

Awareness about Value Based Education among High School Students: A Study

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ABSTRACT The ability to educate children based on moral values during childhood and adolescence can help the society to overcome the issues of declining practice of moral values among the youth. Parents, teachers, society and media can make collaborative efforts to keep the youth on the right track. The influence of the press and media with the explosion of information and the flooding of the new technological devices have confused the youth today. Educators in educational institutions play a very crucial role in clarifying the doubts and vague ideas young people usually have due to exposure and so direct their minds by imparting value-based education. Students are the future leaders of tomorrow who should lead the nation and the world with the qualities based on values. Therefore, values impact a child's growth in diverse ways, which can be social, cultural, ethical, moral and even spiritual, which is the holistic development of the child.

INTRODUCTION

A school can be considered good when all students are treated equally, supported, and motivated to achieve scholastic as well as non-scholastic success. Students should be trained to shape their character and based on principles and ethics (Ryan 2021).

Within the larger community of the school is the classroom, which is often seen as the smaller community (Forbes 1996). So, the 'right living' that is lived in the larger context should also be reflected in the smaller level. A complete holistic development of a person can be secured by imparting value-based education. If education imparted does not propagate goodwill in the society, children as they grow and develop new ideas can be misguided and misled. In the styles of learning implemented, classroom routines, extra and co-curricular activities and parental involvement can be observed the elements of value-based education (Yogi 2009). It is essential that the potential and innate goodness of every child who comes to learn be unfolded and given the right direction. Teachers face a huge task and a challenge to instil values among students, and the society expects them to develop not only knowledge but also infuse ethical values among students, so they play the role of professionals as well as agents of development and change. If one wants to develop values among the students, one must sow values among the teachers. Today the young question and find gaps be-

tween the teachers' professed and lived values (Pushpanathan 2013). Keeping this idea in perspective, the curriculum constructed and that is amended regularly should have the constant motive of empowering growing children with values that will carry them through life. The optimistic approach of teachers is significant because their opinions have a considerable role in the life of learners. Song (2022) says that teachers with their optimistic behaviour can enhance positivity in learners, and this positivity can help them in dealing with difficult issues efficiently despite the demanding conditions.

Students can unfold themselves and retrospect on their thoughts and actions if their regular interactions are strongly grounded in values. For the values have a very deep impact, as they progress in life, which comes a lot through their interactions with family, teachers and peers. Value-based education can nurture such students who will not just hanker after wealth and power but practice fairness and goodness. Teachers should serve as models whose qualities inspire and can be emulated. Moral values should be imparted through practice rather than precepts, through examples in action rather than mere instructions. It will enable the students to make choices, which would help their personal growth and enrich the common good. Teachers should not lay emphasis only on how to obtain more marks while teaching but rather prepare them for life. Value based education is very important for an overall development and prepares a child to be a complete human (Awasthi

2014). It constructs the character and is necessary for the personality development of the child. Children as they grow, they keep changing and adjusting as per the necessity of the group to which they belong. It is a process that is continuous. There can be both positive as well as negative adjustments. With positive changes, these can be called values. At this stage values cannot be completely taught, lectured, or professed, and they can only be demonstrated. Value-based education should be provided to the children from early childhood especially during adolescence, as this can help one in overcoming the problem of saving morals in the practice of students who are growing up and are getting moulded. With the joint efforts of parents, teachers, society and media the youth can be brought back on the right track to live a disciplined life. Therefore, the fundamental purpose of education, which is to illuminate the inner soul of an individual, should not be overlooked by everyone including the policymakers. The curriculum constructed can be used for providing value education to each child. According to Gökçe (2021), schools are the most effective agents of society to nurture values and so for over many years, leaders and thinkers have considered education as an influential means to implant the right values and perceive good behaviour within the new generation.

What is Value Based Education?

The quality of education in school can be improved by teaching positive human values. An educational philosophy based on treating oneself and others with value is encouraged in a value-based school (Hawkes 2009). Pupils take greater personal responsibility for their learning and behaviour by developing value education, which one realises is the effect on individual pupils. Value education promotes an environment for learning in such a way that it makes the work of educators to teach easier. Value based education encourages pupils to be introspective and more aware of their capacity. More than instilling values in pupils, the most important is the impact it has on society and the world. Value based education is for liberation. It endows purity of heart and sincerity, and makes a whole human with a tool for deeper understanding. By observing their teachers, students imbibe how to be just, and take democratic decisions along with imparting academic skills. They observe their

educators most of the time as students spend their time mostly with their teachers. While creating or developing their own values, students are affected by the values that their teachers reflect either consciously or unintentionally (Gökçe 2021). Value based education is also a very vital element in the intellectual growth of human beings because it adds quality to the lives of individuals. Children develop diligence through their involvement in a value-based school because they become empowered to take responsibility for their own learning and also develop a secure sense of 'self' (Sharma 2022).

A Teacher's Role

The role of teachers is very crucial to reconstruct the society and transmit knowledge, wisdom, experiences, and values from one generation to the next. A nation's values are always defended and propagated by a teacher and builds on it to foster new values with excellence (Taddi 2018).

Teachers can be effective in propagating values among the students when they themselves reflect on the meaning of values they profess in their personal lives. When teachers are self-aware of the values they preach and practice, it will have a better influence in motivating the children to imbibe values from them. Such teachers are genuine, they not only preach but also practise the values in their thought process, and so it is practised naturally. So, this process of value education must begin with adults, and it cannot be taught in isolation. As values are embedded within the attitude of the teachers, it is exhibited through their behaviour.

Need for Value Orientation

In the present scenario, it is seen that there is a failure in inculcating values as value orientation was not made the central focus of education. Looking from a historical perspective, in 1948, the Radhakrishna Commission focused on cultural heritage and in 1950, the Preamble of the Indian Constitution defined the goals of education, the Education Commission of 1964-1966, talked about the dangers of the combination of the ignorance and goodness, knowledge with lack of essential values and the weakening of moral and social values in the younger generation. Later, the Kothari

Commission, felt the necessity to give value orientation through education in 1974-1979, and the Ministry of Education said that it is very important that the teaching and learning process in the country must change immediately (Gandhi 2014). For this, the educational institutions must play an important role to promote values where teachers and educators develop a system of education that is based on values. In the National Policy of Education of 1986, a growing concern of the erosion of values was mentioned. The need for readjustment in the curriculum, which is the first equipment to implant social and moral values is very essential.

All these national policies on education are to develop a holistic education all around where the guiding principles of socialism, secularism, democracy and national integration should be emphasised and not only learning for knowledge and education based on information, which takes care of only intellectual development. Values are indispensable because people will forget humanity as the society cannot be sustained without values (Yogi 2009). Yogi, in his paper says that the society today needs value-based education to deliver a positive knowledge of culture, tradition, society and spirituality by imparting a true, positive knowledge, which is scientific and holistic. One's personal measure of worth are the values that shape one's beliefs, ideas and principles which are important. They guide one in deciding what is right and wrong, which shape one's priorities. Taddi (2018) says that values reflect one's attitudes and beliefs about everything. The latest education policy of India, which is the New Education Policy 2020 assures that value-based education will help the nation to fight all evils prevailing in the country like violence, corruption, exploitation, drug abuse, etc. (Kumar Sunil 2020).

Statement of the Problem

Though students are aware of the importance of values and teachers have been talking about values through lessons taught in various subjects, the impact of value-based education has not been seen as effective so far. According to what has been reviewed so far, value education is presented as an alternative to the deterioration of children's behaviour in school and as a core issue developing the most fundamental stage in education. Nonetheless, value acquisition has rarely been studied

and almost no attention has been paid to the outcomes of education imparted with the intention to instil good values among children from a young age. When children are taught from a young age, they will have a sturdy foundation in building their character, which can be nurtured through their developing years. As educators are aware that the world today is in a dire situation, it is necessary that ethical development is promoted in school, and values are promoted right from a very basic age. With the decline in human values, the assurance that the society is moving in the right direction in the hands of the upcoming generation has become a big question. Therefore, unless value-based education is imparted and propagated from a young age through the curriculum in the learning process, the virtue of being an ideal citizen of the society will be difficult to realise. The research done in this field has explored the teachers' responsibility in developing value-based education in high school students, based on this realisation.

Objectives

The objectives of this study is to investigate:

- a. The students' awareness of the importance of values in life.
- b. The teachers' role in imparting values through lessons taught in various subjects and its impact among adolescent students so far.

METHODOLOGY

Population

The information was gathered on the way teachers contend with the concept of value-based education through a designed survey. The method called simple random sampling was applied to allocate 20 public high schools out of which 4 schools were taken as a sample as shown in Table 1. Five high school teachers from each school were chosen, and so, 20 teachers took part in the study. 50 students from each of the schools were also taken as a sample, that is, a total of 200 students, as a purposive sampling technique.

Sample

Out of 20 Public High schools, 4 schools were taken as the sample. Out of 100 high school teach-

Table 1: Population and sample

S. No.	Total population	Quantity	Sample taken	Quantity
1.	Public high school	20	Public high school	4
2.	High school teachers	100	High school teachers	20
3.	High school students	2000	High school students	200

Source: Author

ers, 20 were taken as a sample. Out of 2000 high school students, 200 students were taken as a sample.

Method

A descriptive research method, which is a kind of survey method can be defined as information being collected by taking an interview or dispensing a questionnaire to the representatives of persons or can be used when collecting data on opinions or behaviours of individuals. Data for this study was acquired from primary sources for acquiring the goals of this study with the use of the questionnaires. When information must be gathered on a large scale, a questionnaire is used. Additionally, the questionnaire that was used enabled respondents to take down their responses freely without unease. Responses from the data collected were calculated in percentages, thematically analysed, and displayed using tables.

Tools of Data Collection

A self-designed questionnaire was given to students and teachers to collect data. A scale was developed to analyse the attitude of teachers and students regarding their awareness about value-based education. A Likert 5-point scale was developed, and each statement was arranged on a five-point scale of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD) for teachers, and Always (A), Often (O), Sometimes (S), Never (N) and Uncertain (U) for students.

Table 2: Details of the samples

Age	No. of respondents	Qualification of respondents	No. of respondents
14 to 20 years	200	Students	200
21 to 30 years	12	Teachers	20
31 to 40 years	5	Bachelor's degree	5
41 to 50 years	3	Bachelor's degree and B.Ed.	6
		Master's degree and B.Ed.	9

Source: Author

The tool was standardised by five to seven experts for validation whose suggestions were worked on and modified before developing the post-test questionnaire.

The independent variable in this study is the educational institutions (school) and the dependent variables are students and teachers.

RESULTS

In Table 2, the results can be witnessed that out of 220 respondents, 200 (95.2%) were students and 20 (4.7%) were teachers. Majority of the respondents were high school students between the ages 14 and 20 years. Among the 20 respondent teachers, the majority were between the ages of 21 and 30 years, which is twenty-eight percent of the 220 respondents. There were 1.1 percent of teachers between 31 and 40 years and 0.7 percent of ages 41 and 50 years. Data on qualification of teachers revealed that out of the 20 teachers, 9 (1.9%) have masters with B.Ed. degree and 6 (1.1%) have a bachelor's degree with B.Ed.

The study findings in Table 3 showed that seventy percent of the respondents strongly agreed that they are mindful of their role as an example of individuals with good values to children and the rest thirty percent also agreed. Occasions for children to develop personal values and attributes can be positively provided. Fifty-five percent strongly agreed that teachers had confidence in imparting values, and forty percent just agreed, whereas five percent were neutral in their opinion. This investi-

Table 3: Teachers' role in education that is value based (Questions for teachers)

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I am aware of my capacity as an example of good values to my students.	70%	30%			
2. I am confident in my role so far in imparting good values.	55%	40%	5%		
3. I incorporate in all aspects of learning the values learnt.	40%	45%	15%		
4. I promote value awareness to students in all curriculums.	45%	50%	5%		
5. I am confident in practicing values taught to the students.	50%	50%			
6. Particular value education resources are used in my teaching	20%	70%	10%		
7. I need more professional training to impart Value based education.	10%	50%	15%	25%	
8. I give opportunities to students to inquire and express their innate values.	40%	55%	5%		

Source: Author

gation suggests that majority of the teachers are mindful of the need for values. When the respondents were asked whether they incorporate values into the overall facets of their teaching process, only forty percent strongly agreed and fifteen percent were neutral. This is a matter of concern since education based on values is critical in the entire curriculum to help students adjust with the truth of the contemporary world. Further still, forty-five percent made a strong agreement that they promote value awareness in the curriculum taught but five percent were neutral about it. It was also apparent from the study findings that almost all educators are confident that they practise the values taught in school. This indicates that children are believed to benefit from education based on values and should be able to prove ethics, which are positive in and also out of class. If the teachers used specific value educational means in teaching, seventy percent agreed, with ten percent

strongly agreeing that they need more professional training to impart value-based education. However, twenty-five percent did not concur. Furthermore, fifty-five percent concurred that they provided occasions for children to inquire and demonstrate the values they acquired while five percent are neutral about it. It can be clearly seen from these investigations that there exist discrepancies in the way educators work on value-based education in moulding informed and accountable children.

Findings of the study from Table 4 showed that thirty-four percent students said that they always practise positive behaviour within the school community, thirty-two percent said that they often practised, and another thirty-two percent said they practised positive behaviour. However, one percent was uncertain, and another one percent said they never practised positive behaviour in school. This can be seen that many children practise pos-

Table 4: How children exhibit values (questions for students)

Item	Always	Often	Sometimes	Never	Uncertain
1. The behaviour demonstrated by me are positive within the school community.	34%	32%	32%	1%	1%
2. I am aware of my responsibility in school.	45%	34%	20%	1%	
3. I appreciate the teaching of values.	62%	17%	17%	1%	3%
4. I am happy to practice the values learnt	51%	31%	17%	1%	
5. I communicate about the values imparted to my friends.	18%	27%	52%	2%	1%
6. I see my teachers within my school as role models for values.	22%	38%	29%	6%	5%
7. My teachers stand by the values imparted to us.	39%	27%	33%		1%
8. I can articulate positive values.	29%	36%	30%	3%	2%
9. I understand that my actions portray the values learnt.	40%	31%	25%	2%	2%
10. I understand that my practice of positive behaviour will shape my future.	76%	16%	6%		2%

Source: Author

itive behaviour but still quite a few admit to practising only sometimes. The question on awareness of their responsibility in school, forty-five percent answered that they are always aware whereas twenty percent answered they are aware only sometimes. A notable finding is that sixty-two percent always appreciate the teaching of values in school, but three percent are still uncertain whether the teaching of values is to be appreciated or not. By communicating directly and genuinely, children are aware of themselves as contributing members of the society. All educational institutions stand by their conviction that children develop good values in school, but this is not always the case, as only eighteen percent agreed strongly, and twenty-seven percent accepted that they communicate about the values imparted. Fifty-one percent are always happy to practise the values learnt whereas another fifty-two percent said that they communicate about values imparted only sometimes.

Table 4 also reveals that twenty-two percent always see their teachers within the school as role models for values in contrast to five percent of students who are uncertain that teachers are seen as role models for values. Another thirty-nine percent of students agreed that teachers always stand by the values imparted by them. It was difficult to be convinced that teachers practise the values that children realise and emulate themselves. Though some teachers are concerned about the values children intentionally or not imitate from them, some teachers are not concerned. Twenty-nine percent of the student respondents agreed

very confidently that they could articulate positive values, but three percent say they never articulate positive values. It is witnessed that this discrepancy in the way children communicate values is a distinct intimation of the development of value education in schools, which is inadequate.

The revelations from Table 5 revealed that sixty percent are of the opinion that there is a clear school method to value-based education and twenty-five percent strongly agreed with it while five percent disagreed. These findings show that value education imparted in school is inadequate though children are encouraged through value education they take responsibilities. Though seventy-five percent came to an agreement that the practice of value is encouraged explicitly throughout the school, still five percent disagreed. When respondents were asked whether there is an agreement on the values the school fosters, twenty percent accepted while five percent did not accept. Additionally, ten percent strongly agreed that parents support the value-based education approach of the school while five percent disagreed clearly, yet insufficient involvement of the parents could endanger advantages made in bringing up responsible children.

Further investigation showed that twenty-five percent strongly accepted that the policies of all schools are framed with values as their priority while five percent did not agree. This inquiry alludes that there is no policy which is accorded, nor structured curriculum on how education based on value should be worked on at the high school level.

Table 5: The school carries-out value-based education in what ways (questions for teachers)

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The school is very clear on its approach to Value based education.	25%	60%	10%	5%	
2. Practice of values is encouraged explicitly throughout the school.	15%	75%	5%	5%	
3. There is an unstated understanding on the value the school promotes.	20%	60%	15%	5%	
4. There is an active engagement from the parents' side in corroborating the approach of the school in giving education based on values.	10%	55%	20%	10%	5%
5. The school curriculum incorporates the teaching of values.	30%	65%		5%	
6. All school policies are framed with values as their priority.	25%	65%	5%	5%	
7. Value based education is useful in building positive relationships.	80%	20%			
8. Values are taught to support accord across cultures.	70%	30%			
9. Students are provided occasions to demonstrate their values beyond the classroom.	45%	45%	5%	5%	
10. Values imparted are used to confront issues in the class.	35%	60%	5%		

Source: Author

el. In a finding, which is outstanding, eighty percent had a strong opinion that value-based education is useful in building positive relationships. Similarly, seventy percent strongly opined that strong values are passed on to encourage good understanding across cultures. In addition, forty-five percent agreed very clearly that children are given opportunities to perform on their values outside their classrooms, although five percent disagreed. Furthermore, thirty-five percent agreed firmly that values imparted in schools are beneficial to confront problems in the class.

Results from Table 6 revealed that thirty-four percent agreed strongly that society gains from education based on values imparted in school. Above that, only nineteen percent agreed very firmly that value-based education addresses issues that are personal, local and global. Further still, twenty-five percent of the student respondents strongly believe that their school emulates the values that they expect the students to inculcate. Though twenty-one percent strongly agreed that the school offers genuine opportunities to students for personal and social actions based on values, one percent disagreed completely. Additionally, seventeen percent agreed firmly that the education based on values taught in school is linked to participants in the locality while one percent strongly disagreed. Lastly, twenty-eight percent agreed strongly that the school adopts values that can facilitate students deal with the difficulties of contemporary lifestyle while three percent disagreed.

DISCUSSION

Thematic analysis of the responses of the open-ended questions given to the students and teachers have been discussed below. Through the responses of the students, the opinion of the students in middle and high school regarding value-based education has been explored. And through the responses of the teachers, their awareness and practice of value-based education in their profession has been discussed.

Students' Response 1

Topic: Relation between value-based education taught in school and the world.

Firstly, VBE taught in school shapes the personality of a child, which ensures a better future. This later makes a better and positive society for human welfare and ultimately makes the child a great person. Secondly, VBE brings positivity to life, which creates a better and healthier environment. Students responded that teachers motivate and teach true values and they become aware of their capabilities. The values learnt in school depict their action outside school as values within can be seen through. Students believe that values make them responsible citizens and prepare them to cope with the world today. They also become aware of human rights, even animal rights. On this topic, the students lastly responded that since the world is an extension of the school, values learnt can be seen in the society. Just education and sci-

Table 6: Intention of education that is value-based (Questions for students)

Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Community avails from Value based education imparted in school.	34%	52%	12%	2%	
2. Education based on values copes with personal, local, and global context.	19%	58%	21%	2%	
3. The school displays the values they want the students to inculcate.	25%	46%	22%	6%	1%
4. The school offers genuine opportunities to students for actions which can be personal or social based on values.	21%	44%	28%	6%	1%
5. The school transmits values that elevate India's democratic way of life.	24%	36%	30%	7%	3%
6. The value based education taught in school is linked to participants in the local community.	17%	50%	28%	4%	1%
7. The school foster values that can assist students deal with difficulties of progressive life.	28%	44%	25%	3%	

Source: Author

ence cannot be superior to wisdom and character, thus the question arises if education of today is producing men of character and wisdom (Kumar Sunil 2020).

Students' Response 2

Topic: One's actions and behaviour have an influence on the values learnt in school.

The students firstly responded that values absorbed in school could be applied in real life and changes can be seen in oneself in the ability to take care of parents and family and ability to guide younger ones. These values always make them hesitate to indulge in immoral behaviour. Secondly, students responded that it makes them disciplined to follow the rules and become a role model outside school. They tend to follow the rules while making decisions and taking responsibility in society. The students added that while they failed to appreciate values learnt in school, they realise its value outside school and can be applied in unexpected situations. Hawkes (2009) says that pupils take greater personal responsibility for their learning and behaviour, which is the effect on every student with the development of value education. The students' responses in the second topic validate this argument.

Students' Response 3

Topic: Motivation and support expected from teachers and school in practising the values learnt.

Here, the students responded that teachers set an example for students by giving real life examples. They help students make decisions about life. Teachers also become role models for students by encouraging them to work and contribute to the development of the country. The students also responded that teachers practise the values taught by encouraging and motivating them also in co-curricular and sports activities. The teachers motivate all students without bias and are supportive. They promote the students to get exposure and guide them in career building, and their counselling motivates the students to cultivate sound character. Sekhar and Emmaniel (2012) very aptly put forward that development that can be considered as three-fold of an individual, and they are physique, mentality and character, wherein the first two are menaces without the third.

Teachers' Response 1

Topic: VBE helps in bringing out what a teacher wants in students.

The respondent teachers firstly said that VBE promotes effective learning within a strong learning environment. This can build a strong foundation in the formative years of students that helps a society in forming cohesive character where values are crumbling. Teachers further responded that VBE develops a secure sense of self and increases their capacity to work independently and make their own decisions. This in turn shapes and moulds students to inculcate a positive attitude. Thirdly, teachers responded that VBE promotes social, moral and economic wellbeing and makes students become better human beings, as they are better equipped to analyse and resolve situations. Lastly, the teachers responded that by implementing VBE learnings, they become a well-spirited individual who is an asset to society. Hawkes (2009) asks 'What is value-based education?' and says that it is for the holistic development of pupils and to nurture a secure sense of self and to support the raising of academic standards. He also says that value-based education enables children to reflect human values in everyday life.

Teachers' Response 2

Topic: A teacher becomes an important resource in implementing values.

Firstly, the teachers responded here that they become an important resource in imparting values by showing value-based movies and plays and repeatedly reinforcing values beyond books. A school is a mini ecosystem of the society where students explore and absorb. Students look up to their teachers as a role model, friend, philosopher, and guide as teachers relate to the values by practising them.

Lastly, in this topic, the teachers responded that they integrate values in teaching a child's mind is an empty slate to engrave values. Odundo and Ganira (2017) implicitly stated that teachers are the key persons through whom VBE must be strengthened through modelling the values, which are positive and assimilate value education in all curriculums and cultivate its awareness among all students.

Teachers' Response 3

Topic: Teachers' contribution to building a better future for the society through VBE.

In this last topic, the teachers firstly responded that they sow the seeds of values and nurture it until they mature and impart holistic growth. Teachers' duty and responsibility in being a model for students is a lifelong journey, and they steer the wheel of a journey of the students to overcome challenges and motivate them to be sensitive. Lastly, they responded that if they prioritise values above everything, they can teach the students to reflect the values in their attitude and behaviour. Pushpanathan (2013) in his study says that 'teachers play the role of professionals as well as agents of development and change'. He continues, 'if we want to develop values among our students, we must develop values among our teachers'.

Unlike other subjects like maths or science, values education is an abstract subject and hence its effect on the behaviour of the students cannot be assessed by any regular tests. Therefore, a study like this is useful in helping the teachers and school management realise where the curriculum is to be tweaked and further improved (Ravi 2019).

CONCLUSION

The way teachers tackled education based on values, besides its implication in developing informed and responsible children, has been seen to be inconsistent. Since there is no policy accorded upon, nor a structured curriculum on how it should be worked on from the preschool level, education based on values seems to be taken not very seriously by teachers. Many children complete schooling without the necessary values for dealing with the issues in the modern world because of the above stated reason. This issue of values being degraded within the society shows the challenges in working on value education. The society depends a lot on educational institutions to propagate values in acquiring knowledge, and skills to address modern demands and bring about a suitable society. This inquest has found that educators have a very crucial role to play in implanting social values among those who are taught and goes a long way in developing good citizens of the society, to be responsible. The study concludes that educational institutions endow children's lives by meting

out breaks and chances to develop personal value attributes and mould them to become better human beings in a wholesome society.

RECOMMENDATIONS

The quest in this topic showed the insufficiency in imparting education based on values, and as majority of schools do not have sufficient unstated consensus on the character of values to nourish. Educational institutions should therefore enrich children's lives by facilitating occasions to bring about personal value criterions. Educational institutions can become mini societies in which merits such as restraint, integrity, equity, humanness, and acceptance can be demonstrated with thoughtful and intentional education on values.

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