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Article

Impacts of Value Education

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Abstract

Value education is the process by which people give moral values to each other. In this study which is carried out in the phenomenology pattern, the aim of this course is to determine the opinions of the pre-service teachers about the value concept and values education. In this study, twelve prospective teachers in 4th grade in the department of primary education in a faculty of education were interviewed. The opinions of prospective teachers on values and values education were grouped under two categories as "My Values" and "Values Education". In the category of "My Values", prospective teachers included the concept of values and the values that guided their lives within personal and social values. The category of Values Education was examined under the purpose of values education and the path I will follow. While some prospective teachers emphasized that the primary goal in values education should be to raise good citizens, other teacher candidates highlighted the importance of having a good character by focusing on personal values. Prospective teachers thought that active learning methods, modeling, and cooperating with family would be effective in values education

Introduction

The need of value education in today's context cannot be overemphasized. These days we are all surrounded by gross consumerism and an aggressive rush for self fulfillment.

Moreover, the social system worldwide is undergoing great transformation. In Indian scenario, for example, we are gradually moving from joint family system to nuclear family system. Also, there is a high degree of stress, especially in the younger generation, owing to fast paced modern day lifestyle. Factors like religious fanaticism, stockpiling of nuclear weapons and terrorist activities are posing grave threats to global peace. There is a proliferation of vast amounts of information because of internet and media, and this may cause negative impacts, mainly in the more impressionable young minds, unless and until they have something robust to anchor upon. It is here that inculcation of values among the students can play a very important role by shielding them from all such influences.

The concept of value has different definitions in the literature. For example; Rokeach defines values as enduring beliefs that indicate whether behaviours are personally or socially acceptable (cited in Lyons, 2003). Another definition suggests that values are systematic and to some extent precise ideas that ensure the interaction of an individual with the environment (Veugelers & Vedder, 2003). According to Yeşil and Aydın (2007), people who use the features obtained through the sense organs in defining the beings can benefit from the impressions they emotionally have in attributing importance to that being and appraising it. These emotion-based impressions are generally called “values”. In another definition, values are described as a tendency to prefer certain states in human relations (Hofstede, 1991). In the most general sense, we can define values as a reflection of the wishes, preferences and desired and undesired situations by defining what individuals consider important.

Objectives of Value Education

1. Full development of child's personality in its physical, mental, emotional and spiritual aspects
2. Inculcation of good manners and of responsible and cooperative citizenship.
3. Developing respect for the dignity of individual and society
4. Inculcation of a spirit of patriotism and national integration.
5. Developing a democratic way of thinking and living.
6. Developing tolerance towards and understanding of different religious faiths
7. Evolving the evaluation criteria on value-education.

Value Education in the Global Scenario

Over the past two decades, colleges and institutions have devoted energy and resources to a wide range of educational programmes and initiatives designed to promote character values and behaviours in their students (Dalton and Crosby, 2010). Value education forms a part of the curriculum in different educational settings across the globe. Countries like India, Australia and Singapore lay a strong emphasis on imparting value education through well defined curricula and syllabi. In Singapore, values education forms a part of the Pre University Civics syllabus (MOE, 2010). The revised Pre-University Civics Syllabus is based on the central theme, Making a Difference. The focus is on engaging students to play an active role in helping to improve the quality of civic life in the community and to take the lead in service to others. The Indian national policy on education (1986) as modified in 1992, considered value education as an integral part of education and noted that (UGC, 2010)

"The existing schism between the formal system of education and the country's rich and varied cultural traditions needs to be bridged. Education can and must bring about the fine synthesis between change oriented technologies and the country's continuity of cultural tradition. The curricula and processes of education will be enriched by cultural content in as many manifestations as possible. In our culturally plural society, education should foster universal and eternal values, oriented towards evaluating the Impacts of Value Education 3 the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. Apart from this combative role, value education has a profound positive content, based on our heritage, national and universal goals and perceptions. It should lay primary emphasis on this aspect. 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 cultivation of social and moral values."

Importance

Values education is teaching and learning about the ideals that a society thinks is important. The aim is for students not only to understand the values, but also to reflect them in their attitudes and behaviour, and contribute to society through good citizenship and ethics. Moral education, character education, ethics and philosophy have attempted to do similar things. In spite of the increasing literacy rate and more people receiving education, the crime rate is not coming down but increasing. The rise in crimes, violence and other destructive activities in the society can be credited to poor inculcation of values. It has been seen in the recent

terrorist attacks in various parts of the world, that those who carried out the attacks were educated men and women but still were ready to die. What they lacked was edification. Had they been thoroughly taught the values of human character, it is possible they would have shivered to think of killing so many innocent people and also themselves. Education policy makers need to lay more stress on education with much stress on imparting human values and edification. This will have better results than mere education.

The need of the hour is to impart value based education. The stress should be on the values such as patience, honesty, tolerance, sympathy, and love for fellow brethren and sisters. The students must be indoctrinated to keep values as top priority. The youngsters need not only to be taught how to develop their skills, talents, and abilities, they must also be taught how to use these skills, talents and abilities for the welfare and betterment of all.

Conclusions

Teacher has an important role in inculcating moral values in students. Education for values needs to be pursued with will commitment and the hope for transformation and change. According to our Indian tradition and culture teacher has a pivotal role in the process of teaching and learning.

Without human values we can't survive in the world in the peaceful manner and we can't enjoy life. In a global scenario of erosion of values, it would be difficult to have individuals in society who would strive to halt the process of value deterioration. It appears that moral and ethical issues, including character education, are great need to become part of the teacher education programs. The professional ethics for teachers is in itself a complete programme of Value based education for teachers. In a nutshell it can be concluded that a teacher educator is the teacher of future teachers which means a lot of responsibility. Therefore, for the sustainable human development as well as for the social growth, there is a need of value based education. So, the teachers and teacher education institutions, may ponder over the 'erosion of moral values among pupils and their 'actual restoration' which seems difficult but is in no way impossible.

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What the world needs today is neither a new order, a new education, a new system, a new society nor a new religion. The remedy is lies in a mind, in a heart filled with holiness. Holiness must take root and grow in the minds and heart of youth everywhere. Government is spending more and more money to impart education to people. Also, crime is increasing day by day. So two contradictory things are happening. With the increase in education crime should decrease. But the scenario is totally opposite. The reason is that government is providing qualification and degrees, not the education. Stress should be laid down to teach moral values and ethics to students along with teaching the curriculum. To save the world, to save humanity it is essential to make the students good human beings along with making them good professionals. In ancient times, Krishna financially helped his childhood friend Sudama. Now day's brothers are quarrelling for money and ready to kill each other. Eklavya gave his teacher Dronachrya his thumb happily. Nowadays, a student will not hesitate even for a second before cutting his teacher's thumb. These things prove that people were really good at heart in ancient India because they were taught moral values from the very beginning. That is where present students lag in. So the conclusion of this research is that there is a strong need of imparting value based education to students along with other subjects.

- It is vitally important that all staff members feel involved in the process of values education, so consideration must be given to in-service education. Throughout the process, share the development with parents and the wider school community.

- Finally, ensure that the process is well-planned, monitored, evaluated and celebrated in order to keep the process alive and constantly under review.

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