Investigating Teaching Values in Teacher Education at Salahaddin University

Qismat M. Zahawi

Department of English, College of Basic Education, Salahaddin University, Country Iraq

qismat.hussin@su.edu.krd

Abstract

Universities are not value-neutral educational zones but institutions for personality building and knowledge provision. This is especially true for teacher education colleges, where future teachers graduate. This study aims at investigating the extent to which teaching values is being incorporated into teaching EFL in colleges of Education and Basic Education at Salahaddin University. Besides, it tries to determine which value dimension is emphasized most by them. Finally, it attempts to uncover the challenges encountered when teaching values. This study adopts a mixed-method approach. A questionnaire will be used to obtain the quantitative data from 34 teachers, and the qualitative data will be collected from 8 teachers through an unstructured interview. The results revealed that Kurdish EFL teachers teach values in their classes, care about socializing students into appropriate behaviour, and exert an influence on them to internalize societal values and expectations. Their integration of teaching different values was almost identical, and teachers devoted equal time to teach values. Among the common challenges encountered by teachers when teaching values, they mentioned the controversial nature of the concept of 'value' itself and students' disinclination to receive moral lessons.

Keywords: Education Values, Teacher Education, Values

دراسة قيم التدريس في إعداد المعلمين في جامعة صلاح الدين

قسمت محمد الزهاوي [ORCID]

قسم اللغة الإنكليزية، كلية التربية الأساسية، جامعة صلاح الدين، كوردستان العراق
qismat.hussin@su.edu.krd

المستخلص :

الجامعات ليست مناطق تعليمية محايدة للقيم، ولكنها مؤسسات لبناء الشخصية وتوفير المعرفة. وهذا ينطبق بشكل خاص على كليات إعداد المعلمين، حيث يتخرج المعلمون المستقبليون تهدف هذه الدراسة إلى التحقيق في مدى دمج قيم التدريس في تدريس اللغة الإنجليزية كلغة أجنبية في كليات التربية والتعليم الأساسي في جامعة صلاح الدين. بالإضافة إلى ذلك، تحاول تحديد البعد القيمي الذي يتم التأكيد عليه أكثر من قبلهم. وأخيرًا، تحاول الكشف عن التحديات التي تواجهها عند تدريس القيم. تتبنى هذه الدراسة نهجًا مختلطًا. سيتم استخدام استبيان للحصول على البيانات الكمية من ٣٤ معلمًا وسيتم جمع البيانات النوعية من ٨ معلمين من خلال إجراء مقابلة غير منظمة معهم. كشفت النتائج أن المعلمين الأكراد الذين يدرسون اللغة الإنجليزية كلغة أجنبية يعلمون القيم في فصولهم ويهتمون بتنشئة الطلاب على السلوك المناسب ويمارسون تأثيرًا عليهم لاستيعاب القيم والتوقعات المجتمعية. كان تكاملهم في تدريس القيم المختلفة متطابقًا تقريبًا، وخصص المعلمون وقتًا متساويًا لتدريس القيم. ومن بين التحديات الشائعة التي يواجهها المعلمون عند تدريس القيم، ذكروا الطبيعة المثيرة للجدل لمفهوم "القيمة" نفسه ونفور الطلاب من تلقي الدروس الأخلاقية.

الكلمات المفتاحية: القيم، القيم التربوية، تعليم المعلمين

1. Introduction

Preparing future teachers is moral in nature since the process entails making sensitive decisions concerning what is right and virtuous for students and teachers. First, teacher educators must understand how values are rooted in education and learn how to knowingly incorporate moral-based practices into their own teaching.

The idea of this research originated from the researcher's participation in a joint capacity building program in teacher education with Leipzig University/ Germany in 2015. After presenting the syllabus for the four years being taught at the College of Basic Education, the German side criticized the syllabus for neglecting to promote the moral aspect in the students who are expected to become teachers in the future. As a matter of fact, the syllabus taught at the college of Basic Education/ English department constituted of linguistic and psychological subjects only, disregarding the importance of teaching values. Consequently, the researcher considered investigating EFL teachers' attitudes toward incorporating teaching values into teaching EFL in colleges of Education and Basic Education at Salahaddin University.

Kurdistan Region of Iraq (KRI) has witnessed political, economic, and social openness in the last two decades. This has brought about some profound substantial changes in Kurdish society. The Region went through a period of developing democracies, which was meanwhile accompanied by an economic crisis and drastic openness to the western culture. Consequently, this situation resulted in a decline of values among the current generation of youth who live in a community with limited resources on the one hand and high life demands on the other hand. This imbalance between needs and supplies paved the way for cases of abuse and disappointment to emerge in the community. The current situation in KRI necessitates creating a more renewable community with responsible upright citizens. It is a challenging but not unattainable target if the authority can depend on engaging institutions and an accountable and committed public. Altering these adverse circumstances is a responsibility of us all; hence, policy-makers, educators, and families should shoulder the responsibility of incorporating teaching values into education to alleviate the situation.

Teaching values to students is part and parcel of the teaching profession so as to decrease moral deterioration among the young generation. Hence, this creates an obligation for teachers to pass on moral values to students and interlace these in all facets of the teaching scene, for instance, in the curriculum, in teachers' instruction, and in the organizational culture at their institutes. Just in the same way that people learn different disciplines like

Qismat M. Zahawi ✉ *Email: qismat.hussin@su.edu.krd*
http://jcoeduw.uobaghdad.edu.iq/index.php/journal
71

science and mathematics, they also need to learn the lessons and ethical principles essential to living in harmony and social progress such as respect, tolerance, loyalty, equality, and self-expression.

The Aims of the Study

Responding to the importance of teaching values to future teachers, the current study aims to unveil:

1- The extent to which teaching values is being incorporated into teaching EFL at college of Education and Basic Education
2- The value dimension that is emphasised most by teachers
3- The challenges encountered by teachers when they teach values

Research Questions

The current study attempts to answer the following questions:

1. To what extent teaching values teaching is incorporated into teaching EFL at colleges of Education and Basic Education/ at Salahaddin University?
2. Which value dimension is emphasised most by teachers?
3. What are the challenges encountered by teachers when they teach values?

2. Theoretical Framework

2.1 Values and values of education

This part falls into the following sections

2.1.1 Values

Values are delineated by Hill (1991, p.4) as "beliefs held by individuals to which they attach priority or worth and by which they tend to order their lives". According to Veugelers and Vedder (2003), values refer to judgments established upon a perception of what is good and what is bad, which consequently affects leading a just life. It is worth mentioning that the notion of values is not contingent on individual preferences. Instead, it is a judgment dependent on unequivocal and structured ideas about how people identify with their environment.

According to Sari (2013), values are the essential principles that guide people's behaviors. When people have basic life principles, they will be steadfast and not susceptible to external influence by the environment where they live because their principles will direct them on how to behave. That is, values constitute the rules by which people decide about what is right and wrong, good and bad, and what is allowed and what is not.

It could be said that teachers and students have personal values that interact in education. Teachers want to influence the values of the students as part of their moral task or as part of the functioning of school as a learning organization. Due to this crucial role of teachers, Khidir and Ismael (2019) consider teachers a "foundation stone and primarily responsible for achieving the goals of education" (p.409).

2.1.2 Values of Education

Veugelers and Vedder (2003) asserted that different terminologies are being used in the literature to refer to the concept of values education: values education, moral education, citizenship education, democratic education, and moralogy. This assertion is further approved by Solomons and Fataar (2010), who, based on their literature review, argue that the term 'values' is "a fluid concept subject to different interpretations" (p.225).

Dewey (1934) was among the pioneer educators who accentuated the significance of values education and acknowledged the key role played by educational institutions in developing students' morals. He believes that constructing values is one of schools' priorities. Hence, he considers schools responsible for providing a healthy and natural environment where students' moral character develops. This entails those schools and institutions plainly cannot evade shouldering their roles in orienting students in values construction.

The concept of values education is deeply embedded in the educational process to instill moral standards that yield more civil and democratic societies. Mead (2023) claimed that from Aristotle's time, civic education was not merely used to refer to civic virtues and modest conduct. Instead, it was originally used in relation to the political setting. It was essentially concerned with values development and its interrelationship with the political structure of that society.

Veugelers and Vedder (2003) were of the belief that value education applies to teaching "social, political, cultural, and aesthetic values". Likewise, Atkin (1996) believes that embracing a values-driven approach in education is "like becoming an education architect as opposed to a protector of heritage buildings" (p.19). Although education is more fluid and adaptable in nature than a building, this metaphor is of crucial importance since it inspires looking at what is included in architectural design, for instance, the vision of the architect, the purpose behind designing the building, and the environment under which the building is to be accomplished.

According to Veugelers and Vedder (2003), the concept of 'value forming education' accentuates the process of value formation to be embedded in the course of education. Furthermore, they proceed to say that there is an increasing international interest in values education. It is gaining recognition throughout the Western countries, Asia and Latin America as well. For example, the Kenyan government adopted and mainstreamed value-based education in their curriculum as a reaction to prevailing problems in their society, such as corruption, widespread drug consumption, and general

disruptive behaviour among students (Musungu et al. 2018).

This interest in values education is attributed to the fact that advancing on the road of democracy requires citizens with good competencies to participate in different forms of social and political life. Thus, teaching democratic values and promoting citizenship competences via education is gaining recognition in different countries. Abdul Razzaq (2019) believed that it is crucial to teach values and human rights through discretionary and extracurricular activities since this education enables them to realize their rights and behave morally. To her, moral education plays an important role in "instilling the knowledge, skills, attitudes, and values that can foster a culture of human rights," which are indispensable to achieving a more peaceful and just global society. Similarly, Aziz (2021) asserted that it is the responsibility of teachers to improve undergraduate education. Teaching principles and values act as "a guideline to improve the good way of teaching and learning" (p.42).

In some contexts, especially when the educational systems are undergoing a process of curriculum reform, the hand of government, which reflects the political philosophy, underpins the reform, especially in the issues related to values education (Hill, 1991). Furthermore, he considers mainstream education as "the common vehicle for the development and reinforcement of basic moral, social, political, and economic values …… the internalization of values begins at the schooling and teacher education level" (p.16). The significance of values education lies in the fact that it fosters tolerance and understanding regardless of political and cultural differences. Similarly, Abdul Kader and David (2024) support integrating values education across the curriculum and summon finding practical strategies and potential classroom practices to make this integration successful.

Doubtless to say, learning to teach presumes the reshaping of one's understanding, identity, and mediation that forms and is formed by reorganizing one's own values (Vermunt, 2016). The moral aspect of teaching is manifested in two main facts. Firstly, the essence of teaching lies in its ability to change people, of course, a change for the better. Secondly, teachers' duty is not limited to impart scientific knowledge only. Instead, they teach and pass on knowledge in classrooms, where teachers' beliefs about what is right and good for their learners are disseminated. Consequently, since teaching involves human relations (teachers and their students), this relation is moral in nature, contemplating central issues like honesty and respect.

Singh (2016) delineated value education as a process of `Man Making' and `Character Building'. Teacher education is basically a value-driven process

whose main concern is the overall growth of the teacher, both academically and morally. He proceeds by saying, "value-based approach must form the backbone of the teacher education system" (p.3265). This is due to the fact that teachers are the torch carriers in society who determine the course of actions in that society.

Shobana and Kanakarathinam (2017) emphasised the need for character-building education in the digital era. They assert that these values have a great influence on transforming students' character: efficiency, integrity, discipline, cooperation, and good temper.

In the realm of teaching values in teacher education, educators' personality has received much attention. That said, teachers' everyday behaviour is of greater moral potency than the direct moral lessons that teachers might offer. As Willemse et al. (2008) maintained, a certain degree of conformity between teachers' behavior and actual enacting of values, on the one hand, and the practice of these values from the students, on the other hand, is anticipated.

Dasari (2017) considered pre-service teacher attitudes significant and decisive and warrants orienting teacher education toward the formation of positive beliefs. Hence, he calls for changes in pre-service teacher curriculum and training with a focus on values.

As regards the purpose of teaching values, Şahin (2019) identified two main purposes: to produce good citizens with good character (social values and personal values), as illustrated in Figure 1.

Figure (1)
The Purpose of Values Education
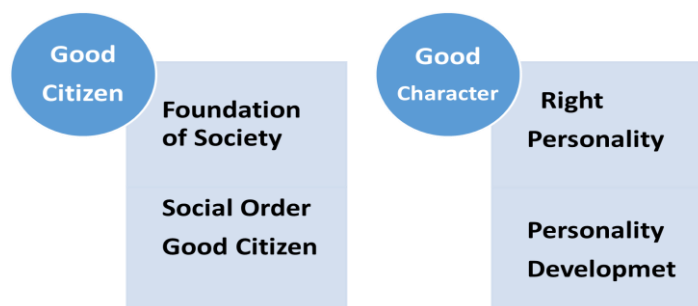
2.2 Related Works

This section is confined to the most pertinent studies done on teachers' perspectives toward values education. Thornberg and Oguz (2013) conducted a study to examine teachers' views on values education. Their

sample consisted of 52 teachers from Sweden and Turkey. The interviews were analyzed qualitatively. The findings revealed that values were mainly imparted to students to comply with societal norms. The teachers maintained that they did not teach values directly; instead, they did their best to be good role models in their interactions with students. Besides, a lack of professional knowledge of teaching values was readily apparent among the teachers.

In a directly related study to the current one, Şahin (2019) carried out a study in Turkey, and he was after uncovering the attitudes of the pre-service teachers about values education. He interviewed 12 prospective teachers in 4th grade in the faculty of education. Their attitudes on values education were divided into two categories: my values and values education. The former included personal and social values. Whereas the latter tackled raising good citizens as its main concern.

In another study carried out by Achieng et al. (2020) in Kenya, it was revealed that teachers accentuate teaching personal values, such as sincerity, honesty, and respect, and other academic values, such as mentoring, scaffolding to perform their duties, and maintaining school values and rules.

Bayırlı et al. (2020) conducted a study in Turkey on values education. The sample consisted of 10 teachers, and data were obtained through semi-structured interviews. The researchers concluded that the teachers consider values education crucial because of the continuous changes in our society and culture and asserted that value education activities positively affect the students.

2.3 The theory/Model Adopted in Data Analysis

Thornberg and Oguz (2013) identified four main types of values that need to be emphasized and brought to the fore in the domain of education, namely: relational values, self-responsibility values, self-enhancing values, and democratic-participation values. The first set of values (relational values) is concerned with how to behave toward others, such as treating others with respect, showing kindness and empathy, expressing tolerance, and not causing annoyance or harm to others. Concerning the second set (self-responsibility values), it is mostly related to students' accountability and self-regulation. The third set (self-enhancing values) is associated with assisting students to develop positive self-confidence and high self-esteem. The last set (democratic-participation values) includes self-expression, self-recognition, belongingness, and nationalism. It is worth mentioning that this categorization of values is used as a base for designing the teachers' questionnaire in this study.

3. The Analytical Part

This part falls into the following sections:

3.1 Methodology of the Study

This study is confined to investigate the extent to which EFL teachers incorporate values education into teaching future teachers, the value dimension is emphasized most by teachers, and the challenges encountered in teaching values in English departments at Colleges of Education and Basic Education / Salahaddin University for the academic year 2022-2023. This study adopts a mixed-method approach. A questionnaire will be used to obtain the quantitative data from the teachers of the two departments (34 teachers), while the qualitative data will be collected from 8 teachers by conducting an unstructured interview with them.

3.2 Data Analysis

3.2.1 The Questionnaire Analysis and Discussion

A questionnaire was developed in order to investigate the extent to which teaching values are being incorporated into teaching EFL at College of Education and Basic Education and to determine the value dimension that is emphasized most by teachers. Thirty-four teachers answered the questionnaire. It comprised twenty items and they were categorized into four dimensions: relational values, self-responsibility values, self-enhancing values, and democratic participation values. This categorization was made on the basis of the classification of educational values proposed by Thornberg and Oguz (2013).

To answer the first research question which read as "To what extent teaching values teaching is incorporated into teaching EFL at colleges of Education and Basic Education/ Salahaddin University?", the data were analyzed as follows:

The first dimension of the questionnaire was concerned with relational values, i.e., values about how to treat others. It is clear from the data that the Kurdish EFL teachers conceive learning the values of tolerance, showing respect, being kind, showing sympathy, and treating others fairly as important, and they teach these values explicitly. Among these values, 'showing respect, well-manner, and integrity' got the highest mean (3.76), as is shown in Table (1) below:

Table (1)

Relational values items

Items dimension 1	Mean	S.D.
I encourage students to show other people respect, be well-mannered, and have integrity.	3.76	0.43

Qismat M. Zahawi ✉ *Email: qismat.hussin@su.edu.krd*
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	Mean	S.D.
I prompt students to treat others in the same way as they want to be treated.	3.47	0.83
I guide students to be tolerant and care for others' feelings.	3.62	0.70
I encourage students to show empathy and treat others fairly.	3.59	0.66
I stimulate students to improve their ability to resolve conflicts and understand others' opinions.	3.65	0.54

As for the second dimension in the questionnaire, which is about self-responsibility values, it seems the teachers taught their students and supported them to gain these values. Among the items, 'taking responsibility for themselves and their actions' got the highest mean (3.85), as is shown in Table (2):

Table (2)
Self-responsibility values items

Items dimension 2	Mean	S.D.
I help students to develop self-awareness and recognize their own strengths and weaknesses.	3.50	0.83
I assist students in taking responsibility for themselves and their actions.	3.85	0.44
I instill in students the readiness to be self-disciplined and follow the rules.	3.56	0.56
I encourage students to be honest and do their best in every situation.	3.71	0.58
I support students to develop a positive self-image	3.65	0.54

In the third dimension, which is associated with self-enhancing values, the results revealed that the teachers worked on enhancing their students' self-confidence, and the item for 'encouraging them to strive for excellence' got the highest mean (3.74), as is shown in table (3):

Table (3)
Self-enhancing values items

Items dimension 3	Mean	S.D.
I nurture students' awareness of the consequences of their actions on the planet and instill in them a respect for nature.	3.15	0.70
I aid students to have self-confidence and protect their public image.	3.68	0.53
I promote students' self-confidence to encourage them to strive for excellence in everything they do.	3.74	0.45
I foster their ability to live in reasonable harmony with people.	3.41	0.70

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I try to cultivate students' self-efficacy to deal efficiently with unexpected problems.	3.44	0.61

In the last part of the questionnaire, which is concerned with democratic participation values, the results indicate that the teachers cared about promoting their students' self-expression and taking their voices into consideration. The item 'creating a supportive environment and conducting democratic conversations' got the highest mean (3.88), as is clear from Table (4):

Table (4)

Democratic participation values items

Items dimension 4	Mean	S.D.
I nurture in them self-expression and freedom of speech.	3.74	0.45
I take their voice and choice into account in class decision-making.	3.59	0.50
I create a supportive environment in my class and conduct democratic conversations.	3.88	0.33
I foster students' citizenship feelings and encourage patriotism.	3.24	0.92
I stimulate students to be broad-minded and develop trust in life and in their own role in making things change for the better.	3.71	0.52

I stimulate students to be broad-minded and develop trust in life and in their own role in making things change for the better.   3.71   0.52

Pondering upon the results above reveals the fact that Kurdish EFL teachers teach values in their classes, care about socializing students into appropriate behavior, and exert an influence on them to internalize societal values and expectations. This result aligns with Thornberg and Oguz (2013) who asserted that teachers teach values to help students accept and adhere to the societal norms so as to maintain the discipline and harmony of the society.

As for the second research question, which reads as 'Which value dimension is emphasized most by teachers?', comparing the means of the four dimensions of the questionnaire shows that the teachers taught the four types of values (relational values, self-responsibility values, self- enhancing values, and democratic-participation values) indistinguishably. That is to say, they incorporated teaching values into their teaching almost identically. We find that Self-responsibility values got the highest mean (3.65294) due

to the importance of holding responsibility because a lot of other important values are built upon it. Table 5 presents summary statistics of the four means:

Table (5)
Summary Statistics

	Mean	**St. deviation**
M1 Relational values	3.56471	0.430562
M2 Self-responsibility values	3.65294	0.454763
M3 Self-enhancing values	3.48235	0.454253
M4 Democratic participation values	3.62941	0.319592

To answer the second question and know which value dimension among the four has been emphasized more, the analysis of variance (ANOVA- one way) is used to examine the differences among the means of the four types of values. Since the P-value of the F-test is greater than 0.05 (0.3383), there is not a statistically significant difference among the means of the 4 variables. This means that the four types of values have been taught at the same rate. This result signals the fact that teachers devoted equal time to teach values. In other words, they paid due attention to teach individual values; so, they did not teach a specific value at the expense of another one. Table 6 demonstrates the ANOVA test result:

Table (6)
ANOVA Table

Source	**Sum of Squares**	**Df**	**Mean Square**	**F-Ratio**	**P-Value**
Between groups	0.595294	3	0.198431	1.13	0.3383
Within groups	23.1224	132	0.175169		
Total (Corr.)	23.7176	135			

3.2.2 The Interview Analysis and Discussion

An interview with eight teachers was conducted so as to gain the needed data for answering the third and fourth research questions, which examine how teaching values are incorporated into EFL teacher education and the challenges encountered in teaching values. The interview started with the question, 'What is your attitude toward teaching values in teacher education? Is it necessary to be taught to future teachers?'.

Almost all the respondents believed that values constitute an integral part of teaching; all teaching is grounded on teaching values. Besides, they were

convinced that the values held by teachers are necessarily part of their teaching practice, i.e., they may subconsciously try to pass their own values on to their students. Therefore, it is essential to integrate teaching values into the education future teachers receive.

Two teachers believed that "Teaching values helps students gain the knowledge and skills necessary to understand and engage in the society they live in, including politics, civil society, and economy. They become active, informed, and accountable citizens who are willing and able to partake in the political process. It builds in them a sense of involvement to effectively handle life changes. It gives them a voice, prepares them to have their own 'say' in the public issues in their communities, and make a positive contribution". Hence, it raises their awareness of their rights and responsibilities. This would pave the way for them to successfully encounter the challenges of their future working life.

One teacher said, "As an educator, I do feel that our students are double-burdened in the current situation in KR, where the young generation is undergoing a difficult economic situation. Therefore, it is necessary to teach values in teacher education programs. In this case, the goal of teaching values needs to be twofold: public morality and citizenship in addition to personal values and life commitments."

Three teachers pointed out that implanting values in students gives them a positive direction in shaping their future. They added that it develops students' character and helps them to develop strong relationships with family and friends; hence, it guides them to be beneficial to friends as well as the people around them. As university teachers, it is a must for us to develop students' capacity to think rationally and decide in the most ethical way possible. We should help them to build their own conception of what is good and ethical.

Four teachers remarked that they endeavor to be good role models for their students in teaching values and showing mutual respect. Since values education aims at preparing students to behave in a way that complies with a predominant set of societal values and norms, teachers try to act like models and convey these values through their daily interaction with their students. This belief on the part of Kurdish EFL teachers aligns with Thornberg and Oguz's (2013) assertion that teachers adopt role modeling as a primary means by which values can be successfully taught. They concentrate on passing on the "taken-for-granted dominant values" that would result in educating respectful, rule-obedient, and self-regulated students.

As for the second question which reads as 'As an educator, do you teach

values explicitly or implicitly? How?' the teachers expressed strikingly different views. One of the respondents considered teaching value as an indirect intervention on the part of the teacher that would result in the moral development of students, including their behavior and the way they perceive issues of right and wrong. Consequently, they will learn how to handle difficult situations with maturity. Another respondent reported that teaching values, whether explicitly or accidentally will affect students' development and the moral opinions held by them.

Another teacher maintained, "I teach values within a pedagogic framework both explicitly in the classroom and implicitly by example". Besides, he thought that engaging students in practicing values and letting them witness such positive practices would result in promoting students' social and interpersonal skills. Hence, he considered developing a college environment as a prerequisite for teaching values. He proceeded, "If successfully taught, values help students come to possess inspirational attributes and attitudes, hence, develop a sound sense of themselves".

Teaching values explicitly ensures establishing an interactive language among students and teachers. Furthermore, explicit teaching of values results in a better understanding of the targeted value and works better in redirecting students' undesirable behavior.

Another teacher said, "I prefer teaching values explicitly rather than imparting them implicitly". Ha believed that when values are explicitly passed on and endorsed within a teaching culture, it becomes imperative for that institution to ensure the mutual abidance of these values on the part of the staff and students in their interactions. This collective focus brings the staff together to endeavor to build a collaborative and supportive learning community that has far-reaching consequences for students' academic progress.

"As a literature teacher, I have abundant opportunities to teach values directly. For example, empathy-building exercises are indispensable tools to nurture understanding and good values among students. Specifically, I find short story sessions that spotlight characters from diverse backgrounds very effective to instill good values because it offers a window into unrivalled experiences that inspire students to relate to and make sense of different feelings". Another literature teacher expressed a different opinion "I teach values indirectly by awakening them through such teaching strategies: dramatization, simulations, and assigning them responsibilities within the literature lesson. Putting students in educational situations would make them think about these situations and contemplate about the insights obtained from these experiences".

Qismat M. Zahawi ✉ *Email: qismat.hussin@su.edu.krd*
http://jcoeduw.uobaghdad.edu.iq/index.php/journal

Indirect teaching was adopted by another teacher: "I think integrating team-based cooperative exercises offers a genuine chance to teach values indirectly. These exercises help to promote interpersonal and social skills; it is through teamwork and social interactions that values are gradually introduced and practiced. When students get involved in group work, they learn effective communication, compromise, and the value of bringing different perspectives together and moving towards one common goal".

However, another teacher reported taking a critical approach in teaching values in her classes. "She believed that teaching values cannot be merely limited to teaching the right and wrong. Instead, it is of great significance to adopt critical pedagogy and make students successful critical thinkers who are able to distinguish between good and bad and take a stand whenever necessary".

An important issue calling attention to the expressions of most of the teachers was their willingness to teach national values and citizenship awareness. In response to the third question, which reads as 'Do you think that the national values and explanations about citizenship awareness should be integrated into the curriculum and be given more space?', the majority of the teachers believed that they focus on values that are related to humanity, religion, and nationality alike. They claimed to evoke their students' nationalism and patriotism on specific occasions like Newroz (Kurdish national day). Four teachers acknowledged the significance of building a sense of connectivity and belongingness in their students. Additionally, they emphasized a sense of solidarity and commitment to the progress of the nation. It is necessary to enable teachers to recognise forms of citizenship education in their daily classroom practice so as to align their educational goals and strategies with developing citizenship of their students in a way that makes students have pride in themselves, their people, and their history. To a great extent, the teachers' responses to this question accord with Geijsel et al.'s assertion. According to Geijsel et al. (2012) (cited in Dam et al., 2020), the importance of citizenship education lies in enabling students to deal with differences, critically examine alternative perspectives, investigate opportunities for change, and reflect on social justice.

Another teacher affirmed raising students' awareness of the upshots of their actions on the planet and implanting in them a care for nature. He maintained that "citizenship can be approached from two perspectives: local and global. The former teaches students how to be citizens of a certain country and show patriotism to it; the latter reminds students that they are citizens of one globe and have one destiny on the planet".

A respondent stated, "Values education is very necessary for the holistic

development of a teacher candidate since it develops a sensible, well-adjusted citizen with a forceful personality and having a positive view of humanity and nationalism. I do emphasize teaching humanism rather than Kurdish nationalism". Teaching humanism educates them on what it means to belong to their own country and nation and enlightens them about what it means to have a voice. Hence, this would fuel student advocacy by actively participating in the current issues. This enlightenment assists students to look in a broader perspective and thinking deeper about societal inequalities in their community.

This shows that allocating a space for national values in the program is of profound significance. Explicitly teaching national values produces active citizens who coordinate positively with their surrounding community. They are inclined to play a leading role in the critical key issues of their nation and try to improve them by bringing their energy and power of reasoning to them. Nowadays, it is deemed inescapable for the young generation to participate in their surrounding society and political life.

As for the fourth question, which reads as 'Have you received any training with regard to teaching values?', almost all the teachers reported that they had not received any training on teaching values, neither pre-service nor in-service. They shared the consensus that they need training on that issue. They stated that they suffer from a lack of professional language to handle ethical and moral issues. a respondent added, "Having ample teaching practice and participating in teaching values training workshops would empower us to teach values effectively and make us have more positive perspectives on teaching values". This assertion is affirmed by Ozcan (2023), who concluded that senior teachers who got training had more positive attitudes toward teaching values than novice teachers based on professional seniority.

It is worth mentioning that practicing values by the teacher is more than mere inclusion in the syllabus. Teachers need to develop competencies in their students and train them on how to inculcate values and impart the ideals of life and the social ethos of a community to their students in the future. Building such competency on the part of teachers requires being involved in professional training and workshops.

When responding to the last question, 'Does teaching values pose any challenge to you? How?', the teachers regarding teaching values troublesome. They claimed that they encounter challenges while teaching values. Teaching values is a complex and challenging aspect of the teaching process. This is because of the subjective and controversial nature of the concept of 'value' itself, and usually people's lives are oriented by the values

they hold

A teacher said, "There is a misconception among teachers concerning teaching values that they try to inculcate values rather than assimilating them into their teaching. More emphasis should be laid on how to assimilate values into teaching and practically practicing them. As we know, the true trial of a student's values is demonstrated by his/her actions and conduct". Two other teachers tended to support adopting a holistic approach that involves the basic elements that shape behaviour. That is to say, it is important to make the way for values to transcend the realm of moral theory to practice.

A teacher talked about values assessment as a challenge. He remarked, "Students' individual perceptions of what is virtuous or ethical mainly rely on their individual family background and how they conceive issues to be in harmony with customs. It is not easy to teach them values since they already have their previously established values". In other words, teaching how to make ethical judgements is not an easy job due to the fact that values are "subjective and relative in nature." Teachers may find it difficult to put into words a complex ethical issue. According to some teachers, it seems illogical and unreasonable to teach and dictate values. This statement comes out of their conviction that education is meant to liberate, not to domesticate. According to them, it is the student's personal right to hold whatever value he/she believes in.

Another challenge was students' disinclination to receive moral lessons. We find the immense power of values diminishing in the community. People tend to prefer individual interests at the expense of the common good.

In general, it can be inferred that the findings of teachers' interviews agree with that of Thornburg (2008) in every respect, which he outlined in three main points. He concluded that values education is subconscious, reactive, unplanned, and accidentally incorporated into everyday teaching based on students' needs. Besides, there was a lack of professional knowledge in the domain of values education among participants.

Thus, it can be deduced from the teachers' remarks that the teachers positively view teaching values in teacher Education programs. Through teaching values, a more trustful student-teacher relationship is established. Once this trust is built, students behave more respectfully and courteously towards their teachers. In turn, more democratic and supportive classrooms are established. Value education paves the way for students to hit on the very best of themselves, which in turn prepares them for their future profession as a teacher and helps them to easily cope with the external world around them.

4. Conclusion

Based on the data collected from the respondents, it can be concluded that in the context of Kurdish teacher education, values are being taught accidently and in a reactive way to students' everyday behaviour without having any pre-planning for that, except for some cases. Hence, it can be said that teaching values are subconsciously embedded in the practice of most of the teachers as a part of their instruction. As a matter of fact, this subconscious incorporation of teaching values on the part of teachers embodies their sincere concern about developing the morality and character of their students and preparing and graduating upright and healthy future teachers.

Teaching values to students yields substantial improvement in their personality on different levels. It is an investment in individual capability since it leads to continuous improvement of the personal, social, and moral aspects. Teaching values works on two different levels: the provision of a mechanism for self-regulation on the one hand and the provision of an ethical language for regulating interpersonal behaviour on the other.

Teaching national values to future teachers prepares them to practice these values in their future careers when they teach children different themes of nationalism, like national identity, self-determination, and solidarity, which emancipates children to play an active role in their community.

Teaching citizenship values is an indispensable prerequisite aspect of teacher education. Therefore, teaching citizenship is necessary for developing a genuine commitment to good actions and desirable qualities.

The respondents reported using different techniques for teaching values, whether directly or indirectly. Therefore, it is significant to leave teachers to their initiation and inspiration to find the learning resources and provide students with appropriate experiences and situations so as to be taken into consideration and translated into action in their daily life.

5. Recommendations of the Study

Teachers cannot remain value-neutral and still call themselves educators. Undoubtedly, teaching values should be a priority in the field of teacher education. It is deemed necessary for values education to be a welcome initiative in preparing future teachers. Therefore, it is highly recommended to incorporate teaching values into the curriculum of colleges of Education and Basic Education. Furthermore, the teacher educators who teach at these two colleges need to be professionally introduced to teaching values through courses and workshops so as to face any adverse consequence that might result from teachers' unacquaintance with the issue of teaching values and how to teach them successfully.

Teacher educators need to know how to teach values in a way that instils

ethics and inspires positive action in their students. By teaching values to students, they will learn how to find common ground with people who differ in their perspectives. Teachers can foster the feeling of citizenship on a daily basis by modeling democratic dialogues and reaching answers through constructive discourses. It is teachers' duty to convey how students can hold varying viewpoints while remaining benevolent.

As it can be seen values like: trustfulness, fellow-feeling, sincerity, righteousness, and compassion are fragmented under the influence of materialism. Then, the main responsibility of teachers lies in the restoration of values among the young generation. It might be difficult to get a grip on teaching values to encompass all the moral lessons all at once. Yet, successful teaching practices in passing on values have taken different formats, ranging from presentations, role-play, group discussions, and other scenarios. Hence, teachers can properly assimilate these values by playing a positive role in the provision of the suggested means.

6. Suggestions of the Study

It is suggested to carry out studies on the following topics:

- Examining teaching values in EFL basic and secondary schools

- Exploring the effect of values-based instruction on EFL students' achievement

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