

ABSTRACT

Primary School Teachers' Perceptions Concerning Human
Values Education and Their Perceptions of the
Usefulness of Literature as a Medium for
Human Values Education

Roamar Achat-Saney

To investigate teachers' perceptions, a questionnaire was given to 110 teachers in nine primary schools in the City of San Fernando. 14 teachers were subsequently interviewed. Findings revealed that 88% felt responsible for Human Values Education (H.V.E.), while 78.67% had a basic level of awareness in the field. 38.17% selected A Reflective Approach. Approximately 75% felt Literature was an appropriate medium for H.V.E. though only 33.6% opted for Literature in preference to Social Studies. Some teachers had little knowledge of methods for using Literature for H.V.E. The main constraint to H.V.E. was seen as a lack of Teacher Training. Teachers from Government Schools had a higher level of awareness than those from Denominational schools, though in the latter, Human Values were more deliberately taught. The greatest difference was seen in Method (II), as over 5% more teachers from Denominational schools opted for a Teacher Dominated Approach. More teachers who were trained in H.V.E. had a basic level of awareness than those untrained. More trained teachers opted for A Reflective Approach, while more untrained teachers opted for a Teacher Dominated Approach. Generally interviews corroborated findings from questionnaires.