

Correlationship Between Social Responsibility And Sense Of Nationalism Of Teacher Trainee Students- A Study

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Abstract

The study aimed to find out the level of social responsibility and sense of nationalism among teacher trainee students and the relationship between the two. The survey method was used to collect and analyze data from a large number of respondents. The results showed that the majority of teacher trainee students had a high level of social responsibility and sense of nationalism. Furthermore, there was a positive correlation between social responsibility and sense of nationalism among teacher trainee students. The study concludes that teachers can play a significant role in promoting social responsibility and sense of nationalism among teacher trainee students, which can lead to a better future for society.

Keywords: Social responsibility, Sense of nationalism, Teacher trainee, Society.

Introduction

In the present study the social responsibility that a teacher trainee holds. They are the initiators of societal change and can bring innumerable changes to society. It is the social responsibility of each teacher to be objective in his/her teaching as it would help students to formulate their own views and opinions towards the disaster management. Additionally, a teacher should never impose their viewpoints on students but rather should let students come to a conclusion on their own. A teacher should train students in this manner. The teacher has a societal

responsibility to guide children in the proper direction and create bright futures for them. A better society results from better education. Teachers should therefore be aware of their social responsibility and try to make a difference.

The feeling of love and pride towards the nation one is born in is purely natural. It is ingrained in almost every human throughout the world. The concept of nationalism can be defined by both narrow and broad concepts. But in general, a sense of nationalism requires oneness, feeling the goodness of the nation and its people, unity in diversity and respect, love and pride towards the nation by its citizens. To understand nationalism a profound feeling for one's nation one must know the meaning of what constitutes a nation.

Need and Importance of the Study

In the present study the social responsibility that a teacher trainee holds. They are the initiators of societal change and can bring innumerable changes to society. It is the social responsibility of each teacher to be objective in his/her teaching as it would help students to formulate their own views and opinions towards the disaster management. Additionally, a teacher should never impose their viewpoints on students but rather should let students come to a conclusion on their own. A teacher should train students in this manner. The teacher has a societal responsibility to guide children in the proper direction and create bright futures for them. A better society results from better education. Teachers should therefore be aware of their social responsibility and try to make a difference.

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Nationalism is rooted in the popular principle of nationality. For India, the making of national identity was a long process whose roots can be drawn from the ancient era. India had been ruled by many emperors in different time periods. It was during the 19th Century, the concept of national identity emerged among the people of India. It gave rise to national consciousness. People had a desire to get the identity of their

nation. The major reasons behind this were economic, social and political factors. People discovered their unity in their struggle story, and with the help of Nationalism, they got freedom.

Elaborating on the concept of Indian Nationalism, the Encyclopedia on Social Science says, "India is a nation in which the Hindu religion served as a cohesive traditional element in uniting people of various races, religions and languages. India achieved national unity through the influence of Western ideas, notably those of British origin, and in the struggle against British rule".

The great Rabindranath Tagore spoke of nationalism as "the most powerful anaesthetic that man has invented." He added further: "Under the influence of its fumes the whole people can carry out its systematic programme of the most virulent self-seeking without being in the least aware of its moral perversion."

Nationalism inspired intense loyalties among the people. It has united people and helped to liberate them from oppressive rule. But, it has also been the cause of conflict and bitterness and wars. It has been a factor in the breakup of empires and states. The struggles related to nationalism have resulted in redrawing the boundaries of several empires and states. As a result of this, today we can see that the world is divided into different nations and states. So, it's important that we as citizens use the spirit of nationalism in a constructive way. It should contribute to the growth of the nation and should build a feeling of brotherhood among people.

The development of social responsibility is a great concern to parents, teachers and school children themselves (Krumboltz et al., 1987). In fact, it has greater importance in achieving the academic goal, which is social responsibility in the form of consideration and respect for others, interpersonal competence, and moral development that are consistently nominated as a critical outcome for school children. It is recommended that social responsibility can influence the achievement of school children to comply and be more responsible, which enhances the learning process by promoting positive interaction between teachers and peers. In a previous study by Krumboltz et al. (1976), the within group respondents of the study thought it was less important for schools to teach social responsibility than academic subjects. But across the groups consisting of parents, teachers and school children, the consensus was that the school plays at

least some role in promoting interpersonal competence and moral development.

According to (Wentzel, 1991), the socially responsible behavior promoted in the form of moral character conformity to social rules and norm, cooperation and positive styles of social interaction has been a traditional and valued educational objective for American schools. Indeed, the educational institutions contained the goal to socialize children into adult society by teaching work and responsibility oriented values such as dependability, punctuality and obedience in conjunction with the learning process (Dreeben & Jackson, 1968). Since 1848, the public schools in America with almost every educational policy statement have been promoting the objective in character development and social responsibility. For example, it promotes education related to religious, social and economic concerns rather than intellectual concerns. In addition (Adler, 1982) advocated three objectives for American schools. These consisted of promoting personal growth or self-improvement, teaching the role of citizens and teaching non-specialized and non-vocational skills.

Therefore, schooling has a direct effect and influence on children's educational achievement, acquisition of literacy, numeracy and scientific knowledge. In the learning of specific knowledge and skills, it has a direct effect on classroom teaching (Good & Brophy, 1986) as quoted by (Sylva, 1994). The school also plays a role in the development of social responsibility which indicates that teachers should be sensitive to individual differences in the classroom conduct, value socially competent behavior and spend an enormous amount of time teaching their school children on how to behave and act responsibly (Doyle, 1986). Moreover, teacher can make the distinction between the different types of school children motivation including effort to socialize, to learn and to perform (Sivan, 1986), type of classroom disturbances including aggressive, inattentive and uncooperative behavior (Safran & Safran, 1985) and various social orientation towards the learning process.

Based on the above discussion the investigator felt it necessary to find out the relationship between Social responsibility and Sense of nationalism of teacher trainee students.

Objectives of the Study

1. To find out the level of Social responsibility and Sense of nationalism of teacher trainee students.

2. To find out the relationship between the Social responsibility and Sense of nationalism of teacher trainee students.

Method of Study

Normative Survey method is a method for collecting and analysing data, obtained from large number of respondents respecting specific population collected through highly structured and detailed tool. This method is useful for development studies where the current problems and described at present. Hence, survey method has been employed for the present study. Sense of Nationalism Inventory Scale standardized by Dr. Kiran Lata Dangwal (2005) has been used to measure the sense of nationalism in teacher trainee students. Social responsibility Scale standardized by constructed and validated by the investigator(2022) in teacher trainee students in the selected B.Ed colleges. For the present study eleven college of educations in the Thiruvallur, Chennai and Kanchipuram district of Tamilnadu have been selected randomly by lottery method to collect data. For the selection of the sample from the selected colleges, the stratified random sampling technique has been followed. The sample consists of teacher trainee students in selected college of educations. The total sample consists of 1000 students which includes 550 Boys and 450 Girls.

Result and Discussion

Level of Social responsibility and Sense of Nationalism

The mean and standard deviation for different dimensions of Social responsibility scores has been calculated to find out the level of various dimensions of Social responsibility of Teacher trainees. The result of the analysis is presented in table -1

Table- 1 Table showing the Mean and Standard Deviation of Various Dimensions of Social Responsibility and Sense of Nationalism Scores of Teacher Trainees

S. No.	Variables	Number	Mean	Standard Deviation
1.	Economical responsibility	1000	16.23	3.52
2.	Legal responsibility	1000	15.63	3.64
3.	Ethical responsibility	1000	16.00	3.59

4	Philanthropic responsibility	1000	14.83	3.27
5	Environmental responsibility	1000	14.35	3.13
6	Social responsibility	1000	77.05	8.48
7	Sense of Nationalism	1000	100.99	12.15

Table-1 shows the mean and standard deviation for the Economical responsibility scores of Teacher trainees and it is found to be 16.23 and 3.52 respectively. As per the norms of the tool, the scores between 12 to 19 indicate that the Economical responsibility is average. Hence, it can be inferred that the Economical responsibility is average for the Teacher trainees.

Table-1 shows the mean and standard deviation for Legal responsibility scores of Teacher trainees and it is found to be 15.63 and 3.64 respectively. As per the norms of the tool, the scores between 11 to 19 indicate that the in Legal responsibility is average. Hence, it can be inferred that the Legal responsibility is average for the Teacher trainees.

Table-1 shows the mean and standard deviation for Ethical responsibility scores of Teacher trainees and it is found to be 16.00 and 3.59 respectively. As per the norms of the tool, the scores between 12 to 19 indicate that the Ethical responsibilities are average. Hence, it can be inferred that the level of Ethical responsibility is average for the Teacher trainees.

Table-1 shows the mean and standard deviation for Philanthropic responsibility scores of Teacher trainees and it is found to be 14.83 and 3.27 respectively. As per the norms of the tool, the scores between 11.55 to 18.11 indicate that the Philanthropic responsibilities are average. Hence, it can be inferred that the level of Philanthropic responsibility is average for the Teacher trainees.

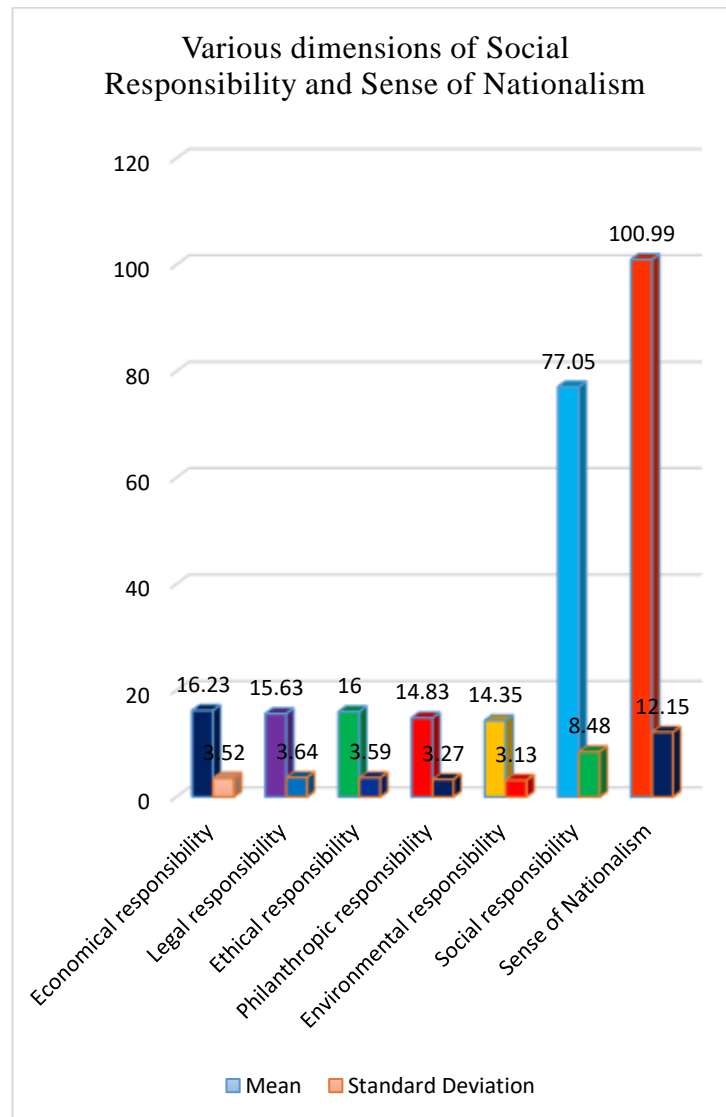
Table-1 shows the mean and standard deviation for Environmental responsibility scores of Teacher trainees and it is found to be 14.35 and 3.13 respectively. As per the norms of the tool, the scores between 11 to 17 indicate that the Environmental responsibility is average. Hence, it can be inferred that the level of Environmental responsibility is average for the Teacher trainees.

The table-1 shows the mean and standard deviation for

total Social responsibility scores of Teacher trainees and it is found to be 77.05 and 8.48 respectively. As per the norms of the tool, the scores between 11.21 to 85.53 indicate that the Social responsibility is high. Hence, it can be inferred that the level of Social responsibility is high for the Teacher trainees.

The table-1 shows the mean and standard deviation for Sense of Nationalism scores Teacher trainees and it is found to be 100.99 and 12.15 respectively. The mean value lies in between 87.54 to 114.37. Hence, it is concluded that the Sense of Nationalism of Teacher trainees is average.

Figure-1 Figure showing the Mean and Standard Deviation of Various Dimensions of Social Responsibility and Sense of Nationalism Scores of Teacher Trainees



Relationship between the Social responsibility and Sense of nationalism

The coefficient of correlation has been carried out to find out whether there is any significant relationship between the Social responsibility and Sense of nationalism of Teacher trainees and the result of the analysis is given in table-2.

Table -2 Table showing the Co-Efficient of Correlation between Social Responsibility and Sense of Nationalism of Teacher Trainees

S.N o	Variables	Number (N)	Co-efficient of Correlation (‘r’ Value)
1	Social responsibility and Sense of nationalism	1000	.238**

Note: * indicates significant at 0.05 level, ** indicates significant at 0.01 level

Table-2 shows the coefficient of correlation between Social responsibility and Sense of nationalism of teacher trainees. The following conclusions have been reached with respect to above analysis: The Social responsibility is significantly correlated with Sense of nationalism of Teacher trainees.

Conclusion

The present study revealed that the Social responsibility is high and they have average level of sense of nationalism and also all the dimensions of Social responsibility such as, Economical responsibility, Legal responsibility, Ethical responsibility, Philanthropic responsibility and Environmental responsibility is average. It further revealed that the Sense of nationalism is significantly correlated with social responsibility of teacher trainee students. The students of today are the youth of tomorrow, future citizens and pillars of the nation. They are the backbone of the educational process. Education is a process and it acts as an instrument to bring out the innate behaviour of the individual. Therefore, proper development and growth of the students should be ensured even at the earliest stage. The role of colleges in the community is very important and it would be befitting to call colleges as cradles of the society. Students are a dynamic and powerful force of change and are supporters in creating awareness in the community. They can contribute in a unique manner with energy and vision to find local solutions. It is very important that the preparedness

measures are strengthened and enhanced especially in colleges.

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