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Perceptions of Students Regarding Teachers' Morality in the Perspective of School Curriculum

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ARTICLE DETAILS	ABSTRACT
<p>History:</p> <p>Received: December 20, 2022 Accepted: December 31, 2022</p>	<p>The study investigates the morality of school teachers from the perspective of their students' reflections while the teachers were teaching content on morality in schools. The objective of the study was to analyze the content of moral education and values in English, Urdu, Islamic Studies, Social Studies, and Pakistan Studies of grades 3 to 10 published by the Punjab Text Book Board for the years 2019 and 2020 to understand students' perspectives about the extent the morality is reflected in teachers' behavior in accordance to the content on morality. For content analysis, a checklist was prepared after an extensive review of the relevant literature. A questionnaire was also developed to collect the perspectives of these students on teachers' morality. The population of the study consisted of students of public schools in Punjab, Pakistan and the sample was comprised of randomly selected 502 students of grades 9 and 10. It was revealed that content on morality was less than it ought to be and from the perceptions of students, the morality level of teachers is more than 'average'. The focus should be on practicing these values in society and parents and teachers have to play their role in the inculcation of moral values among youth.</p> <p style="text-align: center;">© 2021 The Authors, Published by WUM. This is an Open Access Article under the Creative Common Attribution Non-Commercial 4.0 (Fon</p>
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1. Introduction

Morality is much more than a kind behavior. It is best defined as "a totality of rules; it is like so many molds with fixed surroundings, into which we must nourish our behavior" (Raymond, 2020). These surroundings are the preserved values of the society which suggests one's character-building. These norms are a set of standards that direct someone to build his character and morality. Schools are responsible to provide information regarding the development of morality. Therefore, one of the aims of the school is to develop the character of a child along with developing him or her as an intellectual being (Guseva & Solomonovich, 2017). Education is the best tool to enlighten a person insight into right and wrong, to create awareness and knowledge, and to refine one's behaviors and attitudes (Ye & Law, 2019).

In connecting with tutors' capability, it is highlighted that teachers play the most significant part in shaping learners' behavior by enhancing the understanding and the repetition of moral principles among learners as education is the grounds for human personality improvement (Sidek, Mohamed, & Yunus; 2011). A teacher does not merely transmit values and beliefs to youngsters but these develop from a wide collection of the relationship between teacher and student. Often teachers are effective when they express how their moral questions are related to children's moral questions and when they model how to think about moral issues and dilemmas through stories, poetry, and dramas. Fair, generous, caring, and empathetic teachers model these qualities and can effectively guide students in sorting out questions. At each school, teachers should encourage students to work in groups where they can research, organize, create and design their own stories and identify the values, discuss the issues, explain the impact and demonstrate the behavior in their environment. Teachers' responsibility is to influence students in public involvement by adjusting new teaching tactics (Yusof, Noor, Jalil, Mansor, & Awang, 2018).

Sinakou et al. (2018) have stressed the approach of the school to the pupils' value development. According to Di Giminiani (2018), teachers are often unaware of the moral outcomes of their actions. He is of the view that the teacher has to be the most conscious in character and moral actions. This is because learners absorb not only the instructions but also unintentionally follow the way teachers behave and act in a classroom (Hübner et al. 2019). Education is a process that enhances the skills of beginners to lead a superior life. Along with that, it is a source of constructed and achieving information in a precise system such as schools. Teachers are the main source to inculcate morality, values, knowledge, and skills in students as role models, mentors, and guides to the character-building of their students (Naseer et al. 2019).

Cook-Sather et al. (2017) stated that the fundamental purpose of all schooling must be the nourishment of the ethical ideal" (p. 6), whereas, an ethical ideal means the idea of oneself being caring towards others as one wants to be cared for and maintaining a strong association. Hence, education is the best instrument to update a person's insight into right and wrong, to create awareness and knowledge, and to purify one's behaviors and attitudes (Ye et al. 2019). Numerous sets of values exist in humanity. Schools communicate to children what is expected of them, what is customary, and what is erroneous and correct. It is often claimed that values are caught rather than taught; through their culture, schools, socialize children into patterns of ethical behavior. Experience allows children to value behavior and social norms. Morality entails "having laws that will regulate dealings of men who can choose to abide by these laws because they know it is good sense to do so" (Uyanga and Amingo; 2010).

Teachers are the ones taking care of transferring information and knowledge through a designed syllabus to the students. Nevertheless, focusing on the above purposes of education, teachers serve as role models for a student's moral development. This task of teachers is well stated by Cruess et al. 2019 describing that "As teachers have direct interaction with students, they must serve as role models of character by acquiring proficient expertise".

The main purpose of education is to transform behavior positively. Moral decline in society is growing rapidly in Pakistan. Inculcation of morality and ethics is yet away from the target. Morality and value education is not achieving what it ought to be. Several social disorders prevail in our society, which shows the absence of decent values and their practice in our community (Bureau of Police Research & Development: Ministry of Interior, 2012). The

declining level of morality, especially among adolescents is becoming a universal issue. Pakistan is truly suffering from frequently diminishing levels of morals. Behavioral problems and social disorders not only affect communities but also the whole nation. This problem has increasingly gained magnitude in Pakistan and becoming the focus of universal attention (Naseer et al, 2019).

This particular study is also going to focus that why our curriculum could not be able to transfer moral values to their young ones. As teachers are the main source of communicating content to the students, the researchers intend to explore whether the teachers themselves can exhibit the same values; they want to transfer or inculcate among their students. So, the researchers are interested to explore the perspectives of students regarding the moral level of their teachers to assess the overall situation regarding moral education.

1.2. Objectives of the Study

The objectives of the study were to:

1. analyze the selected content regarding moral education and values.
2. explore students' perspectives about the extent the which morality is reflected in teachers' behavior.

1.3. Research Questions

1. What is the content on morality in the relevant textbooks from grades 3 to 10 taught in the schools?
2. To what extent the morality taught by the school teachers is reflected in their behavior as perceived by their students?
3. Is there any difference between the perception of boys and girls regarding teachers' morality?
4. Is there any difference between the perceptions of urban and rural students regarding teachers' morality?
5. Is there any difference between the perceptions of science and art students about teachers' morality?
6. Is there any difference between the perceptions of ninth and tenth-class students about teachers' morality?

2. Methodology

Content Analysis is a research technique for the objective, methodical, and measurable explanation of the manifest content of communications (Ashraf et al. 2020). Content analysis is a research instrument focused on the definite content and core features of media. It is used to regulate the presence of certain words, themes, concepts, phrases, characters, or sentences within texts or sets of texts and to analyze this existence in an intentional approach (Tanaka, 2020).

The content analysis method was used with a checklist to analyze the curriculum of the Punjab Text Book Board of grades 3 to 10, published for the years 2019 and 2020 (English, Urdu, Islamic Studies, S.ST, or Pakistan Studies). A checklist was prepared for content analysis by identifying the core moral values highlighted in the relevant literature. Moreover, a questionnaire was used to collect the perspectives of students regarding teachers' reflections on morality while teaching content on morality.

The questionnaire was developed by a deep study of relevant literature. The questionnaire was used to know the perspectives of the students of grades 9 and 10 regarding teachers' morality while teaching content on morality. This tool consisted of six factors i.e.,

Truthfulness, Forgiveness, Cleanliness, Kindness, Respect, and Honesty was developed from a literature review and validated by pilot testing and expert opinions. Further, these were divided into thirty sub-moral values.

2.1. Population and Sample

For the content analysis, the curriculum of the Punjab Text Book Board of grades 3 to 10 published for the years 2019 and 2020 (English, Urdu, Islamic Studies, Social studies, or Pakistan Studies) was taken to identify the core values included in these textbooks. Moreover, for knowing the perspectives of students, the students of grades 9 and 10 of Tehsil Pattoki, District Kasur who were studying in government high schools were taken as the population of the study. The randomly selected sample of the study was 502 students of grades 9 and 10 out of which 349 were boys and 153 were girls selected from public schools of Tehsil Pattoki, district Kasur, Punjab, Pakistan.

2.2. Statistical Analysis

Descriptive statistics and quantitative content analysis were used for analyzing the characteristics of the sample and content of the school curriculum for the identification of morality.

3. Results of the Study

Question 1: What is the content on morality in the relevant textbooks from grades 3 to 10 taught in the schools?

For content analysis, the researchers developed a checklist comprising significant moral values i.e., Truthfulness, Forgiveness, Cleanliness, Kindness, Respect, and Honesty after reviewing the relevant literature. These values were further divided into sub-qualities mentioned in the relevant literature. A checklist was developed comprising these moral values extracted from the literature. These qualities of morality were checked in the curriculum of English, Urdu, Islamic Studies, Social Studies, and Pakistan Studies of grades 3 to 10 published by the Punjab Text Book Board for the years 2019 and 2020.

Table 1: Content Analysis of Curricula from Grades 3 to 10

Sr. No.	Name of Moral Value	Presence in curriculum	G. 3	G. 4	G. 5	G. 6	G. 7	G. 8	G. 9	G. 10
1	Truthfulness	✓	✓	×	✓	✓	×	×	×	×
2	Unselfishness	×	×	×	×	×	×	×	×	×
3	Sincerity	×	×	×	×	×	×	×	×	×
4	Respect for Elders	✓	✓	×	×	×	×	×	×	×
5	Respect for Parents	✓	×	×	×	✓	×	×	×	×
6	Respect for Teachers	✓	×	×	×	✓	×	×	×	×
7	Self-respect	×	×	×	×	×	×	×	×	×
8	Love for Young	×	×	×	×	×	×	×	×	×
9	Promise Keeping	✓	×	×	✓	×	×	✓	×	×
10	Cleanliness	✓	✓	×	×	✓	✓	×	×	✓

11	Forgiveness	✓	×	×	✓	×	×	×	×	×
12	Patience	✓	✓	×	×	×	×	✓	×	✓
13	Kindness	✓	×	✓	✓	×	×	×	×	✓
14	Equality	✓	✓	×	×	×	×	×	×	×
15	Honesty	✓	×	×	×	×	×	✓	×	×
16	Faithfulness	✓	✓	✓	×	✓	×	✓	×	✓
17	Unity	✓	✓	×	✓	✓	×	✓	×	×
18	Respect for Human Rights	✓	×	×	×	×	✓	✓	✓	×
19	Etiquettes of dialogue	✓	✓	×	×	×	×	×	×	×
20	Simplicity	✓	×	✓	×	×	×	×	×	×
21	Service of Humanity	✓	×	✓	✓	×	✓	×	×	×
22	Manners of Meeting	✓	×	✓	×	×	×	×	×	×
23	Punctuality Regularity	✓	×	✓	×	×	×	×	×	×
24	Considering Likings of others	✓	×	✓	×	×	✓	×	×	×
25	Love for Animals	×	×	×	×	×	×	×	×	×
26	Moderation	✓	✓	×	×	×	×	×	×	×
27	Justice	×	×	×	×	×	×	×	×	✓
28	Escaping of Telling Lies	✓	✓	×	×	×	×	×	×	×
29	Avoidance of Corruption	×	×	×	×	×	×	×	×	×
30	Prevention of Back biting	×	×	×	×	×	×	×	×	×
31	Prevention of Noise	×	×	×	×	×	×	×	✓	×
32	Prevention of Calling bad Names	×	×	×	×	×	×	×	×	×
33	Prevention of Profligate Talking	×	×	×	×	×	×	×	×	×
34	Prevention of Theft	×	×	×	×	×	×	×	×	×
35	Awareness of Rule of Law	✓	×	×	×	×	×	✓	×	×
36	Prevention from Abuse	×	×	×	×	×	×	×	×	×
37	Lining and Wait for Turn	×	×	×	×	×	×	×	×	×
38	Social Manners	✓	×	×	×	×	✓	✓	×	×
39	Patriotism	×	×	×	×	×	×	×	×	×

Table 1 suggests that there were three to four topics about honesty, cleanliness, patience, social respect, and rights for the public. There were only two topics in the whole curriculum about truth, promise-keeping, kindness, service of humanity, rights of neighbors, respect for others' liking, moderation in consumption, and respect for women, although these all-moral

values are of great importance. There was only one topic about parents' and teachers' respect, honor for elders, forgiveness, etiquettes of dialogue, simplicity, discipline, honesty, earning of livelihood, traveling ethics, and ethics of meeting because of their high importance in society. It was interesting to notice that there was not even a single topic about the burning issues of child protection, love for younger, calling by good names, waiting for a turn in line, love for animals/pets, etiquettes of eating, self-respect and equality, even though all these topics of morality are much more important. Furthermore, there was not much material about the avoidance of bad moral values i.e., lying, profligate talking, backbiting, loud noise, theft, corruption, and dishonesty.

Based on this analysis a questionnaire was developed to check the reflection of teachers' morality, in the perspectives of secondary school students who have studied this curriculum for the last consistent six years in public schools from class three to ten.

Table 2: Demographic information

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boys	353	70.3	70.3	70.3
	Girls	149	29.7	29.7	100.0
	Total	502	100.0	100.0	
Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ninth	186	37.1	37.1	37.1
	Tenth	316	62.9	62.9	100.0
	Total	502	100.0	100.0	
Discipline					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Science	441	87.8	87.8	87.8
	Arts	61	12.2	12.2	100.0
	Total	502	100.0	100.0	
Locale					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	291	58	58	58
	Rural	211	42	42	100.0
	Total	502	100.0	100.0	

Table 2 shows that the overall sample for the study was 502 including 353 boys (70.3%) and 149 girl students (29.7%). Class-wise students of the ninth class are 186 (37.1%) and of the tenth 316 (62.9%). Students of science discipline are 441 (87.8%) and of arts only 61 (12.2%). The locale of the sample also varies in table 2, students of urban background are 291 (58%) while rural 211 (42%).

Normality tests usually have minor arithmetical influence (probability of detecting non-normal data) unless the sample sizes are at least over 100. Normality is an essential condition of many statistical techniques like testing of hypothesis, ANOVA (Analysis of Variance) Regression, etc. Therefore, the normality of each dimension of the independent and dependent variables has been computed. The output of SPSS is given in Table 3. The data given in this table shows that all the variables with their dimensions are normal as values of Skewness and Kurtosis are below 0.

Table 3: Normality of Data

	N	Minimum	Maximum	Mean	SD	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TFN	502	2.40	5.00	4.528	.4641	-1.507	.109	3.200	.218
FGN	502	2.40	6.80	4.355	.5834	-1.036	.109	1.801	.218
CLN	502	2.20	5.00	4.318	.5441	-1.159	.109	1.495	.218
KDN	502	1.80	5.00	4.350	.5573	-1.347	.109	2.413	.218
RST	502	1.00	5.00	4.304	.6235	-1.657	.109	4.265	.218
HNT	502	1.80	5.00	4.379	.5821	-1.416	.109	2.287	.218
Mor m	502	2.43	5.00	4.372	.4260	-1.270	.109	2.153	.218

Question 2. To what extent the morality taught by the school teachers is reflected in their behavior as perceived by their students?

Table 4 given below shows that students' perceptions about teachers' morality level are more than average, which indicates that teachers teach morality content by practicing manners and ethical values. According to students' perceptions, factors of truthfulness, forgiveness, cleanliness, respect, and honesty in teachers are more than average. Moreover, the whole data in the following table shows the perceptions of students regarding teachers' morality are more than average which is sufficient enough to teach morality to students in the schools.

Table 4: The level of teachers' morality

	N	Minimum	Maximum	Mean	Std. Deviation
TFN	502	2.00	5.00	4.53	.464
FGN	502	2.20	6.80	4.36	.583
CLN	502	2.20	5.00	4.32	.544
KDN	502	2.20	5.00	4.35	.557
RST	502	1.80	5.00	4.30	.623
HNT	502	2.20	5.00	4.37	.582
MORALITY	502	2.37	5.00	4.37	.426

Question 3: Is there any difference between the perception of boys and girls regarding teachers' morality?

Table 5: Difference between the perceptions of boys and girls about teachers' morality

	N	Mean	SD	Mean Difference	T	df	Significance
Boys	353	4.377	0.44	-0.126	-2.18	500	0.90
Girls	149	4.363	0.39				

Table 5 indicates the presence of a significant difference in the mean score values of male students and their female counterparts. The table reveals that the probability value (p-value) of the given test is 0.000 indicating a value less than 0.05 which suggests that it is significant in the language of statistics. It is also evident from the table that mean score value of male students is higher than the female counterparts. Therefore, it can be inferred from the descriptive statistics and corresponding t-test results that the male students' perceptions are higher than the female counterparts.

Question 4: Is there any difference between the perceptions of urban and rural students regarding teachers' morality?

Table 6: Difference between the perceptions of urban and rural students about teachers' morality

	N	Mean	SD	Mean Difference	T	df	Significance
Urban	291	4.28	0.64	-0.212	-5.68	498	0.00
Rural	211	4.49	0.49				

Table 6 indicates the presence of a significant difference in the mean score values of urban students and their rural counterparts. The table reveals that the probability value (p-value) of the given test is 0.000 indicating a value less than 0.05 which suggests that it is significant in the language of statistics. It is also evident from the table that mean score value of urban students is higher than their rural counterparts. Therefore, it can be inferred from the descriptive statistics and corresponding t-test results that the urban students' perceptions are higher than their rural counterparts.

Question 5: Is there any difference between the perceptions of science and art students about teachers' morality?

Table 7: Difference between the perceptions of science and art students about teachers' morality

	N	Mean	SD	Mean Difference	T	Df	Significance
Science	441	4.36	0.42	-0.126	-2.18	500	0.90
Arts	61	4.48	0.43				

Table 7 indicates the presence of a non-significant difference in the mean score values of science students and their counterparts' arts students. The table reveals that the probability value (p-value) of the given test is 0.90 indicating a value more than 0.05 which suggests that it is not significant in the language of statistics. It is also evident from the table that mean score value of science students is almost same to the arts students. Therefore, it can be inferred from the descriptive statistics and corresponding t-test results that the science students' perceptions are approximately same to arts students.

Question 6: Is there any difference between the perceptions of ninth and tenth-class students about teachers' morality?

Table 8: Difference between the perceptions of ninth and tenth-class students about teachers' morality

	N	Mean	SD	Mean Difference	T	Df	Significance
Ninth	186	4.31	0.40				
Tenth	316	4.41	0.43	-0.097	-2.48	500	0.311

Table 8 indicates the presence of a significant difference in the mean score values of ninth class students and their counterparts tenth class students. The table reveals that the probability value (p-value) of the given test is 0.0311 indicating a value less than 0.05 which suggests that it is significant in the language of statistics. It is also evident from the table that mean score value of tenth class students is higher than the ninth-class students. Therefore, it can be inferred from the descriptive statistics and corresponding t-test results that the tenth-class students' perceptions are higher than the ninth-class students.

3. Findings and Discussion

The study found that there were two topics in the whole curriculum about truthfulness in the English book for grade five. The research indicates that there was no topic about unselfishness and sincerity. It was found from the content analysis that there was one topic in class five English book about forgiveness. It was found that there was one topic in class three and one in eight about patience in the subject of Islamic studies. It was noticed that there was one topic about parents' and teachers' respect in class six and there was a single topic about honor for elders in the class three curriculum. The study found that there were two topics in class four and seven curricula about likings of others and there was no content on the lining (que making), calling by good names, the discipline of traffic, and animals' treatment. It was explored in the study that there were three topics about the service of humanity in classes four, five, and seven. It was also found about cleanliness that six topics are present in the contents of classes three, six, and seven and the curriculum of three, four, six, and eight have topics on honesty.

The material on honesty and cleanliness is more than any other moral values in the overall sample curriculum. After detailed analysis, it was explored that four topics were present about kindness and goodness to others in classes four and five. There was not much material about the avoidance of bad moral values i.e., lying, profligate talking, backbiting, loud noise, theft, corruption, and dishonesty. The perceptions of students revealed that the morality level of teachers is more than average. It was explored that the level of girl students' perceptions is

greater than boy students and the level of urban area students' perceptions is higher than students of rural areas. It was also found that the level of science and art students' perceptions is approximately the same regarding teachers' morality and the level of tenth-class students' perceptions is higher than students of the ninth class.

In the last decade, the whole world is facing the degradation of morality and recent research is progressively dedicated to examining ethical issues. The character of the students is largely associated with the curriculum. According to Cubuku (2012), the elements of concealed core curriculum ruling in institutes, values, principles, attitudes, and customs which are significant parts of institute function, formalities, and the quality of relational communication. Similarly, discussing the importance of character-building education, Adeyemi et al., (2009) stated that character education is a great challenge for all and different as well, consisting of schools, parents, and the public at large. According to Sarah (2018), many theorists of developing psychology have stressed that learners grow codes of morals during the institute period and their personality is designed in these ages.

After these details in the literature review, researchers are assured that the curriculum of the school is the best basis for the moral development and character building of the next generation. To achieve this target, morally trained teachers will be more effective. The statistical population of the study includes textbooks of English, Urdu, Islamic Studies, and social studies for grades 3 to 10, during the 2019-2020 school year used in Punjab under Punjab textbook and Curriculum Development. All four books were content analyzed.

The personality development of students is the most chosen obligation of educational institutions. In the Islamic Republic of Pakistan, moral and spiritual education has ever been highlighted and intentionally employed as significance in the state educational objectives of all educational policies, as debated in the review of educational policies. Despite this emphasis, morality-related content is too short to develop a moral society which is the basic purpose of education that is why in reality society is decreasing morally day by day. Government should make special efforts to rebuild the curriculum of all grades in respect of morality to uphold morality in society. Repetition of related topics is required in the content. The focus should be on practicing these values in society. Parents and other members should take responsibility to play their role in the inculcation of moral values. More than everything government should build morality centers for the all public other than educated people.

4. Conclusions

It is concluded from the above findings that curriculum and teacher had a distinct influence on the moral development of students. Content on morality in the curriculum is the core of the content as all the world agreed on acquiring good moral values, which are accepted in all social setups of the world even in secular states. The truthfulness, unselfishness, and sincerity of the teacher had a great effect on students' moral development. It is observed that forgiveness, patience, and kindness are the most important moral values but the content in the sample curriculum was not enough could moralize and develop these values in the students who are studying this content. Further, it is concluded that love and goodness for others were not emphasized much in the curriculum. Punctuality, moderation, human rights, simplicity, respect for parents and teachers, promise-keeping, cheerfulness, and patience were only introduced in the curriculum although they must be taught in detail throughout the academic career.

The study revealed that moral values like self-respect, regularity, lining (queue), etiquettes of dialogue and eating, calling by good names, simplicity, and earning of right livelihood are not taught in schools despite their great importance. Also, bad moral values like a lie, profligate talking, backbiting, loud noise, theft, corruption, and dishonesty were not present to make students aware of these and guide them to avoid these bad values. It is concluded that the perceptions of students regarding teachers' morality in the schools are more than average which is adorable. Further, it is revealed that perceptions of girl students about teachers' morality in schools are greater than boy students, and also the level of tenth-class students' perceptions is higher than students of ninth. While the level of science and art students' perceptions are approximately the same.

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