
HOMOGENIZATION OF MORAL VALUES EDUCATION INTO SECONDARY SCHOOL CURRICULUM OF PAKISTAN

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ABSTRACT

This qualitative study is based on moral cognitive development theory of Kohlberg. Moral decay in educational system can be reduced by homogenization of values education into it by teachers. Phenomenological approach was used for this study. From ten different schools of Gujranwala District of Punjab Province in Pakistan, semi-structured interviews of teachers were conducted and twenty lessons were observed. Through triangulation of data, thematic analysis was performed and findings were presented and discussed through interpretivist. Findings showed teachers' views about homogenization and integration of values education are different from the policymakers. Some teachers believed that homogenization of values education should be conducted only by some specific subjects in Pakistani schools. However teachers admitted that there was lack of sufficient training for teachers to homogenize the moral values into learners. Hence the study recommended that proper and regular training about classroom pedagogy for integration and homogenization of moral values through all subjects should be given to the teachers. Schools should employ appropriate reward and punishment system to learners to strengthen the culture of values education. The content of classroom instruction for homogenization of moral values to high school system and integration of moral education into curriculum should be reviewed. In order to maximize the moral development of learner, teachers should strive to understand the learners' moral judgment competencies, their moral cognition and their tendencies to respect for all members of community.

KEYWORDS

Homogenization, Moral decay, Values education, Integration, Curriculum

INTRODUCTION

Every philosophy has an important aspect of moral education. Therefore it is critical for the moral upbringing of social group in every society. School is that kind of social

system which has a complimentary responsibility of inculcating values and acceptable social norms in the raising learners. The values education's integration in main stream education is a flash point at international level. Education is considered as an important vehicle for inculcating values in children according to many researchers (Durdukoca, 2019). Therefore values should be given an important place in school curriculum. Many countries are taking steps towards this adaptation. For example in 2012, Education Department in South Africa, willingly declared the Curriculum and Assessment Policy Statement (CAPS), which clearly aims at providing learners with knowledge, values and those skills which are needed for self-fulfillment and the practical privilege, regardless of their gender, race, socio-economic status, and physical abilities (Department of Education, 2011). Therefore it is expected that teachers should integrate values into their teaching methods and learning (Hadi, 2015). Hadi (2015) also emphasized that an appropriate model is required for incorporation of required values in classrooms. An effective model's identification for inculcation of required values into students is according to the objectives of all National Education Policies of Pakistan, which along with other things greatly stress upon the teaching of those core values to the students which are deeply rooted in religion and national culture. And important of these values is the current demand of education. Among most important key objectives of International Education Systems, one aim is to provide those fundamental values to the learners which are needed to prepare them and mold their actions and character as a responsive accountable, useful and universal upright citizens who can survive in any society ((Shelly & Kusum, 2012; Fechter, 2014). Inculcating values in education system is not only teaching about what is right and what is wrong but it also includes the production of positive point of view about life in learners. Values integration is not only the process of emphasizing the learners to get high academic accomplishment but it also stresses upon the learners to be strongly associated with social values such as accountability, power of wisdom, reverence, truthfulness, forgiveness and a quite desire for the wellbeing of society (Abdullah, Hidayana, Kutunegara, & Indiyanto, 2019).

It is imperative for all teachers in all subject area intentionally and willingly to consider the integration of values in all activities at schools related to teaching and learning. Such sincere efforts will resulted in the holistic development of learners physically, academically and spiritually. Inclusion of moral and values education into main stream education system is the major longing of stakeholders according to many researchers. But the prevailing moral deterioration in school learners in different areas of the world shows that values and moral education was not rightly implemented (Durdukoca, 2019). In his study that is longitudinal in nature, Ugwuozor (2014) found that moral regression which is found in learners is due to lack of moral education in main stream education. This lack of values education is the curriculum deficiency of present education system of the country. Similarly some other vices such as gender-biasness,

drug addiction and bullying are among those social vices which require proper regular and adequate teacher training to integrate values into current education system for molding the learners' characters. Keeping these aspects in mind, researchers believe that it is need of time that government should encourage curriculum designers to include moral values in curriculum and school organizations to rebuild an atmosphere for moral values teaching and acquiring (Ugwuozor, 2014). Hence it is essential for school education system to address these kinds of social vices by inculcating values in education system through curriculum (Lilian, 2018). Results of many studies show that motivation for teaching moral values in schools is to produce respectful, good and responsible citizens.

Values education creates social interaction, positive attitude and behavior. It also gives guidance to individuals how to behave in society at small scale and in world at large scale (Lovat, 2017). Hadi (2015) says that values and morality is very much necessary for civilized, just and cultured society. Moral education provides guidance for our relationship with one another, for our business and for our professional behavior with our friends and family. According to the opinion of Chaitanya (2017) values integration may prove beneficial for child's moral judgment, his imagination and his reasoning. The ultimate objective of integration of values into curriculum is to revive those values which are needed for communication and instilling those values in the lives of learners. Although Pakistan's constitution has clearly stated and enshrined those values which are needed for a learner in an education system yet country is still facing severe moral crises.

Findings of a study conducted by De Wet (2003) show that crimes in South African schools was, no doubt the result of moral decadence. This moral decay reflects in different form of indiscipline, which is demonstrated in the actions of teachers and learners both. This loss in discipline is not limited to South Africa only but it is a universal phenomenon (Steyn et al., 2003). The main purpose of integration of values education is to help the learners to strengthen the positive attitude and removal of negative ones from their lives. It is a strong belief that when values are taught to learners, they are provided with belief that when values are taught to learners, they are provided with belief that when values are taught to learners, they are provided with framework for integrating values in their lives and from a variety of values, to choose the right ones and avoid all kinds of social vices. Integration of values into teaching subjects will be helpful to produce such kind of atmosphere that is supportive and it will arise such emotions in learners which will make them responsible and responsive citizens. These citizens will do their best efforts to promote peaceful living, co-existence and social development.

Theoretical Framework

Kohlberg's moral development theory was used for foundation of this research. According to this theory, teenage people copies the moral values of older ones, particularly their parents and teachers who are more experienced as compared to them (Simanowitz & Pearce, 2003). This theory also explains that it is very important and essential for teachers to impart moral values into their students in their adolescent age at schools. Winch and Gingel (2004), Raley and Preyer (2010) and Harish (2011) concluded in their studies that absence of moral and values education from school curriculum may be one of the most effecting factor for social decay. Tuckman and Monetti (2011) gave the point that those students who get low scores in moral judgment are showing destructive behavior in school environment. This destructive behavior may affect their academic performance. Therefore it is suggested that school should promote moral growth and moral development of the learners, although it is a herculean task for a school to do it.

Kohlberg's theory of moral development is used in this study to favor the notion of integration values education into school curriculum to reduce the moral decay in our society. Kohlberg's theory of moral development got content from Dewey's progressive theory of ethics and Jean Piaget's theory of child development. With the help of these two theories, Kohlberg (1984) gave the one of most authentic and appropriate theory of moral development. Along with main tents of school education systems, this theory also propagates the notion of moral education at schools. Kohlberg (1984) pointed out that there is a strong connection between moral development and cognitive development. Therefore cognitive development level drives the moral development of learners. Thus this theory favors that moral values are integrated in stages or phases and this integration cannot be averted. Moral development of learners at school can be enhanced by motivating them to take active part in those activities which are based on social acceptance and self-realization and are organized by their teachers. Schools play a vital role in the moral development of learners as a social system. This point favors Kohlberg's notion that moral development occurs in stages and can be monitored qualitatively by teachers according to his three levels: pre-conventional level, conventional level and post- conventional level.

Kohlberg's theory gives great importance to the environment of learners for moral development. Moral maturity and moral atmosphere of the learner should be in same line and it also should provide a framework for learners which provide them with the feelings of protection and challenged. As a social system, school can provide such a space for learners which would help them to acquire the traditional moral level of thinking. Therefore it is essential that school should adopt those policies which maintain the importance of moral development atmosphere and encouraged the learners to accept the community norms willingly. Learners are needed to get more

moral values and make them their personality part as they move from lower grades to higher grades in school system. At upper grades, students should be encouraged to take great care while making their decisions and they should try to voluntary response to all expectations of school organization. A high school's atmosphere or context therefore should have following aspects 1: to minimize pre-conventional moral reasoning (punishment-reward), 2: generally encourage and represent conventional moral thought (good, order) and 3: to provide opportunities to the learners to work and act at the level of principled reasoning. It is very much important to take great care while making policies, processes and procedures for creating such kind of environment for learners.

Teachers' role for creation of moral development environment is very crucial. This role is beyond the communication of learning content to the learners. Teachers should understand that learning experiences of learners about moral values are exhibited by them in and outside the school system. Therefore learning atmosphere and expectations which are expressed in that environment should be as relevant as the real content of learning activities in moral development. Kohlberg's work, therefore suggests that learners should be provided such type of environment which provide them the basis for more clear understanding of the present situation and context. This thing will help the learners to prepare themselves to adopt the solution of prevalent or emerging problems. Kohlberg's theory provides learners both theoretical aspect and practical application which can be adopted by them in constantly changing environment and contexts.

LITERATURE REVIEW

In Pakistan, social evils are common in societies as well as in schools. There is a serious moral decay in family systems and schools. According to Danso (2018) this lack of values and morality is showing itself in many forms such as problems related to discipline, self-control, high crime rate, violence, promiscuity, suicide and vandalism in schools are reported by media. Lilian (2018) says that if we integrate values education in school curriculum, this problem of moral decay can be addressed. The role of values integration into teaching learning process is crucial. This thing requires that teachers should imbibe right values and attitude along with new knowledge and skills (Evasco, 2015). Evasco (2015) further says that teachers should integrate time-tested values first, such as respect for others, rights, justice and social responsibilities of learners. When teachers intentionally and deliberately integrate these values in teaching-learning process, learners are transformed into responsive persons who can tolerate social environmental changes.

Values are those fundamental standards which provide foundation for living people peacefully with one another without hurting each other. Hydon (2004) says that when

people live together in a physical environment, they have relations with one another, therefore it is essential for them to have ethical environment and this can be attained only through values education. Values therefore, inculcated into the learners at their early age in schools in order to adopt them a proper character. These values should maintain in the remaining phases of their lives to make them fully responsible persons in the world around them. Iyer (2013) says that when values-based education is integrated into school system, it enhances a thought provoking and active atmosphere for the learners through the content of curriculum. Hence for teachers it becomes essential to understand the importance of integration of values education to the school system to instill culture and educational values into learners which is essential to achieve multidimensional growth of learners which include physical, academic, religious and ethical development. This thing will promote the holistic development of Pakistani students. Therefore it is believed that integration of values education into school system will help the learners to achieve in their lives, transparency, collaboration, simplicity, satisfaction, solidarity, reverence, goodwill, compassion, modesty, integrity and equality.

According to Sulayman (2014) it is necessary to incorporate values education into school curriculum because it helps the learners to increase the strength of their constructive areas and to remove unpleasant and condemnable behavior. In fact during the process of values inculcation, learner continuously attains positive values and unconsciously removes negative ones. no doubt when values are incorporated in school curriculum and are taught by the teachers, it provide solid moral base for the learners and this base will restrain the learners from unethical conduct and refrain them from indulging in prevalent corruption. Durdukoca (2019) says that when values are integrated into school curriculum, it helps the learner to embrace the universal and social values. These things develop their positive characters. In his longitudinal study which was conducted in Turkey, Durdukoca says that in Turkey at primary and secondary level, values education is offered with formal curriculum of school. According to Akbaş (2009) when values education is integrated in school curriculum, it also means that learner are constantly acquiring some specific value through different teaching methods, different techniques and different subjects. Along with teaching the values to the learners, they practically have to act according to those values inside and outside the classroom. It means that the values which a teacher wants to inculcate in his learners, he himself has to exhibit those values in his behavior to advocate that value. Hence it will be easy for learners to imitate those values which are exhibited by their teachers inside and outside the classroom. Many studies show that while teaching any subject, teacher cannot be neutral person, he is always integrating some value to his learner (Sulayman, 2013; Evasco, 2015; Durdukoca, 2019). Therefore teaching is something more than just enhancing learning experiences; it is the molding of learners' character with acceptable societal behavior and values. Hence teacher should use all

available opportunities to teach moral values to their learners and encourage them to act accordingly. This notion will help the learners to develop positive aspects of their character and behave accordingly, not only in schools but also in their next coming future life.

Nurdin (2015) also shows another aspect of values education. He says that integration and incorporation of values education also depends on the quality of teachers teaching methods and their commitment. Nurdin (2015) also pointed out some challenges to integrate value education into school curriculum. These challenges include teachers' inadequate skill of integrating values and the prevalent irrelevant curriculum which do not give strategies for inculcating the values rather it focuses on values argumentation. Kenan (2009) pointed out that these are some prominent and result oriented moral and social harms to the present society which were never existed before. These harms have contributed in the deterioration of families and the present age civic culture. He suggests that when values education is integrated in school curriculum it should also include a plan to ensure that this values-laden curriculum should benefit both teachers and learners. Sutrop, et al. (2013) says that when learner exhibit learnt values in their behavior it means their understanding and conceptualization of values education. Sutrop, et al. (2013) further say that when a learner exhibit values in his behavior, it also helps him to deal with high quality of human experiences. When moral values are learnt at school, it means to learn that values consciously in that mechanical way which will help them to address the social vices and enrich their behavior. When values education is incorporated in school curriculum, it helps the learners to train themselves as the responsive and responsible citizen of a society (Kowino et al., 2012; Ilechukwu & Ugwuozor, 2014). Moral values integration into school curriculum helps the children to promote their moral judgment, reasoning and creativity. Good moral judgment helps the learners to positively respond to academic matters. In this way they do not indulge into disciplinary cases for their condemnable behavior while realizing their academic dreams. Brady (2011) clearly points out that although integration of values education into school curriculum revolves around the role of teachers yet teachers, their own values, its impacts on learners and the exhibition of their values in classroom are neglected in values education thoroughly.

Values education is a reliable source for removing disruptive behavior, attitude and unlikely habits of learners. Grieshaber and McArdle (2014) suggested that for integration of values education, teachers should adopt those effective strategies which can remodel and correct the disruptive behavior of learners and their inappropriate habits and actions. When teachers use a wide range of approaches for inculcating values into students, through different teaching activities and learning, it promotes and enhances integration of values into schools. Teachers may play the role of mentor for incorporating values education into the learners. Chowdhury (2016) proposed different

teaching methods such as simulation, drama, role-playing, debate, educational games, ventures, conversations, interviews, educational visits, community work and brain storming for character development and moral values. Chaitanya (2017) supports Kohlberg's views that for moral development of learners, teachers should be role model for their learners so that they could effectively attain the most demanded social values.

RESEARCH OBJECTIVES (Plz write some objectives ... if you have)

~~1. To determine the relationship between secondary school teachers' collegial practices and their professional commitment.~~

RESEARCH QUESTIONS

(Plz write some research Questions / Hypotheses ... if you have)

RESEARCH METHODOLOGY

Research design is a strategy which is adopted by the researcher. It includes that how a researcher will do that study. This process follows many steps such as identification of problem, research questions writing, data collection, data analysis, its interpretation and lastly report writing (Creswell, 2014). According to Kumar (2014) it is also considered as a road map which is adopted by the researcher to search the answer of his research questions. These answers should be valid, objective, accurate and economical as well. Therefore researcher adopted the phenomenology design to explore the feeling, sentiments and experiences of those teachers who are participating in this study. In order to understand this phenomenon, qualitative approach was used. The phenomenological design of a study is that kind of design which satisfactorily describes the phenomenon in both terms. That means what thing was experienced and how that experience was made (Teherani, et al. 2015). To address the objectives of research effectively, this study was conducted in Gujranwala District which is one of the thirty sixth districts of Punjab province of Pakistan. From ten different schools, twenty lessons for observation were selected through purposive sampling and three teachers from each school were selected for semi-structured interview in Gujranwala District. In this way thirty teachers participated in this qualitative research. Creswell (2014) says that for gathering data, we use the instrument of observation schedule. The successful use of this instrument relies on the researcher himself. If he carefully observes the things and records them systematically, he can get excellent results. The proper use of observation schedule does not rely on the subject's responses to the questions and self-report. When researcher observes the phenomenon, it provides him the opportunity to explore the different dimensions and aspects of phenomenon. And this thing enhances his research's outcomes. Bertram and Christiansen (2010), are the strong supporter of triangulation of data collected from interview with observation. No doubt in many cases, teacher's teaching strategy practically, is quite different from

their own statements of “how” he teaches. When researcher observes the classroom teaching by himself, it becomes clear that what actual happening in classroom was. Therefore 20 classes of different teachers were observed in high school. The purposive sampling was used to make it sure that diverse context and different school variety should involve in research project to observe the more and more aspects of phenomenon (McMillan & Schumacher, 2010). Data which was collected from observation was undergone content analysis and different themes were extracted to present the results of observations. For this qualitative study, all ethical considerations were kept in mind and researcher was adhered with. This approved study was conducted systematically after getting permission from District Education Department and the principal of schools to get access to the participant teachers. From those participant teachers, semi-structured interviews were conducted and 20 observations of their classroom teaching process was conducted.

DATA ANALYSIS AND RESULTS

Thematic analysis of data which was collected from classroom observation of five different schools and 30 teachers’ semi structured interviews. Creswell (2014) says that when data is analyzed, its purpose is to conclude and generate meanings from that data. These meanings are in fact, the results which are deduced after systematic arrangement and presentation of data. This information are organized and categorized by the researcher to get insight into that data and to show contrast or comparisons. From 20 classroom observations and 30 teachers’ semi-structured interviews, thematic analysis gave the following results.

1. Understanding about the Concept of Values Education

Understanding about the concept of values education means that what is the perception of participants about values education, what values education is and what is all about it. In order to collect data, participant teachers were observed in their classroom to observe that how they are inculcating the values into their students while using their subjects matter as a vehicle to inculcate those values into students. Classroom observation results show that some of the participants did not know the concept of values education at all and hence they were unable to integrate those values into the teaching of their subject’s course. According to their conduct their main aim of education and their teaching was only to develop the cognitive domain of their learners with much consideration of their affective domain. If some values were taught, it was done unintentionally as was depicted from classroom observation. Classroom observations and the careful analysis of their lesson plan depicted that core values were absent from classroom practices of majority of participants. These teachers were not reflecting about their lesson plans. Therefore they did not plan or prepare themselves for nurturing core values during their classroom practices. Additionally, the absence of those values from their lesson plan and their classroom practices also depicted that

they did not understand the concept of values education at all. They were not sure that either at federal or provincial level, any information about values education and values 'inculcation were given or not. Their concepts about values education were also expressed in interview depicted the same situation.

Findings from classroom observation and interviews showed that participants did not know that what kind of social values are recommended by the federal government to inculcate into learners to make them proud citizen of a democratic country. It is also clear that participants were not sure about that how values education could be integrated into curriculum. Teaching of values at school is not the choice of teacher. Federal government's education department categorically stated that purpose of values education's integration into curriculum is to equip the learner with all these skills, knowledge and values which will help them to participate meaningfully in a society as a free and responsible citizen of a democratic country. There should not be the discrimination of learners' socio-economic status, race, background, physical ability and gender. Findings from observations of classroom practices and interviews clearly show that some teachers were not aware of federal education department's recommendations for the integration of values education into school curriculum.

2: Drafting and Strengthening the Culture of Values Education

How teachers plan to inculcate values education and nurture it into their classroom is the meaning of this theme. In order to create positive classroom environment, it is responsibility of a teacher to interact with learners affectively. When classroom observations were analyzed it was found that some participants unintentionally inculcated some values into students through integrating values education. Some participants were found to observe their learners while practicing or inculcating a specific value. Interview expert says that some teachers were practicing some specific values to make their learners to know about that specific value.

One participant said that they have to teach the specific value during the teaching process because they do not have separate and special time to teach the specific values to students.

Another participant said that according to his opinion, role-playing technique in drama could be used to nurture values to the learners. Another participant also favored the use of role-play technique to teach and nurture values to the students. According to that participant's opinion, character in literature possesses values. Therefore picking the character, we can teach our students that these characters have good or bad values. They can pick that value from there.

Another participant said that although list of values also given with curriculum to

inculcate them to the students but according to his point of view that values inculcation demands some activities in classroom. For example he said that “to clean the classroom” is a value that is given with curriculum, but theoretically, it does not have connection with curriculum. That respondent shared his experience that when he entered in classroom, all his learners know that he would notice it. And when he entered the classroom and find cleanliness then he commend it and praise the class. If a learner, who usually did not care for his uniform, but when he came in thorough and clean uniform, he praised and motivate the other class to cheer him up or if a student shows good performance, he said other class members to clap for him or stand up for him. This thing helped them to feel proud at least for one day.

Classroom observation showed that in some schools, some values were integrated intentionally and in some schools which were minority in number, some certain values were inculcated unintentionally. For example in sampled school, accounting class learners were not exhibiting the value of cleanliness because their class was dirty and their teacher also did not bother it. While in some school, during the class of Economics this value of cleanliness was exhibited because class was cleaned up before the teacher’s arrival. Similarly the value of social responsibility, respect, health and clean hygiene environment were observed in some school. And in some other schools, these values were ignored.

Miller and Pedro (2016) pointed out that to understand and appreciate the diverse community in school, it is necessary to create conducive and respectful atmosphere in classrooms. Chowdhury (2006) favor that in order to inculcate different moral and character values into students, different teaching techniques such as drama, role-playing, educational games, simulation, discussion, debate, group work, projects, interviews, educational visits and brainstorming might be used. McConnell & Elliot (2003) said that there should be commonality between learners’ achievement and teachers’ expectation. So that teacher could help their learners with attention, feedback and essential help to their learners in classroom. Therefore it is essential for the teacher to plan carefully to integrate values to their learners in their classroom practices (Ngussa, Makewa & Allida 2016; Ajani & Govender, 2018).

3: Edification of Values Education

It was evident that some participants could not clearly understand the meanings of values education during semi-structured interview. Similarly classroom observations also favored this phenomenon that only a few participants were consciously planning to integrate and nurture values education to their learner’s consciously. Most of the participants did not know how to teach a specific value? As a result they were using conventional pedagogical approach for teaching values. This approach emphasizes the banking model education which emphasizes most the content rather than the learner.

Hadi (2015) pointed out that according to some extant literature, teaching of values education is the process to teach the learner how to reflect, think, evaluate, critique and appreciate one's his own and others values. This thing will help the learners to develop better communication skill which ultimately help them to do better decision which can be manifested in the learner's action and behavior. Chaitanya (2017) also favored Hadi (2016) point of view in his research work. This point of view is also favored by De Klerk (2003) who said that values education is not a simple one-dimensional issue rather it is a multidimensional issue which involves many steps such as reflection, making decision, purposefully conduct, over a period of time developing good habits and then character building.

Memorization of some words, content or information cannot develop a skill or value into the students. Instead of this work, learners should be provided with some activities and opportunities to internally retain those values. This process will help the learner to sustain those values for a long period of time. During classroom observation, it was found that in one school, learners were using story telling technique to integrate values. In this school literature was taught through role-playing where learners were playing the role of the character in that particular story however this point is debatable that either this role-playing was helping the learner to internalize that specific value or not. However it is critical for the teachers to understand the meaning of values education and planning different teaching strategies to teach those values to learners. Chaitanya (2017) pointed out that teaching of values education does not mean to impose or dictate the values rather it is a process to teach the learner to be able to discriminate between good and bad values. And which good values are worthwhile and able to be preserved. He strongly believed that teaching of values education can transform an unhealthy and confused mind into vibrant, fresh, innocent, young, natural and attentive mind. If teachers do not teach values education during the process of imparting knowledge and information to the students they will remain confused that what is good and worth doing and able to preserve and what is not good. Therefore teachers should carefully plan the strategies to inculcate values.

During the classroom observations it was found that there were many subjects which content allows the participants to use answer question technique. But these questions were imparting the surface knowledge to the learners because they were low cognitive in nature. However some participants were not using this technique. Miliband (2004) says that quality education can be obtained if curriculum and pedagogy interact with each other and in meaningful and intentionally support the teaching and learning of values to the learners. This can be done only by teachers' sincere effort. It is clear from the results of classroom observations and semi-structured interviews that there is missing link among curriculum, pedagogy and values.

Learning Environment

This theme indicates that whether physical environment of classroom is depicting and conveying any certain value which can hinder or facilitate the teachers to inculcate the specific value. In some of sampled schools, when research visited the classroom for observation, learners met with respect, dignity and greetings. Miller and Pedro (2006) says that in classroom environment respect, courtesy, dignity, uniqueness and individuality should always be prevailing. Researcher observed that in most of sampled schools, cleanliness, uniform, seat arrangement, positive communication and a non-threatening conducive environment shows that these values were integrated into classroom environment. Haghghi and Jusan (2012) have the following point of views about sitting arrangement in classroom. They said that teacher could use sitting arrangement approach in classroom to control the disruptive behavior of learners. Silently sitting strategy helps the learner to strengthen the inner self, peacefully obtaining the information and retaining the necessary one. In some sampled schools, this strategy was observed while in most of schools, chaos was the order of the day.

In some of the observed schools, charts of different subject content, classroom rules, caring and respect for other learners' property and belongings were displayed on the walls of schools. Although most of teachers said that these charts content did not help them to teach a specific value. From their point of views, it is clear that they do not have the idea that classroom environment could have the element of value in it which could be transmitted to the learners without teaching. The above stated classroom environment aspects were absent from classrooms of many observed schools. For example teaching was taking in that classrooms which were not conducive to teaching-learning, classrooms were dirty with scattered papers over floor, disorder desks, no charts for classroom rules, ill-disciplined learners who were shouting at each other and at times they were disrespected to teachers and at times with other learners. From the following observations it is clear that classroom environment can strongly affect the development of learner's values.

This study was mainly conducted to investigate that how teachers at high schools are giving values education to their learners. Values education is very important in the lives of young people especially those who belong to developing countries where crime, violence, racial discrimination, social stress and financial suppression are the fashion of the day. In such circumstances it is the greatest duty of teachers to provide moral and values education to the learners to build and mold their characters to become the successful member of the society. The recommended values for values education as given by federal government should be integrated in the curriculum at higher school level. These values should be inculcated into learners to change their character and transform them into successful, acceptable and responsive citizens. According to teachers' opinions, values education can be given through all subjects.

This study also finds that to inculcate values, role modeling of teachers at schools and parents at home is very powerful, effective and lasting instrument. Through this technique, all acceptable and required values such as honesty, respect, love, caring, humanity and peace could be inculcated to the learners. Students follow their teachers a lot, therefore it is very important for teachers to behave properly all time. However at schools particularly and in society generally, there is a devastating moral decay and this is very alarming situation. This study was limited and conducted only in five schools, although its results depict a huge gap between teachers conduct and policymakers. Teachers' lack of understanding about the concept of values education is the main cause of this gap. Participants' responses obtain in interview and classroom observations also depicted that some participants (teachers) did not know the meanings of values education. Then how a person can teach the concept which he himself did not know. These teachers' behavior in their classrooms and their responses in semi-structured interviews show that their teaching is only to help the learner to develop his cognitive domain. Values education has nothing to do with it. If any value was taught in their classroom, it was done unconsciously and unintentionally.

RECOMMENDATIONS

In order to cope with increasing moral decay in global society, it is greatly important to integrate values education into school system. In Pakistan steps should be taken in this regard. This study provides some effective and useful recommendation to integrate values education into schools and inculcate values into learners. These recommendations may be helpful for teachers, parents, school management teams, educational policymakers and all other stakeholders of education system.

Curriculum specialists should review the existing policies of learning and teaching of values education at school level. They should draw out the strategies to inculcate values education through all subjects.

For inculcation of values education, adequate and regular training for pedagogical content knowledge should be provided by Education Department.

To integrate values education to curriculum, teachers should take part in its designing in order to continuously inculcate values into learners.

To inculcate values education, parents, teachers and school managements should work together. Cooperation of parents with school management in the form of their complements school's effort will enhance this process.

Learners who exhibit excellent moral and values should be celebrated, recognized and rewarded. These students should be presented as a model for other learners. Schools should design and arrange activities to encourage and promote these model learners.

Those learners who showed disruptive behavior should be mentored by teachers to nurture them to develop acceptable values of society.

Classroom environment is very important for inculcating values into learners. This environment either facilitates or hampers the inculcation process of values education.

Therefore school management and teachers should create such an environment in classroom which has aesthetic values in it. Such an aesthetic environment will attract the learners and affect their aesthetic sense, which will ignite creativity in them. And in the long run it will affect their lives.

Both pre-service and In-service teachers should be groomed and exposed to different social values. They should also provide the opportunities to understand the importance of values education itself, its integration into school system and its inculcation into students.

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