

**Secondary School Teachers' Beliefs about the Cultivation of Values in Students: A
Qualitative Study Conducted in Narowal, Pakistan**

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| 1. Imran Khan | Visiting Faculty, Department of Education, University of Narowal, Punjab, Pakistan Email: mikhan07@yahoo.com |
| 2. Dr. Yaar Muhammad | Associate Professor, Department of Education, Government College Women University, Sialkot Email: Yaar.Muhammad@gcwus.edu.pk |
| 3. Dr. Sajid Masood | Associate Professor, Department of Education, University of Management and Technology, Lahore, Punjab, Pakistan Email: sajid@umt.edu.pk |

Abstract



This qualitative research aims to investigate teachers' beliefs about the instillation of values in secondary school students. For this purpose, a multiple case study approach was used, and twenty teachers from diverse secondary schools in Punjab were recruited using criteria sampling. For data collection, in-depth semi-structured interviews were done. Interview transcripts were analysed using qualitative content analysis supported by NVivo 12 software. The results suggest that teachers in the area of values education are dissatisfied with the curriculum, methodology, and continuous professional development they receive. In addition, they voiced concerns about the lack of parental support, societal pressures, and administrative obstacles that impeded their attempts to instil values in students. They believed that values education should be taught via role modelling, debate, and reflection and should be interwoven into all academic areas. This research suggests training and resources for teachers to enhance their competence and self-efficacy for the instillation of values in secondary school students.

Keywords: Values Education, Teachers' Beliefs, Secondary School, Qualitative Case Study, Challenges and Strategies

Introduction

Values education is considered one of the best sources among the many other useful sources for making a good nation by inculcating moral values in students (Sari, 2013; Shah, 2001). However, it is observed through literature that people around the world are continuously feeling unrest that students are not being developed holistically by not covering the areas of character building. Less serious attention is given to the declining values education, which has become a burning issue across the world today (Javed, Kausar, & Khan, 2018). The approach of character building is being ignored in educational institutions in Pakistan (Akram, Al-Adwan, Aslam, & Khan, 2021). Despite all the knowledge around the problem of values education in the world and particularly in Pakistan, researchers have pointed out that there are many areas of values education, which are needed to be addressed. The desired level of infusing values in students is still higher than the level of focusing on inculcating values education in students (Zahoor, Shah, & Sarwar, 2021). Then the question arises of what the possible causes behind this shortcoming in the education systems are that there is less prioritising on values education in secondary school students. Yet, it has been noticed that values education has gained an important position all over the world (Chudasama, 2018; Sari, 2013; Van-Griner, 2018).

Numerous researchers have studied values education, not only in Pakistan but also in other developing and developed countries (Abdu-Raheem, 2018; Alvi, Khanam, & Kalsoom, 2020; Arshad & Zamir, 2018; Siddiqui & Habib, 2021; Tafese, 2018; Ullah, Urquhart, Arthanari, & Ahmed, 2022). These researchers have investigated the different aspects of values education at different levels of institutions. Many research studies (Ashraf, Tsegay, & Ning, 2021; Javed et al., 2018; Myers, 2010; Qazi & Shah, 2019; Riaz, Suhag & Khan, 2020; Ullah et al., 2022) suggested that there is a need to analyse different important components of an education system regarding values education, especially policies, curriculum, pedagogies, administrative approaches, and contribution of the society in the

holistic development of the students. In general, values education is not being focused on in Pakistan (Khan, Muhammad, & Masood, 2021). Civic education experts continuously urge that values education is a necessary component for the development of Pakistan as a democratic state, which is continuously being ignored. The time allocation for the teaching of Islamiyat and Pakistan Studies subjects is not enough. These subjects are the subjects for inculcating values in secondary schools (Muhammad & Brett, 2017). Students are being taught in an authoritative style, and instead of making a comprehensive sense of concepts, teachers are storing faulty books in students (Muhammad & Brett, 2020; Rauf, Muhammad, & Waqar, 2023). The training of teachers is also a question mark in developing values education, and there is no specific pedagogy that has been designed for values that how can be better infused into students in classrooms (Muhammad, 2015).

There is a dire need to examine the value system comprehensively, which is being practised in the secondary schools of Pakistan for its effectiveness. These reasons justify an in-depth study of the inculcation of values. This study will help to present a comprehensive picture of all the educational policies (1947-2009), priorities, teachers' beliefs, practices, and gaps regarding values education in Pakistan. The principles on which this research framework will be based will address spiritual, moral, emotional aesthetics and physical dimensions in general and, in particular, care, compassion, honesty, integrity, and responsible citizenship.

Conceptual Framework

Values education leads people to bear good moral character to live a peaceful life in society and become the symbol of tolerance and compassionate thinking (Khathi, Govender, & Ajani, 2021). It is the need of the hour to prioritise the system of infusing values as there is more focus on imparting information and knowledge by ignoring the socio-psychological aspect and holistic development of an individual. Education is considered the best source for nations to develop good values. In every education system, a teacher plays an important role in infusing values in students to develop good habits and desirable attitudes with the help of a curriculum (CSVE, 2017; Premkumar, 2022).

The curriculum is an important element of education that provides a basis for the successful holistic development of the learner. Cross-cutting themes like values, skills, democratic values, global and local citizenship, peace education, education about health, equality on a gender basis, human values, education emergencies, and education about the environment can be included in the curriculum instead of the mere collection of the knowledge about the content of any subject. In this way curriculum becomes rich, and the learner does not feel overburdened. It organises all the experiences for a learner to develop knowledge, attitudes, and skills socially, emotionally, and economically (CSVE, 2017; Galpin et al., 2022).

The conceptual framework of this study was based upon the document that was prepared with the title of "Curriculum Supplement on Values Education- Integrating Cross-Cutting Themes in the Curriculum" by the Ministry of Federal Education & Professional Training, Islamabad, Pakistan. This document was developed with the consultation of different ministries like the National Accountability Bureau (NAB), Ministry of Human Rights, Ministry of Climate Change, National Disaster Management Authority (NDMA), and National Accreditation Council for Teacher Education (NACTE). All these ministries added their visions and content to cover all the themes which were planned to include in the curriculum from one to intermediate classes. A subject review committee reviewed this draft to include these cross-cutting themes in the 2006 curriculum (CSVE, 2017).

By focussing on the main themes (Compassion & Care, Responsible Citizen, Honesty, and Integrity) of this document, it was analysed in this research study the status of value education in secondary schools that what were the beliefs of secondary school teachers, what were their practices in classrooms, and what were the recommendations the education policies from 1947 to 2009 have provided for the promotion of values education in Pakistan.

Methods

Under the interpretive research paradigm, this study employed a qualitative research approach with a multiple case study research design (Yin, 2018). The interview guide consisted of many themes related to the beliefs and perceptions of teachers regarding the values education. These themes were the concept of value and values education, the vision and mission of the school, the effectiveness of curriculum for values education, compassion and care, and holistic development of students.

After the interviews were conducted with twenty secondary school teachers of Islamiyat and Pakistan Studies, they were transcribed. These interviews were semi-structured. Most interviewees

liked to respond in the Urdu language, and these interviews were translated into the English language for data analysis later.

The vast amount of data collected from interviews, which consisted of approximately 15 hours of audio recordings, was analysed to identify the main concepts. The texts of the transcribed interview were read repeatedly to get the in-depth meaning of the data. The main terms were identified, coded, and analysed. The same types of information were grouped into themes and sub-themes, according to the interview guide. The coding for the perceptions and beliefs of the secondary school teachers about the values education was categorised for the data analysis with the help of Nvivo 12 as (a) perception about values and values education, (b) vision and mission of the school, (c) effectiveness of curriculum for values education, (d) compassion and care, (e) holistic development of students.

Findings

The findings of the analysis of teachers' beliefs have been summed up in Figure 1.

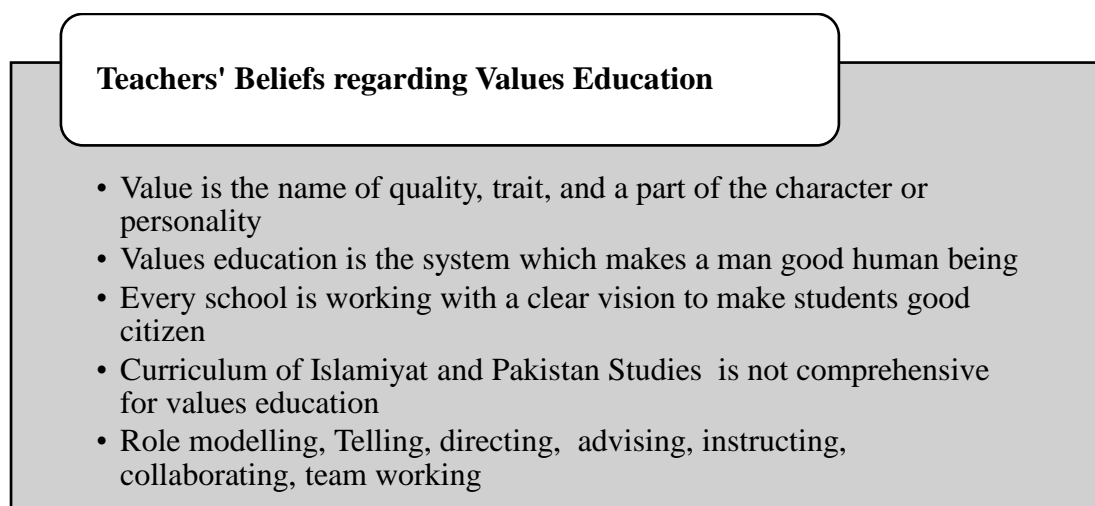


Figure 1: Key findings of secondary school teachers' beliefs regarding values education.

Teachers' beliefs regarding values education were analysed under the headings of many themes and sub-themes, which are as follows:

Perceptions about values and values education

Most participants considered value as a quality, trait, and a part of character or personality. According to their perceptions, a human being is known from the values he/she adopted. As one of the participants added: "Value means character, and character is based on values. It means truthfulness, honesty, avoiding things like telling a lie, dishonesty, and saying goodbye to negative things. These qualities are related to values" (04.Pb.R-PS). While discussing the concept of values, one participant asserted this by saying, "It is the quality of personality which makes a man good or bad" (06.Pb.U-IS). In addition, some participants argued that values depict the behaviour of someone. As one of the participants described, "There are two types of values. Firstly, it is the worth of something, and secondly, it is the standard of behaviour of someone" (03.Pb.R-IS). A participant added,

Value also teaches us how to live in a society. It always preaches the ways that society demands. The value makes a human being social and moulds one's attitudes and behaviour that are accepted and appreciated. When the people of society understand what is good or bad, how to live in a society by knowing the standard of life and their attitude toward the people is known as value (09.Pvt. ES-IS).

Values education is the system of infusing values in students. These values are developed in students for character education (Berkowitz, 2002). The findings from the interview data about the values education from public-private and armed forces institutions, mostly teachers, suggested the common meanings of this term. Most of the teachers considered education to infuse values in students. As one of the teachers reported, "How much education helps and guides an individual to become a good man is called values education" (01.Pb.R-IS). Similarly, most of the teachers confirmed this. They defined values education: "To educate the moral values to students is called values education. This is a process for inculcating values in students" (03.Pb.R-IS).

Some teachers regarded values education as a system, while others considered it a type of education for instilling values in students. One of the teachers put it, "The education which is for making people good human beings is called value education" (04.Pb.R-PS) and "I always focus on the holistic development of the students. If there is holistic development, students also get good marks as well" (05.Pb.U-IS). The other mentioned that "values education means to establish a system to inculcate values in students" (05.Pb.U-PS). Both were the same; only the difference between them was their approach and thinking, which led them to define differently. The first talked about the holistic development of students in which the quantitative aspects (Marks) are also included. While on the other hand, the second participant only talked about the values, excluding the grades of the students.

Some of the teachers added more meanings for values education instead of focusing only on moral education as one of the teachers suggested that "It means to develop three areas. Firstly, it is related to developing morality. Secondly, it is making students capable of earning their livelihood. Thirdly, it fulfils the societal needs of an individual" (04.Pb.R-PS). Another participant highlighted another aspect,

Values education provides understanding and recognition of the values existing in any region, state, or country. It is the source of providing certain needs and facts about citizenship education. It means to make students good citizens of the country (18.AAS.PS).

Citizenship education demands us to care about the ideological boundaries of society. If we give priority to other nations' values, different from ours, we shall not be considered good citizens of our country. Therefore, it is necessary that we should always prefer those norms, traditions, values, and traits which are acceptable in our society. The same thing has been elaborated by one of the participants in these words:

It means caring about the limits that our society sets for us as we are citizens of Pakistan. Therefore, I teach students according to our values, which our system of education suggests for us. We care for our dress, norms, culture etc. (05.Pb.U-PS)

Some of the participants could not define value and values education and presented their views according to their perceptions. It is interesting to note that they defined value according to the subjects they were interested in. As one of the teachers defined value as "the worth of something in our life. If we see on the economic level, the value of the rupee decreasing day by day. Similarly, the value of education is decreasing instead of increasing" (18. PAA-PS). This definition indicates that participants had a different understanding of values and values education.

Perceptions about vision and mission of the school

Vision and mission statements are often written in schools to work for and give preference to missions planned. In this section of the data analysis, the teachers' perceptions and beliefs of the vision and mission of the school were judged with the help of semi-structured interviews. Almost every school should have a clear vision and mission. This vision and mission, which can be in the form of a statement, work as an organisation of learning. As in an organisation, every member tries to contribute according to their potential. Vision and mission are the driving forces that motivate the worker to achieve the maximum set targets. In an institution, these statements are the main parts of the strategic plan and affect the structure of the organisation, quality, process of management strategies, new ideas, values, education, and culture (Modiba, 2001).

Most teachers from different public and private institutions reported that the basic philosophy of the school is to prepare the students as good citizens of the country. As one of the participants said that "Our focus is on the inculcation of moral values, so they become good citizens of this country" (06.Pb.U-IS). Many others also confirmed this notion: "The basic philosophy of this school is to educate the students, so they become the good citizen of this country" (05.Pb.U-PS), "The basic philosophy of this school is to impart education in this way, so they become a good citizen of this country" (03.Pb.R-IS), and "As for the philosophy of education is concerned, from my point of view, the basic aim of all the schools is to make the good and efficient citizen of the world" (09.Pvt.E.IS). Another teacher suggested the same thing but added more details: "The basic objectives of our school are to give them good qualifications, develop wisdom, and the ability to differentiate between good and bad and make them good citizens and good Muslims (17.AAS.IS).

Some presented their views in accordance to make students skilful. They had the point of view that only a person claims to be a good citizen unless he/she gets enough skills which make them capable of earning their livelihood in an honourable way. One of the teachers who belonged to the army-administered school said, "The most important thing is to make them capable of leading a successful life in future" (17.AAS.IS). Similarly, another teacher supported the same idea by saying, "First of all, we train them to be good Muslims in the sense of morality as well we work on their academic development for their survival in the society" (18. AAS-PS).

Perceptions about effectiveness of curriculum for values education

The Government of Pakistan has prescribed the curriculum of Islamiyat and Pakistan Studies with the vision that students may develop values in themselves according to their ideology and nations' demands. These two subjects are compulsory in the 9th and 10th classes. Therefore, it was necessary to understand and analyse the status of the curriculum of these subjects through the teachers who were teaching these subjects. Teachers gave different responses to the curriculum of these subjects. Their perceptions have been included here separately.

The current curriculum of Islamiyat for secondary classes was developed under the supervision of the Curriculum Wing, Ministry of Education Islamabad, in 2006. It was aimed to provide students with the basic concepts of Islamic knowledge, including some verses of the Holy Quran, hadith, the life of our Holy Prophet (PBUH), Islamic civilisation, relationships of Islam with the modern era, the rights of minorities, morality, Arabic language, and disciplines like philosophy, science, and dialectics.

The teachers who were teaching Islamiyat to secondary classes showed different perceptions about the curriculum of this subject. Their perceptions of the curriculum of Islamiyat are given below: Some of the participants considered the curriculum of Islamiyat suitable for inculcating values in secondary school students. It is assumed from their point of view that it was mostly overwhelmed by Islamic ideology. They believed that Islam is a complete code of life, which guides all people from every walk of life, and as for the values education is concerned, it is the hallmark of Islam to preach for the good character of individuals. It gives direction to students for becoming good, responsible citizens of Pakistan as Rasoolullah (PBUH) taught the basic principles of citizenship to ignorant people in the period of ignorance. As a result, they became good Muslims who had the qualities and values of good human beings. Therefore, the subject of Islamiyat, they believed, was delivering, and preaching such qualities, which are the hallmarks of values education. As one of the participants comments in these words:

In the subject of Islamiyat, values are being taught in a good way. In the holy Quran portion of Islamiyat in class 9th syllabus is Surah Ahzab. It is being taught to students how to live in society, which is very extraordinary. If we study deeply, we learn to live in society by caring for others. If all people follow these instructions, it will become a peaceful society to live in. (01.Pb.R-IS)

It is generally believed that students can learn better if the curriculum is developed according to the needs of society. Books that are published according to the interest, capabilities, and benefits of the community serve nations better. Another participant advocated, "It is excellent according to the mental level of the students. It perfectly preaches Islamic values and principles. It covers all the basic things for the students of Islamiyat" (03. Pb. R-IS).

However, most of the participants argued that the curriculum of Islamiyat was not appropriate for infusing values education. They pointed out that proper importance is not given to Islamiyat as given to other subjects, the time allocation in the school timetable is not also suitable, and neither students take an interest in this subject nor do teachers take it seriously to make students morally strong.

Some teachers also emphasised that the teaching of Islamiyat is not the priority of the Government of Pakistan. They believed that period of Islamiyat is scheduled at the end of school time, and students get tired and, therefore, do not give proper attention to these subjects. One of the participants said that most students slipped away in the last period, or they did not come back to class after the break. The curriculum which has been designed is not comprehensive as it should be. One teacher pointed out this in these words: "The syllabus of Islamiyat is limited, and it cannot cover all the necessary components of values. The shortest time is being used for teaching Islamiyat" (09.Pvt.ES-IS).

The current curriculum of Pakistan Studies was prepared in 2006 under the supervision of the Curriculum Wing, Ministry of Education Islamabad. It is being taught at the secondary level as a

compulsory subject. Its main objective is to make students good citizens of Pakistan, having knowledge about the ideological basis of Pakistan, the making of Pakistan, land and environment, the history of Pakistan, Pakistan's world affairs, economic development, population, society, and culture of Pakistan.

When participants were asked about the present curriculum of Pakistan Studies, there were mixed responses. Some had the view that it was good for infusing values; some commented that it was not suitable for values education. Others considered it better but also recommended some suggestions to improve it. Therefore, there were mixed responses among all the participants regarding their perceptions of Pakistan Studies curriculum.

There is a big hurdle in achieving set targets when it comes to the implementation of a curriculum. In Pakistan, the curriculum implementation level is poor. Many policy recommendations have been changed only due to the biases of previous governments (Dean, 2005). The same idea is supported by one of the participants when he was questioned, what is your opinion about the curriculum of Pakistan Studies regarding values education? He identified, "There is a gap in policymaking and its implementation. From my point of view, there is no doubt that the committees developed a curriculum for values education and recommended it, but these recommendations are not implemented" (11.Pvt.E-PS).

It is necessary to know that Pakistan is an ideological state created in the name of Islam. Pakistan was established to practice Islamic values and traditions freely and without any discrimination. It was also built to make people united, patriotic, trustworthy, sincere, truthful, and corruption-free. There should be a struggle in the curriculum of Pakistan Studies to instil these traits in their personalities. But the condition is different. As one of the teachers put it in these words:

I am not satisfied with the curriculum of Pakistan Studies regarding values education.

The very basic theme with which our students should be familiar is the knowledge of the two-nation theory. It means students do not know why our country was separated from India. (08.Pb.U-PS)

The marks allocation to the subject of Pakistan Studies at the secondary level is 100 (50 marks for 9th and 50 for 10th). Usually, the time allocation for Pakistan Studies is three periods a week. Most of the participants protested that there were fewer marks and little time was allocated to this subject. As a result, it was very difficult for them to cover the complete course at the scheduled time, which was not sufficient for the development of values among students. The conceptual teaching for PS is not possible in this short period of time. One of the participants added, "The allocation of time is short, and the syllabus is lengthy. We have to teach briefly, which makes teaching values very difficult" (19. AAS-PS). Another teacher also recommended the same idea that time allocation for this subject was short, and marks should be equal to other subjects (08.Pb.U-PS).

Perceptions about cultivating compassion and care

According to the conceptual framework of this study, it is important to comprehend the approach by the teachers to compassion and care. There are three types of compassion and care have been included in this study. At first, it is for self, secondly for others, and lastly, for the environment. Participants were asked questions about their perceptions and beliefs about these types.

Most teachers considered a compassionate person as a sympathetic and kind person, and they reported that they desired to develop the trait of compassion in their students. Different approaches were being used in schools to create a sense of compassionate feelings. Some of the participants had the point of view that compassion can be encouraged by discussing in classrooms the sufferings of other people. "If we try to help the suffering person collectively, especially when this practice is also being done in the presence of students, students feel the same compassion in themselves as well. Help the needy students and students become an advertisement for the spirit of helping others" (07.Pb.U-IS).

Compassion is a feeling which can be enhanced by feeling the miseries of others and observing people who are in critical or dangerous situations. A different type of technique has been used by an Army Administered School to develop compassion feelings in students. One of the participants said that "Students visit the hospital to feel the pains of others. It is a practice of this school to make students visit hospitals for the development of the feelings of empathy" (20.AAS.PS). Another participant narrated the importance of compassion and caring for others by quoting a Hadith. He said, "It is necessary to help others or feel for others as the Holy Prophet (PBUH) narrated, 'Until

a person remains in the habit of helping others, Allah also continues to help that person” (06.Pb.U-PS).

Teachers have an important role in caring for their students in all circumstances. It is not justice to concentrate only on the students who are extraordinary and bright in their studies. Rather, it demands that teachers pay attention to the students who have some emotional or behavioural problems in the class. When teachers were asked how they manage these types of students, most of the teachers responded that patience and caring are the key elements in handling such types of students. There is a need for some type of privacy to discuss with them to know the reason for this type of behaviour. One of the teachers stated in these words:

It is better to ask such types of students separately to know what the matter is. Is there any problem in your home? Have you quarrelled with any students? Has any student teased you? In most of the cases, students tell the actual situation, which I try to solve. If the student is suffering from domestic problems, she tries to console him. If such a student is sitting at the end of the class, I manage him or her to sit in the front row or with an intelligent and hardworking student in the class. In this way, the concerned student becomes normal in his study and behaviour. (03.Pb.R-IS)

Teachers must care for themselves for better grooming. It is necessary for a teacher to care for the development of his/her personality, behaviour, citizenship teaching skills, and physical and spiritual health to make the process of values education more developed. When asked the teachers about the steps they take for themselves, most of the teachers admitted that they were giving time to their personality development as well as enhancing their knowledge. They believed that study habit often leads a teacher to be successful and professional teachers. As one of the participants commented:

I am fond of studying books, and I have my own library. Every night, before sleeping, I must read a book daily. I always try to improve my teaching skills. I implement new skills and get good results. I am a learner, and I will remain a learner all my life. (04.Pb.R-PS)

Similarly, another teacher added that this was the era of modern technology, and a teacher must equip himself with the latest innovative teaching strategies for infusing values in students. He stated:

This is a digital era, and, in my perception, social media like YouTube is a good teacher if one knows the use of it as a teacher. I mostly focus on learning new skills, especially new methods of instruction, for the betterment of the students and society as well. (05.Pb.U-IS)

Some teachers gave interesting remarks on the question of utilisation of time for themselves. These teachers believed that they had very busy lives, and it was not possible for them to think about their grooming, personality development, and physical and spiritual health. One of the teachers responded as “Married life is a busy life; therefore, only sleeping time is the only spare time for me” (18.AAS.PS).

Environmental care is another sub-category that is very important for a healthy society. Teachers are responsible for infusing such values, which lead the students to think and act for the protection of the environment. On the question regarding environmental protection, most of the teachers commented by using words like advice, say, tell, direct, and warn the students to keep the environment clean. As one of the teachers said that

Often in school, I tell students that keep the environment clean. Dispose of plastic bags properly. This is a misfortune that our PM is directed to stop manufacturing plastic bags, which are a big source of spreading pollution. But he could not. All the teachers at school plant trees in school to make the environment green. (14.Pvt.M.PS)

Some of the participants used the strategy to teach students about environmental protection in the comparison of the areas which do not have a good environment or resources like water, electricity, green trees, and green grass. According to the students, the consequences are realised if they do not protect the natural resources and their environment (07.Pb.U-IS).

A few teachers also highlighted the function of the school in this regard. Schools can facilitate students for welfare, guidance, and counselling issues. The passion of the school administration to care for the students is not only beneficial for the students but also for society. Most participants

belonging to the public sector noted that their schools are doing well in this regard and are providing free books, notebooks, uniforms, bags, and medical facilities to deserving students. Even some students who are poor and their families are suffering in poverty are being helped economically.

Perceptions about cultivating holistic development

Holistic development covers multiple aspects of education. Teachers not only focus on the good grades of the students but also emphasise physical, spiritual, social, economic, religious, cultural, and mental growth of the learner.

Different questions were asked to know the perceptions and beliefs of the teachers about holistic development. Based on their responses, teachers were divided into three categories: The participants who were focusing on the holistic development of the students. Most of them favoured holistic development and believed that it is better for the student's character, learning, and performance. They claimed that they always worked hard to instil moral values and clear concepts in their students. For example, a participant stated that "it is better to develop holistic development instead of struggling for marks only. It is good to build the character of the students. I always focus on inculcating moral values" (02.Pb.R-IS). The participants who were caring about the holistic development of the learners, with a clear vision and had the logic to do so. Most of them support holistic development and provide various reasons for their stance. They argue that holistic development is essential for the student's character, morality, happiness, and citizenship. They also criticise the marks-oriented system for being harmful, stressful, and inadequate. They suggest that the curriculum and examination strategy should be changed to promote holistic development. For example, a participant stated,

An educationist says that Education is not information but formation. Education is not completed without infusing the practical values which will be used in daily life. There will be dealing with people, relatives, conservations, and discussions after completing education. So, we must teach the students about social, moral, cultural, and religious values. There should be a difference between an educated and illiterate person. Marks help in building a career, while holistic development helps in making a human being in the true sense. (03.Pb.R-IS)

The third category of participants did not care about the holistic development of the students at all. They had different beliefs regarding this. Most of them agree that holistic development is good, but they also feel that marks are more important and valued in the current system. They cited reasons such as rewards and punishments, job prospects, and institutional pressures for focusing on grades rather than values. For example, a participant stated,

It is good to think about the holistic development of the students. But here, such type of system of education is generated in which reward and punishment are given to teachers based on marks and grades only. Earlier, there was a lot of focus on the games and co-curricular activities in schools, but now this has been lessened. (06.Pb.U-PS)

This indicates that although most participants have the desire to develop students holistically, the preference for the materialistic approach of the parents and competition among schools based on marks, some teachers from working for holistic development with a clear rationale for doing so. Some teachers logically argued that there should be holistic development of students, and they were making their efforts for this. However, some teachers support their views for advocating the marks system by providing their own beliefs.

Discussion

The research question (What are the beliefs of secondary school teachers regarding inculcating values in secondary school students) was addressed by interviewing twenty secondary schools selected by using a purposive sampling technique. Teachers who were teaching Islamic and Pakistan Studies to secondary classes were selected from these schools.

Most of the teachers regarded value as the basis for different qualities which are essential for the development of character, habits, attitudes, citizenship, and morality. They named these qualities values. Their perceived value leads an individual towards the nobility and creates civilised manners in them. A person who is living in society must have some values. These values indicate the ideology of community, norms, traditions, and set patterns that should be followed to lead a well-adjusted life in society.

The teachers who were teaching Islamiyat or Pakistan Studies responded almost in the same way. They both considered values as morality, goodness or badness, ethics, behaviour, attitude, behaviour, and a way of living in a society. The teacher of Pakistan Studies also mentioned the ideas already discussed. They opined that value suggests thinking beyond religion. Discrimination should be avoided in the classrooms. Therefore, it is necessary that students should be taught about global citizenship on a humanitarian basis to minimise the factor of discrimination.

Some participants could not define value and presented their views according to their perceptions. It is interesting to note that they define value according to the subjects they were interested in. This definition indicates that people always think about the scenario they like and have an interest in.

Under this theme, an attempt was made to learn about the vision and mission of the school. This theme elaborated that either values education is existed in the targeted areas of schools or not. The analysis of the sub-theme under the heading of the beliefs of the secondary school teachers about the vision and mission of the school indicates that most participants believed that their school had a clear vision to make students good citizens of Pakistan. They elaborated that the focus of the school was on the development of the students in the way that they become a useful and good citizen of the country with good moral character. They had a clear vision to make students well qualified, had critical thinking, and the power of judgment between good and bad. The focus of the schools was to make them skilful for their better earnings in future life. For this purpose, the school education department developed such a kind of curriculum that can help students to seek jobs easily after the completion of education. Participants believed Islam is the complete code of life, and if students begin to follow the teachings of Islam and start to obey all the rules and regulations imposed by Islam on human beings, society will prosper, and good citizenship will be built in them. Therefore, most of the teachers elaborated that the focus of their institutions was to prioritise Islamic thoughts in students. The knowledge of the Holy Quran and Hadith were the main sources to teach students about different values for good moral character. The curriculum of Islamiyat helped teachers a lot in this regard as it had many such lessons which helped students to mould the character of students.

The analysis of the beliefs of the participants about the effectiveness of the subject of Islamiyat revealed that this curriculum was the source of teaching values to students that were necessary for an individual to lead a peaceful life in the future. Most of the teachers considered it perfect and according to the mental ability of the students. It had content that was an embodiment of the spirit of infusing values education in students. On the other hand, some teachers raised questions about the curriculum of Islamiyat. They believed that the curriculum of Islamic Studies was not carefully developed as compared to English, Mathematics, and Science curricula. These subjects had more comprehensive and rich content (Khan, Muhammad, & Masood, 2021). While on the other hand, the curriculum of Islamiyat had limited content and was not so rich and had not maximum topics related to values to instil in students. Time allocation was also a question mark in this subject. A limited time was being offered for teaching Islamiyat. Usually, the period of Islamiyat was scheduled at the end of the school timetable. At this time, teachers, as well as students, got tired and could not focus on their teaching-learning process effectively.

The analysis of the beliefs of the secondary school teachers about values education related to the subject of Pakistan Studies suggested that teachers were not satisfied with the content of the subject. The content did not cover the topics related to values education comprehensively. Most of the content of the subject described the history of making Pakistan and the information regarding the lands of Pakistan. There was little focus on inculcating the values of good citizenship in students; rather, most of the content covered the geography of Pakistan. There were fewer marks and less time allocated for this subject also. Most of the time was spent on other subjects by ignoring the teaching of citizenship in secondary school classrooms. It is necessary to include citizenship and other related concepts of this subject (Muhammad, & Brett, 2020).

The findings of the analysis regarding compassion and care for self and others, most teachers had a clear concept of compassion and care for self and others. They said that they often struggled hard with their grooming. They had the view that in order to effectively inculcate values in students, it is necessary for the teachers themselves to take care of personality development, physical and mental health, good morals, and good habits. They believed that students were impressed by the personality of the teachers. They admitted that they were continuously struggling with the development of their

personality and their knowledge. Teachers were using different sources to enhance the knowledge and concepts of the students. YouTube was a great source for them to learn teaching methodologies for inculcating values. With the changing time, there is a need to learn new skills in the teaching-learning process, and they are trying to learn new skills and pedagogy (Kivunja, 2014).

The findings of the beliefs of the secondary school teachers regarding the holistic development of the students suggest that teachers were working for the holistic development of the students. They considered that marks were not the only source to become a successful citizen of the state. They had the point of view that there was a need for holistic development to make them a useful member of society. They believed that education without values was not suitable for students. To lead a successful daily life, students should learn the values also that help them in their daily life. Teachers thought that good grades lead to a good career, while holistic development of the students leads them towards making them good human beings. Holistic development also helps students to get good grades as it makes them hardworking, responsible, and disciplined. On the other hand, teachers believed that the preference of our society for students was to get grades only, and there was a demand for a good career only. Good moral values were being ignored in society, and as a result, society has become a victim of many evils, including hypocrisy, corruption, dishonesty, selfishness, and materialistic approaches.

Conclusion

The secondary school teachers had strong beliefs and regarded it as an essential element and need of the hour to inculcate values in students as society is facing serious concerns about morality and ethical consideration. It is an integral part of education to make students good global citizens. They believed that the system of education was more focused on the quantitative aspect of education and that students might achieve good grades only by ignoring the qualitative aspect of education that helps to develop good moral values in society. The interview data revealed that teachers were not satisfied with the curriculum of Islamiyat and Pakistan Studies. They argued in this regard that competent and specialised teachers were not appointed to teach these subjects at the secondary level like the teachers appointed for the subjects of mathematics, computer, English, Urdu, or Science subjects (Physics, Chemistry, and Biology). Furthermore, the allocation of marks, schedule and curriculum is too short to meet the challenges of values education in Pakistan. As far as the practices of teachers in the classroom are concerned, they reported the use of examples from the Holy Quran and the life of the Holy Prophet (PBUH), telling, advising, instructing, role modelling, storytelling, conferences, seminars, moral stories, school assembly, dramatisation and role-playing as the strategies to inculcate values in secondary school students.

It is suggested that there is a need to take readily steps seriously for the inculcation of values education in students and should take serious measures to prioritise each and every aspect related to it. There is a need to revision of policy and planning to increase the practices of teachers at the classroom level. Continuous professional training can be helpful in this regard. It is further recommended that upgraded and updated curriculum of Islamic Studies and Pakistan Studies, the appointment of specialised teachers that have knowledge and skills in modern pedagogical practices to inculcate values in secondary schools, and giving priority to teaching these subjects in schools, the challenges of values education can be overcome, which in return, will help to make students honest, truthful, peaceful, united, tolerant, compassionate, and good citizens of Pakistan.

There is a need for preparing teaching modules for the subjects of Islamiyat and Pakistan Studies in which clear instructions for values education can be included. The findings of the study elaborate that most teachers use traditional methods for infusing values in students, which are not so suitable as the learners become passive with these methods (Michel, Cater III, & Varela, 2009). Some serious efforts should be made possible for the pedagogical aspect to introduce certain new and innovative strategies for secondary school teachers. Activity-based learning in this regard can also be a good strategy to inculcate values in students. The findings of the data analysis indicate that overhauling the assessment system of Pakistan for effective infusing of different values in students is needed. The results show that teachers give more importance to those aspects which are included in examinations. It means their focus is only that students get good grades. A part of values education can also be included in the examinations. In this way, not only teachers but also students will give more importance to values education for securing high marks in the examination.

The time allocation for these subjects should be enhanced to give a clear and comprehensive knowledge of these subjects. The marks distribution should also be changed because most of the participants of the study pointed out this aspect. As one of the participants criticised the previous policies for these subjects in these words: "The syllabus of Islamiyat is so limited that it cannot cover all the necessary components of values education. The shortest time is being used for teaching Islamiyat" (09.Pvt.ES-IS). The major findings of this research study suggest that the policy and planning wing should comprehend the aspect of values education and give it importance in their policy recommendations.

It seems that no training is being imparted to secondary school teachers for values education. It is the most ignored field that requires instant attention to help teachers in instilling values in students. All the stakeholders must see the matter that nations without moral values never flourish. Values are the source that makes people a nation full of compassionate feelings for their compatriots. The findings of this study may help the policymakers to design and launch different plans and initiate refresher courses about values education for secondary school teachers to inculcate values in students.

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