Research trends on value education in a decade with special reference in faculty of education: Indian University

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ABSTRACT

Value education is an integral part of holistic learning, focusing on instilling ethical, moral, social, religious, cultural, educarional, personal, spiritual, and behavioral values. It aims to develop character, empathy, and a sense of responsibility, fostering well-rounded individuals capable of contributing positively to society. Research and surveys played a very important role in giving value education a place in the list of priorities. Research also shows a direction to solve the problems. In this paper, we will discuss the trend of research on value education in the faculty of education, at CSJMU, Kanpur. The data was collected from the Shodhganga@INFLIBNET platform. This trend research has covered different aspects such as year-wise thesis, gender of researcher and supervisor, language of research, approach of research, research design, methods of research, population, sampling method, nature of tools, data collection tools, statistical techniques, etc. A total 8 theses were submitted of value education in ten years of the period of study. To find the trend of research researcher uses the self-made checklist of trend analysis for the Doctoral thesis. We found the result in frequency and percentage base. The collected data revealed that 8.89% of theses were of value education contributed from 2011 to 2020. So there is lack of research on value education. There is no equal distribution of basic information which shows huge number gap and some lack of methodology.

KEYWORDS: Faculty of education, Higher Education, Research Trends, Value Education

1. Introduction

The process through which humans impart moral principles to others is referred to as value education. It is a practice that may be found in any company where individuals who are more experienced, older, or in a position of authority help others (Chaturvedi, 2016). Value education is important as it helps individuals develop a well-rounded personality, inculcates a sense of ethics, and fosters a culture of respect and empathy. In order to prepare students to lead fulfilling lives that align with society's aspirations and cherished values, education must inevitably involve instilling values in them (Gul, 2017). In schools, value education typically focuses on teaching students about the values of honesty, kindness, respect, responsibility, and integrity. Values education in schools in light of the mandate that they support children's social, moral, spiritual, and cultural development (Arweck & Nesbitt, 2004). Value education can take many forms, including formal curriculum, extra-curricular activities, community service, and through role modeling by teachers and staff. The aim of value education is not just academic success but also the development of a person's character and moral compass, preparing them to be responsible and empathetic members of society. In many studies it is found that value education are most important for individuals and society as a whole. Since values are the foundation of education, both in theory and in real-world activities, (Halstead & Taylor 1995) it is crucial to investigate value education in educational practice. Education is not just about imparting knowledge; it is also about imparting values (Supriadi, Abdussalam & Rahman, 2021). Many researches have been done on value education. NCERT reported in its fifth survey of educational research in 1997 and found that only 31 (1.60%) research out of 1928 was conducted on value education. Singh (2019) revealed the same trends with only two (0.69%) studies in 1964-2014 (five Decades) respectively were conducted on value education. Supriadi, Supriyadi & others (2022) studied the topic of A Decade of value education model: a

bibliometric study of Scopus database in 2011-2020 and researchers found that a decade 54 researches done on value education model.

The purpose of this research is to perform a trend analysis about value education in the faculty of education. The academic contribution of this research is to offer guidance on value education trends to scholars, trainee researchers and supervisors, policy makers, and researchers themselves. It also provides researchers with useful direction for conducting research on the creation of value education. This trend study is focused on examining the Doctoral thesis in faculty of education regarding value education in the last decade (2011-2020).

2. Objectives

1. To identify the researches done in Faculty of education of CSJMU on value education.
2. To study the trends of researches on value education at Faculty of education CSJMU with respect to basic information –
   i. Gender of Researcher
   ii. Gender of Supervisor
   iii. Language of Research
3. To study the trends of researches on value education in Faculty of education CSJMU with respect to methodology –
   i. Research Approach
   ii. Research Method
   iii. Sampling Techniques
   iv. Data Collection Tools
   v. Statistical techniques

3. Methodology

In the current trend analysis, 91 Doctoral theses that were submitted between 2011 to 2020 in state university Chhatrapati Shahu Ji Maharaj University, Kanpur, U. P., India were taken into consideration. After gathering the data from theses database, we imported it into Microsoft Excel and tabulated and analyzed it. Here are systematic methodologies given below in table number 1.

Table 1 Detail of Methodologies

Methodologies	Description
Research Method	Descriptive Development Trend Analysis method used for this study
Population	All Doctoral theses with respect to value education have done during from 2011 to 2020 in Faculty of Education, CSJMU Kanpur.
Sample	In this study population and sample were same. The sample which were covered by the researches' eight theses.
Sampling Technique	Purposive Sampling Technique
Data Collection Procedures	To study the trends of value education, A self made tool of 'Checklist of Trend Analysis for thesis' was used for data collection.

4. Data Presentation and Analysis:

Workout for Objective – 1

1.1 To identify the researches done in Faculty of education of CSJMU on value education

Table 1.1.1 Percentage of Theses Submitted on Value Education

Sl. No.	Year	Total Theses	Theses based on Value Education	%
1.	2011	24	3	12.25
2.	2012	20	1	5
3	2013	17	1	5.88
4	2014	15	1	6.67
5.	2015	06	2	33.33
6.	2016	04	0	0
7.	2017	01	0	0
8.	2018	00	0	0
9.	2019	00	0	0

10.	2020	04	0	0
	Total	**91**	**08**	**8.79**

According *table number 1.1.1* shows that the submitted theses on value education from 2011 to 2020 totaled 8 theses percentage of the theses 8.79% the total no. of researches done on value education in faculty of education CSJMU Kanpur. Researchers found in 2011 highest percentage of researches done on value education and 2016, 2017, 2018, 2019 & 2020 not any researches found.

Figure 1 The Bar-graph of analysis of the number of thesis submitted on value education in a decade (2011-2020)
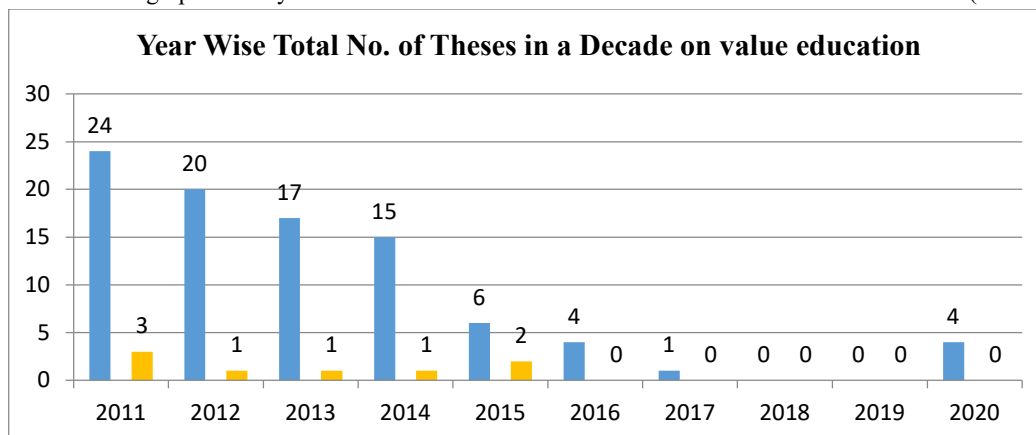

Figure 1 **Growth Trend in a Decade**

Figure 1 indicating a steady up and downfall of number of Doctoral theses submitted on value education in the Faculty of Education, CSJMU, Kanpur from 2011 to 2020. In 2011, the difference was greater in comparison to other durations. Out of 24 Doctoral theses, only 03 were on value education. In not any other year, the no. of theses on value education crossed it. So Total 08 researches were found during data collection from the central library of faculty of education, CSJMU done on value education from 2011 to 2020. It can be enlisted as follows (Table no. 1.1.2):

Table 1.1.2 Listed of Doctoral theses with respect to *Year Wise*

Sl. No.	Year	Title of Research	Researcher
R1	2011	A Study of the Impact of the Socio-Economic Status of Highly Educated Working and Non-Working Value on Values and Self-Concept of their Children	Panda, A.K.
R2	2011	Vibhinn dharmon ki shikshit karyrat evm shikshit akaryrat mahilaon ke mulyon evm jansankhya ke prati abhivratti ka tulnatmak adhyyan	Mishra, H.B.
R3	2011	Hindi tatha angreji madhyam sansthaon me adhyyanrat vithyarthyon ke jivan mulyo aur jivan shailyon ka tulnatmak adhyyan	Dwevedi, S.
R4	2012	Prathamik vidhyalyon me karyrat B.T.C. adhyapakon ki seva antusti, muly evm samayojan ka adhyyan	Patel, N.
R5	2013	Vibhinn dharmo dwara sanchalit anathlyon me adhyyanrat paitrak vanchit shiksharthyon ke mulyon, samayojan tahta shaikshik aakansha star ka adhyyan	Aajmi, K.
R6	2014	Shikshkon evam gair-shikshkon ke bachhon ke avdhik mulyon evm aatm-pratyy par buddhi ke prabhav ka adhyyan	Singh, H.
R7	2015	Vibhinn shaikshik star ki balikaon ka mahila adhikaron se sambandhit kanun ke prati jagrukta evm mulyon ka adhyyan	Singh, M.K.
R8	2015	A Study of Adjustment of Undergraduate Female Students in relation to Values, Modernity and Family Relationship	Diskhit, M.

Data Presentation and analysis for Objective 2:

2.1 To study the trends of researches on value education at Faculty of education CSJMU with respect to basic information –

2.1.1 Analysis of Doctoral theses with respect to *'Gender of Researcher'*:

To study the trends of researches on value education at Faculty of education CSJMU with respect to gender of researcher

Table 2.1.1 Distribution of Doctoral theses with respect to *Gender of Researcher*

Gender of researcher	Number of Thesis	%
Female	5	62.5
Male	3	37.5
Total	**8**	**100**

Figure 2 The pie-diagram for the distribution of Doctoral theses between male and female researchers
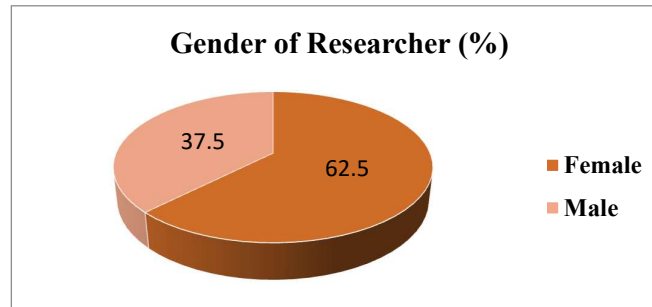

Figure 2 Pie-diagram for distribution of Doctoral theses regarding to Gender of Researcher

From the table number. 2.1.1 & Figure 2, it is clear that during the years 2011 to 2020, out of 8 Doctoral researches, Male as a gender of researcher was used in 3 (37.5%) studies whereas Female as a gender was used in 5 (62.5%) studies. Therefore, it shows that there are not equal distributions of Doctoral theses as Gender of Researcher.

2.1.2 To study the trends of researches on value education at Faculty of education CSJMU with respect to *gender of supervisor*

Table 2.1.2 Distribution of Doctoral theses with respect to *Gender of Supervisor*

Gender of supervisor	Number of Thesis	%
Female Supervisor	6	75
Male Supervisor	2	25
Total	**8**	**100**

Figure 3 The pie-diagram for the distribution of Doctoral theses between male and female supervisor
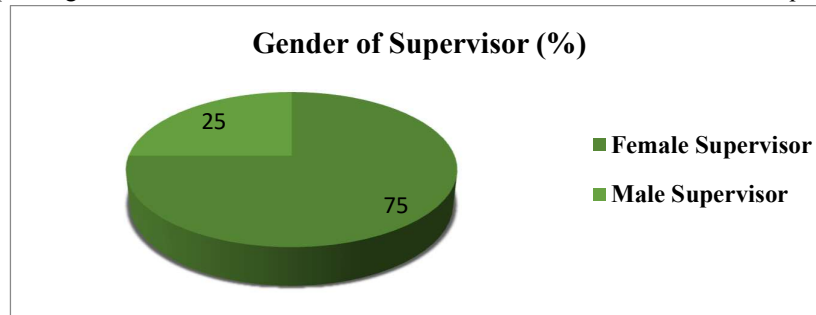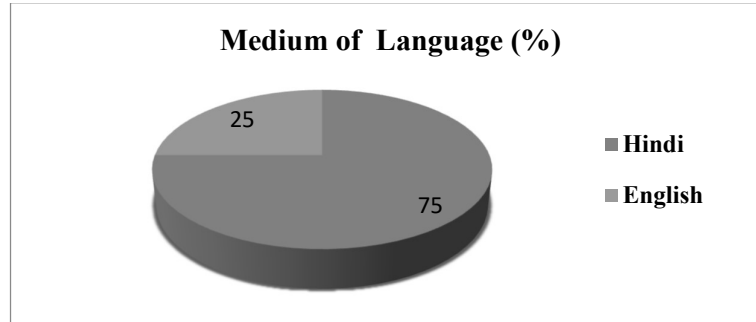

Figure 3 Pie-diagram for distribution of Doctoral theses regarding to Gender of Supervisor

From table number 2.1.2 & Figure 3, it is evident that out of 8 Doctoral researches, Male supervisor as a gender was used in 2 (25%) studies whereas Female supervisor as a gender was used in 6 (75%) studies. Therefore, it shows that there are not equal distributions of Doctoral theses as Gender of Supervisor.

2.1.3 To study the trends of researches on value education at Faculty of education CSJMU with respect to

gender of *medium of language*

Table 2.1.3 Distribution of Doctoral theses with respect to *Medium of Language*

Medium of language	Number of Thesis	%
Hindi	6	75
English	2	25
Total	**8**	**100**

Figure 4 The pie-diagram for the distribution of Doctoral theses between Hindi and English Language

Figure 4 Pie-diagram for distribution of Doctoral theses regarding to Medium of Language

From table number 2.1.3 & Figure 4, it is evident that out of 8 Doctoral researches, Hindi medium language was used in 6 (75%) studies whereas English medium language was used in 2 (25%) studies. Therefore, it shows that there are not equal distributions of Doctoral theses as medium of language.
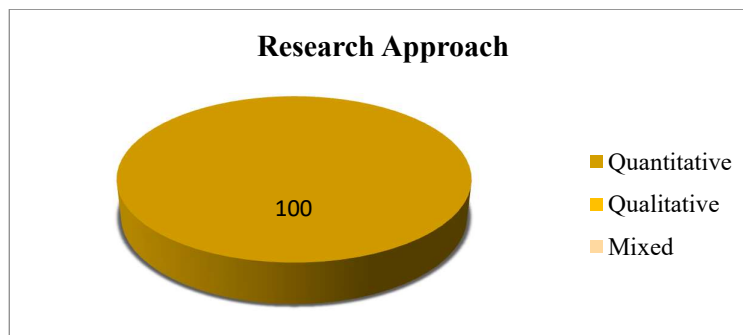
Data Presentation and analysis for Objective 3:

3.1 To study the trends of researches on value education in Faculty of education CSJMU with respect to methodology–

3.1.1 To study the trends of researches on value education in Faculty of education CSJMU with respect to Research Approach

Table 3.1.1 Distribution of Doctoral theses with respect to *Research Approach*

| Research Approach	Number of Thesis	%
Quantitative	8	100
Qualitative	0	0
Mixed	0	0
Total	**8**	**100**

Figure 5 The pie-diagram for the distribution of Doctoral theses between Quantitative, Qualitative & Mixed Approach

Figure 5 Pie-diagram for distribution of Doctoral theses regarding to Research Approach

From table number 3.1.1 & Figure 5, it is evident that out of 8 Doctoral researches, Quantitative Approach was used in all of 8 (100%) studies whereas Qualitative Approach and Mixed Method Approach was used not anyone studies. Therefore, it shows that there is not equal distribution of Doctoral theses as Research Approach.

3.1.2 To study the trends of researches on value education in Faculty of education CSJMU with respect to Research Method

Table 3.1.2 Distribution of Doctoral theses with respect to *Research Method*

| Research Method	Number of Thesis	%
Historical	0	0
Descriptive	7	87.5
Experimental	1	12.5
Philosophical	0	0
Total	**8**	**100**

Figure 6 The pie-diagram for the distribution of Doctoral theses between Historical, Descriptive, Experimental and Philosophical Method
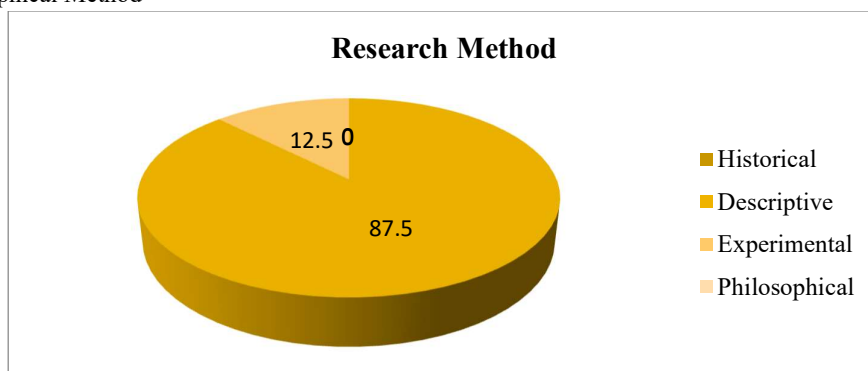
Figure 6 Pie-diagram for distribution of Doctoral theses regarding to Research Method

From table number 3.1.2 & Figure 6, it is evident that out of 8 Doctoral researches, Descriptive Method was used in 7 (87.5%) studies, whereas Experimental Method was used in 1 (12.5%) studies, Historical and Philosophical Method was not used any studies. Therefore, it shows that there is not equal distribution of Doctoral theses as Research Method.

3.1.3 To study the trends of researches on value education in Faculty of education CSJMU with respect to Sampling Techniques

Table 3.1.3 Distribution of Doctoral theses with respect to *Sampling Techniques*

Sampling Techniques	Number of Used Sampling Techniques	%
Simple Random	6	75
Stratified	2	25
Total	**8**	**100**

Figure 7 The pie-diagram for the distribution of Doctoral theses between *Simple Random & Stratified*
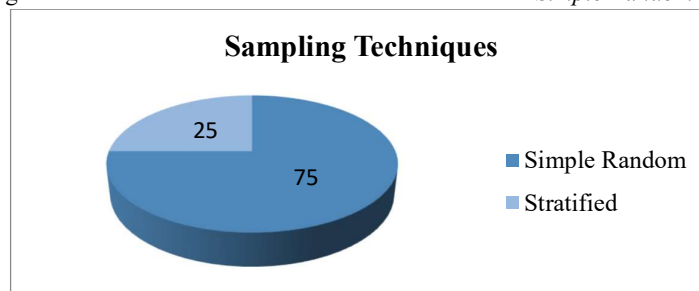
Figure 7 Pie-diagram for distribution of Doctoral theses regarding to Sampling Techniques

From table number 3.1.3 & Figure 7, it is evident that out of 8 Doctoral researches, Simple Random Sampling Techniques was used 6 (75%) studies whereas Stratified Sampling Techniques was used in 2 (25%) studies & others Sampling Techniques was not Used in any studies. Therefore, it shows that there are not equal distributions of Doctoral theses as Sampling Techniques.

3.1.4 To study the trends of researches on value education in Faculty of education CSJMU with respect to Data Collection Tools

Table 3.1.4 Distribution of Doctoral theses with respect to *Data Collection Tools*

Data Collection Tools	Number of Data Collection Tools Used	%
Questionnaire	4	22.22
Test	4	22.22
Rating Scale	6	33.33
Inventory	4	22.22
Any Other	1	5.55
Total	**18**	**100**

Figure 8 The pie-diagram for the distribution of Doctoral theses regarding to *Data Collection Tools*
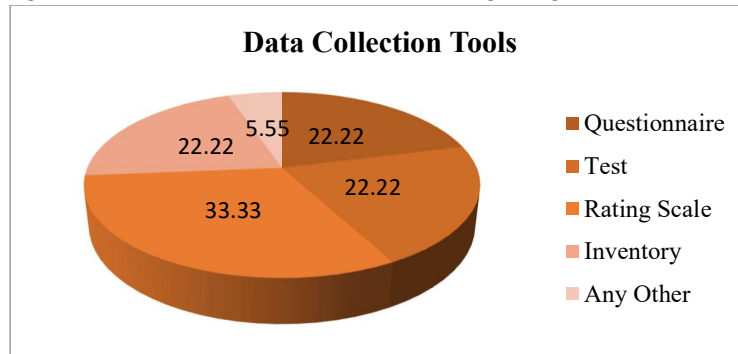

Figure 8 Pie-diagram for distribution of Doctoral theses regarding to Data Collection Tools

From table number 3.1.4 & figure 8, it is evident that in 8 Doctoral researches total 18 data Collection tools was used, so that out of 18 data collection tools, Questionnaire, Test & Inventory each tools was used in 4(22.22%) studies, whereas Rating Scale was used in 6(33.33) studies and any other tool was used in only one (5.55%) studies. Therefore, it shows that there are minor equal distributions of Doctoral theses as Data Collection Tools.

3.1.5 To study the trends of researches on value education in Faculty of education CSJMU with respect to *Statistical Techniques*

Table 3.1.5 Distribution of Doctoral theses with respect to *Statistical Techniques*

Statistical Techniques	Number of Statistical techniques Used	%
Mean	8	26.67
Standard Deviation	8	26.67
t-Test/C.R.	8	26.66
ANOVA	3	10
Pearson's r	3	10
Total	**30**	**100**

Figure 9 The pie-diagram for the distribution of Doctoral theses regarding to *Statistical Techniques*
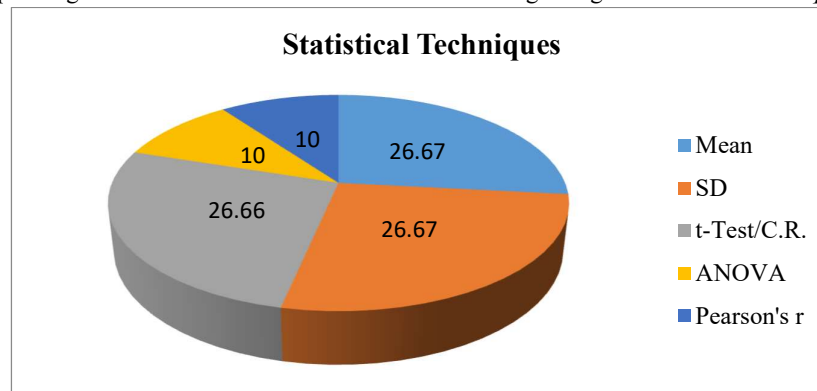

Figure 9 Pie-diagram for distribution of Doctoral theses regarding to Statistical Techniques

From table number 3.1.5 & Figure 9, it is evident that in 8 Doctoral researches total 30 statistical techniques was used, so that out of 30 statistical techniques Mean, Standard Deviation & t-Test/C.R all of were used 8 (26.67%) frequency in studies, ANOVA & Pearson's r statistical techniques all of were used 3 (5.40%) frequency in studies.

Therefore, it shows that there are not equal distributions of Doctoral theses as Statistical Techniques.

5. Discussion and Conclusion

This study's analysis of theses on value education at the Faculty of Education, CSJMU Kanpur, reveals several significant findings and trends. The research highlights a concerning scarcity of studies in value education, with theses only produced between 2011 and 2015, followed by a five-year gap. This paucity of recent research underscores a pressing need for renewed focus on value education studies.

The demographic/basic information analysis unveiled notable gender disparities, with a trend favoring female scholars and supervisors. Additionally, a preference for Hindi as the medium of research was observed. These findings suggest the need for more balanced representation and linguistic diversity in value education research.

Methodologically, the study found a strong preference for quantitative approaches, particularly descriptive research methods (87.5%), with experimental methods accounting for the remainder (12.5%). Simple random sampling was the predominant technique (75%), followed by stratified sampling (25%). Data collection primarily relied on rating scales (33.33%), questionnaires, tests, and inventories (22.22% each). Statistical analysis mainly employed basic techniques such as mean, standard deviation, and t-tests/C.R. (26.67% each), with ANOVA and Pearson's correlation used less frequently (10% each).

These findings indicate a need for diversification in research approaches, including the incorporation of qualitative and mixed methods, to provide a more comprehensive understanding of value education. The limited range of data collection tools and statistical techniques also suggests an opportunity for methodological expansion in future studies.

In conclusion, this analysis reveals significant gaps in value education research at CSJMU Kanpur, both in terms of quantity and methodological diversity. Future research efforts should aim to address these gaps, promote gender and linguistic balance, and employ a wider range of research methods and analytical techniques. Such enhancements would contribute to a more robust and comprehensive body of knowledge in the critical field of value education.

6. Limitations and Scope

Although the researchers made an effort to do a thorough, impartial, and in-depth trend analysis, there are certain limitations to this study. Initially, it is only on specific subject of faculty of education and area of Value Education. This study is conducted in only Uttar Pradesh state university Chhatrapati Shahu Ji Maharaj University, Kanpur. In spite of this, onlookers and additional researchers can learn valuable information from this work to identify research needs or new areas of interest.

Conflict of Interest

We have no known conflict of interest to disclose.

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