

OPEN ACCESS

Volume: 12

Special Issue: 2

Month: January

Year: 2025

E-ISSN: 2582-0397

P-ISSN: 2321-788X

Citation:

Karunakaran, S., and K. Vijaya. "Character Building Through the Value Education." *Shanlax International Journal of Arts Science and Humanities*, vol. 12, no. S2, 2025, pp. 39–44.

DOI:

<https://doi.org/10.34293/sijash.v12iS2-Jan.8869>

Character Building Through the Value Education

Mr. S. Karunakaran

Ph.D., Scholar

Tamil Nadu Teachers Education University, Chennai

Dr. K. Vijaya

Assistant Professor, Department of Curriculum Planning and Education

Tamil Nadu Teachers Education University, Chennai

Abstract

In today's era, we find everyone is running behind career, position, competition, fulfillment etc., for such materialistic things, people are equipped to do everything at the cost of their values. In fact, they don't realize what values mean. The fundamental principles of society are being destabilized. Family, education and communities are vital roles in building the character of every human being. In nuclear families where both parents work, it is not possible to meet all the expectations and desires of their child exclusively. In schools and colleges, students are a small community that exerts a remarkable impact on their character building. Value education can help build the good character of students and provide good human beings to society. In this study, an effort has been made to find out the reasons behind unacceptable behavior of young people and also to provide solutions. The research study has focused on the role of education and the role of teachers in the character-building of their students. The study strongly suggested an association of teachers, schools and colleges in the integration of value education in education.

Keywords: Values, Value Education, Character Building and Teacher, etc

Introduction

India is known for its rich cultural values and educational system. But regrettably, now that has grown to be past. Ethical values played a vital role in the lives of Indian peoples. The start of values used to begin in the early days, and it was inculcated by elderly people in the family as well as by teachers. Due to the development of liberalization and globalization, Indians are now becoming influenced by western civilization and too much commercialization. Growing competition, nuclear family systems and career greed have made people behave like a machine. Nowadays, in single-family systems where both parents work, they don't get more time to spend with their child because they run behind career. Therefore, children are not getting appropriate value education from the family. Parents feel their child will learn the whole thing in schools and colleges.

Our education system has shaped successful scientists, managers, business people, doctors, engineers, accountants and economists. All of them have received the best education and training, but intellectual corruption is horrible. There are numerous cases around us in today's life which make us realize the failure of the education system in building the character of a student. Incidents such as fraud, rape,

robbery, assault are occurrences sometimes. In most of these cases, young people are involved. These events exhibit a lack of value in an individual and lead to an inharmonious culture.

The youth are the pillars of the country. They play a significant role in the growth of the nation. So, preparing young people is the only way to develop a very strong nation. An educational institution is no longer a place to transfer knowledge only; it is also a place to shape the character, form, attitude and behavior of youth. There is intense necessity for a balanced educational core curriculum consisting of current subject content as well as real life values and skills and socially accountable human beings. If one is willing to create harmonious social behaviour among persons in a society, it should be done through value- based education.

Review of Related Literature

NCERT. (2014). Indian Education system has come up with a framework on education for values in schools in which it has mentioned importance and need for value education. In this framework teachers' reflections on integration of values in instruction are discussed. For integrating values in subject teaching it has given emphasis on necessity of willingness, commitment and resourcefulness.

Cubukcu. (2012). has conducted study on importance of hidden curriculum to have values within the context of character education. The study has used qualitative research methods and case study models. The study was done with 40 students from three elementary schools. The student participated in this study gained two terms which are individual and social benefits. Individual benefits such as cleanliness, loving and animal keeping, hardworking, responsibility and respect for nature while social gains included respect, equality, helping, trust and honesty.

Mohan. A, (2016). has done study on role of teacher in value education. In this article the researcher has emphasized on individual teacher's responsibility to lead students to success with a good and healthy positive life. It also recommended that being a role model of students, to inculcate values in students, teacher has to follow conduct. The study has suggested teacher education programme to equip perspective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively.

Sheejee Singh, (2018). has conducted study on indigenous model for inculcating values in a very systematic way. The Bhagwat Gita has suggested 11 steps of value education programs which are as follows: Developing a high degree of rapport between the teacher and the student. 2. Making student face the reality of life. 3. Understanding the delicacy of the situation. 4. Making a good balance of Mental, Emotional and Spiritual aspects of personality. 5. Approach the students with empathy, logic and compassion. 6. Developing the conversation in the right spirit and direction. 7. Creating a state of receptivity for more consciousness. 8. Providing freedom of choice to the student: Let him/her learn to take credit and responsibility. 9. Showing a way to complete surrender to the self. 10. Make the student aware of his powers and capabilities in a way that instils self-confidence at every step. 11. Making the student self dependent and directed for righteous action in life.

Aarya K. (2019). has conducted study on Indian value system and recommendations of swami Vivekananda and Gandhiji on education of values. In his article has presented five characteristics of religious and spiritual methods prescribed by Swami Vivekananda: 1. Control the mental ability of a moment by practice yoga. 2. Develop your mind with concentration and deep meditation. 3. Acquire knowledge through seminar, conferences, group discussions, self-experience and creative activities. 4. Imitate teachers intelligence and character and give an example of intelligent and clear understanding. 5. Guide your teacher through human being guidance of Swami Vivekananda has well said that we need man making and nation build education. He has emphasized on teacher

education first. According to him teacher should be role model of their students and through their actions and behaviour they can informally inculcate values in their students. He was of opinion that school curriculum and self-motivated teachers' can play vital role in teaching moral values among students.

Research Gap in Literature Review

Review of Literature gives us view of Indian value system. India is a land of values. Indian gurus, epics, four vedas, numerous books and great thinkers have given lot of importance to the social, economic and emotional aspects of life. NCERT has been consistently working on how to bring together value system in education system. It has come up with workable framework as a guide to teachers.

In the previous studies is suggested integration of value education, role of teachers in instilling value education. But those studies mainly focused on schools and college stream. Few studies have provided procedure and suggest to teacher education. All these studiestaken place outside Tamilnadu.

Objectives of the Study

- To study the Indian value system.
- To study the reasons behind immoral behaviour of young individuals.

Research Methodology

Research Design:

In this study we used descriptive cross-sectional research.

Sample Design:

Population:

Population consists of Parents, Teachers and college students.

Sample frame

Sample frame comprises Parents, Teachers and Students from four places known for education in Erode, Bhavani, Perundurai and Gobi areas.

Sample size:

Sample includes 50 parents,50 teachers and50students.

Sampling method:

Quota with Convenient sampling method

Findings

This investigation has been based on primary and secondary data. Primary data is being administrated through the questionnaire for parents, teachers and students. The samples out of 150 individuals completed the data. 150 individuals include 50 teachers, 50 parents and 50 students. The data presentation was entering all the questionnaires in excel form. Then for statistical analysis were taken for all individual, then percentage mean were calculated. Therefore analysis and interpretations are discussed together for all categories.

Students

The study reveals that 85% students do not feel comfortable to discuss their problems with their teachers. Only 45% students agreed that they like their college, faculties and activities at college where as 50% disagreed. 35% students agreed that their teachers motivate them for innovative thinking and 45% agreed that their teachers motivate them to participate in extra-curricular activities. When they were asked about timely and regular conduct of lecture, 45% disagreed. About syllabus completion also only 35% agreed 32% were no bias where as 33% disagreed. 76% students disagreed with the statement that all teachers work with very good coordination with each other. 55% students agreed and 25% agreed for the statement that they enjoy good facilities at college and feel that those facilities help them in learning. 40% students agreed that there are people in a college with whom they can discuss their problems and they have good relationships with faculties. 35% students agreed that they do get good career and personal guidance from their faculties. 50% agreed for the statement that their teachers are biased. 85% students feel their teacher should treat them friendly- disciplined where as 15% feel teachers should pay a lot of attention to students. 20% of them blamed their parents and 23% blamed their teachers whereas 27% did not agree and only 30% acknowledged their responsibility. 82% students do not feel secure to share their problems with their parents. 72% students disagreed for the statement that their parents spend time with them.

Teachers

They were given a condition that their boss is coming late everyday then what would they do, and four choices were given to select from. 25% said they will tell others about the same, 22% said sometimes they will get possibility to come late while only 53% said that whether boss is coming late they will continue to go on time. Fortunately none of them selected fourth option of coming late with boss. They were asked do they feel lack of values in their students, 88% agreed and when they asked about students get value education all of them they said yes but 20% said it is teachers' responsibility 55% said parents' responsibility whereas 25% said both should take the responsibility. 41% said students with single parent, 45% said students from nuclear families with both the parents working, 14% said that students from rich families when they were asked about which set of students they feel gets emotionally, psychological issues. Around 90% teachers agreed for the stated that students need good direction towards life and career. 58% agreed that it is responsibility of teacher to guide them. 45% disagreed for encouraging students to think creatively. About taking regular and timely lectures only 61% agreed and only 56% agreed for completing syllabus on time. 49% teachers feel extra-curricular activities distract students from studies. 68% teachers disagreed with the statement that parents do cooperate and visit college when called.

Parents

Parents were asked about their relative with their child, only 20% said it is affectionate, 25% cordial, 10% said detestation and 45% said distance. 70% parents said their child does not share the problems with them. Out of them 75% said reason is communication gap and 25% said due to shyness. When they were asked about how of ten they take interest in their child's college performance, 51% said once a while, 18% never, 25% said sometimes and only 10% said regularly. 25% parents think that severe punishments can help their problematic child, 40% said teachers can resolve this problem whereas 25% think counselling is a good solution, 10% had no suggestion. Only 30% parents are giving quality time to their child everyday whereas 60% disagree and 10% were unbiased on the statement. 91% parents disagree with statement that it is the sole responsibility of parents to guide their child.

About 76% parents agreed that their child is too easily led by others whereas only 24% disagreed. Around 77% parents agreed for lack of moral values in their child. 60% feel their child suffer with stress whereas 23% parents have no idea about their stress and 17% disagree. 70% do not know what their children really want. 83% parents experienced that their child cannot forget unpleasant experience. Only 7% parents agreed that their child take jobs during vacations. 77% parents disagreed for their child obey the elders. 59% parents feel their child life is the same as it was for them. 86% parents agreed that guidance and counselling is important need of their children. More than half i.e. 60% parents said there is no cordial relationship between students and teachers. 55% said that students have lack of interest in studies. Most of the parents feel it is whole and sole responsibility of teachers to educate their students. 69% parents disagreed the statement that teachers are co-operative. 59% parents are of opinion that college do not take care of overall development of students. 75% parents were disagreed with the statement that their children are happy with all subject teachers.

Results and Discussions

The study has revealed that students from families where both parents are working have fewer moral values compared to students from the families. Further, it is found that students feel ignorant and unimportant to their teachers and parents. Most of them are not happy with the behaviour of their teachers. Many felt their parents do not recognize them and don't have time for them. Students expect their teachers to treat them with friendliness, discipline and avoid bias. They want their teachers to take regular lectures and finish their syllabus on time. Their responses show that they do monitor the behaviour of their teachers and parents.

It has been observed that the performance of their basic duties as a teacher and situational questions show that many teachers do lack moral and ethical values. Most teachers experience alack of value in their students, and they feel students should get value education, but they said inculcating values in students is mainly the responsibility of their parents. According to them, students with single parents and from nuclear families with working parents do get emotionally disturbed. Many teachers are not ready to take responsibility for their students' life and career guidance. Teachers do not get co-operation from parents.

Parents don't get time to spend with their child, leading to an increased communication gap between them and there fore child do not share problems with them. Most of them have negative opinions about the conduct of their child and teachers also. They expect teachers to take entire responsibility for their child. They feel the need to counselling their child.

Conclusion

Young people play an important part in nation building. Shaping their future through holistic advancement is the need of the hour, which includes character building also. The Indian value system has always given importance to the financial, social and emotional aspects of life being. It is therefore our moral accountability to impart these values from one generation to the next generation. Parents should give an explanation of the child's facts about life. But though it is the first duty of parents to educate values in youth, due to some understandable situations, teachers and parents have to take responsibility. Teachers play an important role in transient on values by their own conduct, as value education is not a subject to be taught, but it should be inculcated in a casual way. Therefore, school teachers should do their duties wholeheartedly. Higher Education systems for universities and colleges should take initiative to train educators.

References

1. Aarya, K. 2018. Concept of Value Education according to Swami Vivekananda and Gandhi. *Multidisciplinary Higher Education, Research, Dynamics and Concepts: Opportunities and Challenges for Sustainable Development*, 296-299.
2. Cubukcu, Z. 2012. The effect of Hidden Curriculum on Character Education Process of Primary School Students. *Educational Science; Theory and practice*, 12(2), 1526-1534.
3. Gulati, S., & Pant, D. 2014. *Education for Values in Schools-A Framework*.
4. National Council of Educational Research and Training.
5. Lakshmi, C. 2009. Value Education: An Indian Perspective on the Need for Moral Education in a Time of Rapid Social Change. *Journal of College and Character*, 10(3).
6. Rather Z, & Upadehyaya V. 2015. Concept of Vedic Education and Importance of Moral Education. *IOSR Journal of Humanities and Social Science*, 20(12), 9-15.
7. Shelojee, S. 2016. Pedagogy of Value Education in the Light of Teachings of the Bhagwad Gita. *Educational Quest: An International Journal of Education and Applied Social Sciences*, 7(3), 305-310.