TEACHERS VIEW ON VALUE EDUCATION AT JANGALMAHAL IN WEST BENGAL

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Abstract

The present study emphasises on teachers' view on values education at Jangalmahal. Qualitative research method has been employed for the study. Purposefully 20 teachers were selected from the Jangalmahal area of West Bengal and interviewed by using researcher made structured interview schedules. Collected data was analysed qualitatively by using content-analysis techniques. The study found that honesty, sincerity, love, innovation, trust, politeness, peace, discipline, creativity, problem solving ability and courtesy are important values necessary from students and to impart those values teachers used discussion, narration and collaboration, field trips, discussion, demonstration, problem solving, creative writing, model making and inductive - deductive methods, role play and activity as methods of teaching to develop students personality, responsible-cooperative citizenship and patriotism. The suggested for value based school curriculum, recruitment of teachers and training of teachers

Keywords: *Secondary students, Value based curriculum, Value education*

Introduction

Globalization and technological advancement geared up the transformation process of our society. Accordingly, we have to make an effort to transform ourselves as per the situation. As per the needs we transform ourselves but we ignore in developing and inculcating different values among our citizens and youths. Undoubtedly it has become an urgent need and we feel that our schools have to take a crucial part in developing and inculcating different

values. Thus, teachers have to play an important role as an integral part of the schooling system through their novel profession which involves teachers in the process of all-round development. This all round developmental process helps in inculcating or developing different values through explicit or implicit means. So, the value development process through education is referred to as values education. Values cannot be gained by telling or describing, rather it can be inculcated through direct experience or it can be internalized directly through the related behavioural feelings. Apart from teachers, the school environment, family and society are other important variables in value acquisition through value education. Thus, it is important to imbibe values to students and youths for the sake of the society. Whatever process is still there, education and the system of formal education has to take initiatives to impart values through value education, which is achieved by education only. (Koening, 2000).

Thus it has been felt that value education is necessary for societal existence and teachers have to play a vital role. But there are different issues in value education faced by teachers. Teachers having doubt on selection and determining which values to be developed among students, they also lack knowledge on to what extent those values should be developed and they are also in a confusing situation of which method needs to be followed for the process.

Swami Vivekananda says "What we are today is the result of what we valued yesterday…..What we will be tomorrow will be the result of what we value today..." (Values, 2019). So, to shape our future we have developed different types of values. The main purpose of values education is to create positive moral human values and apply those values in actions and behaviour. But these values cannot be gained or developed only through reading books or by using a telling method by teachers or elders. All these more values can develop and inculcate among children when we can provide variables such as, peers, teachers, interactive school environment, healthy atmosphere, family and society. These all social systems allow our children to use their freewill and develop good moral values. It refers to those strategies of teaching that used to create enriching learning experiences for students and addresses issues related to character formation.(Shobha & Kala, 2015)

There are many methods of value education but each method is not applicable to every value. On the basis of selected value the appropriate method should be selected accordingly. Our complete school curriculum works as a source of value education. Thus school curriculum and school cannot avoid imparting values to their students with the help of their teachers

through direct or indirect methods such as reading, discussions, narration and presentations. These methods compelled teachers to involve them deeply and think critically about each value to prepare a lesson plan accordingly. The notable steps to be taken in the educational institutes for inculcating different values among students are teaching accountability, playing role model and teaching basic core values.

Different Approaches to Values Education

There are different approaches to values education. The traditional approach gave emphasis on teaching students and making them disciplined by developing good character and virtues among them. It tries to develop honesty, hardworking power, punctuality, obeying nature to elders and authority, kindness, responsibleness' and patriotism among youths. Key factors behind the traditional approaches are adult transmission of morals of society through character education, direct teaching, exhortation, and use of rewards-punishments (Durkheim, 1961). The constructivist approach emphasizes on construction of moral meaning by children actively. It tends to develop a principle of personal commitment through societal interactionism and moral discourse. This approach includes deliberate discussions, explanation, reasoning on moral dilemmas and decision making as different methods to promote and inculcate democratic values, rational thinking, reasoning skills and competency among youth and learners. The trait approach is based on predetermined traits or qualities to be taught. It focuses on development of pre-established values observed in behaviour, through teaching or moral biography. The values clarification approach is completely student centric, where students identify their values and beliefs through various value clarification questionnaires facilitated by teachers. The role play approach is based on active participation of both teacher and students.

Rationale of the study

Children spent their maximum time at school. It is the place where children and youth develop them holistically through different scholastic and co-scholastic activities. During the process of holistic development they also develop many values and qualities. To discriminate between those values and qualities as good or bad, both parents at home and teachers at school have to take responsibility. School teachers act as a role model and value developer (Kaur, 2015 & Sharma, 2014) to foster good values and qualities among students in the classroom. Thus, effective schooling is necessary for the development of human values among students (Suriyachinnavar, 2016 & Shah, 2013).

Jhargram, Bankura, Purulia, and Paschim Medinipur Districts of south western part of Bengal comes under the Jangalmahal area. A large proportion of the population of Jangalmahal are tribal and the literacy rate is quite low in this area as per record. Both the literate and illiterate population of this area live quite peacefully and they maintain few values among them. Thus the current study tries to explore teachers' views on values education at Jangalmahal where the majority of population comes under low socioeconomic conditions. In accordance with this, the following research questions were explored: What values need to be considered by teachers to teach in their education practices? How do teachers describe their practice of values education? What do teachers refer to as the barriers for value education practices?

Methodology

The research was qualitative in nature as the study aimed at gaining an in-depth understanding of how teachers views on value education. Therefore identified exploration as an appropriate research design for the study. The participants of the study were 20 secondary school teachers selected purposefully from Jhargram, Bankura, Purulia, and Paschim Medinipur district of Bengal. Equal number of participants were selected from each district. They were selected based on prefixed criteria like, minimum ten years of professional experience as regular teachers and involved in teaching students of secondary level.

Self-made structured interview schedule was used to find out views of practicing teachers' on values education. Teachers were asked to make a list of values needed for students according to their thoughts and they were also asked to describe their practices of values education. Each interview was recorded and transcribed with the help of a text editor. Collected data were analyzed qualitatively by using content-analysis technique. Initially the coding was done by focusing on the responses given to the common questions and then the conceptualization of the first level of data analysis was made. Finally, the coding system was obtained through forming themes.

Findings

In this section, questions asked to the participants were presented. Findings were presented based on themes and frequencies. Frequencies of opinions were given inside brackets and teachers were coded as T1,T2,…,T20. In some cases opinions were cited accordingly.

Table 1.Teachers opinion on necessary values to be develop among students

Teachers opinion on values	Frequency (f)
Honesty	20
Sincerity	18
Love	17
Innovation	16
Trust	15
Politeness	13
Peace	13
Discipline	13
Creativity	12
Problem-solving Ability	11
Courtesy	11

Here, teachers were asked about their opinion on necessary values to be developed among students of secondary level. The responses collected form teachers were presented in the above table. During the analysis of Table 1 it was found that, the teachers opined that necessary values that needs to be developed among students are their honesty (20), sincerity (18), love (17) which includes the love of people, mother and father, and innovation (16), trust (15), politeness, peace and discipline (13), creativity (12), problem solving ability and courtesy (11). Cent percent teachers opined that honesty should be one of the important values a students must have and they said it needs to be developed and inculcated because honesty helps them throughout their life as a core value. T1, T2, T4, T7, T11, T16 and T 19 stated that they wanted problem solving ability and creativity as important values due to present social needs. They also opined that a multidisciplinary approach of education needs individuals with thinking and reasoning ability. For developing those abilities individuals must have values like problem solving ability and creativity.

Table 2. Teacher's opinion on aims of value education

Aims of value education	Frequency (f)
Responsible and cooperative citizenship development	14
Personality development	13
Integrated	11
Patriotism and national integration	9
Attaining life goals	3
We feeling development	3

Teachers were asked about their opinion on the aims of value education. The responses collected form teachers were presented in table 2 and it explained that responsible and cooperative citizenship development (14) as mostly stated aim of value education. Personality development (13) was the second positioned aim of value education according to teachers. 11 teachers stated that value education cannot be imparted through teaching a single subject. It can be imparted very consciously through teaching various subjects in an integrated manner with emphasis on multiple disciplinary approaches. Teachers also said that patriotism and national integration (9) as a continuous process, helps to assimilate different values among students inside or outside of class. T18, T12, T3 have said that in every situation they have tried to attain life goals (3) may be in hidden form or openly. They also try to develop a, we feeling (3) environment among students by providing a positive situation to feel and remember the role of friends, family, school, teachers and environment during the process of socialization to create their own identity.

Table 3. Methods of teaching used by teachers for value development

	Social Science	Science & Mathematics	Language	Physical Edn. & Work Edn.
Methods of Teaching	Discussion	Discussion	Story telling	Collaborative
	Narration	Demonstration	Role playing	Activity
			Narration	
	Excursion	Problem solving	Discussion	
		Inductive & deductive	Model reading	

Teachers were asked about methods they used for teaching students to develop values among them. Teachers of different subject areas said different methods. Responses received from

teachers were presented in table 3 and discussed. Social science teachers said that they used to follow discussion, narration and collaboration as methods of teaching social science in classroom teaching. They also said once a year they arrange field trips as excursions. Whereas, teachers from science and mathematics used different methods as per the needs of the lesson. According to their opinion, discussion, demonstration, problem solving, creative writing, model making and inductive - deductive methods were used for teaching at secondary level. Teachers said all of these methods help to develop innovativeness, problem solving skills and critical thinking skills among students. Language teachers said that they are using storytelling, role play, discussion, model reading and narration as methods of teaching. Physical education and work education teachers said activity and collaborative methods encourage group activity. Teachers said during group activities like game and sports, morning assembly, social campaigning and campus cleaning they try to formulate the group in such a manner that a heterogeneous group can be developed so that students are able to develop core values like discipline, sincerity, commitment, respect and punctuality.

Table 4. Co-scholastic activities for value development

Co-scholastic activities	Frequency (f)
NCC	9
SUPW	5
Dance	2
Drama	2
Music	1
Kitchen gardening	1

Teachers were asked about different co-scholastic activities carried out at school premises for development of values among students. Responses given by teachers were presented in table 4. The table 4 found NCC (9) as the most stated co-scholastic activities carried out by students at school premises. Physical education teachers were mainly involved in NCC and they said that through NCC students develop values like discipline, punctuality, commitment and respect. NCC is followed by SUPW (5) where students learn different skills and training makes students self-disciplined and self-empowered. T20 and T16 also opined that co-scholastic activities like dance (2) and drama (2) also helps to develop values like cooperation, brotherhoodness, patience and care for others among students.

Table 5. Refresher course on value development

Refresher course	Frequency (f)
Cluster level	
Block level	No such programme
District level	

Teachers were asked about refresher courses attained by them on value education. Responses given by teachers have been presented in table 4. Teachers said that different refresher programmes were conducted for teachers at cluster, block and district level on inclusion, CWSN, school dropout but they have not any training or workshop on value education. Teachers also opined that during many programme it was stated that they have to develop moral values among students but emphasis was not given on how to inculcate those values among students.

Table 6. Barriers on value development and value education

Barriers on value development & value education	Frequency (f)
Shortage of teachers	18
curriculum structure	17
Educational background of family	15
Lack of training	13
Others	13

Teachers were asked to explain about different barriers that create hindrances on value development and the value education process. Responses from teachers have been presented in table 6. When table 6 was analyzed, teachers stated that shortage of teachers (18) as the leading barrier in the process. Next to it is the curriculum structure (17). Teachers opined that our curriculum should be developed and prepared such that values which are necessary for students should be placed into the curriculum. An educated family can impart good moral values to their children through their culture, thus education plays an important role in value development. So, teachers mention that the educational background of family (15) as the third most opined issue that creates barriers on the value development process. Teachers also pointed out that, lack of training (13) and many other reasons (13) are few notable factors which create barriers to the value education programme.

Table 7. Suggestions by teachers on value education

Teachers suggestion	Frequency (f)
Value based school curriculum	17
Teacher recruitment and training	14
Improvement of socio-economic conditions	13
Parental education	11
Media involvement	6

Teachers were asked to give suggestions about what needs to be done to impart values among students. Responses of teachers have been placed in Table 7. Table 7 found that, teachers want value based school curriculum (17) which helps them to inculcate different moral values among their students. Teachers also suggested imparting different values through value based school curriculum, teacher recruitment and teacher training (14) as the second most important aspect in achieving the objective of value education programme. Teachers of Jangalmahal feel and say that education is the secondary priority to the tribal habitats of Jangalmahal. Tribal habitats of Jangalmahal are struggling to meet their basic needs. Thus teachers opined that to impart values through education, it is necessary to improve their socio-economic status (13). Teachers also suggested taking initiatives for parental education (11) which helps to discriminate between good and bad. T1, T7, T9, T11, T 14 and T18 focus on media involvement. According to them, students are now more acquainted with digital platforms. Thus the media have to take initiatives to impart different values among students through different social and education programmes.

Discussion, Conclusion and Suggestions

Teachers are the key component in any educational system. Success and failure of that system depended on the performance of their teachers. Similarly teachers are directly and indirectly responsible for effective implementation of values education programme through development of different values. So it is quite expected that teachers should be very much acquainted with different teaching strategies, methods and techniques.

The study indicated that honesty, sincerity, love, innovation, trust, politeness, peace, discipline, creativity, problem solving ability and courtesy are important values necessary for students at secondary level. This finding was supported by ÇELİKKAYA et.al. (2013) in

their study which discussed honesty, respect, love, tolerance, responsibility, sensitivity, hardworking, cleanliness, helpfulness, family unity and cooperation as core values. The study revealed that responsible and cooperative citizenship development, personality development, patriotism and national integration are different aims of value education according to teachers. It was understood from the study that discussion, narration and collaboration, field trips, discussion, demonstration, problem solving, creative writing, model making and inductive - deductive methods, role play and activity were also used by teachers as methods of teaching. Drama, Socratic Method, brainstorming and discussion. This supports the findings of Çengelci (2010) and Can, 2008) which stated that teachers used methods such as observation, case study, discussion, Socratic method and evaluation method in implementing value education. The research findings indicated that NCC and SUPW are more important co-scholastic activities according to teachers' opinions. Teachers also shout for dance and drama which helps to develop values among students. The finding of the study was supported by Yalar (2010) and Can (2008) by emphasizing on drama, poetry, music as medium of value development. Research findings indicated that teachers need to receive related training though they haven't received any training or not attended any refresher courses on values education. The finding of the study was supported by Yalar (2010) by emphasizing on training on value education in the pre-service period. Findings also revealed that the curriculum does not inculcate values among students and due to the lack of teachers the process of value development becomes more difficult and challenging. The study was supported by Arthur and Revell (2006) in their study where the content of values education can be structured in accordance with teaching principles and the value education can be given in a separate course or a unit with some core values. The study also discusses that the educational background of family also creates barriers in the effective value development process. The research findings indicated some suggestions for effective value development. Teachers suggested that value based school curriculum, recruitment of teachers, training of teachers and improvement of socio economic status helps in value development and value education programme. Boyd, Dooley and Felton (2006) emphasized on content that was enriched with activities and active participation of students. The study also reveals that media involvement also plays an important role in value education.

Thus, major implications that can be derived from this study were, firstly, the secondary school curriculum should be revised as per the needs and it should be rewrite by giving

emphasis on topics that can develop different values among students in an integrated manner. Secondly, the teacher education courses should be re structured in such a way that teachers should be trained to impart values through classroom teaching. Finally, it has been recommended that a separate curriculum should be developed for all with the help of some instructional material on values education developed by a group of experts working on values education. Thus it has been suggested by the teachers that at least once in a week a value education class must be added in the time table. At the end they have mentioned that whenever necessary they are providing guidance as well as counseling to the students.

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