

**Teachers' Preparedness Towards Infusion of Moral Values
Among Secondary School Students: Evidence from Lasbela
District Balochistan**

By

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Abstract:

The present study evaluates teacher's preparedness towards infusion of moral values among students at secondary level in District Lasbela. The study was carried out by using Qualitative research methodology. Within this framework, descriptive survey research methods are used. A total of 38 secondary school teachers (28 males and 10 females) using criterion sampling were approached to collect data. Open Ended questionnaire containing 2 questions was distributed among the participants. Analysis and findings of the study showed that teachers are aware of the importance of infusion of moral values among students and for the purpose of infusing these values they use a variety of strategies and methods in their classrooms such as role modeling, co-curricular activities, storytelling etc. This study suggested that for development of moral values of the students, school should create a supporting environment by conducting co-curricular activities on regular basis. Institutions should organize motivational lectures to facilitate students to develop their moral values. Teachers should act exemplary to infuse these values among students.

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Introduction:

With regards to moral values, it is defined as the ideology, the basic convictions, life standards that commonly guide to behaviors that refer to the decision making or assessment of beliefs or deeds (Halstead & Taylor, 1996). Whereas it is also considered as the values that articulate ideas about a good life (Veugelers, 2010).

Sharma, (2015) expressed that moral values are the expressive ideas about good life and social human behaviors. Moral values also set limits and boundaries between which behaviors are acceptable to the society so as to uphold the unity, strength and homogeneity of the society. (Macoviciuc, 2011).

Different scholars expressed their perceptions and definitions of moral values as according to a definition; values are the ideology, the basic convictions, life standards that commonly guide to behaviors that refer to the decision making or assessment of beliefs or deeds (Halstead & Taylor, 1996). It means that moral values are those value that express ideas about good life but it is very much debatable point that what is good and what is bad as for someone some certain act or deed is considered good and for some other person that deed is perceived as bad so this definition does not clearly describe the meaning of moral values.

Sari (2013) suggested that moral values should be the part of instructions and be taught to students as these moral values have an effect on students' attainment and attitude. It is hoped that students would learn about the difference between good and bad and would be able to solve their problem by them-selves. He further recommended that for a brighter future, moral values, good character and principles are essential and all these be taught to students.

Development of moral values in an individual depends upon the circumstances and environment in which that person has been brought up and is living whether it is family, school, folks, and friends who influence on the formation and establishment of moral character and values of a person (Wilson, 2000).

Values are related with beliefs and behaviors that lead human attitude. These values and ethics are intensely linked with society and culture as well as with piety (Values and Ethics and the Science and Technology Curriculum, 1991). Values and morality cannot be eliminated and separated from life experience as these are ways of life (Kang & Glassman, 2010).

In this study moral values are limited to Act of Kindness, Honesty, Self Esteem and respect, Self-Responsibility, Justice and Cultural Attachment.

Literature Review:

Theories of Moral Values:

Moral values are the code of conduct for life. Moral values are guiding principles of life. They are responsible for the all-round development of an individual. Values reflect one's personality, his attitude, behavior, his mission and vision. Values are backbone of any personality, religion, society or a nation. Moral values can bring in peace of mind, joyful environment, better quality of life, sustainability, harmony in the global society (Shrivastava, 2017).

There are quite a few philosophies that deal with moral, morality and moral values such as Moral Subjectivism, Cultural Relativism, Virtue Ethics, Kantian Theory, Feminist Ethics etc. However, basis of this study are influenced by the theory of Virtue Ethics which is discussed in detail.

Right and wrong are characterized in terms of acting in accordance with the traditional virtues making the good person.

The most widely discussed is Aristotle's account. For Aristotle, the central concern is "Ethica" = things to do with character of particular concern are *excellences of character* i.e., the moral virtues.

Like Plato, Aristotle wants to show that there are objective reasons for living in accordance with the traditional virtues (wisdom, courage, justice and temperance). For Aristotle, this comes from a particular account of human nature i.e., the virtuous life is the 'happiest' (most fulfilling) life.

Three steps to the argument: 1) The ultimate end of human action is happiness, 2) Happiness consists in acting in accordance with reason and 3)

Acting in accordance with reason is the distinguishing feature of all the traditional virtues.

Aristotle thought that humans had a specific function. This function is to lead a life of true flourishing as a human, which required abiding by the dictates of rationality and so acting in accordance with the traditional virtues.

Virtue ethics offers resources to enrich ethical debate within and across communities, practices and ethical positions, and the central concepts of virtue-based approaches (virtue, practical wisdom and flourishing), along with the critique of rule based approaches to morality which inspired the recent revival of virtue ethics within moral philosophy, resonate with existing IR scholarship in ways which suggest more attention is due (Hursthouse, 1999).

Virtue Ethics is also attractive because it enables us to talk about human lives with a vocabulary that extends beyond 'right' and 'wrong'. Using 'thick concepts' to guide action, such as what counts as just or unjust, loving or cruel, kind or mean, wise or foolish and so on, can significantly improve the quality of our ethical understanding within and between cultures or traditions (Williams, 1985).

Importance of Moral Values in Local and Global Context:

Jillani, (2008) found that in contemporary Pakistani society is ill-tolerant, impatient which is encouraging barbarous and vicious attitudes and behaviors among people. This intolerance and impenitentness is leading society towards lawlessness as anarchy and chaos are common found factors and this promotes arrogance as well.

There is a lack of discussion between parents and children about fruitful learning and outcomes both in religious and moral domains of education. This lack of discussion has led the society to on the edge of destruction (Finn, 2009).

In-fact, moral values being sarcastic in contemporary era and for all this we humans are responsible (Debbarma, 2014). Today's society is dependent on materialism and values are losing their importance. Materialism has overshadowed the social life and moral values of the society. Individual liberty has been degraded in today's society and moral honor has been

brought up to the edge of destruction. It is evident from the history that this moral decline remained responsible for civic destruction and devastation. So it can be concluded that moral values of an individual affects the society and consequently it can be argued that these values play an important role for integrity and endurance of a society (Mawrie, 2005)

Therefore, there is a need of development of moral values among children as well as in adults on the basis of this fact that teachers have to prepare children for future and what a child learns in schools is just one goal of education. The main and fundamental goal of education must be to enable learners to gain knowledge and learn about values. To be good parents and citizens, in return, our children should learn about moral and character and its.

Young people are always expected to demonstrate high level of moral and character in every society but in prevailing context, it has been observed an anti-social and immoral behavior is developing among them which is obstructing and hindering the fabrication of the society at a high level (Dev, 2017).

Importance of Moral Values for Students:

To face the challenges and difficulties of life, students have to develop few skills as well as values as skills and values play an important role in their lives. People who do possess moral values have an immense pleasure of life. These values enable an individual to help others and sharing the grieves and sorrows.

Teaching of moral values must be advocated by all of us due to its importance for development of an individual as we as for development of a society. Banerjee (2014) found four reasons that recommend teaching of moral values to students. These very reasons include; to prepare students for future, non-teaching of moral values in family, to guard against wrong doings and to counter increasing violence in the society. For all these reasons, teaching moral values to the students in contemporary era becomes more important than ever.

Research literature is evident that moral values and teaching of moral values to young children and student has a general consensus and moral values and its teaching needs a great deal of attention and curriculum should have issued related to moral values in detail (Al -Hooli & Shammari, 2009).

It was concluded by Sari (2013) that students' academic success and achievement is influenced and effected by students' moral development. He recommended that due to its importance and vitality, moral values should be the part of formal instructions and must be taught not only at school but at home also. Family, school and student; all have to work collaboratively and together for creation of a positive and caring relationship among them. It is a common phenomenon in contemporary Pakistani society that if a student misbehaves then teacher is blamed. It is therefore necessary for teachers and schools to include teaching of moral values in their instructions and this should be carried out using appropriate strategies and methods. The teachers should explicit and set exemplary character and moral as he/she tend to be role model for the students and students are keen to copy his/her actions and behaviors.

Purpose of the Study:

1. To find out the awareness of teachers about importance of moral values.
2. To find out the strategies used by teachers to attain these values.

Research Question:

1. What is the perception of teachers towards importance of moral values?
2. How teachers infuse moral values among students?

Research Methodology:

Research Design:

On the basis of research objectives and questions, the researcher adopted qualitative method research design and adopted descriptive survey research method which is particularly helpful to investigate and portray the surface as well as in-depth realities" (Nigel Mathers, 2007).

Population and Sampling:

All teachers, serving in public sector secondary schools of either gender in District Lasbela formed the population for this study. A multistage sampling technique was applied to figure out the sample and sample size. Through stratified sampling, schools were identified and two startas were drawn i.e. Boys Schools and Girls Schools. Further selection of schools out of these

startas was done randomly and 19 schools were selected. After startification and randomly selection of schools, a ratio was applied as there is a huge difference in number of schools for boys and girls. Out of 29 boys' schools 14 schools were included in the study and 5 girls schools out of 9 were selected. 2 x teachers per school were investigated. Later criterion sampling was used to derive the total sample of 38 teachers. Minimum 3 years teaching expereince at secondary level was criteria set by the researcher to select the teachers.

Category of School	No of School Taken for Study	Sample Taken per School	Total Sample
Boys Schools	14 out of 29	2 x Teachers	28 (Male)
Girls Schools	05 out of 09	2 x Teachers	10 (Female)
Total	19		38

Table 1: Distribution of Sample:

Research Instrument, Data Collection and Analysis:

In this research, the data is collected through an open ended questionnaire. Descriptive survey was used to collect information and collected data was analyzed using themes and sub-themes. The open ended questionnaire had three parts. First part of the questionnaire contained formal participants' consent. The second part of the questionnaire was consisted of the demographic profile of participants while the third part of questionnaire had two main questions to which participants recorded their answers.

Data Analysis and Results:

Demographic Profile:

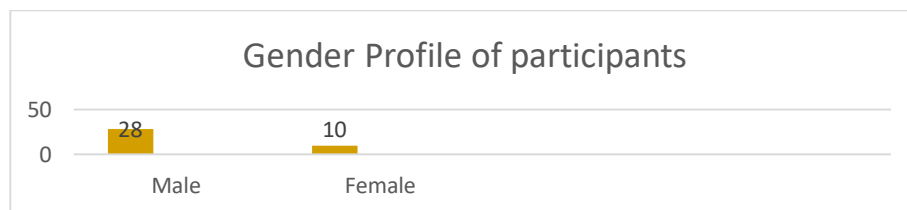


Figure 1: Gender Profile of Participants:

The above table shows that out of total 38 participants, there were 28 (74%) male participants while 26% (10 participants) were female.

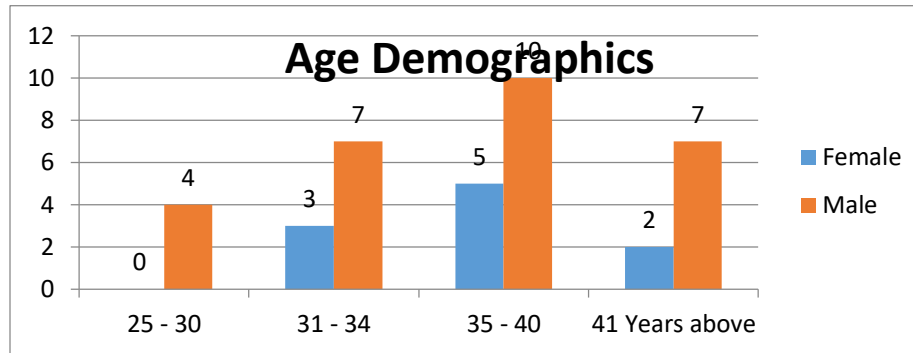


Figure 2 Participants Age:

The above chart shows the age groups of participants. The chart exhibits that 04 participants (all males) belonged to the youngest group i.e. 25-30 years of age while 10 participants fell under 31-34 years of age group (7 males and 3 females). 15 participants (10 males and 5 females) were the age between 35-40 years while 9 participants (7 male and 2 females) aged 41 years and above.

Thematic Analysis:

Q-1. In your opinion, should moral values be taught in schools? If yes, why?

The answer and response to the question was “yes” with maximum frequency and respondents expressed various reasons to teach moral values among students in schools. One of the respondents was the opinion of (R-23)

“Moral values should definitely be taught in schools as these values enable students to become a useful citizen of the society. These values help them to interact in a positive way with others and distinguish between good and bad”.

Another teacher responded the question as (R-28)

“Moral values help students to obtain good academic grades as with the help of these values, students are able to interact in a productive manner within the class both with their fellows and their teachers”.

Another respondent said (R-3)

“Teaching moral values to students in schools help them to develop better attitudes and attributes. These attitudes and attributes magnify the chances of success of students in their practical life.”

A female teacher responded (R-30)

“Teaching moral values to students is very important because today’s students are going to be tomorrow’s mothers. A mother can teach lot of things to her children and if mother has developed moral values and she knows what is good or bad then surely she can teach her children the same with ease.”

Q-2. How do you infuse moral values among your students? (Give Examples, if any)

The question was about methods, techniques and strategies teachers use in their daily classroom environment to infuse moral values among students. All the respondents (38) responded the question and expressed and pointed out various strategies and techniques they use in their everyday teaching to infuse moral values among students. After analyzing their responses following main strategies and techniques emerged and hence are being discussed in succeeding lines: -

Infusing Moral values through Extra-Curricular Activities:

Co and Extra-Curricular activities are vital in personality development of students. Students learn many things while participating and involving themselves in such activities. One of the participants of the study pointed out co and extra-curricular activities as a tool to infuse moral values among students as she said (R-38)

“Co-Curricular activities play an essential role in infusion of moral values among students and development of their personality. These activities provide great opportunities for infusion of civic skills therefore I encourage my students to get involved and participate in these sorts of activities.”

Another respondent said (R-19)

“Such activities help students in building their character. They can learn various skills and personality attributes. Games can teach students honesty, self-esteem and respect and being humble and showing empathy.”

While another teacher expressed his views and said (R-34)

“These activities should be purposeful and be treated as the integral part of curriculum as these activities help students to develop their self-reliance, confidence, kindness and to avoid shyness and inferiority complex.”

These statements second and support the findings of Priya, (2016) who supports involvement and participation of students in such activities and suggests schools to carryout, conduct and organize these activities with a essence of dedication. She further argues that without such activities the school will be no more than teaching shop and the children no more than bookworms and real spirit of education could not be found. This also supports Venkataswamy, (2017) who concluded that personality traits such as truth, morality, neutrality, honesty and fair play are developed by the students.

Infusing Moral values through Role Modeling:

Teachers are regarded as role models for their students. Role modeling is a tool to infuse moral values among students. Participants of the study expressed their views as one of them said (R-22)

“Teacher is a spiritual father and a role model to copy and follow. What the teacher does and shows as his character, his/her students copy that and try to follow and adapt.”

One respondent said (R-21)

“Teachers are role model who supports the development of students’ moral and character. Building moral and character of an individual is the main and ultimate goal of education and to attain this objective, teachers play an important role. Teacher should have a relationship of trust with

students and should create a supportive classroom climate which is important for ethical character development.”

The above statements are in-line with and support DeRoche and Williams, (2001) who claimed that role modeling of a teacher is the most powerful tool in teaching of moral values to students. Teacher should show and exhibit through his acts and deeds what he teaches. This exhibition of character affects character and morality of students.

Infusing Moral values through Religious Activities:

Every religion of the globe preaches and advocates good character and moral. Hence Religious activities like lectures, discussions and debates influence the character of students. Respondents of this study also were the opinion that religious activities can improve moral values among students. One of the respondents said (R-1)

“Religion establishes the moral codes and values. Therefore, there might not be moral values if there is no religion. I try to tell my students about code of conduct, ethics and values defined and articulated by Islam. I make them think about what is good and what is bad. What is right and what is wrong.”

Other participant opined that (R-13)

“Moral and character is linked with your religion and beliefs. Every religion advocates good moral and ethics. If someone follows his beliefs in spirit, then he should have good character and moral. Teaching students moral character through religion is easy as every child has basic information about right and wrong and good and bad as per his religion and beliefs.”

These statements are supporting the findings of Henry (2000) as he said that teachers need to accept the relationship between religion and moral as religion provides basics and roots of moral.

Infusing Moral values through Story Telling:

Some of the respondents pointed out children’s literature and stories as a tool to infuse and build moral values among students. One of them was the opinion of (R-26):

“Narration of stories about history heroes to young ones helps teachers to infuse moral values among students as children take keen interest in stories and plays. Hence I try to take them to school library and tell them to read story books.”

“Telling stories to students helps them to correct and learn moral values as they take keen interest in stories and try to follow the characters and roles which are played in the story. They (Children) want to be heroes and in stories heroes are those who have good moral character.”

The other respondent responded. (R-29)

While another respondent explained the idea (R-32)

“When a child goes through the text of the story and makes a rational comprehension then he tries to incorporate gained knowledge with previous knowledge and tries to modify his character and moral accordingly.”

These statements and views advocate and second the findings of Hui (2005) as he concluded that storytelling method can help teachers to infuse moral values among children. It also supports Nair, Yusof, & Hong, (2014) as they found that storytelling method is more operative in infusion of Moral values among students. They also advocated that this method assists in improving students’ understanding, motivation and interest and attainment in moral values.

Findings:

Analysis of descriptive survey shows that teacher utilize various techniques and strategies for infusion of moral values. Most of the respondents consider co and extra curriculum activities as useful strategy to infuse moral values among students. This consideration of co and extra-curriculum activities as a tool to infuse moral values seconds the findings of Priya, (2016) and Venkataswamy, (2017).

For the purpose of infusion of moral values teachers consider co and extra-curricular activities as an influential strategy. They also consider strategies like organization of motivational lectures, storytelling and sharing personal experiences. Role modelling of a teacher to infuse or develop moral values

of the students is perceived the most valuable strategy by the respondent which supports the findings of Narinasamy and Logeiswaran, (2015) who concluded that role modelling of a teacher plays an important role in shaping students' moral and character.

Discussion:

The key aim and objective of this research was to find out the level of preparedness of teachers towards the infusion of moral values among students and furthermore to determine the strategies for the purpose. The research design for conducting the study was through qualitative research approach.

The results of the study indicated that teachers have adequate knowledge about moral values and have satisfactory attitude towards its infusion among students.

Findings indicated that teachers can infuse, enhance and develop moral values of the students by presenting themselves as a role model to follow.

Further findings suggest that teachers use storytelling strategy as well as adjustments in classroom management to infuse, enhance and develop students' moral values of the students.

Teachers use different strategies to infuse moral values among students like expressing their feeling, showing kindness to others, engaging participation in co and extra-curricular activities, being honest to the students, respecting the culture of others in the classroom and creating a collaborative working environment

Conclusion:

The study was aimed to find out the level of preparedness of teachers towards infusion of moral values as well as the strategies that teachers use to infuse, enhance and develop moral values among students. The analysis of the data showed supportive results. Hence it is concluded that knowledge and attitude of teachers play an important role in infusion of moral values among students.

It is also concluded that co and extra-curriculum activities along-with role modeling, storytelling is considered as prime strategy to infuse moral values among students and to develop their moral values.

Recommendations:

After analyzing the findings, there are few recommendations and suggestions for improving moral values among the students. Following are the recommendations:

1. Co-curricular activities were found to be an important tool for infusion of moral values, hence such activities be conducted and carried out in a systematic way on regular basis.
2. Extra-Curricular activities should be organized regularly and students should be encouraged to participate.
3. Organization and management of co and extra-curricular activities be handed over to students. This will help them in development of their moral values as well as organizing and management skills.
4. Institutes should conduct seminars or conferences for development of moral values of the students.
5. Educational institutes should offer rewards and incentives to the teachers who have good moral values.
6. School should launch community services program.
7. Culture of group and peer work must be encouraged and promoted.
8. Students should be encouraged to visit school library and to read.
9. Motivational lectures on social skills and moral values should be organized on regular basis.

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