

# **Perception of Primary School Teachers on Practicing Value through Education**

By

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A thesis submitted to the BRAC Institute of Educational Development in partial  
fulfillment of the requirements for the degree of  
Master of Education in Educational Leadership & School Improvement BRAC

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## **Declaration**

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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## **Approval**

Perception of Primary School Teachers on Practicing Value Through Education. The thesis submitted by

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of October 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on 15 December 2021.

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## **Ethics Statement**

I made my research participants clear about my research work while working with them. I did not force them to participate in my interview. While working with my research subjects, I made it apparent that they were not forced to take part in my interview. The participants willingly accepted the course of discussion of this survey. I ensured that my interview did not interfere with the schools' or teachers' ability to teach and learn. The teacher agreed for me to collect and record data given by them through the interview. I also clarified that their identities and job titles would not be revealed as part of this study. The names of the participants who took part in the survey were also kept private. According to Creswell (2012), researchers must maintain participants' identities by assigning them numbers or fake names in the data analysis and reporting process. The information gathered was not used for anything other than data analysis in this study. The electronic and hard documents relevant to this study were only accessible to the researcher. An approach for detecting and evaluating patterns of meaning/themes in qualitative data is thematic analysis (Clarke & Braun, 2013). In qualitative research, thematic analysis is the most popular type of analysis. In this study, the search for themes that emerge as relevant to the description of the phenomenon is part of the thematic analysis.

## **Abstract**

Value education is a lifelong process that begins at home and continues through society and formal schooling. This study aims to find out what primary school teachers think about values education in primary schools. The qualitative research method and interview were utilized in this study. The study's participants were instructors from nine schools of Dhaka city. Convenience sampling, which is part of the intentional sampling approach, was used to choose the participants. The data were collected through a phone interview. The study is based on Kohlberg's theory of moral development. The study's findings revealed that if value education begins at a young age, children would have a far better chance of preparing for their future lives, improving their personalities, and developing enduring values. Parents, according to the participants, play a critical role in value education. According to the participants, value education could either be a stand-alone course or specific values should be taught in current classes. They also suggested that in value education, case studies and drama may be employed and that students should be taught to engage in appropriate and desired behaviors and empathy.

## **Dedication**

This thesis is dedicated to

MY DEAREST MA And ABBU

## **Acknowledgement**

Above all I express my profound indebtedness to **Allah Almighty** for His never-ending graciousness without which I would not be able to complete this work

I am extremely grateful to my supervisors, Mrs. IsratJahanforher invaluable advice, continuous support, and patience during my Research Project. My gratitude extends to the BRAC IED. It is their kind help and support and the Programme they offered that have made my study at this age a success. I would like to thank BRAC IED for the studentship that allowed me to conduct this thesis.

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# Chapter 1

## Introduction & Background

### 1.1 Introduction

Value means the perception or indicator set by the society, which helps determine the good or bad. According to Gewirth 1985, "values make decisions about what should be in the domain of qualities; for instance, they make claims about what contains "just," "good," or "moral" behavior for a person just as for society;" In this era of social media and open internet access, there is a rising consciousness about the value crisis among our generation, especially with the people of young age. In recent days, we have observed various concerning news related to "child gang" and "adolescent crime" in many places of Bangladesh, which is a clear indication of a lack of values (Dhaka tribune, 2019). Social media also manipulates children like Facebook or Tiktok, and the distorted reality catches them through these. (Dilon, 2020). In 2020, Dilon showed that Dangerous and violent content on the internet and video games, television, and other media also impact children's behavior.

Consequently, our children's anxiety, depression, addiction, malpractice, behavioral issues, etc., are at a concerning rate (Vickroy, 2017). Value education for our children could be one reasonable determination to this distressing situation. Value education is essential in becoming more aware of right and wrong. It supports children and others to maintain social order (Sutrop, 2015).

Froumin (2011) stated that schooling is a significant part of a student developing identities and formulating their values. From the teaching-learning process to curriculum, students could practice and learn values everywhere, from participating in extra-curricular activities to peer interaction. Practicing values such as friendship, responsibility, trustworthiness, etc., at school prepare children to face the challenges in a real-life situation. It also leads them to become productive citizens of the country (Sutrop, 2015).

The goal of the primary education curriculum of Bangladesh is "improvement of children's physical, social, mental, moral, humanitarian, emotional, spiritual state and make them patriot, scientifically literate, creative along with leading them to a better life." (National education policy of Bangladesh, 2010, page-4) Among the 13 objectives of the curriculum, 4 promote value education like the value of work, helping, respecting perception, respecting social, national, and international norms, etc.

This research intends to study teachers' perspectives towards value education in the classroom in primary school. This study explores teachers' understanding regarding value education, the current practice value education, and the importance of practicing value education in primary schools.

## **1.2 Research Topic**

Perception of primary school teachers on practicing value through education

Values are the core of our society. Values can differ from one culture to another from time to time. Each culture, however, adheres to a particular set of values, while their combination is a set of values embraced by all societies and referred to as "global

values" (Inglehart, 2006). The positive impact on social development is the central aspect of value education. Studies performed in New Zealand in 2004-2007 find a high level of social approval during special value curriculum implementation. The quality of each participating organization has increased through these programs. (Cornerstone Values, 2009). Value education is capable of changing the learning environment forming a holistic function of the school, promoting the general progress of the learners through improving connections among the learners and even between learners and teachers; (Lovat& Clement, 2008).

The philosophy of Value Education is based on the assumption that there is a need for all children to learn values. The realistic example of these divergent values and their glossary is to perceive what they convey and how to carry them in reality(Eaude,2008). For a child to develop values, it is important to display them and explain them and how to put them into practice. There is a view that 'Education is inherently about values: it reflects a vision of the world we want our child to inherit...' (Alexander,1992:88), while Lickona describes universal values as somewhat beneficial, globally combined values that schools can and should teach in a multicultural society, (Lickona,1992:38). Another viewpoint states, 'I understand values and attitude mean the beliefs one has about what is best for one and others.' (Steiner 1993).

Developing the student's values is more important than the shift of beliefs from the teacher to the learners (Veugelers&Vedder, 2003). Teachers are also reluctant to take a neutral position and cause learners to have their own beliefs. In addition, school and state regulation often allow them to shape a particular set of principles that culture

requires in students (Veugelers&Vedder, 2003). Furthermore, educators should not be value-free. Their beliefs, explanations, and attitudes are expressed in the studied subject (Gudmundsdottir, 1990; Suttle, 1991).

According to Arthur (2011), Teachers ought to see themselves as moral leaders and manifest the kind of constructive representative ethical conduct that the nation wanted to see in students as its future civilian. Teachers are one of the major stakeholders in promoting values. Researchers have found that the teachers can influence the students in acquiring and practicing values through the curriculum in reality (Veugelers, 2000) by becoming "values educators" (Sutrop, 2015, p.191). Teachers' knowledge and consciousness can create extra awareness in their teaching practices and experiences and strengthen their grooming and exercises as educators. (Pajares, 1996).

### **1.3 Statement of the problem**

Lawson (2001) stated that unethical behavior and crimes like cheating, forging certificates, or plagiarism have existed in Bangladesh for many years. In 2015, the Dhaka university syndicate suspended 102 students for various academic crimes like cheating, leaking the exam paper, forging certificates and research papers, etc. These occurrences indicate the lack of value & ethics in our society.

The rate of practicing value among our young generation is decreasing day by day. Numerous incidents of fighting, abuse, or other problems happen daily, which we can see over social or mainstream media (Dhaka tribune, 2019). Those incidents indicate the lack of practicing values.



Character education is initially achieved by gaining core, ethical values from the educational effort of the school (Abourjilie, 2002). The journey of value education begins at home and further endures at the second institution of a child's life; that is, at the school. The attitude of acceptance and warmth approaching the students should be nurtured by every grade, which is the essential factor for moral education. Positive influence is visible within the school context, especially in early childhood education (Nucci, 2001).

The lack of practicing value is creating problems in real life and in the teaching-learning process, during assessments, copying or not showing respect towards peers or teachers. Educational institutions are being affected by this lack of value practice because it is hampering the intended outcome of the curriculum (Anamika. B, 2014). It is also creating problems while students engage themselves in fighting or crimes. Teachers are also being affected by a lack of values. Creating chaos in the classroom, not showing respect towards teachers, or fighting with peers disturbs the teacher's concentration and hampers the teaching-learning process (Dilon, 2020).

National education commission of Bangladesh proposed to merge value education with federal education policy to mitigate these value crises (MoE,1974). In addition, National education commission of Bangladesh, 2010 has also emphasized teaching value and moral education and proposed it should be added to religious studies as a subject. (MoE, 2010). This study is intended to find out the teachers' perception of value and its practice through the teaching-learning process. It will help concerned stakeholders understand the current value practice in our schools and what teachers

are thinking about matters. It will also identify the values teachers want to promote most and the values they practice by themselves. Thereby the statement of the study is “Perception of Primary School teachers on practicing value through education”

#### **1.4 Purpose of the Study**

How we influence our school environments heavily influences the kind of environment, our future societies will have (Peter Barrett et al,2015). Hence, it depends on our thoughts and actions, how our communities will be. School shows how to move towards conscious awareness of exercising values in our daily life. To move towards the promotion of values, we need both kinds of effort, as an individual and as a group. We should be more conscious of the words we speak and the actions we do as individuals. As teachers, we should make sure that our doings align with what we teach and preach. In 2009, Babad argued that student performance mainly reflects the expectation of a teacher, in which an overrated student would perform better than an underrated student. As teams, on the other hand, we should strive to work for the same intended goal and make sure we support each other as best as we can

Faucal and Sharp (2003) explained that it is a rising concern that the emotional quality is overlooked by the system of the school, where the teaching is focused mainly on academic and behavioral achievement. Sometimes Focusing primarily on academics and behavioral aspects, emotional aspects have been neglected in schooling systems, although dynamic elements are closely linked to academic learning and behavior (The Plowmen Report DES, 1967). Emotional values teach how to handle stress, anxiety,

improve morale and performance, and the emotional well-being of students and teachers. Academic results are also enhanced through these values, a sense of punctuality is taught, and the students become aware and responsible (Zins et al., 2004).

In this study that would be carried out in the phenomenology pattern, the research aims to determine the opinions of the primary school teachers of Dhaka city on the value and its practice in the classroom.

### **1.5 Research Questions**

This study will explore the primary school teachers' perspective and practice of value through education with three research questions. These are:

1. What are primary school teachers' perceptions regarding values?
2. How do teachers practice values in their classroom through teaching-learning processes?
3. What do teachers think about the importance of practicing values in primary schools?

### **1.6 Significance of the Study**

The teachers are accountable for creating an environment where students can think naturally, make good choices, and have better educational experiences (Snare & Samuelson,2008). This study is engaged in interviewing some selected primary school teachers to find out their perspective about values and how utilizing these values in their teaching-learning process occurs. The study's findings can be representative of

the benefits of teaching values in primary school and thus can influence participant teachers and the institutions and the other schools to promote teaching values in primary school through their current activities and programs, and can improve their role to promote values in students at the beginning of their educational life journey. The findings of this study may illustrate the benefits of learning values at school. In addition, this review may inspire educational institutions to evaluate their current school activities and programs, especially the participant school and its teachers, and determine their duties and responsibilities in improving student values.

## Chapter 2

### Literature Review & Conceptual Framework

The study aims to determine primary school teachers' perspectives and practices of value education through the primary education system in Bangladesh. This chapter contains the existing knowledge on value and value education relevant to our study.

#### 2.1 Values

The word 'value' is derived from 'valere' in Latin, which means valuable and vital. (Encyclopedia of Psychology, Vol 10). Values are also characteristics that make a comparatively beneficial, significant, excellent, and intrinsically valuable principle or quality (Ignacimuthu, 2013). Ignacimuthu (2013) identified the following beliefs as values:

"Values are a set of behavioral principles or standards; they are regarded as a particular society in which a person lives is ideal, significant, and held in high esteem; and failure to keep them will result in guilt, criticism, or criticism."

Conviction. In 1996, Halstead and Taylor expressed value as "Things which are considered as good like beauty, truth, honesty, loyalty, etc." According to Saldana (2015), the word value consists of attitude and belief. Value is also an indicator of how much importance people accord in other people, objects, concepts, or themselves. Attitude is one's stand of view towards other people's beliefs, customs, or ideas, and faith supports attitude, experience, morality, or subjective perception of others and society. In 2011, WielVeugelers, A Dutch researcher, defined value as one's perception of good or bad. He also expressed that one's value is mainly emotion-

driven awareness which influences one's action. The core characteristics of values are as follows, according to Schwartz (2012):

- Values are principles that refer to desirable goals.
- Values Specific conditions and acts transcend.
- Values function as a norm or criterion.
- Values are organized by significance, and the relative importance of various values drives the action.

## **2.2 Value Education**

Value Education means school-centered programs That inspire the perceptions and knowledge of the values of learners. Education values cultivate skills and attributes in pupils, as individuals and as members of a broader community, and encourages them to acquire and function on particular matters (Zbar et al., 2003). Value education is used as an umbrella concept in related research (Lovat& Toomey, 2009; Ura, 2009). It encompasses various curricular and extracurricular activities that come under theological, moral, social, educational, ethnic, and cross-cultural education. Value education transmits values through multiple modes like curriculum, teaching-learning, or school environment (Lickona, 1991). According to the National Framework for Value Education in Australian Schools (NFVESA), "value education is the activities inside the school which aim to develop understanding and awareness of values (Jones, 2009)". Researchers like Maharaja (2004), Robb (1994), and Aspin (2002) expressed value education as a way of transmitting and installing values at schools.

## **2.3 Philosophical & Historical roots of value education**

Researchers used the term "character education" to include all the qualities that aim to improve students' moral attributes. They have also mentioned that the current

phenomenon of character education has roots in the ancient and medieval periods of education programs (Walker, Roberts, & Kristjasson, 2015). It has also been found that the eighteenth-century philosophers were under the influence of "Sin," which has mostly been found in the Christian religion and related education. Therefore, developing a good character was one of the primary goals of Education (Walker et al., 2015, p.82). In the twentieth century, educators insisted schools create an environment that leads students to perform more value-related activities and assist students in developing positive habits (Walker et al., 2015, p.82). In the late twentieth century, schools changed their role in moral or character education. Instead of pushing students towards developing good habits, schools started to act as a guiding agent to assist students in developing their mental abilities. This was simultaneously important to become morally good and understand what it means. Walker et al. (2015) explained that the goal of character education in the early 2000s was changed to "human flourishing." It means not only academic life but also building a satisfying and prosperous life is equally important.

According to Sutrop (2015), Civic education prepares students for living in a society in communication with other people. As social human beings, we live in a world of diversity and differences. We need to respect others' opinions, and as an individual, we should have the potential to resolve the conflict of values. A teacher must have the potentiality and will be able to guide students as a "value" educator.

## **2.4 The holistic approach of education**

An argument provided by Sutrop (2015) stated that the goal of education is to conduct academic knowledge and develop a student as an integrated person, which means possessing cultural, moral, or civic values, social collaboration, and trust, honesty,

and respect towards perspectives. He also argued that the term 'value education' could be interchangeable with the word 'holistic education' as the contents of value education are incorporated with every academic and practical range of educational institutions and real life.

The holistic approach defined a framework where everything exists in interrelation with everything else (Miller, 2007). For a person to succeed in such a world, it is crucial to obtain honesty and the capacity to relate and interface with the world (Miller as referred to in Badjanova and Ilisko, 2015). An individual, who has genuineness and morality, will have the option to recognize others in commonly gainful collaboration. Another significant value is an individual's capacity for profound prosperity (Badjanova and Ilisko, 2015). A profoundly solid individual can comprehend life and its puzzling occasions. At last, an individual's commitment to being complete and consistent (Schreiner, 2005) can prompt a gainful life.

Shobha and Kala (2015) argued about all, including how to deal with a holistic education, by portraying problems faced by schools to be more holistic. Schools need to keep up their reality quickly changing and severe conditions by getting more interdependent and holistic (Shobha and Kala, 2015). On the other hand, the holistic education approach gives ideal conditions of learning of a person's body, mind, feelings, soul, and different measurements (Shobha and Kala, 2015)

Past studies clarify that one of the educational objectives is to build up a student's personality as a holistic person who will have a satisfying life in society. Schools and educators have the responsibility to give the best conditions to gain such an education. Nonetheless, not all educators are happy to participate in this undertaking, as was appeared by the research about the impression of Latvian primary teachers towards



holistic Education (Badjanova&Ilisko, 2015). Accordingly, I can contend that this study will bring new experiences into this comprehension by analyzing the points of view of instructors. With qualitative methods of analysis, this research will explore teachers' perspectives and approach towards value education.

## **2.5 Theory of Moral Development**

Kohlberg (1981) developed the moral education theory based on cognitive development. Kohlberg's (1981) Research indicates that a crucial unity of character and integrity demonstrates strong growth in formulating intellectual values that enable an individual to make moral judgments and decisions. This approach is called cognitive as it acknowledges that moral education is the reason behind children's decision-making skills as they use their critical thinking skills to consider ethical matters. One of the main objectives of education is to improve a person's intellectual and moral development (Kohlberg,1981). Teachers emphasize creating an environment in schools that allows blending ethical and psychological principles to develop students' manners, and gradually it helps them build character. According to Snarey and Samuelson (2008), Kohlberg indicates children as moral philosophers who think critically and functionally create meaning of their understanding. So, the teachers need to create an educational setting that enhances students' ability to think and helps them make moral decisions.

The development of moral decision-making progressed through three levels, each level consisting of two stages (Kohlberg, 1975; Kohlberg &Hersh, 1977).

Levels	Stages
1. Pre-Conventional: (Age before 10)  Consequence of action	1. The punishment and obedience orientation.
	2. Satisfying one's own needs and occasionally the needs of others orientation.
2. Conventional: (Age 10-16)  Conformity to personal expectation and social order, loyalty to do it.	1. The interpersonal relationship orientation.
	2. Authority and social-order maintenance orientation.
3. Post-Conventional: (Age-16 and after)  Personal and idealized principles.	1. The social contract orientation- mutually beneficial for all citizen.
	2. Conscience and universal-ethical principal orientation.

Table: Levels and stages of Kohlberg's cognitive development theory.

Note: Adapted from "Piaget, Kohlberg, Gilligan, and others on Moral Development" by J. S. Fleming, 2006.

According to Parikh,1980 "Kohlberg claimed his theory as cross-cultural and universal though the claim of universality sparked a lot of debate." According to Al-Shehab (2002), Kohlberg's theory was followed by various studies in the western context while very few in the Middle Eastern and Asian context. Moreover, the study of Al-Shehab among the teachers of Kuwait University doesn't prove Kohlberg's theory. In 1992, Dien also applied Kohlberg's idea in the Chinese context, which doesn't support the theory. Dien stated Kohlberf's view as culturally biased.

In contrast, Snarey (1985) looked at 45 studies of moral development conducted in 27 countries and found the theory rational and culturally fair. Snarey also claimed that stages 1-4 of Kohlberg's theory are universal, whereas stages 5 & 6 were minor or not at all.

Despite having arguments, Kohlberg's theory provided one effective strategy to study the development of moral decision-making and its acceptability to determine people's understanding of moral education and decision-making.

## **2.6 Importance of Value Education in School**

Value education faces a variety of obstacles. Values should be circulated in all school events, and schooling should be produced in an atmosphere of values. Thus, learners on the school campus can learn and observe a range of values. Education in morals will eliminate criminality, abuse, and misconduct on school campuses (Maharajh, 2014). Revell and Arthur's (2007) study showed that student-teachers expected teacher preparation to provide them with advanced knowledge of morality teaching and abilities to affect students' education of morals and values. Romanowski (2005) claimed that moral education is essential in teaching and studying in the classroom or the slogan on a poster and in life. Moral education as a life skill for daily use must be taught and mastered. In education, students as a learning group can explore, understand, and observe concepts of accountability, hard work, fairness, and respect. Education based on values is not just a means to instill values in pupils, but also the ultimate aim of education, which strengthens the educational quality and affects society with human values: respect, civility, fairness, kindness, caring, modesty, and transparency (Hawkes, 2009).

## **2.7 The primary school teachers and practice of value education:**

Teachers, according to Kohlberg, should have a deep understanding of morality since "teachers are moral educators as designers of the classroom's moral environment's concealed curriculum" (1981, Kohlberg, p.1). His six-stage moral judgment paradigm defined three different levels of ethical thinking: pre-conventional, traditional, and post-conventional. This necessitates teachers assisting students in transitioning from one stage of moral reasoning to the next. Adult limitations drive children's moral realism at the metaphysical stage, when they are beyond seven years old, according to Piaget's cognitive theory of child development (1932). At this age, children understand that appropriate behavior entails following the rules imposed by adults. Whether theoretical or verbal, moral reflection is an excellent way for youngsters to build their conscious realization of ethical thought (Piaget, 1932). For training to be practical, the instructor must have a strong influence on the students. Aside from the human being's natural ability to imitate (Skinner, 1974), the instructor is unquestionably a student role model. The instructor has a responsibility in the classroom to assist the student in acting and to think morally. Kohlberg (1976) also pointed out that children's moral development could differ significantly despite being the same age.

### **Teaching and learning about value education in the primary school of Bangladesh:**

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According to the government-approved syllabus in Bangladesh, a survey of students, teachers, and guardians from classes 1 to 5 was undertaken in Dhaka and Kushtia; research was previously done to comprehend the lesson of ethics in existing studies primary education. Parents, led by teachers, and both are the most common sources of this survey. The textbooks contained ethical knowledge and education, according to all of the teachers. Only a few teachers thought the teachings were suitable, but the majority saw the necessity for ethical understanding based on age and psychology. The majority of guardians claim that textbooks contain truthful information and are ineffective. Moral lessons are found in the textbooks as mere advice in the context of religion, social and environmental matters. It has shown that 'right and wrong' is understood by most students. Moral lessons are in the textbooks presented as dos and don'ts.

## **2.8 Theoretical framework**

This study is based on Kohlberg's theory of moral development (1981). This study tends to explore the perception of value and classroom practice of primary school teachers. The traditional approach underlines the transmission of moral values from elders to youth or groups through moral training, character, or value instruction. The

motivation behind the customary is to show the understudies that they could use to grip a decent surface and qualities, comply with the state's law, and become good examples for other people. The qualities, for example, trustworthiness, hard work, graciousness, enthusiasm, and awareness of others' expectations, are essential to turn into an ethically sound individual (Jones, 2008). The traditional approach depends on conservative beliefs, because of which some contemporary models of moral education depend on the constructivist approach. Jean Piaget and Lawrence Kohlberg [Power, Higgins, Kohlberg, 1991]. The term moral education has been undeniably connected with this methodology. As indicated by this methodology, the target of moral education was to create the perception of youngsters and teenagers in an educational situation. In 1981, Kohlberg introduced three levels and six phases of Value development. At the pre-conventional level, an individual is mainly egotistical and gets things done to avoid punishment or increase achievements. At the conventional level, an individual looks to a gathering, a foundation, or a society for direction to what is correct or wrong. This stage grasps various attributes of settling on moral decisions. At the post-conventional level, an individual holds comprehensive viewpoints and observations about the proper moral activities instead of the overall preparation of values and standards. This study focuses on the conventional level of moral education

## **Chapter 3**

### **Methodology**

#### **3.1 Research approach**

The research questions this study tends to explore three central phenomena. The significant phenomenon of the first research question is "teachers' understanding of values." The second research question's important phenomenon is "process of practicing values in the classroom," and the third is "Importance of practicing values in primary schools." All of the questions of this study are exploratory. A qualitative approach had been used to find out the answers to the mentioned questions because qualitative research explores a problem and develops a detailed understanding of a central phenomenon (Creswell, 2012).

According to Strauss and Corbin (1998), Qualitative methods are used to explore "the intricate details about phenomena such as feelings, thought processes, and emotions that are difficult to extract or learn through more conventional methods" (p.11). This study reveals primary school teachers' thoughts and feelings about practicing value through education, which encouraged me to choose qualitative methods.

#### **3.2 Research site**

The research will be conducted on three primary schools in Dhaka. Two schools are situated in the cantonment area, and the other one is at Mailbag. All of the schools have an English version curriculum as per NCTB along with the Bangla Medium. In

two of the school's students are taught from KG to grade 12 in a co-education environment. The other one has the same grades but is an all-girls school.

### **3.3 Research participants**

Nine primary school teachers of Dhaka city participated in this study. Participants were selected through a convenience sampling process. The participants have experience in teaching for a minimum of 5 years. All of the participants have B.Ed., M.Ed., and CIDTT (Cambridge International Diploma for Teachers and Trainers) degrees with subject-specific training along with pedagogy and classroom management.

### **3.4 Sampling procedure**

A sample means the selected items, units, or elements that the researcher's conclusion is getting to be made from (Creswell,2012). Experienced primary school teachers from selected schools are getting to be the sample for this study. Kothari (2008) defines sample size as "the number of things to be selected from the universe to constitute a sample." The study participants comprise nine primary school teachers from the three selected primary schools of Dhaka city.

Kombo and Delno (2006) defined sampling as a researcher's procedure to collect people, places, or things to review. It's a process of choosing various people or objects from a population, such as the selected group containing elements of representative characteristics found within the entire group. The study will use non-probability



sampling techniques. Probability sampling is characterized as a sampling strategy in which the researcher uses a tool based on the principle of probability to select samples from a larger population. Individuals must be chosen using a random selection to be considered as a probability sample for a participant (Creswell,2012)

Convenience sampling, also referred to as availability sampling, is a non-probability sampling method that relies on data collection from population members who are conveniently available to participate in the study. The main objective of convenience sampling is to gather information from participants who are easily accessible to the researcher (Lawrence, Jennifer, &Hoagwood, 2013). A Convenient sampling method has been used in this study.

### **3.5 Data collection methods**

This study was conducted between June and October, and the data were collected in September of 2020. Since the schools are closed during the pandemic, the required data was collected from participants using semi-structured and open-ended interviews over the telephone to examine the practicing teachers' views on practicing value education.

An open-ended questioner was used to collect data. Nunan (1988) claims that the researchers often obtain more helpful information from open-ended questions as they offer an opportunity to the participants to express what they want to say. The questionnaire also included open-ended questions to explore the informant's perceptions, beliefs, or opinions (Burns, 1999).

The duration of each interview was 55-60 minutes. Interviews were recorded with the participants' permission. A pilot interview was conducted to determine the quality and acceptability of telephone interviews. However, it is established that data obtained through telephone interviews are as valid as face-to-face interviews (Herzog et al. 1983). Recorded interviews were transcribed as a procedure of data analysis. After starting the conversation, the researcher had taken the consent of the participants, which contained the purpose of the study, application of the findings, audio recording, and informing about the opportunities to withdraw from the study anytime. Then, the researcher spent some time getting to know each other and started the interview. After finishing the interview, the researcher thanked the participant and asked if they had any questions. Then the researcher finished with the hope of communicating again.

### **3.6 Role of the researcher**

The researcher, I, studied nine teachers' perspectives on value and practicing value through education. I am also as a teacher at an elementary school, which helps me as the researcher to understand other primary school teachers' settings, concerns, etc. Still, it also creates a bias of thinking and assuming hypotheses.

The researcher needs to be neutral, and should not assume any hypothesis or result. Moreover, the researcher needs to be very careful while conducting interviews and collecting data so that none of the researcher's thoughts or words could lead or impact the participants. Moreover, the researcher should be more open-minded, analytical and structured while conducting the study. I followed the mentioned principals as the researcher thoroughly during the whole study.

### **3.7 Data analysis**

Interview data has been used here to understand participants' opinions and describe their understanding of value education, their practice of value education in the classroom, and their views on the importance of values in primary schools.

The qualitative data from the interview have been categorized and analyzed following thematic analysis. There are three research questions in this study, and each question has a central phenomenon. The primary phenomenon of the first research question was to determine the "understanding" of the values of the primary school teachers. The second one was "practice of values in their classroom," and the third was "the importance of values." Each central phenomenon is considered as a theme. Data was presented in a descriptive way according to the research questions. Thematic analysis is the most common form of analysis in qualitative research. Thematic analysis is a method for identifying and analyzing patterns of meaning/themes in qualitative data (Clarke & Braun, 2013). The thematic analysis involves searching for pieces that emerge as essential to the description of the phenomenon.

### **3.8 Ethical issues & concerns**

I made my research participants clear about my research work while working with them. I did not force them to participate in my interview. While working with my research subjects, I made it apparent that they were not forced to take part in my interview. The participants willingly accepted the course of discussion of this survey. I ensured that my interview did not interfere with the schools' or teachers' ability to

teach and learn. The teacher agreed for me to collect and record data given by them through the interview. I also clarified that their identities and job titles would not be revealed as part of this study. The names of the participants who took part in the survey were also kept private. According to Creswell (2012), researchers must maintain participants' identities by assigning them numbers or fake names in the data analysis and reporting process. The information gathered was not used for anything other than data analysis in this study. The electronic and hard documents relevant to this study were only accessible to the researcher. An approach for detecting and evaluating patterns of meaning/themes in qualitative data is thematic analysis (Clarke & Braun, 2013). In qualitative research, thematic analysis is the most popular type of analysis. In this study, the search for themes that emerge as relevant to the description of the phenomenon is part of the thematic analysis.

### **3.9 Credibility & rigor**

As an elementary school teacher, I had to deal with lots of issues regarding values. I have observed numerous incidents in my classroom or school where the practice of value seems absent. I was curious to know more about the actual situation of Bangladesh regarding value practice. Unfortunately, I didn't have any first-hand experience conducting research, and my knowledge was also limited.

In studying at BRAC Institution of Educational Development (BRAC IED), I have taken the courses of research and conducted mini-research, which gave me a pleasant understanding of research method, design, data collection, data analysis, report writing, and so on. This gave me enough confidence to undertake this research.

Besides, my supervisor and faculty members were beneficial and guided me in every step of this research.

I have selected the problem from my previous experience regarding the value and its practice. Studied the relevant literature and chosen the topic. I want to have a deep understanding of this issue which leads me to select a qualitative method. By analyzing the previous study and with a clear concept of research, I have designed the research.

### **3.10 Limitations of the study**

This study was conducted with only nine primary school teachers of Dhaka city, which is a limitation of participants, and that occurred because of limited time and access. Besides, due to the current COVID-19 situation, I could not conduct an interview face to face and had to collect the data through telephone. This is another limitation of my study because the face-to-face interview process helps a researcher understand participants' perceptions or view more rigorously by observing participants' body language or gestures. This situation also limits my scope to keep the classroom and conduct FDG with the participants. Conducting a study based on only the interview process constrains the area of analyzing the finding from different perspectives and decreases the study's credibility. Those are the limitations of this study.

## **Chapter 4**

### **Results**

This chapter presents all the analyses of the information and evidence gathered for the study. The data was gathered from the interview. The study mainly deals with qualitative data, so that the analysis will follow the qualitative approach. Collected data from the questionnaire were analyzed under the theme and sub-theme. Multiple responses from teachers were categorized first where applicable and presented as quantifying data.

#### **Theme: Understanding values**

##### **4.1: What value means to the teachers**

The participants were asked about what value means to them? Participants have different understandings of values. Among teachers, half of them mentioned "characteristics" as value. From the rest of the teachers, most of the participants said "morality" as a value. One of the participants thinks that value is "Attitude," and another identified value as "dignity. From the responses, we have found that participants mentioned values as positive or negative characteristics. That means values are the positive sides of human nature and could be the opposing sides. Participants also think the value is that which guides us through a situation and also helps us to distinguish between right or wrong.

## **4.2: Values that teachers practice in their daily life**

Teachers were asked to name the values they practice in their daily life. The teacher mentioned that they practice honesty, respectfulness, kindness, punctuality, hard work, etc., most in their daily life. Besides, teachers also practice discipline, character, compromise, sympathy, and adjustment in their everyday life. From the responses, it is clear that teachers practice various kinds of values in their daily life. One of the teachers said, "A smiling face can make a difference; the environment is easy. Kids can easily achieve difficult things in an austere environment." The statement indicates that good behavior is essential to practice for good communication and a comfortable environment.

## **4.3: linkage between teachers' profession and practiced values**

Teachers were asked to describe how the values are linked with their profession. Most of the teachers mentioned that students follow the way teachers behave or their (teachers) instruction, and that's why they need to practice value in their daily or professional life. Teachers also mentioned that they practice punctuality because they need to perform their daily tasks timely. If they are not punctual, it will affect their class time, exam, or organization's goal. Moreover, helping is another value that teachers practice daily. One of the teachers said, "we cannot live alone. We need to help each other in accomplishing our tasks or achieving our goals. Besides, students also need to help each other in their classwork."

#### **4.4: Impact on the profession if the values are not practiced in daily life**

Teachers were asked about the impact if they didn't practice the value in their daily life? From the responses, it has been found that all of the teachers said that there would be various impacts if they didn't practice values in their daily lives. They have mentioned losing respect, destroying the chain of institutions, and corruption. One of the teachers said that "I can't teach the students what I don't practice. So, I need to follow all the values I've mentioned. If we can't do this, we will face various kinds of problems." From the statement, it is clear that the teacher thinks practicing values is very important for teaching students. Another teacher said that "Students are the reflection of mine. If I give them respect, they also do it. Without values, nothing happens positively." This statement also reflects the importance of practicing values for teachers as they directly impact students' learning.

#### **4.5: Advantage of maintaining values in professional life**

It has been found that there are various advantages to maintaining values in daily life. Teachers have mentioned that being responsible is vital in their professional life. Increasing the trust of the management, Love and respect, self-satisfaction, self-evaluation, etc., are the areas that teachers can achieve if they maintain or practice values. One of the teachers said, "I take every responsibility seriously. So, the authority trusts me. I accept the cultural class along with general courses. So, I maintain the timing sincerely. The students also love me, and I am awarded for best teacher.



So, I am getting the advantages or achievements for maintaining those values." So, it's clear that practicing values could be rewarded.

#### **4.6: Values that are important for students**

Participants were asked to mention the values that they think students need to practice. Teachers believe that students need to practice truthfulness, Honesty, Hard work, and respectfulness mostly in their life. Teachers also believe that students need to be punctual, responsible, and adjustive, among others. From the responses, it has been found that teachers think family is the most important place to learn and practice values than school. One of the teachers said that the primary level is the perfect stage for practicing values and values they learn and will follow students' rest of their lives. Besides, adjustment is also essential for co-team learning, and it will help students in their future life.

#### **4.7: Importance of practicing values for students**

It has been found that teachers think practicing values is crucial for students. One of the teachers said, "values lead the way we live." Another teacher said that "In the future, they become a beautiful person. Having good qualities like forgiveness and accepting in failure. which is part of life." Those statements indicate the importance of practicing values by students. A teacher also said, "value-based education is important for students and parents who want to teach their children some moral values in their academic life. value education should be implemented from their primary level education." This statement clarifies that both parents and teachers want students to practice values, which need to be practiced from the primary level.

#### **4.8: How the student's current life will be affected without practicing values**

Teachers were asked if it affects students' current life if they do not practice these values? All of the participants said yes, it would involve a student's present life. Teachers were also asked to describe how it will affect a student's life, and table-8 shows the teachers' responses. Most of the teachers said that it would harm both their academic and personal life. One of the teachers said that if students don't practice values, they will be unable to distinguish between right and wrong and hamper our nation's development. Other teachers have mentioned dishonesty, social imbalance, and family problems.

#### **4.9: How the student's future life will be affected without growing values**

Teachers were asked to share their thinking about whether it would affect students' future lives if they didn't grow specific values. All of the teachers think there will be a problem if students don't develop particular values. Teachers were also asked to share their views about the effect students would have if they didn't grow in values—teachers mentioned personal, family, society, and national sufferings. "Good values can change a life, society, and nation," said a teacher. Another teacher said, "Parents can be disheartened if their children don't acquire moral values and ethics. The value of education should be included in the national curriculum." It is clear that growing values are important from all aspects, and teachers greatly appreciate it.

Theme: Teacher's practice of value In Schools

#### **4.10: Teacher value practice at classroom**

Teachers were asked if they practice value daily, and all of the teachers said that they practice value daily. Teachers were asked to share their way of practicing values. Participants said that they practice value in various ways. They practice values at assembly, before starting their class, before exams about the harmful effect of cheating, etc. One of the teachers said, "Yes. Of course, I do practice values daily. The moment I enter my class, value practice starts, and as long as I am in class, this practice continues along with my teaching. Such as greeting the kids even before they are greeting me, and trusting them." From the responses, it has been clear that teachers do practice on a daily value basis, and most of the time, they prioritize teaching value to discuss value before starting a class or at assembly.

#### **4.11: How often do teachers practice values with students**

The question was asked to know how often do teachers practice values with the students in the classroom. From the teachers' responses, we have found that the teachers regularly practice values with their students. Teachers practice values through various activities. They practice values when students submit their workbooks in front of them. One of the teachers said that the teacher practices value intentionally in the classroom. In contrast, another said that the teacher practices value unconsciously, but these values are merged with regular teaching-learning activities.

#### **4.12: How teachers practice value in their classroom**

"How do you practice Values in your classroom?" The question was asked to understand the way of teachers value practice in the classroom. From the responses, it has been found that teachers practice value through storytelling, handwriting practice, participation, individual sharing, a competition of "doing good," etc. One of the teachers said "no specific time" to practice values, and it starts right after entering the school. One of the teachers shared that, "We practice the values in the classroom very often. It sometimes hampers the regular lesson plan. Because when something wrong happens inside or outside the classroom, we try to teach the value with moral statements. So almost every day, we have to practice the values more or less in the classroom. We never neglect the value of education when they need to learn it." The statement shows that the teacher always keeps practicing and teaching value in the first place.

#### **4.13: Incorporating teaching values in the lesson plan**

Teachers were asked if they incorporated teaching values in their lesson plan. most of the participants said they do not integrate teaching values into their lesson plan, and few of the teachers claimed they incorporate teaching values within their lesson plan. The teachers were asked to clarify why they do not integrate teaching values into their lesson plans. Two of the teachers claimed to integrate values into their lesson plan. Both of them said they incorporate values with subjects like stories, geography, or history. Seven participants said they do not incorporate values within their lesson plan, as this is not in the curriculum. One of the teachers said that the curriculum

should have a subject solely addressing matters. They said that they practice values generally, and teachers try to teach about values in every circumstance.

#### **4.14: Practicing values through extracurricular activities**

Teachers were asked if they practice value through extracurricular activities and all of the teachers said that they practice value through extracurricular activities. The teachers were asked to explain how they practice value through extracurricular activities. From the responses, it has been found that there are extracurricular classes every week, BNCC, scouts, playing, etc., and teachers practice value through those extracurricular activities.

#### **4.15: Evaluating values through exams or other means**

The question was asked to determine if teachers assess their students' values through an exam or other means? Many of the participants do not assess their students' value through an exam or any other means, and the rest of the participants said they do. One of the participants said that values could not be assessed through any exam, and two of the participants said that though they do not assess students' values through the exam, they do it through regular activities. One of the participants said that there are fewer opportunities for evaluating values through the exam as those are abstract things. Hence, the teacher evaluates the student's behavior as a part of assessing values.

#### **4.16: Most effective approach of practicing values**

Teachers were asked to share their desired approach to practicing values in the classroom, and most of the teachers did not mention any particular. From the teacher's various responses on the question of approach that teacher follows to practice values in the classroom, Teachers prefer shearing and regular classroom activities to teaching values to students. One of the teachers said that there is no approach that is better than smiling or spreading Love. Another teacher said that the teacher practices value through various activities like teamwork or disciplinary actions.

#### **4.17: Difficulties in practicing values in the classroom**

A question was asked to determine if teachers face any problem in practicing values in their classroom? Most of the teachers said that they face issues in practicing values at the school. Teachers said they face difficulties because of students' family background, a basic understanding of values and learning capacity, parents' support, etc. "Sometimes there is a lack of alignment between students and teachers' thinking," said one participant. Rest of the participants said that they did not face any difficulties in practicing values in the classroom. Though sometimes it is hard to maintain students' align with desired values, it's not that difficult.

#### **4.18: If students practice taught values**

Teachers were asked to share if they observed that their students practice taught values in their daily lives, and all of the participants were affirmative while responding. One of the respondents shared an example, and that was, "One of my

students found a money bag in school, and he gave it to me to find the owner. I noticed there was a lot of money, and my students came from needy families. However, he could control himself. It was amazing." Another teacher said that S/He is very satisfied as a teacher as S/He observed the students practicing taught values. One of the participants said that, "though not 100%, students practice those values."

### **Theme: Importance of values**

#### **4.19: the importance of practicing values at primary school**

Teachers were asked to know about their views on practicing values at primary school, and all of the participants think it is crucial to practice values at primary school. From the teachers' responses on the importance of practicing values, it has been found that teachers believe primary school is the best place to practice values. One of the participants said, "Some working parents are unable to give time to their kids, and that is why primary school is the best option for them to learn values." Another said, "Any education starts at the primary level. If they learn it from the basic period of their life, they will practice the values in future.". So, it is safe to say that primary schools are the best place to practice value education.

#### **4.20: How practicing values impact students' life**

Teachers were asked to share their views on how practicing values impacts a student's life? From the responses, it has been found that teachers think practicing values impact a student's life in multiple ways. One of the responses was, "When they learn some value from school, they discuss it with their siblings or relatives. They will

share their belongings with others, help people in their need, be kind to others, and socialize more." From the statement, we can say that practicing values at school help students in socializing. Other participants noted that "If all children are humble, polite, and respectful, then the whole nation will be established as a good strong nation." That indicates that practicing values will be not only impactful for individual students but also for the future nation.

#### **4.21: Advantage or disadvantage of practicing values at primary schools**

"What is the Advantage or disadvantage of practicing values at primary schools?" The question was asked to understand teachers thinking about the advantage or disadvantages regarding practicing values in primary schools. Almost all of the participants found there is an advantage of practicing values at primary school. The teachers think that teaching values are advantageous because, without weights, students' education cannot be fulfilled, and practicing values also help students get better. One participant found it has a disadvantage because it hampers the normal teaching-learning process.

#### **4.22: Guideline about practicing values at the institution**

Teachers were asked if they have any guidelines at their institution regarding practicing values. All of the participants' responses were affirmative regarding this. From the answers, we have found that all of the institutions have a guideline on practicing values. One of the participants said that Their school has a fixed policy regarding practicing values. Other participants said they practice a slogan saying, "we



are different, we are family." The responses show that all of the institutions have guidelines for practicing values in different forms.

#### **4.23: If teachers follow institutions guidelines properly**

Teachers were asked if they followed their institutions' guidelines regarding values correctly, and all of the participants said they did. From the responses, it has been found that teachers try their level best to maintain institutions guidelines, and one of them said that it is their priority.

#### **4.24: Kinds of influence that learned values could pose on student's future school life**

Do the practiced values have any influence on students' future life? The question was asked to the teachers to identify possible results of adept value. Teachers asked the questions that every value has a beneficial effect on every step of a student's life. Like, one of the teachers said, "Truthfulness is the most important value which one helps a student every step of life." In another response, a teacher said, "If he (the student) learns something good, he will get a good reflection of it in his future. That is any aspect of life." From the responses, it is clear that practiced values impact every aspect of life.

#### **4.25: impact of values in students' daily, family, and social life**

Teachers were asked to share their views on what kind of impact practiced values might have in daily, family, or social life, and from the responses, it has been found

that those values have various influences. In families, students could share their practiced values with their siblings and relatives, and thus the positivity could spread. Students will be responsible for their duty, punctual and disciplined in their daily life. They even can influence their family with their values. If they practice values with their neighbors, it will spread Love and build a relationship that impacts social settings.

#### **4.26: impact of values in national level**

What will be the impact on the national level of practiced values? Teachers were asked to share their views on the question, and teachers have shared their opinions on that. They have said that values have a positive influence like responsibility, trustworthiness, etc. Which are very much needed for our country. One of them said, "it is possible to give the gift of a corruption-free, healthy environment to good people in the leading role." Others have shared their views like good citizens, responsible and honest leaders, etc.

#### **4.27: General comments about practicing values**

Teachers were asked to share if they had any general comments regarding practicing values at primary schools. From the responses, it has been found that teachers think parents should be more cooperative regarding practicing values. Most participants said that families should take steps in practicing and maintaining proper values in students' lives.

## Chapter 5

### Discussion and conclusion

The data analysis and findings were presented in the previous chapter. The data for the study were collected and analyzed under three main themes. Those are

Theme-1: Understanding values.

Theme-2: Teacher's practice of value In Schools.

Theme-3: Importance of values.

Each theme is explored through interview questions. The significant findings of the study, according to the research themes, are discussed below.

#### **5.1. Theme-1: Understanding about values.**

Participants mentioned Morality, Ethics, Responsibility, Punctuality, Behavior, Responsibility, etc., as various types of values in this study which has similarities with the findings of numerous researches about value education. In a study in 1982, Türkdoğan showed that Turkish culture refers to morality, religion, behavior, etc., as values. Berkowitz (1995) also mentioned behavior and attitude as values in his study.

It has been found that teachers practice various values in their daily lives, including Honesty, hard work, Responsibility, Punctuality, participation, Behavior, etc. In 1989, Power et al. showed in a study titled "Approach to moral education" those teachers practice trust, responsibility, participation as moral values, which supports the findings of this study.

From the study, it has been found that the teachers think they need to practice values because students mirror them. Teachers said that if they are not punctual or honest in

their daily activities, they cannot expect students will do so. A study by Suyantno et al. in 2019 indicated that the values possessed by the teachers affect their teaching method and students' learning. Teachers who practice positive values could impact students in a more comfortable and pleasing learning process and change students' attitudes.

There is a various advantage of practicing value regularly. Gaining trust, self-respect, and responsibility, etc., are among them. Haberman (1999) stated that teachers with a positive attitude about morality are more likely to increase student achievement and ethical behavior, which supports the findings of this study. Althof& Berkowitz (2006) stated that "Character education focuses on moral concepts, manners, and civility, and shapes students' personality, values, attitudes and habits in their development."

This study explored that Honesty, truthfulness, hard work, respect, etc., are some of the values that students need to practice according to the teachers. According to the responses of the study respondents, Students need to practice values because these students will lead the nation in the future. The values they are practicing today will lead them to become good human beings in the future. The findings of the study have similarities with the study of Anamika (2014). In her research, she has mentioned that children need to practice values because we need to prepare them for the future, diminish the mal-practices, and encounter the existing violence of our society.

This study has identified that responsibilities, trust, truthfulness, etc., are the most important values that teachers practice; they try to teach regularly. Those values are also crucial for our country and future generations, and these findings have similarities with various research findings from the researchers.

## **5.2. Theme-2: Teacher's practice of value In Schools.**

From the study, it has been found that all of the teachers practice value regularly. They always practice value consciously or unconsciously along with the classroom teaching-learning process and outside of the classroom. The study also explored that the teachers practice values through the teaching-learning process, storytelling, extracurricular activities, or in response to any situation. Since some students may be vulnerable and respond differently, morals and ethics should not be explicitly taught to students (United Nations Educational Science and Cultural Organization, 1991). This statement supports the findings of the current study where teachers mentioned that most of the teachers did not incorporate values in their lesson plan as they practice values as a general.

Chowning (2005) showed that the proper creation of academic integrity in students' thinking would assist in the enrichment of their faculties of intelligence, morals, principles, and ethics. He also stated that many learners are unfamiliar with morality as a subject who cannot express or engage in a reasoned debate about ethical problems in research, necessitating the introduction of ethics into science education. In 2005, Chowning suggested three strategies for promoting ethics. Those are Content and lesson plans, a decision-making model, and a working knowledge of ethical viewpoints.

From the study, it has been found that most of the teachers did not evaluate values through an exam or other means. As values are abstract, it's hard to assess through exams. Teachers prefer shearing and regular classroom activities to taught values to students. Smiling and loving is the best way to teach values to students. In 2013 Temple et al.; showed in their study that the most successful coping methods with

moral education are designing cases of ethical dilemmas that people may face in their everyday lives, questioning what acts are morally appropriate, and explaining the potential implications of the actions. Following the presentation of case studies, students may take on positions and debate what is right and why and the impact of acquittal. Following the presentation of case studies, students may take on roles and participate in discussions about what is right and why, the implications of actions, and the importance of moral activities (Temli, Yeliz&Sen, Derya&Akar, Hanife,2013).

The study found that half of the participants find teaching values difficult, whereas the other half find it normal. Some of the teachers said that it hampers regular classroom activities sometimes. This finding has similar to the results of the study conducted by Temple et.al. In 2013. In their research, they have also found that only around half of their research respondents said that spiritual knowledge was addressed well in class during their pre-service education. They stressed the term "only touch upon" and explained the statement: if the intention is to speak about morality indirectly merely, pre-service instruction is sufficient; but, if the goal is to deal with moral education professionally, the courses must contain more detailed material relating to morality (Temli et al., 2013). The study also revealed that most of the students' practices taught values regularly.

### **5.3. Theme-3: Importance of values**

From the study, it has been found that the teachers think the primary schools are the best place to know and practice values. Practicing values at school help students in socializing, and it is impactful for individual students and the future nation. In 2014, Anamika stated the advantage of moral education in her research. Among the various benefits, she pointed out that students are constantly subjected to crime, dishonesty,

and other social issues in the media and the real world. How many massacres have we read about? What happens if students are found cheating on tests at such times? We've all heard of bullying in schools and street wars. We would have less of these issues if universal principles were learned in classrooms. It also supports the current study where the teachers think teaching values are advantageous because, without weights, students' education cannot be fulfilled, and practicing values also help students get better. This study also explored the teacher's view about practicing values, and they expressed that Practicing values impact every aspect of a student's life. It is essential to spread Love and build relationships that impact social settings, leading to a peaceful and prosperous nation. This finding has similarities with numerous researches discussed previously.

Teachers think parents should be more cooperative regarding practicing values. Most participants said that families should take steps in practicing and maintaining proper values in students' lives. Studies of Spinrad et al. (1999), Hayes and Hagedorn (2000), and Hardy (2008) also showed similar results and stated that the participants identified their positions as a balancing force that could boost the family effect. The most important thing was families and teachers could help with moral growth. In a study, Anamika (2014) argued that it would not be appropriate for schools to do this job if both parents taught their children basic principles at home. However, many children do not understand the distinction between right and wrong from their parents. This is because most mothers and fathers devote just a few hours with their children during their busy workdays. Many families have only one parent and no children. Many households with only one adult with no other role models for their children to emulate. This study also explored that all participants' institutions have guidelines for practicing values in different forms, and teachers try to maintain the policy properly.

## **Chapter 6**

### **Conclusion**

The study aims to find how teachers practice values through education. The study was designed in a qualitative method to explore teacher's perceptions on the issue. The study was divided into three sub-themes to develop a better and in-depth understanding of the issue. Collected data was analyzed in a descriptive way to interpret participants' perceptions of the issue to find the answer.

Conventional morality is the second stage of moral development of Kohlberg's theory of moral development based on what the study is framed and this conventional morality is characterized by an acceptance of social rules concerning right and wrong. At this conventional level most adolescents and adults, begin to internalize the moral standards of a respected adult role models. Accepting authority and adhering to the group's rules are also important during this time. At this degree of morality, there are two stages:

First stage is establishing healthy interpersonal relationships. This stage of moral development is often referred to as the "good boy-good girl" orientation because it focuses on living up to social expectations and roles. There is a strong emphasis on conformity, being "nice," and thinking about how one's decisions affect relationships.

The second stage is concerned with maintaining social order. While people reach this level of moral development, they begin to think about society as a whole when making decisions. Following the rules, fulfilling one's duty, and obeying authority are all important aspects of sustaining law and order.

This study reveals that teachers have adequate knowledge about values, and they know what, how, and why they need to practice those. Teachers are aware of values and its impact regarding establishing healthy interpersonal relationships and maintaining social order as well. They practice these value in their classroom through education instinctively



and also intentionally. They also told various stakeholders associated with student's value education like family and themselves. . Advantages of value education at present and future in our family, social and national context. This study also explored the importance of family involvement in value education.

The goal of the primary education curriculum of Bangladesh is "improvement of children's physical, social, mental, moral, humanitarian, emotional, spiritual state and make them patriot, scientifically literate, creative along with leading them to a better life." (National education policy of Bangladesh, 2010, page-4) Among the 13 objectives of the curriculum, 4 promote value education like the value of work, helping, respecting perception, respecting social, national, and international norms, etc. From the study, it has been found that the educational institution has proper guidelines about value education regarding the education policy of Bangladesh and teacher practice values through various classroom activities. They practice value by themselves and encourage students to do so. The study's findings answer the research question and explore potential data about the practice of value education for primary school teachers of Bangladesh.

### **Recommendation**

This study has explored that parent play a vital role in enriching children's values. So Involves families more in providing value education is one of the recommendations of this study. Moreover, keeps periods or activities in the school curriculum or lesson plan to teach and promote value education, Prepare and distribute a guideline for the teachers, school administration, and parents to practice and promote value education through in and out school activities and Incorporate value education in the textbook of all subjects is also recommended.

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## **Appendix-1: Instruments**

### **Interview Questions:**

#### **Theme: Understanding about values**

1. What do values mean to you?
  - 1.1. Can you please name some of the values that you practice in your daily life?
  - 1.2. How are those values linked with your profession?
  - 1.3. How the absence of those values impacts your profession?
  - 1.4. What are the advantages of maintaining those values in your professional life?
  - 1.5. What are the values do you think are important for students?
  - 1.6 Why are they important?
  - 1.7 would it affect students' current life if they do not practice these values?
    - a) If yes, why?    b) If no, why?
  - 1.8 would it affect students' future life if they don't grow these values?
    - a) If yes, how?    b) If no, why?

#### **Theme: Teacher's practice of value In Schools**

2. Do you practice value in your classroom?
  - a) If yes, how?    b) If No, why?
  - 2.1 How often do you get to practice values with your student in the classroom?
  - 2.2.how, do you practice Values in your classroom?
  - 2.3 Do you incorporate teaching values in your lesson plan?
    - 2.3.1. a) If yes, how? Please provide example.
    - b) If no, why? Please state reasons.
  - 2.4 Do you practice values through extracurricular activities to teach the students?
    - a) Yes    b. No
  - 2.5. If yes, how? (Please provide example)

2.6. Do you ever test students' values through exams or other means?

a. Yes b. No

2.7. If yes, how? (Please provide example)

2.8. Among practicing various approaches, which approach you have found most effective?

2.9. Do you face any difficulties in practicing values in your classroom?

a. Yes b. No

2.10. If yes, what kind of difficulties? (Please provide example)

2.11. Have you ever found that any of your students practicing or demonstrating the value you have taught?

a. Yes b. No

2.12. If yes, how? (Please provide example)

### **Theme: Importance of values**

3. Is practicing values important at primary schools?

a. Yes b. No

3.1. Why? (Please provide reasons)

3.2 How does practicing values impact students' lives?

3.3. What is the Advantage or disadvantage of practicing values at primary schools?

a. Advantage (If any) b. Disadvantage (if any)

3.4. Do you know about having any guideline on practicing Values at your institution?

Would u elaborate /explain please.

3.5. If yes, do you follow those properly?

a. Yes b. No

3.6. Why? (Please provide example)

3.7. What kind of influence of values learned at the primary school could have impact student's next step of school life?

3.9 How can it influence the students next study life till the higher education?

3.8 How it might influence the students daily and family life?

3.9 What do think of exercising values in school life might impact nation wise?

3.10. In Bangladesh many of the students get to quit school for different reason after the primary school completed, do u think the values they learn at this stage are enough?

3.11. Any General Comments on Values and practicing those in school?