



POSITIVE PRE-SERVICE TEACHER PERCEPTION ON INTEGRATION OF HUMAN VALUES IN EDUCATION – A CASE STUDY

Ms. Serah Pereira

Student Teacher, Rizvi College of Education

Abstract

In the present study the researcher aims to investigate pre-service teachers' perceptions about the integration of human values in education. A descriptive case study design was employed in developing the study. The data collection technique adopted was of Semi-structured interviews. The sample of the study comprised of five pre-service teachers on voluntary basis. Thematic analysis was used to analyse the interview data. The results and findings have been discussed.

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial Use Provided the Original Author and Source Are Credited.

Introduction

Human values are the virtues that guide us to take into account the human element when we interact with other human beings. Human values are, for example, respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards other human beings.

School is considered as the second home for the children. The parents send their children to the school expecting that they will learn something better there and that the teachers will mould their children in a way that will make them the best person and also be successful in life and be a better human being. So it is very important to ensure that the education system includes all the human values and integrates them amongst the students. Also encourages the teachers to use effective teaching aids and tools. It is very important for the teachers to make use of these teaching aids and tools and different techniques to inculcate the values among the students and making them aware about what is right and what is wrong. To also make them aware about their duties as the citizens of the country.

Further, in the present times we are witnessing warlike situation and students in such war zones are extremely affected and are unable to tackle the same. It is very important for the children to have a good mindset and to differentiate between right and wrong. They should be aware about how to have a peace of mind and to tackle each and every situation. Values are not just a set of things but they are the treasures that humans cherish in their minds and accordingly lead their life. Values can also be termed as a pathway which leads to a successful life and a life that is free from prejudice, harm and disturbing situations.

Therefore, there should be a more value based learning which will help the students to learn those values and to apply them not only in their day to day life but also showcase them to others so that even they can learn from them and can be an inspiration for all.



Human Value Education

Values are an integral part of education. The education system must uphold all the necessary values in its curriculum. According to the researcher, there are 14 such values which should be included in the curriculum viz. Achievement, Belonging, Concern for the environment, Concern for others, Creativity, Financial prosperity, Health and Activity, Humility, Independence, Loyalty to Family or group, Privacy, Responsibility, Scientific understanding and Spirituality.

The students should be made aware about the sense of **belonging** and it is important to be accepted by others and feel included. They should challenge themselves and work hard to improve so that they gain **achievement**. They should also have **concern for the environment and others** as well. They should be taught that they should show a level of **responsibility** and **loyalty towards family and others** which will make them dependable and trustworthy.

The students should be taught that having **financial prosperity** is important to be successful in life but at the same time being **humble** is also important. They should also have a **scientific understanding** to use it at the correct time, to be **creative** and also solve their problems. Further, the researcher suggests that even if the students have any problems in life, they should be given the knowledge of values like **spirituality** and **privacy** so that they can pray, meditate and practice yoga to be able to have peace of mind and try to figure out a solution to those problems. They should also take care of their **health** and take part in **activities** to be physically active. By having all these values they'll also be **independent** to take their own decisions and distinguish between right and wrong.

Need of the Study –

According to the NEP 2020 school students must be sensitized about value education by teachers and also by bringing required changes in the school curriculum. It states that the school curriculum from early developmental years should include human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity.

Values are essential for a successful path and an individual in any profession needs them in his/her career. Professional values are also essential to deliver work outcomes to an acceptable and agreed-on quality and standard. It is based on values such as punctuality, humility and hard work which is very important. In a profession being humble is very important. Values help a person to carry out the day to day activities in his/her profession. Professional values are the guiding beliefs and principles that influence individual's work and behaviour. Thus value based knowledge is very important.

According to John Locke, the mind is a tabula rasa i.e. a clean slate. Thus we observe that in the present education system students are taught about values right from the primary classes. Young learners minds are viewed as clean slate on which impressions can be made to last lifelong. They can be moulded according to the values upheld by the society. The values that they learn stays with them throughout their life. Thus, education should focus on leaving lasting value based footprints on the minds of learners.

The overall development of a learner is dependent on a teacher. Teachers have a big responsibility of inculcating the right values among the students and they can do this through education and a curriculum that incorporates



the human values in it. Teachers are the role models for their students. The students learn by imitating their teachers. Thus the values upheld by the teachers is very important. As teachers will mould their students according to the values they uphold. Thus, the researcher felt that one needs to understand how pre-service teachers perceive Value Education in the present education system.

Operational Definition –

- 1) Human Values- Human values are the virtues that guide us to take into account the human element when we interact with other human beings.
- 2) Pre-service teachers- Pre-service teachers are students who are pursuing the B.Ed. training program from any recognised institution.
- 3) Perception- The ability to notice or understand something and a particular way of looking at or understanding something; an opinion.
- 4) Integration of Human Values- Values Integration is a channel of values development through the teaching-learning activities in the different learning areas.

Review of related literature-

The researchers upon going through the literature found that researches have been conducted on value integration. It was seen that Values are viewed as abstract and context-independent beliefs about what people want to achieve in life, e.g., power. Values are motivational goals which refer to desirable end-states (**Schwartz, 1992**). According to **Maniam Kaliannan 2010**, a good and comprehensive education system is expected to create the necessary human capital and knowledge workers who will bring the country to greater heights. In this regards, a holistic education programme is needed which can equip students with both the hard and soft skills required as well as human values. Further **Shrutika Neve, Dr. Anubhuti Shinde and Dr. Nilima Warke 2021**, in their research highlighted the importance of improving the professional ethics among teachers in the educational institution, human values play an important role which helps to develop human values in future generations.

The researcher found that if at all any intervention on value education is to be given to pre-service teachers its essential to understand how they perceive integration of human values among the students and thus the researcher embarked on this journey to find their perception on integration of human values in education.

Objective of the Study

To study the perception of Pre-Service Teachers on the integration of human values in education.

Research Questions

The researcher began the research with a broad research question i.e. what are Pre-service teachers perceptions on the Integration of Human Values in Education.

The following were the sub-questions that were framed

- What is the place of Human Values in Education?
- How are Human values inadequately reflected in the present Education System?
- How well equipped are teachers and schools in integrating human values in education
- What is the impact of Human Value Education on students?

Research Design

The researcher in the present research adopted the Descriptive research study design where the case study method was adopted. The researcher used self-constructed Semi-structured interviews to collect data from 6 pre-service teachers pursuing their Second Year Bachelor of Education program affiliated to University of Mumbai. The sample was selected through the convenient sampling techniques.

Analysis of Data & Discussion

The researcher on studying and getting responses from the pre-service teachers, found answers to these questions:-

Q1) What is the place of Human Values in Education?

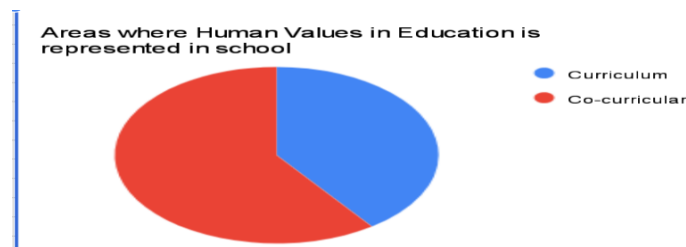


Fig : 1

The researcher upon analysing the responses discovered that more than 60% of the participants opined that the present education system teaches human values as a separate subject in the lower grades. It was seen that human values are taught through subjects like languages, moral science and EVS. Further 40% of the participants stated that in higher grades students are imparted knowledge about values through community work and system living. They believed that there is a huge difference in the way values are imparted through co-curricular activities.

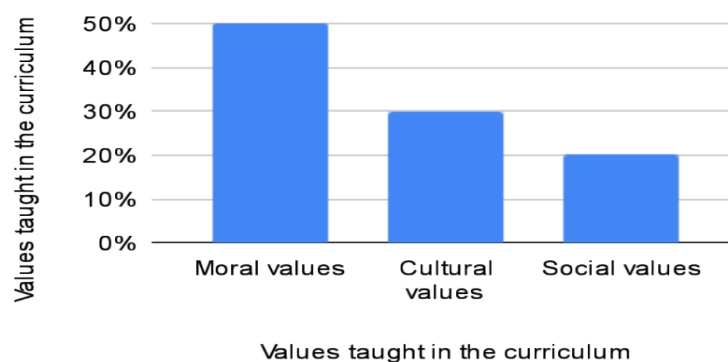


Fig 1.1

The researcher further found that 50% of the participants agreed that moral values were emphasised upon, 30% agreed that only cultural values were imparted and 20% stated that the school education promoted more of social values in the curriculum. Moral values include truth, respect, family love, never hurt anyone, helping mentality and being patient. Social values include justice, equality, adjusting, compromising, and responsibility. Cultural values include equality amongst culture and cultural beliefs, respect for tradition and respecting religion.



Q2) How are Human Values inadequately reflected in the present Education System?

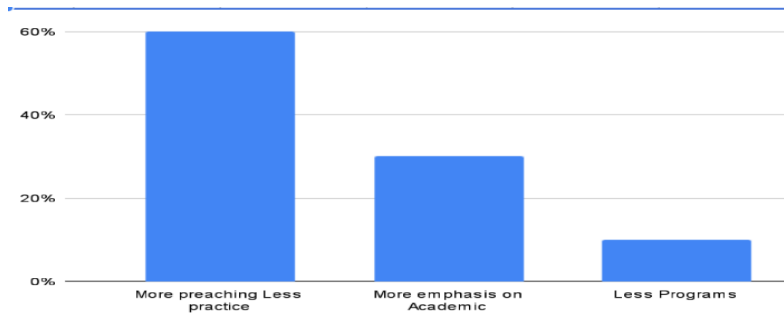


Fig 2

60% of participants revealed that the values are taught in a very superficial manner rather than giving deep knowledge about those values. The curriculum should incorporate more values in it and should promote more of practice rather than of preaching of values. Participants revealed that the mostly students fail to adhere to rules and regulations because at the developmental years of the students values are not taught through experience. 40% opined that the curriculum mostly focuses only the academic achievement of students rather than moral development of child. Further participant's also revealed that the present education lay less emphasis on organizing programmes like cultural events, celebrations, festivals and other outreach programmes which are the source of catching values. Thus the researchers found the present education system should be prepared keeping in mind that 'values are caught and not taught'.

Q3) How well equipped are teachers and schools in integrating human values in education?

The participants of the study opined that that present teacher training program is not adequately equipped to train teachers to integrate value education in school subjects. 80% opined that the pre-service training of teachers definitely promote value education however these colleges need to stress more on value education as a subject. The participant's revealed that schools promote values depending upon the philosophy upheld by the institution. Further they stated that due to excessive stress on academics values education can't be adequately represented in the day to day transaction of the curriculum.

Q4-) What is the impact of Human Value Education on students?

The researcher upon examining the responses from the participants found that by teaching Human Values to the students they have continuous positive impact. It makes them responsible citizens and they stay connected to humanity. Also at the same time become more empathizing, be a better human being and also a successful person in life. They also learn to behave well with others. The participant's believed that value integration in schools has a positive impact on the behaviour of the students both inside and outside the classroom. The students show values like being tolerant, respectful and courteous towards their teachers and peers in the classroom whereas they fail to do so with others when they're outside the classroom or school. As the students learn through imitation, the teachers should exhibit those values while teaching them and also while dealing with others publicly thereby making an impact on the student's learning process.

Participants revealed that 70% of values are learnt by students through the active efforts and behaviour of teachers efforts by using effective teaching aids and story telling in the classroom. The remaining 30% agreed that co-curricular activities conducted by the teachers in the form of field visits and workshops has an impact on the learners.

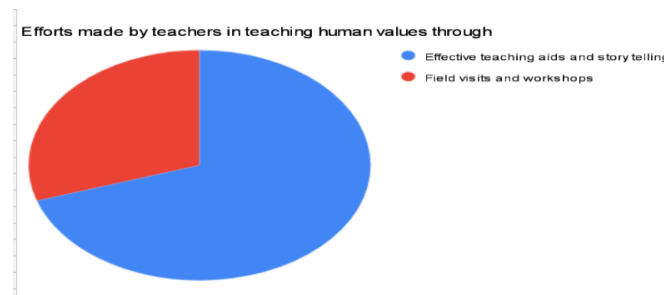


Fig 3

Conclusion

A paradigm shift is required in today's time. Values upheld 20 years back need to be retained and a new value system needs to be there to prepare 22nd century citizens, taking into account the growth and development of a prosperous nation. The teachers should also emphasize the benefits of adhering to good values. Efforts should be made in the field of education to make known the fundamental values to the students.

References

- Kaliannan, M. (2010) Education in Human Values (EHV): Alternative approach for a holistic teaching- Educational Research and Review. Academic Journals. Vol. 5(12), pp. 802-807, December 2010. Retrieved from https://www.researchgate.net/publication/267996273_Education_in_human_values_EHV_Alternative_a_pproach_for_a_holistic_teaching
- Koul, L. (2009) Methodology of Educational Research. Vikas Publication House Pvt Ltd; Fourth edition
- Neve, S., Shinde, A., Warke, N. (2021) A Study on Human Values & Professional Ethics in Educational Institutions. IRJEdT. Vol.03. Issue: 02, October 2021. Retrieved from <https://www.irjweb.com/A%20Study%20on%20Human%20Values%20&%20Professional%20Ethics%20in%20Educational%20Institutions.pdf>
- Schwartz, S. H. (1992). Universals in the Content and Structure of Values: Theoretical advances and Empirical tests in 20 countries. In M. P. Zanna (Ed.), Advances in experimental Social Psychology. Academic Press. Vol. 25, pp. 1-65. Retrieved from [https://doi.org/10.1016/S0065-2601\(08\)60281-6](https://doi.org/10.1016/S0065-2601(08)60281-6)

Cite This Article:

Ms. Sarah Pereira, (2022). *Pre-Service Teachers Perception On Integration Of Human Values In Education -A Case Study, Educreator Research Journal, Volume-IX, Issue- III, May – June 2022, 208-213.*