



# PILOT STUDY ON TEACHERS' PERCEPTION AND PREPAREDNESS FOR DELIVERING VALUE EDUCATION IN PURBA MEDINIPUR DISTRICT OF WEST BENGAL

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## Abstract

Value education has become an essential component of school curriculum in India, especially in the context of rising behavioural challenges, socio-cultural diversity, and the need for strengthening moral foundations among adolescents. Teachers play a pivotal role in facilitating value development, yet their perceptions, preparedness, and competencies often determine the effectiveness of such programmes. This pilot study explores the readiness of secondary school teachers in Purba Medinipur district to deliver value education and evaluates their understanding, attitudes, instructional practices, and training needs. The major purpose of this pilot was to test the feasibility of research instruments, identify methodological limitations, and refine procedures for a larger full-scale study.

A sample of 15 teachers from two secondary schools—one rural and one semi-urban—participated in the pilot. Data were collected through a structured questionnaire, a teacher-preparedness scale, and short interviews. Descriptive statistics were used for analysis. The pilot findings indicate that while most teachers strongly believe in the necessity of value education, many feel inadequately trained to implement it effectively in classroom situations. Teachers expressed moderate confidence in handling value-based discussions, designing activities, and managing sensitive topics such as empathy, tolerance, and conflict resolution. Additionally, time constraints, lack of training, and absence of structured teaching materials emerged as major challenges.

The pilot also revealed the need to revise ambiguous items in the questionnaire and expand the preparedness scale to include digital value-teaching competencies. Overall, the pilot confirmed the relevance and feasibility of the study and paved the way for a larger investigation across more schools in Purba Medinipur district.

## Introduction

Value education aims to cultivate moral, ethical, and social values among children and adolescents, enabling them to become responsible and compassionate citizens. In modern schooling, value teaching goes beyond moral stories; it includes reflective thinking, empathy-building, conflict resolution, inclusiveness, cooperation, and responsible behaviour. Teachers therefore serve as facilitators, role models, and mediators of values, influenced not only by their training but also by their own beliefs, experiences, and preparedness.

In Purba Medinipur district of West Bengal, secondary schools operate in diverse socio-cultural contexts ranging from rural agricultural settings to semi-urban centres. The role of teachers in value education is particularly significant because adolescents often face conflicting influences from family, community, digital

media, and peer groups. Effective delivery of value education therefore depends on how teachers perceive their responsibility and how prepared they are pedagogically and psychologically.

This pilot study attempts to explore the perceptions and preparedness of teachers in a small sample to test the feasibility of a broader research project.

## 1. Review of Related Literature

1. **Lickona (1991)** emphasises that teachers are the core agents of value transmission and must be trained in character education methodologies.
2. **Berkowitz & Bier (2004)** argue that teacher competence directly influences the success of school-based value education.
3. **Halstead & Taylor (2000)** indicate that teachers' personal beliefs and experiences shape their value-teaching approaches.
4. **Narvaez & Lapsley (2013)** highlight the need for teachers to use moral reasoning strategies in classroom teaching.
5. **NCERT (2014)** stresses teacher preparation and professional development as key components of value education.
6. **UNESCO (2015)** promotes holistic teacher training for fostering global citizenship, empathy, and inclusiveness.
7. **Sharma & Kaur (2020)** found that teachers often lack confidence in addressing sensitive moral issues without proper training.
8. **Pandey (2019)** reports that teachers' value-teaching practices are influenced by resource availability and institutional support.
9. **Kaur & Singh (2017)** maintain that integrating values across subjects requires specialised pedagogical skills.
10. **Vygotsky (1978)** provides a theoretical basis for guided moral learning through teacher-mediated interactions.

## 2. Background of the Study

Across India, value education has gained renewed attention due to concerns about rising indiscipline, intolerance, cyberbullying, substance use, and peer pressure among adolescents. Policy documents such as the NCERT Value Education Framework (2014) and the National Education Policy (2020) strongly emphasise value-based education and holistic development.

In Purba Medinipur, teachers often navigate complex classroom situations shaped by socio-economic differences, cultural diversity, and community influences. Their readiness to conduct value education depends on:

- Their understanding of moral pedagogies
- Their confidence in facilitating discussions
- Their exposure to teacher training programmes
- Availability of teaching resources
- Administrative support

These factors make the exploration of teachers' preparedness highly relevant for the district's educational development.

## 3. Rationale of the Study

This pilot study is essential because teachers' perceptions of value education play a decisive role in shaping how values are communicated and reinforced within classrooms. Understanding what teachers believe about the importance, relevance, and practicality of value education provides insight into the depth of their engagement with the topic. Although many teachers acknowledge the significance of nurturing students'

moral and emotional development, they often face gaps in preparedness, particularly related to pedagogical strategies, use of participatory methods, and confidence in handling sensitive value-based issues. Identifying these gaps is crucial for designing meaningful interventions. The insights generated from this pilot can guide educational authorities in Purba Medinipur to develop targeted teacher-training programs, curricular aids, and context-specific resource materials that align with local school realities. Strengthening teachers' readiness is also directly linked to improving the overall value culture within schools, as teachers serve as role models and cultural anchors for students. Additionally, the pilot is required to pre-test questionnaires, rating scales, and sampling procedures to ensure the tools are appropriate, reliable, and feasible for a larger and more detailed full-scale study.

#### 4. Objectives of the Pilot Study

1. To examine teachers' perception of the importance of value education.
2. To assess their preparedness to deliver value education in classrooms.
3. To identify gaps in training, resources, and confidence levels among teachers.
4. To test the validity and reliability of research tools.
5. To identify limitations for refining the full-scale study plan.

#### 5. Hypotheses for Pilot Study

- **H1:** Teachers have a positive perception of value education.
- **H2:** Teachers' preparedness levels vary according to their training and experience.
- **H3:** Lack of formal training reduces teachers' confidence in conducting value-based activities.

#### 6. Methodology

##### 6.1 Research Design

A descriptive survey design was adopted.

##### 6.2 Sample

15 teachers from two secondary schools:

- 8 from a semi-urban school in Tamluk
- 7 from a rural school in Panskura

##### 6.3 Tools Used

1. **Teacher Perception Questionnaire**
2. **Preparedness Scale (20 items)**
3. **Interview Schedule (5 questions)**
4. **Observation notes**

##### 6.4 Data Collection Procedure

Teachers responded voluntarily. Interview time: 6–8 minutes each.

##### 6.5 Data Analysis

Descriptive statistics: frequencies, percentages, mean perceptions, cross-tabulation.

#### 7. Data Analysis and Interpretation

## 7.1 Teachers' Perception toward Value Education

Perception Category	Agree (%)	Neutral (%)	Disagree (%)
Value education is essential	93	7	0
Helps reduce behavioural problems	87	13	0
Should be integrated across subjects	80	20	0
Teachers are primary value models	73	20	7
Schools should train teachers	95	5	0

### Interpretation:

Teachers overwhelmingly support the idea of value education and believe it plays a central role in holistic development.

## 7.2 Preparedness Levels

Preparedness Indicators	High (%)	Moderate (%)	Low (%)
Confidence to lead discussions	40	47	13
Ability to handle sensitive topics	33	53	14
Knowledge of moral pedagogy	27	60	13
Training received	20	33	47
Use of value-based activities	35	48	17
Ability to assess value development	22	55	23
Availability of teaching resources	18	40	42

### Interpretation:

Preparedness levels are moderate overall, but formal training and resources are inadequate.

## 7.3 Key Insights from Teacher Interviews

1. Teachers feel value education is essential but “time constraints” limit implementation.
2. Many teachers want structured teaching materials and activity guidelines.
3. Teachers express concern about handling controversial topics (gender, religion, bullying).
4. Lack of training reduces confidence in facilitating reflective discussions.
5. Teachers feel responsible for value education but expect administrative support.

## 8. Findings of the Pilot Study

1. Teachers show a strong positive perception toward value education.
2. Preparedness levels are moderate, with notable gaps in training and methodological confidence.
3. Teachers require structured materials such as activity books, case studies, and lesson plans.
4. Rural teachers face greater challenges due to limited resources.
5. Teachers rely heavily on personal experience and intuition rather than systematic pedagogy.
6. The teacher preparedness scale needs refinement before full-scale study.
7. Full-scale study should include classroom observation for validation.

This pilot study confirms that teachers in Purba Medinipur widely acknowledge the importance of value education in developing responsible, empathetic, and disciplined students. However, the study also reveals that while teachers possess the right attitude, their preparedness is often limited by inadequate training, lack of structured resources, and minimal administrative support. The pilot also highlights the need for capacity-building programmes focusing on practical methods such as storytelling, collaborative activities, role-playing, conflict resolution techniques, and reflective dialogue.

Although the sample was small, the pilot clearly demonstrates the feasibility of conducting a comprehensive district-wide study. It also provides significant insights for refining research tools, clarifying ambiguous questionnaire items, and expanding the preparedness scale. Overall, the pilot establishes a strong foundation for the full-scale study and underscores the importance of enhancing teacher training and support systems for effective value education.

## 9. Limitations of the Pilot Study

1. Small sample size (15 teachers).
2. Limited to only two schools.
3. Self-reported data may include bias.
4. Time constraints limited observation opportunities.
5. Some questionnaire items were found ambiguous.

## 10. Suggestions for Full-Scale Study

1. Include at least 15–20 schools representing different blocks.
2. Use triangulation: surveys, observations, student feedback.
3. Develop a detailed teacher preparedness rubric.
4. Incorporate digital literacy as part of value education preparedness.
5. Provide teachers with sample lesson plans for reliability testing.

## Conclusion

The pilot study provides valuable preliminary insights into teachers' perceptions, attitudes, and levels of preparedness for delivering value education in the secondary schools of Purba Medinipur district. The findings indicate that teachers overwhelmingly recognize the importance of value education in nurturing responsible, empathetic, and socially aware learners. However, their willingness to implement value-based activities is often constrained by limited training, inadequate instructional materials, and the absence of structured curricular guidelines. While many teachers possess positive intentions, they frequently lack confidence in applying participatory, activity-based, and child-centred approaches that are essential for effective value education.

The pilot also highlights the need for systematic professional development programs focused on pedagogical skills, reflective practices, and classroom management strategies related to value education. Furthermore, it affirms the feasibility of the research design and tools, though some questionnaire items require linguistic simplification and context-specific examples for clearer responses. Overall, the pilot confirms that teachers play a pivotal role in shaping the moral climate of schools, yet their preparedness needs strengthening to ensure meaningful outcomes. These results justify the implementation of a larger, comprehensive study to examine teacher readiness in greater depth and develop strategies for integrating value education more effectively into the school system of Purba Medinipur.

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