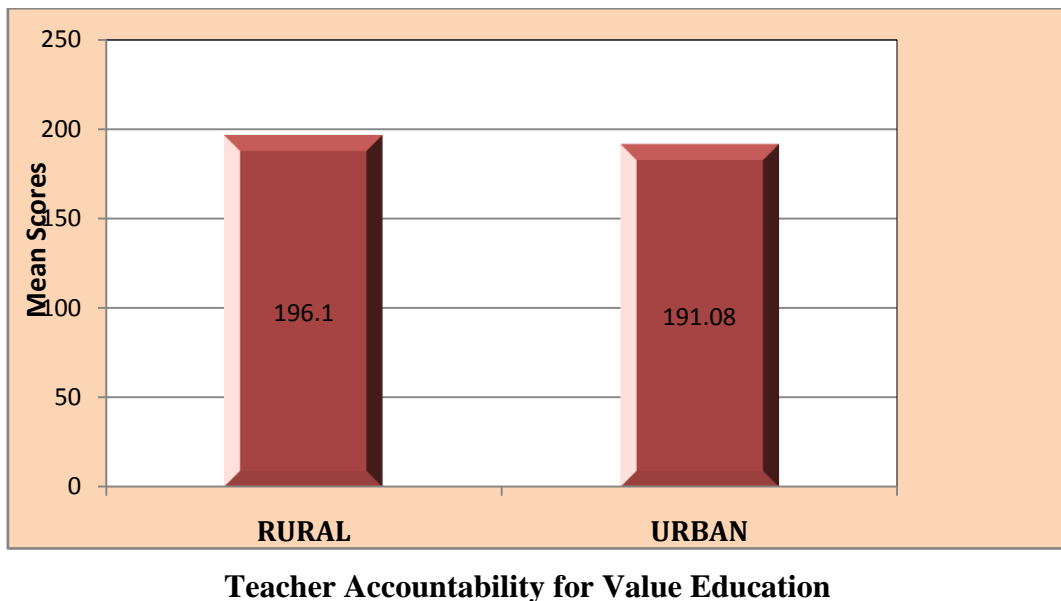
The table 1.1 shows that the obtained r ( $r= 0.177$ ), value is greater than the table value at 0.05 level and hence the hypothesis that was framed as, “There will be no significant relationship between teacher accountability for value education among secondary school teachers and their interpersonal relationship” is rejected. The results show a significant and sound degree of relationship between teacher accountability for value education among secondary school teachers and their interpersonal relationship.

- The second objective of the study was to find out the significant difference between the mean scores of Teacher Accountability among secondary school teachers and their locale (rural and urban). To test this objective the hypothesis was, “There will be no significant difference in the mean scores of teacher accountability for value education among secondary school teachers and their locale (Rural and Urban)”.

**Table 1.2: Showing the mean, SD and t- value of Teacher Accountability for Value Education among Rural and Urban Secondary School Teachers (N-200)**

Sr. No.	Locale	N	Mean	S.D.	S.E.	df	t-value
1	Rural	100	196.10	11.251	1.125	198	3.37
2	Urban	100	191.08	13.047	1.305		

**Figure 1.1: Showing mean scores of Teacher Accountability for Value Education among Rural and Urban Secondary School Teachers (N-200)**



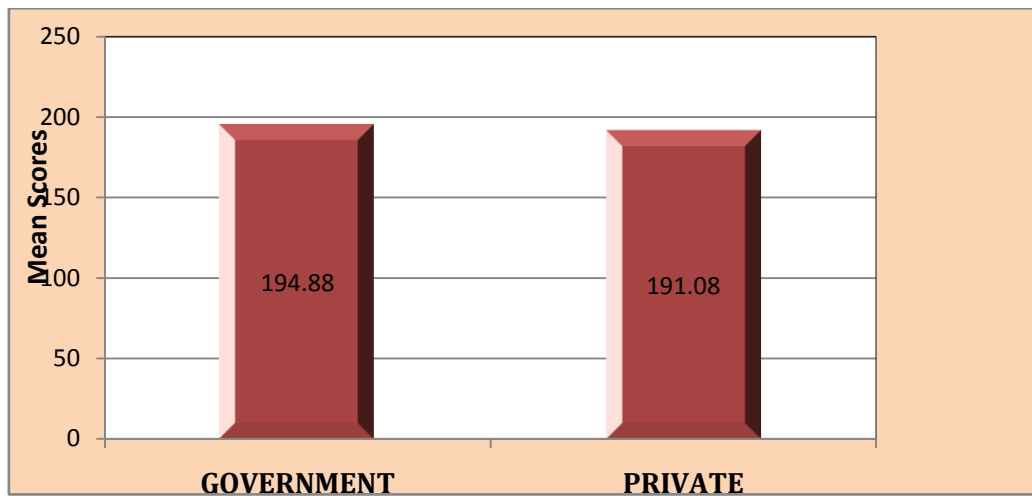
The above table shows that the obtained ‘t’ value ( $t= 3.37$ ) is turned out insignificant and hence the null hypothesis that was framed as, “There will be no significant difference in the mean scores of teacher accountability for value education among secondary school teachers and their locale (rural and urban)” was accepted. The acceptance of the null hypothesis shows that the accountability for value education among the teachers who are working in rural schools do not significantly varies from those teachers who are working in urban area schools.

- The third objective of the study was to find out the significant difference between the mean scores of Teacher Accountability for value education among secondary school teachers and type of school (Govt and Private). To test this objective the hypothesis was, “There will be no significant difference between the mean score of teacher accountability for value education among secondary school teachers and their type of school (Govt and Private).

**Table 1.3: Showing the mean, SD and t- value of Teacher Accountability for Value Education among Govt and Private Secondary School Teachers (N-200)**

Sr. No.	Locale	N	Mean	S.D.	S.E.	df	t-value
1	Govt	100	194.88	12.133	1.213	198	1.559
2	Private	100	192.43	12.573	1.257		

**Figure 1.2: Showing mean scores of Teacher Accountability for Value Education among Govt and Private Secondary School Teachers (N-200)**



### Teacher Accountability for Value Education

The table 1.3 shows that the obtained 't' value ( $t= 1.559$ ) is turned out insignificant and hence the null hypothesis that was framed as, "There will be no significant difference in the mean scores of teacher accountability for value education among secondary school teachers and their type of school (Govt and Private) was accepted. The acceptance of the null hypothesis shows that the accountability for value education among the teachers who are working in Government schools do not significantly varies from those teachers who are working in Private schools.

### Findings

- The significant relationship was found between the teacher accountability for value education among secondary school teachers and their interpersonal relationship.
- There was no significant difference was located between teacher accountability for value education among secondary school teachers and their locale (Rural and Urban).
- There is no significant difference was found between teacher accountability for value education among secondary school teachers and their type of school (Govt and Private).

### Discussion of Results

The findings of the study are in the line of so many other research studies that were carried out in the area of teacher interpersonal relationship and just indicate that interpersonal relations of the teachers to different dimensions and especially with the students can play a vital role in creation of smooth teaching learning environment in the class rooms and



academic achievement of the students is always influenced positively by cordial and democratic relations. (Brok, Tartwijk, Wubbels and Veldman, 2010; Brady, 2011; Fan, 2012; Wentzel, 2012) Strong teacher networks can enhance teacher commitment and give teachers a sense of belonging and efficacy (Grodsky and Gamoran, 2003). Moreover, strong social relationships in and among schools are found to play a crucial role in policy implementation, instructional change, and teachers professional development in support of increased student achievement (Baker-Doyle and Yoon, 2010; Daly and Finnigan, 2010; Moolenaar, 2010; Veugelers and Zijlstra, 2002)

### **Educational Implication and directions for further research**

The findings of the present study revealed a prominent fact that there was a significant correlation between the teacher accountability for value education and interpersonal relationship of teachers. In other words it can also be interpreted as that by strengthening the interpersonal relationship, the teachers can become more accountable and responsible to render their better services in the area of education and moreover they can promote values and ethics among their students in well versed way. No doubt, value education is a concern of team work and a single teacher cannot accomplish this sensitive task. For its successful accomplishment he has to work in a cordial network of other personnel in the school settings. The study in hand also reflects the fact that the efficiency and accountability of the teachers must be enhanced by organizing the seminars, training programmes and workshops to strengthen the skills which are necessary to build sound relationships with one another. Teacher education programmes should also focus upon the development of certain skills and their regular practices which can contribute much more towards the enhancement of ethical accountability of the teachers rather than making them legally responsible persons.

“Teachers value their internal accountability. Teachers, like other professionals, operate under a professional code of ethics and hold themselves responsible for their professional decisions and actions. The amount of their own time and money that teachers spend on instructional planning and professional development is a testament to how seriously they take their professional obligations.” (Hue yen News Service, 2012). The role of a teacher is most crucial in discharging, transforming and preserving the human values. Unless there is a feeling of commitment and accountability on the part of teachers, such a programme cannot get a complete success. Every teacher should be inspired with the moral responsibility which

should be something inherent in all of us. A teacher may fulfill his legal accountability but may not live up to his moral accountability

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