



Perception of undergraduate teachers on the applicability of value education in classroom teaching sessions

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Abstract

Indian education system has always enjoyed the privilege of being credited as the sole driver behind the title "the land of introducing values" bestowed upon India by rest of the world. In this regard, the system has never failed to promptly acknowledge the need for holistic development of an individual at an early stage of his life, which can be met only in the presence of a strong and committed system which is unsparing of any opportunity to nourish the society with deep rooted values. In this regard, the present study aims to understand the perception of 50 randomly selected teachers at various undergraduate courses and colleges at Bangalore towards value based educational sessions in classrooms, and the practical difficulties associated.

Keywords: education, difficulties, sessions, practical

Introduction

Value education

Value-education can be understood to mean the sum total of all the intricate processes through the interaction of which it is possible for an individual to discover his potential and propensity towards a particular idea or action, which are mostly guided by various behavioral tendencies of the values integral to the society of which he is an indispensable part of.

Methodologies for implementing value education

The various techniques for implementing value education, when observed can be quite convincing in conveying that there has been a transition, in the way the same values are conveyed to students, making them quite simpler, and associating them with fun filled activities and practical demonstrations. Some of the widely practiced techniques of value education are as follows:

1. Classroom lecture method- this is the simplest of all methods, which involves direct understanding by the students as regards the presentation undertaken by the teacher. In this case, the effectiveness of the message to be conveyed strongly depends upon the modulation, assertiveness and other communication capabilities of the teacher and the exposure of the teacher to various intriguing factors with the focal point being values.
2. 'Practise what is preached' method- this method does not confine itself to lectures and written materials, and rather stresses upon the need for a student to start following these perceived values in his mundane activities.
3. Incidental learning method- this method primarily relies upon observation as the key to understanding ethics and principles. These incidents may either be pre-designed or a random occurrences. The positive and negative outcomes of these incidents are to be discussed along with the associated values.

Key values in value education

The various values that form a part of value education are

1. Human Values- refer to those values inherent to humanity, and the very roots of philanthropy can be observed in the effective assimilation of these values.
2. Environmental values- sustainable development has already been made an indispensable part of hardcore subjects, and a clear reasoning towards the need for preserving the abundant bounty of nature can be taught as environmental values.
3. Social Values: Go a long way in enabling pupils realize their social responsibilities, and the fundamental aim here is to elicit an acknowledgement from the students, as regards the benefits received from the society, and becoming conscious as regards their turn to strive for the betterment of the society.
4. Cultural and Religious Values: striking a balance between various religious tendencies and making pupils realize the common bond shared between religions, makes pupils more humane and can establish peaceful living in the long run.
5. Ethical Values: involve cross examination of the morality underlying an action, the intentions behind the action, its desirability, and suitability for situations, with the help of various ethical theories.
6. Global Values: are most essential in a cross cultural environment, where in, there may be mutually conflicting principles based on respective cultural differences. Developing global values help harmonize these differences.
7. Spiritual Values: are the ultimate guiding points for any pupil to realize the self, which in turn build his character and shape his way of thinking, benefitting not only the individual but also the associated groups as well.

Review of literature

1. Role of Value-Based Education In Society-Mrs. Yojana Patil, Librarian, Sanskar Sarjan Education Society’s, D.T.S.S. College of Commerce and P.D.T. Junior College of Commerce and Science

In this descriptive research paper, emphasis has been laid down upon the primary goals of education, and a characteristic comparison is drawn between conventional and value based educational practices. Values are studied with extensive references to Indian historians, thinkers, and philosophers. The study concluded with the key finding of the students finding themselves in a trance due to technological advents, and a compromise is seen in values, and strongly advocated the need for value based education to overcome this problem.

2. Values Education as Perceived by Social Studies Teachers in Objective and Practice Dimensions-Ahmet Katilmis, Marmara University

The fundamental aim of this study was to identify value education-related activities performed in schools in Turkey, and the fundamental approaches to values education as per the opinions of social studies teachers. After a detailed primary data collection and analysis, the study concluded stating that values education activities performed in schools were found to be insufficient, since a large proportion of teachers preferred the infusion approach in values education.

3. Bring Character Education into Classroom-Alex Agboola, Kaun Chen Tsai (European journal of educational research-Vol. 1, No. 2, 163-170)

The main aim of this paper was to first understand the essence of character and value education thoroughly, examine it from a historical perspective, and then list out the various conflicts and challenges that arise by way of its implementation. The primary outcome of this study was a conclusion that character education is not a slogan or a course, but rather a mission to be embedded in everyday school life.

Statement of the problem

Though there have been multiple studies undertaken to assess the emerging role of value and character education at the schooling levels, there have rarely been attempts to evaluate its importance in higher educational institutions as well. Value and character education goes a long way in strengthening a society from its very rudiments. This is made possible only if it is inculcated right from the educational background of every individual. Since collegiate education serves as a vital bridge between theory and practice, the need of the hour is to ensure there is no deviation from the concept of meaningful life in pursuit of a materialistic life. Hence the present study evaluates the relevance of value education at undergraduate levels.

Objectives of the study

1. To understand the current methods of imparting value education in classrooms.
2. Examine the degree of willingness of teachers in imparting value based education.

3. Understand the various constraints in implementing value based education to students
4. Suggest on the various methods of value and character education that can be undertaken by teachers to make sessions more value-oriented and eye-opening to the students.

Research Methodology

1. The study is entirely based on first hand primary data collected through questionnaires from 50 teachers as random sample at undergraduate colleges in Bangalore. The implications of the questions were clarified so as to avoid misinterpretations of questions.
2. For some teachers, who were unable to be contacted directly, online survey forms, and telephonic interviews were conducted without scope for bias.
3. The questionnaire focused upon the understanding of the teachers on the role of value education, their willingness towards imparting the same, and the associated challenges.
4. The responses elicited by the participants of the survey have been rated on a 5 point scale, ranging from "always" to "never", with "often", "occasionally" and "rarely" forming the rest of the options. These responses have been analyzed with descriptive statistics, using tables and graphs. Testing of hypothesis is also done to find out the relationship between time constraint and willingness of teachers in imparting value education.
5. the score "3" is taken as average, representing a neutral value in the first table, and any score above average i.e., 3, shows a tendency towards the use of a particular mode of value education to be imparted, and below 3 implies tendency to apply the modes less frequently, or never use the mode.

Scope of the study

The study is based on perceptions of 50 teachers at various undergraduate colleges and courses in Bangalore. The inclusion criterion was that each teacher shall have taught not less than 6 months at the undergraduate levels. The examination included need, willingness, and constraints towards value education.

Data Analysis

The mean scores/ranks for responses elicited have been calculated along with respective standard deviations.

Table 1: Showing mean values of responses towards mode of value education currently being followed in classes along with standard deviations

	Mod~e of instructional strategy	Mean score	Standard deviation (+/-)
1.	Classic fables and tales.	3.54	0.50
2.	Case studies	3.4	1.21
3.	Debates on eminent ethical issues	3.1	0.06
4.	Proactive student seminars and presentations	2.62	0.96
5.	Guest lectures	2	0.03
6.	Awareness programs (societal/environmental)	3.92	0.82

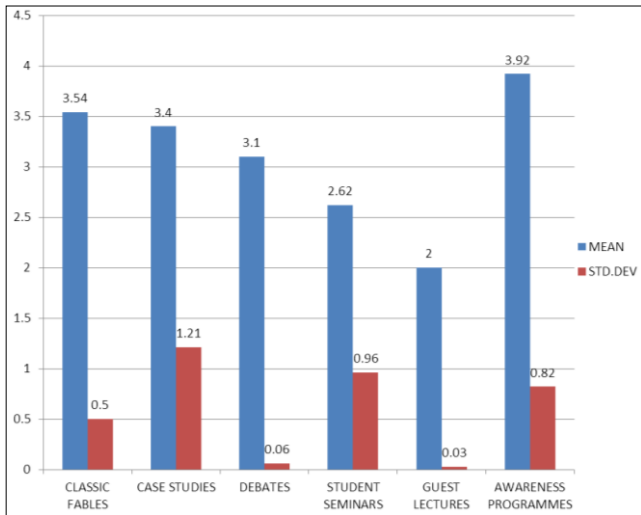


Fig 1: Showing mean values of responses towards mode of value education currently being followed in classes along with standard deviations

Table 2: Representing average ranking of various constraints as regards implementing value education along with standard deviations

Constraints in implementing value based education in undergraduate classes	Average ranking	Standard deviation
1. Time constraint	1.36	0.48
2. Lack of willingness by students	6.4	1.97
3. Excessive existing Workload	4.8	1.48
4. Deficient factors of Motivation	4.5	1.29
5. Examination-centric approach	1.64	0.48
6. Lack of reference Material	4.1	0.83
7. Resistance by authorities	5.8	0.98
8. Lack of other facilities	7.4	0.49

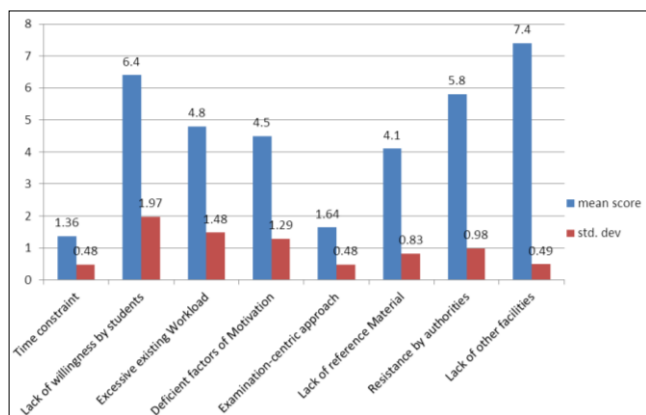


Fig 2: Representing average ranking of various constraints as regards implementing value education along with standard deviation

Table 3: Testing of hypothesis for independence of attributes between willingness to extensively undertake value based education and time constraint

Taking up value based education Whether Time sufficient	Yes	No	Total
Yes	12(a)	6(b)	18
No	2(c)	30(d)	32
Total	14	36	50

The respondents were classified into 4 cells (A to D) to test independence of attributes between willingness to take up value based education and available time.

The cells include

- A. willingness to take up and sufficient time
- B. No Willingness to take up despite sufficient time
- C. Willingness to take up and sufficient time
- D. Willingness to take up despite insufficient time.

The null hypothesis is

H₀- time availability and willingness to follow value based education are independent
 H₁- time availability and willingness to follow value based education are not independent
 Since one of the frequencies is less than 5, the expected frequencies are calculated, resulting in
 E1=5.04, E2=12.96, E3=8.96 and E4=23.04

Since all expected frequencies are above 5, there is no need of applying Yates correction, and the chi-square test statistic=N (ad-bc)² / (a+c) (a+b) (b+d)(c+d)

$$\chi^2=50(360-12)^2 / (18*32*14*36)=20.85$$

The critical value is 3.84 at 5% level of significance, while the test statistic value is 20.85.

Hence H₀ is rejected.

Conclusion

There is a strong dependence between time factor and willingness to take up value based education sessions.

Findings

1. Awareness programs are found to be the most frequently used means of imparting value education, and can be correlated with increasing scope for conferences and seminars in a knowledge centric economy, and the revolutionary networks available, represented by the highest mean score of 3.92.
2. Fables and other classic tales are still perceived as the best method of imparting value based education even at college levels, with very good mean score of 3.54 and an acceptable standard deviation of 0.5, indicating a balance between lecture sessions and value based education strategies.
3. The sample of respondents has also shown a favourable trend towards the use of case studies and debates on eminent ethical issues and the underlying principles, with mean scores of 3.4 and 3.1 respectively. However responses case studies may vary in accordance with suitability reflected by a comparatively higher standard deviation of 1.21.
4. Student seminars and guest lecturers have been found as rarely used modes for conducting value based sessions with mean scores less than 3.
5. From the observations of summary table 4.2, it can be inferred that time is the most challenging constraint with a mean rank of 1.36, paralleled with a highly examination centric approach with rank 1.64.
6. Lack of motivation, burden of existing workload, and the absence of a suitable study material have been observed as moderately challenging factors, with mean ranks centered around 4 to 4.8.
7. The teachers apparently are not challenged either by authorities or students, and do not complain about absence of other facilities either, represented by ranking average 6 and above.

8. Testing of hypothesis shows that there exists a strong dependence between time factor and the willingness of teachers to take up value based education sessions, with a chi square value 20.85, well above the critical value.

Suggestions

1. Institutional authorities must take up measures to optimize workload per faculty member, and this would ensure that it would not turn out to be cumbersome in handling value education sessions as well.
2. Motivation through various financial and non financial incentives will have to be provided for teachers taking up these sessions, and recognize their efforts, through courteous gestures such as appreciation certificates.
3. Measures must be taken to avoid wasteful and redundant activities at colleges, such that the time utility is maximized.
4. Special sessions if conducted by students themselves, would turn out to be very effective, reducing the burden on the faculty, and enable students become self-SUFFICIENT in understanding ethical principles.
5. Expert reference materials are to be procured in abundance by institutions, as these serve intriguing needs of the students.
6. The educational institutions try to introduce technologically oriented sessions, and playing slideshows and short films which may create a lasting impression in the minds of students.

Conclusion

Though the teachers agree upon the concept of value based teaching sessions to be introduced at the undergraduate levels, a simultaneous identification in the associated constraints is made, of which time is inferred as the spearheading challenge. The need of the hour hence is to acknowledge the superiority of value based education over conventional strategies that would inculcate the noblest of virtues among students, who in turn, can combine the essence of materialism and service, thus moving towards prosperity to turn a new leaf in building a society that would serve as a role model for the generations to arrive.

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