Significance and Need of Value Education in the Primary Schools of Himmatnagar in Sabarkantha District of Gujarat

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Abstract:

Value Education may seem a vague term to many of us even though we may be hearing about it frequently. While beginning this foundation course in value education, let us understand what we are talking about and what its need is, particularly in the context of professional education. In this course, we are going to clarify certain fundamental issues which are important to all of us in our life-issues which directly relate to our happiness, our welfare, our aspirations, goals and success in life. In a sense, value education deals with what is universally valuable to all of us, what is conductive to our individual and collective happiness and prosperity in a sustainable way? It enables us to be in harmony within ourselves, with other human beings and with nature at large.

Keywords: *Fundamental issues, Education, Value Education*

1. Introduction

The problem mainly begins with the definition of values. Defining the term value poses a challenge to all scholars. The term value is loaded with varieties of meaning. Generally the term value is spontaneously associated with religious values. It is believed by many that values are nothing but the religious and spiritual guiding principles of life. Hence, it is supposed that the path already been laid for the life journey. Many view that the values are bugbear held out by people living in the past, glued to outdated religious principles that have no relevance to the 21st century. These values are considered as the products of enlighten period.

2. Research Aims

The title of this research conveys its fundamental aim that is Significance and Need of Values Education in primary schools. More especially aim was to:

- Explore the kinds of values currently being taught, explicitly or implicitly in primary schools of Himmatnagar.
- Investigate teachers, pupils and parents perceptions of value education.
- Explore the ways and parents perceptions of value Education.
- raise awareness of the ways in which values education takes place.

3. Research Questions

A set of Research questions was developed to provide a focus for the design of the research as a whole, and for the methods chosen for group. the research questions were:

- What kinds of values do primary teachers see themselves as trying to teach their pupils?
- How do they do this?
- What rationales do they offer for teaching values and what do they see as its purpose?
- What kinds of teaching approaches are used in the context of values education and why?
- Do teachers agree about the kinds of values to be taught and the teaching approaches to be used?

- Are pupils aware of value education?
- Have the schools involved parents in values education? if so in what ways? if not, why not?
- Is the broader community involved in any way?

4. Sample of the Study

The researcher has randomly selected 10 schools for the data collection. In each school there are more than 250 students and 7 to 9 teachers including head teacher. The researcher has randomly selected 10 students and 5 teachers/ head teachers as a sample of the study.

5. Method of the Study

The study school part of the research involved the investigations of teacher, parents, and pupil views on value education in ten schools. The studies varied slightly in the time spent by researcher in the school or institution as well as the broad or limited number of methods which proved feasible within those visits.

6. Tool of the Study

In the present research, researcher has used opinionnaire for students and research question for teachers.

7. Research Strategy

Two main approaches to data collection were employed: initial in depth studies of the practice of ten schools, followed by a survey of teachers and head teachers in a sample of primary schools of Himmatnagar which explored the issues immerging from the case studies. The decision to carry out the study school phase of the research first was decided on the basis of a reading of the literature and the researcher's previous experience. In the reading two major stands were identified in existing research into values and values education. These were:

- An investigation of definitions of values or of definitions of values made by specific group of people.
- Psychological studies of the development of moral values in children.

8. Major Findings

- There was considerable consensus among the primary teachers and head teachers responding to our survey over a core set of values they were fostering with their pupils.
- Achieving agreement over the values to be fostered in school was not perceived as a problem for the majority of respondents to our survey.
- The majority also taught that the parents and careers of their pupils shared the values being fostered in class and school.

9. Staff perceptions of values

- The values most often identified were rather broad, overlapping terms. They were:
  - caring/concern for others
  - honesty/ integrity
  - self-esteem
  - good manners
  - respect others
  - consideration for others
  - co-operate/be helpful
- The majority of these values encourage pupil's development as social beings.
- Reasons relating to the importance of developing 'values for life' were most often given in support of values education as a whole.

10. Fostering values

1. Head teachers saw their role as including leadership, often by setting an example, implementing policies, raising awareness and establishing and maintaining a favorable school ethos.
2. Methods identified as being used for demonstrating and fostering values within the school and the classroom were often based on informal approaches and the hidden curriculum, than on formal methods.
3. Both head teachers and teachers indicated that they believe most values education happens in the classroom, although places such as playground and dinner hall were also identified. Home and community were seen as important too, perhaps more influential than school.
4. Teacher's main focus is on pupil's behavior when judging the success of their fostering of values.

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