



## TEACHING VALUES: A STUDY OF UNDERSTANDING OF VALUES OF STUDENT TEACHERS

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### Abstract

*The most important element in the learning environment is invisible. It is made up of the values, attitudes, and actions that our classes and we take part in every day. As the teacher, you can exemplify the values that lead to intellectual curiosity and learning, and you can foster those values in the children in your class. The ways that you interact with children can establish the classroom as a place that nurtures investigation and experiment, hard work, and appreciation for the unique abilities of each learner. The ways that you set up for children to interact also contribute to the daily creation of the learning environment. Values are intimately connected to motives. These connections are complex and ultimately personal, and therefore not completely understandable. They are connected to our sense of wants and needs, and I believe that they need not be justified to be valid. Values are the context, the cognitive and emotional matrix that is different for each human being, but which provides enough generality to have universal applications. I believe that each human being, touching another through common values, can change, and even improve the world. However, when values and value systems collide, the worst potentials of man are often realized. Let us try to find out that if values are so important and the TEACHERS are shaping the destiny of nation in the classroom then what kind of value system our student teachers have in their mind.*

**Key Words:** Student- teachers, Values, Character, Social Obligation, Universal.



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The most important part of an education system is the teacher. The impact of the teachers on the student and education program is known to be much higher than any other aspect. However, in order to be successful in this profession unconditionally and practice it with love and passion. Teaching requires both cognitive competences such as knowledge and skill and effective competence such as attitudes and behaviours. Values attitudes interest and needs are the main actors constituting the personality of the teachers. The teachers must have certain values and attitudes regarding their profession. But what do we come across?

### THE NATIONAL POLICY OF EDUCATION 1986

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 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.”*

#### **THE INTERNATIONAL VIEW**

**Lovat, Professor Terence (2005)**, places values education at the heart of the classroom in his Paper, 'What is value education all about?' In this paper, Professor Lovat asks: What is values education all about? As he says, ‘values education goes to the heart of where education began, as a public good designed to make a difference, either as a supplement to what was offered at home or to make up for what was missing at home.’ He also discusses education beyond the goals of literacy and numeracy and the roles that values play in creating and understanding society’s legal codes and social ethics. The integral role of the teacher in values education is also discussed in terms of Quality Teaching. The need for moral education lies in the fact that a sustained process of teaching, being shown examples of good character, and constant by practicing what they learned is the things needed to instill good character traits in students. Since students spend most of their time at school, it is the perfect place to instill moral values in them. The reason for teaching values is to help prepare the students to face the many opportunities and unknown dangers that are in today's society. Character education gives the students the knowledge they need to know what these dangers in society are and deal with them properly. Young people these days gets exposed to literally thousands of negative influences through the media and their peers every day, add to this the sad fact that parents are spending less time with their children. Students need to know how to handle these pressures and value education will give them the tools that they need. To handle this situation we need to make our future teacher realize what values need to be inculcated and what should be given preference as teacher the most.

There are researches done on this by many. One of the famous educational philosopher **Paulo Freire's** (1998) 'Indispensable Qualities of Progressive Teachers' also portray the essentially 'human' and emotionally responsive teacher which explicitly does not talk about values but implies the same:

- Humility – knowing our own limitations, and embracing a democratic rather than an authoritarian classroom.
- Lovingness – loving both students and teaching, and practising 'armed love' (fighting for what is right).
- Courage – overcoming one's own fears.
- Tolerance – respecting difference but not 'acquiescing to the intolerable.'
- Decisiveness – making often-difficult choices for the best, yet being careful not to 'nullify oneself in the name of being democratic.'
- Living the tension between patience and impatience – preserving the tension between the two yet never surrendering to either.
- Joy of living – committing to both teaching in particular, and life in general.

### **THE ROLE OF THE TEACHER**

Teaching about values is of cross-curricular importance; it is possible in all subject areas and for all content and can be implemented to its best effect in the form of open planning which allows the teacher to influence the course of the lessons. The subject matter can lead to values like this and questions about values can function for most subjects as a coordinating concept. All open forms of teaching facilitate a reflection of values orientation. Teaching effects are not only achieved through mere words, exhortations, conversation or regulations but also through behavior and reflecting on this behaviour.

#### **The Objective of the study:**

1. To analyze the values teacher should possess being a Teacher
2. To analyze what preference the future teachers give to a set of values given to them for performing their role
3. To ensure what should be the preferred ranks of values for a teacher

**Sample:** Students of SMT SURAJBA COLLEGE OF EDUCATION. The students were asked to rank the given sets of value according to their preferences.

**Methodology:** To ensure the validity a pilot test was done in the experimenting schools with 23 teachers and 3 experts were consulted. After that the final list of values were shortlisted and the Value grid was made.

To ensure that the student teachers give a deep thought to the subject a general lecture was organized on the topic, “What values should teacher possess as Teachers”? After that a Value grid was given and the students were asked to fill it up ranking it from number 1 to 13.

**VALUE GRID**

Please rank the following values in order of preference keeping in mind the of a Role of teacher in society:	
VALUE	RANK
Love	
Honesty	
Sincerity	
Hard Work	
Empathy	
Perseverance	
Equality	
Justice	
Fraternity	
Growth	
Cognition	
Vision	
Non- Violence	

**Limitation of the study:** The study was limited only to SmtSurajba College of Education that too only in the Western suburb of Juhu.

**Analysis of the Data:**

Value	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	13 <sup>th</sup>	Total
Love	16	17	10	07	05	06	03	01	03	04	-	02	04	78
Honesty	25	12	13	04	06	03	05	-	04	03	-	01	02	78
Sincerity	03	15	14	14	07	07	03	04	01	03	06	-	01	78
Hard Work	03	08	10	15	13	10	06	03	04	02	01	01	02	78
Empathy	03	01	09	11	10	11	06	09	05	03	05	04	01	78
Perseverance	02	02	-	01	02	07	14	08	06	02	08	08	19	78
Equality	08	03	06	10	09	11	09	11	02	05	01	03	01	78
Justice	09	05	01	05	12	06	06	06	09	04	05	06	04	78
Fraternity	03	01	03	04	03	02	05	08	07	12	11	13	06	78
Growth	02	02	02	-	03	07	10	12	12	09	12	06	01	78
Cognition	03	03	06	04	02	03	03	05	08	09	10	11	13	78
Vision	01	04	02	02	04	02	07	05	07	11	06	16	06	78
Non-	01	02	05	04	02	03	04	06	09	11	11	08	11	78

Violence																			
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**INTERPRETATION:**

1. It is very obvious that a teacher has to extend **unconditional love** to the children. If you love the child you can make him do anything and everything, make them learn, make their character, make them fly high.
2. **55%** of the student teachers have given **LOVE** 1<sup>st</sup> ,2<sup>nd</sup> and 3<sup>rd</sup> preference which means they feel that **love** is the first value a Teacher should possess, which is very good that more than half of them feel that love is the foremost value teachers should have.
3. It was very encouraging to see that **64%** of the student teacher felt that honesty is the most important value teacher’s should possess is indeed **honesty** is one most important quality which a teacher should have. But sadly still **56%** do not mark it as their 1<sup>st</sup> , 2<sup>nd</sup> or 3<sup>rd</sup> choice.
4. In a country like India where we have a multi ethnic, multi lingual and multi religious society equality and justice should also be in the top preferred justice. But sadly future teachers only gave it secondary treatment.
5. **21%** future teachers gave **Equality** its first three choice and **19%Justice**its first three choice.It’s sad to see in a country which is Democratic and nature and nothing can work without Equality and Justice still teachers did not gave it its first three preferences.
6. Only **10%** felt that **Non-violence** is important for teachers, when corporal punishment is a cognizable offence and is punishable still no takers for it. Every day we read of horrific incidence in print and electronic media about how teacher have taken to violent behavior yet future teachers do not rate it as important.
7. Only **8%** feel teacher should have **Vision** and have marked it as first three preferences. Can you imagine a country to prosper where teachers don’t have Vision and it has ever prospered? Rarely and if at all we need to have excellence then Vision is a necessary component of Teacher Personality.

**CONCLUSION:** Teachers are main contributors of education. They pass on knowledge and values in every generation. They play crucial roles in developing and touching one’s life. In fact, they considered in a way as our nation builders. Teachers are one of the main pillars of a sound and progressive society. They had a long lasting impact on children in building up their future. They mold children with knowledge and values to prepare them for working life and to become good citizen of the nation. A good teacher shows his affection and love to his

pupils and affects children in almost every way like manners, styles and actions. This indicates how a teacher becomes a role model to his pupils. So teachers should maintain stature and behavior that upholds dignity, good moral and professional etiquette. Having teachers with knowledge, wisdom and values are essential to achieve quality education and nation building. Classrooms are important to shield children while in the school, chairs to sit, pens to write and books to read but if there is no teacher in front of every classroom to motivate children to think, be proactive, take stance, have skills of negotiation, understand the power of love and fraternity all the other means will prove futile. The goal of having quality education will never be attained if **VALUE INDEX** of teachers are abysmally low.

***“If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the father, the mother and the teacher.”***

**A. P. J. Abdul Kalam**

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