

Attitude and Readiness of Teachers to Impart Value Education: Exploring Teachers' Experiences and Views from a Private School in Sharjah

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Abstract:

This research sought to examine teachers' attitudes and readiness towards imparting value education at a private school in Sharjah. The research was guided by four questions, investigating the attitudes and readiness of teachers to impart value education, perceptions of teachers' attitudes in recent research, teachers' own attitudes and readiness, and their experiences and views towards imparting value education. The population under study were the employees working in a Private school in Sharjah. The school has a total population of 150 primary teachers in the two schools. The researcher employed purposive sampling, a type of non-probability sampling, to select participants from the community for the quantitative research study from which 107 responses were received. The findings from the quantitative data revealed that the majority of teachers have a positive attitude towards teaching value education and feel comfortable, satisfied, and confident in doing so. These themes included the necessity of collaboration and partnerships, the call for extensive teacher training and professional development, the integration of value education across all subjects, the utilization of technology and resources, the importance of practical examples and real-life contexts, the promotion of

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moral and ethical standards, and the awareness of mental health. The study's findings provide insights for schools in UAE and beyond, informing strategies to enhance the effective teaching of value education. The findings underline the importance of comprehensive teacher training, collaborative efforts among educators, and the integration of technology and real-life contexts in teaching. It also highlights the need to consider the moral, ethical, and mental health aspects of education.

Keywords: Value Education, Attitude, Readiness, Teachers Experience

Introduction

In recent years, there has been a growing global emphasis on incorporating values education into school curriculums in response to increasing societal and moral challenges faced by younger generations. This trend is evident at both national and international levels, with a surge in interest and discussions about values in education programs. Various countries, including the United States, are implementing initiatives such as Living Values Education, financially supported by UNESCO. The heightened interest in values education has sparked discussions on the techniques employed to teach ethics in formal education programs. Notably, attention is drawn to the methods instructors prefer for imparting values to children, creating lessons, and utilizing educational resources. Understanding instructors' preferred methods is seen as crucial for effective program preparation and implementation. Globally, values education is a significant academic concern, with research ranging from local to cross-cultural studies. For instance, the European Values Study project aimed to compare values-teaching practices across 32 European nations. Overall, the focus on values education reflects a broader commitment to addressing moral and social issues among young people on a global scale.

In European nations, there has been an increased focus on developing suitable resources, programs, and curriculum for values education, spurred by initiatives to address societal challenges (Halman, 2001). In Australia, research on values education

has grown significantly since the government's 2005 decision to include values instruction in public schools, despite some schools being hesitant to explicitly convey principles (Jones, 2009). Similarly, Turkey has been contemplating values education since its incorporation into educational programs in 2005–2006 (Ateş, 2017; ÖZCAN, 2023; Kaymakcan & Meydan, 2011).

The evolution of values education in the United States reflects shifting socio-cultural demographics. In the 1950s, classic strategies like modeling and inculcating were adopted, emphasizing uniformity. However, the social upheavals of the 1960s and 1970s made values teaching challenging, with a slowdown in moral education when questions were asked "whose values will be taught?" arose. In the 1990s, renewed discussions about values education emerged among parents and teachers (Smith, 2013; Watz, 2011; Kirschenbaum, 1992).

Early in their school years, children begin developing self-awareness and moral principles by absorbing attitudes and values from their families, societies, and cultures (Hawkins, 2014). Imparting morals during elementary school is deemed essential considering children's growth stages, as it is a crucial time for personality development (Johansson et al., 2014; Ülavere & Veisson, 2015; LePage et al., 2011). Developing skills such as managing interpersonal interactions, emotional control, and creating positive connections with surroundings is vital for children's socialization and academic success (Hemmeter et al., 2006; Nissen & Hawkins, 2010).

Primary values education aims to encourage children to embrace universal principles, emphasizing the need for a goal-oriented, organized, and planned instructional method in the curriculum (Oruç, 2010). Two distinct approaches to teaching values have emerged: one advocates for the incorporation of values education into official curricula with various instructional strategies, while the other suggests a non-deliberate, non-methodical approach (Kupchenko & Parsons, 1987).

Drawing from social learning theory (Williams, 1985), which asserts that people learn from their environment through observation, the role of teachers is highlighted. Teachers' attitudes and actions, serving as role models, significantly impact children's internalization of ideals. Uzun and Kose (2017) emphasize the crucial role of instructors in translating lesson plans, classroom activities, and educational resource usage into practice. Essentially, teachers are pivotal not only in implementing educational policies and practices but also in embodying the values they impart to their students.

Ethics and values are acquired through observation and information absorption from the environment rather than being intrinsic characteristics (Bigge, 1971). It is emphasized that providing future generations with an organized and intentional education is crucial (Erbaş & Başkurt, 2020; Iyer, 2013). Various methods and categories exist for teaching values in a structured manner, as discussed in the literature (Kupchenko & Parsons, 1987; Superka & Johnson, 1975). While some scholars have explored theoretical frameworks for categorizing methods in values education, others have employed qualitative research techniques to understand instructors' strategies.

Values education is imparted daily in schools, whether intentional or not, according to Barman (1980), who criticizes the approach of professors imposing their views on students. Barman argues against inculcation, stating that it doesn't help pupils determine their own values or decision-making capacities. She focuses on four other methods, emphasizing research and its teaching prevalence in American classrooms. Barman outlines how to design lessons for imparting values, providing examples of suitable teaching tactics.

Brady (2011) identified four essential methods to values teaching in Australian schools—trait approach, values clarification, cognitive development approach, and role-playing. Brady explores the impact of teachers' values on in-class interactions, discussing theoretical underpinnings and examining teacher-student connections associated with each technique.

The literature on methods for values education often lacks empirical data, with many studies focusing on terms and characteristics. Only a few empirical investigations use interviews, observations, or document analyses to pinpoint instructors' approaches. The limitation of qualitative research is acknowledged, and the suggestion is made to include quantitative research for enhanced validity.

The philosophy, methodologies, and strategies of values education vary based on instructors' approaches, impacting teacher-student interactions and classroom procedures (Jones, 2009). Teachers should be mindful of these strategies and tailor values education to consider students' emotional and intellectual capacities (Güneş, 2015; Williams, 1985). Present-day methods in values education are influenced by three main understandings: traditional approaches aiming to instill predetermined values, constructivist approaches wherein children actively create their own values, and critical methods that place students at the center, engaging them in solving social problems (Erbaş & Başkurt, 2020; Kirschenbaum, 1992; Thornberg & Ouz, 2013).

Defining teacher methods in values education is essential for providing clarity as it influences teaching strategies, interactions with students, adaptation of instructional resources, and the creation of a positive learning environment. While each approach has specific benefits and drawbacks, it is crucial to identify which methods are underutilized in classrooms to encourage research and determine the most effective strategies. The recommendation is to explore and incorporate various methods to enhance the overall effectiveness and quality of values education.

The aim of the research is to understand the attitude and readiness of teachers in imparting value education at a private school in Sharjah.

Research Objectives

- To explore recent related research on the teacher's attitude and readiness in imparting values education

- To measure teachers' attitude and readiness towards imparting value education using quantitative questionnaire.
- To understand teachers' attitude and readiness towards imparting value education using qualitative questionnaire

Research questions

1. What are the attitudes and how are teachers ready to impart value education at two primary schools in Sharjah?
2. How is teacher's attitude and readiness on imparting values education is perceived in recent related research?
3. What are teachers' attitudes and readiness towards imparting values in education?
4. What are the experiences and views of teachers towards imparting value education?

Values are inherent in educational systems globally, whether formally integrated into the curriculum or implicitly taught by teachers (Thornberg & Ouz, 2013; Halstead, 1996). Teachers, perceived as role models by children, significantly influence students' values through their attitudes and behaviors, especially in early education (LePage et al., 2011; Williams, 1985). Instructors' actions in the classroom play a crucial role in values education (Carr, 2011; Sanger & Osguthorpe; 2013; Thornberg & Ouz, 2013).

Policymakers are urged to analyze and revise policies to implement values education in public schools systematically. However, empirical research using reliable measuring techniques is essential for generating accurate data to inform policy decisions. The Approaches to Values Education Scale (AVES) is introduced as a valuable tool to identify instructors' values education strategies, filling a gap in the literature. AVES is expected to contribute to knowledge and inspire the development of additional measuring instruments for this purpose.

Beyond assessment, the study aims to increase awareness of existing values education strategies, aiding in the planning of seminars for instructors and the creation of educational activities and resources. AVES can be utilized by school district

administrators to gather empirical data, which, when provided to policymakers, can inform decisions on beneficial policy revisions for the education sector.

Literature Review

The chapter delves into the multifaceted role of values in personal and social contexts, emphasizing the crucial importance of value education in shaping social interactions and fostering ideal thinking. It discusses various studies that examine how gender, age, and cultural diversity impact value systems. Then it shifts to Social Emotional Learning (SEL), highlighting its goal of assisting students in developing essential social and emotional skills for personal and academic success. The chapter underscores the pivotal role of teachers, school administrators, and educational programs in creating a conducive SEL environment. Later, it explores value orientations, particularly the influential role of teachers in the early school years. The chapter emphasizes the need for teachers to establish learning environments that foster both academic success and character development. Lastly, the chapter introduces commonly used methods for assessing teachers' value orientations, such as the Schwartz Value Survey and Rokeach Value Survey, highlighting their significant contributions to the ongoing discourse in the field of value education.

Thornberg (2008b) notes that teachers view values education as an effort to teach children how to interact positively and be decent individuals. Values education is integrated into educational practices either implicitly or explicitly, and it cannot be separated from the school setting (Ülavere and Tammik, 2017). "Teaching values explicitly" refers to methods included in the prescribed curriculum, while implicitly imparted values are instilled through routine activities as part of the hidden curriculum (Thornberg, 2016). Affective education, which includes values education, prioritizes individual and social growth (Martin & Reigeluth, 1999).

In elementary school, values education is part of social and emotional learning, aiming to develop students' decision-making capacity and ability to assess the

consequences of their actions (Aspin, 2007). It goes beyond passing along existing values, focusing on equipping students with skills to manage behavior, make judgments, accept responsibility, and draw inferences about their conduct. Lovat and Clement (2008) emphasize that good education involves a collaborative and reflective process that fosters overall development, including social, emotional, ethical, and spiritual growth.

Values education, in essence, encourages character development and provides opportunities for individuals to practice essential characteristics (e.g., honesty, responsibility, and respect) important for societal order (Aspin, 2007). There are two components of values education: the development of positive behavioral traits for social adaptation and support for efforts to establish social order and structure.

The moral growth process, rooted in cognitive development theory, revolves around two key aspects. Firstly, this theory posits that different phases of moral growth are linked to distinctive characteristics. Secondly, instead of emphasizing moral behavior, the focus is on moral judgment and reasoning. According to the cognitive development hypothesis, a person who is more morally developed is considered more ethical, implying acting morally out of one's free will and internal drive unaffected by external influences (Köylü, 2003). In examining the cognitive approach to moral development, two prominent theorists emerge: Piaget and Kohlberg. Their ideas have inspired numerous scholars to study moral growth. Kohlberg's exploration of moral dilemmas has also contributed to the renewed emphasis on character education and values education in many nations, including the United States (Leming, 1993; Lickona, 1993).

Piaget's moral theory serves as the basis for Kohlberg's theory of moral development, emphasizing the influence of a person's social structure on their moral framework (Fleming, 2006; Rich & DeVitis, 1985). Kohlberg posits that the discovery of overarching moral principles is the initial step in moral evolution. While Kohlberg focuses on internal moral reasoning in hypothetical situations, Piaget observes the

interaction between cognition and action in moral development, with Kohlberg placing more emphasis on moral reasoning (Kavathatzopoulos, 1991).

Kohlberg conducted research using moral scenarios and questions posed to children of different ages, aiming to demonstrate how children develop their moral arguments. He identified three stages of moral development based on children's responses: pre-conventional (external influences guide behavior), conventional (internalization of societal norms or authority), and post-conventional (establishing personal values based on chosen principles) (Kohlberg, 1984).

The moral growth phases follow a hierarchy, progressing concurrently with cognitive development influenced by the environment. However, not everyone reaches the final phase, with many operating at the standard level (Kohlberg, 1974). Despite general acceptance in literature, Piaget and Kohlberg's theories face criticism. Piaget is criticized for using abstract and complex stories, while Kohlberg's research is questioned for potential gender bias as it was primarily conducted with males. Research with female participants, according to Langdale (1993), may yield different findings, challenging the universality of these theories.

Turiel argues that Kohlberg confused the realms of morality and social acceptance, claiming they are distinct and develop separately (Ekşi, 2006). Social norms control behavior in social situations but have little impact on ethics, as the notion of justice provides the framework for individual ethics (Nucci & Turiel, 1978). Preschoolers can differentiate between the conventional and moral worlds, according to Nucci and Turiel's 1978 research, challenging Turiel's clear separation of the two realms and raising questions about cross-cultural applicability and age-related distinctions (Am et al., 2012).

Kohlberg's theory faces theoretical, real-world, and theological criticisms. The theoretical criticism centers on the disconnect between moral judgment and behavior, neglecting the role of emotion. Kohlberg's assumption of universality in his findings raises concerns about cultural, social, and gender neutrality violations. Other objections

include the individualistic focus in data collection methods, as Kohlberg implies that children act morally based on personal interests and gains, which contradicts observations of children learning values like empathy and helping others without personal gain (Iftçi, 2003; Nunner-Winkler, 2007).

While both Piaget and Kohlberg have faced criticism, they have significantly contributed to literature on moral development. Theories suggest that ethical growth in children during primary education can be strengthened through games, stories with sample events, and creating environments that foster interaction with others and adults.

Bandura's research on socialization, social reinforcement, and modeling behaviors explores their impact on the formation of moral judgments in children. Viewing moral growth as a subject of social learning, Bandura investigates the acquisition and transmission of values (Gürel, 2014). According to the social learning hypothesis, human behavior is a dynamic interplay between the individual, behavior, and the environment. Bandura (1977) rejects the idea that behavior is influenced solely by the individual or the environment, emphasizing their mutual interaction.

Individual behaviors result from the ongoing interplay of personal and environmental influences, and people can learn new things from their actions and their consequences. Symbols, both verbal and symbolic, play a role in directing future behavior, allowing individuals to exert cognitive control over their actions by shaping their surroundings. Bandura emphasizes considering both individual and environmental factors when examining moral behaviors, similar to understanding human behavior (Gürel, 2014).

Bandura contends that moral decision-making is influenced by external elements such as models and contextual factors, in addition to age-related cognitive development. Divergent models can impact moral judgments by emphasizing specific standards of judgment and offering explanations for reevaluating variables when determining the morality of behaviors. Public and private views on morality may differ significantly

based on societal expectations, and social pressure to express moral views can influence others. Different modeling approaches can alter moral judgments through mechanisms of attention, cognition, and disinhibition (Bandura, 1977, p. 46). Bandura (1977) challenges the feasibility of categorizing individuals into distinct stages of moral development proposed by Piaget and Kohlberg, emphasizing the influence of contextual factors on decision-making processes. Criticizing Piaget and Kohlberg for overemphasizing intraindividual dynamics, Bandura and McDonald (1963) argue that interindividual elements, such as modeling, play a crucial role in moral development.

In an empirical study with children aged 5 to 11, Bandura and McDonald examined the impact of social models on moral judgments. Children were exposed to role models displaying moral behavior, with reinforcement given to either the child, the model, or both. The study found that while subjective morality increased with age, it was influenced by social surroundings and modeled behaviors.

The study also revealed that children of all ages expressed subjective and objective moral judgments, including consequential and purposeful moral judgments. The findings suggested that a child's social environment and observed model behaviors influence the transition from heteronomous to autonomous stages in moral development. Children may exhibit traits of both stages simultaneously.

Critics like Cowan et al. (1969) pointed out theoretical and methodological flaws in the study, including the lack of explicit age-based criteria for Piaget's stages and the potential variability in model effects under different conditions. Despite criticisms, Bandura's social learning theory contributes by highlighting the varying degrees of influence that models and environmental factors can have on moral development. The theory underscores the interdependence of the individual and the environment, acknowledging that moral values are internalized through cognitive evaluation processes and free will.

Schwartz (1992) defines values as the standards guiding social group members' behaviors and judgments about events and their actions, representing what is significant in their lives. He identifies 10 universal value types and their sub-values, categorized into individual (e.g., power, success, self-direction) and social (e.g., benevolence, tradition) value judgments. Schwartz groups these universal values into four categories: self-enhancement (e.g., power, achievement), openness to change (e.g., stimulation, self-direction), self-transcendence (e.g., universalism, benevolence), and conservation (e.g., conformity, security, tradition). The self-enhancement category clashes with the self-transcendence category, emphasizing individual goals versus consideration for the community's needs. Similarly, the conservation category, focusing on self-control and resistance to change, contrasts with the openness to change category, emphasizing autonomy, thinking, feeling, and openness to new experiences.

Schwartz (1996) suggests that values serve as high-level structures guiding attitudes and behaviors, influencing how individuals judge events and others, make choices, and justify their actions. Arthaud-Day et al. (2012) conducted a study with 582 U.S. university students, using the Schwartz Value Survey (SVS) to explore the association between personal values and organizational civic behavior. The findings highlight that the group context influences how people express their values, emphasizing the impact of the environment on value embodiment and appreciation.

Elçi, E. and Uzunboylu (2020) conducted a study with 902 elementary school teachers in Turkey, using the Schwartz Value Survey (SVS) to analyze their value systems. The researchers aimed to identify disparities in teachers' value orientations based on gender, age, profession, and the type of school (public or private). They found statistically significant differences between male and female respondents in various survey parameters, and age was identified as a factor affecting teachers' value orientations. Another study by Yılmaz (2009) also used SVS to investigate gender, years of experience, and marital status as determinants of elementary school teachers' value

dispositions, revealing substantial variations in teachers' value choices based on these factors.

Several studies, including one by Struch et al. (2002), have explored the impact of gender on individuals' value orientations. Struch et al. gathered data from K–12 instructors and university students in eight nations, using SVS as the data collection tool. The research noted the influence of gender on value orientations, with variations observed in certain cultures, although not consistently statistically significant across all countries. The study emphasized the importance of considering cultural diversity when examining people's value orientations, highlighting that Americans, in particular, did not show a statistically significant difference in how they evaluate values based on gender.

The primary objective of education is to equip young individuals with the skills necessary for societal contribution and future readiness. Schools focus on fostering students' social and emotional growth alongside academic knowledge to instill responsibility and respect (Durlak et al., 2011; Greenberg et al., 2003). Social and emotional education aims to provide students with tools to understand themselves and their peers, overcome challenges, make informed decisions, take ownership of those decisions, and enhance social connections (Cefai & Cavioni, 2014). Social Emotional Learning (SEL), defined by the Collaborative for Academics, Social and Emotional Learning (CASEL), complements the developmental tasks from preschool to adulthood, influencing academic achievement (Denham, 2015).

Social and emotional learning involves processes to nurture competence in children. CASEL emphasizes that these skills are vital for academic success, citizenship, and workplace effectiveness, reducing risky behaviors through integrated, multi-year efforts (CASEL, 2013). SEL thrives in positive relationships that make learning challenging, stimulating, and meaningful, aiming to create a supportive environment for students' social and emotional skill development. SEL programs encompass elements such as character education, deeper learning, emotional intelligence, school environment,

positive behavior support, and violence prevention (CASEL, 2013; Merrell & Gueldner, 2010; Weissberg et al., 2015).

Weissberg et al. (2015) assert that SEL programs, to benefit students in terms of behavior and academic success, require effective coordination by district and national administrators, along with adequate monitoring and evaluation. The responsibility lies with all stakeholders to promote and establish SEL programs in educational settings. Williford and Wolcott (2015) highlight the significance of positive teacher-student relationships in reducing difficulties, fostering student development, and enhancing academic achievement, emphasizing the value of SEL programs throughout the preschool years.

The origin of values is a subject with various perspectives. Two prevalent beliefs suggest that values either stem from social traditions and practices or have religious roots. In Western history, values education is often seen as secular, not rooted in religious principles (Davis, 2006). However, Etherington (2013) argues that the absence of theological grounding hampers the effectiveness of values education, particularly in public institutions. According to Etherington, values instruction needs a religious context to truly contribute to the development of moral individuals. This perspective raises questions about which religion should be emphasized in diverse, multi-religious communities and how such education would be received in cultures like the United States, where religious instruction is not mandatory in public schools. Therefore, there's a current need to represent universally accepted ideals in educational settings without overtly religious connotations.

Ekşi (2003) argues that character development and intellectual learning are complementary, not mutually exclusive. Schools practicing character education are associated with improved student learning and success. A learning environment prioritizing values education can enhance student-teacher relationships, positively influencing academic progress through improved attitudes and behaviors (Lovat et al.,

2011). While studies on the direct connection between values education and academic achievement are limited, it is suggested that values-based instruction contributes to a more positive school environment, reducing behavior-related concerns and allowing educators to focus on enhancing instructional quality. Although there is no definitive evidence of a direct impact on academic achievement, values education is believed to foster peaceful social interactions and positively influence academic success as students develop greater self-awareness. Moral development involves the creation of a value system that guides individuals' behavior within a community (Am et al., 2012). Contrary to instilling moral principles, moral development, as defined by Duska and Whelan (1975), refers to the change of moral principles within a cognitive framework influenced by environmental factors and cognitive growth. Kohlberg (Iftçi, 2003) sees moral development as a process increasingly focused on the nature of moral laws.

Researchers in moral development consider four major perspectives. Behaviorists emphasize the role of social reinforcers in linking moral development to demonstrated moral behaviors. Psychoanalytic perspectives propose that moral development arises from resolving intra-individual conflicts based on Freudian personality development theory. The cognitive development theory, a contentious approach, posits hierarchical stages in moral growth concurrent with cognitive development. Social learning theory underscores the impact of role models and the social environment on moral development. Kohlberg (1963) asserts that moral principles' internalization and composition align with cognitive growth.

Despite variations, all theories, including behaviorist and psychoanalytical approaches, agree that consciences start forming in early infancy, around ages 5 to 8. The critical approach to values education focuses on students' activism and engagement in social issues, connecting to our social interactions and connections with others (Thornberg & Ouz, 2013). Similar to constructivism, this approach involves students actively participating in values education. However, it differs by prioritizing social

issues, such as injustice and inequality, and encourages students to actively engage in finding solutions (Jones, 2009).

The critical approach aims to enhance children's understanding of social injustice and inequality, seeking to reduce their negative impacts (Brownlee et al., 2016; Jones, 2009). By analyzing social events that lead to societal disputes, students can better grasp concepts of social equality and justice. It is crucial for teachers to design classroom activities aligned with this approach to foster social awareness, particularly at a young age (Brownlee et al., 2016). This method challenges the implicit presence of values teaching in school regulations and the covert curriculum (Thornberg, 2008a). Teachers often use constructivist and conventional methods for values education, but the critical approach is not commonly employed during related tasks. Classroom rules, inherited from the conventional method, may unintentionally convey the message that adhering to authority-imposed norms is more important than pursuing social justice. To shift this perspective, teachers need awareness that diverse approaches can be reflected in values education practices. The critical approach, like constructivism, is student-centered, with teachers serving as facilitators (Jones, 2009). Instructors assist students in identifying societal issues and developing practical solutions as part of their values education. Importantly, teachers encourage student participation in generating solutions. The attitudes and behaviors of early childhood teachers in the classroom significantly impact how children are taught about values in subsequent lessons (Brownlee et al., 2016). Values education encompasses various approaches, and Brady (2011) outlines four distinct methods:

- **Trait Approach:** This approach focuses on cultivating predetermined ideals or traits through direct or indirect means, similar to the conventional strategy.
- **Values Clarification:** In this method, students are encouraged to recognize and understand their own values. The goal is not to instill values in children but to allow them to learn their own values, aligning with the constructivist method.

- Cognitive Development Approach: Based on Kohlberg's idea of moral autonomy, this strategy involves presenting students with dilemmas and refraining from imposing personal opinions or evaluating responses.
- Role Playing: By taking on the role of someone else, students can view situations from different perspectives.

Johansson et al. (2011) conducted a survey with early childhood education teachers, revealing that teachers often preferred teaching moral principles through engaging kids in moral activities. This method involves various activities without a strong emphasis on reflecting on personal beliefs. Another popular strategy was "teaching practices for transmitting moral values," resembling the conventional method where the teacher serves as the authority instilling values in children. Other strategies included "participatory learning for moral values" and "engaging children in building meaning," both aligning with the constructivist method. In participatory learning, students take an active role in analyzing moral principles through conversation, problem-solving, and introspection. The latter strategy involves educators and students creating a fresh moral perspective and putting it into practice, akin to action learning and the critical strategy. Ultimately, the environment and the individual reciprocally contribute to the development of moral ideals.

A brief understanding of the context (the UAE) may provide relevant background to the study as the study was done in a private school in the UAE. The educational sector has been expanding in the UAE (David, 2017a) steadily also addressing excellence relatively (David, 2017b), making UAE an educational hub for learning mobility (David, et.al, 2017). The UAE strives to innovate curriculum (David & Hill, 2020) and instruction (David & Hill, 2021) at all fronts including value and moral education. Eltanahy and David (2018) showcase that curriculum enhancement is a key factor to influence teaching strategies in value and character education. Al Hussein and David (2017) suggest that instructional leadership support teacher's professional growth to enhance value

education. Daraghmeh and David (2017) highlight that technology integration is supportive for effective curriculum and instruction in all subjects. David and Abukari (2019) observe that leaders must ensure the contextualize curriculum and instruction which is vital for imparting value education. Albasha and David (2019) indicate that involving teachers in curriculum design is essential for effective instruction of all subjects. Mansour and David (2021) highlight that teacher's organizational commitment is key for effective teaching and learning experience. Abbasi and David (2021) insist that professional development of teachers helps to optimize curriculum and instruction of all subjects. Haque and David (2022) recommend effective curriculum implementation to achieve instructional outcome of all subjects. Yahya and David (2022) suggest that leaders' support is crucial for teachers in all teaching modalities. Alzarouni and David (2023) highlight the impact of value education in nurturing students' positive behaviour. Hind and David (2023) indicate the impact of citizenship education on positive behaviours of students. These and other emerging local studies inform the trends of value education in the UAE that will help exploring the possibilities to effectively impact value education.

Methodology

The researcher adopted a pragmatic research approach, guided by the philosophy outlined by Saunders, Thornhill, and Lewis (2019), which emphasizes pragmatism. Pragmatism is chosen to address real-world decision-making situations involving a single decision-maker. This approach aims to identify, explore, and analyze a problem within a broader context, providing suggestions and counsel to the organization under study. The pragmatic philosophy is suitable for addressing various issues related to the investigation comprehensively.

The research methodology employed deductive reasoning to formulate hypotheses and address challenges systematically. The deductive research process involved identifying a theory through a top-down approach, followed by the formulation

of hypotheses and observations to either support or contradict the theory. The study's objectives include evaluating the integrity of research questions, contextualizing them in real-world experiences, and applying the findings to draw clear conclusions. The research adopted a deductive approach involving the development of two hypotheses, study questions, and research objectives after analyzing industry data and academic papers. Hypotheses:

H1 (Alternative Hypothesis): There is a significant relationship between teachers' attitude and readiness towards imparting value education.

H0 (Null Hypothesis): There is no significant relationship between teachers' attitude and readiness towards imparting value education.

The dependent variable is teachers' readiness towards imparting value education. It represents the level of preparedness and willingness among teachers to deliver value education. This variable is subject to change based on the independent variable. The independent variable is teachers' attitude towards imparting value education. It encompasses the beliefs, opinions, and perspectives of teachers regarding the importance and relevance of value education. This variable is believed to influence the dependent variable.

The "Approaches to Values Education Scale (AVES)" was meticulously developed through literature review and expert consultation to ensure comprehensive coverage of values education strategies. A pilot study was conducted to refine the AVES and to assess its reliability and validity, with satisfactory Cronbach's alpha values indicating strong internal consistency. In this study, AVES served as the primary instrument for measuring the correlation between teachers' attitudes and their readiness to impart value education. Data collected from primary teachers in Sharjah, UAE, via the AVES, underwent statistical analysis, including Pearson correlation, to test the proposed hypotheses and ensure the scale's practical application in real-world educational settings.

The research employed a quantitative research strategy due to time limitations in reaching all required staff members. A structured questionnaire was chosen as the best method for data collection, utilizing a two-step research process. This approach, endorsed by Chintaloo and Mahadeo (2013), involves an initial experiment among workers to validate and improve the survey's reliability, followed by the actual survey administered to study participants. The two-step process minimizes errors, enhances clarity for participants, and has been successfully utilized in prior studies such as that of Luisinha Fonseca Da Costa, Armanu, and Rofiaty (2020). The research utilized a descriptive survey to collect data and address the research question.

It focused on primary teachers in two Sharjah, UAE primary schools, managing four business segments and the HQ. Due to time constraints, a non-probability sampling method, specifically the self-selecting technique, was used to gather employee viewpoints. The study acknowledged limitations in external validity but aimed to reduce sampling bias by including sample frames from Sharjah branches, including the headquarters overseeing four business segments.

The population under study were the employees working in a Private school in Sharjah. The school has a total population of 150 primary teachers in the two schools. The researcher employed purposive sampling, a type of non-probability sampling, to select participants from the community for the quantitative research study. The goal was to choose individuals with specific characteristics to enhance the relevance of the study's findings to the entire population, as suggested by Schindler (2008).

The proposed study utilized both primary and secondary sources to gather data. Primary data was collected through a structured questionnaire, while secondary sources, such as corporate annual reports, peer-reviewed academic articles, and industrial data, were employed to provide statistical support for data analysis and to substantiate the research findings. Primary data, defined as information directly collected by the researcher, was employed in the proposed study. The primary data collection involved a

structured questionnaire survey administered to primary teachers at two school sites in Sharjah, United Arab Emirates. Out of 150 questionnaires distributed, 107 responses were received, with six of them being incomplete.

The study utilized secondary data, which is information gathered by someone else, to complement the primary data. Secondary data played a crucial role in the research by providing statistical information and supporting the analyzed data. These secondary data sources included online industrial reports, publications, refereed journal papers, and school annual reports.

A structured questionnaire was employed as the research instrument to gather data for the current study. This survey focused on assessing the impact of instructors' attitudes and preparation in delivering value education in two private schools in Sharjah, United Arab Emirates. The questionnaire comprised three sections:

- A) Demographic questions, including age, gender, nationality, number of years teaching, number of years teaching in the current school, and experience teaching value education.
- B) 20 quantitative questions, rated on a scale from agree to strongly disagree, covering sections on attitude, readiness, experience, and views related to imparting value education.
- C) 4 qualitative questions soliciting open-ended responses about attitude, readiness, experience, and views regarding the integration and impartation of value education in teaching.

The gathered survey data was analyzed using Excel, a tool known for generating tables, graphs, and facilitating statistical data analysis, commonly used in quantitative studies in management research. The analysis involved examining demographic profiles, as well as variables such as attitude, readiness, and value education. Pearson correlation analysis was employed to assess the hypothesis. The results were presented in tables.

To ensure the validity and reliability of the collected data, a two-step research process was employed. A pilot study involving five elementary school teachers was

conducted before distributing the survey to the entire sample. Despite the pilot study's involvement with elementary teachers, it showed no adverse effects. The secondary data for the study were sourced from reputable, peer-reviewed journals, books, and periodicals, ensuring external data authenticity. Google Scholar and the University Online Library were used as reliable resources. The study's sampling frames were carefully considered, eliminating the possibility of sampling bias by focusing on the primary section of two branches in Sharjah, including the HQ unit.

The department head of the private school granted permission to collect data for the master's thesis. The structured questionnaire, accompanied by a participant permission form outlining the study's objectives, was sent to the research subjects via personal and professional email accounts within three to four weeks. Only fully completed surveys were accepted, and participation was voluntary with the right to withdraw at any time. The data collected was stored on OneDrive and assured not to be used for any other research projects.

Participants were informed of the study's purpose and voluntary nature through prior emails. The questionnaire's section 1 provided detailed information on the study, its goals, and data usage. Participants were assured of anonymity and data confidentiality. The organizational consent form reiterated these details, emphasizing optional participation and the right to withdraw their completed questionnaire at any time.

Results and Analysis

This section provides a comprehensive analysis of survey data that delves into educators' perceptions and approaches to delivering values education. The breakdown of demographics highlighted four distinct age groups, with the majority falling within the 31-40 years range. The gender analysis indicated a higher representation of female participants compared to males. Concerning nationality, the majority identified as Arab nationals other than Emirati. Regarding teaching experience, a significant portion of

participants reported 6-10 years of overall teaching experience. Similarly, most had been teaching at their current school for 1-5 years. Experience specifically in teaching value education varied, with many teachers having 3-5 years of expertise in this area. Quantitative responses revealed predominantly positive attitudes toward teaching value education, as a substantial number of teachers agreed or strongly agreed that they felt comfortable, satisfied, and confident in delivering this subject, expressing that their schools were effective in promoting it. Lastly, a hypothesis test demonstrated a statistically significant moderate positive correlation between teachers' attitudes and their readiness to impart value education.

In this study, the researcher aimed to explore the correlation between teachers' attitudes toward imparting value education and their readiness to do so. The data included responses to Likert scale questions on these constructs from a teacher sample. Attitudes were measured by five items, and readiness was measured by another five items. Responses were coded from 1 to 5, and average scores for each construct were calculated. The analysis, using Pearson's correlation coefficient, revealed a moderate positive relationship (approximately 0.37) between teachers' attitudes and their readiness to impart value education. This indicates that teachers with more positive attitudes also tended to report higher readiness, and vice versa. A hypothesis test was conducted to assess the statistical significance. The p-value associated with the correlation coefficient was very low (approximately 0.000092), well below the conventional threshold of 0.05. Consequently, the null hypothesis, suggesting no significant relationship, was rejected in favor of the alternative hypothesis. Therefore, it can be concluded that there is a significant relationship between teachers' attitudes and readiness toward imparting value education in the examined sample.

The analysis underscored the significance of "Collaboration and Partnerships" as integral to creating an effective learning environment. This involves structured engagements among teachers, parents, and administrators, emphasizing the importance

of a collective approach in integrating academic and value teaching. The theme of "Teacher Training and Professional Development" accentuates the necessity for ongoing learning opportunities, particularly for educators entering the profession. The responses emphasize the importance of practical training and the application of real-life examples in teaching. "Values Education Integration and Evaluation" emerged as a pivotal theme, highlighting the embedding of value education in the regular curriculum. This approach advocates for the incorporation of moral standards into students' learning and suggests grading value education to measure its impact. The theme of "Utilization of Technology and Resources" underscores the significant role of digital tools and online platforms in modern teaching. Responses indicate that leveraging these resources can enhance the effectiveness and engagement of teaching. The importance of employing "Practical Examples and Real-life Context" in teaching was also emphasized. This approach enables students to better connect their lessons to real-world situations, thereby improving their understanding and retention of the subject matter. The theme of "Promotion of Moral and Ethical Standards" signifies that education is viewed not solely as a means to impart academic knowledge but also as a way to cultivate well-rounded individuals with a strong moral compass. Finally, while not as predominant in responses, the theme "Mental Health Awareness" indicates a growing recognition of the importance of mental well-being in academic and life success. It suggests a need for integrating mental health education and providing supportive resources within the educational environment.

The quantitative and qualitative data collectively indicate a generally positive attitude towards teaching value education. Quantitatively, many teachers express comfort, satisfaction, and confidence in teaching the subject. Qualitatively, participants acknowledge the importance of value education and express readiness to integrate it into their teaching. Both datasets underscore the need for teacher training and professional development. Qualitatively, participants call for more comprehensive training, especially for those new to the field. Quantitatively, the varied teaching experience suggests a

potential need for more targeted training and support, particularly for less experienced teachers.

The importance of using practical examples and real-life contexts in teaching, highlighted in the qualitative data, aligns with the indirectly inferred implications of the quantitative data. The statistical analysis in the quantitative data reveals a moderate positive correlation between teachers' attitudes and readiness for imparting value education, a dimension does not present in the qualitative data. In essence, while both qualitative and quantitative data offer valuable insights into teachers' experiences and attitudes toward imparting value education, they contribute differently, with quantitative data providing measurable information and statistical analysis, and qualitative data offering nuanced insights into participants' views and experiences.

Conclusion

The study investigates teachers' perspectives on teaching emotional intelligence and values education, employing both quantitative and qualitative analyses. Quantitatively, respondents express predominantly positive sentiments, indicating satisfaction, confidence, and effectiveness in teaching these subjects. Qualitatively, key themes emerge, emphasizing collaboration, continuous teacher training, and the integration of values education across subjects. The study highlights the importance of technology, practical examples, moral standards, and mental health awareness in education.

Further analysis reveals a need for additional teacher training to enhance the effective integration of values in education. Collaborative partnerships are deemed crucial, and future research could explore their structure, participants, and impact on student learning. The integration of values education across the curriculum is advocated, with future research focusing on practical strategies and potential effects on student outcomes. Teachers express a need for more resources, effective technology use, and real-life examples, suggesting areas for further investigation.

The study recommends specific aspects of training and development, exploring professional development models, and innovative training methods. Collaboration between stakeholders is encouraged, with studies needed to understand effective ways of fostering collaboration between teachers, parents, and administrators. Best practices for integrating values education across the curriculum should be explored, along with identifying effective technological tools. The use of real-life examples and practical applications in teaching values is suggested, along with understanding schools' roles in promoting moral and ethical standards and incorporating mental health awareness in education.

Despite its contributions, the study acknowledges limitations. The lower-than-targeted response rate may impact generalizability, and the geographic focus on Sharjah, UAE, may limit applicability to diverse educational contexts globally. Social desirability bias and the cross-sectional design are recognized concerns, suggesting the need for larger, more diverse samples and longitudinal studies. Self-reported data limitations prompt suggestions for incorporating observational studies or peer and student feedback. The predominantly quantitative nature of the study indicates a potential benefit from more detailed qualitative research.

In conclusion, the study provides valuable insights into teachers' attitudes and readiness for values education. The identified themes offer directions for future research and practical applications. Acknowledging limitations, the study is considered a crucial starting point, with future research recommended to address concerns and explore potential developments in values education.

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