



# A STUDY ON VALUE EDUCATION AND PROBLEM BASED INSTRUCTIONAL TECHNIQUE IN SECONDARY SCHOOLS

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## ABSTRACT

Value education is deeply rooted in our culture. A well-balanced personality not only promotes intellectual development in a child but also helps in the positive growth of attitudes, habits, values, skills and interests among children. Value education always promotes and helps to inculcate values in the life of the students. From pre-independence era to present time efforts are continuously made to inculcate values among secondary school students through moral education using different instructional techniques like problem based instructional technique, direct method, indirect method and many more by teachers. The National Policy on Education (1986) has expressed that education should "foster universal and eternal values, oriented towards the unity and integration of our people". Inculcating values like right conduct, truth, non-violence, peace, love, discipline and many more are considered as desirable behavior. In the present study an effort has been made to study the awareness level of value education among students of secondary school.

## Keywords

**Value Education, problem based instructional technique.**

"Value-education is the aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behavior of the positive values in the society in which he lives" - C. V. Good. The purpose of education is to provide an all-round development and a well-balanced personality so that the child develops a sense of positive attitude and social responsibility towards others and society. Today in this competitive world intellectual development in a child is given more prominence which emphasizes on acquiring knowledge, rather than development of emotional, social, spiritual and physical aspects. A well-balanced personality not only promotes intellectual development in a child but also helps in the positive

growth of attitudes, habits, values, skills and interests among children. Value education always promotes and helps to inculcate values in the life of the students.

Value education: It is teaching and learning about the ideals that a society believes in, accepts and rely on. Value education makes students not only to understand the values but also makes them to reflect in their attitude, behavior and ethics. Value education is deeply rooted in our culture. The Vedas and Upanishads are the source of inspiration for Value education. Its presence can be seen from the beginning of Vedic period wherein Guru administered values to shishya to follow them throughout his life. Values may be classified as personal, social, moral, spiritual, and behavioral values. Some of the values are right conduct, truth, non-violence, peace, love and many more.

In independent India, University education commission 1948-49 mentioned and promoted various aspects of morality as: loyalty, courage, discipline, self-sacrifice and spirituality. Further, The Secondary Education Commission (1952-53) laid special emphasis on the following values in the formation of character of the students like Efficiency, Good Temper, Cooperation, Integrity and Discipline. The Report of the University Education Commission (1962) noted, “If we exclude spiritual training in our institutions, we would be untrue to our whole historical development”. The National Policy on Education (1986) expressed concern over “the erosion of essential values and an increasing cynicism in society”. It advocated turning education into a “forceful tool for the cultivation of social and moral values.” Education should “foster universal and eternal values, oriented towards the unity and integration of our people”. The Programme of Action of 1992 tried to integrate the various components of value education into the curriculum at all stages of school education, including the secondary stage.

The objectives of administering value-education to secondary school students are:

- Full development of child's personality in its physical, mental, emotional and spiritual aspects.
- Inculcation of good manners and of responsible and cooperative citizenship.
- Developing respect for the dignity of individual and society.
- Inculcation of a spirit of patriotism and national integration.
- Developing a democratic way of thinking and living.
- Developing tolerance towards and understanding of different religious faiths.
- Developing sense of brotherhood at social, national and international levels.
- Enabling pupils to make decisions on the basis of sound moral principles.

Problem-based instruction (PBI): It is an instructional strategy in which students actively resolve complex problems in realistic situations. As an instructional model, it demonstrates that any learning can be accomplished through “learning prompts,” which serve both to intrigue the learner and ensure high quality learning outcomes. It can be used to teach individual lessons, units, or even entire curricula. PBI is often approached in a team environment with emphasis on building skills related to consensual decision making,

dialogue and discussion, team maintenance, conflict management, and team leadership. PBI is a learner-centered educational method. Using this approach, learners are progressively given more and more responsibility for their own education and become increasingly independent of the teacher for their education. PBL produces independent learners who can continue to learn on their own in life and in their chosen careers.

### **Need and Importance of the study**

The Kothari Commission has very rightly observed “the expanding knowledge and growing power which is places at the disposal of modern society must, therefore, be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values”. Looking at today’s situation which is developing very fast, it is equally important for us to give a proper value-orientation to our educational system. Hence, after India gained Independence, continued attempts have been made for inculcation of right values in the students at different stages of education. Accordingly, the National Conference On Minimum Curriculum Standards for primary stage organized by NCERT (National Council For Educational Research and Training) in July 1970, emphasized the importance of inculcating in the students moral and spiritual values which form a part of our culture i.e. honesty, kindness, charity, tolerance, courtesy, sympathy and compassion. India is known for its rich cultural and spiritual heritage, and the need for a value-system through education has been felt and recognized through centuries. Value system play an important role in any decision making process. In fact, every human action is the reflection of personal and social values.

Modern age of science and technology has created many evils. Violence, immorality, egoism, self-centeredness, frustration are rampant everywhere. The world has been the victim of passions and evils like violence, jealousy, national superiority and arrogance. That is why, in spite of wonderful, scientific achievements the world is a place of violence, gloom and unease.

India has committed to the guiding principles of socialism, secularism, democracy, national integration and so on. These guiding principles should be emphasized in the educational system and suitable values are to be included in the students for promoting equality, social justice, national cohesion and democratic citizenship. Our country is undergoing radical, social changes. So, the students who are the future citizens of tomorrow have to be oriented to respond to and adjust with these social changes satisfactorily by equipping them with desirable skills and values. Therefore, teacher is the prime inculcator of values because the young are under his or her formal care.

Problem based instructional strategy can be used as one of the teaching method to instruct value education. As learning can be accomplished through “learning prompts,” which serve both to intrigue the learner and ensure high quality learning outcomes, helps the learners to continue to learn on their own in life.

### **Objectives of the study**

1. To study the need for value education in secondary schools.
2. To analyze the level of understanding of values among secondary school students.
3. To study the level of understanding of values among boys and girls studying in secondary school.
4. To study the level of understanding of values among students studying in Residential school and Non-Residential secondary school.

### **Hypothesis**

1. There is no significant difference in the level of understanding of values among secondary school students.
2. There is no significant difference in the level of understanding of values among boys and girls studying in secondary school.
3. There is no significant difference in the level of understanding of values among students studying in Residential school and Non-Residential secondary school.

### **Methodology**

In order to realize the objectives of the study survey method is employed. Students studying in residential and non-residential schools within Mysore city were the population of the study.

The sample consisted of a residential and a non-residential English medium secondary school selected through random sampling method. Moral Attitude test developed by the researcher was used to collect the data. The tool consisted of questions related to attitude towards value education, test on the ability of moral thinking and test on moral action. Situations were given and corresponding to each situation 4 options was given. The students were asked to put themselves in the given situations and choose the answer. To analyze the data descriptive statistics and ‘t’ test were used.

## Limitations of the study

1. English medium schools were selected for the study.
2. Students studying in class 8 students were considered.
3. Schools in which value education was administered through problem based technique were selected for the study.

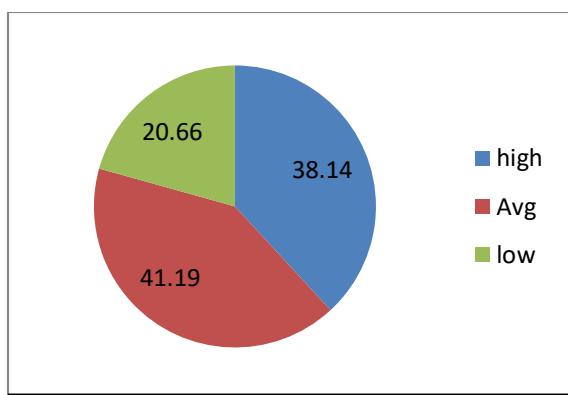
## Analysis of the data

**Obj 1:** To analyze the level of understanding of values among secondary school students.

**Table1:**

| Total no of students | HIGH  | AVG   | LOW   |
|----------------------|-------|-------|-------|
| 100                  | 38.14 | 41.19 | 20.66 |

**Graph 1**



It can be inferred from Table 1 and Graph 1 that 38.14 % of students have high level of understanding of values, 41.19% of students have Avg level of understanding of values and 20.66% of students have low level of understanding of values .

**Obj 2:** To study the level of understanding of values among boys and girls studying in secondary school.

**Hyp :** There is no significant difference in the level of understanding of values among boys and girls studying in secondary school.

Table 2:

| Gender | No of Students | Mean  | SD   | df | t-value | significance              |
|--------|----------------|-------|------|----|---------|---------------------------|
| Boys   | 62             | 21.96 | 4.43 | 73 | 1.99    | Significant at 0.05 level |
| Girls  | 38             | 21.97 | 4.82 |    |         |                           |

From Table 2 it can be inferred that the obtained t-value is greater than the table t-value at 0.05 level. Hence, the null hypothesis is rejected and alternate hypothesis is accepted. That is, there is a significant difference in the level of understanding of values among boys and girls studying in secondary school.

**Obj 3:** To study the level of understanding of values among students studying in Residential school and Non-Residential secondary school.

**Hyp:** There is no significant difference in the level of understanding of values among students studying in Residential school and Non-Residential secondary school.

Table 3:

From Table 3 it can be inferred that the obtained t-value is smaller than the table t-value at 0.05 level.

| Type of school  | No of Students | Mean  | SD   | df | t-value | significance    |
|-----------------|----------------|-------|------|----|---------|-----------------|
| Residential     | 50             | 21.86 | 4.65 | 49 | 1.67    | not significant |
| Non-residential | 50             | 22.08 | 4.51 |    |         | at 0.05 level   |

Hence, the null hypothesis is accepted. That is, there is no significant difference in the level of understanding of values among students studying in Residential school and Non-Residential secondary school.

### Findings of the study

1. Among total sample of 100 students studying in residential and non-residential schools 38.14 % of students have high level of understanding of values, 41.19% of students have average level of understanding of values and 20.66% of students have low level of understanding of values .
2. There is a significant difference in the level of understanding of values among boys and girls studying in secondary school. The understanding of values among girls was slightly more than that of boys.
3. There is no significant difference in the level of understanding of values among students studying in Residential school and Non-Residential secondary school.

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