

# PERCEPTIONS OF TEACHER TRAINEES ABOUT STRATEGIES FOR VALUE INCULCATION

Jyoti Pandey

*Now a day, the crises of value are pervasive and influences all walks of life. Growing economic liberalism, uneven social development, scientific and technological advancements have been the main factors influencing value system. When considering the concept of values in education, the educators are faced with multiple agendas and a plethora of interest, motivation, tensions and conflicts about values. Teachers own broad context of values, cultures, imitativeness for using their own internationalized skills, their personality and their attitude, all these put immense influence for value inculcation in students. A teacher is "What his Education has been" so it is essential that teacher education at preparatory levels should focus on developing moral, national and ethical values. The concept of education should be value based and it must be taught especially to teachers at the time of pre-service training. The study is an attempt to find out the answer to the question that which formal and informal teaching strategies contribute in value inculcation in students?*

**KEYWORDS:** Implementation, Elementary Schools, Mid-Day Meal Scheme

## INTRODUCTION

Values are the things in which people are interested, things they want and desire to be or become, feel as obligatory, worship and enjoy. Values are conscious and unconscious preferences, beliefs and attitudes, which are accepted by the majority of members of society and are socially regulated (Venkataiah, 2000). Teachers own broad context of values, cultures, imitativeness for using their own internationalized skills, their personality and their attitude, all these put immense influence for value inculcation in

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students. “A teacher is What His Education Has been” so it is essential that teacher education at preparatory levels should focus on developing moral, national and ethical values. The concept of education should be value based and it must be taught specially to teachers at the time of pre-service training. The study is an attempt to find out the answer of the question: Which formal and informal teaching strategies can contribute in value development in students?

When considering the concept of values in education, then, educators are faced with multiple agendas and a plethora of interest, motivation, tensions and conflicts about values and the teaching of values. The major cause has been the deterioration in the relationship between teachers and taught, parents and children, family and society etc. People, especially the young are confused about their values and are facing the value conflicts. Besides these, there is breakdown of traditional values without proper replacement, lack of adequate role models, conflicting ideologies and double standards are being practiced. Teachers have to play the most crucial role in the field for which training is a pre-requisite. From this point of view, it is essential that teachers must be properly equipped to deal with children. The need for better understanding and enhanced knowledge concerning the perception about values has motivated the researcher to conduct the present investigation.

### **RESEARCH QUESTIONS**

The study attempts to answer the following questions:

1. Which formal teaching strategies should be adopted by teachers for value development as perceived by teacher -trainees?
2. Which informal teaching strategies should be adopted by teachers for value development as perceived by teacher -trainees?

### **REVIEW OF RELATED LITERATURE**

Materialistic life, media exposures, lack of qualitative programmes, Cut throat competition, poverty, struggle in life for existence, unemployment, less time allotted with kids and lack of role model are found as main causes for value deterioration as explored in a research study in which respondents favoured the factors like corruption, unfair means practiced by politicians, government officials; saints; and other responsible personalities of society, too much freedom/pampering of kids by parents and examination oriented teaching (Patadia, 2003). Gender has also been associated with difference in value commitment. Women are more likely to prioritize collective well-being over individual well-being and are expressive over the instrumental orientation in

social relations. Female expressed greater concern for the well-being of others and were less likely to accept materials and competition. They placed greater importance to finding purpose and meaning in life (Bawa & Chahal, 2003). Secondary school teachers had preferred more religious, democratic, aesthetic, economic, theoretical, health and power values rather than social values. Male teachers had preferred economic, religious, aesthetic, family and power values more than their counterparts (Vasudeva, Promila & Thaper, 2003). Schwartz (2000) measured the equivalence of 10 value types within 21 countries and reported that it is possible for most value types to reach acceptable levels of confidence. The four top ranked values as indicated as result were benevolence, conformity direction and universalism. While implementing value education in a range of educational settings, teachers have to adopt different sources, processes and strategies which will depend on personal, cultural and social settings. These processes include the use of co-operative learning in small groups, inquiry approaches based on individual and small groups, research problem solving activities and collaborative decision making activities involving group discussion method. The research findings reveal that parents' behaviour, social aspects, knowledge of true-aspects, knowing about what is good and what is bad, personal experiences, teaching and behavioural approach of teacher, various teaching subjects especially Literature, Language, Religion, Sociology, Science, Arts and Philosophy, School, Teacher, Curriculum and social Interaction all sources are found interrelated for value inculcation (Tandon & Narang, 2005). Good habits, discipline, regularity, punctuality, decency, health, hygiene, self-respect, respect for others, unity, harmony, cooperation with fellow citizens, and patriotism can be developed through curriculum only (Hofstede, 2001). Respect for all, honesty, equality, morality and responsibility were found the top most scoring values. Environment, community, place of education in the society, the arts and welfare had ranked as the most prominent cultural issues which needed to be debated. Assembly, discussion, stories, school politics and planning ranked most useful formal strategies while positive behaviour, teacher examples, group work and criticizing found most flexible informal strategies for value inculcation (Sengupta, 2002). In another study Kumar and Bhatia (2004, 05, 06) found that respect for all value has been ranked at first place by teacher-trainees. Honesty, equality, morality and responsibility have been preferred at II, III, IV and V rank respectively. Teacher trainees also preferred flexible methods as using good examples, group work, positive behaviour and criticism for value inculcation (Aiholli, 2006). Honesty, respect for all truth and loyalty values are also needed in the present time (Kumar & Bhatia, 2006). A practical approach for moral education which includes the theoretical base is also required for value education. The process of teaching, school subjects, content in settings and ways that promote moral education, excellent and innovative aptitude, moral reasoning, caring and shared values

all these possess within intrinsic meaning and moral lessons. Thus, the practical role of moral education may lie in real life experiences, where the student is off and running in the excitement of discovery and considering moral issues embedded in all subjects and academic subject matters (Kumar & Bhatia, 2004).

The research findings indicate the need for the identification of personal and professional value pattern of teacher trainees. The appropriate pattern of curriculum, devising of appropriate strategies to inculcate the relevant, social ethical and national values can only prepare teacher trainees to meet the challenges of value crises among younger generation. The research findings indicate the need for the identification of formal and informal teaching strategies for value inculcation as perceived by teacher trainees.

### **RESEARCH METHODOLOGY**

An exploratory study was conducted in Rohilkhand Division, Bareilly surveying teacher-trainees in the faculty of Education and allied Sciences of Mahatma Jyotiba Phule Rohilkhand University, Bareilly on the perceptions of the teacher trainees in the areas of values. The would be teachers taking part in the study also see the situation vis-à-vis the position of schools and values education to be a matter of concern for their continuing or future careers. The study is an attempt to find out the answer of the following questions: How formal and informal teaching strategies contribute in value development? Which approaches and teaching strategies should be adopted by teachers for value development? The sample for the present study was drawn from the campus of Mahatma Jyotiba Phule Rohilkhand University Bareilly. Teacher trainees who were admitted to B.Ed. (Specializations) through a written examination comprising general knowledge, teaching aptitude and content related to arts, science and commerce during the session 2013-14 were selected for the study. The total sample consists of 202 male and female trainees out of whom most have post-graduate degrees and a few were graduates only. Out of the total sample, 63% were science students and only 7% had commerce degree while others belonged to Art stream. The mean age of the would-be teachers was 21.66 years at the time of testing.

Trainees' preferences regarding formal and informal teaching strategies have been measured by using "Value Questionnaire" developed by Kumar (2002). It is a reliable and valid tool and has been used in various research studies

### **RESULTS AND DISCUSSION**

Value questionnaire was administered on teacher trainees and responses were

scored and analysed for their preferences regarding formal and informal teaching strategies which can be used in the classroom for value inculcation.

**Table 1**  
**Four Most Frequently Suggested Formal Strategies as Perceived by Teacher Trainees.**

Formal Strategies	Rank Orders	Frequency	Percentage
Assemblies	1	41.2	82.5%
Discussion	2	39.5	79%
Through Stories	3	30	60%
School Politics	3	30	60%
Planning	5	27	54%
Selective Questioning	6	24.25	48.5%
History	7	19.25	35.5%
Drama	8	16.25	32.5%
Organization	8	16.25	32.5%
Role Play	8	16.25	32.5%

Table 1 represents the four most frequently used formal strategies suggested by teacher- trainees in the classroom situation in which the highest ranked strategy is Assembly with the highest frequency, i.e. 165 out of 200. Discussion with respondents indicates that Assembly creates an innovative interaction between teachers and students, students and students, and pupils and administration. An assembly develops the values regarding discipline, balance, cooperation and shradha for God and group work. Other strategies namely Discussion, Through Stories, School Politics and Planning have been placed on, second, third and fourth place respectively, as the respondents had ranked Through Stories and School Politics both on the third place. The formal strategies Assemblies, Discussion, Through Stories, School Politics and Planning have obtained the percentages 82.5%, 79%, 60%, 60% and 54% respectively. The respondents suggested that the use of Assembly and Discussion are the most important and useful strategies for value development and it is necessary for both teachers and students to facilitate and initiate discussion imparting values in students. Prayers sung in chorus help to create faith in a supreme power in young minds. Patriotic songs sung in chorus help to inculcate belief in secularism and patriotism in the students. Specific

emphasis should be given on a particular value on a daily basis during the morning assembly. Besides these stories, school politics and planning can also be usefully employed in this area. As the would-be teachers stated the above mentioned formal strategies on the basis that these are the best ways of preparing their pupils for adulthood. Such belief of teacher trainees underlying the practical strategies like Assembly, Discussion, School Politics, etc. which they can employ in the area of value point of an underlying conviction of a consensus pluralism model as a basis for values teaching in schools.

**Table 2**  
**Four Most Frequently Suggested Informal Strategies as Perceived by Teacher Trainees.**

Informal Strategies	Rank Orders	Frequency	Percentage
Using Good Example	1	184	92%
Group Work	2	176	88%
Positive Work/ Behaviour	3	159	79.5%
Criticizing	4	146	73%
Expectation of Standards	5	134	67%
Praising	5	134	67%
Talking about Attitude	7	123	61.5%
Seating	7	123	61.5%
Reward	8	105	52.5%
Teacher Example	8	105	52.5%
Classroom Organization	9	82	41%

Table 2 outlines the four most frequently cited informal teaching strategies which have been considered essential by the futuristic teachers for value development in students. The result indicates that teacher trainees have preferred flexible methods such as Using Good Examples, Group Work, Positive Work/Behaviour and Criticizing in this regard. During discussion with respondents, they considered Using Good Example as the best informal teaching strategy for value development and had ranked it the highest percentage, i.e. 92%. The remaining three informal strategies were ranked second, third and fourth with percentage 88%, 79.5% and 73% respectively. The most striking aspect which emerged after discussion with futuristic teachers was that they favoured these strategies because of their flexibility, which allowed for the inclusion of topical subjects and the matter of value

inculcation. Both in the formal and informal methods, the most striking point of both responses is the indication given to the importance of conversation /communication within students. Both in the informal method where communication seems to lie predominantly with teachers and students while in discussion teacher can encourage the pupils to make their contribution and in the formal method where using good example and group work both teacher and students can be involved and such a verbal communication in both types of strategies can be valuable for students for value development. The use of good example, positive work/behaviour and criticizing emphasize the perception of central responsibility of the teacher and these must have to be applied in the context of value development in students. It may be concluded that the undermined conclusions/responses regarding formal and informal teaching strategies emphasizing on the predominance of the spoken words and the importance attached to the general ethics of the classroom and the strategies applied by the futuristic teachers to achieve such ethos.

### **CONCLUSIONS AND EDUCATIONAL IMPLICATIONS**

The survey conducted for this study outlines the recent perspectives of value orientation which includes the classroom strategies both formal and informal. While talking with trainees about value developmental approaches, the respondents suggested that value teaching was best accomplished in an open and balanced way and by using different teaching strategies. Along with it, respondents perceived a need to balance the requirements of the community with those of the individuals because futuristic teachers have a responsibility to allow students to develop the perception of themselves and their role as member of a local, national and global community. The principles which may form the basis for the development and implementation of strategies and an approach must be appropriate, authentic and practical. In developing and implementing formal and informal teaching strategies some facts should be considered important as the curriculum content in relation to value education needs to be appropriate to the students' experiences, stages and styles of learning and cultural setting also. The strategies to be used should motivate the student and arouse their interest and curiosity. Opportunities should be provided to recognize the complexities of defining right and wrong, to understand and compare values and beliefs they hold with others, form opinions and morally justified conclusions, discuss difference and manage conflicts in non-violence way and communicate their understanding of values through their behaviour. While implementing value education in the range of educational settings, the would be teacher need to adopt processes and strategies suited to individual, cultural and social settings. The preference of

respondents reveals the need for a better philosophy of life.

Every teacher is a value-educator. The teacher's task is not to indoctrinate but one of making the students critically aware of values. To do his job well, it is really necessary that teachers should not only himself have personal commitment towards value development but also have to understand what type of values his disciples should possess. There is a need of organized attempts for the cultivation and formation of right attitude and values among youngsters with the help of an appropriate educational action and the future generation of teachers (Prospective teachers) have to burden themselves with such a special responsibility. Kumar and Bhatia (2005) have suggested that it is essential that during teacher training programmes, trainees must be introduced to various elements of value education so that they may be able to promote necessary values in their pupils. The results of various studies reveal not only the need of the training programmes to prepare teachers to inculcate desirable values among students but also represent the message that what is needed is to be open to a range of values and to support value education with a range of approaches with in the classroom and as well as in teacher education programmes. Firstly, teacher should be familiar with human values and humanistic development approach because expectations from teachers are made not only in terms of materials but also for the development of human aspects. The demonstrable conduct and righteous way of living of teacher is sure to inspire and store the value consciousness in the students. The research findings of the present study emphasizes on the need to balance the requirement of the community with trainees because they have a responsibility to allow students to develop the perception of themselves and their role as member of a local and national community. While reporting the findings regarding strategies for value inculcation, future teachers emphasized on democratic and flexible strategies like storytelling, group work, productive work, yoga, panchtantra stories, and other activities related to curricular and co-curricular activities within and outside the classroom situations. The teaching learning process may involve the use of discussion, displays, exhibitions, value clarification, and open session etc. for ensuring the development of values. There are several hidden sources of value inculcation such as the school curriculum. To conclude, it may be noted that value education is not just a supplement of education but also the soul of education and pervaded through a spectacle of education. Hence, what is needed is to be open to a range of values and to support value education with in a range of approaches within the classroom as well as within a teacher education programme.



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