



Inside Teachers' Views: Exploring Educator Perceptions of Value Inculcation in Preadolescence

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Abstract- Values play a critical role in personality development and form the foundation of a humane civilization. The National Policy on Education (NPE) emphasizes that with a well-structured curriculum, education can become a tool to cultivate desirable ethical, spiritual, and social values, helping to eliminate obscurantism, religious fanaticism, violence, superstition, and fatalism (Ministry of Education, 2020). This study explores secondary school teachers' perceptions of value inculcation among preadolescent students. A structured 10-item questionnaire with a 3-point Likert scale was administered to 150 teachers. Descriptive analysis of the responses reveals both the strengths and gaps in current practices. Findings suggest the necessity of integrating values systematically into curriculum and school culture to enhance moral development. These findings align with global calls for character education and citizenship values in the 21st century (Lickona, 1996; Arthur et al., 2017).

Keywords- Value education, moral development, teacher perceptions, character education, secondary schools, curriculum.

I. Introduction

Character development is fundamental to a meaningful life, encompassing traits such as honesty, sincerity, perseverance, and a humanistic attitude. Values act as behavioral guidelines that reflect societal expectations and contribute to an individual's holistic development. Moral values foster a positive environment and sustainable society. Education should aim to build not only knowledge but also character. Influential Indian thinkers like Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, and Dr. A.P.J. Abdul Kalam have emphasized that education devoid of moral grounding results in social and emotional disorder. Teachers play a vital role in secondary education, serving as moral exemplars and ethical guides. As Mohamad and Sihes (2019) and Bhardwaj et al. (2017) note, teacher attitudes and perceptions significantly impact pedagogical practices related to moral education. Borgohain and Gohain (2022) further argue that teachers' moral beliefs are central to their ability to model and teach ethical principles. They highlight the lack of structured moral education in current curricula and recommend teacher-driven value inculcation strategies.

Objective

- To analyze secondary school teachers' perceptions regarding current practices of inculcating moral values among preadolescent students.



II. Literature Review

Teachers' perceptions influence how effectively value education is implemented (Mohamad & Sihes, 2019). Despite curriculum mandates, practical challenges and gaps remain in embedding values into daily pedagogy (Borgohain & Gohain, 2022). Studies emphasize the importance of modeling behavior and using hidden curricula to transmit values (Bhardwaj et al., 2017). Character education approaches highlight that values must be intentionally taught, practiced, and modeled (Lickona, 1996). Arthur et al. (2017) advocate for whole-school frameworks that embed virtues across the academic and social fabric of schooling.

III. Methodology

- Research Design
Descriptive survey design based on previous empirical studies in value education.
- Sample
A total of 150 secondary school teachers selected through simple random sampling from both government and private schools.
- Instrument
A self-constructed 10-item questionnaire using a 3-point scale (Yes = 1, Sometimes = 2, No = 3) focusing on curriculum integration, teacher modeling, pedagogical strategies, and institutional support.
Data Collection
- Questionnaires were distributed in google forms. Demographics such as gender, school type, and teaching experience were also collected.

IV. Data Analysis

Table 1: Teacher Responses on Moral Value Inculcation in Schools (N = 100)

No.	Statement	Yes	No	N/A	% Yes	% No	% N/A	Level
1	Moral values are explicitly reflected in the academic curriculum	55	35	10	55%	35%	10%	Moderate
2	Lessons frequently incorporate moral stories or ethical dilemmas	47	43	10	47%	43%	10%	Moderate
3	Students are regularly provided with opportunities to practice values in school settings	62	28	10	62%	28%	10%	Moderate
4	Assessments include components that evaluate value-based learning	40	50	10	40%	50%	10%	Low



5	Structured training and support for value education are provided to teachers	48	42	10	48%	42%	10%	Moderate
6	Value education is embedded in the school culture and daily routines	60	30	10	60%	30%	10%	Moderate
7	Teachers consistently serve as role models for demonstrating ethical behavior	70	20	10	70%	20%	10%	High
8	Classroom discussions regularly address moral conflicts and dilemmas	46	44	10	46%	44%	10%	Moderate
9	The school has an established program promoting core values across all subjects	38	52	10	38%	52%	10%	Low
10	Current educational practices effectively nurture students' moral and ethical development	58	32	10	58%	32%	10%	Moderate

Table 2: Category-Wise Analysis of Value Inculcation Practices

Category	Strong (>65%)	Moderate (45–65%)	Weak (<45%)
Curriculum Integration		✓	
Pedagogical Approaches		✓	
Practical Application		✓	
Assessment Alignment			✓
Institutional Support		✓	
Cultural Embedding		✓	
Teacher Role-Modeling	✓		
Dialogic Engagement		✓	
System-Wide Program Implementation			✓
Perceived Impact on Development		✓	



V. Interpretation and Scholarly Analysis

The findings from the revised data indicate a moderate level of moral value integration across curricular and co-curricular practices in secondary schools. While 70% of respondents affirmed that teachers model positive values—suggesting strong individual commitment—only 38% confirmed the presence of school-wide programs, and 40% acknowledged assessment-based value tracking. These disparities highlight a clear gap between intention and institutional framework. This gap is consistent with Arthur et al. (2017), who emphasize that whole-school approaches are essential for sustainable character education. Similarly, Lickona (1996) argues that intentional value teaching must be supported by structure, practice, and reflection, not just isolated modeling. The moderate engagement with ethical discussion (46%) and moral dilemmas in classroom conversations also underscores the need for explicit pedagogical training in moral reasoning (Narvaez, 2006). The low scores in assessments and programmatic implementation further suggest that value inculcation remains informal and fragmented. As Mohamad and Sihes (2019) note, hidden curriculum and informal modeling are insufficient without systemic support and curricular alignment. Therefore, the data strongly supports the need for institutional reform and teacher training in value-based pedagogy. Teachers should be empowered through professional development and supported by school-wide policies that embed values into all aspects of schooling—from instruction to assessment, and from classroom to campus culture.

VI. Conclusion and Recommendations

Teachers show a strong personal commitment to value education but highlight systemic limitations.

Recommendations:

- Invest in value-based professional development for teachers.
- Develop comprehensive, school-wide value education strategies.
- Encourage classroom discussion on ethical dilemmas.
- Promote observable value-based practices across campus life.

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