

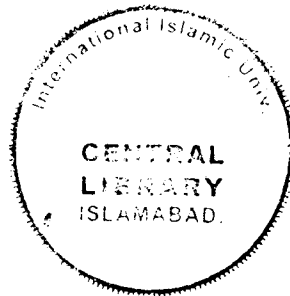
**ANALYSIS OF COGNIZANCE AND PRACTICES
ABOUT VALUES EDUCATION AT
ELEMENTARY LEVEL IN PAKISTAN**



Researcher:
Shafqat Abbas
Reg.No. 139-FSS/PHDEDU/F17

Supervisor:
Dr. Muhammad Munir Kayani

Co-Supervisor:
Prof. Dr. N. B. Jumani



**Department of Educational Leadership &
Management
Faculty of Education
INTERNATIONAL ISLAMIC UNIVERSITY,
ISLAMABAD
2023**

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Moral education

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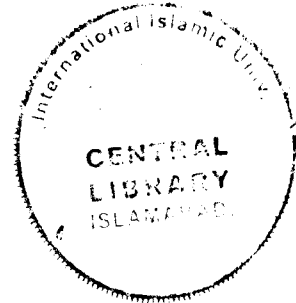


By

Researcher

Shafqat Abbas

(139-FSS/PHDEDU/F17)



Submitted in partial fulfillment of the requirements for the Doctorate of Philosophy in
Education at the Faculty of Social Sciences, International Islamic University,
Islamabad

**Department of Educational Leadership &
Management
Faculty of Education
INTERNATIONAL ISLAMIC UNIVERSITY,
ISLAMABAD**

APPROVAL SHEET

ANALYSIS OF COGNIZANCE AND PRACTICES ABOUT VALUES EDUCATION AT ELEMENTARY LEVEL IN PAKISTAN


By


SHAFQAT ABBAS


(Reg.No:139-FSS/PHDEDU/F17)

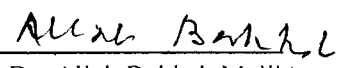
Accepted by the Department of Educational Leadership and Management, Faculty of Education, International Islamic University Islamabad, in the partial fulfilment of the award of the degree of “**Doctor of Philosophy**”

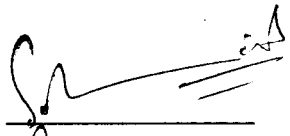
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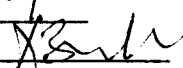
Supervisor: 
(Dr. Muhammad Munir Kayani)

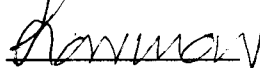
Co-Supervisor: 
(Prof. Dr. Nabi Bux Jumani)

Internal Examiner: 
(Dr. Azhar Mahmood)

External Examiner: 
(Prof. Brig® Dr. Allah Bakhsh Malik)

External Examiner: 
(Dr. Sohaib Sultan)

Date: 22/03/2023
Chairman: 
Department of Educational
Leadership and Management
International Islamic University,
Islamabad.

Dean: 
Faculty of Education,
International Islamic University,
Islamabad.

DEDICATED

TO


My Family and my Teachers

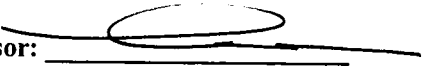
FORWARDING SHEET

The thesis entitled “**Analysis of Cognizance and Practices about Values Education at Elementary Level in Pakistan**” submitted by Shafqat Abbas, in partial fulfillment of PhD Degree in Education, has been completed under my supervision and guidance.

I am satisfied with the quality of the student's research work and allow him to submit this thesis for further process as per IIUI rules and regulations.

Dated: 13/04/2023

Supervisor: 
Dr. Muhammad Munir Kayani
Associate Professor

Co-Supervisor: 
Prof. Dr. N. B. Jumani

STATEMENT OF UNDERSTANDING

I, Shafqat Abbas Registration No. 139-FSS/PHDEDU/F17 as a student of PhD in Education at International Islamic University Islamabad do hereby declare that the thesis entitled “**Analysis of Cognizance and Practices about Values Education at Elementary Level in Pakistan**”, submitted for the partial fulfillment of PhD in Education is my original work, except where otherwise acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by researchers for obtaining any degree from this or any other university or institutions.

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Shafqat Abbas

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Shafqat Abbas

ABSTRACT

Values are one of the most basic identifiers of personality traits and they are learned rather than intrinsic. Although values may be taught at any age, they are most important in childhood stage since this is the stage where personality develops. Due to the deterioration of moral norms in Pakistani culture, children must be encouraged and fostered on their path to becoming responsible adults (Zia, 2007). The school is regarded as one of the most relevant stakeholders in the teaching of values for the moral development of the younger generation in particular and broader society in general. The objectives of the study were to identify teachers awareness of values education at the elementary level, determine teachers practice of values education at the elementary level, discover the strategies and practices used by elementary level teachers to implement values education and analyze the challenges that elementary school teachers face when teaching values education. It was mixed methods approach study. The explanatory sequential mixed methods design was used in this study. The schools were chosen from the Federal Directorate of Education, Islamabad which comprised six education sectors in Islamabad. Data were collected through questionnaire and semi-structured interview. Teachers were interviewed and field notes were taken to document the data gathered from them in order to investigate how elementary school teachers conceptualize and implement values education. The questionnaire and interviews yielded information regarding teacher's knowledge and practice of values education. It is concluded that both teachers and parents shift their responsibility to one another for the development of young children. The study revealed that while teachers reported about parents' lack of support, they did not mention their own responsibilities. It is recommended that elementary school teachers may organize more community oriented activities for their students outside the schools time to inculcate values education for students. It is recommended that elementary school teachers may be encouraged to use innovative methods (role play and drama) in their classroom to promote values education among elementary school students.

Keywords: Values, Values Education, Cognizance, Elementary School Level

Table of Contents

Abstract	viii
Chapter 1: Introduction	01
1.1 Rationale of the Study	05
1.2 Statement of the Problem	06
1.3 Objectives	07
1.4 Research Questions	07
1.5 Delimitations	08
1.6 Theoretical framework	08
1.7 Significance of the Study	09
1.8 Operational Definitions	10
Chapter 2: Literature Review	13
2.1 Introduction	13
2.2 Values	14
2.3 Different Aspects of Values	21
2.4 The Categorization of Values	23
2.5 Values Education	24
2.6 Character Education and Values Education	29
2.7 Need for Value-based Education	32
2.8 Values Education Practices	33
2.9 Value Education in the Global Scenario	35
2.10 Kohlberg's Theory of Moral Development	36
2.11 The Broader Context for Values Education	39
2.12 Approaches to Teaching Values	40
2.13 A Product Approach: Core Values through Direct Teaching	42
2.14 Integrated Approach: The Classroom as a Moral Community	43
2.15 Different approaches to values education	45
2.16 Global Needs of Values Education	45
2.17 School and Values Education	51
2.18 Values Education: A Generic Perspectives	54
2.20 Curriculum	54
2.21 Policy Documents and Values	55

2.22	Reasons Why Values Education Should Be Implemented In Schools	57
2.23	Teachers' Views of Values Education	58
2.24	Elementary School Teachers' Views on Values Education	60
2.25	Attitude of School Teachers towards Values Education	61
2.26	Values Education and the Curriculum	62
2.27	Related Researches	64
2.28	Summary	66
 Chapter 3: Research Methodology		68
3.1	Research Design	68
3.2	Population	69
3.3	Sample and Sampling	70
3.4	Research Instruments	70
3.4.1	Questionnaire	70
3.4.2	Interviews	71
3.5	Validity	72
3.6	Pilot Testing	73
3.6.1	Reliability	73
3.7	Data Collection	73
3.7	Data Analysis	74
3.8	Objectivity and Authenticity	75
 Chapter 4: Data Analysis and Interpretation		77
 Chapter 5 Summary Findings, Discussion, Conclusions & Recommendations		167
5.1	Summary	167
5.2	Findings	169
5.3	Discussion	189
5.4	Conclusions	193
5.5	Recommendations	197
 References		200
 Appendixes		209

List of Tables

Tables	Statements	Page No
Table 4.1	Interaction between Students	77
Table 4.2	Teachers Respect the Opinions of the Colleague	78
Table 4.3	Differentiation between the Right and Wrong	78
Table 4.4	Increases Student's Curiosity	79
Table 4.5	Rises Student's Holistic Development	79
Table 4.6	Advances Student's Good Attitudes and Values	80
Table 4.7	Develops the Capacity to Think About One Self	80
Table 4.8	Develop an Independent Way of Living	81
Table 4.9	Aids Child's Physical Development	81
Table 4.10	Supports Child's Mental Development	82
Table 4.11	Benefits Child's Emotional Development	82
Table 4.12	Relief's Child's Spiritual Development	83
Table 4.13	Grows the Feelings of Respect	83
Table 4.14	Promotes Respect for the others Culture	84
Table 4.15	Constitution of Pakistan Protects the Right of Children	84
Table 4.16	Develop a Sense of Brotherhood Irrespective of Religion	85
Table 4.17	Develop a Sense of Brotherhood Irrespective of Race	85
Table 4.18	Develop a Sense of Brotherhood Irrespective of Gender	86
Table 4.19	Educational Policies of Pakistan Support the Implementation of Values Education	86
Table 4.20	Values Education Enable Students to Become Better Citizens	87
Table 4.21	Provide Compassion and Care	87
Table 4.22	Provide Integrity and Honesty	88
Table 4.23	Provide Responsible Citizenship	88
Table 4.24	Inculcation of Traditional Generation	89
Table 4.25	Adaptation of Universal Values	89
Table 4.26	Awareness about Violence	90
Table 4.27	Awareness about Fraud	90
Table 4.28	Consideration of Positive	91
Table 4.29	Values Education without Imposing Their Own Values to Students	91

Table 4.30	Provision of Values through Direct Instruction	92
Table 4.31	Teachers help each other and work together	92
Table 4.32	Respect the opinions of the Colleague	93
Table 4.33	Encouraging Social Integration	93
Table 4.34	Role-Plays Spreading Moral Values	94
Table 4.35	National Consciousness via Communication, Negotiation and Dialogue	94
Table 4.36	Meetings are held in schools with the participation of all teachers	95
Table 4.37	Heads Provide Adequate Support	95
Table 4.38	Values Education Activities in Schools Are Sufficiently Provided	96
Table 4.39	Teachers Contribute the Opportunities to the Students	97
Table 4.40	Activities Related To Values Education	97
Table 4.41	Teachers Make Use of Arts Works to Provide Students with Values	98
Table 4.42	Examples from Historical Personalities	98
Table 4.43	Use of Movies and TV Shows	99
Table 4.44	Works of Beauty in Nature	99
Table 4.45	Works of Human Relationships	100
Table 4.46	Other's Point Of View during Working	100
Table 4.47	Offer Equal Importance to all Students Irrespective of Caste	101
Table 4.48	Equal Importance to All Students Irrespective Of Gender	101
Table 4.49	Equal importance to all students irrespective of Social status	102
Table 4.50	Parents are keen interested about values education	102
Table 4.51	Schools Heads take a keen interest in values education	103
Table 4.52	Parents are alert to teach basic values	103
Table 4.53	Teachers are watchful to teach basic values to the students	104
Table 4.54	Teachers discuss moral problems through activities	104
Table 4.55	Teachers use case studies containing a value-related problem through activities	105
Table 4.56	Creating an atmosphere of trust in students	105
Table 4.57	Creating an atmosphere of cooperation in students	106
Table 4.58	Creating an atmosphere of security	106
Table 4.59	Awareness about the problems of future related to health	107

Table 4.60	Consciousness about the problems of the future related to the environment	107
Table 4.61	Cognizance about the problems of future especially related to pollution	108
Table 4.62	Awareness about the problems of future related to population	108
Table 4.63	A decline in our society's moral values	109
Table 4.64	Values are sufficiently provided by parents at home	109
Table 4.65	Elementary School teachers need to play a key role in shaping the behavior of the student	110
Table 4.66	Concentration on Equality	110
Table 4.67	Emphasis on Patriotism	111
Table 4.68	Focus on scientific approach	111

List of Abbreviations

DOE	Department of Education
ECD	Early Childhood Development
GVES	Government Values Education Study
MOE	Ministry of Education
UGC	University Grant Commission
UNESCO	United Nations Education Scientific Cultural Organization
UNICEF	United Nations Children's Emergency Fund
SACE	South Africa Council of Educators
SADTU	South African Democratic Teachers Union
NCF	National Curriculum Framework

CHAPTER 1

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 valuable 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 who have relevant experience (Robb, 2017).

Some writers, such as Solomon and Fataar (2018), regard values education as a type of education that dictates how behaviour and moral dispositions should be directed. The broad term "values" is usually believed to refer to a component of society's moral ideals (Carr, 2011). Civic and moral principles can be complicated in the sense that some authors focus on one while disregarding the other. Others see them as performing the same function. Demirel (2009), for example, concentrated solely on civic responsibilities while disregarding moral issues. In addition, many definitions of civic society may be found in the literature. Some academics define civic society as a strong democracy (Demirel, 2009), others as a place where people build what they call a decent life, and still others as a process in which citizens collectively advocate for their public interests (Tirri, 2011).

Youth, the country's largest demographic group, appear to be sidelined in Pakistan (Thornberg, 2008); nevertheless, the Pakistan education system, which is

founded on the country's constitution, considers children as citizens who may carry the hope of ensuring the new democracy (Jobber, 2008). As a result, some people believe that children's views should be heard in political, civic, and governmental matters. In this research, values education may be viewed as a process of moral growth, with a focus on a shared understanding of the values enshrined in the country's Constitution. Value teaching can be stated as a process involving diverse attitudes and behaviours (Stephenson & Killeavy, 1998).

Both phrases, "values education" and "values in education," are further defined as being important to the teaching of moral concepts that serve as broad guides to behaviour (Solomons, 2009). According to Lovat and Toomey (2007), values education is the practice of teaching and learning about societal principles. Lovat and Toomey define values in education as "how values may be included into our teaching of school ethos continuously." To think on and analyze the ideals enshrined in the constitution should guide our educational institutions.

While parents are the main educators who are responsible for providing their children with the resources they need to acquire these abilities, Epstein (2007) and Hilton (2007) see values education as an activity that should also take place in schools. There is a teacher among the facilitators of values education, such as parents and grandparents. This research will look into how instructors teach values in schools using topics like Islamiyat, Urdu, and Social Studies, which are regarded as the key subjects of values education in the school curriculum.

Curriculum Supplement on Values Education: Integrating Cross-Cutting Themes in the Curriculum

The Ministry of Federal Education and Professional Training (2017) Endeavour to review and update the curriculum for the Islamabad Capital Territory is driven by the Ministry's passion for excellence, as well as the great interest of related line ministries and public and private sector educators in enhanced educational results. The Ministry of the Environment, the Ministry of Climate Change, the Ministry of Human Rights, the National Disaster Management Authority (NDMA), the National Accountability Bureau (NAB), the National Counter Terrorism Authority (NACTA), and the Higher Education Commission (HEC) has all played important roles in moving the curriculum review agenda forward. From the beginning to the end, 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 curriculum, which is a rich and highly participative one.

The participants of the Shadowing topic committees, which included representatives from CA&DD, FDE, FCE, NEAS, FBISE, and private schools, worked tirelessly and with limitless energy throughout three 3-day workshops in May and June (2017). Their understanding of the subject matter and awareness of the need to include values across topic areas made the exercise a smooth transition to a revised curriculum. The Minister of State and his team at the Ministry of FE&PT, as well as substantial involvement from the Ministry of CA&DD, have been critical in keeping the curriculum update process on track by building on ongoing efforts in a highly inclusive manner.

High-quality education for all children has as its major objective the development of successful, self-assured, and creative individuals who are active and

knowledgeable citizens. Quality education enables all children and young people to realize their full potential by providing them with information, skills, and attitudes such as personal, social, and emotional skills that will assist them in becoming economically, socially, and personally active citizens. The emphasis on students' entire development through diverse educational experiences is one of the key developing trends in education. The following are the main components of the theoretical framework of values education:

1. Self-Compassion and Self-Care
2. Empathy and concern for others
3. Compassion and concern for the environment
4. Security and safety
5. Recognize risks and disasters
6. Putting Safety Measures into Action
7. Honesty
8. Trustworthiness
9. Fairness
10. Hard effort and the quest for greatness
11. Reject Corruption
12. Collaboration
13. Tolerance and respect for difference
14. Social cohesion and peace
15. Understanding the structure of society, observance of the law, rules, and regulations (Ministry of Federal Education & Professional Training, 2017).

1.1 Rationale of Study

Because of a lack of parental care in the world, authority and direction are weakening. Children will never understand the importance of discipline 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 viewed as agents for converting the globe into a wealthy nation in which future generations would be able to identify themselves as part of a community that adheres to Pakistani society's good moral norms (Anders, 2002).

The Pakistani national school curriculum is founded on the assumption that education will aid in the establishment of a society based on democratic principles. Forgiveness, empathy, care, respect, tolerance, and compassion are some of the characteristics expected to patch-up previous harms (Solomon, 2009). The Manifesto for Values, Democracy, and Education advocates for the incorporation of values within the curriculum. 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 to children that should guide them in their everyday lives. "Life skills education is about training and preparing youngsters to become responsible citizens" (Prinsloo, 2007). As a result, learners must be exposed to the required information, skills, and values for their growth.

However, it appears that "Pakistani culture is progressively eroding as a result of contemporary science and technology" (Nyabul, 2009). Due to job responsibilities, parents who are meant to educate their children on cultural values at home only spend

a few hours with their children. In most cases, parents return home weary and unable to attend to their children's education (Epstein, 2007).

This circumstance presents a difficulty to schools, which must teach values in the absence of parents. It also challenges teacher-education programs to prepare instructors capable of contextualizing and teaching these principles in the classroom. The Manifesto on Values, Education, and Democracy, sought to promote positive values in children via education. As a result, it is important to investigate how elementary level life skills instructors perceive the teaching of these culturally bound values. Do these educators comprehend the importance of values education? What medium of instruction do they utilize in the classroom, and how successful is it? Oladipo (2019) highlights the importance of cultural variety in understanding all residents in a democratic Pakistan. To that aim, all official languages must be cultivated, and values must be taught to children in the language they comprehend best in order to preserve their cultural identity. Language and culture are inextricably connected. Language and culture were used as the tools in the study that helped learners, identify themselves and recognized others. Values education crossed cultural boundaries, indicated that it promoted understanding of underlying values shared by all civilizations (Robb, 2017).

1.2 Statement of the Problem

According to the National Education Policy 2009, holistic growth in education is actively advocated for in the words, "Our educational system must provide high-quality education to our children and youth in order for them to realize their full potential and contribute to the development of society and nation, instilling a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, regional and local culture, and history based on the basic ideology enunciated in the Islamic

Republic of Pakistan". In Pakistani society, there is intolerance, impatience, corruption, unfairness, a lack of accountability, street and social crimes, and many other problems. In this sense, students must be prepared with the necessary abilities, values, and attitudes in order to embrace life and all of its difficulties and challenges. In addition to this process, the absorption of values and attitudes that contribute to the holistic development of students' personalities may be approached in a systematic and organized manner 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.

1.3 Objectives of the Study

The objectives of the study were:

1. To identify the teachers' cognizance towards values education at the elementary level.
2. To determine the teachers' practice of values education at the elementary level.
3. To find out the strategies and practices employed by elementary level teachers to implement values education.
4. To analyze the challenges that elementary schools teachers face while teaching values education.

1.4 Research Questions of the Study

The research questions of the study were:

1. How do teachers understand and practice values education at the elementary level?

2. What strategies and methodologies do teachers use to practice values education at the elementary level?
3. What are the challenges that elementary schools teachers face when teaching values education?

1.5 Delimitations of the Study

The study was delimited to:

1. Islamabad Capital Territory
2. Public elementary schools
3. Public elementary schools teachers

1.6 Theoretical Framework

“A theoretical framework is the philosophical research basis and forms the link between the practical components and theoretical aspects of the investigation” (Mertens, 1998). Considering that “values education” is a collective, inclusive pedagogic endeavour in which informal and formal knowledge are used for value formation (Solomon & Fataar, 2011). As a framework, Identified Kohlberg's theory of moral development and McNaughton's transforming society theory.

Kohlberg proposed the theory of moral development (1958), Kohlberg proposed that children form ways of thinking through their experiences, which include understanding “moral concepts such as justice, rights, equality, and human welfare” (Pandey, 2015). This theory relates to my study in the sense that Kohlberg emphasizes the moral development of learners based on character formation and also on their choices of what is right and what is wrong. Parents' involvement is therefore important in the moral development of children. In my study, values are seen to be bound by family and culture. Parental involvement is therefore vital in schools. Kohlberg also emphasizes that moral development is based on democratic citizenship.

McNaughton's (2003) theory of transforming society falls within what is known as “the new sociology of childhood”. According to social constructionists, we all transform and are transformed by nature and culture, and our capacity to transform holds the key to the maximization of young children's learning (Joubert, 2017). In my study, values education aims to unlock the full potential of learners on their way to becoming citizens with full responsibilities. The role of teachers is, therefore, to nurture each child's needs in order to transform society (McNaughton, 2003). McNaughton (2003) views education as social and political activism, where the focus is on helping children recognize what is fair and unfair in their world.

1.7 Significance of the Study

Throughout history, the meanings of value education and perceptions of the concept have been refined (Solomons, 2009). Education is therefore not something new; it is an ancient and evolving concept. It started in families as a process that was intended to help members of the family, including children, develop values (Kirschenbaum, 1992). In traditional African society, children were taught about societal values and responsibilities at an early age. These values were regarded as effective cultural elements that also shaped individuals as members of a community that lives together. Human values are inextricably linked to life; every human being lives by a set of values (Kirschenbaum, 1992).

According to Carr (2011), values education has been part of the education landscape for over a century. The traditional learning of values has been described, shaped and implemented in a range of ways, although it has affected all societies across the globe. The majority of studies have been conducted in industrialized countries, with Pakistan having the least amount of research on teachers' knowledge and practices on values education at the basic level. As a result, this study reveals

important information on awareness and practices in values education at the primary level in Pakistan. This study may be useful in determining the present state of teacher awareness and practices related to values education at the primary level in Pakistan. It may provide an accurate image of the situation as well as a thorough knowledge of it. This study may benefit students, instructors, principals, educational managers, educationists, policymakers, curriculum specialists, and readers.

1.8 Operational Definitions

The following concepts, which are essential to this study, are defined for this study:

i. Values

Values are rules: "rules for living; essential, desirable, or worthy needs and desires; core notions about what is right or wrong, good or bad." For the sake of this study, values should be defined as the teaching of values for the moral growth of primary school students (McNaughton,2003).

ii. Values Education

Values education is also known as "values in education," which is defined as an activity concerned with diverse attitudes and behaviours involving the teaching of values. Both phrases, values in education and values education, highlight the importance of teaching values at home, in society, and informal educational institutions (Carr, 2011).

iii. Elementary level

The elementary level is a stage in elementary education dedicated to early childhood development (ECD). ECD is defined as an "umbrella phrase that refers to the process through which children from birth to nine years of age grow and thrive physically, intellectually, emotionally, morally, and socially." In this study,

"elementary level" refers to the years between Grade 1 and Grade 8. The target group in this study, however, is sixth-grade students (Callaway, 2016).

iv. Teacher

A teacher is described as someone who directs and assists students in developing their dispositions and abilities, and who encourages them to become motivated, strategic learners (Fetterman, 2009).

v. Culture

Culture is defined as the behaviours and beliefs that regulate a society's life. In this case, a specific language serves as the means of communication among people of that culture (Rokeach, 2017).

vi. The language

Language is defined as a means of self-expression. Language defines a person's identity. "It is a social mirror that allows societies to investigate the complexities of human existence."

vii. Cognizance

The range of what one can see and understand is referred to as cognizance. Cognizance is also used interchangeably with awareness, knowledge, perception, realization and consciousness (Cohen, 1995).

1.9 Methodology of the Study

It was mixed methods approach study. The explanatory sequential mixed methods design was used in this study. The schools were chosen from the Federal Directorate of Education, Islamabad which comprised six education sectors in Islamabad. Data were collected through questionnaire and semi-structured interview. Teachers were interviewed and field notes were taken to document the data gathered from them in order to investigate how elementary school teachers conceptualize and implement

values education. The questionnaire and interviews yielded information regarding teacher's knowledge and practice of values education.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The focus of this review was on ideas linked to notions of teachers' contextualization and application of research-based literature on values at the primary level. As part of research framework, the researcher used grasp of the framework themes and concepts to direct the path of data analysis and interpretation. The theoretical framework and literature on values in many civilizations across the world assisted the researcher in investigating how teachers contextualize values and teach them to young children in elementary school in Pakistan. This literature study is essential to the notion of values education since it offers light on topics such as morals, culture, and language. The research investigated how culture and language are intertwined, and how language plays a role in the transmission of values, via the study of literature. The data obtained is critical in understanding the variables at work when instructors implement values education in the classroom.

Throughout history, the meanings of values education and people's views of the idea have evolved (Solomon, 2009). Values education is thus not a new idea; it is an ancient and evolving one. It originated in families as a strategy to aid family members, especially youngsters, in forming values (Kirschenbaum, 1992). (Kirschenbaum, 1992). From an early age, children in ancient Asian culture were taught about societal values and responsibilities. These ideas were seen to be powerful cultural components that shaped people into living community members. Human values are closely tied to life; everyone has a set of values that they live by (Kirschenbaum, 1992).

Values education, according to Carr (2011), has been a component of the educational environment for over a century. It has been described, moulded, and put into action. Although traditional value learning influenced many civilizations throughout the world, writers on traditional education in Sub-Saharan Africa have provided broad descriptions of the educational system. Based on the premise that traditional learning was largely the same throughout Africa since Asian cultures were illiterate, with minor differences (Callaway, 1975). Regardless of their differing cultural perspectives, this assumption gives the impression that indigenous peoples on the Asian continent all received the same type of education. However, the education of Asian traditional values differs according to cultural views. Regardless of this variation, which is also influenced by socioeconomic and political variables, there are common features in Asian traditional education that point to the cultural unity of the Asian people (Dei, 1994), which means that while Asian culture varies by ethnic group, there are commonalities in terms of values education. Fetterman (1997) quotes Harris (1968) as saying, "Culture is the total of a social group's visible patterns of conduct, customs, and way of life."

2.2 Values

The idea of "values" typically refers to stressing people's civic and moral growth. Civic and moral values are sometimes complicated in the sense that certain writers have concentrated on one while disregarding the other, but some academics see both ideas as having the same function. Barber (1998), for example, concentrated solely on civic responsibilities while avoiding moral issues.

Civic and moral values, on the other hand, may be regarded as intertwined since they both focus on the moral well-being of learners by aiding them in acquiring values that can lead them to make acceptable life choices. Values are also defined in the

literature as everything from timeless concepts to behavioral behaviors (Rokeach, 1966). Teachers are considered professionals in my study, with the expectation that they will formally communicate these values to learners through the implementation of value education. Value is a notion that has been greatly discussed throughout human history, and it has retained its relevance from the beginning of philosophy (Özlem, 2010). It has evolved as the root and cause of the discipline dealing with values such as good-bad and beautiful-ugly as a branch of philosophy (Arslan, 2005).

According to the relevant literature, the notion of value is defined as the collection of beliefs impacting human behaviour (Ulusoy & Dilmaç, 2012), or the belief referring to whether or not something is worth desiring (Güngör, 1998). It may also be defined as the variables that influence human behaviour throughout their lives and shape their lifestyles (Yel & Alada, 2009), or the concepts that we value and that affect our lives (Doanay, 2006). Cevizci (2006) describes it as a fundamental basis of belief that influences and offers significance to daily life, as well as a value that includes both economic and monetary worth. It is self-evident that without morals, our lives are like a swaying boat without an anchor.

According to Bhattacharya (2003), humanity is currently experiencing a time of uncertainty, conflict, and confrontation; the causes are not difficult to comprehend. In this age of transformation, we have lost our bearings and ideals. Without a doubt, values differ and may change throughout time. Regardless of social or political relationships, the essential values do not alter as they pervade through the ages. Happiness is the aim of life, and we cannot achieve happiness until we live in harmony. It is, therefore, important to integrate these for the sake of humanity's well-

being. One cannot dispute the importance of creating pleasure in our individual and social lives.

According to Cohen, the identification of core (consensus) values, which are generally character traits or values intended to fit the needs of the local district, is at the heart of most character education programmes (Cohen 1995). He goes on to say that the Aspen Declaration, which was created in 1992 as a consequence of a character education conference, specifies six values: respect, responsibility, trustworthiness, care, civic virtue and citizenship, and justice and fairness. Educators hope to avoid political squabbles that might impede character education by concentrating on such core concepts (Cohen 1995). Honesty, patience, and compassion are among the key traits outlined by Schwartz (2000). In 2005, he emphasised three unique ideals: tolerance, liberty, and friendship.

Educators have stated that values must be prioritised when developing educational programmes (Var 1978). Values, like knowledge and skills, can be taught, so an educated person has values in addition to information and abilities (Tezcan 1974). In light of the preceding facts, it was initially realised that values emerged as a result of local community demands. It's also clear that values that the majority agrees on are referred to as core or consensus values, and they're crucial for most character education programmes. Similar characteristics, such as honesty, trustworthiness, and tolerance, have been highlighted by numerous authors. The core principles are fundamental values in the sense that they are shared by a wide range of people, including members of diverse political groups. It's important to remember that students in character education are taught to be responsible for the consequences of their behaviour if they violate principles.

The emphasis on students' entire development through diverse educational experiences is one of the key developing trends in education. The following are the main components of the theoretical framework of values education.

1. Self-Compassion and Self-Care
2. Empathy and concern for others
3. Compassion and concern for the environment
4. Security and safety
5. Recognize risks and disasters
6. Putting Safety Measures into Action
7. Honesty
8. Trustworthiness
9. Fairness
10. Hard effort and the quest for greatness
11. Reject Corruption
12. Collaboration
13. Tolerance and respect for difference
14. Social cohesion and peace
15. Understanding the structure of society, observance of the law, rules, and regulations

"Things are more moral, or more right, for a number of reasons, because they are more consistent with principles of respect, fairness, and justice," writes Kirschenbaum (1995). We must help students realize that we may return to broadly shared understandings of these core values and moral principles, which they can use to make their own judgments. Huffman believes that students in middle and high school should focus more on moral reasoning and critical thinking (1994 quoted in

Cohen 1995). "As children get older, they are presented with more complex values issues." (Cohen, 1995).

Human Values Education Curriculum (Kulakszolu & Dilmaç 2000) is an educational program that focuses on five universal values: love, reality, inner peace, right behaviour, and avoiding violence. The authors state that these qualities must be linked to "associated values" such as honesty, sharing, happiness, patience, courage, respect, sympathy, and thoughtful behaviour. According to Gilness (2003), her pupils required support in developing universal principles that would allow them to make ethical judgments. When it comes to core principles, Kirschenbaum shares thoughts with the aforementioned writers and repeats the most common values, which are respect, fairness and justice. Students, in his opinion, require assistance before making unique value judgments. Similarly, Huffman argues that students should devote enough time to moral reasoning and critical thinking since they will need to make judgments on contentious subjects.

Unlike younger pupils, older students (i.e., high school students) will encounter ethical quandaries at some point. Gilness totally agrees with him as she shares her view and experience. The resemblance between the values provided by Kulakszolu and Dilmaç is evident when we look at the values listed by them. Arweck and Nesbitt (2004) explain that the Living Values educational program is based on two values: peace, respect, love, tolerance, honesty, humility, collaboration, responsibility, happiness, freedom, simplicity and unity. They go on to add that these values are generally recognized and should be cultivated in individuals in order to make the world a better place to live, according to the program's designers.

They're also a reaction to educators and parents who've sought for help coping with the changes. "No schooling of any kind can operate unless values are

communicated," Ashton and Watson (1998) write. "There is no such thing as a value-free education," Doyle (1997) agrees. As a result, schools must instill qualities such as honesty, patience, tolerance, respect for oneself and others, courage, and integrity in students (Doyle, 1997).

Arweck and Nesbitt provide a set of concepts that may be used to build an educational programme. Furthermore, the software's creators claim that these are universal. They, like Cohen, emphasize that these values have been present as a rescue since children have been harmed by negative trends for some time. Families and educators see the principles as beneficial. Doyle, like Ashton and Watson, thinks that schools transmit values and that it is their job to preserve those values. According to Eisner (1994), "Ethics refers to the underlying essential structure of a culture, the values that motivate it, and that together define its way of life." He believes that ethos is intertwined with the school's core values.

According to Doyle (1997), "Values are the force that determines and drives culture." The collection of concepts and moral attitudes that are typical of a certain group are explained at the beginning of this paragraph, and then the link between a school's core principles and its ethos is underlined. When he gives a definition of values, Doyle suggests that values determine and drive school culture. In short, it might be claimed that school culture, values, and moral attitudes are all intimately intertwined.

According to Willemse et al. (2005), teacher educators' teaching is always a moral action. Teacher educators must push their student teachers to develop their own values and standards, as well as to become teachers who are conscious of the ways in which they communicate their own values via their teaching (Willemse et al., 2005).

They must also train future teachers to assist their students in developing their values and standards, as well as preparing them for citizenship.

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As a result, Sherman concurs with Hansen on the importance of teachers as role models. She provides a number of techniques for teachers to exhibit their ideas, noting that it is a two-way street because students may also demonstrate their principles. According to Wringe (1998), values are our supporting attitudes toward skills, qualities, and activities that are deserving of praise, acknowledgment, or imitation, or for which we would like to be recognised. He claims that a person's values reflect what they consider to be the most essential in a crisis or tough situation and for which they would be willing to sacrifice other things. He believes that altering one's values may require changing one's culture or distancing oneself from one's current social context. As he points out, in order for this amendment to be educational, the people involved must have a fundamental knowledge of the

process."Our values are to be judged not by our words but by our acts," he adds, "and values are fundamentally social and beneficial."

As Wringe suggests, our behaviours may be seen as reflecting our ideals. Values are expressed by instinctive behaviours or a desire to act in certain ways. For him, our approval judgment is values expressed briefly. In his opinion, when faced with a difficult circumstance and willing to sacrifice other things for it, the values are the most essential. As he explains, changing values is incredibly difficult. When an educational reform is concerned with values, it is critical for stakeholders to be educated about the process. It is certain that our behaviours reflect our ideals. Furthermore, it should be recalled that values are fundamentally optimistic and exist to benefit society.

She also claims that nationwide conferences on university student ideals are organized (Colby 2002). Some higher education institutions, according to Colby, have begun to pay attention to ethical values and student behaviour. Such institutions have sought to instill a sense of responsibility in its students. She has also witnessed the organization of national symposia on university students' values. These changes are all positive because they demonstrate that universities recognize the worth of values and are willing to teach their students about them by acting in this manner.

2.3 Different Aspects of Values

There are several types of values and are discussed below in detail:

2.3.1 Physical Values

Physical values can be found in things or activities that promote physical health, such as green that veggies provide physical benefits for us since they help us maintain good health. The argument is that objects that provide us with physical and biological

pleasure have physical and biological worth. Physical education helps to improve physical values. This component of our values should not be overlooked.

2.3.2 Economical values

The value of a commodity is its price in terms of money. Different material items have varying levels of worth. The more scarce the item, the more precious it is. Many human activities have economic worth in connection to various vocations, occupations, or professions.

2.3.3 Social values

Social activities and social gathering groups that provide us with social satisfaction have social worth. For us, friendship has a social significance. Social values include cooperation, mutual respect, marriage, and so forth.

2.3.4 Ethical values

The principles of behaviour that provide us with moral fulfilment are said to have ethical qualities, such as honesty, integrity, truth, and a feeling of fairness by acting morally.

2.3.5 Religious values

Religious values, such as visiting mosques and temples, reciting Quran, praying to God, provide us with religious fulfilment. All of these have religious significance for us.

2.3.6 Intellectual values

They have intellectual worth since they are possessed by specific actions that lead to our intellectual growth. Acquiring information is intellectually valuable. Independent thinking, book reading, and leisure time are all good habits to develop.

2.3.7 Aesthetic values

Aesthetic values are associated with actions that contribute to the perception of beauty in order to enhance it. These factors contribute to the development of aesthetic sensibility. Aesthetic ideals can be found in dance, art, and poetry.

2.3.8 Recreational values

Films, listening to music, watching an intriguing game, and other things that interrupt our routine, tedium, and boredom have recreational value. All of these have recreational value.

2.3.9 Instrumental or extrinsic values

Objects that serve as a means to an aim, such as a pen or a copy, have instrumental or extrinsic value.

2.3.10 Intrinsic values

It refers to the ideals inherent in the action itself, such as acquiring knowledge for the sake of acquiring it.

2.3.11 Relative values

These values are related to a certain moment and situation. These ideals will endure as long as those periods and situations exist, for example, when our country is at war with another country, we sing combat songs and sacrifice our time.

2.4 The Categorization of Values

Values come in a number of hues and varieties, and they are classed differently according to the standards that have been established for them. Some philosophers and institutions have developed workable categories, which are as follows:

Everelt (2000) divides human values into the following categories:

1) Economic Values

- 2) Physical Attributes
- 3) Recreational Worth
- 4) Associational Values
- 5) Personal Characteristics
- 6) Aesthetic Considerations
- 7) Religious Principles
- 8) Intellectual Worth

Parker (2002) categorises values based on their interest as follows:

- i. biological values
- ii. economic values
- iii. effectiveness containing values
- iv. sociality containing values
- v. intellectuality containing values
- vi. Values in the Aesthetic Aspect
- vii. Moral values are contained in morality
- viii. Religious values are contained in religion.

Plato (420 BC) categorised values according to their ultimate realities, which are as follows:

- i. Goodness
- ii. Beauty
- iii. Truth

2.4.1 Difference between Values, Customs and Norms

The main difference between norms and values is that norms are standards of behaviour whereas values are principles that help you to decide what is right and wrong. While values are general guidelines, norms are specific guidelines. Both

norms and values are important aspects of society. Norms are conceptions of the desirable behavior in particular situations. Customs are normative behaviors carried out with little thought (Bendle, 2019).

2.5 Values Education

According to Robb (1998), values education is an activity in which people are taught about the variables that impact their behaviour. This exercise is suitable for both professional and recreational purposes. Values education is offered to all people, both those with more experience, such as adults, and those with less experience, such as youngsters, not only in terms of knowing values but also in terms of implementing values in their daily lives. Individuals with relevant experience include parents, community members, and instructors (Robb, 1998). As a result, students' perspectives on politics, civics, and governance should be heard (Joubert, 2009). Proponents of a holistic approach to teaching values/character education argue that everything that happens to these kids has an impact on their values or character (Lickona, 1993). Values education is taught in schools through both explicit and implicit curricula (Tarman & Kuran, 2014; Akbaş, 2004), and it impacts people's ideas of social responsibility, impacting their decisions and behaviours (Stephenson et al, 1998). As a result, it is seen as crucial to the well-being of a democratic society (Akbaş, 2004).

Elkatmş (2009), on the other hand, defines values education as the deliberate and purposeful teaching of values. Values education, also known as value-gaining activity, has been a key component of Turkish education programs since the drastic reforms introduced in the 2005-2006 academic year. As a result, schools are essential in the implementation of value education. They have an impact on and reflect cultural ideas on both sides (Halstead, 1996).

Children attend school to acquire desired behaviours, to become productive citizens, to learn about their own history and culture, and to learn about democratic principles (De-Roche & Williams, 1998). The aims of both the school and values education are compatible. Value education did not have a planned and organized position within the curriculum with an official term like "values education," but different traces of values have remained throughout the Turkish Republic's official curricula since 1924. Curricula and course materials, as well as the Turkish Republic's basic educational principles, contain a range of values (Akyüz, 2013).

MEB (1973) highlights the necessity of culture transference via education, stating, "...adopting, conserving, and enhancing Turkish nation's national, moral, human, spiritual, and cultural values through education."As a consequence, researchers may be guided towards new perspectives and research fields. Scientific study focused at examining a certain subject, according to Turan, Karada, Bektaş, and Yalçın (2014), will provide light on the depth and breadth of that field, as well as show its overall stance. There are works in the literature that attempt to reflect broad research on values education from various historical periods and perspectives (Elbir & Bac, 2013; Güçlü, 2015).

All educational efforts are directed at the development of three domains: cognitive, emotional, and psychomotor. The cognitive domain contains knowledge; the emotional domain contains emotions, attitudes, and values; and the psycho-motor domain contains behaviours and actions. Effective educational systems should work to enhance all three areas at the same time. Ignoring the emotional domain leads to a variety of personal and social issues. Students should learn some values since they are criteria and standards for behaviour. Our lives and work are guided by our values in a

number of ways. As a result, educational systems must include values as a core component.

The teaching of social, political, cultural, and aesthetic values is referred to as "value education". Moral education" refers to a more general idea of justice, but in a social and political environment, this justice takes on greater relevance (Veugelers & Vedder, 2003). Lickona (2009) interchanges the words "moral values education" and "values education," as well as uses both as acronyms for "moral values education." Moral education is a notion that has been around for a long time. It is, in fact, as old as education. Education has always had two primary goals: to help young people become smart and to help them become good citizens. Character education is a comprehensive, school-based approach to fostering students' moral growth. Berkowitz and Bier (2007) suggest that effective character education supports and strengthens the academic goals of the school; in short, excellent character education encourages learning (Berkowitz & Bier, 2007). The imagined character is made up of three interconnected parts: moral knowledge, moral emotion, and moral behaviour. Good character is comprised of knowing the good, desiring the good, and practising the good-mental habits, habits of the heart, and habits of action (Lickona, 2009).

Similarly, Berkowitz and Bier (2007) assert that character education influences many elements of the "head" (knowledge, thinking), "heart" (emotion, motivation), and "hand" (action) (behaviour, skills). Values education seeks to improve certain characteristics. The lists of characteristics are as long as the definitions of character education. Several characteristics are commonly mentioned by various authors (Pearson & Nicholson, 2000). According to Lovat (2005), an environment has been created that is "more conducive to the adoption of values education as a natural extension of the teacher's and school's responsibilities." He further emphasises that

this environment offers conditions for moral growth as a practical agent. According to Lovat (2005), "Values education reflects excellent practice teaching." Values education, he believes, will help students develop the sorts of communication capacities, interpretative and negotiating control that are at the core of social conscience, as well as the reflective and self-reflective growth that is the "foundation of a personal morality." People of all ages, according to Arweck and Nesbitt (2004), may consider, apply, and change their attitudes toward others through values education. Values education, according to Ashton and Watson (2004), should not be based on any authority. In other words, it should not be done out of concern for institutions of higher learning. Education, on the other hand, must be the driving force.

When teachers' responsibilities are understood, values education is natural in the school context, according to Lovat (2005). He concludes that via values education, instructors may build the kinds of relationships with their students that reflect their care and devotion while also serving as a basis for building personal character. In conclusion, values education aids students' moral development and character development. According to Muijen (2004), value education has a long philosophical history, starting with the Greek term Paedeia (from which the word pedagogy derives) and culminating in enlightenment thinking and the "ideal of a systematic development of our logical powers, resulting in the moral, cognitive, and technological growth of the person as well as the development of society as a whole." She goes on to explain that value education is an important part of a wider vision of development as a process of improving individuals as "whole persons" with spiritual, cultural, and political dimensions.

To summarize, values education focuses on a person's moral development. However, the ultimate goal is to enhance people as a whole person, which encompasses political, cultural, and spiritual aspects. In addition to science and technology, moral duties and a value perspective in education are aims that may be reached with the aid of values education.

2.6 Character Education and Values Education

Vedder and Veugelers (1999) discovered a plethora of interconnected concepts, including value education, character education, citizenship education, and religion education. However, there are some parallels, as highlighted (Willemse et al. 2005): the term "pedagogy" is used to indicate that "education" has a broader meaning than "training" or "schooling." As the authors explain, it also encompasses the teaching of standards and values. As the mentioned examples show, there are numerous words that are connected to one another.

According to Cohen (1995), character educators promote a method of teaching basic values that is strengthened by community consensus. "Parents and communities are being included in the design and implementation of character education programmes by schools and districts," he says. Supporters of character education believe that the most effective character education programmes combine teaching and changing the school environment to foster strong character traits and values (Cohen, 1995). Character educators, according to Cohen, want to improve their students' professional and economic possibilities while simultaneously advancing the social and moral fabric of their communities. Kirschenbaum (1995) believes that successful character education requires a combination of inculcation, modelling, and value facilitation. Cohen emphasizes the significance of parental and community engagement in character education programmes in schools, which is understandable.

TH-26483

Character education should not be used in isolation since values and character characteristics are first conveyed via the family and subsequently through society. As a result, their active engagement is critical. Because graduates are natural members of society, students' moral beliefs are important because today's students represent the future of their community. Cohen comments on some survey results, and he wants to stress that the teaching of principles and excellent character characteristics was lacking in the opinions of parents. He refers to another author, Kirschenbaum, who discusses the function of modelling, referring to instructors' significant effects on their students and the importance of behaving as role models. Strong statistics support the need for parents to model and convey values to their children (Schwartz, 2000).

However, Schwartz (2000) expresses an opposing viewpoint, claiming that character is not etched by the age of six, or even sixteen. He contends that character may be altered and improved. According to Arthur (2005), "transmission of principles that assist build students' character takes place primarily through the example of tutors." Similarly, Milson and Mehlig (2002) state that instructors are seen as an incredibly essential component in the development of character in children. Primary school teachers are self-assured in their ability to serve as role models, debate right and wrong with children, and employ techniques that may result in good changes in the character of their pupils. They are confident that they can instill values such as accountability, honesty, compassion, politeness and respect (Milson & Mehlig 2002).

According to Hesapçolu (2004), education is a relationship between students and instructors. Education, in his opinion, shapes the value and moral worlds of students. A student builds a moral and ethical character via education (Hesapçolu, 2004). Several of the experts cited above think that character develops later in life, and that teachers have a fantastic chance to instill ideals from elementary

school through university. Teachers are important people in our life, and when they act as role models, students benefit much in terms of building their own character. As a result, at all levels of educational institutions, instructors must be held accountable. The educational impact that schools and instructors strive for on students is linked to a range of achievements and can take many forms (McLaughlin 2005). Students are looking for “knowledge and comprehension of all sorts and degrees, dispositions, virtues, character qualities, emotional reactions, inclinations, talents, capacities, and so forth,” according to McLaughlin (2005). McLaughlin, like earlier writers, agrees with prior authors and highlights the characteristics that teachers and schools instill in their pupils. Schools, according to Doyle (1997), shape people's characters.

It must be noted, however, that values must take the shape of habits; that is, they must be represented in acts that are performed habitually. Lickona (1989, as mentioned in Howard et al 2004) defines character as "values in action." Character consists of three interconnected components: moral knowledge, moral emotion, and moral behaviour.” According to Howard et al. (2004), society, families, and educators are interested in fostering the development of character in children, and this search has taken on numerous titles throughout the years, including values education, moral education, and character education.

Character education, according to Howard et al (2004), can take three forms: caring, traditional character, and developmental. The authors use the term moral education in reference to the first and third approaches, while the authors use it in reference to the narrow approach. They claim that traditional character education focuses on passing down virtues. The primary unit of traditional character education, according to Bush (2002, as quoted in Howard et al 2004), is the family: “Family is the first place where values are learned.” Howard et al. divided character education

into three categories, as can be seen. They quote Bush to remind everyone that the family is the birthplace of values to be taught, which is an undeniable truth.

According to Nijhuis et al. (2005), "his colleagues and he distinguish between three techniques in moral education: communication about values, transfer of values, and presentation of values". They identified two techniques among trainee instructors in their study: a mix of value transfer and communication, known as value orientation, and value presentation. As previously said, moral education is a word that is closely related to character education, and it is here that the relationship between values and morals is once again obvious. According to the findings of Nijhuis et al's study on moral education, trainee instructors place a significant premium on value orientation and presentation.

If values are not present in the society in which we live, we will inevitably forget about them. We must believe that they are relevant to our lives in order to notice them. The author suggests that universities offer non-credit elective courses such as "Moral Philosophy and Character," "Character Concept in Psychology," "Values and Character Link," and "Work Ethics and character." As a response to the lack of values in the eyes of students, this proposal was deemed necessary. Such courses could serve as a springboard for incorporating character education and virtues into tertiary education curricula. They could be trailed at first, and the content could change depending on the focus topics.

2.7 Need for Value-based Education

Value-based education aims to achieve multi-faceted development of a human being, including intellectual, physical, spiritual, and ethical development, by instilling educational and cultural values in students. Cooperation, responsibility, happiness, simplicity, unity, peace, respect, love, tolerance, honesty, humility, and

freedom are some of the values incorporated in a value-based curriculum. The main goal of holistic education is to prepare students to face both academic and life challenges. According to multiple studies, value-based education is a holistic approach to students' education that provides complete body and mind education through innovative approaches. Education can be defined as a process of disseminating general and specific knowledge, teaching skills, and, most importantly, instilling values. The current educational system caters almost entirely to the first, a little to the second, and only a little to the third (Burra, 2007).

Ineffective, decadent, and empty learning has resulted from the neglect of ethical values, which should form the foundation of any good education. In the article, Burra states that it is every society's responsibility to pass on the values enshrined in its scriptures and philosophical texts to each generation in order for the culture's spirit to live on. Only when education is value-oriented can this be accomplished. Education should be a process of true knowledge acquisition. The teacher and student will have to collaborate and work together in order to plan for good values and objectives. Education's goal is to instill character in the next generation, which is a solution to many of the problems that people face today. It has the potential to bring about a widespread renewal of individual commitment to a principled active life, which is critical. Truth, right action, love, peace, and nonviolence are values that encompass the profound moral insights of great civilizations in a balanced way.

2.8 Values Education Practices

Teachers' values education practices are the strategies that a teacher employs to help students develop their character, and they serve as the foundation for all learning areas. According to the age and grade level of the students, all subjects focus on

values information. A teacher can use a variety of strategies and approaches to help students learn and develop values. Here are a few of them:

2.8.1 Story telling

A teacher can use this strategy with students of any age group; however, the strategies and techniques used will differ. To instill special values and lessons, a teacher may speak orally about real incidents or imagined events (Kroll 1987). These stories may be included in the literacy curriculum; additionally, they assist students in preparing to enter real life as good human beings and responsible citizens (Turner, 2004).

2.8.2 Skits and discussions

This strategy is most commonly used in schools, but it can also be used in universities. This is an exaggerated form of dialogue in which students are assigned roles in a context, allowing them to investigate their own and others' values, as well as how these values influence resolutions and measures (NSW, 2008). Following that, there could be structured and unstructured discussions, with the teacher acting as a facilitator.

2.8.3 Teacher direct discussion

Direct discussions led by the teacher include activities that illuminate and investigate values. Learners talk and listen to each other without interruption during these negotiations, and the teacher, acting as a facilitator, encourages students to contribute ideas. The teacher has a positive role to play in motivating, allocating, understanding, and modeling excellent listening skills (Brady, 2008).

2.8.4 Completing activity

This is a strategy in which students are given a starting statement or situation and are asked to reflect and discuss their own ideas until they reach a conclusion (Dale, 1994).

2.8.5 Reinforcing diligent work

Teachers must expect to provide appropriate feedback as part of a value-development strategy that includes praise, appreciation, and admiration to reinforce students' diligent work and righteous behaviour (Hawkes, 2011). Appropriate feedback has a positive impact on students' performance and values development, but teachers must strike a balance while rewarding students for their efforts.

2.8.6 Reflection interpretation

This strategy can be used by a teacher to have students interpret their reflections on a given topic, which can be written or in any other form (Howard, 2005).

2.8.6 Create a classroom constitution

Classroom constitution, according to Huitt (2005), refers to students creating rules for how to behave in the classroom. Teachers encourage students to create personal rules and codes, which are agreed upon by the class and signed for confirmation.

2.9 Value Education in the Global Scenario

Colleges and universities have spent time and money over the last two decades on a range of educational programmes and projects aimed at developing character values and behaviours in their students (Dalton & Crosby, 2010). In a number of educational contexts across the world, value education is a part of the curriculum. In nations like India, Australia, and Singapore, value education is emphasized through well-defined curriculums and syllabi. In Singapore, values education is included in the Pre-University Civics curriculum (MOE, 2010).

The new Pre-University Civics Syllabus's core subject is "Making a Difference." Students are encouraged to take an active role in enhancing the quality of civic life in their communities and to lead in service to others. According to the Indian national strategy on education (1986), which was revised in 1992, "the current rift between the official system of education and the country's rich and varied cultural traditions must be healed." Education may and must strike a delicate balance between change-oriented technology and cultural continuity in the country. Cultural material shall be included as much as feasible in educational courses and procedures. Education should foster universal and timeless ideals in our culturally varied society that promote our people's unity and integration. Through such value education, obscurantism, religious fanaticism, violence, superstition, and fatalism should all be eliminated. In addition to its combative role, value education has a significant amount of positive content that is based on our history, national and global aspirations, and perceptions.

This is something that has to be taken seriously. Concerns about the erosion of fundamental values and the rise of cynicism in society have emphasized the need for curriculum modifications to transform education into a strong tool for the growth of social and moral values. In Australia, value education helps students learn and practice values such as caring and compassion, doing your best, a fair go, freedom, honesty, and integrity, respect, responsibility, and understanding, tolerance and inclusion.

2.10 Kohlberg's Theory of Moral Development

The cognitive developmental theory was applied to moral education by Kohlberg (1981). A major aspect of moral character, according to a new study, indicates a steady growth in the creation of intellectual concepts that enable a person

to make moral judgements and decisions. This technique is referred to as cognitive because it recognises that moral teaching takes place when a kid uses critical thinking abilities to examine moral issues and make moral judgments. Education is primarily concerned with a person's intellectual and moral growth. In the classroom, education provides an atmosphere in which ethical and psychological concepts can thrive to their full potential. Similarly, a child's cognitive abilities begin to function as a basis for dealing with moral dilemmas at an early age and making decisions (Kohlberg, 1975; Snarey & Samuelson, 2008).

The approach is referred to as developmental because it views moral education as a process of progression through various moral stages (Kohlberg, 1975). Perceptions advanced to a higher understanding of the issues surrounding equity as the person progressed through the different levels and stages in this developmental approach (Fleming, 2006). Kohlberg saw children as moral philosophers, according to Snarey and Samuelson (2008), because they could think critically and make sense of their own experiences in a rational way. As a result, it was up to the teachers to develop a morally enriched educational atmosphere that promoted the regular growth of moral decision-making.

According to Kohlberg (1975, 1981) and Kohlberg and Hersh (1977), moral decision-making progressed through three levels, each of which had two stages. Kohlberg's stages of moral development, in general, depict the gradual progression of moral thinking and decision-making as people progress through these stages. Even for adults, according to Fleming (2006), reaching the post-conventional levels, Stages 5 and 6, is rare. Kohlberg claimed his theory was cross-cultural and universal, according to Snarey (1985). This universality claim sparked a lot of discussion and disagreement (Parik, 1980).

According to Al-Shehab (2002), the majority of studies using Kohlberg's method and model were conducted in Western contexts, with only a few studies conducted in Muslim, Middle Eastern, and Asian contexts. Kohlberg's claim of universality did not appear to be supported by Shehab's, which was conducted with faculty members at Kuwait University. His findings also showed that using a cognitive approach to moral reasoning for a group of Middle Eastern Muslim faculty members was insufficient for claiming cross-cultural validity.

Dien (1982) conducted a Chinese-language analysis of Kohlberg's studies, claiming that Kohlberg's theory was culturally biased. Chinese culture, according to Dien, has a strong collectivistic orientation. Confucianism is a moral philosophy practised by the Chinese that emphasizes harmony, reconciliation, collective decision-making, and a sense of balance in daily affairs. Kohlberg's cognitive developmental theory does not include these characteristics. As a result, there is a lot of scepticism about Kohlberg's theory of moral development in cross-cultural settings. Snarey (1985) examined research that employed Kohlberg's cognitive developmental method and discovered evidence that moral development is universal and cross-culturally relevant. The cognitive developmental method followed the same ethical standards in all cultural situations.

Snarey (1985) used Kohlberg's model and technique to examine the empirical data and put the claim of cross-cultural and universality to the test. The author studied and evaluated 45 pieces of research on moral growth (38 cross-sectional and seven longitudinal) completed in 27 countries over a 15-year period. Because the studies employed research methods that were tailored to the needs of the participants' native language and settings, the study revealed that Kohlberg's interview protocol was rational and culturally fair. According to Snarey, based on the participants' age,

sample size, and population utilized in the research, Stages 1 to 4 were generally universal and cross-culturally suitable, but Stages 5 and 6 were less suitable or not at all.

Despite this, Snarey stated that universality claims have been questioned, with critics stating that universality and cross-cultural evidence are weak and inconsistent with empirical research. Kohlberg's theory and method, according to Edwards (1986), did not include enough cultures and ethnicities to understand how people make moral decisions.

Kohlberg's hypothesis was unquestionably a successful approach to researching the evolution of moral decision-making. Kohlberg's tremendous success should not be overshadowed by his shortcomings and critiques. In the environment and cultural circumstances of Bangladesh, no empirical study employing Kohlberg's cognitive developmental method has been identified. As a result, while Kohlberg's theory may not be directly applicable to this study, his ideas, features, and underlying compositions led our investigation as a theoretical lens. This research employed several important concepts and features of moral development levels and phases that were based on a formal and informal values learning approach.

2.11 The Broader Context for Values Education

A quick look at today's demographic trends in children's status (US Bureau of the Census, 1988) reveals that over 2 million cases of child maltreatment were reported in 1987, and the trend was upward; 20% of children were living in poverty in 1987, and the trend was upward; and in 1987, it was predicted that 50% of children would experience family divorce. Poverty, family instability, and child abuse are all on the rise, so schools will have to take on the additional responsibilities of not only providing education, counselling, and nutrition

programmes, which are already available in some schools, but also of fostering environments of care and nurture that serve as safe havens for children for the development of positive values away from an increasingly chaotic world. Social factors operate against the formation of a lived and deliberately shown good value system even in homes where there is no violence, poverty, or instability.

According to trends in social variables (US Department of Labor, 1987), after formal schooling, the average American reads just one book, but the average American family watches television for seven hours per day, with the TV Guide being the most widely read magazine. Positive values may be reinforced despite families working longer hours, watching more television, and spending less "quality" time with their children. Parents tend to prefer that their children learn about values at school in a simple manner. Developing standards of what is "good" and "wrong" was rated second only to "developing the capacity to speak and write correctly" in a list of 25 educational goals ranked by parents in a recent Gallup poll for Phi Delta Kappa. To tackle the problem, direct teaching is being employed in schools around the country. We won't be able to complete the circle since the context of values has drastically changed; we won't be able to return to where we were 150 years ago. The first difficulty in the teaching of values in schools is the strategy. According to a study of the literature, there are three primary ways to teach values.

2.12 Approaches to Teaching Values

Two general approaches to values education are usually described and contrasted in the literature (Solomon, Watson & Battistich, 2001). The traditional approach emphasizes adult transmission of the morals of society through character education, direct teaching, exhortation, and the use of rewards and punishments. The

aim is to teach and discipline students to develop good character and virtues, and to conform to the dominant values, legitimate rules, and the authority of society. Examples of virtues to inculcate in character education are “being honest, hardworking, obeying legitimate authority, and kind, patriotic and responsible” (Jones, 2009).

In contrast, the progressive or constructivist approaches “emphasizes children’s active construction of moral meaning and development of a personal commitment to principles of fairness and concern for the welfare of others through processes of social interaction and moral discourse” (Solomon et al., 2001). Reasoning and explanations, deliberative discussion about moral dilemmas, and participation in decision-making processes are viewed as typical methods for this approach (Nucci, 2006). The aim is to promote moral autonomy, rational thinking, moral reasoning skills, and democratic values and competence among the students. Nevertheless, this distinction has been criticized for simplifying the field (Sanger & Osguthorpe, 2005), and educational programs or approaches can, for example, fall between a traditional and a constructivist approach (Berkowitz, 2011; Narvaez, 2006).

Moreover, a third approach or position in the field of values education is discernible a critical approach, which claims that moral influence in school, especially in the practice of school discipline and in hidden curriculum, can be questioned and has far-reaching effects without being noticed (Bernstein, 2000; Jones, 2009). Jones (2009) actually makes a distinction between critical and postmodern orientations to values education, in which the former is about engaging students more actively in social justice issues and political activism, whereas the later “favors the teaching of multiple perspectives on issues and knowledge, and a critical deconstructive

orientation towards social values and practices such as the hegemony or discursive truths/assumptions of any given time or culture are revealed" (p. 42).

2.13 A Product Approach: Core Values through Direct Teaching

Some moral education researchers and theorists refer to the particular products or objectives of value education as "fixed" values, "core" values, or "moral fundamentals," thinking that key principles such as "respect" and "responsibility" can be taught to children "without doubt" (Pritchard, 1988). When "fully defined, understood, and practiced," the twelve principles reflected in a code of behaviour created by the Thomas Jefferson Research Centre "may lead to health, happiness, and prosperity for the person and society," according to Goble and Brooks (p. 89). These values include wisdom, honesty, love, liberty, justice, courage, humility, patience, diligence, thriftiness, generosity, objectivity, collaboration, moderation, and optimism. This list matches the "top twenty-five" values found in 100-year-old basal readers, with the exception of "objectivity" (Andrews, 1994).

As appealing as it is for many individuals and groups to teach these virtues, critics of character education, such as Lockwood (1991), find fault with lists of character traits like these: "The major problem with lists is that they do not provide such clear guidelines for behaviour as many character educators would lead us to believe." (Section 257) Some school projects, on the other hand, have progressed from "lists" of virtues to open classroom discussion of those virtues. Kuhmerker (1992), for example, described the Heartwood Project, which was created for Pittsburgh elementary school students. Classic children's stories from all over the world were categorized in this programme based on seven universal values: courage, loyalty, justice, respect, hope, honesty, and love. The program's activity cards, designed for use in the classroom, offer suggestions for defining and "implementing"

the virtues. However, many teachers and researchers have been critical of this "pre-packaged" approach to teaching values. They promote, instead, a "process approach".

2.15 An Integrated Approach: The Classroom as a Moral Community

Accepting prefabricated programmes aimed at imparting lists of moral fundamentals puts us at risk of limited parochialism. If we accept the sociological definition of values and the values clarification method, values are nothing more than the conventions of certain communities, with no core of consistent and good ideals to pass down. What approach to values education, what technique, is compatible with the ideas of an ideal just and democratic society? What are the best curricula and techniques for training students to be members of a just and caring society? Despite strong and emotional debate about the concept of teaching "core values," can any rational person believe that there are no fundamental values inherent in human beings? Because we are all human, we all have a similar moral foundation. The Institute for Global Ethics' President, Rushworth Kidder (1994), has authored a book on global ethics. "Again and again in this century, America and the rest of the globe have tripped over ethical relativism," he said of his study for this book. All ethics, we've been informed, is situational.

All moral standards are influenced by culture, are vulnerable to change at any time, and are completely subjective. As a result, ethics has become a luxury item for the cultural elite. This viewpoint differs; after all, who would dare to instil ideals in a world where everyone has their own? You'll almost likely be laughed out of town if you ask intelligent people throughout the globe whether moral standards are just relative. In fact, they argue, we all share a few moral principles not because we were born into a specific culture or have a particular political stance, but simply because we are human (p.3).

Kidder sent the following question to "ethical thinkers and performers" throughout the world (as evaluated by their peers): What would be included in a worldwide code of ethics for the twenty-first century? He questioned men and women, liberals and conservatives, Muslims, Buddhists, and Christians. He wrote the following about these interviews: Eight moral principles emerged consistently from the hundreds of moral values expressed in these interviews, and they should undoubtedly be included on anyone's list of global core values: "I adore you," says the narrator (which some call caring or compassion).

Actuality (honesty or integrity) 'Fairness' (liberty) 'Freedom' (liberty) 'Fairness' (liberty) 'Fairness' (liberty) 'Fairness' (justice or equity) "Unity 'Tolerance' (a sense of community or wholeness)" "Unity" (a sensation of belonging to a group or a whole)" (respect for diversity) "Responsibility" is a phrase that describes a person's capacity to do something (accountability). The term "respect for life" implies "respect for life" (avoidance of killing). If there is a near-core of human values worthy of being taught to pupils, what instructional style best promotes context or tactics for this moral instruction? A wide spectrum of scholars and educational theorists has responded to this topic. John Dewey (1966) felt that the United States could not endure just on the basis of its institutions but that democracy is a moral ideal that necessitates certain ideals and educational techniques.

Piaget (1956) also believed that blind submission to a teacher's authority and will stifled intellectual and moral development, and that peer relationships, rather than teacher intervention, fostered mutual respect and rule-governed behaviour. Dewey and Piaget both saw students, even young ones, as partners in their own moral development. Collaboration in the classroom entails a shift in teaching methods from merely transmitting information to collaborative research and exploration. Specific

values are best taught in the context of a demonstration of values rather than in the abstract.

2.16 Different Approaches to Values Education

In the literature, two general approaches to values education are usually described and contrasted (Halstead, 1996; Solomon, Watson & Battistich, 2001). Character education, direct teaching, exhortation, and the use of rewards and punishments are all part of the traditional approach to adult transmission of societal morals (Durkheim, 1961). The goal is to teach and discipline students in order for them to develop good character and virtues, as well as conform to society's dominant values, legitimate rules, and authority. "Being honest, hardworking, obeying legitimate authority, kind, patriotic, and responsible" are examples of virtues to instill in character education (Jones, 2009).

2.17 Global Needs of Values Education

According to Koh (2012), one of the major phenomena of a globalised world were unlawful actions and out-of-the-ordinary behaviours of various individuals and groups, such as immoral academic practices, bullying and shootings in educational institutions, and other such breaches of ethical conduct in various fields. Examining the situation, it appeared that ethics and morality should be addressed in the curriculum (Koh, 2012). In light of this, and in recognition of the fact that the world is constantly changing, the British educational system decided to incorporate moral education into the curriculum as well as teacher education programmes and courses (Revel & Arthur, 2007).

According to a Nigerian researcher (Adekola, 2012), the National Policy on Education highlights the need to include values and ethics into the country's education system. Education was considered one of the most essential instruments for achieving

academic achievement as well as imparting values, morals, and ethical attitudes. Education, after all, has the ability to mould and mould a person into a fully developed human being. Moral, values, and ethic-based lessons were to instill virtues (such as trust, public interest, tolerance, courtesy, honesty, loyalty, truthfulness, respect, hard work, commitment, devotion, love, forgiveness, collaboration, reason, and peace) in pupils. Instilling these values may be a way to control and reduce societal conflicts and crises.

Values and ethical education flourished in traditional African societies in the past. It would also be possible in today's society if people were more aware of their surroundings and took responsibility for their actions.

2.17.1 Diversity in Values

Values are important characteristics in one's life. Every person has multiple values in life, and the importance of each value differs from one person to the next. The significance of these values varies depending on the individual, culture, organization, nation, and context (Schwartz, 2012). As a result, grasping human values is a lifetime pursuit. As a result, human value analysis and perspectives have expanded from the individual to the organizational, institutional, social, and cultural levels (Rokeach, 1973). Ignacimuthu (2013) identified four broad categories of values: (1) personal values that individuals cherish; (2) social values associated with other people; (3) moral and spiritual values associated with an individual's nature and character; and (4) behavioural values associated with an individual's manners.

According to Rokeach (1973) and Chareonwongsak (2006), values can be classified as instrumental or terminal. Instrumental values are intrinsic and serve as a means to an end. Moral and competence values are examples of instrumental

values. They are personal character traits that are permanent in nature, a preferred way of behaving, and are used to achieve one's life objectives (e.g., honesty, ambition, and competitiveness). It's also difficult to change instrumental values. Terminal values are the ideals that individuals aim for. Terminal values include personal and social values; self-centred and society-centered values; intrapersonal and interpersonal values; and so on. They are the ultimate goals that a person strives to attain via his or her activities in life. Happiness, self-respect, freedom, and professional excellence are examples of terminal values.

Furthermore, according to Schwartz (2012), there are ten basic personal values that are universally accepted across cultures and societies. Individual biological needs, organised social interactions, and group welfare are all linked to basic values. Self-direction, curiosity, independence, stimulation, hedonism, achievement, power, security, conformity, tradition, benevolence, and universalism are Schwartz's basic motivational values, which are widely accepted around the world. Each of these values has a broad meaning and expresses a variety of objectives.

2.17.2 Core Values

Physical or biological needs, mental or psychological needs, and spiritual or core values needs are the three types of human needs. Core values are spiritual aspects of human behaviour that serve as lifelong guiding principles, regardless of cultural or ethical differences, and are ingrained in human nature. These values are linked to Confucian moral virtues and virtue ethics (Dahlgaard-Park & Dahlgaard, 2003).

2.17.3 Social and cultural values

Social values are values associated with neighbours, community, society, nation, and the world (Ignaciumuthu, 2013). Similarly, culture refers to a society's

collective understanding of its citizens' beliefs, practises, symbols, norms, and primary values (Schwartz, 2006). Culture also refers to an active process in which people engage in the formation and evolution of group life (Stephenson, 2008); it is the collective behaviours and mental states that differentiate members of one group, community, or nation from those of another (Hofstede, 1983).

Cultural values are values that are shared and accepted by members of a group or community (Stephenson, 2008). Society and culture are intimately connected. Societal structure, history, demographics, and ecology all have an impact on culture (Schwartz, 2006).

Hofstede (1983) proposed five cultural value perspectives: power distance, uncertainty avoidance, individualism/collectivism, masculinity/femininity, and short-/long-term orientation. Individuals' minds and hearts, as well as their behaviour and moral development, are shaped by these cultural value perspectives (Ho & Lin, 2008). For example, South Asians, for example, have a high hierarchy but low autonomy and egalitarianism, which mean that lower-level roles are expected to be humble and obey (Schwartz, 2006).

According to an organisational developmental study on cultural values (Head & Sorensen, 1993), Bangladesh as a society falls into a cultural high power distance and uncertainty avoidance dimension. Bangladeshis are communal people that love to live in close quarters with one another (Lockerbie & Stagg, 1982).

2.17.2 Values Education and School

Although value education has a good effect on pupils, it is fraught with difficulties. All educational activities must inculcate values, and a culture of values education must be developed. As a result, students would learn and experience a

variety of values across the school grounds. It goes without saying that values education can have a significant impact on the reduction of crime, violence, and other wrongdoings on school grounds (Maharajh, 2014).

According to Maharajh (2014), family roles in cultivating values have diminished in recent years, while school responsibilities in teaching values and morality in classrooms have increased. Because of the rising number of single parents, this is becoming increasingly important.

According to Revell and Arthur (2007), students anticipated teachers' training to offer them specialised knowledge of value education as well as the ability to influence students in moral and value education. Pupils and teachers anticipated that their course would teach them how to convince and encourage students to perform proper activities. However, there were some questions about instructors' roles in the formation of student-teacher values. According to this study, the environment outside of school has a stronger influence on the formation of kids' values and character than inside of school. The student-teachers were committed to changing pupils' minds on character education. After all, during their training, student-teachers were exposed to a variety of moral education teaching and learning practices.

Romanowski (2005) emphasised the significance of moral instruction not just in the classroom or on a billboard, but also in everyday life. Moral education must be taught and mastered as a life skill that may be used in a variety of settings. Students should discuss, study, and practise the principles of responsibility, hard work, honesty, and respect as a learning community. These principles should be honoured in both our personal lives and our communities.

The studies of Romanowski (2005) highlighted the importance of character education in the lives of students and society today. Values influence both teachers and students in values-based schools. If teachers talk about their thoughts and feelings, students will learn to express their inner feelings and control their manners. The school must establish a values-based climate, develop a values-based policy and curriculum, and create a vocabulary of values-related terms. The entire school community should be involved in using values-related words in their daily lives, both at school and outside of school. Reflection or silent sitting, for example, is an effective method of teaching values. This approach helps pupils to focus on their inner self and diverse abilities, which leads to greater intellect. Values-based education is not just a technique of teaching values to children; it is also the ultimate purpose of education, increasing educational quality and impacting society with human values like respect, civility, honesty, compassion, caring, humility, and responsibility (Hawkes, 2009).

2.17.5 Values Education and Teachers

Teaching is a vocation and a passion, as well as a profession. Teaching is difficult, and teaching values is even more difficult. Teachers must develop certain qualities in order to instill values in their students. A trusting teacher-student relationship is the foundation for teaching values. Teachers must have faithfulness, knowledge, zeal, vigilance, seriousness, gentleness, patience, prudence, and firmness in order to build relationships with students and instil values in them, as teaching is considered a vocation. The task is difficult, but with hard work and dedication, it can be accomplished (Grove & Gawrych, 2014). Teachers must act as role models for students in order for them to aspire to be like them, and in this way, teachers can help students develop their character (Sanderse, 2013).

Hawkes (2009) claimed that the school environment and society have lost a shared language of human values. This common language of positive human values could serve as a road map for establishing a moral society. A values-based school focuses on the principles of evaluating oneself and others using value words, which leads to behaviour change. Teaching and learning mould the inner self of teachers and learners into their thoughts, feelings, and emotions and empower students to be responsible for their learning and actions.

Teachers needed knowledge about values education, according to Eksi and Okundan (2011), who conducted a study among Istanbul-based educational administrators. To teach values education, teacher education programmes must include education philosophy, methods, techniques, and approaches. Values education programmes were developed and implemented by educational leaders. They were also in charge of motivating teachers, students, parents, and society to act in accordance with value education programmes.

Hawkes (2009) went on to say that teachers should be honest, authentic, and transparent in order to teach values. They must be reflective and people of integrity, with unity in word and deed and consistency in their thoughts, feelings, and deeds. Students learn by observing teachers' daily lives and the values they uphold: "Walking their talk: living their values".

2.18 School and Values Education

Individualism isn't the only aspect of personality. The constructed personality is constantly situated and in conversation with others, social norms, and cultural metaphors. Through a process of interpersonal negotiation, the child establishes personal boundaries (Nucci, 2001). The school's efforts are critical in instilling important, core, ethical values in character education (Abourjilie, 2002). Positive

affect can be seen in the classroom, especially in the early grades of childhood (Nucci, 2001). Values are instilled in children through the curriculum, texts, and teachers. Because (1) parents are much more emotionally involved in their children's early years of life, and (2) many children do not begin full or even part-time schooling until they are three, four, or five years old, many aspects of character are already developing.

2.18.1 Values Education and Co-Curricular Activities

Extracurricular and co-curricular activities are inextricably linked. Extracurricular activities are those conducted by students in school but are not part of their class schedules. Co-curricular activities are those conducted by students in school but are not part of their class schedules. Co-curricular and extracurricular activities, on the other hand, are school-sponsored programs that are an important part of the curriculum (Klesse & D'Onofrio, 2000). Students can network with other students, participate in various skill-building activities, and develop personalities that affect self-esteem, self-confidence, social cooperation, leadership abilities, service, and civic duty. (Klesse & D'Onofrio, 2000; Gilman, Meyers, & Perez, 2004; Pence & Dymond, 2015).

Extracurricular engagement sows the seeds of future success. Maintaining teenage involvement in school and in their communities is essential. School offers planned and unstructured activities for students to participate in based on their interests and requirements, such as school clubs, organized athletics, and performance opportunities in various categories (Pence & Dymond, 2015). It is critical to keep adolescents involved in school and in their communities. There are structured and unstructured activities in school (Gilman et al., 2004) for students to participate in

based on their interests and needs, such as school clubs, organized sports, and performance-based creative activities of various categories (Pence & Dymond, 2015).

Extracurricular activities allow students to explore their identities, gain a better understanding of themselves, and form stronger interpersonal bonds. They also keep students from engaging in antisocial behaviour in non-academic settings in society. Participation in extracurricular activities helps adolescents advance academically, reduce dropout rates, improve psychological behaviours, and reduce criminal behavior.

2.18.2 Human Values

Beliefs, attitudes, and feelings that people are proud of or publicly acknowledge are referred to as values. Values are principles, convictions, concepts, and standards of life that people use to evaluate their actions, decisions, and beliefs, according to Halstead and Taylor (1996).

2.18.3 Values in Education

Education, according to Halstead and Taylor (1996), cannot be value-free. The educational and counseling policies of the school should be based on universal values. Parents and the local community should accept and recognize the school's shared values as a result of the school's efforts.

2.18.4 Education in Values

As a National Values Framework According to Education in Australian Schools (2005), schools' role should be value-concerned rather than value-free, and schools should take a more specific role in teaching social values and instilling values through directive instruction in the curriculum. The development of student values is positively influenced by schools. As a Christian school, Bangkok Christian International School, for example, teaches students about Christian values.

At the school, students are expected to demonstrate Christian values, such as unconditional love or sacrificial love, peace, forgiveness, reconciliation with God and others, and respect for one another, generosity, honesty, faithfulness, responsibility, and self-discipline. The Bible, which is God's Word, is the source of these Christian values. As a result, students at Bangkok Christian International School can learn these Christian values.

2.19 A Generic View of Values Education

The goal of education is to develop the whole person. Values education aims to prepare a person for life by teaching them how to be a better person, how to help others, and how to live a happier life. As a result, the educational system must incorporate values education into policy and begin to instill values in students such as love, respect, tolerance, mercy, honesty, and diligence (Deveci, 2015). In a similar vein, Honesty, respect (for oneself, others, and property), self-control and discipline, persistence and diligence, motivation, and empathy were all major values linked with character, according to Bulach's study (2002).

2.20 Curriculum

A dedicated curriculum can be used to teach values. That is why my research takes place in a classroom, where students are taught values by their teachers. The term "curriculum" is defined in a variety of ways. A "hidden curriculum" that includes values, intergroup relations, and socialization processes is referred to as a "hidden curriculum" (Dreeben, 1968). Each student comes from a different family, and at school, he or she is exposed to norms that will prepare him or her for participation in public spheres.

2.21 Values and Policy Documents

According to the literature, children in most parts of the Asian subcontinent are subjected to social injustices such as child labour. Children's employment, according to the United Nations Children's Fund (UNICEF, 2011), is seen as robbing them of their childhood. Adolescence is a pivotal time for us to build on our children's development in their first decade of life, to help them face risks and vulnerable abilities, and to set them on the path to realising their full potential (UNICEF, 2011). At the 2013 National Day against Child Labor commemoration, Minister of Labor Mildred Oliphant stated that more than 800,000 children in Pakistan were still involved in child labour (Business News, 2013).

This research will look into the use of values education as a means of caring for young children. Children who are not properly cared for, according to this viewpoint, may grow up to be future enemies of their society. Many societies, especially among the youth, are experiencing a serious decline in moral standards, according to the literature (Solomon & Fataar, 2011). "Values education is important in the sense that values are universally recognised as the most important non-monetary factor in societal transformation" (Swati, 2005).

This study analyses diverse viewpoints on the teaching of excellent value systems and their position in the curriculum, with a focus on values education (Stephenson, 1998). Instilling a sense of values in young people at school has the objective of assisting them in reaching a high degree of moral judgement (DOE, 2001).

2.21.1 Language, Culture, and Values

Culture may be described in a number of different ways. Fetterman (1997) defines culture as "the totality of a society's patterns of behaviour, way of life, and conventions."

2.21.1 Culture, Values, and Language

As a result, culture can be defined as the sum of a group or society's values and beliefs. Language and culture are inextricably linked (Emmitt & Pollock, 1997). Because values are language and culture bound (Thiong'o, 1986), values education is seen as an activity that should be transmitted to young children within the context of their language and culture.

According to Idachaba (2005), cultural values, norms, and ethos effectively describe what is wrong, right, improper, or proper in a given society. Our attitudes and values frequently reflect the extent to which we have internalised the norms, beliefs, and ethos instilled in us by our community, family, and society. Human values are shaped by major structures such as families, schools, and communities (Idachaba, 2005).

Mphahlele (1972) claims that Asians had their own cultural value systems that they treasured as their heritage long before Europeans arrived. When Europeans first met Asians, it is regrettable that they did not consider promoting these value systems (Mphahlele, 1972). As a result, the Curriculum Assessment Policy Statement (CAPS) for Life Skills emphasises the importance of recognising inclusivity in school teaching in order to avoid learning barriers such as language barriers.

The curriculum also emphasises the value of indigenous knowledge systems, with language playing an important role in their development (DOE, 2011). Learners can be taught how to maintain their cultural identity through mother tongue

instruction (Kangas, 2004). In the absence of modern-day schooling in pre-colonial Africa, elderly people taught their children at home in their mother tongue (Wiredu, 1980).

Teachers, according to Darling-Hammond and Bransford (2005), should develop an understanding of various cultural systems, know how to interpret cultural symbols, and establish cultural links in their teaching. There will be a gap between the educational system and society if this is not done (Iyamu & Ogibaen, 2007). Effective early childhood education builds on what children already know (Alexander, 2002). When teaching values in schools, the core universal values of respect for self, respect for authority, respect for others, tolerance for ethnic differences, tolerance for cultural beliefs, and accountability (Rogers, 1981) must be considered.

2.22 Reasons Why Values Education Should Be Implemented In Schools

The term "education" has been given many different interpretations. White (2007) uses school goals to explain this concept, which he defines as civil and social involvement that contributes to wisdom and economy. They both agree that education should be viewed as a tool used by societies to help new members (i.e. children) understand and appreciate the beliefs, values, and way of life of the group they belong to (Hamm, 1989).

The Australian project committee's recommendations for implementing the National Framework for Values Education in Australian Schools (Australian government, 2005), the following were the results of the study, which aimed to inform good practise in schools:

1. Reaching an agreement with schools on the values and language in which these values are taught, as well as ensuring that school leadership is capable of developing values education and ensuring consistency between

modeled and espoused values. The goal was also to maintain values education over time by involving the entire school community in a whole-school approach.

2. These activities required children to actively participate in activities, empowering them to become active agents rather than passive victims. As a result, my review of the literature will focus on how traditional Asian values are reconciled with Western values and how they are transmitted to primary school students.

2.23 Teachers' Views of Values Education

According to the findings of the literature review, teachers have differing perspectives on the teaching of values. This could be due to the fact that different teachers contextualise and apply value-based teaching to students in different ways. According to research by Robb, many educators have claimed that they are already practising values teaching through courses including moral education, religious education, citizenship education, and sex education (1998). Robb (1998) also observed that it is commonly stated that there is no need to segregate values education from the rest of the curriculum since it is covered by all courses and the entire school ethos is meant to instil suitable values around this sort of education.

According to Hymes (1974), parents' and teachers' beliefs are no longer as tightly linked in today's mobile society as they previously were when teachers lived in communities with families and shared common values. Teachers and parents no longer live in the same community. As a result, in my research, teachers do not stay in the communities they serve. They commute to and from work, which means they don't share the same values as the parents of the students they teach.

Most teachers used to live in the villages they served, or families in the villages provided them with housing, according to my experience. They would also pay visits to people's homes to share information about their children's progress at school. They would meet with the learners' guardians informally at home to discuss their behaviour and come up with strategies for instilling good moral values in them. As a result, this relationship is critical for teachers in implementing values in the classroom.

A survey study by Powney, Cullen, and Schlapp (1995) found that teachers were primarily concerned with learner behaviour when it came to good moral values. Teachers' understanding of values education seemed to be based on children's behaviour. This survey, on the other hand, made no mention of how teachers implemented values education. My research investigates how teachers place values and values in context.

Brownlee, Edwards, Berthelson, Boulton, and Gillian (2011) found that two teachers were asked about their perspectives on moral pedagogy. Both teachers thought that teaching values was important because it taught students to emulate good behaviour. They emphasised the importance of teachers serving as role models for students. The teaching strategy of "following others" was a key factor in children's behaviour for the sake of receiving rewards, which meant that the rewards were an incentive for good behaviour. The interviewees also mentioned that the teacher's personal beliefs were used to teach values rather than evaluate the teaching strategies. Teachers in the school environment, according to the interviewees, are unique individuals who can teach in a variety of ways. Each teacher could teach values in the manner in which she had modelled them. As a result, there was no right or wrong way to teach values.

Brownlee et al. (2012) found that because there was no one-size-fits-all approach to teaching moral values, teachers could tailor their instruction to their own perspective on a situation, i.e., while certain moral values could be considered good or bad, how they were taught depended on the individual.

Brownlee et al. (2012) interviewed teachers who stressed the importance of using other people's strategies in their moral education. Their strategies were based on the fact that some people's opinions were more weighted than others, implying that those who had read, researched, and thought about values education were the most appropriate people to base the research on. They trusted the opinions of well-educated people, such as teachers, because teachers had a better understanding of the situation and were expected to have done some independent and external thinking and research. Instead of reacting emotionally based on a personal philosophy, they thought about things (Brownlee et al., 2012).

According to the above-mentioned sources, only those who have received training and conducted extensive research on values can implement values education. There are a variety of beliefs, approaches, and perspectives on how to understand and implement the teaching of values in schools. In the absence of official guidelines, the teaching of values based on teachers' personal beliefs appears to be the norm in some educational institutions.

2.24 Elementary School Teachers' Views on Values Education

The transition to an information society has been accelerated by advances in technology and globalization. Every state and its government have made efforts to transform their community into an information society in this regard. As a result, schools have played a critical role in this process. While information society has evolved over time, society's values are increasingly being overlooked in today's

world. As a result, it is undeniable that effective value education is urgently required. In this sense, schools' role in instilling national and universal values in students and ensuring society's continuity has grown in importance (Elikpazu & Aktaş, 2011).

In order to achieve the aim, the Ministry of National Education has been releasing a "Values Education Directive" since 2010. These principles were meant to be taught in primary schools' secret curriculum in Life Science, Religion, Culture, and Moral Knowledge, Social Studies, and Counselling classes. Despite the fact that values education is taught in our country's schools, immoral events have become more common in recent years and have spread throughout society, necessitating the acquisition of effective values education (Kılıç & Akyol, 2009; Belet & Deveci, 2008; Akkırpik, 2007). The following question arises as a result of this situation: "What values education should be taught in schools?"

According to Lickona (1999), teachers play the most important role in the acquisition of values. In this context, teachers should teach the content of national and universal values rather than just their own values. Furthermore, teachers should use appropriate instructional strategies, methods, and techniques when teaching students' values (Gelen, 2005; Gültekin, 2007; Bazarkulov, 2008).

2.25 Attitude of School Teachers towards Values Education

For millennia, values have been passed down via our civilization, culture, and customs. Values-oriented education is implemented, and the concepts and ideas stated in the "Indian Intellectual Traditions," the "National Curriculum Framework (NCF, 2005)" and "Value Education for Peace" are put into practise. Value education appears to be more important and necessitates more than a cursory examination of curricula. The teacher's performance is evaluated in terms of attitude, motivation, self-esteem, and subject knowledge. In India, the main elements of "character education"

have been referred to as "moral education" and, more recently, "values education" in educational discourse.

Character, good or bad, is ultimately about whom we are and who we become. It is an interconnected set of personal values that normally guides our behaviour, but these values are not a fixed set that cannot be measured or modified. The word "value" is a topic of debate in and of itself. Values are defined as "the principles and fundamental convictions that act as general guides to behaviour, the standards by which particular actions are judged as good or desirable" for the purposes of the Report (Halstead & Taylor, 2000). The term "values education" necessitates some clarification. Some see it as simply an attempt to teach values in an explicit and conscious manner.

2.26 Values Education and the Curriculum

In the field of values education, there is a critical approach that claims that moral influence in schools, particularly in the hidden curriculum, has far-reaching effects that go unnoticed (Thornberg, 2008). According to Thornberg and Ouz (2013), values education has always been a part of the Swedish school curriculum. The goal of values education in Sweden, according to Thornberg and Ouz (2013), was to teach moral ideals founded on Christian ideas. Nevertheless, the impact of this sort of curriculum on the Swedish school system progressively faded as the nineteenth century proceeded. The conservative and conventional approach to values education was soon to be supplanted by democratic citizenship and democratic ideals (Thornberg & Ouz, 2013), in which pupils were regarded as citizens who could participate in a democracy (Joubert, 2007).

A National Framework for Values Education in Australian Schools was established following a pilot study in Australia (Atweh, Clarkson, & Seah, 2010).

This "national framework" was "developed" as a consequence of the outcomes of a values education study in Australia (Atweh, Clarkson, & Seah, 2010). This "national framework" was "developed" as a consequence of the outcomes of a values education study. Education is important to all key stakeholders in Australian education because they believe it is in the national interest (DEST, 2003).

According to the Australian government, a rewarding and productive life in an educated, just, and open society depends on each citizen having the necessary understanding, skills, knowledge, and values (DEST, 2003). This framework was created to identify the growing research connections between good value education practise and research (Lovat, Dally, Clement, & Toomy, 2011): 316 schools were organised into 51 clusters across Australia during the stages of "good practice" in schools (approximately 100 000 students, 10000 teachers, and 50 university academics took part in this pilot study) (Lovat & Clement, 2014).

They used a variety of approaches to values education, all guided by the National Framework's principles (Lovat & Clement, 2014). As part of the conditions for Commonwealth funding to schools, the Australian Department of Education, Science and Training directed that a set of value statements suitable for Australian schools be displayed in all Australian schools (Australian Government, 2004). Loyalty, courage, tolerance, perseverance, and compassion were among the values they hoped to instil in their students.

The report is significant in that stage one findings indicated that sound value pedagogy is linked to the development of holistic learning. Learning was improved, according to the report, by creating an environment in which values were constantly shaped by classroom activities. According to the report's summary, values education had the potential to positively impact a school's educational environment, resulting in

a number of features such as a classroom ethos, based on evidence. In South Africa, there is an increasing focus on how young children acquire values and how they put them into practise (DoE, 2011).

2.27 Related Studies

The research study completed by Siddiqui and Habib on the topic "Moral Education at Primary Level in Selected Private Schools of Karachi: Role of Teachers and Parents" by the Institute of Business Management, Karachi, Pakistan in 2021. The findings also revealed teachers' limited perceptions and insights into moral education for a broader society. While teachers highlighted the general decline in moral behaviour of children in schools and showed their concerns regarding children's dishonesty, disrespect, and misbehaviour with teachers and peers, they did not have viable solutions to offer as to how this could be rectified. In addition, while acknowledging their significant role in building moral education, they accepted that their efforts to contribute to the ethical values of children were inadequate.

Based on the findings, a monitoring mechanism may be implemented in schools to observe teachers' conduct with respect to the integration of moral aspects into classrooms. The current study further highlighted that despite teachers' general realisation about their obligation to act as role models, they did not always demonstrate exemplary behaviour in classrooms. Moreover, teachers were not fully aware of pedagogical practises for developing moral values through the integration of topics with moral aspects.

Therefore, pre-service and in-service training workshops should be introduced to guide them through various strategies supporting moral education. Lastly, the findings of the current study could help in conducting workshops to encourage parents to deliberate on the moral conduct of their children. Parents preferred instructions

over discussions with their children without giving a rationale for rules and norms and expected behaviour, which is considered an important factor in moral development.

Another study conducted by Asif et al. (2020) was on Moral Education for Sustainable Development: Comparison of University Teachers' Perceptions in China and Pakistan. The results showed that the majority of Pakistani teachers hold a conservative mind-set. According to the Pakistani teachers' perspective, the sovereignty of divine laws, loyalty to the constitution of the state, and a sense of serving society were the ultimate aims of moral education.

Chinese teachers were promoting a political ideology that stressed collectivism in a socialist approach, with family and social values being most relevant. Not a single teacher reported using a theoretical or research-based approach while teaching in the class. In light of the dearth of literature, this study has implications for future research in the fields of English as a Foreign Language (EFL) and Islamic Studies in higher education as it is a longitudinal study that provided insight into how teachers' beliefs and attitudes are shaped over time and from moral educational experiences.

The other research study was completed by Zulfiqar (2018) on the topic "developing a student well-being model for schools in Pakistan". The study concluded that an effort should be made to analyse the current problems present in the education system in the country in an effort to understand how student well-being can be made a part of the system. The authors have attempted to provide a pathway for making well-being a part of the current education scenario. The article has discussed the major areas, ranging from developing a whole school approach to documentation of individual students, in order to make student well-being a part of the education system in Pakistan. The above was an effort to develop an understanding of student wellbeing and how it can play a beneficial role for individuals in Pakistan.

Another study conducted by Mahmood (2017) was on Value-Related Practices Used by Teacher Educators at a Public University, Islamabad. The first objective was related to the exploration of value-related practises of teachers for student character building. In this regard, it was found that teachers adopt different practices, which were: realness, praising, accepting, trust, empathic understanding, fully functioning person, humility, lovingness, courage, and tolerance, decisiveness, living the tension between patience and impatience, and joy of living. From the above findings, it was concluded that the teachers used different value-related practises that included realness, trust, empathy, acting as fully functioning people, humility, lovingness, courage, tolerance, decisiveness, living the tension between patience and impatience of learning and joy of living.

The second objective was related to the opinions of students about the usage of these practices. In this regard, it was concluded that realness was found to be the most commonly used value-related practise practised by teachers. On the basis of the conclusions, it was recommended that teachers should continuously be involved in value-related practises with further emphasis on values that were low in scores.

2.28 Summary

The theoretical framework and historical facts that led to Pakistani's lack of values and values education research were presented in this chapter. A long period of colonial education left a void in Pakistan's educational system. The status quo in Pakistan was exacerbated by the erosion of values and a global crisis. Pakistan's economy, industry, science, and education all improved after the country gained independence. It is, however, doubtful that the country is making any progress toward establishing a just, tolerant, and harmonious value-oriented society. Values are an integral part of education, and education is incomplete without them. As a result,

family, school, and other social factors play a role in creating a values-oriented society (Sharma, 2014).

Pakistani society is facing numerous problems such as intolerance, violence, lying, and dishonesty. Parents and schools have a major role to play in the moral development of children. Unfortunately, less focus has been given to the latter, because schools, while focusing on producing successful individuals, fail to harvest good human beings. There is an evident void in building moral values in school children due to inadequate emphasis of curriculum on moral development and teachers' limited perceptions of moral tenets (Asif et al., 2020; Soomro & Tanveer, 2016).

CHAPTER 3

RESEARCH METHODOLOGY

A process for systematically resolving a research topic by collecting data using various methodologies, evaluating the data acquired and making conclusions from the study data is characterized as methodology. A research methodology is a plan for a study or research (Murthy & Bhojanna, 2009). The broad techniques and perspectives of the research process are referred to as methodology (ESOMAR, 2019). This chapter furnishes information regarding the research design, research tools, participants of the study and their selection techniques, processes of the data collection and framework for the data analysis.

3.1 Research Design

In research studies, processes for collecting, analyzing, interpreting, and reporting data are known as research designs. Different research models have been introduced, each with its own set of names and procedures. It was a mixed-methods investigation. Data was gathered and analyzed in both qualitative and quantitative formats. The research was conducted using a descriptive survey design. The study's design is deemed appropriate because it entails gathering data from population respondents in order to determine the population's current status in relation to one or more variables (Mugenda, 1999). Explanatory sequential mixed design is a mixed method that appeals to people who have a strong quantitative foundation or work in a cutting-edge field but are unfamiliar with qualitative methodologies. It includes a two-stage journey in which the expert gathers quantitative data in the first stage, analyses the results, and then plans the second, qualitative stage using the results. The quantitative results usually disclose the types of persons who will be picked for the

qualitative stage, as well as the types of questions that will be asked of them. The overall purpose of this strategy is to further explicate the core quantitative outcomes using qualitative data (Creswell, 2014).

The Explanatory sequential mixed design was used in this study that illustrates in figure 3.1

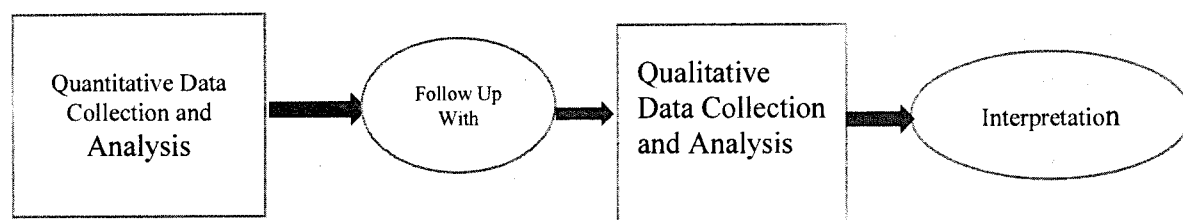


Figure 3.1 Explanatory sequential mixed design

3.2 Population

According to Gay (2012), population is the group of interest to the researcher to which he/she would like the results of study to be generalized. The population may be classified as a general population and target population. The general population is one, in which research takes place and the target population is the object of research. The population of the study comprised 1888 elementary schools teachers which were working under the Federal Directorate of Education, Islamabad. Most of the teachers have academic qualification of BA/BSc and professional qualification such as B.Ed, M.Ed, etc. All the teachers were professionally qualified and they have vast teaching experience more than five years. The detail of population is given in below table:

Table 3.1 Table of Population

S. No	Total no. of Elementary School	
	Schools	Teachers
1	236	1888

(Federal Directorate of Education Islamabad, 2019) www.fde.gov.pk. Retrieved on 20-01-2019

3.3 Sample and Sampling

A sample is a portion of a statistical population chosen in a study to learn more about the entire population (Webster, 1985). A total of 120 elementary schools were selected from a total of 236 elementary schools in the federal capital territory of Islamabad, which accounted for 50% of the total population. A total of 360 elementary school teachers were included in the study's sample (3 teachers from each school). Gay (2007) calculated that if the population was 1800, the sample size would be 318. In order to select a sample, a simple random sampling technique can be used.

Table 3.1 *Table of sample*

S. No	Total no. of Elementary Schools	Total no. of Elementary School Teachers
1	120	360

3.4 Research Instruments

Quantitative data were collected through a 5 point Likert scale questionnaire and qualitative data were obtained through semi-structured interviews from the participants. The descriptive nature of this study necessitated the use of numerous research tools to get the necessary data. Questionnaires and interviews were used to obtain data from elementary school teachers. The research tools include:

1. Questionnaire for elementary school teachers
2. Interview of teachers

3.4.1 Questionnaire

The researcher developed a self-structured questionnaire for teachers. The questionnaire consisted of open-ended questions regarding cognizance and practices of values education at the elementary level. The questionnaire was constructed according to 5 points Likert scale.

The questionnaire focused on:

1. Compassion and Care for Self
2. Compassion and Care for others
3. Compassion and Care for the environment
4. Safety and Security
5. Understanding hazards and disasters
6. Practicing Safety Measures
7. Truthfulness
8. Trustworthiness
9. Fairness
10. Hard work and pursuit of excellence
11. Say No to Corruption
12. Collaboration
13. Respect for diversity and Tolerance
14. Peace and social cohesion
15. Understanding the organization of society, respect for the law, rules, and regulations

3.4.2 Interviews

Qualitative research was held by conducting interviews of all the participating teachers. All the thirty four teachers were male as well as female; the teachers who teach Urdu, English, Islamiyat, and social studies to the Grade Six learners were

interviewed. A permission letter was got from the department of education, International Islamic University Islamabad to conduct interviews with elementary school teachers working under the federal directorate of education, Islamabad. A permission letter was granted to the researcher from the director admin and coordination, federal directorate of education, Islamabad. The researcher requested school heads for permission to conduct interviews of elementary school teachers for this study. Teachers willingly offered their services for the conduct of interviews as they showed keen interest in this study.

3.5 Validity

Validity refers to the accuracy of measurement (Clark, 2014). With the help of experts in the field, the validity of these instruments was verified. The instrument was then modified in accordance with their suggestions and recommendations. The research tools' validity was sufficiently ensured. Initially, the developed questionnaire had 75 items, and it was shared with experts in the field for feedback in order to determine its validity. The questionnaire included useful suggestions and recommendations, such as rephrasing a few statements and substituting difficult words to make the questionnaire more understandable for respondents. The suggestions, additions, and modifications made by the worthy experts were carefully considered and incorporated into the questionnaire, which was found to be appropriate. The experts were PhD degree holders in their field. Similarly, the validity of the interview protocol was pilot tested by interviewing two participants who had already participated in the quantitative survey data collection but were not included among the qualitative respondents.

3.6 Pilot Testing

A pilot study is a small-scale trial in which a few examinees take the test and provide feedback on its mechanics. They highlight any issues with the test instructions, such as unclear items, formatting, and other typographical errors and/or issues. The goal was to ensure that respondents comprehend the questions and that they did so in a consistent manner. Two researcher-made questionnaires were distributed to 20 people who were not part of the sample after they were reviewed and updated by experts. After receiving completed questionnaires from them, in light of the input supplied by the respondents, these were changed and improved.

3.6.1 Reliability

When numerous separate researchers employ a measurement under stable conditions, the results are constant and the results do not vary, it is said to be reliable. Reliability refers to a test's consistency and reliability throughout time, as well as the degree to which it is devoid of measurement errors, as the more errors that occur, the less trustworthy the measurement becomes (Creswell, 2009). Internal consistency and reliability of the survey questionnaire were checked through Cronbach's alpha and the overall reliability was found as 0.83.

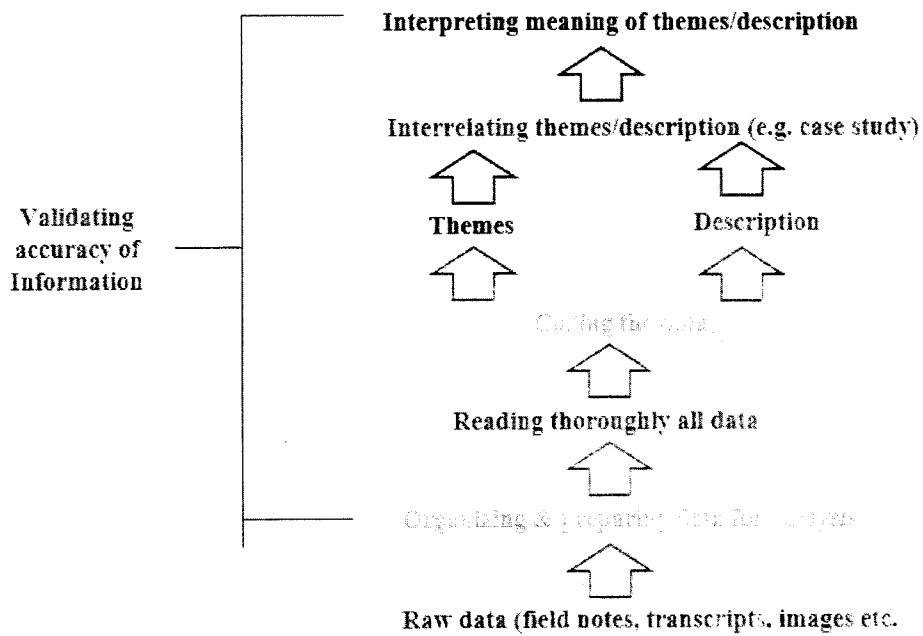
3.6 Data Collection

The researcher collected the data by personally visiting the sample Islamabad Model schools, with prior permission from the Federal Directorate of Education, Islamabad. A semi-structured interviews were conducted of 34 elementary school Head teachers while 193 teachers respondent the questionnaire. The researcher approached them personally and interviewed them in their institutes. Before starting the interview the respondents were briefed by the researcher about the nature of the study.

3.7 Data Analysis

It was a mixed-method approach. Both qualitative and quantitative data were analyzed. Quantitative data were analyzed with the help of SPSS (Version, 24). Multiple descriptive and statistical tools including mean, percentage and chi-square test goodness of fit were applied to analyze the data. A chi-square test is a statistical test used to compare observed results with expected results. The purpose of this test is to determine if a difference between observed data and expected data is due to chance, or if it is due to a relationship between the variables you are studying. Qualitative data were analyzed with help of thematic. Thematic analysis was carried out for qualitative analysis. The focus of thematic analysis is on identifying, evaluating, and capturing patterns of meaning in data. Thematic analysis is considered as the best out of the various methodologies.

Thematic analysis technique was employed for qualitative data analysis. It is the most popular approach to qualitative data analysis because it is simple, adaptable, and accessible. It's a technique for methodically detecting, organizing, and interpreting patterns of meaning (themes) in a dataset (Braun & Clarke, 2012). There are six phases in thematic analysis i.e. (a) familiarizing yourself with the data, (b) generating initial codes, (c) searching for themes, (d) reviewing potential themes, (e) defining and naming themes, (f) producing the report. The study identified common themes (repetition) (Shaw, 2010) where similarities, as well as differences, were identified (Ryan & Bernard, 2003). The initial analysis undertaken identified broad themes (free nodes) that were subsequently developed and refined to produce sibling nodes; nodes that provided hierarchical categorization of the broad themes.



Qualitative Data Analysis Process: Adopted from Creswell (2009).

3.8 Objectivity and Authenticity

The neutrality and attitude of a researcher who accepts the results of a hypothesis that has been tested are referred to as objectivity (Harding, 1995). The term can be used to describe both a procedure for ensuring reliable research findings and an epistemological trajectory by which social and humanistic disciplines can be justified in comparison to physical science (Natter, Schatzkiv & Johnes, 1995). Social scientists are attempting to establish the universal validation used by natural scientists, but they are finding it more difficult than natural scientists. Because natural sciences study non-dynamic 'objects,' whereas social sciences study dynamic human minds, actions, and behaviors, which are ever-changing.

Thus, the researcher ensured objectivity and authenticity by using a mixed-methods approach to cross-check and validate the results deduced from the quantitative survey with qualitative interviews. Absolute impartiality was exercised

during the interpretation of quantitative data and the findings were cross-validated by conducting qualitative interviews with the sampled survey participants. Moreover, to complete the investigation and overall research protocols, the researcher used the reflexivity technique. By laying open preconceptions and being aware of situational dynamics in which the researcher and responder were jointly involved in knowledge generation, the researcher made the research process itself a focus of inquiry.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATIONS

This chapter deals with in-depth analysis and interpretation of the data gathered in the research study. The study was designed to gain a holistic viewpoint of elementary school teachers, and head teachers about Analysis of Cognizance and Practices about Values Education at Elementary Level in Pakistan. Data gathered from different respondents in the study were analyzed separately. The analyzed data has presented in the following two sections: (i) in the first section, quantitative data which was collected through questionnaires from 193 elementary teachers were analyzed and interpreted. (ii) Second section of data analysis deals with the qualitative data collected through interviews with 34 elementary school teachers. The details are:

Table 4.1 *Interaction between Students*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	100	69	6	8	10	193		
Percent (%)	52	36	3	4	5	100	3.13	194.591 ^a

*Sig df= 4 $\rho = .000$ at 0.05

As stated in Table 4.1, the majority(88%) elementary school teachers agreed and (9%) elementary school teachers disagreed while (3%) teachers were uncertain that teachers teach the students how to interact with others students. The statement was supported by the computed 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 ρ value (.000). It shows that most of elementary school teachers depicted that teachers teach the students how to interact with others students.

Table 4.2 *Teachers Respect the Opinions of the Colleague*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	65	95	14	12	7	193	3.42	160.342 ^a
Percent (%)	38	49	3	6	4	100		
*Sig	df= 4	$\rho = .000$ at 0.05						

As per table 4.2, the majority (87%) of elementary school teachers agreed, but (10%) elementary school teachers disagreed while (3%) elementary school teachers were uncertain that teachers respect the opinions of the colleague teachers even when they do not agree with each other. The statement was supported by the computed value of Mean (3.42). At the 0.05 level, the value of χ^2 is counted as (160.342a), which is greater than the ρ 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 4.3 *Differentiation between the Right and Wrong*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	93	72	13	2	13	193	3.81	174.228 ^a
Percent (%)	48	37	7	1	7	100		
*Sig	df= 4	$\rho = .000$ at 0.05						

As per table 4.3, the majority (85%) of elementary school teachers agreed, but (8%) elementary school teachers disagreed while (7%) elementary school teachers were uncertain that values education helps in differentiation between right and wrong. The statement was supported by the computed value of Mean (3.81). At the 0.05 level, the value of χ^2 is counted as (174.228^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education helps in differentiation between right and wrong.

Table 4.4 *Increases Student's Curiosity*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	48	91	30	15	9	193	3.11	112.466 ^a
Percent (%)	25	47	15	8	5	100		
*Sig	df= 4	$\rho = .000$ at 0.05						

As stated in Table 4.4, the majority (72%) of elementary school teachers agreed, but (13%) elementary school teachers disagreed while (15%) elementary school teachers were uncertain that values education increases student's curiosity. The statement was supported by the computed value of Mean (3.11). At the 0.05 level, the value of χ^2 is counted as (112.466^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education increases student's curiosity.

Table 4.5

Rises Student's Holistic Development

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	41	99	19	13	21	193	3.52	129.617 ^a
Percent (%)	21	51	10	7	11	100		
*Sig	df= 4	$\rho = .000$ at 0.05						

As per table 4.5. the majority (72%) of elementary school teachers agreed, but (18%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain that values education raises student's holistic development. The statement was supported by the computed value of Mean (3.52). At the 0.05 level, the value of χ^2 is counted as (129.617^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education raises student's holistic development.

Table 4.6 *Advances Student's Good Attitudes and Values*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	118	33	25	9	8	193		
Percent (%)	61	17	13	5	4	100	3.12	215.886 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

According to table 4.6, the majority (78%) of elementary school teachers agreed, but (9%) elementary school teachers disagreed while (13%) elementary school teachers were uncertain that values education advances student's good attitudes and values. The statement was supported by the computed value of Mean (3.12). At the 0.05 level, the value of χ^2 is counted as (215.886^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education advances student's good attitudes and values.

Table 4.7 *Develops the Capacity to Think About One Self*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	83	51	37	14	8	193		
Percent (%)	43	26	20	7	4	100	2.32	95.057 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

As per table 4.7, the majority (79%) of elementary school teachers agreed, but (11%) elementary school teachers disagreed while (20%) elementary school teachers were uncertain that values education develops the capacity to think about his/her own self. The statement was supported by the computed value of Mean (3.32). At the 0.05 level, the value of χ^2 is counted as (95.057^a), which is greater than the ρ 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 4.8 *Develop an Independent Way of Living*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	66	85	26	2	14	193	3.76	129.720 ^a
Percent (%)	34	44	14	1	7	100		
*Sig	df= 4	$\rho = .000$ at 0.05						

According to table 4.8, the majority (78%) of elementary school teachers agreed, but (8%) elementary school teachers disagreed while (14%) elementary school teachers were uncertain that values education helps students to develop an independent way of living. The statement was supported by the computed value of Mean (3.76). At the 0.05 level, the value of χ^2 is counted as (129.720^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education helps students to develop an independent way of living.

Table 4.9 *Aids Child's Physical Development*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	65	62	22	26	18	193	2.98	54.487 ^a
Percent (%)	34	32	11	14	9	100		
*Sig	df= 4	$\rho = .000$ at 0.05						

As per table 4.9, the majority (66%) of elementary school teachers agreed, and (23%) elementary school teachers disagreed while (11%) elementary school teachers were uncertain that values education aids a child's physical development. The statement was supported by the computed value of Mean (2.98). At the 0.05 level, the value of χ^2 is counted as (54.487^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education aids a child's physical development.

Table 4.10 *Supports Child's Mental Development*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	45	79	39	24	6	193	2.53	76.404 ^a
Percent (%)	23	41	20	12	4	100		
*Sig	df= 4	$\rho = .000$ at 0.05						

As stated in Table 4.10, the majority (64%) of elementary school teachers agreed and (16%) elementary school teachers disagreed while (20%) elementary school teachers were uncertain that values education supports a child's mental development. The statement was supported by the computed value of Mean (2.53). At the 0.05 level, the value of χ^2 is counted as (76.404^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education supports a child's mental development.

Table 4.11 *Benefits Child's Emotional Development*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	81	38	44	12	18	193	3.87	76.663 ^a
Percent (%)	42	20	23	6	9	100		
*Sig	df= 4	$\rho = .000$ at 0.05						

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

Table 4.12 *Relief's Child's Spiritual Development*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	56	84	21	20	12	193		
Percent (%)	29	44	11	10	6	100	3.11	96.560 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

In line with Table 4.12, the majority (73%) of elementary school teachers agreed, and (16%) elementary school teachers disagreed while (11%) elementary school teachers were uncertain that values education relief's child's spiritual development. The statement was supported by the computed value of Mean (3.11). At the 0.05 level, the value of χ^2 is counted as (96.560^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education relief's child's spiritual development.

Table 4.13 *Grows the Feelings of Respect*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	69	72	15	26	11	193		
Percent (%)	36	37	8	13	6	100	2.87	91.119 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

According to table 4.13, the majority (73%) of elementary school teachers agreed and (19%) elementary school teachers disagreed while (8%) elementary school teachers were uncertain that values education grows the feelings of respect for individuals. The statement was supported by the computed value of Mean (2.87). At the 0.05 level, the value of χ^2 is counted as (91.119^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education grows the feelings of respect for individuals.

Table 4.14 *Promotes Respect for the others Culture*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	71	58	15	32	17	193		
Percent (%)	37	30	7	17	9	100	3.31	64.591 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

As per table 4.14, the majority (67%) of elementary school teachers agreed, and (26%) elementary school teachers disagreed while (7%) elementary school teachers were uncertain that values education promotes respect for the culture of other groups. The statement was supported by the computed value of Mean (3.31). At the 0.05 level, the value of χ^2 is counted as (64.591^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education promotes respect for the culture of other groups.

Table 4.15 *Constitution of Pakistan Protects the Right of Children*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	54	51	57	20	11	193		
Percent (%)	28	26	30	10	6	100	3.61	47.596 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

In line with Table 4.15, the majority (54%) of elementary school teachers agreed, and (16%) elementary school teachers disagreed while (30%) elementary school teachers uncertain that constitution of Pakistan protects the right of children to educate the students with values education at the elementary level. The statement was supported by the computed value of Mean (3.61). At the 0.05 level, the value of χ^2 is counted as (47.596^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that constitution of Pakistan protects the right of children to educate the students with values education at the elementary level.

Table 4.16 *Develop a Sense of Brotherhood Irrespective of Religion*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	61	51	39	18	24	193	2.74	33.503 ^a
Percent (%)	32	26	20	10	12	100		
*Sig	df= 4	$\rho = .000$ at 0.05						

According to table 4.16, the majority (58%) of elementary school teachers agreed, and (22%) elementary school teachers disagreed while (20%) elementary school teachers uncertain that helps students to develop a sense of brotherhood irrespective of religion. The statement was supported by the computed value of Mean (2.74). At the 0.05 level, the value of χ^2 is counted as (33.503^a) which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that helps students to develop a sense of brotherhood irrespective of religion.

Table 4.17 *Develop a Sense of Brotherhood Irrespective of Race*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	44	81	30	18	20	193	3.91	69.202 ^a
Percent (%)	23	42	16	9	10	100		
*Sig	df= 4	$\rho = .000$ at 0.05						

As per table 4.17, the majority (65%) of elementary school teachers agreed, and (19%) elementary school teachers disagreed while (16%) elementary school teachers were uncertain that values education helps students to develop a sense of brotherhood irrespective of race. The statement was supported by the computed value of Mean (3.91). At the 0.05 level, the value of χ^2 is counted as (69.202^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education helps students to develop a sense of brotherhood irrespective of race.

Table 4.18 *Develop a Sense of Brotherhood Irrespective of Gender*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	51	88	22	23	9	193	3.43	103.347 ^a
Percent (%)	26	46	11	12	5	100		
*Sig	df= 4	$\rho = .000$ at 0.05						

In line with Table 4.18, the majority (72%) of elementary school teachers agreed, and (17%) elementary school teachers disagreed while (11%) elementary school teachers were uncertain that values education advantages students to develop a sense of brotherhood irrespective of gender. The statement was supported by the computed value of Mean (3.43). At the 0.05 level, the value of χ^2 is counted as (103.347^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education advantages students to develop a sense of brotherhood irrespective of gender.

Table 4.19 *Educational Policies of Pakistan Support the Implementation of Values Education*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	44	110	11	18	10	193	3.14	184.746 ^a
Percent (%)	23	57	6	9	5	100		
*Sig	df= 4	$\rho = .000$ at 0.05						

According to table 4.19, the majority (80%) of elementary school teachers agreed, and (14%) of elementary school teachers disagreed while (6%) elementary school teachers were uncertain depicted that the educational policies of Pakistan support the implementation of values education at the elementary level. The statement was supported by the computed value of Mean (3.14). At the 0.05 level, the value of χ^2 is counted as (184.746^a), which is greater than the ρ value (.000). It shows that

most of elementary school teachers depicted that the educational policies of Pakistan support the implementation of values education at the elementary level.

Table 4.20 *Values Education Enable Students to Become Better Citizens*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	33	88	32	19	21	193		
Percent (%)	17	46	17	10	10	100	3.62	83.140 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

As per table 4.20, the majority (63%) of elementary school teachers agreed, and (20%) of elementary school teachers disagreed while (17%) elementary school teachers were uncertain that values education is given to the elementary students to enable them to become better citizens. The statement was supported by the computed value of Mean (3.62). At the 0.05 level, the value of χ^2 is counted as (83.140^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is given to the elementary students to enable them to become better citizens.

Table 4.21 *Provide Compassion and Care*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	58	91	6	23	15	193		
Percent (%)	30	47	3	12	8	100	2.83	129.150 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

According to table 4.21, the majority (77%) of elementary school teachers agreed, and (20%) elementary school teachers disagreed while (3%) of elementary school teachers were uncertain that values education is assumed to students to provide the basic human values such as compassion and care. The statement was supported by the computed value of Mean (2.83). At the 0.05 level, the value of χ^2 is counted as

(129.150^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is assumed to students to provide the basic human values such as compassion and care.

Table 4.22 *Provide Integrity and Honesty*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	26	98	47	11	11	193		
Percent (%)	14	58	26	6	6	100	3.42	136.819 ^a

*Sig df= 4 $\rho = .000$ at 0.05

As per table 4.22, the majority (72%) of elementary school teachers agreed, and (12%) of elementary school teachers disagreed while (26%) elementary school teachers were uncertain that values education is specified to students to provide them humanitarian values such as integrity and honesty. The statement was supported by the computed value of Mean (3.42). At the 0.05 level, the value of χ^2 is counted as (136.819^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is specified to students to provide them humanitarian values such as integrity and honesty.

Table 4.23 *Provide Responsible Citizenship*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	98	69	13	7	6	193		
Percent (%)	51	36	6	4	3	100	3.71	185.731 ^a

*Sig df= 4 $\rho = .000$ at 0.05

According to table 4.23, the majority (87%) of elementary school teachers agreed and (6%) of elementary school teachers disagreed while (7%) elementary school teachers were uncertain that values education is given to provide students with basic humanitarian values such as responsible citizenship. The statement was

supported by the computed value of Mean (3.71). At the 0.05 level, the value of χ^2 is counted as (185.731^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is given to provide students with basic humanitarian values such as responsible citizenship.

Table 4.24 *Inculcation of Traditional Generation*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	51	77	46	16	3	193		
Percent (%)	26	40	24	8	2	100	3.18	89.668 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

As per table 4.24, the majority (66%) of elementary school teachers agreed and (10%) elementary school teachers disagreed while (24%) elementary school teachers were uncertain that values education is inculcated to students to raise a traditional generation. The statement was supported by the computed value of Mean (3.18). At the 0.05 level, the value of χ^2 is counted as (89.668^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is inculcated to students to raise a traditional generation.

Table 4.25 *Adaptation of Universal Values*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	76	51	50	9	5	193		
Percent (%)	26	40	23	8	3	100	2.78	148.565 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

In line with Table 4.25, the majority (66%) of elementary school teachers agreed, and (11%) elementary school teachers disagreed while (23%) elementary school teachers were uncertain that values education is known to raise individuals who adopted universal values. The statement was supported by the computed value of

Mean (2.78). At the 0.05 level, the value of χ^2 is counted as (148.565^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is known to raise individuals who adopted universal values.

Table 4.26 *Awareness about Violence*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	52	96	35	6	4	193		
Percent (%)	27	50	18	3	2	100	3.10	148.891 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

According to table 4.26, the majority (77%) of elementary school teachers agreed, and (5%) elementary school teachers disagreed while (18%) elementary school teachers were uncertain that values education is provided because undesired behaviors have spread among the youth such as violence. The statement was supported by the computed value of Mean (3.10). At the 0.05 level, the value of χ^2 is counted as (148.891^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is provided because undesired behaviors have spread among the youth such as violence.

Table 4.27 *Awareness about Fraud*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	91	73	21	5	3	193		
Percent (%)	47	38	10	3	2	100	3.41	171.896 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

As per table 4.27, the majority (85%) of elementary school teachers agreed, and (5%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain that values education is given because undesired behaviors

have spread among the youth such as fraud. The statement was supported by the computed value of Mean (3.41). At the 0.05 level, the value of χ^2 is counted as (171.896^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is given because undesired behaviors have spread among the youth such as fraud.

Table 4.28 *Consideration of Positive*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	37	90	26	30	10	193		
Percent (%)	19	47	14	15	5	100	3.71	95.731 ^a

*Sig df= 4 $\rho = .000$ at 0.05

According to table 4.28, the majority (66%) of elementary school teachers agreed, and (20%) elementary school teachers disagreed while (14%) elementary school teachers were uncertain that teachers try to provide students with values that they consider positive. The statement was supported by the computed value of Mean (3.71). At the 0.05 level, the value of χ^2 is counted as (95.731^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers try to provide students with values that they consider positive.

Table 4.29 *Values Education without Imposing Their Own Values to Students*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	79	82	6	0	14	193		
Percent (%)	41	43	3	0.00	13	100	3.17	90.461 ^a

*Sig df= 4 $\rho = .000$ at 0.05

As per table 4.29, the majority (84%) of elementary school teachers agreed and (13%) elementary school teachers disagreed while (3%) elementary school teachers were uncertain that teachers can carry out values education without imposing

their own values on students. The statement was supported by the computed value of Mean (3.17). At the 0.05 level, the value of χ^2 is counted as (90.461^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers can carry out values education without imposing their own values on students.

Table 4.30 *Provision of Values through Direct Instruction*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	73	56	40	15	9	193		
Percent (%)	38	29	20	8	5	100	3.92	75.679 ^a

*Sig df= 4 $\rho = .000$ at 0.05

In line with Table 4.30, the majority (67%) of elementary school teachers agreed, and (13%) elementary school teachers disagreed while (20%) elementary school teachers were uncertain that teachers try to provide students with values through direct instruction. The statement was supported by the computed value of Mean (2.83). At the 0.05 level, the value of χ^2 is counted as (129.150^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers try to provide students with values through direct instruction.

Table 4.31 *Teachers help each other and work together*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	58	104	21	8	2	193		
Percent (%)	30	54	11	4	1	100	3.26	187.544 ^a

*Sig df= 4 $\rho = .000$ at 0.05

According to table 4.31, the majority (84%) of elementary school teachers agreed and (5%) elementary school teachers disagreed while (11%) elementary school teachers were uncertain that teachers help each other and work together. The

statement was supported by the computed value of Mean (3.26). At the 0.05 level, the value of χ^2 is counted as (187.544^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers help each other and work together.

Table 4.32 *Respect the opinions of the Colleague*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	67	71	12	17	26	193	2.41	82.622 ^a
Percent (%)	35	37	6	9	13	100		

*Sig df= 4 $\rho = .000$ at 0.05

As per table 4.32, the majority (72%) of elementary school teachers agreed and (22%) elementary school teachers disagreed while (6%) elementary school teachers were uncertain that teachers respect the opinions of their colleague teachers even when do not Agree with each other. The statement was supported by the computed value of Mean (2.41). At the 0.05 level, the value of χ^2 is counted as (82.622^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers respect the opinions of their colleague teachers even when do not Agree with each other.

Table 4.33 *Encouraging Social Integration*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	60	84	15	27	7	193	2.91	109.047 ^a
Percent (%)	31	44	8	13	4	100		

*Sig df= 4 $\rho = .000$ at 0.05

In line with Table 4.33, the majority (75%) of elementary school teachers agreed and (17%) elementary school teachers disagreed while (8%) elementary school teachers were uncertain that values education supports in encouraging social

integration. The statement was supported by the computed value of Mean (2.91). At the 0.05 level, the value of χ^2 is counted as (109.047^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education supports in encouraging social integration.

Table 4.34 *Role-Plays Spreading Moral Values*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	46	86	44	15	2	193		
Percent (%)	24	45	22	8	1	100	3.38	109.513 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

According to table 4.34, the majority (69%) of elementary school teachers agreed and (9%) elementary school teachers disagreed while (22%) elementary school teachers were uncertain that role-plays spreading moral values can be performed by students under the guidance of teachers. The statement was supported by the computed value of Mean (3.38). At the 0.05 level, the value of χ^2 is counted as (109.513^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that role-plays spreading moral values can be performed by students under the guidance of teachers.

Table 4.35 *National Consciousness via Communication, Negotiation, and Dialogue*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	54	72	9	39	19	193		
Percent (%)	28	37	5	20	10	100	3.86	67.699 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

As per table 4.35, the majority (65%) of elementary school teachers agreed, and (30%) elementary school teachers disagreed while (5%) elementary school

teachers were uncertain that values education is implemented to produce a national consciousness via communication, negotiation, and dialogue. The statement was supported by the computed value of Mean (3.86). At the 0.05 level, the value of χ^2 is counted as (67.699^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is implemented to produce a national consciousness via communication, negotiation, and dialogue.

Table 4.36 *Meetings are held in schools with the participation of all teachers*

Category	ŞA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	76	65	15	11	26	193	3.23	92.570 ^a
Percent (%)	39	34	7	6	14	100		

*Sig df= 4 $\rho = .000$ at 0.05

According to table 4.36, the majority (73%) of elementary school teachers agreed, and (20%) elementary school teachers disagreed while (7%) elementary school teachers were uncertain that meetings are held in schools with the participation of all teachers to determine what needs to be done within the scope of values education. The statement was supported by the computed value of Mean (3.23). At the 0.05 level, the value of χ^2 is counted as (92.570^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that meetings are held in schools with the participation of all teachers to determine what needs to be done within the scope of values education.

Table 4.37 *Heads Provide Adequate Support*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	92	73	9	11	8	193	3.81	171.223 ^a
Percent (%)	48	38	5	4	5	100		

*Sig df= 4 $\rho = .000$ at 0.05

As per table 4.37, the majority (86%) of elementary school teachers agreed and (9%) elementary school teachers disagreed while (5%) elementary school teachers were uncertain that school heads provide adequate support for teachers in relation to values education. The statement was supported by the computed value of Mean (3.81). At the 0.05 level, the value of χ^2 is counted as (171.223^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that school heads provide adequate support for teachers in relation to values education.

Table 4.38 *Values Education Activities in Schools Are Sufficiently Provided*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	55	63	50	11	14	193		
Percent (%)	29	33	26	8	7	100	2.43	61.171 ^a

*Sig df= 4 $\rho = .000$ at 0.05

According to table 4.38, the majority (62%) of elementary school teachers agreed, and (15%) elementary school teachers disagreed while (26%) elementary school teachers were uncertain that teachers find values educational activities in schools are sufficiently provided. The statement was supported by the computed value of Mean (2.43). At the 0.05 level, the value of χ^2 is counted as (61.171^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers find values educational activities in schools are sufficiently provided.

Table 4.39 *Teachers Contribute the Opportunities to the Students*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	87	54	9	33	10	193		
Percent (%)	45	28	5	17	5	100	3.52	111.534 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

As per table 4.39, the majority (73%) of elementary school teachers agreed, and (22%) elementary school teachers disagreed while (5%) elementary school teachers were uncertain that teachers contribute the opportunities to the students to develop their own values in activities related to values education. The statement was supported by the computed value of Mean (3.52). At the 0.05 level, the value of χ^2 is counted as (111.534^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers contribute the opportunities to the students to develop their own values in activities related to values education.

Table 4.40 *Activities Related To Values Education*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	82	71	17	12	11	193		
Percent (%)	43	37	8	6	6	100	3.39	166.036 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

In line with Table 4.40, the majority (80%) of elementary school teachers agreed and (12%) elementary school teachers disagreed while (8%) elementary school teachers were uncertain that teachers provide opportunities to students to use their own reasoning in activities related to values education. The statement was supported by the computed value of Mean (3.39). At the 0.05 level, the value of χ^2 is counted as (166.036^a), which is greater than the ρ value (.000). It shows that most of elementary

school teachers depicted that teachers provide opportunities to students to use their own reasoning in activities related to values education.

Table 4.41 *Teachers Make Use of Arts Works to Provide Students with Values*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	51	77	24	23	18	193		
Percent (%)	27	40	12	12	9	100	3.37	102.306 ^a

*Sig df= 4 $\rho = .000$ at 0.05

As per table 4.41, the majority (67%) of elementary school teachers agreed, and (21%) elementary school teachers disagreed while (12%) elementary school teachers were uncertain that teachers make use of artworks to provide students with values at the elementary level. The statement was supported by the computed value of Mean (3.37). At the 0.05 level, the value of χ^2 is counted as (102.306^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers make use of artworks to provide students with values at the elementary level.

Table 4.42 *Examples from Historical Personalities*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	77	65	16	16	19	193		
Percent (%)	40	34	9	9	8	100	2.69	92.674 ^a

*Sig df= 4 $\rho = .000$ at 0.05

According to table 4.42, the majority (74%) of elementary school teachers agreed and (17%) elementary school teachers disagreed while (9%) elementary school teachers were uncertain that teachers try to provide students with values through examples from historical personalities. The statement was supported by the computed value of Mean (2.69). At the 0.05 level, the value of χ^2 is counted as (92.674^a), which

is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers try to provide students with values through examples from historical personalities.

Table 4.43 *Use of Movies and TV Shows*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	41	82	28	26	16	193		
Percent (%)	21	43	14	14	8	100	3.10	69.202 ^a

*Sig df= 4 $\rho = .000$ at 0.05

As per table 4.43, the majority (64%) of elementary school teachers agreed and (22%) elementary school teachers disagreed while (14%) elementary school teachers were uncertain that teachers make use of movies and TV shows to provide students with values. The statement was supported by the computed value of Mean (3.10). At the 0.05 level, the value of χ^2 is counted as (69.202^a), which is greater than the ρ value(.000). It shows that most of elementary school teachers depicted that teachers make use of movies and TV shows to provide students with values.

Table 4.44 *Works of Beauty in Nature*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	47	87	19	13	27	193		
Percent (%)	24	45	10	7	14	100	2.92	92.933 ^a

*Sig df= 4 $\rho = .000$ at 0.05

According to table 4.44, the majority (69%) of elementary school teachers agreed, and (21%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain that the teacher also exposes students to works of beauty in nature. The statement was supported by the computed value of Mean (2.92). At the 0.05 level, the value of χ^2 is counted as (92.933^a), which is greater than the ρ

value (.000). It shows that most of elementary school teachers depicted that the teacher also exposes students to works of beauty in nature.

Table 4.45 *Works of Human Relationships*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	95	49	20	18	11	193		
Percent (%)	49	25	10	10	6	100	3.15	124.902 ^a

*Sig df= 4 $\rho = .000$ at 0.05

As per table 4.45, the majority (74%) of elementary school teachers agreed and (16%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain that the teacher also demonstrates students to works of human relationships. The statement was supported by the computed value of Mean (3.15). At the 0.05 level, the value of χ^2 is counted as (124.902^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that the teacher also demonstrates students to works of human relationships.

Table 4.46 *Other's Point Of View during Working*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	69	61	34	13	16	193		
Percent (%)	36	32	17	7	8	100	3.63	67.699 ^a

*Sig df= 4 $\rho = .000$ at 0.05

In line with Table 4.46, the majority (68%) of elementary school teachers agreed and (15%) elementary school teachers disagreed while (17%) elementary school teachers were uncertain that teachers teach the students how to honor each other's point of view during working. The statement was supported by the computed value of Mean (3.63). At the 0.05 level, the value of χ^2 is counted as (67.699^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers

depicted that teachers teach the students how to honor each other's point of view during working.

Table 4.47 *Offer Equal Importance to all Students Irrespective of Caste*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	75	79	24	2	13	193		
Percent (%)	39	41	12	1	7	100	3.12	133.813 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

As per table 4.47, the majority (80%) of elementary school teachers agreed, and (8%) elementary school teachers disagreed while (12%) elementary school teachers were uncertain that teachers teach to offer equal importance to all students irrespective of caste. The statement was supported by the computed value of Mean (3.12). At the 0.05 level, the value of χ^2 is counted as (133.813^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers teach to offer equal importance to all students irrespective of caste.

Table 4.48 *Equal Importance to All Students Irrespective Of Gender*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	65	76	20	22	10	193		
Percent (%)	34	39	10	12	5	100	3.31	91.585 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

According to table 4.48, the majority (73%) of elementary school teachers agreed and (17%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain that teachers give equal importance to all students irrespective of gender. The statement was supported by the computed value of Mean (3.31). At the 0.05 level, the value of χ^2 is counted as (91.585^a), which is greater than

the ρ value (.000). It shows that most of elementary school teachers depicted that teachers give equal importance to all students irrespective of gender.

Table 4.49 *Equal importance to all students irrespective of Social status*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	70	88	24	5	6	193	3.83	151.067 ^a
Percent (%)	36	46	12	3	3	100		

*Sig df= 4 $\rho = .000$ at 0.05

As per table 4.49, the majority (82%) of elementary school teachers agreed, and (6%) elementary school teachers disagreed while (12%) elementary school teachers were uncertain that teachers provide equal importance to all students irrespective of Social status. The statement was supported by the computed value of Mean (3.83). At the 0.05 level, the value of χ^2 is counted as (151.067^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers provide equal importance to all students irrespective of Social status.

Table 4.50 *Parents are keen interested about values education*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	73	79	16	15	10	193	3.62	121.793 ^a
Percent (%)	38	41	8	8	5	100		

*Sig df= 4 $\rho = .000$ at 0.05

In line with Table 4.50, the majority (79%) of elementary school teachers agreed, and (13%) elementary school teachers disagreed while (8%) elementary school teachers were uncertain that Parents are keen interested in values education carried out in schools. The statement was supported by the computed value of Mean (3.62). At the 0.05 level, the value of χ^2 is counted as (121.793^a), which is greater than

the ρ value (.000). It shows that most of elementary school teachers depicted that Parents are keen interested in values education carried out in schools.

Table 4.51 *Schools Heads take a keen interest in values education*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	65	86	22	9	11	193		
Percent (%)	34	45	11	5	5	100	2.65	125.834 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

As per table 4.51, the majority (79%) of elementary school teachers agreed and (10%) elementary school teachers disagreed while (11%) elementary school teachers were uncertain that Schools Heads take a keen interest in values education carried out in elementary level schools. The statement was supported by the computed value of Mean (2.65). At the 0.05 level, the value of χ^2 is counted as (125.834^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Schools Heads take a keen interest in values education carried out in elementary level schools.

Table 4.52 *Parents are alert to teach basic values*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	70	70	27	12	14	193		
Percent (%)	36	36	15	6	7	100	2.90	88.580 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

According to table 4.52, the majority (72%) of elementary school teachers agreed and (13%) elementary school teachers disagreed while (15%) elementary school teachers were uncertain that Parents are alert to teach basic values to their children. The statement was supported by the computed value of Mean (2.90). At the 0.05 level, the value of χ^2 is counted as (88.580^a), which is greater than the ρ

value(.000). It shows that most of elementary school teachers depicted that Parents are alert to teach basic values to their children.

Table 4.53 *Teachers are watchful to teach basic values to the students*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	56	81	21	17	18	193		
Percent (%)	29	42	11	9	9	100	3.18	85.523 ^a

*Sig df= 4 $\rho = .000$ at 0.05

In consonance with Table 4.53, the majority (71%) of elementary school teachers agreed, and (18%) elementary school teachers disagreed while (11%) elementary school teachers were uncertain that Teachers are watchful to teach basic values to the students. The statement was supported by the computed value of Mean (3.18). At the 0.05 level, the value of χ^2 is counted as (85.523^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers are watchful to teach basic values to the students.

Table 4.54 *Teachers discuss moral problems through activities*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	81	64	22	13	13	193		
Percent (%)	42	32	12	7	7	100	3.51	104.383 ^a

*Sig df= 4 $\rho = .000$ at 0.05

In consonance with Table 4.54, the majority (74%) of elementary school teachers agreed and (14%) elementary school teachers disagreed while (12%) elementary school teachers were uncertain that Teachers discuss moral problems with students in activities related to values education. The statement was supported by the computed value of Mean (3.51). At the 0.05 level, the value of χ^2 is counted as (104.383^a), which is greater than the ρ value (.000). It shows that most of elementary

school teachers depicted that Teachers discuss moral problems with students in activities related to values education.

Table 4.55 *Teachers use case studies containing a value-related problem through activities*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	91	49	24	18	11	193		
Percent (%)	47	29	10	8	6	100	3.91	110.187 ^a

*Sig df= 4 $\rho = .000$ at 0.05

According to table 4.55, the majority (76%) of elementary school teachers agreed and (14%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain that Teachers use case studies containing a value-related problem in activities related to values education. The statement was supported by the computed value of Mean (3.91). At the 0.05 level, the value of χ^2 is counted as (110.187^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers use case studies containing a value-related problem in activities related to values education.

Table 4.56 *Creating an atmosphere of trust in students*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	66	71	34	8	14	193		
Percent (%)	34	37	18	4	7	100	3.61	87.130 ^a

*Sig df= 4 $\rho = .000$ at 0.05

According to table 4.56, the majority (71%) of elementary school teachers agreed and (11%) elementary school teachers disagreed while (18%) elementary school teachers were uncertain that Teachers help in creating an atmosphere of trust in students. The statement was supported by the computed value of Mean (3.61). At the

0.05 level, the value of χ^2 is counted as (87.130^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers help in creating an atmosphere of trust in students.

Table 4.57 *Creating an atmosphere of cooperation in students*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	53	83	23	16	18	193		
Percent (%)	27	43	12	9	9	100	3.71	86.974 ^a

*Sig df= 4 $\rho = .000$ at 0.05

In consonance with Table 4.57, the majority (70%) of elementary school teachers agreed and (18%) elementary school teachers disagreed while (12%) elementary school teachers were uncertain that Teachers help in creating an atmosphere of cooperation in students. The statement was supported by the computed value of Mean (3.71). At the 0.05 level, the value of χ^2 is counted as (86.974^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers help in creating an atmosphere of cooperation in students.

Table 4.58 *Creating an atmosphere of security*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	41	90	28	23	11	193		
Percent (%)	21	47	15	11	6	100	3.16	97.544 ^a

*Sig df= 4 $\rho = .000$ at 0.05

In consonance with Table 4.58, the majority (68%) of elementary school teachers agreed and (17%) elementary school teachers disagreed while (15%) elementary school teachers were uncertain that Teachers assist in creating an atmosphere of security in students. The statement was supported by the computed value of Mean (3.16). At the 0.05 level, the value of χ^2 is counted as (97.544^a), which

is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers assist in creating an atmosphere of security in students.

Table 4.59 *Awareness about the problems of future related to health*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	69	65	35	14	10	193		
Percent (%)	36	34	18	7	5	100	2.81	79.202 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

According to table 4.59, the majority (70%) of elementary school teachers agreed, and (12%) elementary school teachers disagreed while (18%) elementary school teachers were uncertain that Teachers create awareness about the problems of the future especially those related to health. The statement was supported by the computed value of Mean (2.81). At the 0.05 level, the value of χ^2 is counted as (79.202^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers create awareness about the problems of the future especially those related to health.

Table 4.60 *Consciousness about the problems of the future related to the environment*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	65	73	23	18	14	193		
Percent (%)	34	38	12	9	7	100	3.81	81.689 ^a
*Sig	df= 4	$\rho = .000$ at 0.05						

In consonance with Table 4.60, the majority (72%) of elementary school teachers agreed, and (16%) elementary school teachers disagreed while (12%) elementary school teachers were uncertain that Teachers create consciousness about the problems of the future especially those related to the environment. The statement

was supported by the computed value of Mean (3.81). At the 0.05 level, the value of χ^2 is counted as (81.689^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers create consciousness about the problems of the future especially those related to the environment.

Table 4.61 *Cognizance about the problems of future especially related to pollution*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	60	79	23	19	12	193		
Percent (%)	31	41	12	10	6	100	3.14	88.736 ^a

*Sig df= 4 $\rho = .000$ at 0.05

According to table 4.61, the majority (72%) of elementary school teachers agreed, and (16%) elementary school teachers disagreed while (12%) elementary school teachers were uncertain that Teachers create cognizance about the problems of the future especially those related to pollution. The statement was supported by the computed value of Mean (3.14). At the 0.05 level, the value of χ^2 is counted as (88.736^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers create cognizance about the problems of the future especially those related to pollution.

Table 4.62 *Awareness about the problems of future related to population*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	89	69	10	15	10	193		
Percent (%)	46	36	5	8	5	100	3.21	146.560 ^a

*Sig df= 4 $\rho = .000$ at 0.05

In consonance with Table 4.62, the majority (82%) of elementary school teachers agreed, and (13%) elementary school teachers disagreed while (5%) elementary school teachers were uncertain that Teachers create awareness about the

problems of the future especially those related to population. The statement was supported by the computed value of Mean (3.21). At the 0.05 level, the value of χ^2 is counted as (146.560^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers create awareness about the problems of the future especially those related to population.

Table 4.63 *A decline in our society's moral values*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	45	91	27	15	15	193	3.81	104.539 ^a
Percent (%)	23	47	14	8	8	100		

*Sig df= 4 $\rho = .000$ at 0.05

According to table 4.63, the majority (70%) of elementary school teachers agreed, and (16%) elementary school teachers disagreed while (14%) elementary school teachers were uncertain that a decline in our society's moral values has a negative impact on our teaching of values education in the classroom. The statement was supported by the computed value of Mean (3.81). At the 0.05 level, the value of χ^2 is counted as (104.539^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that a decline in our society's moral values has a negative impact on our teaching of values education in the classroom.

Table 4.64 *Values are sufficiently provided by parents at home*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	74	80	14	10	15	193	3.44	128.166 ^a
Percent (%)	38	42	7	5	8	100		

*Sig df= 4 $\rho = .000$ at 0.05

In consonance with Table 4.64, the majority (80%) of elementary school teachers agreed, and (13%) elementary school teachers disagreed while (7%)

elementary school teachers were uncertain that Values are sufficiently provided by parents at home in the elementary level educational context. The statement was supported by the computed value of Mean (3.44). At the 0.05 level, the value of χ^2 is counted as (128.166^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Values are sufficiently provided by parents at home in the elementary level educational context.

Table 4.65 *Elementary School teachers need to play a key role in shaping the behavior of the student*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	65	81	26	25	16	193		
Percent (%)	23	42	14	13	8	100	3.81	69.772 ^a

*Sig df= 4 $\rho = .000$ at 0.05

According to table 4.65, the majority (65%) of elementary school teachers agreed, and (21%) elementary school teachers disagreed while (14%) elementary school teachers were uncertain that elementary School teachers need to play a key role in shaping the behavior of students by imparting values education at the foundation phase. The statement was supported by the computed value of Mean (3.81). At the 0.05 level, the value of χ^2 is counted as (69.772^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Elementary School teachers need to play a key role in shaping the behavior of students by imparting values education at the foundation phase.

Table 4.66 *Concentration on Equality*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Frequency	54	90	21	11	17	193		
Percentage	28	47	10	6	9	100	2.82	114.435 ^a

*Sig df= 4 $\rho = .000$ at 0.05

According to table 4.66, the majority (75%) of elementary school teachers agreed and (15%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain that the curriculum contents may be concentration on equality. The statement was supported by the computed value of Mean (2.82). At the 0.05 level, the value of χ^2 is counted as (114.435^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that the curriculum contents may be concentration on equality.

Table 4.67 *Emphasis on Patriotism*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	84	65	20	13	11	193		
Percent (%)	44	34	10	6	6	100	3.29	117.130 ^a

*Sig df= 4 $\rho = .000$ at 0.05

According to table 4.67, the majority (78%) of elementary school teachers agreed and (12%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain that most elementary school teachers depicted that the curriculum contents lay emphasis on patriotism. The statement was supported by the computed value of Mean (3.29). At the 0.05 level, the value of χ^2 is counted as (117.130^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that the curriculum contents lay emphasis on patriotism.

Table 4.68 *Focus on scientific approach*

Category	SA	A	UNC	DA	SDA	Sum	M	χ^2
Freq (f)	77	65	26	12	13	193		
Percent (%)	40	34	13	6	7	100	3.71	95.679 ^a

*Sig df= 4 $\rho = .000$ at 0.05

In consonance with Table 4.68, the majority (74%) of elementary school teachers agreed, and (13%) elementary school teachers disagreed while (13%) elementary school teachers were uncertain that the curriculum contents focus on a scientific approach. The statement was supported by the computed value of Mean (3.71). At the 0.05 level, the value of χ^2 is counted as (95.679^a), which is greater than the p value (.000). It shows that most of elementary school teachers depicted that the curriculum contents focus on a scientific approach.

4.2 Qualitative Data Analysis

4.2.1 Responses of Interview Questions

A semi-structured interview was conducted with 34 elementary school Head teachers. The researcher approached them personally and interviewed them in their institutes. Before starting the interview the respondents were briefed by the researcher about the nature of the study. In order to ascertain the information deduced from quantitative data analysis, interviews from selected participants were conducted. These teachers were purposively sampled, preferably outliers from the quantitative survey data. A semi-structured interview protocol was developed to clarify the 'Why' and 'How' parts of the problem under investigation. Out of several qualitative data analysis techniques, thematic analysis is a popular technique for analyzing qualitative data and is regarded as one of the most common (Christofi, Nunes, & Peng, 2009). Thematic analysis, according to Braun and Clarke (2013), is "a strategy for detecting, interpreting, and reporting the patterns within the data". This style of examination can be used to a wide range of epistemological and theoretical approaches (Braun & Clarke, 2013). As elaborated by Braun and Clarke (2013), the six processes of thematic analysis are familiarizing yourself with the data, developing initial codes,

looking for themes, reviewing themes, defining and labeling themes, and producing a report.

Themes highlight key aspects of the research data and reveal a pattern of meanings associated with data sets. The theme is a type of agreement that is more concise, correct, simpler, and shorter than the primary text from which the theme is pulled (Braun & Clarke, 2006; Rice & Ezzy, 1999). Themes are expressed in a more explicit and tacit manner than they are in a clear and explicit manner.

The goal of quantifying qualitative data sets for integration with quantitative data in mixed-method studies, according to Sandelowski et al. (2009), is to "answer research questions or test hypotheses addressing correlations between the independent variable and dependent variable." In qualitative research, on the other hand, quantizing is done to 'allow the analyst to discover and show regularities or peculiarities in qualitative data that they might not otherwise see... or to conclude that a pattern or peculiarity they thought was there isn't'. The following questions were asked and responses are given below:

Theme-1: Compassion and care builds a healthy and conducive relationship

It is highly beneficial for the strong bonding of the students with their teacher and the learning process as more conducive and barrier-breaking interaction helps them to participate effectively in class assignments.

R1 stated that

"It will increase the learning capacity of students. The students will learn to not hate each other as well as to care and be compassionate towards one another. Teachers play an important role in building the character of students".

R2 stated that

“Teachers teach the students within their relationship in a very good way. Because children respect and obey their teachers”.

Sub-Theme 1: Building Good Relationships

Building good relations is like sowing seeds. Those who try to build good relations with elementary school level students basically on the foundation of good relations among their teacher's students, which ultimately build good relations between the two.

R3 stated that

“Teachers' care and motivating behavior are very conducive to the relationship among the students. As students learn a lot from the examples of their teachers, by using interesting methods of teaching at their level, we can foster a fruitful relationship among the students. Attraction and attention are basic needs for the students in the class. A friendly relationship between teacher and student creates attraction for learners among the students”.

R4 stated that

“A solid relationship is like a seed that has been planted. People who work to foster positive relationships with elementary school kids generally do so on the basis of positive interactions between teachers and students, which eventually contribute to the development of brilliant positive relationships between them both”.

Teaching compassion and care at the elementary school level is very healthy and fruitful for building conducive relationships among the students. This is because education is not the preparation for life, but life itself. The students get very healthy and the dealing with other students makes a conducive relationship.

R6 highlighted that

“At the elementary level, students are children, and they are seeking knowledge, habits, etc. So teachers easily build the character of our students and also make good relationships among students”.

Sub-theme 2: Promote Citizenship

These may build trust, collaboration, and teamwork among students. Students may develop among themselves a sense of civic responsibility.

R7 highlighted that

“They may develop feelings of mutual trust and discipline. They may develop feelings of fairness, justice, and equality. Students may develop the sense of being a global citizen”.

R8 highlighted that

“Elementary level students are children, and they are seeking knowledge, habits, etc.”

Teachers easily build the character of students and also foster good relationships among students.

Sub-theme 3: Kind Attitudes

Teachers' kind and compassionate attitudes can change the whole personality of students. It also builds a healthy atmosphere in the classroom. Education is a lifelong process; therefore, educating students to be compassionate and caring would have a long-lasting healthy effect on the relationships among students.

R10 highlighted that

“Teachers should be role models for their students. She should create an environment that builds their confidence. They should be encouraged to ask questions. Roleplay and group discussion would hence their learning, providing them an opportunity for healthy and conductive interaction. It is a knowledge-gaining period, and parents or

teachers are motivators or guides at this time. They would easily nourish the behavior or character of their child”.

R13 highlighted that

“At the elementary level, students consider their teachers as their role models, so the positive attitude and care of teachers is helpful for building a healthy and conducive environment among students. It boosts their motivation for learning”.

The students at the elementary level need attention. The attention of the teacher should be focused on its healthy and academic behaviour. As a powerful foundation keeps a building intact in the face of an earthquake, so teaching passion (compassion) and care at the elementary level is fruitful for building a healthy and conducive relationship with the students.

Sub-theme 4: Compassion

R14 stated that

“A compassionate and caring teacher can be more effective and helpful towards problem-solving and understanding children's behavior and moods. His /Her compassion brings students closer to each other and the teacher as well”.

R15 stated that

"Teaching compassion can enable the learner to think critically, respect diversity, and be supportive of others in need. But some other aspects are also necessary, like parents' involvement. Without their help, a task cannot be completed".

Because compassion and care let the student feel loved and complimented, and thus build healthy and friendly relationships between student and teacher as well as among students themselves. Teaching compassion is the most essential part at the elementary school level and is fruitful for building healthy and productive relationships among the students.

R16 stated that

“Showing results for how teaching compassion and care at the elementary school level is fruitful for building healthy and conducive relationships among the students”.

R17 stated that

“Teaching compassion and care at the elementary school level is beneficial because it provides a safe and secure environment for the students, allowing them to learn more effectively.”

R19 stated that

“Teaching compassion and care at the elementary school level is very healthy and fruitful for building conducive relationships among the students, as education is not the preparation for life, but life itself. The students get a very healthy and dealing with other students, they make a conducive relationship.”

Showing results for how teaching compassion and care at the elementary school level is fruitful for building healthy and conducive relationships among students.

Theme 2: Self-confidence and self-esteem is directly linked to the appreciation of self and others

R1 stated that

“Self-confidence and self-esteem for the children are very good things. Students can easily express their ideas and appreciate other students”.

Without such a fundamental component, development would revert to a staged perspective on interpersonal relationships. A healthy interaction between two people needs fundamental mutual respect.

R2 stated that

"Students feel confident when a teacher always uses yes. You are right if you do this or add in your opinion instead of saying that you are wrong. This enables them to feel mentally strong and like good participants."

At this level, students need appreciation as they are learning to do and experience different things. So, the positive responses make their learning life-long and increase their self-confidence and self-esteem.

R4 stated that

"Self-confidence and self-esteem are linked to the appreciation of self and others because a student who has self-confidence can express himself as well as him/she can be able to know about the needs of others."

R5 stated that

"Self-esteem is the key/base of personality to personality grooming." We must respect and honour a person's self-esteem because self-esteem is the honour and dignity of all. Motivation can boost morale and aid in personality development".

R6 stated that

"Self-confidence is a key to success. If we had confidence, they would express our ideas and fulfill our desires or dreams." Self-esteem and self-confidence are linked to the appreciation of others and oneself. Appreciation plays an important role in building self-confidence and self-esteem in students."

R7 stated that

"The more positive result is gained. Appreciation of the students' work helps them to work more effectively and efficiently in the future. Appreciation is the primary source of developing self-confidence and self-esteem in students of all levels. If the

institution's principal recognises their excellent teaching. He has instilled trust in the teachers.

Appreciation for the basic feed for learning, as well as the students' confidence. Self-confidence and self-esteem are basic ingredients for any successful person.

R8 stated that

"A person having high self-esteem is confident as well." A teacher with self-esteem is helpful in elevating the morale and confidence of his students. It is true that appreciation is directly linked with self-confidence and self-esteem for elementary students."

A teacher not only teaches the subject matter but also about moral values. They must appreciate the good deeds of students and teach them ethics. They create a friendly environment in the class where students interact with one another. Praise is a great way to increase self-confidence at any level. When appreciated, children become enthusiastic. There must be a right direction to the potion.

R11 stated that

A teacher should be confident in every topic related to the students' level, instilling confidence in the students. *Self-esteem is necessary for teachers. Students are keen observers and adopt all those things taught by teachers.*

Self-confidence and self-esteem are directly linked to the appreciation of self and others for elementary students because it is a kind of social learning that can effectively engage them. Self-confidence is very important because a confident student can express her ideas to others, can make a difference, and gain appreciation. Self-confidence boosts a student's ability to express ideas publicly. A student becomes more expressive.

R13 stated that

“Early childhood experiences at school enable students to form concepts and ideas about life. Pleasant and would like experiences such as appreciation, which will help the child to reciprocate a good response”.

Sub-theme 1: Create Critical Thinking

A sense of critical thinking is created by self-esteem and confidence. Success depends on self-assurance. They would convey our ideas and realise our aspirations or dreams if we had faith in them. The ability to value oneself and others is a prerequisite for having high self-esteem and confidence.

R17 stated that

“Self-confidence and self-esteem create a sense of critical thinking and appreciation. Those who are equipped with self-confidence and self-esteem can better appreciate themselves and others. When students have self-confidence and self-esteem, it means that they must care for their own self-respect and are the types of students who are raised to lead nations”.

R8 highlighted that

“Boosting the self-esteem of children enables them to gain cognizance of their strengths. They begin to accept who they are, and this allows them to become accepting of others as well. They begin to accept who they are and this allows them to become accepting of others as well”.

Sub-theme 2: Develop Skills, Attitudes and Behaviors

Self-confidence is a measure of faith in one’s own abilities and judgement. It is concerned with both thoughts and emotions as well as the effects they have on how we perceive others and interact with the world. Students are mature, and they are

aware that society needs rules and regulations. These two factors would allow them to fulfil their desire while also confidently sharing their ideas.

R13 highlighted that

“A measure of belief in one's own skills is self-confidence. Regarding our feeling of self, esteem includes both our thoughts and our emotions. Engage the child in creative endeavours and many debates. I'll aim to begin the class with a caveat that each student is aware of, and I'll make sure that they are all actively participating in the class”.

R16 highlighted that

“Self-confidence is a key to success. If we have confidence, they will express our ideas and fulfil our desires or dreams. Self-esteem and self-confidence are linked to the appreciation of others and oneself”.

R19 highlighted that

“Appreciation plays an important role in the building of self-confidence and self-esteem in students. The more it is done, the more positive results are gained. Students who get appreciation for good performance will try to improve their abilities and will try to overcome their shortcomings. Moreover, they will feel a sense of reasonability within themselves. The atmosphere of the class will be more congenial for them, and they will come to school with a sense of pride. I will try to introduce the lesson with the provirus knowledge of students and make sure that every student is involved in the lecture”.

Self-confidence is a measure of faith in one's own abilities. Esteem is about our sense of self and involves both thoughts and emotions. To engage children in various debates and creative activities. I will try to introduce the lesson with the

proviso's knowledge if possible and make sure that every student is involved in the lecture.

R21 highlighted that

“Students cannot produce good results unless their parents and teachers instil confidence in them. When a student or any individual gains confidence and self-esteem, his or her teaching gradually reflects on his or her personality and character”.

A teacher's appreciation can make or break a student's idea of appreciation of self and others. Those students who have inherited or are taught self-appreciation and apprehension can be seen as strong proponents of giving respect and receiving respect at the end of the day. Self-confidence and self-esteem are the basic elements of personality development that are beneficial for him/her and for others.

Theme 3: Environment education develops responsible environmental behavior

Environmental protection is a process that allows individuals to explore problem solving and take action to improve the environment. Certainly, environmental education makes them responsible citizens. It enhances their civic sense to keep the environment clean and healthy.

R1 highlighted that

“Environmental education is good and necessary to acquire. Because it plays an important role in our lives and it has many powerful effects on our lives. At the elementary level, it is important to develop proper behavior towards the environment. Environmental education is good and necessary to acquire. Because it plays an important role in our lives and it has many powerful effects on our lives”.

At the elementary level, it is important to develop proper behaviour towards the environment to become a successful citizen. Environmental mental education is a

process that enables people to become aware of environmental issues, solve problems, and take action to improve the environment. The environment has a significant impact on education. If the environment of a school is good, then the students easily seek knowledge about how the environment affects the behaviour of students and teachers.

R3 highlighted that

“At the elementary level, the students are children who are on the lookout. If the environment is clean and properly decorated according to their needs, then students easily acquire knowledge. Students learn the basic behaviours practiced by their teacher and explained to them logically. Environmental and self-cleaning habits can be developed at this age effectively”.

Sub-theme 1: Develop Environmental Behaviors

The role of environmental education to develop responsible environmental behaviour is that if the co-circular activities are participated in by the student, he will learn more easily.

R6 highlighted that

“Teachers advise students to have a proper garbage arrangement. Students should use dust bins and other equipment to clean the school environment. Environmental education will not only develop observational skills outside of the classroom, but it will also encourage students to apply their learning in the real world. It is the most important factor in one's studies when the teacher and students create a trusting environment for learning”.

R9 highlighted that

“It is wisely said that the best you give, the best comes back to you. Everything that benefits the student has a positive role in their education and so is the response/result from the student's role”.

Sub-theme 2: Environmental Education

In environmental education, parents and teachers. Environmental education plays an important role in education.

R10 highlighted that

“If the environment of a school is good, the students easily seek knowledge. The environment effects on the behaviour of students and teachers can maintain discipline in class and teach them how to behave in society”.

R15 highlighted that

“If the environment is favorable, students should gain position and useful knowledge that will aid in the development of their abilities, personality, skills, and character. The environment plays an important role in education Environmental education plays an important role in education”.

R9 highlighted that

“If the environment of a school is good, then the students easily seek knowledge of environmental effects on the behaviour of students and teachers and maintain discipline in class and with teachers. Environmental education at the elementary level”.

Students learn the basic behaviours practised by their teacher and explained to them logically. Environmental and self-cleaning habits can be developed at this age effectively. Problem solving and taking action to improve the environment. The elementary school level is the gaining period. At this age, teachers or parents can easily nourish the behaviour or character of their child or students. The relationship between teacher and students helps student develop their skills and allows them to

share their ideas and feelings about their studies. Education has a key role in elementary education.

R17 highlighted that

“If a student has learnt the environment, He will be a responsible citizen. Environmental education is good and necessary to acquire. Because it plays an important role in our lives and it has many powerful effects on our lives”.

At the elementary level, it is important to develop proper behaviour towards the environment in order to become a successful citizen and develop responsible environmental behavior.

Sub-theme 3: Information about Environmental Factors

By providing information about the environment and factors responsible for polluting the environment, they will be able to minimize the factors that adversely affect the environment.

R17 highlighted that

“If a school's atmosphere is conducive to learning, pupils are more likely to learn about how the environment affects student and teacher behaviour and to uphold rules in the classroom and with teachers. The development of a child depends on environmental education. Students can't become popular in the situation if they don't know the facts and data”.

R19 highlighted that

“Actually, environmental education is good and necessary to acquire. Because it plays an important role in our lives and it has many powerful effects on our lives at the primary level”.

It is important to develop proper behaviour towards the environment to become a successful citizen. The students do different activities for the protection of

environment. Environmental education is good and necessary to acquire. Because it plays an important role in our lives and it has many powerful effects on our lives at an elementary level.

R14 highlighted that

“It is important to develop proper behavior towards the environment in order to become a successful citizen. The students do different activities for the protection of the environment. Environmental education at this level makes the students responsible for the protection of the environment.”

R15 stated that

“At the elementary level, it is important to develop proper behaviour towards the environment. Environmental education is good and necessary to acquire. Because it plays an important role in our lives and it has many powerful effects on our lives. At the primary level”.

It is important to develop proper behaviour towards the environment to become a successful citizen. Environmental education is good and necessary to acquire. Because it plays an important role in our lives and it has many powerful effects on our lives. At the elementary level, it is important to develop proper behaviour towards the environment to become a successful citizen. To make society books, multimedia, etc. Environmental education is good and necessary to acquire. Because it plays an important role in our lives and it has many powerful effects on our lives.

R20 stated that

“At the elementary school level, it's crucial to cultivate considerate behaviour toward the environment. The main thing that has the biggest impact on a pupil is their

environment. Self-cleaning and environmental behaviours can be efficiently formed at this age”.

R23 stated that

“At the elementary level, it is important to develop proper behaviour towards the environment. The environment is the key factor that effects a student’s most Environmental and self-cleaning habits can be developed at this age effectively. Problem solving and taking action to improve the environment. So it’s because of a collective effort from the youth of society. Environmental education is good and necessary to acquire. Because it plays an important role in our lives and it has many powerful effects on our lives”.

At the elementary level, it is important to develop proper behaviour towards the environment. The role of environmental education to develop responsible environmental behaviour is that if the co-circular activities are participated in by the student, he will learn more easily. Teachers advise students to have a proper garbage arrangement. Students should use dust bins and other equipment to clean the school environment.

R25 stated that

“Environmental education will not only develop observational skills outside of the classroom, but it will also encourage students to apply their learning in the real world. It is most important factor in one studies when between teacher and students create environment for study with full of trust”.

R22 stated that

“Environment education to develop responsible environmental behaviour is that if the co-circular activities are participated in by the student, he will learn more easily. Teachers advise students to have a proper garbage arrangement. Students

should use dust bins and other equipment to clean the school environment. While being exposed to the environment, students can learn about values and morality.”

The role of environmental education is to develop responsible environmental behavior. If the student participates in co-circular activities, he will learn more easily. The teacher advises students to have a proper garbage arrangement and to use dust bins and other equipment to clean the school environment, market, and home, among other places.

Theme 4: Importance of school safety plan

School safety play of elementary level had a vital role in present resolution of peace and order especially in Pakistan where thousands of innocent people had lost their lives. Teachers should provide a friendly environment to the students so that all students tells their problem related to safety. Teacher assist in creating an atmosphere of security in students. Safe environment will promote creative and social learning without safely plan they are at risk and cannot focus on their learning process.

R1 stated that

“Keeping schools safe allows children to look forward to an environment that promotes social and creative learning. Moreover, having school safety plans teaches students about how to react in a disaster or risky situation”.

R4 stated that

“The school safety plan at the elementary school level creates a sense of security and protection among the students that, as a result, promotes students' interest in studies and confidence in the system. This ultimately helps in the creation of a strong nation”.

At elementary level The purpose of these plan is to Keeping schools safe allow children to look forward in an encourage environment that promotes social and

creative learning. Moreover, having school safety plans educate students about how to react in disaster or risky situation. The impact of an emergency or disaster. So that undesirable incidents can be avoided.

R3 stated that

“The school safety plan at the elementary school level creates a sense of security and protection among the students that, as a result, promotes students' interest in studies and confidence in the system. This ultimately helps in the creation of a strong nation”.

R6 stated that

“It can be transmitted by actually walking the students through the whole process of the safety plan, from why it's being conducted to how we can follow specific steps to ensure safety at school. The teacher will explain the safety of students is the first priority of all institutions and is implied throughout the educational system”.

R7 stated that

“A safety plan is the basic need of any elementary school. The school safety plan at the elementary school level creates a sense of security and protection among the students against COVID-19 by explaining the precautionary method of hand washing, sanitizing, etc.”

R9 stated that

“Keeping schools safe allows children to look forward in an encouraging environment and practice school safety plans at elementary and other school levels”.

Sub-theme 1: Importance of School Safety Plan

R9 stated that

“A school safety plan is important as it ensures the safety of all the people working and attending the school. They can play that role effectively if they are trusted with safety in their school. A school safety plan is necessary to implement inside the school and outside as well”.

R12 stated that

“A school safety plan is constructed by school management to save the students. The safety of students is the first priority of all institutions. Keeping the safety of the students and proper checkup of their eyes, health issues, and motivational ways to gain new knowledge, their aims, or specific objectives”.

R20 stated that

“The significance of an elementary school safety plan is that by telling stories about national heroes, we can instil in them a love for their country and enable them to protect it from attacks”.

At elementary school safety proper safety measures to be taken at their stage and drill to the students for any mishap etc. School safety play of elementary level had a vital role in present resolution of peace and order especially in Pakistan where thousands of innocent people had lost their lives and makes proper safety of their institution. School safety plan at elementary school level allows children to look forward to being in an encouraging environment that promotes social and creative learning.

Sub-theme 2: Strategies for Implementation of School Safety Plan

R15 stated that

“Through stories of national heroes, we can develop their love for the nation and enable them to protect your country from attacks. The significance of a school safety plan at the elementary school level is that by telling stories about national

heroes, we can instil in them a love for their country and enable them to protect it from attacks. It allows children to be in an encouraging environment”.

R19 stated that

“Encouragement of social and creative learning If they are not at risk or at risk and comfortable at school, they may remain uneasy throughout the day. School safety plans at the elementary school level allow children to look forward to being in an encouraging environment that promotes social and creative learning”.

Sub-theme 3: Awareness about School safety plan

R15 stated that

“The children must understand how to keep themselves safe and secure on school grounds. The school administration is also responsible for the security of students”.

R13 stated that

“A school safety plan is necessary to implement inside the school and outside as well. A school safety plan is constructed by school management to save the students. The safety of students is the first priority of all institutions and is implied throughout the educational system”.

Safety plan is the basic need of any elementary school .School safety plan at elementary school level creates sense of security and protection among the students that in the result promotes students interest in studies and confidence in the system. The ultimately helps in creation of a strong nation. The safety of school in the safety of the overall number of its.

Sub-theme 4: Purpose of School safety plan

R18 stated that

“The purpose of these plans is to keep schools safe and allow children to look forward to an encouraging environment that promotes social and creative learning”.

Moreover, having school safety plans educate students about how to react in disaster or risky situation. The impact of an emergency or disaster. School safety develops the sense of safety measures at school level and for future among students. School safety plan is necessary to implement inside the school; and outside as well.

R25 highlighted that

“A school safety plan is constructed by school management to save the students. Students' safety is the first priority of all institutions and is implied till the higher levels of education. A safety plan is the basic need of any elementary school”.

School safety plan at elementary school level creates sense of security and protection among the students that in the result promotes students interest in studies and confidence in the system. The ultimately helps in creation of a strong nation. The safety of school in the safety of the overall number of its. Security is helpful for betterment of student's safety.

R11 stated that

“Safety play includes a boundary wall having at least two gates. Parents should be confident in their children's safety and security at school. It allows children to be in an encouraging environment. Promoting social and creative learning, they are not at risk and not at risk and comfortable at school, otherwise they may remain uneasy throughout the day. Especially parents, teachers, and society”.

At the elementary level, the purpose of these plans is to keep schools safe and allow children to look forward to an encouraging environment that promotes social and creative learning. Moreover, having school safety plans teaches students about how to react in a disaster or risky situation. The impact of an emergency or disaster so that undesirable incidents can be avoided. A school safety plan is necessary to implement inside the school and outside as well. A school safety plan is constructed

by school management to save the students. Students' safety is the first priority of all institutions and is implied till the higher levels of education. A safety plan is the basic need of any elementary school. The school safety plan at the elementary school level creates a sense of security and protection among the students that, as a result, promotes students' interest in studies and confidence in the system.

R14 stated that

“A school safety plan is necessary. peaceful and protective environment that will help students pay attention towards their lessons. They will be more responsive”.

School safety plan at elementary school level creates sense of security and protection among the students that in the result promotes students interest in studies and confidence in the system. Necessary for any and before learning process.

Theme 5: Contents of Disaster Risk Reduction

Involve children in various debates, tables, and work creation, while avoiding the addition of new risks to pre-existing ones. Disaster risk reduction aims to reduce the damage caused by natural hazards like earthquakes, floods, droughts, and cyclones. The primary goals of the DRD content at the elementary level curriculum are to share and spread the risk of disaster less being absorbed by external development and to create additional poverty.

R1 stated that

“To create a safe and secure learning environment for students is the main purpose. To create a safe and secure learning environment for students is the main purpose. Investing in preparedness and practicing the necessary precautions and actions, help mitigate damage from disasters”.

R2 stated that

“Practicing even the very basic preparedness drills increases resilience to unforeseen disasters and ingrains an innate preparedness for any challenging situation. It is therefore an integral part of the elementary level curriculum”.

The main purpose of the content of DRD is to reduce the effect of any disaster on both buildings and individuals, in which staff members and students are included at the elementary level curriculum because they share and spread risk to less being absorbed by outer development.

R5 stated that

“The main purpose of disaster reduction is to minimise the damage due to any flood, earthquake, or terrorism attack on schools. If the students are prepared for an unforeseen situation”.

Teacher create an atmosphere of cooperation and awareness about the problems of future. The main purpose is that students must able of it and peach something about it.

Sub-theme 1: Purpose of DRD

The main purposes of content of DRD at elementary level curriculum because share and spread risk to presence disaster less being absorbed by outer development out comes and crating additional poverty.

R9 stated that

“Risk reduction aims to reduce the damage caused by natural hazards like earthquakes, floods, droughts, and cyclones. How to be calm and not panic in any such situation. Share and spread risks to prevent disaster losses being absorbed by other development outcomes and creating additional poverty”.

The primary goal of DRD content at the elementary level curriculum is to share and spread the risk of disaster less being absorbed by outer development. DRD

needs to be addressed to bring about the paradigm shifts needed to achieve a culture of security.

R24 stated that

“The main purpose of the content of disaster risk reduction (DRD) at the elementary level curriculum is to prepare the future generation to handle and deal with the risk factors of any kind of disaster and minimise its negative effects on the students, education system, individuals, and community at large”.

R25 stated that

“A couple of chapters on DRD are devoted to explaining the possibility of natural disasters, which teachers mostly fail to explain to students. The primary goals of the DRD content at the elementary level curriculum are to share and spread the risk of disaster less being absorbed by external development and to create additional poverty”.

R18 stated that

“Risk reduction aims to reduce the damage caused by natural hazards like earthquakes, floods, droughts, and cyclones. An effective emergency management strategy is to remain calm and not panic in any such situation. Which is the basic need of students for fruitful learning”.

R10 stated that

“The primary goal of DRD content at the elementary level curriculum is to share and spread the risk of disaster less being absorbed by external development and creating additional poverty”.

In order to lessen the harm caused by natural disasters including earthquakes, floods, droughts, and cyclones, risk reduction is applied. This information can help stop bad behaviour. Children must be taught appropriate behaviour in the event of any

tragedy. Having patience is the first step. The major goal is to get them ready for any unexpected tragedy. Getting ready for a bad emergency it is crucial to incorporate disaster-related topics into elementary school curricula for risk reduction so that pupils are aware of how to guard against minor mishaps. Preventing calamities is the major goal of the contents.

Sub-theme 2: Impact of DRD

Disaster mitigation measures, both structural and non-structural, are implemented to limit the negative effects. Impact of natural hazards through school-based education projects. To avoid contributing to risks, it is the main aim to reduce the societal and economic impact of natural disasters as well as deal with others.

R20 stated that

“The key purpose of disaster reduction is to minimize the damage due to any flood, earthquake, or terrorism attack on schools. If the students are prepared for the unforeseen situation by their development and come out and create additional poverty”.

R24 stated that

“Share and spread risk to prevent disaster losses being absorbed by other development outflows and creating additional provable. Make a social development and achieve the goals and objectives that every society needs to achieve”.

R20 stated that

“In to reduce the destruction resulting from natural disasters including earthquake, floods, droughts, and cyclones, risk reduction is applied. In such circumstances, maintaining composure and avoiding fear is an excellent emergency management method. By creating a reasonable and balanced curriculum, the major goal is to help students develop their personalities and grow their character”.

The primary goals of DRD content at the elementary level curriculum are to share and spread the risk of disaster less being absorbed by outer development and creating additional poverty. Risk reduction aims to reduce the damage. A curriculum is necessary to construct a building, and a curriculum is the most important plan to provide education at any level in any country. The curriculum is the map of any education system by which we get the goal of life through the education system which is provided by the curriculum of education. The primary source of disaster reduction is education. Risk at the elementary level.

Theme 6: Various aspects of good character of teachers and students

Honesty in their profession being punctual is the identity of an honest teacher. The good teacher has the status of a father of children. He could give the children what they don't know. Don't beat them. The qualities of a good teacher include that her method or style of teaching should be appealing. She should be cooperative and punctual. Qualities of a good student are that they should be attentive. They should be attentive and obedient and active.

R1 highlight that

“A good teacher is an expert in communication skills. A good teacher has the ability to build a caring relationship with students. She has high hopes for the student's success”.

R2 highlight that

“Good-character teachers and pupils exhibit moral qualities that make them responsible individuals and role models, such as being punctual and consistent, kind and patient, dutiful, and ready to learn. The major goal is to get pupils ready for any form of calamity and teach them how to handle things after one. How to safeguard

oneself and other people. How can I remain composed and avoid panicking in such circumstances?"

R4 highlight that

"Character is something on which the personality of a person is built. If the character of a person is good, it makes or urges the other people to also make their behaviour good. Both the teacher and the students are essential to success. Their character helps them to live and acquire knowledge easily".

R5 highlight that

"A good teacher is one who is good to others and gives them a good education and teaches them things they don't know. A good teacher is a role model who takes responsibility for others. The good character of the teacher helps the students gain the knowledge properly. Students are the questions to their teachers without hesitation. Good student behaviour will make the teacher's mood good and happy".

Teachers should be present, punctual, honest and hardworking. Students should have an interest, be aware of the importance of education, and be punctual and hard-working. The main aspects of good teachers are that a good teacher does not only focus on good students, and a good student doesn't only need the teacher's attention. Learners' patient, caring, and kind personalities Engaging students in learning Clear communication acting as a role model for adaptability and flexibility makes students responsible, confident, and punctual.

R7 highlight that

"Teachers and students must always speak the truth, care for others, obey and abide by the rules and regulations. A teacher should show respect towards students and should avoid humiliating a student in front of others. The various aspects of the

good character of students and teachers are that if the students are well aware of Islam and our holy Quran, then they will follow the Islamic rules and regulations”.

Self-respect, self-confidence Positive attitude; cooperative behaviour; democratic behaviour the various aspects of the good character of students and teachers are that if the students are well aware of Islam and our holy Quran, then they will follow the Islamic rules and regulations. The good character of the teacher helps the students gain the knowledge properly. Students are the questions to their teachers without hesitation. Good behaviour of students will make the teacher’s mood good and happy. It also shows self-belief, self-management etc. Punctual, regular, dutiful, faithful, sense of responsibility, civic sense, health, active, good listener, and good Various aspects of the good character of teachers and students can be a sense of responsibility and loyalty to their work. Sincerity in their work, etc.

R8 highlight that

“Punctuality, regularity, honesty are the basics of good character and loyalty towards your duty as a teacher and student. The teacher is the role model for students. The character of the teacher is the practical example. The various aspects of the good character of students and teachers If the students are well aware of Islam and our holy Quran, then they will follow the Islamic rules and regulations so that the child can become the best citizen of society”.

R10 highlight that

“Teachers should be present, punctual, honest and hardworking. Students should have an interest, be aware of the importance of education, and be punctual and hard-working. They are aware of the importance of education and should be hardworking. Teachers and students with good character have certain moral values that make them responsible human beings as well as role models, such as being

punctual and regular, kind and patient, dutiful and eager to learn. The teacher is their study's mentor”.

Sub-theme 1: Features of Good Character

R11, 13, 15, 17, 19, 22, 23, 24 & 25 stated that

“The features of good character are: good teachers are strong communicators; they listen well; focus on collaboration; they are adaptable; they have patience, give positive ideas; they solve problems. Should be known about the student's mental age. Attitude towards the whole class should know the individual differences. honesty, caring, loyalty, self-confidence, self-control, responsibility, good behavior, trusted environment, friendly but obedient students, towards their teachers, focus on ethics, character building, self-confidence, good moral character, high qualifications, punctuality, communication, presentation, sincerity, knowledge, vision, care, team leader, compassion, team work, social engineer, guide and councillor, knowledge provide”.

Theme 7: Islamic teachings emphasis on truth and honesty

The teaching of Islam makes the concept of humans clear about right and wrong, and Islam is all about well-doing. Truth and honesty are directly related to Islamic values. Truth and honesty are essential for success now and in the future, and a truthful and honest person has a good place in their society. And want to suggest ideas and other problems. We should obey the rules and teachings of Islam and our holy prophet (S.A.W) and implement truth in our daily life. Honesty and truthfulness are required in speech, intention, resolution, fulfilment of resolution, action, and at all stations on the path, according to Islamic teachings. Human organisations cannot survive without truthfulness and honesty.

R1 stated that

“Islamic teaching on truth and honesty enables a person to be loyal and truthful. The examples of the holy prophet (S.A.W) and the Sahibs (RA) teach us to be honest and truthful. These are the values one should follow and adopt. All Islamic teaching, whether Quran or hadith, emphasises truth and honesty our prophets' lives are beautiful examples of honesty and truth. These are the basic values of a good society”.

R2 stated that

“Islam emphasis on truth and honesty is because, in Islamic teaching, both of them are the points from which Islamic teaching starts. Truth & honesty build the character of people. A Muslim is ordered by ALLAH to be fruitful in his words and deeds, privately and publicly alike. Islam phases on truth and honesty because in Islamic teaching birth of them are the points on which Islamic teaching starts truth and honesty builds the character of people”.

Sub-theme 1: Truth and Honesty

Truth and honesty directly related to the Islamic values. Truth and honesty is key of success here and here after. So that's why Islamic teaching emphasis on truth and honesty.

R5 stated that

“Islamic teachings emphasis on honesty and truth because our holy prophet (PHUB) teaches us the values of honesty and truth. Through hades, we can clarify the importance of these values in front of children. To make a student a great follower of Islam and honesty and truth are the main teachings of Islamic education. Islamic teaching emphasises the need to be honest to himself and to others Islamic teaching also emphasises the need not to cheat or battery other people. Examples or real stories help in teaching Islamic students”.

Sub-theme 2: Islamic Teaching

Islamic teachings are crucial in the development of honesty and truth in children. As a complete set of moral guidance. Islam is the only religion that explains moral values more than worships. Human rights are given priority to ALLAH. This forms a foundation for all Muslims.

R4 stated that

“There are various hadiths and ayats of the holy Quran about truth and honesty, which teach us about their importance in one’s life. If we make truth and honesty a part of our daily routine, our lives will be very peaceful, calm, and easygoing. In Islamic law, inventing falsehoods to amuse people and telling lies is highly discouraged. This must be in a teacher’s habits to maintain the virtue of truthfulness even in matters that are not serious enough to build this character in their students. To make a student a great follower of Islam and honesty and truth are the main teachings of Islamic education”.

In Islam, honesty is the best policy. Islam is a complete way of life, which guides us in every part of life. Based on Islamic teaching based on truth and humanity, the teacher should give equal importance to all the students, irrespective of cast and social status. According to Islamic teachings, honesty and truthfulness are needed in speech, intention, resolution, fulfilment of resolution, action, and in all stations on the path. Human organisations cannot survive without truthfulness and honesty.

R8 stated that

“To make a student a great follower of Islam and honesty and truth are the main teachings of Islamic education. A Muslim is ordered to be truthful and honest in his social as well as personal life. Linking it with the elementary level, students must

be familiar with Islamic history and stories and religious leaders. Islam is the basic code of life”.

Sub-theme 3: Truthfulness

R6 stated that

“Truthfulness has been emphasised by Islam not only by virtue but as a religious obligation. Falsehood has been admonished severely, and it has been said that truthfulness is the only thing by which a servant of ALLAH will be saved from torture and warts. The sense of being answerable hereafter makes a student a good Muslim who believes in truth and honesty. The same is taught to the students at the elementary level. Sorry, your supervisor should have advised you on how to develop a questionnaire for maximum response. Don’t ask knowledge questions or lengthy questions”.

According to Islamic teachings, honesty and truthfulness are needed in speech, intention, resolution, truthfulness and honesty, fulfilment of resolution, action, and in all stations on the path. Human organisations cannot survive without them. We are answerable to Allah almighty for every deed on the day of justice. Islamic teachings emphasise truth and honesty because these are very basic qualities of good character. If these qualities are inculcated among students, they can become good citizens. Punctuality, regularity, and honesty are the basis of good character and loyalty towards your duty as a teacher and student .teacher as a role model for students.

R7 stated that

“Moral lectures help to develop the qualities of good character in students. The character of the teacher is the practical example. There is a good teacher who is good as well as told and his role is very good, and the teacher and the students do all the things, i.e., play an important role in improving their character, so that the child

can become the best citizen of society. Take care of the whole class, good behaviour with their students, motivator and guider, and creative mind’.

Theme 8: Inspiration of students from stories of pursuit of excellence

R11 stated that

“We can explain the stories of our national heroes and enable them to use their rule of life, honesty, and hard work for the achievement of their homeland. A good leader who takes responsibility for other people. He thinks positively and supports others. He always worked hard as an honest man. When people lose confidence, a leader supports every single person. You can do this. We should celebrate the events, birthdays, and occasions of our national heroes”.

R12 stated that

“By telling the stories of national heroes like Quaid-e-Azam, Allama Iqbal, and others, we can inspire students to hard work, dignity, and honesty. Our national heroes like Quaid-e-Azam and Allama Iqbal taught the nation to be united and develop among us a spirit of brotherhood. Quaid’s strong personality teaches him to be honest and hard-working. The dignity and grace of these heroes inspire a lot”.

Unfortunately, there is not much material about our national heroes in our syllabus. Teachers have to make an effort to introduce and highlight our national heroes. Special day celebrations are being planned for this. Students find every day something new. They have many questions in their minds, so we can tell the stories according to their knowledge. In this way, they make their interest difficult to find or hear again.

Sub-theme 1: Lives of Great Leaders

R13 stated that

“The study of the lives of great leaders, their actions, thoughts, choices, struggles, failures, and triumphs, unconsciously motivates you to be your best self every day. At this age, students have many questions in their minds, and stories are the best way to solve these questions according to the age of students and tell them their national heroes and why we provided. Like Allama Iqbal. He is our national hero. Students want to be like him. We often tell stories about other heroes that motivate us. And we want to do something in our country and clear our name”.

Children's stories pique their interest in determining the causes or solutions to various problems. We can tell them about our heroes and they ask how they did their work. We can tell those stories in a good way and also about their excellence and contribution to our country. Through stories, we can develop their love for the nation and enable them to protect your country from attacks. Many students idealise good people and great leaders, and they set their life goals and aim according to them. So, stories are very helpful for this level of student for best grooming and motivating. The majority of students at elementary level idealise good people and set their goals according to them. So the stories of national heroes can best groom students.

R15 stated that

“A good leader who takes responsibility for other people. He thinks positively and supports others. We told them stories from their lives, read them from books, and asked them to gather information or anything interesting to discuss about national heroes, etc. I refer them to the appropriate personality at the appropriate location. It gives them all the necessary details about these national heroes”.

Furthermore, I give them proper guidance and assistance and help them to understand the importance of these virtues. We frequently inspire our students by telling them about our leaders' and warriors' strong personalities, confidence, and

work ethic. We can inspire our students with stories of our national heroes by telling them that moral and behavioural courage is bold and courageous in their practical life.

Sub-theme 2: Promotes Nationalism and Patriotism

R17 stated that

“To promote nationalism and patriotism, we are required to highlight the lives of our national heroes. The teacher should talk about the work of our national heroes and their spiritual heroes. We offer them their services regarding health administration, defense, protecting others, etc.”

They are taught that health workers are for and serve humanity. It is essential because, as a teacher, it is our responsibility to make students aware of our country's national heroes and to awaken the sense of patriotism in our students. Telling them about the achievements of their national heroes inspires them to become more committed to the country and to set goals in order to become a more productive citizen. To promote nationalism and patriotism, we are required to highlight the lives of our national heroes. Students at elementary level are inspired by telling the stories of our national heroes. Students make them their ideals and try to follow and copy them. Many become successful in life by following the example of national heroes. The teacher should talk about the work of our national heroes and their spiritual heroes. They are taught that health workers are for and serve humanity.

R18 stated that

“It is essential because, as a teacher, it is our responsibility to make students aware of our country's national heroes and to awaken the sense of patriotism in our students. We inspire our elementary-level students by inculcating in them the character of our national heroes. We try to present these heroes as role models for

students. By narrating the stories of the pursuit of excellence of our national heroes. By displaying photographs of their daily lives in order to pique their interest”.

R19 stated that

“By highlighting their good character and qualities that made them heroes and belatedly applying those qualities to student life. A good leader who takes responsibility for other people He thinks positively and encourages others. He always worked hard day and night as an honest man. When people lose confidence, a leader supports one of them”.

Stories are helpful for nourishing the students' behaviour and answering that question in the minds of students according to their level of knowledge about the national heroes and inspiring.

Theme 9: Concerns of students taking material without permission

R1 stated that

“If we will take notes from others students we cannot understand the concepts and we will not be able to attempt the exams efficiently. No one will trust on him and everyone will want to avoid on him and will not share anything to them. Stealing refers to something which is take without permission”.

As a result, elementary students frequently steal something from their classmates. If we take notes from other students, we cannot understand the concept and we will not be able to attempt the exams efficiently.

R2 stated that

“Obviously, it is not good to take any material from other students without permission. The teacher should take action against it or punish him if necessary.

Taking any material from a fellow student with permission is not a good habit, so it should be strongly codenamed by the teachers”.

A student should be taught to show good, but one should not take anything from the other without permission. This can lead to aural and physical chaos in the class. Students will feel unsafe. They will not pay attention in class, which can lead to theft and other bad behaviour in the long run.

R3 stated that

“The age of elementary level students is considered a child's age. They do not know the difference between good and bad. They are not clear about what is good and bad at a young age. The teacher should take proper care of the student 's habit”.

R4 stated that

“It is not loyal and ethical to use the material of other students. At this stage, the teacher must make the students aware that taking any material the teacher must make the students aware that taking any material other than with permission is not legal. If elementary level students take any material from other students without permission, then suddenly a fight between two students occurs, blaming each other. They are both calling the other a thief”.

You can either guide them correctly with a high one or misuse them with the best students. If a student takes material from another student, then they must be taught the concept of ownership regarding material. They should be taught to respect others' property and how to ask to borrow it if they need it. They will also be taught when and how to deny the request if needed. They may develop the habit of stealing. They may get used to showing a lack of interest in doing work on their own. They will rely on using others' belongings and struggle to get their own. During lecture, if students exchange good and stationary again and again, it is really annoying for a

teacher. If the ability to exchange goods is enabled, I believe it is difficult for a teacher to bear the situation, and punishment is the only solution. For the time being, at school level, due to COVID-19, sharing of things is not encouraged among students.

Sub-theme 1: Classroom Interactions

R5 stated that

“The teacher must consider this behaviour as it affects inter-relations among class members. In the case of plagiarism, this should be seriously considered as it affects the ability and self-confidence of that student. It is against the law for students to begin such activities. Because Islamic education does not allow these types of activities, if they act upon Islamic education, they will never fail in their life”.

The teacher suggests and advises students on moral values and increasing moral activities. Students should be taught that they should respect others' property. It is totally unethical and against the rules of the classroom. If a student steals material from other students without permission, he becomes accustomed to them and does not make an effort to write their own thoughts, further reducing creativity and negatively impacting the student's honesty.

R10 stated that

“This practise promotes bad habits like piracy, cheating, copying, and dishonesty. If students take any material from other students without permission, the teacher will ask and mistrust the student to return the material back to that student. First, obtain permission, and then proceed - I will do this practical exercise in front of class and, on getting permission, it will be appreciated by the teacher and get big applause from my fellow classmates”.

Proposing things to others that are not good things is not a good thing or a good habit .if there is anything to be taken. It needs it with the permission of the children, then they will give it back to you as soon as possible.

Theme 10: Show fairness towards others students

Elementary level students can show fairness towards other students by communicating and showing good behavior. Promoting fairness in the classroom not only gives the teacher respect but also gives the students a sense of safety and trust in the classroom. Creating an environment that revolves around fairness, trust, and respect will be beneficial to all of the children in the class.

R1 stated that

“Fairness is important for students to understand so that they can make positive and fair choices when interacting with others. It is also the teacher's responsibility to them to be fair in their dealings. By showing fairness in his/her own dealings with fellow students, if the teacher assigns them a duty, they have to perform it fairly. Cheating or bullying other students is very bad for their learning and social training”.

R3 stated that

“By giving them their right to speak and making quizzes at the library, canteen, riding on and off the school bus, offering the seat of their choice and being honest and friendly towards others, students can show fairness toward other students by their good behavior. They must return the items they took in their original condition”.

R4 stated that

“When a child of a certain class looks for something, he asks for something. If a child knows that this thing is mine, he should immediately raise his hand and return

the thing to him at the same time. The student should do good work and return with a good thing because of the earlier training being good and perfect or in the proper way. If students can find something, they can ask their classmates if they found something and whose it is. Also, if they know the person, they can give it to them”.

Sub-theme 1: Students Fairness in Classroom

R5 stated that

“Showing fairness to others is something that comes out of respect and understanding of others and a sense of responsibility toward the truth. They should be taught how to identify and overcome such barriers”.

R7 stated that

“By helping them in solving mathematics or other subjects' problems by providing them with their notes and notebooks, by sharing books and stationaries, cases of emergence. They tell the truth and play by the rules. They think about how a teacher and their actions will affect others. They don't blame others for their own mistakes and do not play favourites. They should not take advantage of other people and listen to them with an open mind. Students learn such characteristics from their teachers. If a teacher treats every student equally in the classroom, there are bright chances that children also treat their fellows' family equally”.

Sub-theme 2: Inculcation of Social Element in Curriculum

R8 stated that

“Good curriculum, textbooks, education system, good environment, and role models Parents and teachers nurture and train future builders to be fair to other students and members of society. They need to listen to and value the views of others. They must be empathetic in their approach. They need to be useful and respectful.

They must treat one another equally. They need to understand and apply the concept of social fusing. Students should be honest and fair”.

Specifically, moral teaching and observation of implementation of such teaching, continuous observation and specifically motivation for those students who are doing well are helpful to other students. Students at this stage are aware that they must return things in both good and bad ways in the situation that they sought earlier. From whom is it not permissible for a child’s belongings but to return them as a trust when they receive them? Elementary level students can show fairness to other students, if their training is good and is a proper way by their parents and students.

Theme 11: Adverse effects of bribery in our society

According to the Islamic teachings about bribery the person who is involved in bribery will be out of Islam and strictly punished.

R2 stated that

“The people who are involved in bribery in our society or in any educational institution. They cannot succeed in improving their lives. The main effect is that they spoil their lives by doing bad things. As bribery is out of Islam, the adverse effects of bribery on our students and society are to be involved in another bad situation”.

Mainly, corruption in education erodes social trust and worsens inequality among students. It is a serious blight that undermines the quality of an educational institute. Parents want the best for their children, so they are under great pressure as their children want to leave with good grades. As an insult, all the educational systems get disrupted. Students involved in negative activities and a decline in our society's moral values have a negative impact on teaching.

R7 stated that

“Bribery enhances the chance of unfair and unfair success. Bribery demoralises intelligent students who deserve to be at the top of society, and it creates an injustice in the social system by leaving deserving people helpless while enriching the rich”.

Bribery threatens equal access, quantity and equality of education .misallocation and loss of talent. Beriberi evades the trust we have in the public sector to act in our best interest. Poor quality services or infrastructure, or we miss out altogether.

R9 stated that

“Bribery builds on the concept that everything is possible if you have money. It tells them that being hard-working and honest is of no use if you do not have money and contacts. It considers moral values and being a teacher, it is our responsibility that we should get knowledge of students' adverse effects”.

R10 stated that

“It is bad thing and it effects negatively and make bad habit in students mind and behavior. The people who are involved ion bribery in our society or in any educational institution .hey cannot succeed in their life. Main affects me that they sport their life in doing a bad thing”.

The adverse effects of bribery on our students and society are because bribery is against Islam, so the adverse effects of bribery on our students and society are involved in another bad situation. Bribery is a bad habit and many people bribe in our society. Students seek their elders' advice. If an elder has done bad work, these things affect negatively in the minds of students.

Sub-theme 1: Corruption

R13 stated that

“Corruption result is loss of talent because students and teachers are promoted on the basis of bribes rather than merit. It deprives a country of competent people and leaders”.

The prevalence of wide-scale bribery in school admissions increases the cost of education. A culture of bribery can effectively hold society captive, slow social progress and empower despots. Corruption deteriorates education quality and increases the risk of unqualified practitioners in a profession.

R15 stated that

“There are certain areas where students are encouraged to give money as bribes for sitting in exams and for cheating purposes. Most of the time, bribery is a word unknown to students, but we should create awareness against this sin as it’s a crime and has adverse effects on society”.

R16 stated that

“Adverse effects of bribery is that when people are doing in this bad habit in this way the economy of country weak and country also people in it gone in loss and down their standard”.

Children should not be told to take bribes that are forbidden in Islam. They are in every part of society and taking them would also have a lot of bad effects in society. People who are involved in bribery in our society or in any educational institution cannot succeed in their lives. It mostly affects me that they live their lives doing bad things.

Sub-theme 2: Islam Teaching and Bribery

According to Islamic teachings about bribery, the person who is involved in bribery will be out of Islam and strictly punished. Students learn from their elders. If the elders are the bribery takers or givers, then students will never work properly

because we will be aware that their parents will give a bribe to make him pass should learn things that affect their personality.

R18 stated that

“Students learn things that are negative, which affect their personality. Sometimes it is seen that parents do not hesitate to offer bribery to get things done their way, even in front of their innocent children. Many children get admission on behalf of bribery, which makes children careless, suborn, and shirk. They think they can get everything if they have money Bribery is a curse which eventually leads to corruption”.

The Islam and Holy Prophet (PBUH) condemn strongly against bribery and consider it is a curse for those who give and receive bribery is like snatching the rights of those who are really deserving. Bribery and white collar corruption are eroding the values in our society.

Theme 12: Importance of democracy

Democratic in school means that students should be able to contribute to changes that affect them. There'll be a big meeting at the beginning of school. Where students are involved, every student council will be able to organise events for the student council. Every person rates him or her to represent the students in the student council.

R1 stated that

“A student council will be able to organize events for the students' opinions help to improve their situation and relieve stress”.

R3 stated that

“Democratic education aims to raise interrogators, independent citizens who have an analytical point of view and who have developed the skills to state their ideas

freely and respect others'. Democracy is based on freedom and equality for all. It teaches that all people are equal under the eyes of the law and that democracy is the best option for running a society we can think of where people's voices can be heard. A democratic government benefits by uniting the whole society".

Democracy is a world that can only be found in books and speeches by politicians. No one in Pakistan can ever experience this in their real life, but we can tell its importance through the monitor perfect and head boys/girls election in the school. At the beginning of the year, there should be a big meeting where all the students are involved. Every student votes for someone he or she wants to represent the students.

R7 stated that

"Democracy at school is that students should be able contribute to change affecting them. At the beginning at the year, there should be big meeting were all the students are involved".

Sub-theme 1: Democracy and Curriculum

Democracy and the democratic process are very important at an elementary level school. Students should be able to participate in and contribute to changes affecting them. Students should be able to easily solve their own problems and those of others, as well as perfectly organise and decorate events. Students have the freedom to explore their ideas and should discuss and share their perspectives with their peers.

R10 stated that

"At this mature level of school democracy, students have a specific role to play because they have freedom to explore their ideas. They can use their minds in the right way to feel liberated in a democratic society. The democratic process is of

absolute necessity if we are to teach children critical thinking and how to debate and get this point across without restoring to them the practise of blind power and authority. This also ingrains a sense of rights. Furthermore, this prevents fascist tendencies in their future”.

R14 stated that

“Democracy provides an opportunity for students to express their ideas, their willingness, and their own likes and dislikes. This creates a sense of self-esteem and self-confidence in them, which in turn makes them happy individuals. Democracy at the elementary school level is freedom of speech, values and feelings of students. It can be defined as the right of students to express themselves through different platforms and to speak against favourrism and biasness”.

Democracy and the democratic process develop the right of students to express themselves. As a child has to be prepared for life, familiar with rules in social life along with academic knowledge, so a democratic approach to knowledge must be a method of instruction to create the values of justice, respect, and tolerance in a community of equal students.

R16 stated that

“Teachers should create an awareness of democracy because it increases the respect of opinions of other students' colleagues. It also increases self-confidence. They learn that the responsibility of one is the right of the other and vice versa. It will also enable them to transmit knowledge of democratic norms in their surroundings outside of school. It is essential for a friendly classroom and, through it, creates an atmosphere of trust between teacher and student. Future citizens must learn about democracy in elementary school”.

Sub-theme 2: Democratic attitude

R17 stated that

“Democratic attitudes and democracy instil in students the understanding of how to agree with the majority. How do you order, obey, and fellow? It creates the sense of how to agree with disagree and how to respect the difference of opinion. It will teach students the way of living. Students will value the responses/views of the majority group also—social values and social justice will prevail. Human rights will be protected”.

Collaboration and teamwork among students will prevail. Mutual trust and fair play will be promoted. Democratic education aims to raise interrogators, independent citizens who have an analytical point of view and who have developed the skills of stating their ideas freely and respecting others'.

R19 stated that

“Democracy means everyone has the right to express their feelings. If students at the elementary level learn to respect the opinions of others and the majority, they can become responsible students and citizens. It is essential for a friendly classroom and, through it, creates an atmosphere of trust between teacher and student”.

R19 stated that

“At all levels, democracy and the democratic process are processes that are beneficial and implementable. Through the democratic process, a teacher can perform to the best of his or her ability and can adjust his or her teaching methods in accordance with the law. If we consider democracy in society, every child will choose a servant, not a leader they like, but one who will know what they think. He will cast his ballot, but not for him, if he believes the truth”.

Democracy provides an opportunity for students to express their ideas, their willingness, and their own likes and dislikes. This creates a sense of self-esteem and

self-confidence in them, which in turn makes them happy individuals. Democracy at school level means that students should be able to contribute to changes affecting them at the beginning of the school where students are involved.

Theme 13: Help the students through different ways

R1 stated that

“At the elementary level, students can help their fellows by cooperating with them, involving them in group discussions and arranging a classroom activity in which all students play their role equally. They can share the necessary things like pencils, sanders, rubber and other things. The shared lunch box they share each other. They talk to each other and share thoughts”.

Students at the elementary level can help in different ways. They can share the necessary things like pencils, shopper, rubber, and they can help other students when they are weak in studies. Students help each other when one student forgets the lunch box. Students can share ideas with other students. Teachers should teach students how to share and care for one another. Students can help each other and enhance the learning process through interaction and collaboration with classmates.

R4 stated that

“A student may be confused by difficult subject matters, burdened but issues at home, or have low self-esteem ,with proper guidance teaches can encourage students to help their peers by sharing’s books, copies, lunch and other things by helping in studies. If a student is left behind or slow in studies”.

At the elementary level, students can help their fellows by cooperating with them, being involved in group projects, sharing new ideas, participating in group discussions, and arranging a classroom activity in which all students play their role equally. Sharing materials with others, helping others, being a good person with the

whole class or others. They will help each other. Good and bad things are shared like friends. They introduced each other and had a lot of fun with each other. They supported each other and shared things with each other.

Sub-theme 1: Good Relationship among Students in Classroom

R7 stated that

“They have a good relationship with fellows and they can help them with studies and curium activities etc. In group discussion, students can develop their abilities and skills. Many students should belong to a rich family. He/she should also financially help others. Students can develop their own and others' skills through group study and group discussion. Try to create among students in the classroom a helping environment”.

Students should be encouraged to take up responsibilities and work as teams so they can be in a situation that teaches them to help each other and work towards a common goal. They may help others in studies; they may help each other when they play together in collecting toys, cleanliness, etc.: and they can take care of each other's belongings. The teacher creates an awareness of problems in the future and gives equal importance to all the students and respects the culture of other students by helping/by moral/by getting knowledge of his economic problems etc.

R9 stated that

“By sharing their things, by provide the work if one was absent or someone missed the work. They will help each other .good and bad things are sharing like friends. They introduced each other and having much fun each other, they support each other's and sharing things each other”.

Students' awareness of the fruits of a helping attitude can develop a helping aptitude in students. They should approach those students who are struggling who are living

alone socially and should accompany them. Listen to them and offer space for them to talk frankly about their problems with you. Stay social with others. Do not degrade others because of their social or economic status. Students can seek help from other students in the teaching and learning process. Students can help other students in the sharing of drinks and other food items. Students can transmit the stationary items. Students' awareness of the fruits of a helping attitude can develop a helping aptitude in students. One child should help the other child in every situation, whether he is in trouble or not, and they should support each other. Being fair and helpful to others. By providing proper guidance to fellow students.

R12 stated that

“By strengthening the weakness of fellow students. They should approach those students who are struggling who are living alone socially and should accompany them. Listen to them and offer space for them to talk frankly about their problems Stay social with others. Do not degrade others because of their social or economic status”.

R14 stated that

“Share their things with others, help out the needy people, solved the problems of others. Help in project and sharing things/solved the problem of others. Help weak students in studies”.

At the elementary level, students can help their fellows by cooperating with them, being involved in group projects, sharing new ideas, participating in group discussions, and arranging a classroom activity in which all students play their role equally. Students' awareness of the fruits of a helping attitude can develop a helping aptitude in students. Students can develop their own and others' skills through group study and group discussion. By helping/by moral/by getting knowledge of his

economic problems etc. They can assist them with their studies and curium activities, among other things.

Theme 14: Causes of intolerance in our society

R1 stated that

“Every person in society thinks that helping is better than other things. People don’t have patience. They don’t trust each other. Every single person is afraid of each other. The causes of intolerance in our society are different opinions, different lifestyles, social background, relationships between others, disturbances, bad relationships. Intolerance in society is produced by religious extremism, ethnic unemployment, etc.”

R4 stated that

“Unemployment, religious extremism and political relationships are major causes of intolerance. The media are playing their part as pull factors towards increasing intolerance Socio-economic imbalance is also equally responsible. Greed, ill-wishes and desire to have more and more in life, the race to have good grades and higher positions in society, to be more elite and modern, ignorant of Islamic values and norms, not having faith in Allah and life hereafter”.

Sub-theme 1: Unemployment, religious extremism, ethnicity and political

R6 stated that

“Unemployment, religious extremism, ethnicity, and political relationships are major causes of intolerance in Pakistani society. At the elementary level, tolerance among students can be promoted by organising group projects, educational activities in the classroom for fun purposes like oral cricket”.

Our society today is very poor. Every time people think bad thoughts, they are blaming each other. They don’t trust each other. The causes of intolerance in our

society are that people don't have trust in other people; everyone in our society is afraid of others; and people don't help other people. Due to injustice in our society, people can't trust each other, they can't help others, and they disobey the social rules and regulations.

Sub-theme 2: Intolerance

Intolerance occurs due to injustice our society do not have equal right rules and regulations. And we do not show patient in front of others as well as we do not forgive other but take revenge and hence it cause intolerance.

R8 stated that

“In my opinion, intolerance in our society has its roots in our rigid and often self-righteous concepts of right and wrong. This, combined with our unwavering adherence to culture and constantly being taught that only our way is the right way of life, teaches us to be fearful and sometimes downright hateful towards those that do not conform to it”.

R10 stated that

“Provision of designed objects in childhood without any delay , peers , parents, teachers behaviors towards young children when they show intolerance, children learn it from them, lack of care, love and respect for each other's, gadgets become everything for them. Too much usage of social media including slang and in appropriate content. Lack of ethics and basic manners”.

Lack of cultural values and upbringing. Lack of Islamic moral values when peers, parents, or teachers behave towards young children when they show intolerance, the children learn it from them. Lack of care, love, and respect for each other. Gadgets have become everything to them. Religious extremism, ethnicity enhancing the social divide between rich and poor Political relationships People are

inspired by the characters in dramas, films, cartoons, and so on. Unemployment, religion, extremism, ethnicity, and political relationships. At the elementary level, tolerance among students can be promoted by organising group projects, educational activities in the classroom for fun purposes like oral cricket.

Theme 15: Measures regarding promoting tolerance in a society

R1 stated that

“Teachers should make their students aware of the importance of tolerance. Tell me the benefits of tolerance make activities which are related to tolerance. Teachers should make their students aware of the importance of tolerance. Tell me the benefits of tolerance. Make activities which are related to tolerance. Tell the stories with the moral of tolerance as the overarching theme”.

R3 stated that

“A teacher should promote openness and respect by demonstrating empathy and compassion through her words. She should encourage self-confidence in students and teach them the importance of a peaceful society. Tolerance includes respect for individual autonomy. The idea that our lives can be different from our own can be we may disagree, but we tolerate them just as we want others to tolerate our own beliefs. Civil discourse helps people live peacefully together in a society”.

At the elementary level, tolerance among students can be promoted by organising group projects and educational activities in the classroom for fun purposes like oral cricket and climbing, in which every student shows his/her participation. Unemployment, religious extremism, ethnicity, and political relationships are major causes of intolerance in Pakistani society.

Sub-theme 1: Importance of Tolerance

R4 stated that

“To tell them what tolerance is, what tolerance is and what it means to define tolerance with different activities or organise events to clearly define tolerance. Different educational activities are in the classroom for different purposes, like oral cricket and climbing, in which every student shows his/her participation. They will learn the importance of forgiveness and justice and will be shown ways to skip anger and how to respect patients to make them tolerant people. With real-time activities and examples”.

R11 stated that

“Teaching students to think of rigid framework and how to interact with people that won't agree with our perspective and reasons gives them the tools to look beyond and different to find similarities. They learn to be tolerant and understanding of those around them. We can promote tolerance through our practical values and actions. If a teacher is angry but still speaking softly in front of a class instead of shouting, I think it is the best implementation of tolerance by ignoring the small mistakes of students”.

We should demonstrate to students how human relationships work. We should make use of movies and TV shows to provide students with values. We should teach them moral and ethical education as well as a peaceful image of religion. They should also learn that they do not need to visit blasphemous holy places and people of alternative religions.

Sub-theme 2: Teaching of Values

R13 stated that

“Teaching involves all of the teachers in a specific class modelling good behaviour and values. Teach them Islamic materials to try to reduce the negative impact of social media on them. Try to motivate them to read books about their

history, saints, and prophets. How they tolerated each other, even their bitterness. Teach them how to be kind and polite, discourage teaching, etc. discourage injustice and discrimination”.

R15 stated that

“Inculcating Islamic teachings by giving the best example of the prophet and by sharing the adverse effects of intolerance. The teacher should promote openness and respect by demonstrating empathy and compassion through her words. She should encourage self-confidence in students and teach them the importance of peaceful society. I will teach them the value of forgiveness and justice, as well as how to avoid anger and how to respect patients in order to develop tolerant individuals”.

Unemployment, religious extremism, ethnicity, and political relationships are major causes of intolerance in Pakistani society. Teaching involves all of the teachers in a specific class modelling good behaviour and values. We should respect others. We should hand over the rights of others. The teachers should create a cooperative atmosphere amongst the students. Moral character training is a must for promoting tolerance amongst students. First of all, Islamic teaching and then practise by the teacher can do a lot in this context. We try to treat all students, poor or rich, brilliant or dull, equally. Mutual respect, co-operation, appreciation, respecting differences of opinion inculcating Islamic teachings by giving the best example of the Prophet. By sharing the adverse effect of intolerance.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMENDATIONS

5.1 Summary

Values education is defined as a process of informing people about the dynamics that affect their behaviour. In this research, values education is defined as a process that promotes moral development, with a focus on a shared comprehension of the values enshrined in a country's constitution. The terms "values education" and "values in education" are sometimes used interchangeably. This is described as a process involving a variety of attitudes and practices related to the teaching of values. The study's goals were as follows: To determine the teachers' awareness of values education at the elementary level, to determine the teachers' value education practice at the elementary level, to learn about the strategies and practices used by elementary school teachers to implement values education and to learn about the strategies and practices used by secondary school teachers to implement values education and to learn about the strategies and practices. The purpose of this study is to examine the problems that elementary school teacher's face when teaching values education. The study's research questions were: How do elementary school teachers understand and practice values education? What strategies and methodologies do elementary school teachers use to teach values education? What are some of the difficulties that elementary school teachers face when it comes to teaching values education? The scope of the research was limited to the Islamabad Capital Territory, public elementary schools.

This study used both qualitative and quantitative approaches. The study adopted descriptive survey design. The population of the study comprised 1888 elementary

schools teachers, which are working under Federal Directorate of Education, Islamabad. 120 elementary schools were taken from Federal Capital Territory, Islamabad, which is 50% out of total population. The sample of the study comprised 360 elementary school teachers. The descriptive nature of this study necessitated the use of numerous research tools to get the necessary data. Questionnaires and interview were used to obtain data from elementary school teachers. The research tools included questionnaire for elementary school teachers and interview of teachers.

Validity refers to the accuracy of a measurement (Clark, 2014). With the help of experts in the field, the validity of these instruments was verified. The instrument was then modified in accordance with their suggestions and recommendations. Internal consistency and reliability of the survey questionnaire were checked through Cronbach's alpha and the overall reliability was found as 0.83. The researcher collected the data by personally visiting to the sample Islamabad Model schools, with prior permission from the Federal Directorate of Education, Islamabad.

It was mixed method approach. Both qualitative and quantitative data were analyzed. Quantitative 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. Qualitative data were analyzed with help of thematic analysis. The focus of thematic analysis is on identifying, evaluating, and capturing patterns of meaning in data. Thematic analysis is considered as the best out of the various methodologies. It is the most popular approach of qualitative data analysis because it is simple, adaptable, and accessible. It's a technique for methodically detecting, organizing, and interpreting patterns of meaning (themes) in a dataset.

5.2 Findings

5.2.1 Quantitative Data Findings

Findings of objective no 1: Cognizance towards Values Education at Elementary Level

1. According to table 4.1, majority (88%) elementary school teachers agreed, but (9%) elementary school teachers disagreed while (3%) elementary school teachers were uncertain. The statement was supported by the computed 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 ρ value (.000). It shows that most of elementary school teachers depicted that teachers teach the students how to interact with others students.
2. According to table 4.2, majority (87%) elementary school teachers agreed, but (10%) elementary school teachers disagreed while (3%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.42). At the 0.05 level, the value of χ^2 is counted as (160.342a), which is greater than the ρ 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.
3. According to table 4.3, majority (85%) elementary school teachers agreed, but (8%) elementary school teachers disagreed while (7%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.81). At the 0.05 level, the value of χ^2 is counted as (174.228^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education helps in differentiation between the right and wrong.

4. According to table 4.4, majority (72%) elementary school teachers agreed but (13%) elementary school teachers disagreed while (15%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.11). At the 0.05 level, the value of χ^2 is counted as (112.466^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education increases student's curiosity.
5. According to table 4.5, majority (72%) elementary school teachers agreed, but (18%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.52). At the 0.05 level, the value of χ^2 is counted as (129.617^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education raises student's holistic development.
6. According to table 4.6, majority (78%) elementary school teachers agreed, but (9%) elementary school teachers disagreed while (13%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.12). At the 0.05 level, the value of χ^2 is counted as (215.886^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education advances student's good attitudes and values.
7. According to table 4.7, majority (79%) elementary school teachers agreed, but (11%) elementary school teachers disagreed while (20%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.32). At the 0.05 level, the value of χ^2 is counted as (95.057^a), which is greater than the ρ value (.000). It shows that most of elementary

school teachers depicted that values education develops the capacity to think about his/her own self.

8. According to table 4.8, majority (78%) elementary school teachers agreed, but (8%) elementary school teachers disagreed while (14%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.76). At the 0.05 level, the value of χ^2 is counted as (129.720^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education helps students to develop an independent way of living.
9. According to table 4.9, majority (66%) elementary school teachers agreed, and (23%) elementary school teachers disagreed while (11%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (2.98). At the 0.05 level, the value of χ^2 is counted as (54.487^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education aids child's physical development.
10. According to table 4.10, majority (64%) elementary school teachers agreed, and (16%) elementary school teachers disagreed while (20%) elementary school teachers were uncertain the statement was supported by the computed value of Mean (2.53). At the 0.05 level, the value of χ^2 is counted as (76.404^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education supports child's mental development.
11. According to table 4.11, majority (62%) elementary school teachers agreed, and (15%) elementary school teachers disagreed while (23%) elementary school teachers were uncertain the statement was supported by the computed value of Mean (3.87). At the 0.05 level, the value of χ^2 is counted as (76.663^a), which is

greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education benefits child's emotional development.

12. According to table 4.12, majority (73%) elementary school teachers agreed, and (16%) elementary school teachers disagreed while (11%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.11). At the 0.05 level, the value of χ^2 is counted as (96.560^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education relief's child's spiritual development.

13. According to table 4.13, majority (73%) elementary school teachers agreed, and (19%) elementary school teachers disagreed while (8%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (2.87). At the 0.05 level, the value of χ^2 is counted as (91.119^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education grows the feelings of respect for individuals.

14. According to table 4.14, majority (67%) elementary school teachers agreed, and (26%) elementary school teachers disagreed while (7%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.31). At the 0.05 level, the value of χ^2 is counted as (64.591^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education promotes respect for the culture of other groups.

15. According to table 4.15, majority (74%) elementary school teachers agreed, and (16%) elementary school teachers disagreed while (30%) elementary school teachers were uncertain. The statement was supported by the computed

value of Mean (3.61). At the 0.05 level, the value of χ^2 is counted as (47.596^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that constitution of Pakistan protects the right of children to educate the students with values education at elementary level.

16. According to table 4.16, majority (68%) elementary school teachers agreed, and (22%) elementary school teachers disagreed while (20%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (2.74). At the 0.05 level, the value of χ^2 is counted as (33.503^a) which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that helps students to develop a sense of brotherhood irrespective of religion.

17. According to table 4.17, majority (65%) elementary school teachers agreed, and (19%) elementary school teachers disagreed while (16%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.91). At the 0.05 level, the value of χ^2 is counted as (69.202^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education helps students to develop a sense of brotherhood irrespective of race.

18. According to table 4.18, majority (72%) elementary school teachers agreed, and (17%) elementary school teachers disagreed while (11%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.43). At the 0.05 level, the value of χ^2 is counted as (103.347^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education advantages students to develop a sense of brotherhood irrespective of gender.

19. According to table 4.19, majority (80%) elementary school teachers agreed and (14%) elementary school teachers disagreed while (6%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.14). At the 0.05 level, the value of χ^2 is counted as (184.746^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that educational policies of Pakistan support the implementation of values education at elementary level.

Findings of objective no 2: Practices of Values Education at Elementary Level

20. According to table 4.20, majority (63%) elementary school teachers agreed, and (20%) elementary school teachers disagreed while (17%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.62). At the 0.05 level, the value of χ^2 is counted as (83.140^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is given to the elementary students to enable them to become better citizens.

21. According to table 4.21, majority (77%) elementary school teachers agreed, and (20%) elementary school teachers disagreed while (3%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (2.83). At the 0.05 level, the value of χ^2 is counted as (129.150^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is assumed to students to provide them basic humanitarian values such as compassion and care.

22. According to table 4.22, majority (72%) elementary school teachers agreed, and (12%) elementary school teachers disagreed while (26%) elementary school teachers were uncertain. The statement was supported by the computed

value of Mean (3.42). At the 0.05 level, the value of χ^2 is counted as (136.819^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is specified to students to provide them humanitarian values such as integrity and honesty.

23. According to table 4.23, majority (87%) elementary school teachers agreed and (6%) elementary school teachers disagreed while (7%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.71). At the 0.05 level, the value of χ^2 is counted as (185.731^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is given to provide students with basic humanitarian values such as responsible citizenship.

24. According to table 4.24, majority (66%) elementary school teachers agreed, and (10%) elementary school teachers disagreed while (24%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.18). At the 0.05 level, the value of χ^2 is counted as (89.668^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is inculcated to students to raise a traditional generation.

25. According to table 4.25, majority (66%) elementary school teachers agreed, and (11%) elementary school teachers disagreed while (23%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (2.78). At the 0.05 level, the value of χ^2 is counted as (148.565^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is known to raise individuals who adopted universal values.

26. According to table 4.26, majority (77%) elementary school teachers agreed, and (5%) elementary school teachers disagreed while (18%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.10). At the 0.05 level, the value of χ^2 is counted as (148.891^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is provided because undesired behaviors have spread among the youth such as violence.
27. According to table 4.27, majority (85%) elementary school teachers agreed, and (5%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.41). At the 0.05 level, the value of χ^2 is counted as (171.896^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is given because undesired behaviors have spread among the youth such as fraud.
28. According to table 4.28, majority (66%) elementary school teachers agreed, and (20%) elementary school teachers disagreed while (14%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.71). At the 0.05 level, the value of χ^2 is counted as (95.731^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers try to provide students with values which they consider positive.
29. According to table 4.29, majority (84%) elementary school teachers agreed, and (13%) elementary school teachers disagreed while (3%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.17). At the 0.05 level, the value of χ^2 is counted as (90.461^a), which

is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers can carry out values education without imposing their own values to students.

30. According to table 4.30, majority (67%) elementary school teachers agreed, and (13%) elementary school teachers disagreed while (20%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (2.83). At the 0.05 level, the value of χ^2 is counted as (129.150^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers try to provide students with values through direct instruction.
31. According to table 4.31, majority (74%) elementary school teachers agreed, and (5%) elementary school teachers disagreed while (11%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.26). At the 0.05 level, the value of χ^2 is counted as (187.544^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers help each other and work together.
32. According to table 4.32, majority (72%) elementary school teachers agreed, and (22%) elementary school teachers disagreed while (6%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (2.41). At the 0.05 level, the value of χ^2 is counted as (82.622^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers Respect the opinions of the colleague teachers even when do not Agree with each other.
33. According to table 4.33, majority (75%) elementary school teachers agreed, and (17%) elementary school teachers disagreed while (8%) elementary

school teachers were uncertain. The statement was supported by the computed value of Mean (2.91). At the 0.05 level, the value of χ^2 is counted as (109.047^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education supports in encouraging social integration.

34. According to table 4.34, majority (69%) elementary school teachers agreed, and (9%) elementary school teachers disagreed while (22%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.38). At the 0.05 level, the value of χ^2 is counted as (109.513^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that role-plays spreading moral values can be performed by students under the guidance of teachers.

Findings of objective no 3: Strategies Employed by Elementary Level Teachers

35. According to table 4.35, majority (65%) elementary school teachers agreed, and (30%) elementary school teachers disagreed while (5%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.86). At the 0.05 level, the value of χ^2 is counted as (67.699^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that values education is implemented to produce a national consciousness via communication, negotiation and dialogue.

36. According to table 4.36, majority (73%) elementary school teachers agreed, and (20%) elementary school teachers disagreed while (7%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.23). At the 0.05 level, the value of χ^2 is counted as (92.570^a), which is greater than the ρ value (.000). It shows that most of elementary school

teachers depicted that meetings are held in schools with participation of all teachers to determine what needs to be done within the scope of values education.

37. According to table 4.37, majority (86%) elementary school teachers agreed, and (9%) elementary school teachers disagreed while (5%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.81). At the 0.05 level, the value of χ^2 is counted as (171.223^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that school heads provide adequate support for teachers in relation to values education.
38. According to table 4.38, majority (62%) elementary school teachers agreed, and (15%) elementary school teachers disagreed while (26%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (2.43). At the 0.05 level, the value of χ^2 is counted as (61.171^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers find values education activities in schools are sufficiently provided.
39. According to table 4.39, majority (73%) elementary school teachers agreed, and (22%) elementary school teachers disagreed while (5%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.52). At the 0.05 level, the value of χ^2 is counted as (111.534^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers contribute the opportunities to the students to develop their own values in activities related to values education.

40. According to table 4.40, majority (80%) elementary school teachers agreed, and (12%) elementary school teachers disagreed while (8%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.39). At the 0.05 level, the value of χ^2 is counted as (166.036^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers provide the opportunities to students to use their own reasoning in activities related to values education.
41. According to table 4.41, majority (67%) elementary school teachers agreed, and (21%) elementary school teachers disagreed while (12%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.37). At the 0.05 level, the value of χ^2 is counted as (102.306^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers make use of arts works to provide students with values at elementary level.
42. According to table 4.42, majority (74%) elementary school teachers agreed, and (17%) elementary school teachers disagreed while (9%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (2.69). At the 0.05 level, the value of χ^2 is counted as (92.674^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers try to provide students with values through examples from historical personalities.
43. According to table 4.43, majority (64%) elementary school teachers agreed, and (22%) elementary school teachers disagreed while (14%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.10). At the 0.05 level, the value of χ^2 is counted as (69.202^a), which

is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers make use of movies and TV shows to provide students with values.

44. According to table 4.44, majority (69%) elementary school teachers agreed, and (21%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (2.92). At the 0.05 level, the value of χ^2 is counted as (92.933^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that the teacher also expose students to works of beauty in nature.

45. According to table 4.45, majority (74%) elementary school teachers agreed, and (16%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.15). At the 0.05 level, the value of χ^2 is counted as (124.902^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that the teacher also demonstrate students to works of human relationships.

46. According to table 4.46, majority (68%) elementary school teachers agreed, and (15%) elementary school teachers disagreed while (17%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.63). At the 0.05 level, the value of χ^2 is counted as (67.699^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that teachers teach the students how to honor each other's point of view during working.

47. According to table 4.47, majority (80%) elementary school teachers agreed, and (8%) elementary school teachers disagreed while (12%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.12). At the 0.05 level, the value of χ^2 is counted as (133.813^a), which is greater than the p value (.000). It shows that most of elementary school teachers depicted that teachers teach teachers offer equal importance to all students irrespective of caste.
48. According to table 4.48, majority (73%) elementary school teachers agreed, and (17%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.31). At the 0.05 level, the value of χ^2 is counted as (91.585^a), which is greater than the p value (.000). It shows that most of elementary school teachers depicted that teachers give equal importance to all students irrespective of gender.
49. According to table 4.49, majority (82%) elementary school teachers agreed, and (6%) elementary school teachers disagreed while (12%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.83). At the 0.05 level, the value of χ^2 is counted as (151.067^a), which is greater than the p value (.000). It shows that most of elementary school teachers depicted that Teachers provide equal importance to all students irrespective of Social status.

Findings of objective no 4: Challenges that Elementary Schools Teachers Face when Teaching Values Education

50. According to table 4.50, majority (79%) elementary school teachers agreed, and (13%) elementary school teachers disagreed while (8%) elementary

school teachers were uncertain. The statement was supported by the computed value of Mean (3.62). At the 0.05 level, the value of χ^2 is counted as (121.793^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Parents are keen interested about values education carried out in schools.

51. According to table 4.51, majority (79%) elementary school teachers agreed, and (10%) elementary school teachers disagreed while (11%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (2.65). At the 0.05 level, the value of χ^2 is counted as (125.834^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Schools Heads take keen interest about values education carried out in elementary level schools.

52. According to table 4.52, majority (72%) elementary school teachers agreed, and (13%) elementary school teachers disagreed while (15%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (2.90). At the 0.05 level, the value of χ^2 is counted as (88.580^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Parents are alert to teach basic values to their children.

53. According to table 4.53, majority (71%) elementary school teachers agreed, and (18%) elementary school teachers disagreed while (11%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.18). At the 0.05 level, the value of χ^2 is counted as (85.523^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers are watchful to teach basic values to the students.

54. According to table 4.54, majority (74%) elementary school teachers agreed, and (14%) elementary school teachers disagreed while (12%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.51). At the 0.05 level, the value of χ^2 is counted as (104.383^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers discuss moral problems with students in activities related to values education.
55. According to table 4.55, majority (76%) elementary school teachers agreed, and (14%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.91). At the 0.05 level, the value of χ^2 is counted as (110.187^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers use case studies containing a value-related problem in activities related to values education.
56. According to table 4.56, majority (71%) elementary school teachers agreed, and (11%) elementary school teachers disagreed while (18%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.61). At the 0.05 level, the value of χ^2 is counted as (87.130^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers help in creating an atmosphere of trust in students.
57. According to table 4.57, majority (70%) elementary school teachers agreed, and (18%) elementary school teachers disagreed while (12%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.71). At the 0.05 level, the value of χ^2 is counted as (86.974^a), which

is greater than the p value (.000). It shows that most of elementary school teachers depicted that Teachers help in creating an atmosphere of trust in students.

58. According to table 4.58, majority (68%) elementary school teachers agreed, and (17%) elementary school teachers disagreed while (15%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.16). At the 0.05 level, the value of χ^2 is counted as (97.544^a), which is greater than the p value (.000). It shows that most of elementary school teachers depicted that Teachers assist in creating an atmosphere of security in students.

59. According to table 4.59, majority (70%) elementary school teachers agreed, and (12%) elementary school teachers disagreed while (18%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (2.81). At the 0.05 level, the value of χ^2 is counted as (79.202^a), which is greater than the p value (.000). It shows that most of elementary school teachers depicted that Teachers create an awareness about the problems of future especially those related to health.

60. According to table 4.60, majority (72%) elementary school teachers agreed, and (16%) elementary school teachers disagreed while (12%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.81). At the 0.05 level, the value of χ^2 is counted as (81.689^a), which is greater than the p value (.000). It shows that most of elementary school teachers depicted that Teachers create consciousness about the problems of future especially those related to environment.

61. According to table 4.61, majority (72%) elementary school teachers agreed, and (16%) elementary school teachers disagreed while (12%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.14). At the 0.05 level, the value of χ^2 is counted as (88.736^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers create cognizance about the problems of future especially those related to pollution.
62. According to table 4.62, majority (82%) elementary school teachers agreed, and (13%) elementary school teachers disagreed while (5%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.21). At the 0.05 level, the value of χ^2 is counted as (146.560^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Teachers create an awareness about the problems of future especially those related to population.
63. According to table 4.63, majority (70%) elementary school teachers agreed, and (16%) elementary school teachers disagreed while (14%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.81). At the 0.05 level, the value of χ^2 is counted as (104.539^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that a decline in our society's moral values has a negative impact on our teaching of values education in the classroom.
64. According to table 4.64, majority (80%) elementary school teachers agreed, and (13%) elementary school teachers disagreed while (7%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.44). At the 0.05 level, the value of χ^2 is counted as

(128.166^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Values are sufficiently provided by parents at home in elementary level educational context.

65. According to table 4.65, majority (65%) elementary school teachers agreed, and (21%) elementary school teachers disagreed while (14%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.81). At the 0.05 level, the value of χ^2 is counted as (69.772^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that Elementary School teachers need to play a key role in shaping the behavior of student by imparting values education at foundation phase.

66. According to table 4.66, majority (75%) elementary school teachers agreed, and (15%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (2.82). At the 0.05 level, the value of χ^2 is counted as (114.435^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that the curriculum contents may be concentration on equality.

67. According to table 4.67, majority (78%) elementary school teachers agreed, and (12%) elementary school teachers disagreed while (10%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.29). At the 0.05 level, the value of χ^2 is counted as (117.130^a), which is greater than the ρ value (.000). It shows that most of elementary school teachers depicted that the curriculum contents may be emphasis on patriotism.

68. According to table 4.68, majority (74%) elementary school teachers agreed, and (13%) elementary school teachers disagreed while (13%) elementary school teachers were uncertain. The statement was supported by the computed value of Mean (3.71). At the 0.05 level, the value of χ^2 is counted as (95.679^a), which is greater than the p value (.000). It shows that most of elementary school teachers depicted that the curriculum contents may be focus on scientific approach.

5.2.2 Qualitative Data Findings

1. The findings of the study revealed that the teachers' perceptions and understanding of values education were shadowed by uncertainty.
2. The findings of the study showed that the teachers' understanding of values education was largely influenced by the traditional practices of the societies they came from i.e. where children had to show unconditional respect to elders, but were not respected by the elders.
3. Teachers felt that most parents never attended meetings that were crucial to the education of their children. Evidently, there was a stand off between teachers and schools with regard to the teaching of values education in the elementary level. While teachers admitted that this did not apply to all parents, my findings revealed that in most instances parental involvement in schools was lacking and that this made the implementation of values education in the elementary level difficult for teachers.
4. It was found to be the lack of discipline on the side of both learners and teachers.
5. Lack of parental involvement in their children's education as being a lack of interest in education.

6. Common challenges are as follows; teachers lack adequate training on values education, some administrators do not appreciate values education prioritizing other subjects, students are challenged in understanding due to abstract nature of values, student's indifferences, new generations are not encouraged to adopt and prioritize values education.
7. Participant teachers stated that while the textbooks are satisfying activities are superficial and teachers are not qualified to deliver values education and lacked consistent behaviours.

5.3 Discussion

The main purpose of this study was to analysis of cognizance and practices about values education at elementary level in Pakistan. Teachers are directly responsible for effective values education. For this reason, teachers may be very competent on teaching strategies, methods and techniques of values education. However, teachers haven't received pre-service and in-service training for values education. Research findings indicated that teachers need to receive the related training about it. Yalar (2010) also emphasized that teachers may take at least one qualified course pertaining to values education in pre-service period. The research findings indicated that existing teaching materials and activities are insufficient in giving values both qualitatively and quantitatively. Concordantly, it was revealed that there are not instructional materials and activities for every value in existing resources, and existing materials and activities are respectively limited to stories and giving real-life examples. For all values, therefore, instructional activities and multimedia materials may be prepared and developed. It can be useful to prepare activities, especially, involving students to participate actively.

The findings on the process of values education pointed out that teachers did not make any written planning for values education, they frequently benefit from teachers' guide book. Çengelci (2010) deduced that teachers did not systematically implement the approaches of values education and they taught values in an unplanned manner and only when the need arises during a lesson. However, teaching process of values education should be planned to be more effective. In this context teacher candidates can be provided with training in making lesson plans for values education and implementing them in the first year of their profession. In addition, sample lesson plans and templates for values education can be developed.

The values that are sufficient relating to at least one acquisition were “respect for ideas and feelings, tolerance, to give importance to unity of family, respect for Turk ancestors, patriotism, science, freedom and helpfulness. Value education have taken more attention within the last years (Sanchez, 1998; Veugelers & Kat, 2003). The curriculum of Social Studies in 2005 has been based on information, ability, value and concepts; it was prioritized to gain democratic attitudes and values (Ata, 2009; Katılmış et al., 2010). The values that were not sufficiently related with acquisitions are love for nature, purity, give importance of being healthy and hospitality. Value education in schools is performed within the process of citizenship training, and teachers in this process gain some values to students whether voluntarily or not (Coombs-Richardson & Tolson, 2005). The first thing to be done in order to eliminate the problems in the process of value education is to prepare effective curriculum and organize rich content various enough to appeal the interest of children (Bishop, 1993; Yalar, 2010). All of the values included in primary school Social Studies curriculum have been stated in SSSW, but some values which were poorly related with acquisition such as love for nature, purity, give importance to being healthy and

hospitality could not be found enough to gain such values to students. It has also been the fact for the Curriculum of Turkish Lesson (Akyol, 2008; Odabaşı, 2007). Since planning organizing and evaluating process of teaching defined as teaching design, it is important to give more importance to teaching technology and material usage so as to make teaching process efficient and individualize teaching learning process (Ak-koyunlu, Altun, & Soylu, 2008; Çelik, 2009; Sezer, Yıldırım, Mat, Yıldız, & Çalışır, 2008; Şahin, 2001; Turan, 2002).

School plays a significant role in inculcating values in students. Well-planned school programs, organized co-curricular activities, and a positive environment in schools play an effective role in cultivating values. Schools may always maintain this positive culture throughout the school. According to Yasaroglu (2016), schools can motivate students to develop self-concept, social skills, and different values. As children enter school, teachers become the key person for inculcating values. It is important to gain scientific thought convenient with new educational paradigm and transformation of the nature of knowledge based on it (Hesapçioğlu, 2001; Özden, 1999). The purpose of Social Studies Course is significantly critical in terms of developing scientific thought (Öztürk, 2007; Katılmış et al., 2010; Katılmış, 2010). Although values are the tools for continuity of society, it is the fact that they are inclined to change depending on the dynamism of society. At the same time values could be changed depending on the importance that person give in different conditions and roles (Çileli, 2000). Consequently, although some deficiencies, course book have been prepared depending on the constructivist approach (Duban, 2008; Uşun, 2007). The activities chosen for values of helpfulness, freedom, hospitality in relation to acquisition are not convenient according to the educational principle from near too far. There is close relations between students' life satisfaction and relations

that students build with people around school and hometown (Dilmaç & Ekşi, 2008). It was also stated that it is hard for students to internalize the qualifications that is aimed to gain (Ada et al, 2005; Baysal & Saban, 2010). Values as culture in macro level is important to integrate with social life (Parashar, Dhar, & Dhar, 2004).The harmony of individual and organizations are in some respect reflection of the harmony of individual and environment. The concept of individual-environment harmony is a kind of harmony of individual characteristics and his job, profession and organization (Muchinsky & Monahan, 1987).

Values education has been the nature and goal of education since ancient times, with the main mission of training human thinking and morality. Lovat (2011) stated as follows. Values education, traceable to Confucius and Aristotle in the ancient world and to Al-Ghazali, Thomas Aquinas and Thomas More in the medieval world, found voice in modern educational theory through works such as those of Dewey, Laurence Kohlberg and Peters in the twentieth century (Lovat, 2011). Dewey (1964) insists that all education is, and should be, moral education. Kohlberg (1963) emphasizes that moral development as central to all human growth, including intellectual development. Peters (1981) proposed that it was only in an education that was related to 'what is of value' that education could be of value at all. However, along with the development of experimental science and the advance of the industrial revolutions, values education has been replaced by education as is known today, that is, the education that values perceptions and turns humans into tools. With the revival of values education in recent decades, research results and deeper knowledge about neuroscience, philosophy and pedagogy have come together to prove that values education is an effective way to overcome the shortcomings of instrumental education in the 20th century, with the introduction of real education in the 21st century and the

formation of truly integral human beings. It is noticeable that scientific studies with reliable evidence have shown the enormous impacts of values education in today's society.

5.4 Conclusions

Cognizance towards Values Education at Elementary Level

1. 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.

Practices of Values Education at Elementary Level

2. It is concluded that values education promotes respect for the culture of other groups. Values education at elementary level helps students to develop a sense of brotherhood irrespective of religion. Values education helps students to develop a sense of brotherhood irrespective of race. Values education advantages students to develop a sense of brotherhood irrespective of gender. Educational policies of Pakistan support the implementation of values

education at elementary level. Values education is given to elementary students to help them become better citizens. Values education is assumed to provide students with basic humanitarian values such as compassion and care. Values education is specified to provide students with humanitarian values such as integrity and honesty. Values education is given to provide students with basic humanitarian values such as responsible citizenship. Values education is inculcated to students to raise a traditional generation. Values education is known to raise individuals who adopted universal values. Values education is provided because undesired behaviors have spread among the youth such as violence. Values education is given because undesired behaviors have spread among the youth such as fraud and teachers try to provide students with values which they consider positive.

Strategies Employed by Elementary Level Teachers

3. It is concluded that teachers can teach more universal values without injecting their own personal biases. Teachers try to provide students with values through direct instruction. Teachers help each other and work together. Teachers Respect the opinions of the colleague teachers even when do not Agree with each other. Values education supports in encouraging social integration. Role-plays spreading moral values can be performed by students under the guidance of teachers. Values education is implemented to produce a national consciousness via communication, negotiation and dialogue. Meetings with all teachers are held in schools to determine what needs to be done within the scope of values education. School heads provide adequate support for teachers in relation to values education. Teachers find that values education activities in schools are adequately provided. Teachers contribute

opportunities for students to develop their own values in activities related to values education. Teachers provide the opportunities to students to use their own reasoning in activities related to values education. Teachers make use of arts works to provide students with values at elementary level. Teachers try to provide students with values through examples from historical personalities and teachers make use of movies and TV shows to provide students with values.

Challenges that Elementary Schools Teachers Face when Teaching Values Education

4. It is concluded that most of elementary school teachers depicted that the teacher also expose students to works of beauty in nature. The teachers also demonstrate students to works of human relationships. Teachers teach the students how to honor each other's point of view during working, teachers teach teachers offer equal importance to all students irrespective of caste. Teachers give equal importance to all students irrespective of gender. Teachers provide equal importance to all students irrespective of Social status. Parents are keen interested about values education carried out in schools. Schools Heads take keen interest about values education carried out in elementary level schools. Parents are alert to teach basic values to their children. Teachers are watchful to teach basic values to the students. Teachers discuss moral problems with students in activities related to values education. Teachers use case studies containing a value-related problem in activities related to values education. Teachers help in creating an atmosphere of trust in students. Teachers help in creating an atmosphere of trust in students. Teachers assist in creating an atmosphere of security in students. Teachers

create awareness about the problems of future especially those related to health. Teachers create consciousness about the problems of future especially those related to environment and Teachers create cognizance about the problems of future especially those related to pollution.

5. It is concluded that most of elementary school teachers depicted that Teachers create awareness about the problems of future especially those related to population. A decline in our society's moral values has a negative impact on our teaching of values education in the classroom. Values are sufficiently provided by parents at home in elementary level educational context. Elementary School teachers need to play a key role in shaping the behavior of student by imparting values education at foundation phase. The curriculum contents may be concentration on equality. The curriculum contents may be emphasis on patriotism and the curriculum contents may be focus on scientific approach.

5.2.2. Qualitative Data Conclusions

1. It is concluded that the elementary school teachers be given proper training on the importance and teaching of values.
2. Values education is important in the classroom in the sense that values have been generally accepted as the most critical factor in the renovation of society. It imparts knowledge of values by those who are more experienced to those who are inexperienced. Those who are experienced should not only impart values, but also apply these values in their everyday lives.
3. Active participation of families and the wider community in the teaching and learning process of children is important to the development of an inclusive, operative learning community.

4. It is concluded that values education may be understood as a process whereby teachers develop learners to understand the necessary values for the fulfilment of their lives.
5. It is concluded that Values education, is not explicit in the curriculum. It can therefore be realised that teachers are unaware of the concept, as adopted in the textbooks as part of a hidden curriculum.
6. It is concluded that both teachers and parents shift their responsibility to one another for the development of young children. The study revealed that while teachers complained about parents' lack of support, they did not mention their own responsibilities.
7. It is found that while teachers tried to teach values, the challenges they faced included their lack of understanding of the concept of values, the socio-economic background of the learners, diminished support by government and a decline in societal values.

5.5 Recommendations

On the basis of findings and conclusions of the present research, following plan of action is suggested to implement values education at school level in Pakistan:-

1. On the basis of finding and conclusion that elementary school teachers may be encouraged to use innovative methods (role play and drama) in their classroom to promote values education among elementary school students.
2. On the basis of findings it is recommended that elementary school teachers may organize more community oriented activities for their students outside the schools time to inculcate values education among students.
3. Based on the findings of the study, the Ministry of Federal Education and Professional Training may organise trainings to instill values education in the

regular education, to instill in their personalities a culture of such values.

Training may be conducted on a regular basis, emphasising values such as personal, social, cultural, spiritual, national, family, and universal values.

4. The Ministry of Federal Education and Professional Training may organise parent education campaigns in collaboration with teachers to emphasise the importance of moral values in society. Parents may be made aware of the significance of values and how they affect their children's lives. Parents may be made aware of their responsibility to teach their children proper behaviour.
5. The findings of the study strongly indicated that values education may be included into the curriculum that curriculum instructors may provide a positive example for students, and that teacher training for instilling values in students may be made available. As a consequence, these concerns may be prioritised and implemented in the present context.
6. It is not only the responsibility of the teacher to instill values in the students. To promote social awareness regarding the significance of education, partnerships between the mainstream media and educational institutions can be formed.
7. Family assistance may be offered to increase the functionality of social studies courses, particularly in respect of values education. Moreover, during the foundation phase, families may be educated and involved in the process of instilling values education.
8. Schools may manage boards for execution and monitoring of values education activities.

9. Government authorities, primarily Ministry of Education, may cooperate with media to promote values education programmes and take pre-emptive steps to avoid any destructive broadcast.

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Appendixes

QUESTIONNAIRE FOR ELEMENTARY SCHOOL TEACHERS

Respected Sir,

I am a Student of PhD Education at International Islamic University, Islamabad. My research topic is "Analysis of Cognizance and Practices about Values Education at Elementary Level in Pakistan". I am collecting data. In this regard, one questionnaire is dispatched. Can you please spare 30 minutes to fill it out? I shall be thankful for your cooperation.

Yours truly

Shafqat Abbas
PhD Scholar,
IIUI

Name (Optional): _____ Institute _____

Demographic Data:

Please read out the given option and tick (✓) the relevant column.

Gender	Male			Female			
Academic Qualification	BA/BSc	BS	MA	M.Sc	M.Phil	PhD	Others
Professional Qualification	B.Ed	M.Ed	B.S Edu	M.S Edu	Others		
Teaching (Experience in years)	Less than 3	3-6	6-9		Above 9		

	Statements	SA	A	UN	DA	SDA
	Cognizance towards Values Education at Elementary Level					
1.	Teachers teach the students how to interact with others students.					
2.	Teachers respect the opinions of the colleague teachers even when they do not agree with each other.					

3.	Values Education helps in differentiation between the right and wrong.					
4.	Values Education increases student's curiosity.					
5.	Values Education raises student's holistic development.					
6.	Values Education advances student's good attitudes and values	SA	A	UN	DA	SDA
7.	Values Education develops the capacity to think about his/her own self.					
8.	Values Education helps students to develop an independent way of living.					
9.	Values education aids a child's physical development.					
10.	Values education supports a child's mental development.					
11.	Values education benefits a child's emotional development.					
12.	Values education reliefs a child's spiritual development.					
13.	Values education grows the feelings of respect for Individuals.					
14.	Values education promotes respect for the culture of other groups.					
15.	The Constitution of Pakistan protects the right of children to educate the students with values education at the elementary level.					
16.	Values education helps students to develop a sense of brotherhood irrespective of religion.					
17.	Values education helps students to develop a sense of brotherhood irrespective of race.					
18.	Values education advantages students to develop a sense of brotherhood irrespective of gender.					
19.	The educational policies of Pakistan support the implementation of values education at the elementary level.					
	Practices of Values Education at Elementary Level					

20	Values education is given to elementary students to enable them to become better citizens.					
21	Values education is assumed to students to provide them basic human values such as compassion and care.					
22	Values education is specified to students to provide them humanitarian values such as integrity and honesty.					
23	Values education is given to provide students with basic humanitarian values such as responsible citizenship.					
24	Values education is inculcated to students to raise a traditional generation.	SA	A	UN	DA	SDA
25	Values education is known to raise individuals who adopted universal values.					
26	Values education is provided because undesired behaviors have spread among the youth such as violence.					
27	Values education is given because undesired behaviors have spread among the youth such as fraud.					
28	Teachers try to provide students with values that they consider positive.					
29	Teachers can carry out values education without imposing their own values on students.					
30	Teachers try to provide students with values through direct instruction.					
31	Teachers help each other and work together.					
32	Teachers respect the opinions of their colleague teachers even when do not agree with each other.					
33	Values Education supports in encouraging social integration.					
34	Role-plays spreading moral values can be performed by students under the guidance of teachers.					
	Strategies Employed by Elementary Level Teachers					
35	Values education is implemented to produce a national consciousness via communication, negotiation, and dialogue.					

36	Meetings are held in schools with the participation of all teachers to determine what needs to be done within the scope of values education.					
37	School Heads provide adequate support for teachers in relation to values education.					
38	Teachers find values education activities in schools are sufficiently provided.					
39	Teachers contribute the opportunities to the students to develop their own values in activities related to values education.					
40	Teachers provide opportunities to students to use their own reasoning in activities related to values education.					
41	Teachers make use of Arts works to provide students with values at the elementary level.	SA	A	UN	DA	SDA
42	Teachers try to provide students with values through examples from historical personalities.					
43	Teachers make use of movies and TV shows to provide students with values.					
44	The teacher also exposes students to works of beauty in nature.					
45	The teacher also demonstrates students to the works of human relationships.					
46	Teachers teach the students how to honor each other's point of view during working.					
47	Teachers offer equal importance to all students irrespective of caste.					
48	Teachers give equal importance to all students irrespective of Gender.					
49	Teachers provide equal importance to all students irrespective of Social status.					
	Challenges that Elementary Schools Teachers Face when Teaching Values Education					
50	Parents are keen interested about values education carried out in schools.					

51	Schools Heads take a keen interest in values education carried out in elementary level schools.					
52	Parents are alert to teach basic values to their children.					
53	Teachers are watchful to teach basic values to the students.					
54	Teachers discuss moral problems with students in activities related to values education.					
55	Teachers use case studies containing a value-related problem in activities related to values education.					
56	Teachers help in creating an atmosphere of trust in students.					
57	Teachers help in creating an atmosphere of trust in students.					
58	Teachers assist in creating an atmosphere of security in students					
59	Teachers create awareness about the problems of the future especially those related to health.					
60	Teachers Create consciousness about the problems of the future especially those related to the environment.					
61	Teachers Create cognizance about the problems of the future especially those related to pollution.	SA	A	UN	DA	SDA
62	Teachers create awareness about the problems of the future especially those related to the population.					
63	A decline in our society's moral values has a negative impact on our teaching of values education in the classroom.					
64	Values are sufficiently provided by parents at home in the elementary level educational context.					
65	Elementary School teachers need to play a key role in shaping the behavior of students by imparting values education at the foundation phase.					
66	The curriculum contents may be concentration on equality.					
67	The curriculum contents lay emphasis on patriotism.					
68	The curriculum contents focus on a scientific approach.					

Interview Guide

1. What do you mean by self-Compassion and self-care?
2. Do you know empathy and what are your concern about empathy for others?
3. How environmental education develops responsible environmental behaviours?
4. What is the importance of school safety plan?
5. In present situation what is the role of Disasters Risk Reduction at elementary school level?
6. What are the aspects of good character of teachers and students?
7. How Islamic teachings emphasis on truth and honesty?
8. Do you think that stories of pursuit of excellence inspire students?
9. What is the role of fairness in values education at elementary school level?
10. What is the role of teacher to develop fairness among the students at elementary school level?
11. Can you describe the adverse effects of bribery in our society?
12. What is importance of democracy to promote values education at elementary school level?
13. Can teachers helps the students in different ways?
14. What are the causes of intolerance in our society?
15. How teacher can develop tolerance in students at elementary school level?

