

## **Opinion of secondary school teachers of Maharashtra state board schools of Mumbai about provision of Value Based Learning Experiences to students**

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### **Abstract**

*Value Based Learning is simply a matter of developing appropriate behaviour and habits involving inculcation of certain virtues and habits. Value based learning, according to one more view, is essentially a matter of educating the feelings and emotions. It is the 'training of the heart' and consists in developing the right feelings and emotions. It is essentially a matter of creating the right atmosphere, imitation and learning by example, communion with nature or modelling one self after an ideal. Research studies clearly indicate the development of right character, leading to healthy and productive citizens and the important role played by the teachers as mentors in provision of Value Based Learning Experiences. The present study is a survey conducted regarding the opinion of 103 secondary school teachers of Maharashtra state board of Mumbai about the provision of Value Based Learning Experiences. The tool used is a four point rating scale to study the opinion about provision of Value Based Learning Experiences. Findings reveal favourable opinion of secondary school teachers of Maharashtra state board of Mumbai about the provision of Value Based Learning Experiences.*

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### **I. Introduction**

Value Based Learning, 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 behaviour, civic rights and duties to aesthetic and even religious training. To some, Value Based Learning is simply a matter of developing appropriate behaviour and habits involving inculcation of certain virtues and habits. In opposition to such a conception, it is pointed out that Value Based Learning has an essentially cognitive component in it and that this should not be ignored. Actually the ability to make moral judgement based on sound reasoning is a very important aim of value based learning and has to be deliberately cultivated.

Moral development of a child, according to some, results automatically from the social life of the school. The child as a member of the group imbibes the attitudes, values and general behaviour of the group and continually tries to mould himself/herself according to the group norm. Such adjustment to life constitutes his moral development. Value based learning is a process of aiding the child in such adjustment. Value based learning, according to one more view, is essentially a matter of educating the feelings and emotions. It is the 'training of the heart' and consists in developing the right feelings and emotions. It does not involve any cognitive abilities that can be trained. Like poetry, it is 'caught' rather than taught. It is essentially a matter of creating the right atmosphere, imitation and learning by example, communion with nature or modelling one self after an ideal. Such a view is countered by saying that mere imitation of a 'good' person and modelling oneself after an ideal does not confer any morality on an individual. Morality is not a thing that simply 'radiates' from one person to another. Moral development includes both thinking morally and behaving morally. Moral thinking is a distinct type of thinking characterised by the exercise of rational choice. A moral person is not only a person who does the 'right' thing but also one who does the 'right' thing for the 'right' reason.

Value Based Learning has come to acquire increasing prominence in educational discussions at all levels during recent times in our country. The issue has been projected as one of national priority in the National Educational Policy (NPE), 1986. The Policy declares: "the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values". According to National Curriculum for Primary and Secondary Education (1985), the crisis of values our society is passing through "demands more explicit and deliberate educational efforts towards value development". The first term of reference for the National Commission on Teachers (1983), was "to lay down clear objectives for the teaching profession with reference to the search for excellence, breadth of vision and cultivation of values". The Working

Group to review teachers training programmes in the light of the need for value orientation (WG) set up by the Government of India in 1983 recommended for the inclusion of a value education component in the teacher education programme besides spelling out details of curriculum, methodology and teachers' role.

Value based education instills educational and cultural values among students and aims at achieving multi-faceted development of a human being namely intellectual, physical, spiritual, and ethical development. The values incorporated in a value-based curriculum may include cooperation, responsibility, happiness, simplicity, unity, peace, respect, love, tolerance, honesty, humility, and freedom. The main purpose of holistic education is to prepare students to meet the challenges of living as well as academics. Multiple studies have reported that Value Based Learning is a holistic approach to students' education, one that provides complete education of body and mind through innovative approaches and critical educational thinking.

Education can be considered as a means to impart general and specific information; teaching skills and most importantly inculcate values. The neglect of ethical values, which should form the substratum of any good education, has led to ineffectual, decadent, empty learning. Education should be a process of acquiring true knowledge. In planning for good values and objectives, the teacher and student will have to cooperate and work together. The purpose of education is to strengthen character in the younger generation which is an answer to many of the problems that face people today. It can bring about a widespread renewal of individual commitment to an active life of principle and this renewal is imperative. Values like truth, right action, love, peace and non violence include in a balanced way the profound moral insights of the great civilizations.

Skaggs, G. and Bodenhorn, N. (2006) conducted a study of the relationships between implementing character education, student behavior and student achievement from the student, teacher and administrators point of view. Findings reveal that schools with more fully implementation of character education programs experienced a great improvement in students perceived character-driven behavior and low suspension rates than schools with less implemented programs. Mahmud, S., Warchal, J., Masuchi, A., Ahmed, R. and Schoelmerich, A.(2009) assessed and compared the values prevalent among the students and teachers of Universities of Bangladesh, Japan, U.S.A. and Germany. Findings reveal that value preferences among university students and teachers are more similar than different, suggesting a homogenizing effect on human values.

Leichsenring, A (2010) studied the implementation of values-based education program on a national scale and provided in schools in Australia. Findings reveal that value education in Australia schools promote employment of many important conditions which lead the country to healthy and productive direction. Mergler, A. and Spooner-Lane, R. (2012) conducted a study of what pre-service teachers need to know to be effective at value-based education. Findings reveal that they must be reflective practitioner and it is essential that they are mentored by experienced teachers in value education early in their degrees to teach effectively and meaningfully.

From the above research studies we can conclude that value based learning experience improves the students to build correct character and overall development of their personality. Since a teacher plays an important role in inculcating the values in students, he/she should have a positive opinion about inculcation of values and must be trained in provision of Value Based Learning Experiences. Hence, the need to study the opinion of teachers about provision of Value Based Learning Experiences.

### **Research Question**

What is the opinion of secondary school teachers of Maharashtra state board schools of Mumbai about provision of Value Based Learning Experiences to students?

### **Method**

For the present investigation, survey method has been used. The study was conducted on 103 secondary school teachers of Maharashtra state board of Mumbai. The secondary school teachers were selected on the basis of their experience of teaching at secondary level. The teachers who had more than two years of experience were selected for the study as the researcher felt that experienced teachers are aware of the importance of learning experiences and need for inculcation of values.

### **Opinionaire about provision of Value Based Learning Experiences**

The opinionaire, developed by the researcher is a 4 point rating scale used to measure the opinion of the secondary school teachers belonging to Maharashtra state board schools of Mumbai about the provision of Value Based Learning Experiences to students. The tool was given to five experts for content validity. The favorable or unfavorable opinion of secondary school teachers about provision of Value Based Learning Experiences to students was studied with respect to the following:

- 1) Significance of Value Based Learning Experiences in one's life
- 2) Role of teachers in provision of Value Based Learning Experiences
- 3) Role of schools in provision of Value Based Learning Experiences

4) Significance of textbooks in provision of Value Based Learning Experiences

**Data collection**

In order to obtain the permission for collection of data, the researcher had to explain the need for a study on opinion of teachers about provision of Value Based Learning Experiences and only after the researcher gave the assurance of disseminating the results of the study for a good cause, were they given permission for data collection. The opinionaire about provision of Value Based Learning Experiences was administered to the teachers.

**Data Analysis**

The data collected was quantitative in nature. The quantitative data was analyzed by finding the percentage for agreement or disagreement for provision of Value Based Learning Experiences with respect to the various aspects

**II. Results**

**Table 1. Percentage of Agreement or Disagreement of secondary school teachers about the provision of Value Based Learning Experiences with respect to significance of Value Based Learning Experiences in one's life**

(SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree)

Sr. No.	Significance of Value Based Learning Experiences	SA	A	D	SD
1	Value Based Learning Experiences will help in inculcation of values among students	70.73%	29.27%	0%	0%
2	Inculcation of Value Based Learning Experiences will help students for all round development	58.54%	41.46%	0%	0%
3	Value Based Learning Experiences leads to better citizens	70.73%	29.27%	0%	0%
4	Value based learning will help students in facing challenges in life	53.66%	46.34%	0%	0%
Total		100%		0%	

100% of the secondary school teachers displayed favorable opinion with respect to significance of Value Based Learning Experiences in one's life which they feel would inculcate values in students, lead to all round development of students, lead to better citizens, and help students in facing challenges in life.

**Table 2. Percentage of Agreement or Disagreement of teachers about the provision of Value Based Learning Experiences with respect to their roles in provision of Value Based Learning Experiences**

Sr. No	Problems	SA	A	D	SD
1	Teachers play an important role in provision of Value Based Learning Experiences for students.	51.22%	48.78%	0%	0%
2	Teachers have opportunities for inculcation of values through scholastic as well as co-scholastic experiences	53.66%	46.34%	0%	0%
3	Value Based Learning Experiences should be imparted by all subject teachers	48.78%	51.22%	0%	0%
4	Teacher must practice values that he/she is trying to inculcate in students.	73.17%	24.39%	2.44%	0%
Total		99.39%		0.61%	

99.39% of the teachers display favorable opinion with respect to their role in provision of Value Based Learning Experiences which they feel is very significant, have opportunities for inculcation of values through both scholastic and co-scholastic experiences, should be imparted by by all subject teachers, and the values should be practiced by teachers too. The reason for the unfavorable opinion may be due to the teachers considering some subjects such as Languages, Social sciences as relevant for incorporation of values in comparison to other subject such as Science and Mathematics.

**Table 3. Percentage of Agreement or Disagreement of teachers about the provision of Value Based Learning Experiences with respect to role of schools in provision of Value Based Learning Experiences**

Sr. No	Tasks assigned	SA	A	D	SD
1	Provision of Value Based Learning Experiences is an important role of the school	73.17%	24.39%	2.44%	0%
2	Teachers should be provided with support for provision of Value Based Learning Experiences	75.61%	21.95%	2.44%	0%

3	Teacher training should be imparted by schools for provision of Value Based Learning Experiences	70.73%	29.27%	0%	0%
Total		98.37%		1.63%	

98.37% of the student teachers display favorable opinion with role of schools in provision of Value Based Learning Experiences with its significance in provision of Value Based Learning Experiences, its support to teachers in provision of Value Based Learning Experiences, and training of teachers for provision of Value Based Learning Experiences. The reason for the unfavorable opinion may be due to the teachers considering other stakeholders, besides schools equally important in inculcation of values amongst students.

**Table 4. Percentage of Agreement or Disagreement of teachers about the provision of Value Based Learning Experiences with respect to significance of textbooks in provision of Value Based Learning Experiences**

Sr. No	Scaffolds	SA	A	D	SD
1	Value Based Learning should be incorporated in all textbooks	60.89%	39.11%	0%	0%
2	Activities for Value Based Learning should be incorporated in textbooks	65.85%	34.15%	0%	0%
3	Learning material should be provided in textbooks for Value Based Learning Experiences	63.41%	36.59%	0%	0%
Total		100%		0%	

100% of the teachers displayed favorable opinion with respect to provision of Value Based Learning Experiences which they feel should be incorporated in all textbooks, provision of activities and learning material for Value Based Learning.

### III. Summary and Concluding Discussions

The secondary school teachers of Maharashtra state board schools of Mumbai exhibited almost 98-100% agreement about the provision of Value Based Learning Experiences. They felt provision of Value Based Learning Experiences to be highly effective with respect to significance of values in one's life for all round development and facing challenges in life, role played by teachers and schools and significance of textbooks. Thus the findings are in line with the studies conducted by Skaggs, G. and Bodenhorn, N. (2006) about effectiveness of Value Based Learning Experiences in development of students' character. The findings are also in accordance with the studies conducted by Mahmud, S., Warchal, J., Masuchi, A., Ahmed, R. and Schoelmerich, A.(2009) that there is similarity in value preferences of students and teachers The findings are also on lines of study conducted by Mergler, A. and Spooner-Lane, R. (2012) wherein they recommend mentoring and training of teachers in provision of value based learning periences. The study is also on lines of study conducted by Leichsenring, H. (2010) which considered all stakeholders to play an important role in implementation of Value Based Learning. Based on the above findings, the researcher recommends that the school teachers play an important role in provision of Value Based Learning Experiences. Also the study recommends provision of mentoring and training facilities for teachers in provision of Value Based Learning Experiences either at pre-service level or in- service level. The study also recommends provision of Value Based Learning Experiences for better citizens and also accords highest importance to stakeholders especially school administrators in provision of Value Based Learning Experiences.

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