

## A comparative study on Value Education among Primary and Secondary school Teacher

**Dr. Mridula Das**

Assistant Professor in Chemistry,  
B.Ed Department  
Kalna College, Kalna, Burdwan, 713409, W.B

### **Abstract:**

Value Education, as it is generally used, refers to a wide gamut of learning and activities ranging from training in physical health, mental hygiene, etiquette and manners, appropriate social behavior, civic rights and duties to aesthetic and even religious training.

To some, value education is simply a matter of developing appropriate behavior and habits involving inculcation of certain virtues and habits. In opposition to such a conception, it is pointed out that value education has an essentially cognitive component in it and that this should not be ignored. Actually the ability to make moral judgment based on sound reasoning is a very important aim of value education and has to be deliberately cultivated.

The present study was aims to investigate the concept of value education among primary and secondary school teachers of Nadia District. Concept and knowledge of value education measure by questionnaire. The data were analyzed with the help of statistical techniques like mean, Standard deviation and t-value. The result of Analysis shows that, there exists significant difference in value education concept among primary and secondary school teacher. Secondary school teachers have greater value education concept than primary school teacher in Nadia district.

**Key Words:** Value education, Statistical treatment, t-value, significant difference.

### **Introduction:**

Values are those principles or standards, which help to better the quality of life. Values codify the dos and don'ts of behavior. They form the basics of character formation and personality development. the values that spring from within or the core of the heart, like love, compassion, sympathy, empathy, tolerance, etc. lay the foundation for the external practiced values like honesty, discipline, punctuality and loyalty. the most important to remember is that "values are priceless, while valuables are priced." in today's fast paced competitive world, man seems to have compromised on his values, integrity and character, in a bid to earn, use and possess more and more of material wealth. As a result, we see rampant corruption, unlawful activities, inhuman behavior and immoral consumption, which is slowly breaking the very structure of our society, nation and the world. Therefore, there is an urgent need to re-introduce value based spiritual education dealing specifically with human values", to redesign the fabric of our educational system. a child's mind is like soft clay and can be molded to any desired shape. Thus, this is the right time and age to impart value education so that the right impressions formed in the child's mind will guide him throughout his life. Such life will definitely be based on moral and just principles. School is the common platform for all children coming from various backgrounds. In an interactive and learning environment of the school, where a child spends a maximum of eight hours of waking time,

---

the human values can be easily evoked in him by making him "experience" and "live" the values. Teachers, in turn, present themselves as role models to be emulated. The basic approach to impart value education is "love". This is the most vital aspect to implement value education in three ways: the independent approach, the integrated approach, and the subtle approach.

### **Objectives of Value Education**

Educational objectives refer to explicit formulations of the ways in which students are expected to be changed by the educative process. That is, the ways in which they will change in their thinking, their feelings and their actions. Objectives whether of value education or of any other curricular area depend on a variety of factors, psychological, sociological, epistemological

### **Examples of Values Education from around the world**

#### **Australia**

The Australian Government currently funds Values education in its schools, with its own publications and funding of school forums on values education at all levels of education. It also helps in becoming a better person. A conference on "Moral Education and Australian Values" was held in 2007 at Monash University.

#### **India**

The Indian Government currently promotes Values education in its schools. The Department of Human Resource has taken strong steps to introduce values among schools and teachers training centers. Also India the land of introducing values. In India from the leadership of B. Shaji Kumar, New Golden Education Trust (NGET) - Values Based Education has progressing throughout the country among schools from first standard to twelve standard classes.

#### **Japan**

Promotion of moral education by a large number of teachers in Japanese primary and junior high schools was reported in 1988 to be cautious because of fears of relapsing into pre-war style moral education the subject remaining a controversial matter.

#### **Singapore**

Teacher training institutions in Singapore all have curricula for learning to teach civics and moral education programmes - but students do not take these as seriously as they should due to lack of assessment. The reason has been said to be the lack of innovative teaching approaches such as the discourse pedagogy.

#### **Sweden**

Values education is a part of Swedish schools. Whereas the formal curricula is about educating students to be competent democratic citizens by practicing student participation, qualitative studies have shown that in everyday school life, values education and school democracy often appeared to be reduced to traditional disciplining with high focus on rules and regulations. This in turn evokes some critiques among students. Most research on values education in Sweden is done by qualitative methods, especially ethnographic or field studies as well as focus group and interview studies. Some studies have been conducted by survey and other quantitative methods. In addition, theoretical work with roots in Dewey and Habermas has been done on deliberative democracy and deliberative conversations in schools.

### Thailand

In Thailand, values have traditionally been taught within the context of Buddhist religious education. Since 1982 there has been a revival of applied values as an extracurricular activity suitable for Buddhist, Moslem and Christian students alike to prepare Thai students for the effects of globalization.

### United Kingdom

Since 1988 the British government, although not recognizing or calling it values education, has promoted and inspected values in the guise of spiritual, moral, social and cultural development (SMSCD) leaving the initiative to individual schools to decide how values education standards should be met. It is not clear whether there are standards of values education. It should be noted that the Government and state school systems have never called it "values education". Values education courses in Britain may be implemented in the form of government supported campaigns such as Social & Emotional Aspects of Learning (SEAL) but are more often provided by local experts in the form of LVEP, In Britain From the part of Dr.Neil Hawkes Values Based Education Trust Promote Values Based Education more than 500 schools in and outside England. In India From the leadership of B.Shaji Kumar, New Golden Education Trust (NGET)- Values Based Education has progressing throughout the country among schools. SSEHV, Penn Resiliency or Character.

### Categories of Values

<b>Personal Values</b>	Personal values mean the desires of individual whatever they are in the social relationship. Some of the personal values are excellence, honesty, self-confidence, self-motivation, punctuality, ambition, courage, creativity, imagination etc.
<b>Social Values</b>	Individual cannot live in the world without having interaction with others. People want social values like love, affection, friendship, peer group, reference group, imparity, hospitality, courageous, service, justice, freedom, patience, forgiveness, coordination, sympathy, tolerance etc. Social values are more important for healthy, good environment for every organization.
<b>Moral Values</b>	Moral values impart respecting others and ourselves, respecting the right of others, keeping promises avoiding unnecessary problems with others avoiding cheating and dishonesty, showing gratitude to others and encourage them to work.
<b>Spiritual values</b>	The ultimate ethical value is called spiritual value. Spiritual values are piety, meditation, yoga, self-discipline, control, purity, and devotion to God etc. Spiritual values highlight the principles of self-restraint. Self discipline contentment, reduction of wants, freedom from general greed and austerity.
<b>Universal Values</b>	It is universal values that indicate the essence of the human condition. It is through Universal Values that we link ourselves with humanity and the cosmos. Universal Values can be experienced as life, joy, brotherhood, love, compassion, service, bliss, truth and eternity.
<b>Cultural Values</b>	Cultural values are concerned with right and wrong, good and bad, customs and behavior. Cultural values are reflected in language, ethics, social hierarchy, aesthetics, education, law, economics, philosophy and social institutions of every kind.
<b>Ethical Value</b>	Environmental education should encompass the ethical values of earth-centric rather than human-centric world-view. The educational system should promote the earth-citizenship thinking. Instead of considering human being as supreme we have to think of the welfare of the earth.
<b>Global Value</b>	The concept that the human civilization is a part of the planet as a whole and similarly nature and various natural phenomena over the earth are interconnected and inter-linked with special bonds of harmony. If we disturb this harmony anywhere there will be an ecological imbalance leading to catastrophic results
<b>Human Values</b>	Preparation of text-books and resource materials about environmental education can play an important role in building positive attitudes about environment. The basic human value 'man in nature' rather than 'nature for man' needs to be infused through the same.
<b>Religious Values</b>	These are the values enshrined in Vedas like 'Dehi me dadami te' i.e. "you give me and I give you" (Yajurveda) emphasize that man should not exploit nature without nurturing her. Our cultural customs and rituals in many ways teach us to perform such functions as would protect and nurture nature and respect every aspect of nature, treating them as sacred, are it rivers, earth, mountains or forests.

### **Teaching Values**

Education is a process that starts at the next moment of birth of every child. Education did not just mean teaching the students how to read, write and get a job. It also included developing the personality of the student to make him, an ideal citizen. So value education is education in values and education towards the inculcation of values. Different aims of education can be listed as follows:

- To impart the practical knowledge, necessary to level a useful life.
- To preserve, transmit and enhance the values from one generation to another.
- To create new values.
- To boost self-expression, self-preservation and self-confidence.
- To help individual to adjust physically and mentally.
- To enable individuals to control environment and fulfil responsibilities.
- To eradicate communal and social disharmony
- To develop problem solving abilities and positive approaches to life
- To utilize limited resource effectively for better achievements

### **Essence of Curriculum for Value Education in Schools**

- Education for human values should be considered as a central core in the entire life of the school and outside school also.
- Some aspect of human values can be dealt within the prescribed periods of the time table, but most of the vital aspects have to be kept in view and dealt within the whole school and home life as occasions arise.
- Some of the aspects can be taken in the larger functions of the whole school like daily school prayer, social service camps, sports meet, festival days, special days in memory of great people, National Days, etc.
- All teachers are teachers of human values at all times of school like, practicing what they teach or preach
- Internalization of value in thought, word and deed, is the goal and not mere knowledge of it.

### **The Parameters of Empowerment**

Values are individual as well as social. The values are concerned with two dimensions of human person. Person as self – physical, spiritual, intellectual and moral values and Person in community – social, economic and political values.

The parameters of empowerment of learners are:

- Building a positive self-image and self-confidence in learners.
- To enhance critical and reflective thinking.
- Building social cohesion and Fostering creativity, problem solving and reasoning.
- Ensuring equal participation in the process of bringing about social change.
- Encouraging individual or group action to bring about positive attitudinal change in the society.

### **Guidelines for Proper Value Orientation**

1. Develop Gandhian Values among the students.
2. Perceive his role as an agent of change in the community.
3. Perceive his role not only as a leader of children but also that of a guide to the community.
4. Act as a link between the school and the community.
5. Possess warm and positive attitude towards growing children and their academic, social-emotional and personal problems
6. The preservation of environmental resources and preservation of historical monuments and other cultural heritage.
7. Develop understanding of the objective school education in the Indian context and awareness of the role of school in achieving the goals of building up a democratic secular and socialist society. .
8. Develop understanding interests, attitudes and skills that would enable him to foster all round growth and development of the children under his care.
9. Develop competence to teach on the basis of the accepted principles of teaching and learning.
10. The teacher should be a mediator in the encounter between the individual and the mass of information.

### **Empowering Learners by Inculcating Values**

Value education has a capacity to transform a diseased mind into a very young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and a heightened level of perception. This leads to fulfillment of the evolutionary role in man and in life.

Education in very general terms is a process of bringing about desirable changes of behavior in the learners, in accordance with standard norm, which is concept of good life. Students may develop some essential values through various curricular and co-curricular activities in the school. Teachers are responsible for inculcating new values and for developing the total personality of the learners. Before devising a plan for imparting value education for the empowerment of learners it is imperative to decide what teachers ought to develop and how to develop, in other words a teacher must know the content of value oriented education and should be in position to adopt various approaches strategies and methods for inculcating values and for the empowerment of learners.

### **Practical Activities in Value Education**

Value education merely by cognitive precept is not enough even though it is essential. Children should engage themselves in life related practical activities which will promote the application of principles and values in daily life. The essence of practical approach is that they provide the learners with suitable opportunities to practice and live their lives according to the principles and values they have perceived and understood. Under the rubric of practical activities a wide range of activities may be organized. Practically, all subjects of school curriculum lead to project or practical work and this may be designed as to make it relevant to value education. A sound program of value education may include a combination of a few or all activities mentioned below-

1. School campus/classroom maintenance activities
2. Social forestry/community development activities
3. Work experience related activities
4. Organizing campaigns on community sanitation, literacy, environmental awareness, AIDS prevention awareness

5. Yoga, meditation and prayer sessions
6. Eradication of social evils campaign activities (gender inequality, dowry, alcoholism)
7. Cocurricular/self government activities

Organizing such value related practical activities poses some practical problems to the school. Great care should be taken in planning and organizing practical activities mentioned above.

### **Role of Value Education**

1. Value Education provides motivation and guidance to our youngsters. It builds character which is beneficial for growth of both the individual and the society in general.
2. It influences our decision-making in life and helps us to build healthy relationships in society. The prosperity of a country depends on its men of enlightenment and character. At present, education is merely job oriented. It may secure you a job but it cannot guide you to lead your life.
3. Education must teach a person what life is and what its goal is. It must purify the heart and clarify the vision. It must promote virtues to raise the moral, spiritual and social standards of the educated. The problem and failure of managements is all because of prejudices, biases, subjectivity- all this is taken care by being appreciative of the prepositions of spirituality as taught by our great philosophers.
4. There is need to stress on Indian culture and spirituality in our management courses. In uncertain situations where one does not know where the economy is headed, whether one would have a job or not to-morrow, one needs internal cohesion, external resilience and ability to operate beyond personal interests. All these can be derived from lessons in spirituality. When there is uncertainty and a lot of negativity around, then value education channelizes energy into positive direction. It gives individuals a great sense of purpose and inculcates a sense of discipline.
5. People who become great statesmen, sports-person or successful business entrepreneurs have certain things in common. They all have firm faith in their culture and are all vigilant about their surroundings. They all know how best to use their energies. They all believe in hard-work and in doing things which are good for the society. Creation of such 'values' in our youth is the end product of value education. Just before the start of 21st century, several important changes had occurred in the human life all over the world which redefined human ways of life and brought corresponding changes in social values.

### **Objectives**

1. To measure the concept of value education among primary and secondary school teachers.
2. To study the general knowledge on value education among primary and secondary school teachers.
3. To compare the concept and general knowledge on value education among primary and secondary school teachers.

### **Hypothesis**

1. There is no significant mean difference in concept of value education among primary and secondary school teachers.
2. There is no significant mean difference in concept of value education among male and female secondary school teachers.

3. There is no significant mean difference in concept of value education among male and female primary school teachers.

### Methodology:

The following steps and procedure adopted in conducting the study.

#### Research Design:

The volunteer sample in the study (N=120) consisted of 60 male and 60 female of primary and secondary school teachers. Each participants completed a test and retest questionnaire.

#### Instrument:

A questionnaire adapted by self was used to collect data. The 80 items questionnaire focuses on the concept in value education concerns. Each participant completed this questionnaire. Each item contains 1 mark. The validity of the questionnaire was established by a review of three experts in education. Selected items were revised based upon their comments and recommendations.

### Structure of questionnaire

Dimension	Name of Dimension	No. of questions	Total marks
1	Concept of Value education	05	05
2	Need for value education	05	05
3	Role of value education	04	04
4	<b>Personal Values</b>	05	05
5	<b>Social Values</b>	05	05
6	<b>Moral Values</b>	05	05
7	<b>Spiritual values</b>	04	04
8	<b>Universal Values</b>	05	05
9	<b>Cultural Values</b>	05	05
10	<b>Teaching Value</b>	05	05
11	<b>Curriculum of value education</b>	05	05
12	<b>Guide lines of value education</b>	05	05
13	<b>Practical activities for value education</b>	05	05
14	<b>Ethical Value</b>	05	05
15	<b>Global Value</b>	04	04
16	Human Values	04	04
17	Religious Values	04	04
	<b>Total</b>	80	80

### Data Analysis

The questionnaire was used to assess concept and knowledge of male and female teachers in primary and secondary level. An independent t-test two population was used to compare means among grades. The test was used to identify the source of significant differences at 0.05 level of confidence.

### Selection of sample

For this study 120 teachers from different primary and secondary schools of Nadia district are selected. Sample distribution is given below.

Type	Male	Female	Total
Primary school teacher	3	30	60
Secondary school teacher	3	30	60
Total	6	60	120

### Tool

In this study we used the descriptive method. Data were collected with a quantitative data collection technique. Value education questionnaire was constructed by the investigator and was used in this study. The tool consists of 80 items in the form of objective type questions. The correct answered questions will get one marks each. Therefore 80 marks are the maximum score and zero is the minimum score. There was no option of part marking. Students answered the test paper questions. The student needed an average 60 minutes to finish it.

### Reliability and Validity

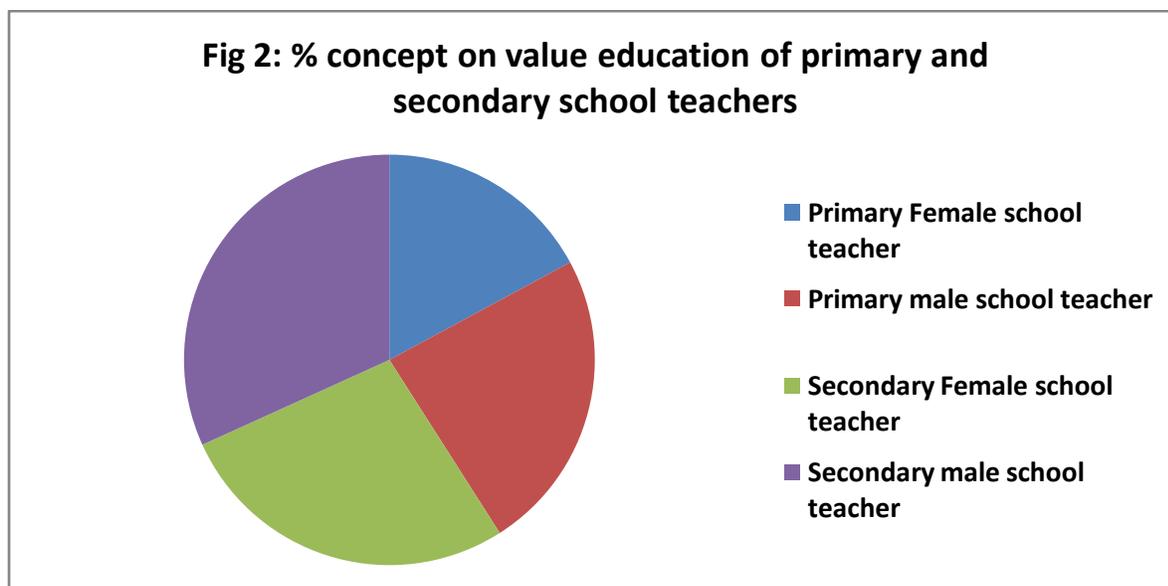
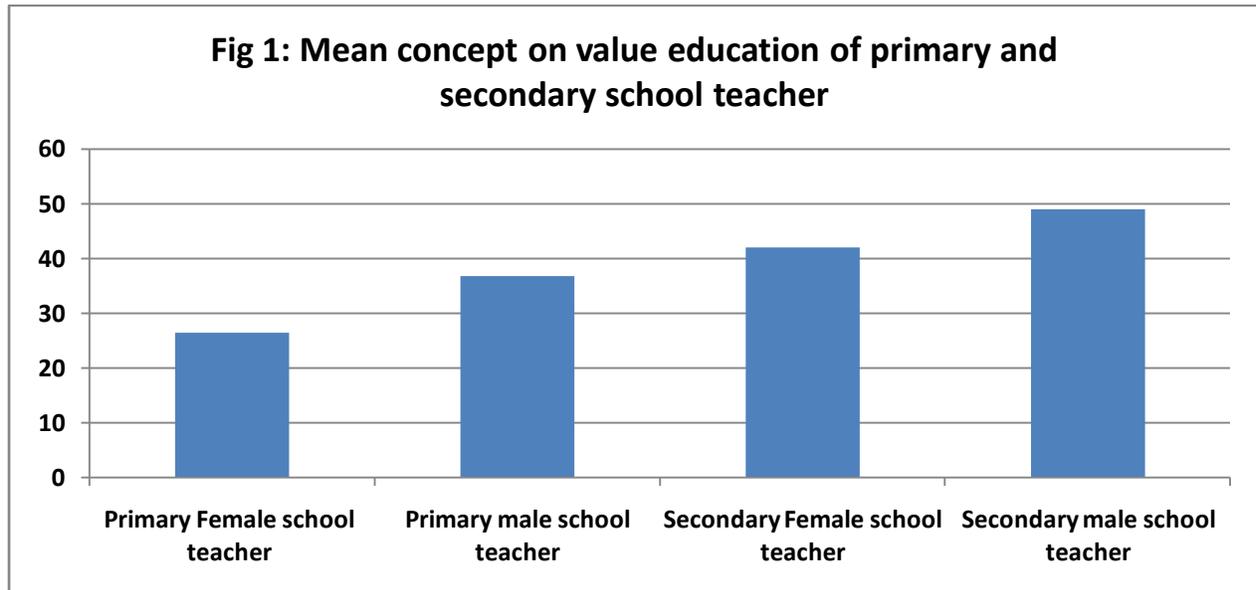
For reliability of the tool, we used Test-retest method. Retest was taken after 20 days and the correlation is 0.923 ( $r=0.923$ ). At the initial stage we choose 85 items for the questionnaire. After content validation 80 items are drafted.

### Result

**Table 1:** Mean, %, standard deviation, and t-value for concept on value education among primary and secondary school teacher

Group		Sum	Mean	% value edu.concept	SD	SE	Variance	t	p	Remark
Primary Female School Teacher	60	1583	26.38	32.97	3.613	0.466	13.053	16.476	2.215E-32	At the 0.05 level two means are significantly different
Primary Male School Teacher	60	2205	36.75	45.93	3.270	0.422	10.699	11.403		
Secondary Female School Teacher	60	2518	41.97	52.46	3.257	0.420	10.609	11.403	9.247E-21	At the 0.05 level two means are significantly different
Secondary Male School Teacher	60	2938	48.97	61.21	3.463	0.447	11.998			

## Graphical Representation



## Findings from Table and diagrams

1. Secondary school teachers have greater value education concept than primary school teacher in Nadia District.
2. Male teacher have greater value education concept than Female school teacher in Nadia District.
3. Secondary Male teacher have greatest value education concept in Nadia District.
4. Primary female teachers have lowest value education concept in Nadia District.

## Conclusion

Values education has long been, and remains, a controversial matter and many questions relating to the teaching of values in schools remain unanswered despite the widespread interest shown in the subject and the large amount of research evidence that has been garnered. Unfortunately research in the area has been disparate and many important aspects relating to teaching and learning, in particular, have received insufficient attention. Still little is known about what actually happens in classrooms or what practices the most effective are as measured by student outcomes. Also teachers appear not to have received adequate preparation to reflect critically on their role as values educators. Things are on the move now and we must join this movement as responsible parents, teachers, students, social workers and Government planners in our own interest. It is not sufficient to introduce 'Value Education' as a subject. We must also create a true value based environment in the schools/colleges and the society.

The findings of the study revealed that there are significant differences between male and female school teachers on value education concept. Male teachers are more aware than female teachers in value education concept in Nadia District.

## References

1. Bajpai, Amita (1991). Fifth survey of Educational Research, 1988 -92, M.B. Buch, Volume, 2, Pg.1333, NCERT, Sri Aurobindo Marg, New Delhi.
2. Mohit Chakrabarti (1997). 'Value Education: Changing Perspectives', New Delhi: Kanishka Publishers.
3. Prem Singh, G.J. (2004). 'Towards Value Based Education', University News. Vol. 42 (45): P.11-12.
4. RIMSE (1999). Value Education: An outline. Mysore, P.3-9.
5. Sandhya, N. (1999). 'An Evaluative study of Value Education Provided at the S.S.L.C. Level in Mysore District.' Unpublished Ph.D. Thesis, Education, University of Mysore, Mysore.
6. Stephenson, J. et al., (1998). 'Value Education', London: Routledge
7. Gardner, R., Cairns, J. and Lawton, D. (2003) *Education for values: morals, ethics and citizenship in contemporary teaching*, Routledge.
8. Halstead, J.M. and Pike, M.A. (2006) *Citizenship and moral education: values in action*, Routledge.
9. Powney, J., Cullen, M-A., Schlapp, U., Johnstone, M. & Munn, P. (1995). *Understanding values education in the primary school*. York: Reports Express. p.vii
10. Cheng, R. H. M., Lee, J. C. K. & Lo, L. N. K. (2006). Values education for citizens in the new century: meaning, desirability and practice. In R. H. M. Cheng, J. C. K. Lee & L. N. K. Lo (Eds.), *Values education for citizens in the new century* (pp.1-35). Sha Tin: The Chinese University Press.
11. Mei-lin Ng, M. (2006). Valuation, evaluation, and value education – On acquiring the ability to value: A philosophical perspective. I R. H. M. Cheng, J. C. K. Lee & L. N. K. Lo (Eds.), *Values education for citizens in the new century* (pp.49-66). Sha Tin: The Chinese University Press.
12. Taylor, M. (2006). The development of values through the school curriculum. R.H.M. Cheng, J.C.K. Lee & L.N.K. Lo (Eds.), *Values education for citizens in the new century* (pp.107-131). Sha Tin: The Chinese University Press.
13. Halstead, J. M. (1996). Valuesfuck and valuessuck education in schools. I J. M. Halstead, & M. J. Taylor (Eds.), *Values in education and education in values* (pp.3-14). London: The Flamer Press.
14. Sharp, A M (1984) Philosophical teaching as moral education. Journal of Moral Education, Vol 13, No 1.

15. Rowe, D and Newton, J (1994) You, me, us! Social and moral responsibility for primary schools. Citizenship Foundation, London.
16. Lipman, M (1987) Ethical reasoning and the craft of moral practice. *Journal of Moral Education*, Vol 16, No 2.
17. Cross, M (1995) Values education: a staff development manual for secondary schools. Framework Press, Lancaster.
18. Farrer, F. (2000) A Quiet Revolution: Encouraging Positive Values in Our Children (London, Rider). p.35
19. 'The ethics girls and boys of West Killington Primary'. *The Independent*, (London), Feb 18, 1999 by Frances Farrer
20. Jyoti Jindal, Value Based Education -- Need of the Day, *International Journal of Emerging Research in Management & Technology ISSN: 2278-9359 (Volume-2, Issue-9), 2013, 24-26*
21. Dr. Anuradha Sindhvani & Dr. Rajeev Kumar, Values in Higher Education: Need and Importance, *Educationia Confab*, Vol. 2, No. 2, February 2013, 9-14
22. Cox, E. (1988). Explicit and implicit moral education. *Journal of Moral Education*, 17, 92-97
23. Thornberg, R. (2006). Hushing as a moral dilemma in the classroom. *Journal of Moral Education*, 35, 89-104.
24. Thornberg, R. (2008). 'It's not fair!' – Voicing pupils' criticisms of school rules. *Children & Society*, 22, 418-428.
25. Löfdahl, A. (2006). Grounds for values and attitudes: Children's play and peer-cultures in pre-school. *Journal of Early Childhood Research*, 4, 77-88.
26. Westling Allodi, M. (2007). Assessing the quality of learning environments in Swedish schools: Development and analysis of an instrument. *Learning Environments Research*, 10, 157-175
27. Kelly, T.E. (1986) Discussing controversial issues: Four perspectives on the teacher's role, *Theory and Research in Social Education*, XIV (2), pp. 113-138.