INCULCATION OF VALUES AMONG PRIMARY SCHOOL CHILDREN THROUGH LANGUAGE TEACHING

ABSTRACT

The present investigation is essentially a ‘Pretest Intervention—Posttest Design’ study to find out the effectiveness of the package on Value Education prepared by the Investigator to inculcate values among primary school children studying in class V. The main purposes of this study are: (1) to enlist and select value that can be inculcated at class V. (2) to find out the effectiveness of the package when it is used along with the prescribed English text to teach English and inculcate values using Integrated approach. (3) to find out if sex is a significant factor for inculcation of values. (4) to find out the relationship between knowledge, feeling (empathy) and practice aspects of the given value. The sample for the present study were the students of class V studying in Demonstration School (DMS) and Maharshi Public School (MPS) to provide internal and external validation respectively. The data collected was analysed using the Statistical Technique – Analysis of Variance (ANOVA).

The knowledge aspect of value was assessed through school based evaluation reports given by school at the end of academic year 2001-2002 when the students completed IV standard for pre-test and at the end of year 2002-2003 when the students completed V standard for post-test. A series of 8 unit tests spread throughout the treatment period (Academic Year 2002-2003) also provided the scores for knowledge aspect of a value. A questionnaire, with 35 situations each highlighting a value assessed the empathy aspect of the value when students read the situation,
identified themselves with the characters in the situation and felt the value and responded accordingly. The Investigator and the Collaborator assessed the action aspect of a value when they observed and recorded the behaviour of the students of DMS and MPS respectively throughout the year 2002-2003. The knowledge of a value, the feeling/experiencing/empathy aspect of a value should be manifest as observable traits among the students to ensure inculcation.

The findings of the study reveal that sex as a single variable does not influence the value inculcation significantly. Given the same ambience, transaction, activities and intervention, both boys and girls show no significant difference in scores that measure value inculcation, whether it is through School Based Valuation Reports, Questionnaire, Unit Tests or Observation Schedule. Another finding is that the five prime values – Love, Truth, Right Conduct, Peace and Non-violence registered significantly different scores secured by the students through the different tools. This signifies that each of the five subvalues grouped under each prime value has its knowledge, feeling and practice aspects. The knowledge of a value as exhibited through unit tests need not necessarily be manifest in the practice of the students. It also underlines the fact that feeling/experiencing/empathizing a value and adopting it in one’s behaviour need not be based on mere knowledge of that value. A value inculcated through integrated method, indirectly and covertly can influence the student to practice it rather than through a lecture or sermon. An important finding of the study was that the school atmosphere, classroom interactions and intervention of value education package exert significant influence over value inculcation and value practice among the students of class V. A major finding of the study was that
integrated, situation based, learning of values, that too at class V level facilitates the inculcation of values. The values that are inherent in the lessons taught, if highlighted, emphasised and elaborated with the help of legends, myths, fables, biographies, fairy tales and anecdotes will influence the minds of children in the range of 9-11 years. They enable the children to know, feel, appreciate and practice those values. Another finding is that if language learning is integrated with Art Education activities like drawing and painting, music, dance, drama, model making, etc. it will not only facilitate the learning of four skills of language – listening, speaking, reading and writing – but also inculcate values through joyful learning activities.

The implications of this research work are far reaching as they highlight the importance of textbook content, classroom interactions, choice of strategies and methods while teaching English that facilitate value inculcation. The school ambience, role of teachers and teaching learning activities and their role in value inculcation imply that teacher training institutes, curriculum planners and school administrators have to plan and implement relevant measures for value inculcation among children.