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Factors and Effects of Value Education among Adolescent Learners**Sagnika Sahoo**

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ABSTRACT

Adolescent period is the period of transition from childhood to adulthood when they face a vast surge of physical, social, cognitive and emotional changes. Education particularly value education plays very significant role to provide them guidance in order to overcome the topsy-turvy condition of life and guided to make the learners a worthy, resourceful, responsible citizen of a country. But for the implementation of value education a proper understanding of both the means and end of value education is important. So, the present study has revolved around the objectives- i) to study the factors influencing value inculcation among the learners, and ii) to analyze the effect of value education on adolescent learners' behavior. It was found from the study that the school curriculum, teaching-learning process and the teacher are the most crucial factors that influence the value inculcation and promotion among the learners. The studies have shown that value education has a great positive influence on the school climate, students' behavior, students' discipline and attendance, resolving their personal and social problems, etc. So, value education is of utmost importance as it is the need of the hour.

Keywords: Value Education, School Curriculum, Teaching-Learning Process, School Climate, Students' Behavior.

BACKGROUND OF THE STUDY

Adolescents are the most vulnerable section as they are easily influenced by the environment. On the one hand it is the period that is marked by rapid growth and development as it laid the foundation of future roles in life, duties and responsibilities, mental set up, etc. which is difficult to change in the later years of life i. e. during adulthood. On the other hand, this is the most dangerous period as it is a period of transition from childhood to adulthood. In the vast surge of physical, psychological change in life, the adolescents suffer from a crisis which is termed by Erikson (1950) as 'Identity Crisis'. This is the period of high risk because affective disturbance, anti-social behavior,

substance abuse, etc. seem to be very much frequent in this period. Problematic behavior, disruptive behavior disorders, problems with emotional regulations, mood and anxiety disorder, etc. are the consequences of the risk factors related to the period of adolescence (Moffitt & Caspi, 2001). At this stage adolescents suffer from both internalizing problems like- (depression, bipolar illness, eating disorder), externalizing problems (delinquency, violence), and addictive disorders (alcohol abuse and dependency, drug abuse and dependency). Thus, early adolescence is a period of heightened vulnerability for affective and behavioral disorder (Costello, et al., 2002). So, it is the high time to focus on value education for the holistic development of the learners.

RATIONALE OF THE STUDY

According to 'World Population Prospects: The 2015 revision Population Database of United Nations Population Division, India has the world's highest number of 10 to 24-year-olds, with 242 million (Youth in India 2017, Central statistics Office- Government of India, P-2). If this youth force is not provided with proper education regarding how to overcome the topsy-turvy period of life, there is a great risk that the huge potentiality may be wasted. Besides as the young learners are suffering from value crisis and value degradation (Boruah, 2017; Bhakta, 2017; Gupta, 2016), a strong moral base is what is needed to overcome the internalizing problems as well as the externalizing problems.

Value education is a journey from 'must consciousness' to 'ought consciousness'- a journey from value imposition to value inculcation. It is a change from experience of prohibition and fear to experience of preference and self-respect. Unless there is an internal awareness of values and persons take responsibility of their moral behavior, the very goals of value education will remain unfulfilled. So, "It is only well reasoned acceptance of values which ultimately helps in moving from self awareness to self direction and acting on one's values consciously and responsibly" (NCERT, 2016, p.14).

Objectives

1. To study the factors influencing value inculcation among the learners.
2. To analyze the effect of value education on adolescent learners' behavior.

METHODOLOGY

The researcher has analyzed the research studies carried out both in India and in the countries like Australia, USA, Indonesia, etc. This is a Meta analysis of the studies carried out previously in the areas of value education and character education.

RESULT AND DISCUSSION

Objective 1: Factors influencing value inculcation among the learners-

There are so many factors that have a significant influence on the value inculcation among the learners. Among them the experience that the learners get from school- the totality of experience i.e. the school curriculum, teaching-learning process and the teacher are the most important factors for value promotion, so these factors have been taken up for the present study.

Role of School Curriculum in value inculcation-

Curriculum means totality of experience that is provided to the learners. It may be explicit or implicit. School curriculum particularly plays very significant role in influencing the learners at their tender age. Because school is the place where children spent most of the time at their tender age. Though the value components remain in hidden form in the curriculum, a conscious effort and proper plan helps to inculcate it among the learners.

There are so many approaches to inculcate values among the learners. Research studies have proved that a separate value education programme is not very effective in this respect; rather an integrated approach of value education has significant influence on the learners. When the whole curriculum is designed keeping value inculcation at its center and all the stake holders (students,

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teachers, administration, parents, community, etc.) are involved, it has tremendous effect on value inculcation among the learners (NCERT, 2016, p.25). When the value education programme is integrated in teaching a particular subject, it has also significant influence on the learners (Islami, 2016; Evasco, 2015; Hadi, 2015; Schuitema et al., 2007).

Teaching-learning process

The teaching-learning process is very much important for value inculcation among the learners. In the present century the learners are no longer the passive recipient of the knowledge given by the teacher but an active constructor of knowledge. So, the active involvement of the learners in the teaching-learning process is very much important and significant for value inculcation. Research studies have proved that not only lecture but a variety of activities, games, storytelling, value clarification, group discussion, debate, group singing, etc. help the learners to inculcate values in their characters very effectively.

When the values are presented through stories they have long-lasting impression on the learners because the young learners love to listen to stories. The values like-responsibility, honesty, love, respect, friendship, and an aesthetic sensibility can be developed through stories (Turan & Ulutas, 2016, Dulama et al., 2011). A variety of methods like- dramatization, play, question-answer, and brainstorming are effective for value inculcation and promotion among the learners (Turan & Ulutas, 2016). When the desirable traits are identified and focus is given to inculcate those traits in the character of the learners through value-clarification, role playing, they work effectively (Brady, 2008). Besides, there are some models like- value analysis & value clarification (Joseph, 2014), Jurisprudential Inquiry Model that work effectively to develop values like- non-violence, kindness, tolerance, love, justice, etc. among the learners (Rekha, 2017).

As the classroom environment as a whole influences very significantly for value promotion, the proactive strategies like- freedom for expression, constructive feedback, positive reinforcement, increasing intrinsic motivation, avoidance of impulsive judgment help to develop good social and moral value among the learners. Last but not the least a sound knowledge of how the character or value education can be successfully integrated in the teaching-learning process is important as only introduction of different methods and techniques is not effective for value inculcation among the learners (Hadi, 2015).

Teacher

As values are caught rather than taught, teacher plays the most significant role in value inculcation. That's why the teacher should manifest the desired values through his/her personality so that the learners can imbibe those values in their personalities by following their teachers (Arora, 2003). Personal example, not precepts, is the best teacher for value inculcation as students follow the teachers as their role model.

That is why, in the ancient Education system particularly in the 'gurukula' system of education students lived in close proximity of the teachers so that they can imbibe those values that are reflected through the personality of the guru. Though there is apparent change in the perception from gurus are born to gurus are made, the fundamental duties of the gurus or teachers remain the same. So, the teachers need to be able to imbibe values in their attitude and in action to be able to bring them into their classrooms.

So, the teachers who possess high social and moral values are very effective in creating conducive learning environment that facilitate value inculcation and value promotion among the learners. Besides, some studies also found out that teachers who are competent have high intellectual, creative and humanistic values. The values of teacher are reflected through every teaching-learning activity like-preparation of routine, formation of groups, enforce discipline, encourage excellence, etc. Teacher's dedication, selfless service, learning to live together and harmony of thoughts, words and

actions is the secret of value education (Ishii, 2010). Besides, type of school, subject, teacher's personality influence value inculcation (Veugelers, 2010). Thus, teacher is one of the most significant factors for value inculcation among the learners.

Influence of value education

Character education or value education when provided in an integrated way and with proper planning and with all seriousness, it has a very significant and effective influence on the school climate, students' discipline, students' achievement, learners' behavior. Even the rate of crime, problematic behavior are decreased due to character or value education. Studies also show that it works effectively among at risk youths.

- *Influence of value education on students' behavior:* Character education or value education when implemented with all seriousness and consistency as a comprehensive strategy and an integral part of the curriculum it develops values like- caring, responsibility, love, justice, gratitude, positive attitude, self-control, integrity, etc. and the academic achievement of the learners (Skaggs & Bodenhrn, 2006). It also enhances self-esteem of the learners. Value education helps in social skill acquisition those help the learners to acquire values that are effective for leading a harmonious and peaceful social life (Sapsaglam & Omeroglu, 2016). Value education also enhance social problem solving skills and accelerates pro-social development of the learners which contributes to build a peaceful society and make the world healthy (Turkkahraman, 2014).
- *Value education works effectively on resolving problems- both personal and social:* Substance abuse, anti-social behavior, violence, peer abuse, etc. are very much rampant among the adolescent learners. Value education or character education works effectively in this respect. When the character education programme is integrated with the daily lives of the learners it develops values in the at risk youths. Their destructive energy is transformed to creative and constructive energy (Bhuyan, 2012). Besides, it also decreases the peer abuse like- racial slurs, bullying, insensitive remarks on gender, appearance and promotes work culture (Graff, 2012). The crime rate declines significantly as a result of character education programme (Michele & Berger, 2005). As different social and moral values are emphasized through the teaching-learning process and as the learners practice those value, the negative behavior decreases significantly and the values like-- responsibility, citizenship, respect, honesty, self-control, tolerance, problem-solving and co-operation develops in learners (Patella, 2003). Peace education and value education not only develop values like- truthfulness, love and belongingness, non-violence and compassion but also helps the learners especially the adolescent learners to resolve their conflicts peacefully (Chitkalamba, 2011). It helps the learners a lot to take responsibility of their own action, problem-solving abilities, divergent thinking, making firm decision in the midst of topsy-turvy situation (Istiningsih, 2016).
- *Influence on attendance and discipline of the learners:* Issues related to students' attendance can be resolved through value education programme. As an anxiety free, conducive, friendly environment is created in the school or in the classroom, students feel a sense of belongingness and valued which encourage them to attend the school regularly. A consistent character education helps to resolve issues related to attendance, discipline (Gay, 2004). Besides the character education which helps to inculcate among learners values like co-operation, trustworthiness, love, dedication to a cause, adherence to discipline, respect etc. not only protects human being from the vitiated circle of the society but also enrich one's personality to create a peaceful and harmonious environment and society. Besides, Character education is one way to give students the support they need to be positive thinkers. Character education encourages self-respect and consequently helps students feel positive about their

own abilities. (Eccles & Wigfield, 2002). Thus, value education has very positive effect on the learners to lead their life in a meaningful or purposeful way.

- *Influence on school climate:* When character or value education is applied in the school, it develops relationship between teacher and students, among students, among teachers, between teacher and administrators even between school and the parents and community because the very practice of the values like-tolerance, cooperation, compassion, respect, love, helps to develop a positive climate in the school that is charged with institutional integrity, collegial leadership significantly. There is profound potential of value education to transform the learning environment, ethos, coherence and inclusiveness of a school and, in so doing, to stimulate student social development by strengthening relationships between students, and students and teachers (Lovat & Clement, 2008). A regular culture of different social, moral and eternal values transform the narrowness, ego, jealousy, hatred into love, acceptance, cooperation, tolerance, that leads to create a peaceful and harmonious environment in the school. That's why the teachers, students, and school staff have reported more positive feelings towards class and school environments once character education programs were implemented (Skaggs & Bodenhorn, 2006). Thus value education transform the whole environment of the school and make it so positive that the values very easily are inculcated in the learners.

MAJOR FINDINGS OF THE STUDY

Findings pertaining to Objective-1

- i. Integration of value education in the regular school curriculum is the first step for value inculcation among learner.
- ii. A variety of activities, games, storytelling, value clarification, group discussion, debate, group singing, etc. that are integrated in the teaching-learning process, help the learners to inculcate values in their characters very effectively. Besides, a variety of methods like- dramatization, play, question-answer, and brainstorming are effective for value inculcation and promotion among the learners.
- iii. As the classroom environment as a whole influences very significantly for value promotion, the proactive strategies like- freedom for expression, constructive feedback, positive reinforcement, increasing intrinsic motivation, avoidance of impulsive judgment help to develop good social and moral value among the learners.
- iv. Teacher's personality, attitude, values, etc. has significant influence on value promotion among learners. The teacher's dedication, selfless service, learning to live together and harmony of thoughts, words and actions is the secret of value education

Findings pertaining to Objective-2

- i. Character education or value education when implemented with all seriousness and consistency as a comprehensive strategy and an integral part of the curriculum it develops values like- caring, responsibility, love, justice, gratitude, positive attitude, self-control, integrity, self-esteem, etc. and the academic achievement of the learners.
- ii. Substance abuse, anti-social behavior, violence, peer abuse, etc. are very much rampant among the adolescent learners and these decreased significantly after the implementation of character education or value education among learners in general and adolescent learners in particular.
- iii. A consistent character education helps to resolve issues related to attendance, discipline as the learners enjoy an anxiety free, conducive, friendly environment which is created in the school or in the classroom as an integral part of the character education or value education and the

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students feel a sense of belongingness and valued which encourage them to attend the school regularly.

- iv. When character or value education is applied in the school, it develops relationship between teacher and students, among students, among teachers, between teacher and administrators.

EDUCATIONAL IMPLICATIONS

The results of the study have the following implications for the teachers, administrators, curriculum planners and policy makers-

- i. The study will suggest the curriculum planner and policy makers to integrate values in the school curriculum as it is the base of value promotion among young learners.
- ii. The study will help in understanding the crucial role that the teachers play in value promotion among the students. So, they need proper value orientation and training to plan and execute teaching-learning process in a value integrated way.
- iii. The study will help the teachers to adopt various innovative strategies for the transaction of values from the text book to the students effectively as from the study it is very clear that only pointing out the value components and lecturing is not enough for value promotion.
- iv. The study can also guide the teachers to be conscious about their behavior because the learners follow the behavior of the teachers rather than his/her words.
- v. The study will motivate all the stakeholders to take a whole school approach where the administrator, teachers, parents and community work together for value promotion so that value development among learners as it is not only effective for value inculcation but also resolve different issues related to substance abuse, conduct disorder, etc. but also increases students' attendance by creating a conducive learning environment.

CONCLUSION

Though goodness is inherent in human being, conscious effort on the part of the family, school, teacher should be made to protect the learners especially the adolescent learners from the vicious circle and risk that they feel during the topsy-turvy phase of their life. In present time, character or value education has received immense importance for two reasons- First, as recent research has consistently shown, a positive correlation exists between good character education programs and social capital of students. Second, studies confirm character education is associated also with the creation of a safe school environment, which is one of the important facilitators and essential components of quality. That is why Character education has attracted serious attention, including media coverage, and is increasingly becoming a popular topic in the fields of education and educational psychology (Benninga, 2006). But to be effective all the stakeholders should be involved in the value education programme with all dedication and seriousness so that the adolescent learners will be competent enough to overcome the adverse situations of their lives and be the worthy, resourceful human beings who will be instrumental for the individual, social and national development

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