
Analysis of Teachers' Cognizance towards Values Education at Elementary Level in Pakistan

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Abstract

Values are one of the basic identifier of personality traits and are not innate but acquired by training. Although values can be taught in all stages of life, values education gain importance in childhood because personality takes shape in it. Declining of moral standards in Pakistani society, there is a need for children to be supported and developed on their journey towards responsible adulthood. The purpose of the study is to identify the teachers' cognizance towards values education at elementary level in Pakistan. It was descriptive study by nature. Survey was used as research design of the study. The population of the study was comprised of 1888 elementary schools teachers which were working under Federal Directorate of Education, Islamabad. The Sample of the study was comprised of 360 elementary school teachers (3 teachers from each school). According to Gay (2007), if the population 1800 then sample were 318. Simple random sampling technique may be used in the selection of sample. Researcher develop self-structured questionnaire for teachers. Questionnaire was consist of open ended question regarding cognizance and practices of values education at elementary level. Questionnaire was constructed according to 5 point Likert scale. Data were analyzed with the help of SPSS (Version, 24). Percentage, Mean score and Chi-square was used as statistical tools in quantitative data analysis.

Keywords: Analysis, Teachers' Cognizance, Values Education, Elementary Level

Introduction

Values education is described as an activity in which people learn about the factors that influence their conduct. This exercise can be conducted both professionally and informally. While some studies regard it as a process of regenerating children's attitudes, values, and moral conduct, Robb (2017) believes that values education is for everyone, including adults. Values education may occur in any setting or institution. It also transmits value information to inexperienced individuals, such as youngsters, through those with a deeper understanding of values and who act out their beliefs on a daily basis. Parents and teachers are among those with relevant experience (Robb, 2017).

Some writers, such as Solomon and Fataar (2011), consider values education to be a sort of education that teaches how to direct one's behaviors or moral attitudes. The broad term "values" is usually believed to refer to a component of society's moral ideals (Halstead & Taylor, 1996). Civic and moral values can be difficult to reconcile, as some authors emphasise one while ignoring the other. Others think they're for the same thing. Barber (1998), for example, concentrated solely on civic responsibilities while ignoring moral issues. Furthermore, the literature contains a variety of definitions of civic society. Some academics define civic society as a strong democracy (Barber, 1998), while others define it as a place

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where individuals may make a reasonable livelihood, and yet others define it as a process in which citizens collaborate to advance their country's welfares (Walzer, 1998).

Youth, the country's largest demographic group, appear to be sidelined in Pakistan (Lindstrom, 2004); Nonetheless, the Pakistani education system, which is based on the national laws, views pupils as citizens who may help ensure the new Democratic governance success (Jobber, 2007). As a result, some people believe that children's opinions should be heard in topics of politics, civics, and government (Joubert, 2007). Values education, according to this study, should be understood as a process of moral development centred on a shared understanding of the values established in a country's Constitution. This is described as a process that involves a variety of attitudes and behaviours related to value teaching (Stephenson & Killeavy, 1998).

The endeavour by the Ministry of FE&PT to examine and change the curriculum for the Islamabad Capital Territory is motivated by the Ministry's commitment to excellence, as well as the keen interest of affiliated line ministries and public and private sector educators in enhanced academic performance. From the beginning to the finish, these line ministries offered invaluable help and feedback on the curriculum review agenda. Water Aid's financial and technical help has been particularly beneficial to the process of creating this endive or a rich and highly participative one. Throughout three 3-day workshops in May and June 2017, members of the Clounding topic committees, which comprised representatives from CA&DD, FDE, FCE, NEAS, FBISE, and private schools, worked diligently and with boundless energy. The exercise was a smooth transition to a redesigned curriculum because of their mastery of the subject matter and awareness of the importance of adding values across topic areas. The Minister of State for FE&PT and his team, as well as significant participation from the Ministry of CA&DD, have been instrumental in keeping the curriculum update process on track by building on continuing efforts in a highly integrative way.

Because of a lack of parental care in the world, authority and direction are weakening, and children will never understand the importance of discipline (Beckmann, 1994). As complete citizens, these youngsters must be equipped with the values essential to help them reach their full potential in the face of life's obstacles (Joubert, 2007). Children are also considered as agents in the transformation of the world into a successful nation where future generations will be able to identify as members of a community that adheres to Pakistani society's strict moral standards (Anders, 2002). Pakistan's national school curriculum is built on the belief that education will aid in the development of a democratic society. Forgiveness, empathy, caring, respect, tolerance, and compassion are just a few of the qualities expected to help heal old wounds (Solomon, 2009).

The Manifesto for Values, Democracy, and Education advocates for the incorporation of values within the curriculum (DOE, 2001). Values education is critical for preparing our kids to adhere to social ideals that will help them face and overcome the life problems they face. This might be accomplished by teaching moral ideals and cultural ideas in children that should guide them in their everyday lives. "Life skills education is about training and preparing youngsters to (become) responsible citizens," writes Prinsloo (2007: 157-158). As a result, learners must be exposed to the required information, skills, and values for their growth (DBE, 2011). However, "Pakistani culture looks to be fading as a result of contemporary science and technology," according to the report (Nyabul, 2009). Due to work

obligations, parents who are supposed to teach their children culture and values at home only have a few hours with them. Parents usually come back home exhausted unable to concentrate to their child's schooling (Epstein, 2007).

This situation makes it difficult for schools to impart values in the absence of parents. It also puts pressure on teacher-education programmes to prepare teachers who can contextualise and teach these principles in the classroom. The Department of Education's Manifesto on Values, Education, and Democracy (DOE, 2001) aimed to impart positive values in students by education. As a result, it's crucial to look into how elementary school life skills teachers view the teaching of these culturally bound values. In Pakistani society, there is intolerance, impatience, corruption, unfairness, and a lack of accountability, as well as street and social crimes and a plethora of other difficulties. In order to tackle life's problems and challenges, students must be equipped with the necessary skills, values, and attitudes. Furthermore, the systematic and planned absorption of values and attitudes that contribute to the holistic development of students' personalities can be addressed through education delivery. It is necessary to do research on the present state of awareness and practices of values education at the primary level since this stage is critical for instilling values education.

Objective of the Study

The objective of the study is to identify the teachers' cognizance towards values education at elementary level in Pakistan.

Research Methodology

It was descriptive study by nature. Survey was used as research design of the study. The population of the study was comprised of 1888 elementary schools teachers which were working under Federal Directorate of Education, Islamabad. The Sample of the study was comprised of 360 elementary school teachers (3 teachers from each school). According to Gay (2007), if the population 1800 then sample were 318. Simple random sampling technique may be used in the selection of sample. Researcher develop self-structured questionnaire for teachers. Questionnaire was consist of open ended question regarding cognizance and practices of values education at elementary level. Questionnaire was constructed according to 5 point Likert scale. Data were analyzed with the help of SPSS (Version, 24). Percentage, Mean score and Chi-square was used as statistical tools in quantitative data analysis.

Results

Table 1 *Interaction between Students*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	χ^2
Frequency	100	69	6	8	10	193	3.13	194.591 ^a
Percentage	52	36	3	4	5	100		

According to table 4.1, majority (88%) elementary school teachers agreed, but (9%) elementary school teachers agreed while (3%) elementary school teachers agreed uncertain. The statement was supported by the estimated value of Mean (3.13). At the 0.05 level, the value of χ^2 is counted as (194.591a), which is greater than the table value (.000). It shows that most of elementary school teachers depicted that teachers teach the students how to

interact with others students.

Table 2 *Teachers Respect the Opinions of the Colleague*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	χ^2
Frequency	65	95	14	12	7	193	3.42	160.342 ^a
Percentage	38	49	7	6	4	100		

According to table 4.2, majority (87%) elementary school teachers agreed, but (10%) elementary school teachers agreed while (7%) elementary school teachers agreed uncertain. The statement was supported by the estimated value of Mean (3.42). At the 0.05 level, the value of X2 is counted as (160.342), which is greater than the table value (.000). It shows that most of elementary school teachers depicted that teachers respect the opinions of the colleague teachers even when they do not agree with each other.

Table 3 *Differentiation between the Right and Wrong*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	χ^2
Frequency	93	72	13	2	13	193	3.81	174.228 ^a
Percentage	48	37	7	1	7	100		

According to table 4.3, majority (85%) elementary school teachers agreed, but (8%) elementary school teachers agreed while (7%) elementary school teachers agreed uncertain. The statement was supported by the estimated value of Mean (3.81). At the 0.05 level, the value of X2 is counted as (174.228), which is greater than the table value (.000). It shows that most of elementary school teachers depicted that values education helps in differentiation between the right and wrong.

Table 4 *Increases Student's Curiosity*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	χ^2
Frequency	48	91	30	15	9	193	3.11	112.466 ^a
Percentage	25	47	16	8	5	100		

According to table 4.4, majority (72%) elementary school teachers agreed, but (13%) elementary school teachers agreed while (16%) elementary school teachers agreed uncertain. The calculated value of Mean (3.11) favored the statement. The statement was supported by the estimated value of Mean (3.11). At the 0.05 level, the value of X2 is counted as (112.466), which is greater than the table value (.000). It shows that most of elementary school teachers depicted that values education increases student's curiosity.

Table 5 *Rises Student's Holistic Development*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	χ^2
Frequency	41	99	19	13	21	193	3.52	129.617 ^a
Percentage	21	51	10	7	11	100		

According to table 4.5, majority (72%) elementary school teachers agreed, but (18%) elementary school teachers agreed while (10%) elementary school teachers agreed uncertain. The statement was supported by the estimated value of Mean (3.52). At the 0.05 level, the value of X2 is counted as (129.617), which is greater than the table value (.000). It shows that most of elementary school teachers depicted that values education rises student's holistic development.

Table 6 *Advances Student's Good Attitudes and Values*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	χ^2
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Frequency	118	33	25	9	8	193	3.12	215.886 ^a
Percentage	61	17	13	5	4	100		

According to table 4.6, majority (78%) elementary school teachers agreed, but (9%) elementary school teachers agreed while (13%) elementary school teachers agreed uncertain. The statement was supported by the estimated value of Mean (3.12). At the 0.05 level, the value of X² is counted as (215.886), which is greater than the table value (.000). It shows that most of elementary school teachers depicted that values education advances student's good attitudes and values.

Table 7 Develops the Capacity to Think About One Self

Description	SA	A	UNC	DA	SDA	Total	Mean Score	χ^2
Frequency	83	51	37	14	8	193	2.32	95.057 ^a
Percentage	43	26	19	7	4	100		

According to table 4.7, majority (79%) elementary school teachers agreed, but (11%) elementary school teachers agreed while (19%) elementary school teachers agreed uncertain. The statement was supported by the estimated value of Mean (3.32). At the 0.05 level, the value of X² is counted as (95.057), which is greater than the table value (.000). It shows that most of elementary school teachers depicted that values education develops the capacity to think about his/her own self.

Table 7 Develop an Independent Way of Living

Description	SA	A	UNC	DA	SDA	Total	Mean Score	χ^2
Frequency	66	85	26	2	14	193	3.76	129.720 ^a
Percentage	34	44	14	1	7	100		

According to table 4.8, majority (78%) elementary school teachers agreed, but (8%) elementary school teachers agreed while (14%) elementary school teachers agreed uncertain. The statement was supported by the estimated value of Mean (3.76). At the 0.05 level, the value of X² is counted as (129.720), which is greater than the table value (.000). It shows that most of elementary school teachers depicted that values education helps students to develop an independent way of living.

Table 8 Aids Child's Physical Development

Description	SA	A	UNC	DA	SDA	Total	Mean Score	χ^2
Frequency	65	62	22	26	18	193	2.98	54.487 ^a
Percentage	34	32	11	14	9	100		

According to table 4.9, majority (66%) elementary school teachers agreed, and (23%) elementary school teachers agreed while (11%) elementary school teachers agreed uncertain. The statement was supported by the estimated value of Mean (2.98). At the 0.05 level, the value of X² is counted as (54.487), which is greater than the table value (.000). It shows that most of elementary school teachers depicted that values education aids child's physical development.

Table 9 Supports Child's Mental Development

Description	SA	A	UNC	DA	SDA	Total	Mean Score	χ^2
Frequency	45	79	39	24	6	193	2.53	76.404 ^a
Percentage	23	41	20	12	3	100		

According to table 4.10, majority (64%) elementary school teachers agreed, and (15%)

elementary school teachers agreed while (20%) elementary school teachers agreed uncertain. The statement was supported by the estimated value of Mean (2.53). At the 0.05 level, the value of X^2 is counted as (76.404), which is greater than the table value (.000). It shows that most of elementary school teachers depicted that values education supports child's mental development.

Table 10 *Benefits Child's Emotional Development*

Description	SA	A	UNC	DA	SDA	Total	Mean Score	χ^2
Frequency	81	38	44	12	18	193	3.87	76.663 ^a
Percentage	42	20	23	6	9	100		

According to table 4.11, majority (62%) elementary school teachers agreed, and (15%) elementary school teachers agreed while (23%) elementary school teachers agreed uncertain. The statement was supported by the estimated value of Mean (3.87). At the 0.05 level, the value of X^2 is counted as (76.663), which is greater than the table value (.000). It shows that most of elementary school teachers depicted that values education benefits child's emotional development.

Conclusion

It is concluded that most of elementary school teachers agreed that teachers teach the students how to interact with others students, teachers respect the opinions of the colleague teachers even when they did not agree with each other, values education helps in differentiation between the right and wrong, values education increases student's curiosity, values education rises student's holistic development, values education advances student's good attitudes and values, values education develops the capacity to think about his/her own self, values education helps students to develop an independent way of living, values education aids child's physical development, values education supports child's mental development, values education benefits child's emotional development, values education relief's child's spiritual development and values education grows the feelings of respect for individuals.

Recommendations

1. On the basis of finding and conclusion that elementary school teachers may be used innovative methods (role play and drama) in their classroom to promote values education among elementary school students.
2. Elementary school teachers may be organized more community oriented activities among their students outside the schools time to inculcate values education among students.
3. The government may organise trainings to instil values education in the regular education. To instil in their personalities a culture of such values. Training should be conducted on a regular basis, emphasising values such as personal, social, cultural, spiritual, national, family, and universal values.
4. The government should organise parent education campaigns in collaboration with teachers to emphasise the importance of moral values in society. Parents should be aware of the significance of values and how they affect their children's lives. They should be made aware of their responsibility to teach their children proper behaviour.

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