



B.Ed. Trainees' Perception about Values-based Education in schools

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Abstract:

In the present system of education, values are the backbone of any education, without that no society can live happily. It is always complained that in the modern era values are deteriorating day by day and most of the people i.e. Teachers, parents, society are expecting that the education system should be endowed with values. In the light of this, it is inevitable to study the views and perception of B.Ed. trainees who are pillars of future school education.

Objective of Research is a study of opinions of Personal Value, Social Value, National Value and Moral Value. Secondary Teachers Training College is selected as sample. There are 100 B.Ed. students selected for the study of purposive sample. The descriptive method of survey type has been adopted for the present study. The data-gathering tool is developed by researcher. Percentages have been used for descriptive analysis.

Keywords: Value education, B.Ed. trainees, Incultation

1. Introduction

In the present system of education, the teachers mostly focus on narrow aspects of education like helping students in passing and getting 'A' grade in the examinations. But education is much more than just passing the examination or excelling in academic achievement. It is about nurturing the children for their all-round development- physical, cognitive, moral, social and spiritual. With the recommendation of various committees to include value components in school education, there is an increase in role and responsibility of teachers starting from pre-school to higher secondary schools. But it is not yet known how B.Ed trainees perceive their new responsibility. Unless, it is known about the perceptions of B.Ed. trainees towards this important responsibility it would always be a neglected area and our future generation can not be guided in proper direction i.e., in terms of developing good habits, democratic citizenship, sensitivity towards justice etc. Therefore, the present study attempts to find out the perception of B.Ed about value incultation.

2. Statement of the Problem

Perception of B.Ed. trainees about incultation of values among students

3. Objectives of the study

- 1.To know the opinions of B.Ed. College trainees for personal value based.
- 2.To know the opinions of B.Ed. College trainees for social value-based education.
- 3.To know the opinions of B.Ed. College trainees for moral value-based education.

4. Limitations of the study

- The study is delimited only to S.T.T. B.Ed. College Trainees of Gujarati Medium.
- The data-gathering tool is developed by researcher.

5. Population and Sample

5.1 Population

All trainees of B.Ed. College studying in Secondary Teachers' Training College, Visnagar constituted the population of present study.

Table 1: Name and No. of Students of B.Ed. College in Visnagar City

No.	Name of college	Types of College	No. of Students		
			Boys	Girls	Total
1	S. T. T. College, Visnagar	Grant-in-aid	25	75	100

5.2 Sample

100 students were taken for this study.

6. Research Method

The present study is quantitative research. The descriptive method of survey type has been adopted for the present study.

7. Tool

The 'Value-based perception Scale' was developed by the researcher to collect the data from the trainees.

8. Data Collection

The data were collected personally administering the opinionnaire.

9. Data Analysis & results

The total number of responses for values for each category i.e., to be developed by parents, developed by teachers, to be developed by both teachers and parents, and to be developed without effort of parents and teachers were counted and the percentages were calculated to find out perception of B.Ed. trainees in table 2, 3, 4, 5.

Table 2: Perception of B.Ed. Trainees about Personal Values inculcation

Personal Values	To be developed by parents	To be developed by Teachers	To be developed by parents and Teachers both	To be developed without parents and Teachers
Courage	28 %	13%	35 %	24 %
Courtesy	18 %	24%	52 %	06 %
Compassion	25 %	27 %	24 %	31 %
Discipline	31 %	18 %	46 %	05 %
Endurance	26 %	30 %	16 %	28 %
Faithfulness	15 %	32 %	26 %	27 %
Good manners	10 %	32 %	51 %	07 %
Kindness	29 %	06 %	29 %	36 %
Obedience	35 %	13 %	47 %	05 %
Punctuality	09 %	40 %	41 %	10 %
Regularity	04 %	39 %	44 %	13 %
Sincerity	17 %	13 %	58 %	12 %

The Comparison of responses of B.Ed. Trainees in different categories with respect to personal values table-2 shows that B.Ed. teacher trainees perceive that out of 12 personal values. 7 values such as courtesy (52%), discipline (46%), good manners (51%), obedience (47%), punctuality (41%) and regularity (44%) are to be developed by both parents and teachers and values such as compassion

(31%), kindness (35%) could be developed without effort of parents and teachers. Very few trainees believe that parents are responsible for the development of values. Interestingly very few teachers perceived that the personal values could be developed by parents and without parents and teachers. The above result shows that responsibility of developing personal values should be taken by both parents and teachers.

Table 3: Perception of B.Ed. Trainees about Social Values inculcation

Social Values	To be developed by parents	To be developed by Teachers	To be developed by parents and Teachers both	Develop without effort of parents and Teachers
Concern for others	27 %	10 %	59 %	04 %
Co-operation	09 %	24%	54%	13 %
Equality	15 %	40%	35%	10 %
freedom	25%	15 %	35 %	25 %
Helpfulness	14 %	22%	48 %	16 %
Justice	04 %	25%	54%	17 %
Social Service	06 %	24%	35%	35 %
Sympathy	35 %	22%	15%	28 %

In table-3 the result related to social values indicates that more than 55 percent teachers perceive those values as concern for others (59%), co-operation (54%), freedom (35%), helpfulness (48%), justice (54%), and sense of social responsibility (35%) could be developed by parents and teachers both and for 1 value sympathy (35%) should be developed by parents. Teachers perceive that equality is to be developed by teachers, and only for value democratic decision-making (36.25%) teachers feel that this could be developed by them. They believe that parents are less responsible for justice (4%), social service (06%), and co-operation (09%).

The above result shows that responsibility the development of values should be taken by both parents and teachers.

Table 4: Perception of B.Ed. Trainees about Moral Values inculcation

Moral Values	To be developed by parents	To be developed by Teachers	To be developed by parents and Teachers both	Develop without effort of parents and Teachers
Honesty	50 %	06 %	31 %	13 %
Humanism	40 %	18 %	35 %	07 %
Truthfulness	14 %	08 %	58 %	20 %

For the inculcation of moral values, the response of the teachers shown in table-4 indicates teachers perceive that all 3-values i.e., honesty (50%), humanism (40%) could be developed by parents, while truthfulness (58%) could be developed by teachers.

10. Suggestions

1. Teachers' training programme regarding value development should be organized.
2. Value based Curriculum should be developed.

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