

Cross-Examining Integration Level of National Values and Principles in Classroom Practice

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Abstract: The study had three objectives: to determine whether national values and principles are explicitly stated in the revised senior secondary school zambia education curriculum, to establish teachers' knowledge of national values and principles (NVPs), and to establish level of integration of NVPs in daily lesson plans. In order to have an in depth understanding of the study, a qualitative case study research design was used. Using purposive sampling strategy, 50 senior secondary school teachers were selected in kabwe urban town. Only senior secondary school teachers who teach compulsory subjects namely: biology, chemistry, english language, mathematics, physics, and science 5421 were included in the study. Six softcopies of compulsory senior secondary school syllabi were used to collect data on values explicitly stated in the senior secondary school zambia education curriculum. In addition, a self-administered questionnaire was used to determine teachers' knowledge of NVPs and explicit use of NVPs in daily lesson plans. Results show that the senior secondary school zambia education curriculum has a total of thirteen values across six compulsory senior secondary school syllabi. Of the thirteen values, only two values were categorised under sustainable development. From a total of 50 participants, 22 participants managed to identify at most eleven NVPs correctly while 28 participants managed to identify at most seven NVPs correctly. None of the participants managed to identify all the 14 NVPs. Furthermore, no one among participants identified himself or herself to be explicitly integrating NVPs in daily lesson plans.

Key Words: classroom practice, curriculum, principles, Values education, national values

I. INTRODUCTION

There have been growing concerns in recent past regarding the break down in the moral fibre of the zambian society. For instance, the church [1], civic [2] and traditional leaders [3] have all lamented the fast pace at which morals and ethical standards are degenerating in the country. Vices such as tribalism, ethnicity, suspected ritual killings, political violence, mob justice, nepotism and other discriminatory tendencies have become the order of the day [4].

The seventh national development plan (SNDP) in [5] identifies social-cultural evils as a major hindrance to national development. Henceforth, it calls upon every zambian citizen to actively participate in confronting these negative social-cultural traits with positive social-cultural traits. This call has been re-echoed on several occasions by several key national leaders [6].

Responding to the much-needed change of mind-set, values education has been introduced in the revised zambia education curriculum [7]. Unlike the old curriculum that had put much emphasis on imparting subject content knowledge in learners, the revised curriculum has included explicit learning of skills, values and attitudes. Inclusion of explicit values education in the new curriculum was premised on the understanding that values contribute to the all-round development of an individual [8] and the national development [5].

According to Halsted and Taylor values are principles or standards that act as a general guide to behaviour [9]. Values are also defined as the guiding principles that underpin what people believe to be important when making decisions in all areas of private and public life [10].

National Values and Principles (NVPs) therefore are standards that the people of zambia collectively, have chosen to be the guiding principles of the actions and behaviours of zambian citizens. These are the standards that ought to guide each and every zambian citizen when making decisions in all areas of private and public life. These guiding standards are enshrined in article 8 of part II of the constitution of zambia [11]. They include the following:

- i. Morality and Ethics
- ii. Patriotism and National Unity
- iii. Democracy and Constitutionalism
- iv. Human dignity, Equity, Social Justice, equality, Non-discrimination
- v. Good governance and integrity and
- vi. Sustainable Development

These are the values and principles [12] the people of Zambia have decided to use as a general guide in their behaviour, character and identity formation. Building the character of learners and ultimately character of the people of zambia, is also one of the general aims of the revised zambia education curriculum [7]. With the introduction of explicit values education, the zambia education curriculum envision producing confident citizens [7]. These are citizens with the ability to think critically, creatively, able to make appropriate decisions and solve problems in everyday life [7]. This study therefore seeks to investigate whether the zambian education curriculum is using the same values enshrined in the amendment constitution of 2016, the NVPs, to build the

character of learners and ultimately the character of the people of zambia.

II. RESEARCH METHODOLOGY

A. Research Design

In order to establish an in-depth understanding of the level of integration of NVPs in classroom practice, a qualitative case study research design was used.

B. Research Objectives

The study had three objectives: : to determine whether national values and principles are explicitly stated in the revised senior secondary school zambia education curriculum, to establish teachers' knowledge of national values and principles (NVPs), and to establish level of integration of NVPs in daily lesson plans by selected senior secondary school teachers in kabwe urban town.

C. Research Questions

Four research questions were interrogated. What values are explicitly stated in the revised senior secondary school Zambia education curriculum? Does the revised senior secondary school syllabus contain explicitly stated NVPs? Do senior secondary teachers that frequently interact with pupils know all NVPs? Do teachers that frequently interact with pupils explicitly integrate NVPs in classroom practice?

D. Sample and Sampling Technique

50 senior secondary school teachers were selected from five different secondary within kabwe urban town. Purposive sampling was used. Participants' inclusion in the study was based on teacher-pupil frequency of interaction through teaching of six compulsory syllabi namely: biology, chemistry, english language, mathematics, physics, and science 5421

E. Research Instruments and Data Analysis

Six softcopies of compulsory senior secondary school syllabi namely: biology, chemistry, english language, mathematics, physics, and science 5421 were used to collect data on values explicitly stated in the zambia education curriculum. QDA Software was used in coding and analysing values. A self-administered questionnaire developed by the researchers was used to obtain data on teachers' knowledge of NVPs and explicit integration of NVPs in daily lesson plans. The questionnaire demanded that participants identify correctly all fourteen NVPs from a list of 30 values and principles. The questionnaire also demanded that participants list five values that they frequently and explicitly integrate in their daily lesson plan. SPSS was used to analyses level of knowledge and integration of NVPs in classroom practice.

F. Ethical Considerations

Participation in the study was on voluntary basis. Furthermore, all participants had their consent sought for

through the signing of individual consent form. To ensure confidentiality of participants, questionnaire did not include participants' identity.

III. RESULTS

A. Values Explicitly Stated in Revised Senior Secondary School Zambia education curriculum

With the help of QDA software, thirteen values were identified across six compulsory syllabi. All statements and phrases that talked of pupils' cooperation in both group and class activities were coded as collaboration. Statements that mentioned pupils' awareness of concepts, facts or theories were coded as 'knowledge awareness. Statements that mentioned pupils' appreciation of facts, theories or concepts were coded as 'knowledge appreciation'. 'Knowledge application' was used to refer to all statements that mentioned making of presentations and application of concepts in solving a problem in real life situation. Statements that mentioned ability to ask questions in order to understand were coded as curiosity. Other values identified were; courtesy, creativity, care and protection of environmental, innovation and subject interest. Others include logical thinking, motivation and respect.

Essentially, the thirteen identified values form three categories of values: subject specific values, social values and sustainable development values. Table 1 gives three categories of values across six compulsory under review.

Table 1: Three Categories of Values across Six Compulsory Syllabi

Category	Specific Values
Subject Specific Values: Values that focus on enhancing the process of acquiring and use of subject content knowledge.	Creativity
	Curiosity
	Knowledge Application
	Knowledge Appreciation
	Knowledge Awareness
	Logical Thinking
	Subject Interest
Social Values: Values related to principles that influence the quality of interpersonal relations	Collaboration
	Courtesy
	Responsibility
	Respect
Sustainable Development Values: Values refer to awareness of the need to protect and conserve the environment.	Care for the environment
	Protection for the environment

B. National Values and Principles Explicitly Stated in Senior Secondary School education curriculum

From the thirteen identified values, care for the environment and protection for the environment were the only values, within the revised senior secondary school zambian education curriculum that were categorised as sustainable development.

C. Level of Awareness of National Values and Principles among Teacher who frequently interact with learners

50 senior secondary teachers that frequently interact with pupils through teaching of compulsory subjects were asked to identify the fourteen NVPs from a list of 30 values. 22 participants out of 50 identified between seven and eleven NVPs correctly. 28 participants out of 50 managed to identify at most seven NVPs correctly. In terms of percentage out of 50 participants, 44% of the participants managed to identify at most eleven NVPs correctly while 56 % of the participants managed to identify at most seven NVPs correctly. No single participant managed to identify all fourteen NVPs correctly.

D. Level of Integration of National Values and Principles in Classroom Practise

Participants were asked to list five values that they often teach explicitly during daily lesson presentations. No one among the participants mentioned any of the NVPs to be among the values explicitly included in daily lesson delivery.

IV. DISCUSSION

Of the thirteen values stated in the six compulsory senior secondary school curriculums, only two are NVPs and both fall under sustainable development. The zambia education curriculum therefore contain values that are 85% different from NVPs. This difference has the potential to create the impression among educators and learners that NVPs are not important in character formation. Furthermore, absence of explicitly stated NVPs in the national education curriculum has deprived both teachers and learners knowledge of key values on which the people of Zambia desire to build their character and national identity.

Secondly, 58 % of participants only known seven out fourteen values. According to Vygotsky's theory of zone proximal development [14] knowledge construction by learners is done through the interaction of prior knowledge and new Knowledge. In this enterprise, there is knowledge that learners can acquire on their own without the help and support from teachers. There is also knowledge learners can only acquire with the help and support from teachers who are experts on the subject matter. [14]. NVPs fall within that kind of knowledge learners can only acquire with direct guidance from expert teachers. It is this very nature of NVPs that situates the teacher at the centre of NVPs transmission, learner and national character building. Teachers, especially those that frequently interact with learners must possess an in-depth understanding of all NVPs if they are to be of help to learners. A common saying holds that one can only give what he or she has. The low level of NVPs' knowledge among participating teachers implies that learners do not receive full knowledge of all NVPs. While emerging studies have shown the positive

impact of explicitly taught values on learners, there is little effort of integrating NVPs in the daily classroom practice.

V. CONCLUSION AND RECOMMENDATIONS

In as much as the revised zambia education curriculum envision character transformation through value education, majority of the values contained therein are subject specific values. These are values that focus on enhancing the process of acquiring and using subject content knowledge. The curriculum does not include NVPs upon which the desired nation character is to be founded. It is further noted that teacher knowledge of NVPs is limited. Integration in classroom praxis is also not very strong. In the light of reported positive impact that explicitly taught values have on learners, integration of NVPs in the national education curriculum is an urgent need. Strengthening teachers' knowledge of NVPs is also an urgent need in building the desired national character. Above all, there is an urgent need for teachers to deliberately include NVPs in their daily lesson delivery.

We recommend that teachers in schools, through continuous professional development programs, begin to undertake action research on integration of NVPs education in the classroom practice. We also recommend that schools display NVPs in classrooms for easy access by both teachers and learners.

ACKNOWLEDGEMENT

The authors wish to thank all the participants that took part in the research. In particular, the authors wish to thank Dr Chilombo A. and Fr. Mwale E. for their invaluable insights.

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