

## **Impact of Value Education in Personal Behaviour of Students: A Case Study of Nepal**

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### **Abstract**

*Values are certain characteristics which affect the behaviour and characters of an individual. Values are a kind of standard principles that are used to judge the worth of an idea or action. They provide the criteria by which we decide whether something is good or bad, right or wrong. Values are taught by the value education of school. In Nepal, there is separate course of value education in basic education (grade 6 to 8). The main aim of this study was to explore the impact of value education in personal behaviour of students. The study was conducted in three districts (Dolkha, Kavre and Chitwan) of Nepal among the 600 students and teachers. The study was based on the quantitative approach. The result shows that the value education had taught basic qualities of life like Honesty, hard work, respect for others, cooperation, compassion, and forgiveness. It has brought the positive change in personal behaviour of students. Though, they reported the need of improvement in teaching practices because there was significant difference between the importance level and practice level of value education to teach the quality of life to change in personal behaviour.*

### **Keywords**

Behaviour, Impact, Nepal, Student, Value education

### **Introduction**

Human society is changing day by day due to new innovation and technology. People are able to gain the knowledge of their interest from the different types of social media. Education is important to build future of the society. Regarding the importance of education, Nelson Mandela Stated the importance of education in the words 'Education is the most powerful weapon which can win any battle of life' (Kumar P. , 2017). Education aims to produce such human beings who are happy within themselves and with others, education brings an approach for knowledge that

can be used by children and developed throughout their lives by learning to know, learning to do, learning to be and to live together with others as emphasised in Delors's report (Delors, 1998). To bring happiness from education, value education and life skills are seen as a medium of bringing positive changes among students to be happy and make others and the society happy with them (Kumar & Kumar, 2016).

Values are certain characteristics which affect the behaviour and characters of an individual. Value shapes our relationships, our behaviours, our choices, and our sense of who we are. Values in education are like what virtues make of a human being. Value education harmonizes the need for the student to achieve in a competitive world and the need to be compassion to his fellow beings (Indrani, 2012). In modern age developing countries like Nepal are facing the challenges of balancing among changing tradition and modernisation, and the values like social harmony, tolerance, cooperation, and acceptance are losing importance. Education for values is a process of inculcating these values into learners and prepares them to lead a satisfactory life. Value education is considered as a medium to bringing positive changes among students and hence it was emphasized to integrate the education of values at different levels of schooling/ curricula time to time (Kumar P. , 2017). Values bring independence and freedom, expand the capacity to be self-sufficient, and liberate one from external influences" (Janaki, 1995). From a moral socialization perspective, education for moral character is primarily about social solidarity, group conformity, and mutual support (SNAREY & PAVKOV, 1991, pp. 105-106). Durkheim maintained that social norms were the most effective means of control, not because they are socially imposed from the outside but rather because they are voluntarily internalized and come to function as the "society living in us" (Coser & Rosenberg, 1964).

In Nepalese educational system, moral education is a part of school curriculum. The content of moral education is included in the curriculum of grades six, seven and eight of basic education. To ensure right to education and in response to country's geography and settlement patterns, schools are offering with different grade combinations as sub-structure. At the basic education level, there are three sub-structures of school: Foundation School with grades 1-3, Primary School with grades 1-5, and Upper Primary School with grades 1-8 (Government of Nepal , 2009). In ancient time there was *Gurukul* education system. They learned all things about life and also learned moral values of life. Following this concept, current education system has also included the moral education in basic education to teach the child about their moral responsibilities toward the family, society and nation. Jacques DelorsDelors report identified four pillars of Education "Learning to know," "Learning to do" "Learning to be" and "Learning to live together." The first requires intellectual ability, the second and acquisitions of skills and the third and fourth require inculcation of values(Delors, 1996). Value makes society better and civilized. Adopting value in life is key to get success in life. It brings joy and happiness in life. Students read value education in basic level curricula so this study is going to identify the impact of value education in personal behaviour of students.

**Materials & Methods**

The study was conducted in Dolkha, Kavre and Chitwan district of Nepal. The study is non-experimental based on the Cross-Sectional design. Study had adopted descriptive and exploratory research design. The sample unit of this study were students and teachers of grade 7, 8 and 9 of public and private school. Total 600 respondents were selected from the three districts. Structured questionnaire survey was done to collect the data. The collected data was analysed from the statistical software (SPSS v. 20) and data are presented in the tabular form.

**Results & Discussion**

The array of every physical action and observable emotion associated with individuals as well as the human being is known as Personal behaviour. Personal Behaviour refers to those socially responsible lifestyle choices made by individuals in order to enact their values, acting so as to “be the change you want to see in the world”. The importance of personal behaviour is to maintain the safety of oneself and the others. Personal Behaviour is important as it shapes our personality and helps us in building a good character. You develop the skills of good communication and learn how to maintain the decor of the room whilst being with another hundreds or thousands of people in a room.

The Table 1 represents the responses of the participants to the difference in personal behaviour based on the importance level and the practice level.

**Table 1: Frequency Analysis in Total**

	Personal Behaviour											
	Importance level (%)						Practice Level (%)					
	Very low	Low	Moderate	High	Very high	Total	Very low	Low	Moderate	High	Very high	Total
Value education has taught us 'Honesty'	1.8	1.7	24.0	39.3	33.2	100.0	1.8	9.0	32.2	28.8	28.2	100.0
Value education has taught us 'Hard work'	1.2	3.8	13.0	34.5	47.5	100.0	1.7	9.2	22.8	34.2	32.2	100.0
Value education has taught us 'Respect for Others'	.8	1.3	7.0	20.0	70.8	100.0	.7	5.5	15.5	25.5	52.8	100.0
Value education has taught us 'Cooperation	1.8	4.2	16.5	35.5	42.0	100.0	2.3	11.2	21.8	32.0	32.7	100.0
Value education has taught us 'Compassion	2.0	5.5	19.5	35.2	37.8	100.0	3.0	9.7	24.7	35.5	27.2	100.0
Value education has taught us 'Forgiveness	3.0	5.0	14.0	28.7	49.3	100.0	3.7	8.8	19.7	27.7	40.2	100.0

**Source:** Field Survey, 2018

The data presented in the Table 1 show that in total 73% (39.3% High & 33.2% Very high) respondents reported the importance of value education to teach the honesty whereas only 57% (28.8.3% High & 28.2% Very high) reported its real practice in daily class room teaching in

public and private school. The results indicate that there was gap between the practice level and importance level so school should improve the teaching method of value education to teach the honesty. Similarly, importance level is higher (82% (34.5% High & 47.5% Very high)) than the practice level (66% (34.2% High & 32.2% Very high)) of hardworking taught by the value education. This also indicates that there was a considerable difference between the practice level and importance level so schools should focus on teaching about value education to teach about hard work.

Similarly, the importance level is higher (91%(20.0% High & 70.8% Very high)) than the practice level (78% (25.5% High & 52.8% Very high)) of value education teaching about respect to others. This indicates that there was significant difference between the importance level and the practice level. So, more focus should be paid to teaching about respect to others to the students in the schools. Also, the importance level of cooperation is higher (76% (35.5% High & 42.0% Very high)) than compared to the practice level (65% (32.0% High & 32.7% Very high)). This means that less attention is being given to this practice. So, there should be more focus given to help the students learn more about the concept of cooperation and use it in daily life more often.

The table shows that in total 73% (35.2% High & 37.8% Very high) respondents reported the importance of value education to teach the compassion whereas only 63% (35.5% High & 27.2% Very high) reported its real practice in the classroom. There is a significant difference between the two, so the schools and teachers should focus on teaching the students about the importance of compassion and how learning to use it more can improve the lives of the students. Similarly, the importance level is higher 78% (28.7% High & 49.3% Very high) than the practice level 68% (27.7% High & 40.2% Very high) of value education teaching forgiveness. This indicates that less focus is given on the concept of forgiveness, so more focus should be provided on it in the classroom by the teachers and the school.

**Paired Samples Test of Personal Behaviour**

Personal behaviour differs from person to person. The same lesson taught by the same teacher, at the same time, can be perceived in totally different ways by two different students. The data presented in Table no 2 represents the results of paired samples test of personal behaviour.

**Table 2: Paired Samples Test of Personal Behaviour**

Paired Samples Test							
		Mean	Paired Differences		t	df	Sig. (2-tailed)
			Mean	Std. Deviation			
Value education has taught us 'Honesty'	Importance - Practice	4.003-3.725	0.27833	1.0178	6.698	599	.000
Value education has taught us 'Hard work'	Importance - Practice	4.233-3.860	0.37333	0.90848	10.066	599	.000
Value education has	Importance -	4.59-4.243	0.34333	0.84852	9.911	599	.000

taught us 'Respect for Others'	Practice						
Value education has taught us 'Cooperation'	Importance - Practice	4.12-3.815	0.30167	0.91946	8.037	599	.000
Value education has taught us 'Compassion'	Importance - Practice	4.013-3.742	0.27167	0.98292	6.77	599	.000
Value education has taught us 'Forgiveness'	Importance - Practice	4.163-3.918	0.245	0.97804	6.136	599	.000

Source: Field Survey, 2018

The Table 2 results show that there was significant difference between the practice level and importance level regarding the value education to teach honesty for students and teachers because the statistical analysis of paired sample t-test shows the  $P = .000$  which is less than .05 significant level at 95% confidence interval. The mean of importance level was 4.2333 whereas the mean of the practice level was just 3.860. The result shows that students and teachers felt more importance of value education to teach the honesty than the present practice level. It indicates the need of improvement in current practice. Being honest means choosing not to lie, steal, cheat, or deceive in any way. Moral education always teaches such types of honesty to the students as well as to teachers too. Majority teachers and students believed that they had got such types of knowledge from the study of moral education. There is one chapter in moral education: norms and values of human life which has included the sub-chapter of 'Honesty'. It has taught the importance of honesty in job, business, study, religious work, social work, duty of family, neighbour, society etc. The students shared their learning after study of moral subject during the field visit. So, it was observed the effect of moral education to be an honest person in their roles and responsibilities.

There is separate curriculum design for the basic level education in Nepal which has being taught in school also though it is just taught to complete the course. There is lacking to grasp the knowledge of value education to develop the personality. So, teachers should be conscious about the essence of moral education for the development of personality of teachers themselves and students.

Regarding the role of value education to teach hard work, the statistical analysis of paired sample statistics shows that there was significant difference between practice level and importance level because the  $P = .000$  which is less than .05 significant levels at 95% confidence interval. The mean of the importance level was 4.2333 and that of the practice level was 3.860. The result indicates that the expectation of improvement in practice of teaching of value education. In general, the study found the effect of moral education to teach the hard-working habit to get the success in life. It is the well accepted that hard working people always get the success in their life. Educational achievement also needs very hard work to complete every assignment and exam

in time with better performance and achievement. There is direct effect of educational environment on the learning and performance of students. Teaching styles and content makes different in learning of students. The basic level curriculum of public school has covered the topic of work nature and its benefit in life which is found effective for students and teachers.

One of the important inputs of value education is to teach the respect for other. Cooperation and support to each other is one characteristic of Nepalese society. Respect to each other brings the social harmony and maintain the social relationship.

The result of statistical analysis of paired sample statistics on role of value education to teach 'Respect for others' shows that there was significant difference between practice level and importance level because the  $P = .000$  which is less than .05 significant levels at 95% confidence interval. The mean value of importance level is higher (4.59) than the practice level (4.243). The result indicates that the expectation of improvement in practice of teaching of value education to teach the respect for other.

Nepalese society believes in social relation and harmony. Parents always teach their children about the cooperation, support, relationship and kinship system from the very beginning of growth and development of children which is also furnished by the school through the teaching of moral education. The study also found the very significant effect of moral education to teach the respective behaviour to others. Respective behaviour of children makes them good citizen in future. Such behaviour is so influential that in effect they in themselves constitute the 'social system'.

The study had measured the role of value education to teach the cooperation. Cooperation means to work together to achieve a common goal. Society is made because of the cooperation, coordination and connection between each other. One family cooperates with other family. Similarly; one neighbour cooperates to another neighbour. There are some fundamental rules of society. Moral education always teaches the cooperation to each other. Cooperation believes in 'give and take' system.

The statistical analysis of paired sample statistics shows that there was significant difference between practice level and importance level on role of value education to teach the cooperation because the  $P = .000$  which is less than .05 significant levels at 95% confidence interval. The mean value of importance level was higher (4.12) than practice level (3.815). The result indicates that the expectation of improvement in practice of teaching of moral education to teach the cooperation.

Cooperative behaviour is linked with the physical action of individual. Our culture has also taught us to be cooperative to the needy people. Cooperation may be emotional or materials; it needs the promote action and wiliness of cooperation. It teaches us to work together to achieve

the individual or collective needs. In Nepalese society, many social activities are done by cooperation. One supports to complete the work like cultivation, harvesting, marriage ceremony of others which is the effect of moral education.

Moral education acts as an integrative force in society by communicating values that unite different sections of society. The family may fail to provide the child the essential knowledge of the social skills, and values of wider society. The school or the educational institutions can help the child to learn new skills and learn to interact with people of different social background.

The statistical analysis of paired sample statistics shows that there was significant difference between practice level and importance level because the  $P = .000$  which is less than .05 significant levels at 95% confidence interval. The mean value of importance level was higher (4.013) than practice level (3.742). The result indicates that the expectation of improvement in practice of teaching of moral education to compassion.

Compassion means 'suffers together'. It is very common in Nepalese society that we gather together to show the compassion to our neighbour or relatives during the time of painful event. Compassion motivates people to go out of their way to help the physical, mental or emotional pains of another and themselves. The moral education has taught the compassion to students and teachers which increase the social harmony and relationship. Compassion increases the ability to understand the emotional state of another person or oneself.

Betty Russell has said, "Forgiveness is for our own growth and happiness. When we hold on to hurt, pain, resentment, and anger it harms us far more than it harms the offender. Forgiveness frees us to live in the present. Reliving the wrong that was done to us keeps us living in the past and missing today's beauty. Forgiveness allows us to move on without anger or contempt or seeking revenge" (Russell, 2016). People learn forgiveness from the either moral education taught in school or religious and cultural values taught by family members. The study had asked to student and teacher about the role of moral education to teach forgiveness.

The statistical analysis of paired sample statistics shows that there was significant difference between practice level and importance level of forgiveness taught by value education in school because the  $P = .000$  which is less than .05 significant levels at 95% confidence interval. The mean value of importance level was higher (4.163) than the practice level (3.918). The result indicates that the expectation of improvement in practice of teaching of moral education to learn forgiveness.

Students and teachers had reported that there was better effect of moral education on the learning of forgiveness. They learned about the importance of forgiveness. They had learned under the topic of collective life style and diversity. Under this chapter, they were taught about the social

life style and diversity of society where people have different types of livelihood and experiences. Nepal is multi-caste, multi-lingual, multi-cultural and diverse geographical specificities country so people has learned different dimension of life.

### **Conclusion**

The study had focused on the impact of value education on personal behaviour of students. Basically, personal behaviour like Honesty, hard work, respect for others, cooperation, compassion, and forgiveness were asked with students. The result shows that students were taught about these types of quality of life in value education. Though, they reported the need of improvement in teaching practices because there was significant difference between the importance level and practice level of value education to teach the quality of life to change in personal behaviour. Behaviour change is not possible from the short-term effort; it needs long-term practice so teacher should provide the theoretical and practice knowledge of value education to realize the importance of moral value in personal and professional life.

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