

Inculcating Values Among Learners in Schools: An Analysis of Global Practices and Approaches

Mercy Muthoni Mugambi

Department of Educational Management, Policy and Curriculum Studies

Faculty of Education, University of Nairobi, Kenya

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Abstract

The paper is based on literature review to understand global approaches for implementation of core values in schools. The paper is organized thematically to ensure progressive coverage. The introduction covers the concept of values and elaborates to present global and national perspectives on implementation of values. Further, values have been categorized into academic, social and civic and the core values for schools identified. Statement of the problem shows a gap in the development of values nationally as reflected by incidences of social, economic and psychological, crimes, among them; violence, rape, defilement, incest, child abuse, spouse abuse, femicide, suicide, intolerance and integrity issues of corruption. In addition studies show minimum implementation of values even within the carrier subjects. Requirements for successful implementation of values have been discussed capturing; proper planning, training that is ongoing and specific and, necessary administrative/ organizational arrangements for the integration, interpersonal forms of communication for close contact with implementers, school consultations and guidance, modeling by teachers, a conducive school environment and adoption of an interdisciplinary approach. Further, the paper has explored approaches that can be used to implement values in the school; direct, integrated, holistic, pedagogical, hidden curriculum, peer to peer, moral reasoning and action learning approach. In addition benefits of value based education and theoretical framework emphasizing the change theory as a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context have been discussed. The paper concludes that, a whole school approach, backed by effective and efficient administrative leadership is crucial for implementation of values. Recommendations propose; strengthening of home and school partnership, community service programmes, continuous reinforcement of values, ongoing teacher development and development of a healthy relationship between, learners, teachers and parents.

Keywords: values, value based education, approaches, inculcating values

1. Introduction: Concept of Values

Values refer to what people perceive as worthwhile. They dictate the manners and social code of conduct by which human behavior is judged. In the context of education values are determined based on evolving needs and demands of the society and the nation. At the core of personality, values form the forces that govern behavior. The character and behaviour of an individual are determined and governed by value-inclination, general attitude to life and belief systems of the individual in relation to broader social context. To plan for a better future for humanity, a value orientation is essential. It is through experience that human beings react to behavior of others at times with approval and at times with disapproval. Both the society and the individual make judgments on various human actions and behavior (Anderson, 2009). It is believed that values contribute significantly to the formation of our beliefs and attitudes (Corrigan et al., 2010). The emphasis on values in the society and education is in conformity with Sustainable Development Goal number four on 'Ensuring inclusive and equitable quality education and promotion of lifelong learning opportunities for all'.

Behavior that is approved by the people is regarded as moral behavior while behavior which is disapproved by the people is termed immoral behavior. Individuals can develop moral behavior only when they get to know what is good and what is evil, what is right and what is wrong. This conscience of right and wrong, good and evil is called moral values. Moral development is thus a crucial aspect of education of the child. According to United Nations Educational Scientific and Cultural Organization-UNESCO (1991), moral standards and ethics are closely related to culture and spirituality of society. As families, schools and society play their important role of designing life patterns and building up an individual, values must be considered as one of the major ingredients (Clement, 2010).

According to Kang & Glassman (2010), values are an integral part of culture and other aspects of life experiences. Values for example focus on promoting learners' character and moral development. Values and moral education are underpinned on various theoretical frameworks: moral educational practices, moral philosophy, and moral psychology (Han, 2014). Globally as societies become more and more secular, religion and spiritualism no longer have their impact or are less valued (Arthur & Carr, 2013). Additionally, outgrowth of technology has contributed to the twists and total change in societal structure leading to marginalization of religion and spirituality. Admittedly such a situation will have adverse effects on values, virtues, morals, and ethics and society may fail to reap or enjoy full benefits.

Due to prevalence of materialistic greed in the society, the 21st century is witnessing decay of national, social, individual, ethical, and spiritual values. Personal interests, attachment to worldly life and terrorism, have generated a void which has significantly affected social stability and cohesion with gradual erosion of values. The wisdom and power of mankind to make judgment has been affected by the growth of deep skepticism, gap between rights and duties, moral decay, violence and materialistic trend. In the long run this is reflected in decline in cognizance of aesthetic awareness, emotional quotient, neighborliness relationships, and spiritual values. The national goals and values of socialism, democracy, and secularism are thus diverted. This strongly necessitates a fresh consideration of the role the society, the

school, and the teacher in instilling values among members (Anderson, 2009).

For many years, efforts in the Kenyan education system focused on implementation of values through integration and infusion approaches. In respect to integration, values were taught through other subjects such as Religious studies, Social education and Ethics, Social Studies, Biology, Home science and English which was considered shallow in covering values. On the other hand, infusion focused on non- formal and informal dimensions of the school curriculum; clubs and societies, parent days, academic days and other organized sessions within the school where experts in various areas were invited to talk on chosen topics relating to values. With time, the Ministry of Education prepared a concept paper on establishment of Life Skills Education as a standalone subject in teacher training colleges and schools (Ministry of Education, 2006) and developed a curriculum that was made available in 2008 for schools.

In Kenya, national values are enshrined in Article 10 of the Constitution of Kenya (2010) while the Basic Education Act, 2013 provides for development of relevant skills, attitudes and values among learners to promote the spirit and sense of patriotism, nationhood, and unity of purpose, harmony, and respect. The Competency Based Curriculum is expected to ensure that values are emphasized in pedagogy as a way of enhancing development of competencies and inculcating values among learners. Value based education envelops all aspects of personality development that is; social intellectual, spiritual, moral and aesthetic among others.

Education policy in Kenyan centers on “development of individual potential in a holistic and integrated manner, while producing individuals who are intellectually, emotionally and physically balanced” (Republic of Kenya, 2012). Emphasis is on, “the provision of a holistic, quality education and training that promotes the cognitive, psychomotor and affective domains of learners”. Despite this focus, the inclination to the sub culture of “examination” and “certificate” compel majority of schools in Kenyan to prioritize outcomes related to the cognitive domain, at the expense of the affective and psychomotor domains of learning. Learners spend much of their time preparing for examinations thus sacrificing actual learning and engagement in co-curricular activities. Specifically, learners fail to garner relevant skills in social responsibility, citizenship creativity, and also fail to recognize and respect the dignity of work. As a process, education should strive to promote holistic development of every learner (social, intellectual, emotional, physical, moral and spiritual). This justifies the need for Values-based Education as an approach to teaching in schools and colleges. It helps to create a favourable learning environment which culminates in enhanced academic achievement while at the same time developing learners’ relationship skills that last throughout their lives.

1.1 Categories of Values

The 21st century learning expectations recognize three whole school essential skills deemed fundamental for all learners to prepare them for future career and post-secondary learning.

- 1) **Academic** (e.g., proficient communicators in written and spoken language, critical thinkers, solve problems in both conventional and innovative methods);

- 2) **Social** (e.g., effective collaborators, establish and accept personal responsibilities and behaviours, integrity, ethics, respect for diversity, love, social justice, unity, religious beliefs self-reliance, and time management);
- 3) **Civic** (e.g., community engagement, being an informed member of a national and global society, an understanding of cultural and political actions required of a responsible, active citizen, an awareness of global responsibility to others and the environment(Acat, & Aslan, 2012)

According to UNICEF (2012), education should take into account ongoing development of the whole child and their interests. In addition to being learner centered, education must pay more attention to cognitive development and focus on learner's physical, emotional, and social, development and make a shift from too much emphasis on the academics.

1.2 Core Values for Schools

Co-operation: all stakeholders should work for the wellbeing of school through observing participatory governance

Excellence: working as a team to increase school performance

Accountability: collaborative responsibility towards total development of a child.

Hard work: utilization of energies and abilities towards academic success.

Integrity: honest and open relationships in undertakings.

Timeliness: economic use of the allocated time.

Teamwork: joining forces among parents, teachers, learners, support staffs, board of management members and other educational stakeholders.

A synthesis report by Wamahiu (2015) on value based education in Kenya revealed that tolerance, peace, respect, and equality were considered as the four core values by majority of Kenyans. These, jointly with others, are incorporated into the curriculum at all levels of education. The competency based curriculum focuses on love, unity, responsibility, respect, social justice, peace, patriotism and integrity as the core values.

2. Statement of the Problem

Traditional school quality in Kenya like in many developing countries has been equated to content mastery. For a long time, stakeholders in education and governments in these countries have invested and focused on improving learners' examination scores. With dynamics in the society, investments in strategies that produce the highest test scores no longer justify allocation of scarce educational finances. It is time to redefine our Education. We need an education that is value driven. Despite efforts to teach values in schools, there are indicators of lack of values among citizens in Kenya: at the national level, issues of integrity in different Ministries and Counties have attracted media attention from time to time. School issues featuring misappropriation and mismanagement of finances, destruction of school property by striking learner have also been reported widely. Currently in Kenya, violence,

crime, rape, defilement, incest, child abuse, spouses' abuse, femicide, suicide and intolerance, family breakdown and killings have become an everyday reality, all of which reflect serious economic and social crimes in the country.

A survey by MoEST and WERK (2015) in Kenya revealed a major gap between the incorporation of values in the formal curriculum and subject content coverage with minimal implementation of values even in the so called carrier subjects (Religion, Mathematics, Kiswahili and English). Today learners face exposure to different media which is perceived to impact on them negatively. Parents and the society at large are concerned about rising cases of school violence and negative behavior change among young ones. Educators cannot just sit and expect that learners and young people will mature to become caring, responsible, respectful, and decent human beings. The school must purposively teach and model key beliefs for learners' to become the best they can be. It is time to map out interventions that significantly impact on social and economic impact for the values. In line with this, the Basic Education Curriculum Framework gives emphasis to value based education (KICD, 2017).

3. Requirements for Implementation of Values

- i. Proper planning for integration (how?).
- ii. Training that is ongoing and specific on development and inculcation of values.
- iii. Supportive administrative/ organizational arrangements for the integration of values.
- iv. Collaboration with the change agent, to help identify needs and solve problems.
- v. School and class consultations and guidance
- vi. Modeling by teachers
- vii. Providing a conducive school environment
- viii. Providing periodical training to all the non-teaching staff and contract workers associated with the school.
- ix. Preparation of progress report for updates and mapping the way forward.
- x. Adoption of an interdisciplinary approach.

A study conducted by Feffaira and Schulze (2014) on teachers' experience on the implementation of values in schools in South Africa revealed that there was a gap between policy specifications and perceptions of teachers'. Findings indicated that implementation of values was marred by: teachers' poor understanding of the concept values in education; a failure to address the influence of teacher identity on values in education; lack of reflexivity about the issue; lack of suitable training; limited knowledge on how to address practical challenges related to values in education; failure to recognize the role of the hidden curriculum, and limited skills on the use of different strategies to integrate values in education. Another study by Çengelci, (2010) on views of elementary teachers on Values Education revealed that teachers had challenges in planning, implementing and evaluating values education lessons.

3.1 Practices and Approaches to Value Education in Schools and Classrooms (How Are Values Learnt?)

Kumta (2013; Duban & Aydogdu (2016) have identified the following practices and approaches for inculcating values in schools:

- i. The Direct Approach- this entails teaching of values during planned structured value education lessons. Planned lessons can be organized based on particular values such as respect, honesty, responsibility and, trust, and or may focus on dealing with a specific problem a school is facing. The latter is more practical and more satisfying approach since results are seen immediately which gives the teacher a sense of accomplishment and motivation. For example, if there is evidence of use of abusive language or too much bullying among learners, then lessons could be planned to address these issues. Activities such as role plays, discussions, debates, drama and other school-wide activities could all be used to address the same issues.
- ii. The Integrated Approach- this involves teaching of values alongside other subjects. It calls for deliberate talks on values within subject content as may be appropriate.
- iii. The Holistic Approach- making inculcation of values a school- wide approach.

This requires integrating values into all aspects of school life; formally, informally and non-formally. To actualize this, both the teachers and other staff should have commitment to inculcating values and accord it significance as academics. Personal excellence and co-operation should take priority, over competition. Values among them respect, compassion, should be incorporated in all lessons and learners provided with diverse opportunities to practice acceptable behaviour through social service activities. Positive teacher – learner interactions should be used to promote democratic discipline and class meetings organized frequently to establish norms of behavior, build unity as well deal with emerging issues. To be successful there is need to:

- Orientate teachers towards Value Education- this allows teachers to share and discuss their feelings about Value education and also make them realize the need for value education. Orientation should also cover training on lesson plans for value education classes.
- Leading by example- since a lot of learning takes place through observation and imitation, it is the responsibility of teachers and school administrators to demonstrate what they need developed in learners. Since values are best learnt through examples, teachers and other adults including parents should manifest and appreciate values in their everyday activities. Do we have issues with role models? Probably the apparent moral decay in society is basically due to lack of role models. Educationists know that a lot of what is learnt by pupils' comes from watching behaviors of those around them. Children enjoy copying and acting out being older than they are, therefore the conduct of other pupils and staff has a significant effect. Ingraining school values in daily life can help shape learners' understanding of the world. Activities that focus on developing character and values should be embedded as a base for pupils' lives. Such

activities may include: assigning responsibilities to learners, competitive sports, community service learning activities, and work experience opportunities. These and others can go a long way to develop learners' abilities, creativity and also gain respect and tolerance. If teachers do not lead by example then learners will continue to lack role models to emulate.

- Providing Leadership opportunities.
- Mentoring of learners by providing appropriate feedback.
- Providing for non-formal activities and encouraging learners to participate in them (Clubs, games, Music and drama festivals). Games for example help learners to focus their attention on the values they treasure and also disclose the same to their peers.
- Use of external resources- the use of films, short documentaries, news, cases, songs short stories, philosophical writings, autobiographies, and books where hero or heroine demonstrate values that are considered relevant. For younger children the use of a wide range of regular stories focusing on values is more appropriate and enriching.
- Involving parents- parents should be notified about school's decision to focus on value education classes and also request them to track assigned value education homework and also monitor practice of values while at home.
- Review learning experiences in class.
- Integrating teaching of values in all subjects.
- Guidance and counseling services- to instill values such as patience, responsibility honesty, respect, peace, and obedience.
- Pastoral programmes and teaching of religious education (Obedience, Moral, values, truthfulness, honesty, Respect, tolerance, peace among others).
- The visual environment- displaying of a list of values on school notice boards and posting of messages and emblems on values at strategic points in the school compound.

iv. Pedagogical approaches based on the principles of learning which focus on hearing, seeing (behavior modeling), Learning by doing (participating actively/experiential learning), and collaborating methods. According to (UNESCO, 1991), a teacher can inculcate morals and values through various teaching techniques among them role-play brainstorming, group work discussions, drama, simulation, educational games, debates, projects, interviews, and educational visits. The teacher should act as a facilitator for knowledge acquisition and inculcator of values to transform the inner being of learners. As an organizer of the classroom environment, the role of the teacher in inculcating values becomes enormous.

v. Inculcation Approach/ Hidden Curriculum /Enforcement approaches: reinforcement by the teacher whether positive and negative helps to inculcate value in learners. During school

assemblies, learners are offered advice on various issues through addresses, announcements, and speeches by the school heads with reference to school rules and policies which helps to guide or even modify attitudes and behavior of the learners. Due to sensitivity of some ethical issues and values which attract different reactions from learners, UNESCO (1991) asserts that values and ethics should not be taught directly to learners. Despite this, there should be nurturing of intellectual honesty in the minds of learners' to promote their knowledge, values, ethics as well as morality.

vi. Peer-to-Peer Strategies – this calls on learners to work with others in their age group to bring about desirable attitudinal and behavioral changes and also embrace peer education, for example 'Youth Alive Kenya' (an independent national youth-led non-governmental organization committed to the empowerment of young people to take active responsibility for their lives and to shape their destiny). Schools can also appoint 'Value Ambassadors' representatives from across the classes to champion the school values to their peers. With a strong foundation, children will develop core values of their own. Schools have a significant role to play in preparing learners for adult life.

vii. Moral Reasoning Approach- this approach uses the Kohlberg's theory of six stages of moral development. Teachers should provide learning experiences which will enhance moral development of learners. These experiences fall under the general category of what Kohlberg calls role taking. The critical factor in role taking is empathy. When learners place themselves in a role and experience the process of deciding, they begin to see moral decisions in a larger framework than their single point of view. It involves learners in discussing a dilemma and through reasoning they acquire a higher level of knowledge. Through discussion and reflection learners are encouraged to express a value position rather than compromise on consensus

viii. Action Learning- this can be achieved through outreach programmes and community service projects. According to Reyes (2019) action learning provides learners with opportunities to discover and act on their values.

4. Benefits of Value- Based Education

- i. Schools that are value-based, or have strong components of values inculcation, register better behavior and outcomes, including improved academic performance.
- ii. It helps curriculum implementers to achieve holistic education.
- iii. Equips learners with social competencies that enable them to work effectively with, and relate with others.
- iv. Helps learners to develop self-efficacy and develop their potential to the full.
- v. In value education, learners relate to life practice. For them to know values they must live those values thus improving the quality of life within the school and the general society.
- vi. Values-based education encourages children, young people and adults to embrace and live positive human values.

- vii. Values transform the school into an extraordinary environment for the learning process.
- viii. Values play a significant role on how beliefs and attitudes are developed.

5. Theoretical Framework

The paper is based on Change theory as proposed by Talcott Parsons (1902–1979). The Theory comprehensively illustrates how and why a desired change is expected to occur in a given context. It focuses on mapping out or “filling in” what has been described as the “missing middle” between what a programme or change initiative does (its activities or interventions) and how these lead to the achievement of the desired goals. It achieves this by first identifying the desired long-term goals and then works back from these to identify all the conditions (outcomes) that must be in place (and how these relate to one another causally) for the goals to be attained. The theory gives emphasis to five principles:

- Discursive - a change in the narrative(s) held by actors about a concern, problem, or issue.
- Procedural - a change in the way the processes that manage a concern are carried out.
- Content-based- a change on the content of focus.
- Attitudinal- a change in the way actors think about a concern.
- Behavioral- a change in the way actors behave vis-à-vis a concern, in other words, act or interface with others, in consequence of formal and informal changes in discourse, procedure, content, or attitude.

The theory is relevant in the implementation of values in schools because it requires school administrators, teachers and other educational stake holders to change their interpretation of education and shift from focusing on education as academic achievement, that is, the need to redefine our Education to bring in more emphasis on values which have been identified through studies as a missing component. By so doing, it will lead to a holistic education. A change in school processes will be required to accommodate values using different approaches of which new ones may be required. The focus of content in subjects has also to shift from mastery of subjects’ principles, concepts and ideas to integration of values within the definite subject areas. Agents for implementation of curriculum must change their attitudes towards values and also change their behaviour in the course of inculcating values.

6. Conclusion

The leadership of a school is crucial in implementing values education as a core part of schooling and school change and reforms are vital in strengthening values education. Committed and inspiring leadership that articulates and models the values of the school on daily basis can impact significantly on learners. To be effective, values education initiatives require substantial support from school leaders and stakeholders. Values must be well specified and expressively taught, that is, values should be inherent in all what the school does. In this respect, values education becomes integrated into the formal curriculum rather than being viewed as something extra or separate to teach. Any spoken values must be

modeled. Creating opportunities for students to practice the values within and outside the school is paramount. The sustenance of values education can only be achieved through a school wide whole approach that engages all segments of the school community. Finally the integration of values in schools is achieved through all the four dimensions of the school curriculum (formal, informal, non- formal and emerging).

7. Recommendations

- i. For successful inculcation of values among learners, there is need to reinforce school and home/community partnerships.
- ii. There is need to strengthen community service programmes and community service learning activities to link the school and the larger society.
- iii. Learning of values should be reinforcement through routine life activities, positive visual media (posters and/or other emblems).
- iv. Teacher training through professional development should aim at helping teachers to increase scope of their value vocabulary, and critically reflect on various concerns related to moral and ethical issues.
- v. Development of positive relationships between teachers, learners and parents and between communities and schools is vital in developing value based schools.
- vi. Community partnerships are necessary in reinforcing, the values being promoted in school programmes.

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