

Role of Teachers in Inculcating Values among Students

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Abstract

Values in education are set according to the ever-changing needs of the society and the nation. Education and teacher attempt to meet them. The family, school and society have important role in the individual build up and setting the life patterns of which the values is one of the major components. The teachers' role in value inculcation is immense and superb as he/she is the guardian of organizing classroom teaching learning environment. The paper discusses as how to assign the new roles to these social institution for developing all dimensions of values in the learners for their integrated as well as differentiated growth.

Key words: Values, Teacher Education, Erosion of Values

Introduction

Values are ideas that people see as worthwhile. They provide standards of conduct by which we measure the quality of human behavior. Values in education are set according to the ever-changing needs of the society and the nation. Education and teacher attempt to meet them. The family, school and society have important role in the individual build up and setting the life patterns of which the values is one of the major components. The teachers' role in value inculcation is immense and superb as he/she is the guardian of organizing classroom teaching learning environment.

What is value?

The value means to prize, to esteem, to appraise, to estimate. It is an act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amount of values as compared with something else' (Dewey, 1948). Dictionary of Education (1959) explains value as, 'the things in which people are interested- things they want, to desire to be or become; feel obligatory, worship or enjoy.

Values are the forces that govern behavior at the core of the personality. Behavioral dispositions of the individual are governed by value-orientations, attitudinal dispositions, and belief systems with specific reference and relevance to broader social context of the individual. A value orientation is essential for the planning of a good future for mankind. It is a matter of experience that mankind reacts to human behavior sometimes with approval and sometimes with disapproval. Not only the individual but society makes judgments on various kinds of human behavior.

The kind of behavior approved by the people is called moral behavior and the kind of behavior disapproved by the people is called immoral behavior. An individual can develop moral behavior only when he understands what is good and what is evil, what is right and what is wrong. This consciousness of right and wrong, good and evil is called moral values. Moral development is an important dimension of education of the child. The National Policy on Education, 1986 expressed a great concern over the erosion of moral values. It strongly emphasized that curriculum should be readjusted in such a way as it makes education a forceful tool for the

cultivation of moral and social values. "Psychology of the child and curriculum" published by NCERT 1983 has listed the following important moral qualities which need to be developed in children.

- Honesty in words and deeds
- Truthfulness
- Self respect and a desire to respect others
- Self Control
- Duty – Consciousness Comparison

Role of teachers in inculcating values

In school, children are members of a small society that exerts a tremendous influence on their moral development. Teachers serve as role model to students in school; they play a major role in inculcating their ethical behavior. Peers at school diffuse boldness about cheating, lying, stealing, and consideration for others. Though there are rules and regulations, the educational institutions infuse the value education to the children in an informal way. They play a major role in developing ethical behaviour in children.

We should visualize education as a whole, having to do directly with all disciplines. Being a teacher involves being so many things at the same time that it might amuse you...you become a second parent to those students, many times a social worker, a psychologist, a therapist, a simple listener. You are also a model for them to follow. It is in the teacher's compromise towards education to try to help those students to be the best they can be, and if that involves trying to teach them the morals of society, then that are what a good teacher does. In Puerto Rico, it is indispensable for teachers to teach moral values, we must dedicate at least 5-10 minutes of our 50 minute classes to the discussion and the teaching of moral values. There must be no religion involved: just the teaching and review of values like love, integrity, sharing, dedication, responsibility, self-esteem, truth, tolerance...and so on. It's our responsibility as teachers to lead students to success, to a good and healthy life, to a life where hate, defiance, challenge of authority and disrespectful actions are not the answers to our problem

Dealing with values and moral issues is recognized as an integral part of teachers' roles. Especially in culturally heterogeneous societies teachers face multiple values that students and their families may hold. The study reported in this article explores different conceptions of teachers' moral roles aiming to develop an instrument for assessing teacher beliefs about those roles that could be used in teacher development. Paternalist, liberal and social-relativist conceptions of teachers' moral roles were operationalised using data collected in three focus groups with teachers from Bosnia & Herzegovina and Serbia discussing cases of school practices involving value-laden issues. Initial items for construction of a questionnaire for teachers were generated from teachers' utterances to ensure ecological validity. Implications for teacher development and future research are discussed.

Teacher Education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively. Teacher Education is divided into following stages:

- **Initial Teacher Education:** A pre service course before entering the classroom as a fully responsible teacher.
- **Induction:** The process of providing training and support during the first few years of teaching.
- **Teacher Development:** An in service process for practising teachers. Teacher Education curricula can be broken into areas:
 - **Foundational Knowledge in Education:** Related aspects of philosophy, history, sociology and psychology of education.
 - Skills in assessing student learning and using technology to improve teaching and learning.
 - Content area and methods Emphasis is placed upon "transversal" or "horizontal skills". This knowledge and skills in students can be inculcated through value education. Supreka (1976) outlined eight different approaches to value education which are stated as follows:

1. Evocation Approach: The students are encouraged to make spontaneously free, non rational choices, without thought or hesitation. It provides an environment which allows maximum freedom for students.

2. Awareness Approach: In this approach the teacher presents value laden situations or dilemmas through readings, Films, Role playing, small group discussions and simulation.

3. Inculcation Approach: A positive and negative reinforcement by the teacher helps value inculcation.

4. Moral Reasoning Approach: Kohlberg's theory of six stages of moral development is the framework most frequently used in this approach. The teachers set up learning experiences which facilitate moral development. It consists of the students discussing a dilemma and by reasoning they attain a higher level of knowledge.

5. Analysis approach: The group or individuals are encouraged to study the social value problems. They are encouraged to determine the truth and evidence of purported facts and arrive at purported facts and arrive at value decision, applying analogous cases and testing value principles underlying the decision.

6. Commitment approach: It enables the students to perceive themselves not merely as passive reactors or as free individuals but as inner relative members of a social group and system.

7. The Union Approach: The purpose is to help students to perceive themselves and act not as separate egos but as part of a larger inter related whole.

Values Identified

The society is a place of informal learning that guarantees inheritance to its members. It caresses the child with love and sense of possessiveness and the child learns to value the social patterns and its philosophy. The social tradition carries values of intimacy, language, love, equality, wishes to live, action, conduct, morality, unity, attachment and jealousy. These are the obvious traits, which a child borrows from the members of the society. The child encounters with many behavioral patterns and makes common causes with the peer groups; learns the value of neighborhood, unity in diversity, service to man is the service to God, co-operation and virtues comprehensively. The school is an important receiver to the society. It helps the member in choosing and distinguishing the values for which the nation aspires to achieve- democracy, socialism and secularism. 'As the goals and aims have their own consequential values, lately schools have failed to put its learners on right track'.

Erosion of Values

Twenty first century witnesses maximum erosion in individual, social, national, moral, ethical and spiritual values. It is due to the prevalent materialistic variables in the society working at the cross-purposes. The vested interests, terrorism, disruption and access attachment to worldly life have created vacuum in the social cohesion and stability. Values are thus affected and eroded gradually. The growing cynicism, gulf between rights and duties, materialistic tendency, moral degradation and violence have affected the powers of man's wisdom. Aesthetic senses, neighbourly relationship, emotional quotient and spiritual values are swiftly declining. The national goals, democracy, socialism and secularism are sidetracked. The role of school, society and the teacher need to be assigned afresh in the inculcation of values.

Role of Teacher Educators in Value Education

It has been stressed again and again that nothing can be more helpful in moulding the child's moral behavior than the teacher's own conduct. A Teacher has to set a high standard of moral behavior before the child. The school plays a very important role in the moral values of the child. Through the organization of various curricular and co-curricular activities, teachers can foster among children various moral qualities. In the teaching of different subjects like languages and social studies etc., teacher may stress moral qualities like love, sacrifice, self-control, truthfulness, uprightness, etc., Dramas, games and sports provide many opportunities for an appeal to the moral sense of the students.

Education is a process of all round development of an individual-physical, intellectual, emotional, social, moral and spiritual. The teacher is expected to function not only as facilitator for acquisition of knowledge but also as inculcator of values and transformer of inner being. Ancient Indian Education was value based. Vivekananda has asserted: "Education is not the amount of information put into your brain and runs riot there, undigested all your life. We must have life building, man making, and character making assimilation of ideas. The ideal, therefore, is that we must have the whole education of our country spiritual and secular, in our own hands and it must be on national methods as far as practical."

Education was beyond all religions in the sense that it was aimed at realizing the ultimate reality, harmonious development and spiritual well being of an individual. The relationship between teacher and taught was spiritual and divine. With such a close relationship, individuals acquired knowledge, efficiency and attained meaning to life. In recent times, education became mere acquisition of information in cognitive learning areas with the sole purpose of passing examinations and getting degrees. This is resulting in the emergence of lop sided personalities. Man has become so narrower, materialistic, bewildered, frustrated and confused that he does not know the art of living with another. Everywhere, there is a feeling of emptiness, dreariness and meaninglessness. Therefore the poet T.S Eliot has called this world a "Waste Land" where man is spiritually dead in the midst of unparallel material progress and miraculous scientific achievements.

The moral and spiritual foundations on which we structure our education system alone can mould the personality of the child and future destiny of our country. Inculcation of values in the children, a sense of humanism, a deep concern for the well being of others and the nation can be accomplished only when we instil in the children a deep feeling of commitment of values that would bring back the people pride in work that brings order, security and assured progress. Values are the basis for the social, intellectual, emotional, spiritual and more development of an individual.

Value education is not a sphere of activity distinct from other activities. Values are regarded as abstract beliefs that transcend Kaur, K. & Nagpal, B. Education in specific situations, objects and issues and they function as standards of conduct as compared to attributes which are evaluative judgments related to specific issues and situations. Values are more central constructs and relate more closely to basic human needs and societal demands. Value acquisition goes on constantly in the school through various activities like instruction, relationship between pupils, co-curricular activities etc. So education has a major role in inculcating basic values of humanism, socialism and national integration among the children and it presents a challenging task before the teacher and taught. As an integral part of education system, teacher education is intimately related to society. It is not only an institution; its scope and objectives have become larger in modern times.

The need of the hour is to have competent, committed and professionally qualified teachers who can meet the demands of the society. Prof. J.S Rajput in his capacity as the chairperson of NCTE has the right to expect from the teachers all the excellence in the output as well as interactions which develop knowledge and ethical values among students and create educative environment which could generate fraternity among fellow teachers and teacher educators. According to Rajput "talking of teachers and the multiplier effects of their work one must immediately revert to the teacher training institutions.

The number of teachers they produce has a direct relevance to the multiplier effects that is likely to be visible in the society". Therefore the role of teacher educator is of paramount importance. Following are the ways by which values can be imbibed among teacher trainees during classroom teaching and learning process:

1. Basic human values need to be encouraged in the classroom teaching. Teacher educators should inculcate in the minds of teacher trainees that a child is born with values, a teacher need to uncover them. Sharma's (1984) study identified a positive correlation between teaching aptitude, intellectual level and morality of prospective teachers.
2. Teacher educator must be clear about the values that he wishes to emphasise. A set of universal values will emerge that may include: honesty, peace, humility, freedom, cooperation, care, love, unity, respect, tolerance, courage, friendship, patience, quality and thoughtfulness.
3. Values cannot be taught in isolation but the teacher can provide experiences and situations in which students can consider and reflect about values and translate this reflection into action.
4. Teacher educator can involve students in active games in the classroom to inculcate the values of fair play, honesty, courage, cooperation; respect and love are best learnt through interaction with peers having diverse cultural, ethnic and personality traits among teacher trainees.
5. Value education should be a process of developing the spirit of rational enquiry and self discovery.
6. Human values need to be cultured for the sake of the mind and the body in the students.
7. Learning how to focus attention and to actively listen while sitting still are other skills that promote reflective learning and good interpersonal skills.

8. Teacher educators should make teacher trainees need to know human nature. With loving attention and care one can bring out the positive human values in child.

9. In order to create a positive school ethos there must be commitment by the whole staff that value based education is central to the school's mission.

10. Celebrating current good practices is the key to encourage students to develop value based education.

11. Value education is most effective when the teacher act as a role model and ensures that it is at the heart of the school's philosophy. Students observe the enthusiasm, commitment and "the talk and walk" of teachers which creates the impetus that ensures that values lie at the core of the human existence. Singh (1989) identified a significant relationship between intelligence and value orientation gain for cooperation, dedication, scientific outlook and rationalization among B.Ed. students.

12. After the lesson stimulus, whole class discussion allows the value to be explored more deeply. So teacher educators must encourage healthy discussions and also motivate teacher trainees to participate and explore themselves.

13. Maintaining an ethos in the classroom that is positive and all inclusive, with a feeling of equality, will help children gain most from value lessons. Rajendra Prasad (2005) found that the most preferred terminal values of teacher educators were a world of peace, happiness and self respect.

14. Emphasis should be laid on respecting pupils and ensuring that they are not criticized frequently.

15. Introspection is central to the establishment of a school than embodies values. It encourages pupils to work on themselves and their own attitudes and behaviours before criticizing others.

16. Teacher educators must develop competencies in teacher trainees to teach on the basis of the accepted principles of teaching and learning. In a nutshell, it can be said that a teacher educator is the teacher of future teachers which means a lot-a double responsibility.

First of all the teacher educators must have his own standard of quality and values which is to be imbibed by the teacher trainees and to the young youth of the nation. Time to time various introspective and retrospective measures must be taken to assess the quality of value education at all levels. The grass root level of our objective must be strong enough to fulfill our dreams. Values have been overlooked and finally dropped plunging humanity into chaos and danger. The remedy is to re induct them. This can be done at curriculum planning stage.

There is need of value education in teacher education curriculum which involves 'educating the heart as well head'. Learning to live together becomes the most essential pillar of education. It promotes the values (for example: peace, tolerance, human rights, democracy, justice, equality etc.) for teachers, teacher educators, education planners and administrators. This is a major issue which needs utmost attention and follows up to enhance and save the quality of our education system.

Conclusion

The society, school and the teacher have to play variegated role in the light of changing course and situations. The new set of values is emerging and thus all the values are to be explained in the new context with their relevance. The modern concept of education is highly valuable for practice in the Indian scenario, 'schools come to community and community goes to the school'. The National Curriculum Framework (2005) is comprehensive and should be implemented throughout the length and breadth of the country. The value of education, peace and its acculturating role needs to be narrated by the teacher in the right context. The new concepts emerged in education; liberalization, privatization and globalization as well as intelligence, emotional and spiritual quotient; are primarily to be narrated for scientific understanding of the children. Values are not absolute (Pragmatism) but changing.

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