

## 24. Impact of Value Based Education on Students' Personality Development - A Study with Reference to Mumbai Region

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### Abstract

Education has enduring impression on human persona. It is believed that life skills and value education taught in schools and colleges lay foundation of an individual to lead a value based life. There can be numerous ways to evaluate whether teachings of human values inculcate virtues in a student. Value based education instils educational and cultural values among students and aims at achieving multi-faceted development of a human being namely intellectual, physical, spiritual, and ethical development. The values incorporated in a value-based curriculum may include cooperation, responsibility, happiness, simplicity, unity, peace, respect, love, tolerance, honesty, humility, and freedom. The main purpose of holistic education is to prepare students to meet the challenges of living as well as academics.

**Key Words:** Value Education, Role of Teacher, Social Change

### Introduction

#### Values

Values are the socially acceptable norms to evaluate a person, object or any situation. These are also considered as the aims of human life. Values are considered as the backbone of a civilized society which is drastically eroding by modern world.

Hall (1994) defines values as "the ideals that give significance to our lives that are reflected through the priorities that we choose and that we act on consistently and repeatedly". Hill (2004) provides a slightly different emphasis. "Values are the priorities, individuals and societies attach to certain beliefs, experiences, and objects, in deciding how they shall live and what they shall treasure." The National Policy of Education (NPE), 1986, envisages the need to make education a dominant device for nurturing social and moral values in society.

### **Some Important Moral Values and School Curriculum**

According to Swami Vivekananda, if we want to make our students as a moral human being, school curriculum is one of the best ways to serve this purpose. Because he think that moral values can be inculcated among our students through a value based school curriculum. Therefore, Vivekananda suggested some important moral values which should be included in our curriculum.

1. **Unconditional Love and Kindness:** In most cases, if you love someone, he or she will love you back in return. This, however, is not the real meaning of love. Love should be unconditional. With more love in the world, kindness will follow and replace cruelty.
2. **Honesty:** Students must be taught that dishonesty and cheating is wrong, and will get you nowhere in the future. As a student, one is only hurting himself or herself by cheating, because this action will eventually catch up to you in the end with bad consequences.
3. **Hard Work:** Nowadays, so many students want to cheat and cut corners in their studies, because they are lazy and don't place any value on hard work. This thinking must change.
4. **Respect for Others:** Unfortunately, in our highly competitive society; many people will tread on others to get ahead in life. Respect for others should include respecting different religions, races, sexes, ideas, and life styles.
5. **Co-operation:** To achieve a common goal, it is necessary for all people to work together. If this is not done, a few people may profit, but the end result for everyone will be a failure. We still believe in the motto, "united we stand and divided we fall."
6. **Compassion:** Compassion is defined as being sensitive to the needs of people. If there were more compassion in the world, there would be less homeless, hunger, wars, and unhappiness.
7. **Forgiveness:** Anger in most cases is caused by unwillingness to forgive. There would be less violence and fighting in school if students could learn this moral virtue.

### **Personality Development**

Personality is the aggregate of ways in which an individual interacts and reacts with others. Personality generally refers to all what is unique about a person, the characteristic that makes

him/her stand out in a crowd. Personality development is the process of developing a personality cult accordingly to create a strong positive impression about person on targeted group and in general. For holistic development of students, there is a need of moral, ethical, physical, spiritual and emotional development. Aim of quality education is to make holistic development of learners. Teaching moral values will help to have enriched and refined personality by the development of moral, aesthetic and spiritual aspect of one's personality. Democratic qualities also need to be groomed like social justice, dignity, equality, fraternity liberty etc. A moral value gives feeling of cooperation and fellow with people. It could strengthen youngster's commitment towards their personal values like care, compassion and self-esteem. It would assist individual to resolve some value conflicts and fixing standard of their behavior. Personality development helps to improve students in lines of Leadership quality, communication skill, improvement in skill and attitude, team spirit etc.

### **Role Of Teachers In Imparting Value Education**

Ordinary Teachers can bring about extraordinary transformation in the society. A teacher should practice what he preaches. Teachers are a role-model for the students. Their actions convey more than their words. Students learn values from what the teachers are rather than from what they say.

Teachers must have healthy attitude and should possess rich values. Teaching is all about attitude- positive/ negative towards their job of imparting quality education. Teacher should act as a friend, philosopher and guide. A teacher is not only a source of information but is also a mentor and guardian. For this teacher must respect the teaching profession, love him/her subjects and students. Students will seek inspiration from teachers who have high self-esteem. A teacher has an immense potential of bringing about a sea change in the society by demonstrating essential values of head and heart.

1. Teachers should give importance to cooperative learning.
2. Every day a Teacher must spent at least 5 minutes on moral lecturing.
3. Organize games, excursions, visits to places of historical importance.
4. To inculcate moral, spiritual, psychological and cultural values in the students.
5. To provide opportunities for students to think about and to clarify their own values and compare them with those of others.
6. Club activities like Nature Club, Rotract Club, Social Service Camps, and Blood Donation etc.

### Objectives Of The Study

1. To identify the various values among the sample of degree students.
2. To find out the impact of value education on students' personality development.
3. To investigate the significance of value-oriented education with variables like sex, group of students.

### Research Methodology

Universe	Mumbai
Method of data collection	Primary and Secondary
Method of Primary Data Collection	Questionnaire by online sites (Open and close ended)
Method of sampling	Random Sampling / Convenience Sampling
No. Of Sample Respondents	122
Method of Data Analysis	Likert's Scale

### Analysis And Interpretation Of Data

Table 1: Division of sample respondents

	B.Com (Accounting & Finance)	B.Com (Banking & Insurance)	B.Com (Conventional)	Total
Male	26	24	16	66
Female	30	16	10	56
Total	56	40	26	122

Source: By Primary Data

### Tool used for data collection:

The tool used for data collection was a 20 item questionnaire developed by the researchers. The questionnaire included student's personal information, 20 statements regarding value education posed to students to elicit information on the degree of agreement/disagreement.

The Likert's method of summated ratings was used and the weightings on the five point scale were Strongly Agree (SA) = 1, Agree (A) = 2, Undecided (U) = 3, Disagree (D) = 4, Strongly Disagree (SD) = 5 for positive statements.

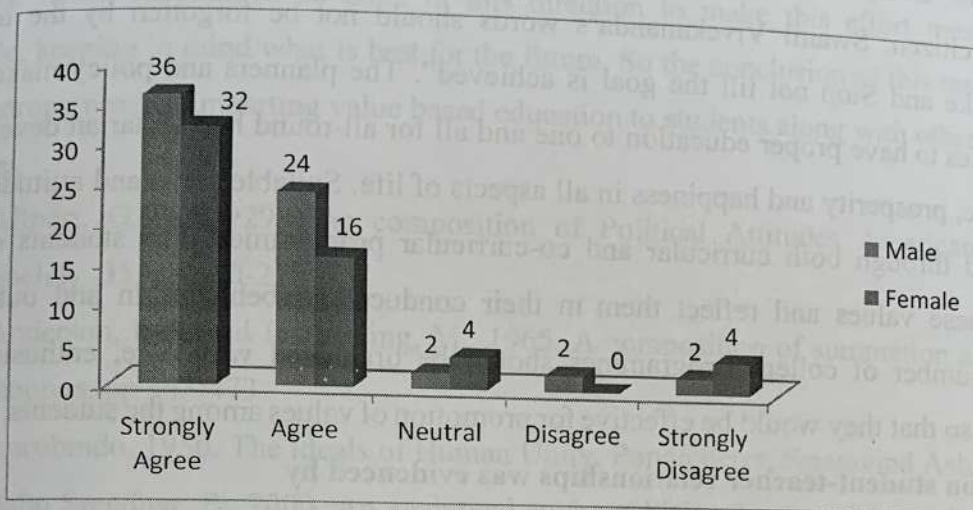
Table 2: Respondents perception about value based education on students' personality development

Particulars	Male	Female
Strongly Agree	36	32
Agree	24	16
Neutral	2	4

Disagree	2	0
Strongly Disagree	2	4

Source: By Primary Data

**Chart 1: Respondents perception about value based education on students' personality development**



From the above table, it is clear that 88% of the respondents agree that value based education has positive impact on students' personality development.

**Table 3: Respondents' Perception towards Value Education as a Curriculum**

Particulars	Respondents	Percentage
Yes	116	95%
No	06	5%
<b>Total</b>	<b>122</b>	<b>100%</b>

Source: By Primary Data

From the above table, it is clear that 95% of the respondents have positive opinion towards value education as a curriculum.

**Table 4: Human values inculcate self-motivation and ambition**

Particulars	Respondents	Percentage
Yes	97	79.5%
No	25	20.5%
<b>Total</b>	<b>122</b>	<b>100%</b>

Source: By Primary Data

From the above table, it is clear that 79.5% of the respondents have agreed that human values inculcate self-motivation and ambition.

### **Findings and Conclusion**

From this study, it was found that total sample of final year degree students were having positive attitude towards value education but a significant difference was found in the attitudes of subgroups. Every teacher plays the most important role in shaping the students as enlightened citizen. Swami Vivekananda's words should not be forgotten by the teachers- "Arise, Awake and Stop not till the goal is achieved". The planners and policy makers have responsibilities to have proper education to one and all for all-round humanitarian development to have peace, prosperity and happiness in all aspects of life. Suitable skills and attitudes are to be developed through both curricular and co-curricular programmes. The students ought to appreciate these values and reflect them in their conduct and behavior in and outside the college. A number of college programmes should be organized with care, enthusiasm and imagination, so that they would be effective for promotion of values among the students.

#### **The impact on student-teacher relationships was evidenced by**

- "More trusting" relationships between staff and students;
- The establishment of more 'democratic' classrooms;
- Teachers giving students more 'power' by allowing them choices in learning activities;
- Teachers being more conscious of scaffolding students to manage their own behaviour or resolve conflict with others;
- Teachers seeking opportunities to acknowledge and reinforce appropriate behaviour;
- Teachers 'listening' to students and responding to their concerns and opinions;
- Students perceiving that teachers treat them fairly;
- Students behaving "more respectfully" towards teachers; and
- Students showing greater politeness and courtesy to teachers.

### **Conclusions**

Value education helps the student to find their place in the world and build their self-confidence. Values in a school curriculum add a dimension that promote holistic development of the students and benefits their academic achievement. Teachers feel a need to introduce experiential approaches to values education as a means to counter an overly cognitive national curriculum and to address issues of behavior, discipline and social attitudes. The role of teachers cannot be deemed minor in developing good character among students. Values educators must facilitate a student's personal internalized discovery that one would want to be a values-oriented

and values-guided person because through such activity one can feel good about oneself, respect oneself, and esteem oneself well (Eidle, 1993). There are some training workshops available worldwide for implementing value based education that have tremendously helped teachers develop skills to create a value based environment that promote inspiring and active listening classrooms. Much remains to be done in this direction to make this effort meaningful and worthwhile, keeping in mind what is best for the future. So the conclusion of this research is that there is a strong need of imparting value based education to students along with other subjects.

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