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# Inculcation Of Value Promotion Among Adolescent Learners Through English Language Textbook

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## Abstract:

*Education equips individuals with the skills and values necessary to navigate the complexities of the modern world and contribute positively to society. Value occupies the heart Education because it is the guiding principle of life. Literature reflects society and transform the mind of individuals as well. Besides, it is the classroom environment, teaching-learning process which has invariable impact on the lives of the learners. So, the present study has been conducted with the objectives- to identify the values present in the English textbook of Class- VIII and to study the classroom transaction process for value development among learners. Descriptive research design has been followed for the present study. The study has found out that in most of the texts present in English textbook of class-VIII values are not given main focus as the theme of the textbook is 'Nature and Adventure'. Indian culture is not also focused. Most of the teachers are not value-oriented and they are more concerned about syllabus completion and preparing students to carry good marks. Only explicit values are explained in the class. The teachers also lack proper training to make the class value-integrated.*

**Key words:** Textbook, classroom transaction, value integration, elementary level.

## 1. Introduction:

Value education remains highly relevant in the present context as it fosters moral development, character building, ethical decision making, emotional intelligence, global citizenship, well-rounded education, and a positive school climate. It equips individuals with the skills and values necessary to navigate the complexities of the modern world and contribute positively to society.

A country is great not by its technological advancement but by the quality of life of its citizens who have a character based on values like- selflessness, purity, courage, patience, honesty, dedication, compassion, love, peace, etc. But if we analyze the present scenario of our country, it is easily perceived that there is a vast gap between what should be and what is. The



value crisis, value conflict, degradation of moral principles are very rampant in the young generation. The reason is that though the aim of education is to bring holistic development of learners i.e., a perfect and harmonious development of three domains of a learner – cognitive, conative and affective, in this 21<sup>st</sup> century, popularly known as “knowledge century” due to overemphasis on the cognitive domain of the children the harmonious development of the three domains has been lost (Bhakta & Dutta, 2017)<sup>1</sup>. In present days human beings are suffering from value crisis and value conflict which is manifested in almost all fields of life (Sharma, 2014)<sup>2</sup>. This can be perceived by all (being a teacher, researcher or a part of the family, community, society or of a nation). The development of affective and psychomotor aspects and the acquisition of nurturing effects as "hidden curriculum" for the character and value development of the students still have not received ample attention (Komalasari & Saripudin, 2018)<sup>3</sup>. Besides, the present and value education have been ignored altogether in our present educational system. This leads to erosion of values and causes havoc in our society (Ambashit & Singh, 2001)<sup>4</sup>.

The current educational system is incapable of preparing students to lead a calm and enlightened life due to a lack of values alone. Education has fallen from its lofty position of illuminating the soul and has instead devolved into a tool for securing employment. UNESCO in 1972 in its report “Learning to Be: The World of Education Today and Tomorrow” (Edgar Faure)<sup>5</sup> first conceptualized out of fear that “The world will be dehumanized as a result of technical change”.

## 2. Literature Review:

There is a rampant value degradation among young learners. Very alarming reason of the rampant growth of Juvenile delinquency, Juvenile crime is because of the messy houses, lack of moral character of parents, broken family, etc. Besides the ill treatment, racism, aggression of the police with the Juvenile leads to act more criminal activities when they are adults (Brunson & Pegram, 2018)<sup>6</sup>. The studies highlighted the degradations of social, moral, ethical,

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<sup>1</sup> Bhakta, K., & Dutta, N. (2017). Degradation of moral and ethical values among Indian youths: An emerging issue. *International Journal for Innovative Research in Multidisciplinary Field*, 3(6), 336-340.

<sup>2</sup> Sharma, N. (2014). Value crisis: A global phenomenon. *Asian Journal of Multidisciplinary Studies*, 2(9), 66-69.

<sup>3</sup> Komalasari, K., & Saripudin, D. (2018). The Influence of Living Values Education-Based Civic Education Textbook on Student’s Character Formation. *International Journal of Instruction*, 11(1), 395-410.

<sup>4</sup> Ambashit, N.K. & Singh, A. (2001) Inculcation of values at Elementary Stage. *Journal of Value education*, 1, 20-25.

<sup>5</sup> Faure, E.(1972) *Learning to Be : The World of Education Today and Tomorrow*. Paris: UNESCO

<sup>6</sup> Brunson, R., & Pegram, K. (2018). Kids do not so much make trouble, they are trouble: police-youth relations. *The Future of Children*, 28(1), 83-102.



spiritual values and blamed the materialistic modern culture (Sharma, 2014)<sup>7</sup>, messy houses, lack of moral character of parents, racism, aggression of police (Brunson & Pegram, 2018)<sup>8</sup>, excessive use and dependency on internet has negative impact as it leads the youth to be dishonest, less responsible, lazy individuals and the negative impacts of internet addiction is stronger when internalization of value is weak gross consumerism, aggressive search for self-fulfillment, influence of nuclear family and materialistic way of life, breakdown of parental control of children in families, influence of peer group, gender bias, attraction of change or modernization, influence of mass media, lacking of learning positive atmosphere in school, lacking of co-curriculum activities based on moral values (Boruah, 2017)<sup>9</sup>.

Curriculum transmits values through the textbooks, teaching-learning process, students' relationship with teachers, etc. textbooks are the repository of values because values are hidden in the textbooks. "The context, presentation, layout, figures, table, questions, language and its comprehensibility have an impact in communicating the values" (NCERT, 2016, P.33)<sup>10</sup>. In the present study the English textbook has been chosen. Literature plays very vital role in developing values among students as it provides an aesthetic and moral outlook to the everyday activities through stories, poems and dramas (Bhardwaj, Tyagi, et al. 2015)<sup>11</sup>. That's why the present study focuses on the analysis of the value aspect of English textbook and integration of value in English textbook is very important aspect of the study.

Values do not develop automatically. Teacher does not simply transmit values and beliefs to children but these emerge from wide array of relationship between teacher and student. The teachers strongly believe that they have significant role in character education (Jakubowski, 2013)<sup>12</sup>. They are a powerful source of development of values among the learners (Collinson,

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<sup>7</sup> Ibid; Footnote-2

<sup>8</sup> Ibid; Footnote-6

<sup>9</sup> Boruah, P.J. (2017). Degradation of moral values among young generation in India: an emerging issue. *Journal of Emerging Technologies and Innovative Research*, 4(12), 188-190

<sup>10</sup> National Council of Educational Research and Training. (2016). *Education for Values in School- A Framework*. New Delhi, India.

<sup>11</sup> Bhardwaj, D., Tyagi, H., & Ameta, D. (2015). A Study on the Role of School Curriculum and Teachers in Inculcation of Values among Elementary School Students. *Journal of Education and Practice*, 6(31), 33-37.

<sup>12</sup> Jakubowski, J.K. (2013). *Making character Education a reality: an investigation of secondary teachers' perspectives towards implementation*. (Doctoral dissertation, California State University, Long Beach, United States). Retrieved from <http://pqdtopen.proquest.com/doc/1449375345.html?FMT=AI>



2012<sup>13</sup>; Muldma & Kiilu, 2012<sup>14</sup>). Teacher plays very significant role in value inculcation (Suriyachinnavar, 2016)<sup>15</sup>.

Often teachers are effective when they express how their own moral questions are related to children's moral questions and when they model how to think through moral issues and dilemmas through stories, poetry, dramas. Fair, generous, caring, and empathetic teachers model these qualities and can effectively guide students in sorting out questions. Most of the time value education is provided separately which is not integrated in the teaching-learning process. Most of the research studies propose that it should be integrated with the curriculum to maximize its effect. Character education or value education should not be taught as a separate subject but should be integrated and included as an important element in all subjects (Karaburk, 2016<sup>16</sup>; Rekha, 2007<sup>17</sup>; Reddy & Manchala, 2006<sup>18</sup>; Vijayan, 2005)<sup>19</sup>. For the inculcation of values the school curriculum should be designed in such a way that through different activities values can be imbibed among the learners. That's why for the present study the development of a value-integrated teaching-learning strategy is focused so that through different activities the learners can develop values.

So, in a nutshell the analyzing the need and significance the present study has focused the identification of value present in the English textbook and whether the teachers are transacting those values through their teaching-learning process and develop a framework of the value integrated teaching-learning strategy for the learners at elementary level for value promotion and finally to analyze the effectiveness of that value integrated strategy is what the study is aimed at.

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<sup>13</sup> Collinson, V. (2012). Sources of teachers' values and attitude. *Teacher Development*, 16(3), 321–344.

<sup>14</sup> Muldma, M., Kiilu, K. (2012). Teacher's view on the development of values in music education in Estonia, *Procedia - Social and Behavioral Sciences*, 45, 342 – 350

<sup>15</sup> Suriyachinnavar, K. (2016). Role of parents, guardians and teachers in value education. *International Journal of Advance Research and Innovative Ideas in Education*, 1(2), 33-38.

<sup>16</sup> Karaburk, H. (2016). *Relationships between Character Education and school climate*. (Doctoral dissertation, Northeastern University, Boston, Massachusetts). Retrieved from <https://repository.library.northeastern.edu/files/neu:cj82q197h/fulltext.pdf>

<sup>17</sup> Rekha, P. (2007). *Development of a training module for teachers to transact Biology curriculum for developing certain moral values in secondary school pupils*. (Doctoral dissertation, University of Calicut, Kerala, India). Retrieved from <http://hdl.handle.net/10603/20661>

<sup>18</sup> Reddy, R. & Manchala (2006). *Values and Teacher Education system: Value oriented education*. New Delhi, India: Discovery Publishing House, 244-252

<sup>19</sup> Vijayan, N.K. (2005). *A critical study of the effectiveness of social science curriculum to develop values in secondary school pupils*. (Doctoral dissertation, University of Calicut, Calicut, India) Retrieved from <https://shodhganga.inflibnet.ac.in/handle/10603/56868>



### 3. Relevance of the study:

Value degradation is rampant among young learners. Value education plays very important role for the full blooming of the personality of an individual. Though it is important for all but it is especially hailed for its role during adolescent period, the stage of “identity versus identity confusion” (Erikson’s psycho-social development), when the sudden surge of vast change overwhelm them. At this “pre-conventional morality level” (Kohlberg’s moral development) learner questions the rigidity of moral beliefs and forms universal ethical principle. So imparting proper value is of utmost importance. In this respect textbook particularly English language textbook plays significant role because it not only enables students to have access to the world of knowledge but also helps the learner to use their power positively and to enrich their life constructively for the future. That is why analysis of English language textbook particularly its value perspective is gravely important.

Besides, as teachers play very crucial role in value promotion attitude, personality, classroom transaction, etc. need to be studied for value promotion among students. That is the researcher has chosen to analyze English language text book of Class-VIII particularly in respect of its value perspectives and how the teacher has played very important role in the promotion of values among the learners.

### 4. Objectives of the Study:

- (i) To identify the values, present in the English textbook of Class- VIII.
- (ii) To study the classroom transaction process for value development among learners.

### 5. Methodology of the Study:

Descriptive survey method has been followed for the present study.

#### 5.1 Population and Sample:

Teachers teaching English in Class-VIII and all the students of the class of Purba Medinipur district is the population of the study. For the present study the schools have been chosen through convenient sampling, the teachers of selected schools were chosen through purposive sampling as it includes those teachers who teach English to Class-VIII and students of class VIII of those schools were chosen through random sampling from Purba Medinipur (Egra-1), a district of West Bengal. The number of schools was four which belongs to both urban and rural schools. Twelve teachers who taught in class-VIII have been chosen through purposive sampling from four schools for interview, check list and eight students have been chosen from each school through random sampling for group discussion.



## 5.2 Tools and Techniques:

One of the most important tasks of the researcher is to select appropriate tool for data collection. Expertise in selecting apt tools and techniques for data collection on the part of the researcher is of utmost importance. For the first objective a Check List and Group Interview with teachers have been the tools and techniques, developed by the researcher for ascertaining the presence of values and to what extent they are present. For the second objective Group Discussion with the students and classroom observation have been taken for studying the influence of classroom transaction and teacher factor on value promotion among students.

## 6. Data Analysis and Interpretation:

From the data collected it can be interpreted that most of the teachers (75%) who teach English to class – VIII viewed that the textbook has sufficient components related to different values. The textbook writer has judiciously chosen the lessons present in the textbook in order to promote values among the learners. The content is satisfactory and there is sufficient scope and suggestion for different activities to nourish the learners' aesthetic sense and creativity. Although, some teachers (25%) expressed their views that in the previous textbook the lessons were more value-laden than the present one. The value components were very much explicit and so it was easier for the teachers to focus on those aspects. As in the present text most of the lessons focus mainly on aesthetic values and other values are not given so much focus, some teachers overlook the underlying value components. Besides, the text suggests mainly preparing charts related to the particular topic. Less focus is on the promotion of social, moral and spiritual values. The scope for performing other activities is not suggested by the text itself and the scope is also curtailed by the compulsion of completing the syllabus. Sometimes, the school authority is so much concerned with getting good marks that they do not allow to experiment innovative strategies on the learners and thus stick to the traditional method of chalk and talk.

After analyzing the different aspects of values and its related components in English language textbook of class VIII of West Bengal it has been reported that highest emphasis is given on components of aesthetic value which contribute up to 26.45% which is followed by social value occupies the second position almost 24.21%; third position in respect of the presence of value is owned by moral value almost 21.97%; the next emphasis is given to intellectual value almost 18.83%; very less emphasis has been given to health and environmental value and spiritual value – which is 6.27% and 5.82% respectively.



## 7. Major Findings of the Study:

The findings of the study are as follows-

### 7.1 Findings related to objective-1: Identification of the components related to values in the English language textbook of Class- VIII.

- (i) In the textbook aesthetic value is given utmost importance.
- (ii) In most of the lessons value components are not obvious rather it is hidden in the lesson.
- (iii) On the basis of the dimensions related to different values that were selected by the researcher and after analyzing the text by teachers, students and researcher it was found that The lessons like-“Happy Prince”, “Princess September”, “Summer Friends”, “The Wind Cap”, reflects mainly the social values like- sympathy, co-operation, fellow-feelings, non-violence, etc. other social values like respect to cultural diversity, social justice, equality are missing in the text.
- (iv) The lessons like- “Happy Prince”, “Princess September”, “Summer Friends”, “The Wind Cap”, “The Great Escape” provide moral values like- truthfulness, honesty, self-reliance, chivalry, trustworthy, devotion, etc.
- (v) The lessons like- “the Wind Cap”, “Clouds”, “An April Day”, “Someone”, “Midnight Express”, “The Sea”, “Tales of Childhood” are replete with the components of aesthetic values like- imagination, thirst for beauty, close contact with nature, adventure of life, etc. However, some teachers and the researcher responded that “The Great Escape” “The Man who Planted Trees” and “Happy Prince” also provide aesthetic value to a certain extent.
- (vi) The textbook “Blossoms” has little components related to spiritual values. However, some teachers and the researcher responded that the lessons like- “Happy Prince”, “The Great Escape” and “Tales of Childhood” provides some components related to spiritual values like-the existence of same spirit both in nature and human beings, renunciation of life for others, love for humanity, empathy, father’s love towards daughter, etc.
- (vii) Components related to intellectual values like- divergent and analytical thinking are mainly provided through the questions, present in the activities that appear at the end of the unit and lesson. However, the researcher has responded that “Princess September”, “Summer Friends” and “Midnight Express” reflect some components related to intellectual values like- unprejudiced mind, critical thinking, judicious decision making, freedom of thought, etc.
- (viii) The textbook does not provide any value component related to health. However, there are some lessons like- “The Man who Planted Trees”, “Clouds”, and “Princess September” as identified by the participants that reflect components related to Environmental values like- love for animals, inter relationship of all the elements of nature, afforestation, protection of environment, dignity of labour, devotion and love for work, etc.



- (ix) In the textbook “Blossoms” intellectual value is mainly provided through the activities i.e. the questions present at the end of every unit and lesson.
- (x) As the textbook “Blossoms” mainly provides aesthetic values it is not so suitable for the adolescent learners for the development of social, moral and spiritual value among the learners so that they can easily overcome the topsy-turvy condition of their adolescent period.
- (xi) In the text there is a little suggestion for practical exposure for the inculcation and development of value among the learners.
- (xii) There is provision in the text only for drawing, making charts and writing.

## 7.2 Findings Related to Objective-2: The Influence of Classroom Transaction on Value Promotion Among the Learners:

- (i) Most of the teachers focus on explicit values.
- (ii) In the classroom innovative methods are not applied for involving the learners.
- (iii) Academically advanced learners are given more emphasis.
- (iv) The students feel that most of the teachers are not very friendly to seek their guidance.
- (v) In the teaching-learning process most of the time is spent for reading and explaining the meaning of the text and less time is provided for the learner’s engagement in the activities related to values for its inculcation.
- (vi) Values are mostly lectured by the teachers and that’s why it does not have a long-lasting impression upon the learners.
- (vii) The teachers do not possess high socio-moral-intellectual value which can have inevitable impression on the learners.
- (viii) The issues related to different values and the learners’ responsibility to solve them are not discussed in the class by the English teachers while dealing with a particular lesson.
- (ix) Spiritual and universal values are given the least importance particularly its promotion among the learners through practical exposures. Though aesthetic beauty is given focus and the child’s imagination and creativity is nourished by the teachers through curricular and co-curricular activities.

## 8. Educational Implication and Suggestions:

- (i) The findings of the study may have the following educational implications-
- (ii) The present study can give a clear picture of different values so that it can help the
- (iii) textbook writer for value integration.
- (iv) It can help the curriculum planner and administrators regarding the integration of value components in English language text book so that the learners particularly the adolescent





learners can competently tackle the topsy-turvy situations of the adolescents' period as well as they can have a strong value-laden character in future.

- (v) It will help in understanding the important role teacher plays for value inculcation.
- (vi) It will help the teachers to adopt various innovative strategies for the transaction of values from the text book to the students effectively as from the study it is very clear that only pointing out the value components and lecturing is not enough for value promotion rather the practical involvement of the learners to practice those values in their day to day life is of utmost importance and the teacher should create the field to implement the values.
- (vii) The study can also guide the teachers to be conscious about their behaviour.

## 9. Conclusion:

The study investigated the extent to which the book contains elements related to various values, including social, moral, artistic, spiritual, intellectual, health, and environmental values. Since nature and adventure are the theme of the textbook "Blossoms," aesthetic values have received the utmost attention. The study also showed that while teachers believe they play a crucial role in promoting values among students, they did not place enough attention on these issues when dealing the lessons. They mostly stick to reading and explaining the meaning of the lesson and the value perspective is stated mainly and the scope for debate and discussion is limited in the classroom. The study suggested that more value laden text should be included in the textbook as it deals with adolescent learners. So that the values can guide them in their lives. As, the teachers are very crucial for value promotion they should be properly trained and value oriented so that they can effectively transact values from textbook to the learners and facilitate value promotion among them.

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