Moral Values and Value Education: Hidden Curriculum in Secondary Schools of Thane District

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Abstract

Hidden Curriculum in secondary schools has beenthe area of interest for every stakeholder of education. Hidden curriculum is designed to imbibe values among students. The prime focus of hidden curriculum is to teach students moral values to students. It is through the school culture and through various activities schools teach moral, religious, patriotic and dietary values to their students. Similarly, through school assemblies, prayers, moral stories and the thought of the day the school administration and teachers convey values to students. Thane district is very close to Mumbai and it has multilingual character as the district encompasses population of Marathi, English, Hindi, Urdu, Gujrathi and Telugu speaking communities. The district has the secondary schools of Marathi, Hindi, Urdu and English medium, and of SSC, CBSE and ICSE boards that implement moral values through Value Education which is an inseparable part of hidden curriculum. The present research paper attempts to trace moral valuesand Value Education implemented by the secondary schools in Thane district as a part of hidden curriculum.

KEYWORDS: Hidden curriculum, moral values, secondary schools, Value Education.

Introduction:

Moral values are the behavioural practices, goals, and habits which are validated by society. This set of values is embedded in human behaviour through a long process of observation, education, conditioning, and social guidelines. Moral values such as truthfulness, loyalty, courage, faith, and honesty are equally respected almost everywhere. They play pivotal role when a person interacts with the wider world. These values are evident when a person makes a decision that will have a consequence on others. Schools are the institutions after family to engrave these moral values among the budding generations. Students learn several moral values in schools. As a result, schools become the key performers in shaping the characters of students. Sherwood High enlists moral values and amplifies the importance of moral values in shaping the character of a child. He opines, “We believe that moral values such as kindness, courage, humility, honesty, truthfulness, integrity, respect, hard-work, tolerance, compassion, empathy, and inclusivity are extremely important to be instilled from an early age, to build a child’s character, as it forms the very core of their being and becomes the foundation of their moral beliefs throughout their lives.” (Sherwood Web)Further Alasdair MacIntyre goes to the extreme to address moral values as the goods that are about the way of life of a community. According to him moral values are the moral rules that are pertaining to an individual’s behaviour in society. Every individual in society is an agent to transfer and absorb moral values. Alasdair MacIntyre chronicles:

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> Moral rules are justified in terms of certain goods they express and promote; but these goods, too, are always given as part and parcel of the way of life of a community. The individual becomes a moral agent only when informed as such by his community. He also lives and flourishes as one because he is sustained in his moral life by his community. "… *I* can only be a moral agent because *we* are moral agents … Detached from my community, I will be apt to lose my hold upon all genuine standards of judgment" (Alasdair MacIntyre Web)

Objectives of the Study: For the present study following are the objectives:

1. To trace the moral values as part of hidden curriculum in the secondary schools of Thane district.
2. To examine the present status of Value Education in the secondary schools of Thane district.

Illustration:

Generally, in the school assemblies, prayersand in classrooms while teaching moral stories are told to the students during. These moral stories are told to mend the behaviour of the students. In an era of rapid technological advancements moral values are very much necessary. These stories play an important role in the lives of students as they teach life lessons in interesting ways. These stories teach the values like compassion, respect, integrity, and responsibility.Further, the moral stories told through teachers have some moral lessons. The researcher interviews 205 secondary school teachers from the secondary schools of Thane district whose responses are enlisted in the following tabulated form:

Table No. 1:

Statement	Never	Rarely	Sometimes	Often	Always
Are the students told moral stories during prayers?	9	3	46	35	112

From the above information it is evident that out of 205 respondents, 112 secondary school teacher respondents state that they always tell moral stories, 35 respondents say often, 46 respondents register sometimes, 3 respondents say rarely whereas, 9 respondents say never. It is evident that majority of secondary school teachers in variant schools in Thane district tell moral stories during prayers. This shows that moral values are imparted everyday by teachers as a part of hidden curriculum.

Assemblies are the gatherings of students and fraternities within a school. Generally, these assemblies are held in the beginning of the school every day. Teachers tell moral stories of patriots, national leaders, great warriors, educationists, saints, writers, businessmen, industrialists, and sportspersons. These stories are from books, histories, philosophical treatises and biographies. Moral stories boost the morale of the students and mend their approaches for the socially acceptable and right behaviour. These moral stories appeal students in variant ways. Therefore, different stories are told to students to motivate them. The following information highlights this statement:

Table No. 2:

Statement	Never	Rarely	Sometimes	Often	Always
Are different types of stories used during assemblies for students?	2	5	43	56	99

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The above information explicates that 99 teacher respondents state that in the assemblies the stories told are always different, 56 respondents state often, 43 respondents choose to say sometimes, 5 respondents say rarely, whereas only 2 respondents prefer to say never. This information also brings to light that majority of secondary school teachers state that different type of stories are told in assemblies to imbibe hidden curriculum among students.

Further, values are taught in the class by explaining instances from History. In fact, History caters abundant instances of moral and patriotic values. The stories of kings, queens, rulers, saints, messiahs, patriots, scientists, sportspersons and successful industrialists boost the morale of the students. Teachers explain the motivational stories from History to impart moral and patriotic values as a part of hidden curriculum. The following tabulated data exhibits the responses given by the secondary school teachers of Thane district:

Table No. 3:

Statement	Never	Rarely	Sometimes	Often	Always
Do you impart moral and patriotic lessons from History while teaching values?	6	2	46	26	125

From the above information it is evident that from 205 respondents 125 respondents state that they always impart moral and patriotic lessons from History while teaching values. 46 respondents register as sometimes, 26 respondents say often, 6 respondents say never, whereas 2 respondents say rarely they take help of History. This showcases that 95% of the respondent teachers of secondary schools in Thane district draw their inferences from History while teaching moral and patriotic values to students.

Gradually, teachers in the secondary schools of Thane district engage periods as per their time-tables displayed in their respective schools. The time-table consists of Value Education. But, as this subject is not evaluated with formal examination, the researcher is curious to know whether the students of secondary schools in Thane district take the period of Value Education seriously. The following data underlines the responses of secondary school teachers:

Table No. 4:

Statement	Never	Rarely	Sometimes	Often	Always
Do your students take the period of Value Education seriously like other subjects?	1	2	36	31	135

It is evident from the above tabulated information that 135 teacher-respondents state that the students in their secondary schools always take the period of Value Education seriously, 31 respondents say often, 36 respondents state sometimes, 2 respondents say rarely, whereas only one respondent states that the students in his/her secondary school never take seriously the period of Value Education. In other words, it is clear that according to the teachers, students of secondary schools in Thane district take the period of Value Education seriously like other subjects. More than 99% of teachers state that

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their students take Value Education seriously like other subjects. It indicates that hidden curriculum is taken seriously by the students and, it is equally seriously imparted by the teachers.

Teachers teach moral values in the class. Almost every subject has certain moral values which the teachers impart to the students. The content in every discipline has moral values. These values are essential for the students to lead a successful and satisfactory life. In fact, these values are implementable. The hidden curriculum behind every content teaching is to teach the moral values that are accompanying the subject and the content. Teachers find the relevance of these moral values taught in the class. As a result, they feel that these values taught in the class are implementable:

Table No. 5:

Statement	Always	Most of the times	Sometimes	Never
Do you think that the moral values taught in class are implementable?	135	26	37	7

The data cited in the table above enunciates that 135 respondents feel that the moral values taught in the class are always implementable, 37 respondents feel that they are implementable sometimes, 26 respondents feel that these values are implementable most of the times, whereas the remaining 7 respondents feel that the moral values taught in the class are never implementable. From the above responses it is evident that majority of the secondary school teacher respondents from Thane district feel that the moral values taught in the class are relevant and the students can implement them in their day-to-day lives. This signifies that the hidden curriculum taught in the classes is relevant and implementable for the students.

In the present times when the entire world has become techno savvy, the disciplines like Value Education seems outdated. The secondary school time tables used to contain Value Education as a subject to be taught in the class. But it is never evaluated through conducting examinations. Gradually, Value Education was removed from the time tables. But, while teaching every subject, teachers are expected to discuss core values related to their topics. As an important stakeholder in the process of teaching-learning, teachers feel that Value Education should be taught even today. The relevance of the subject is felt as a necessary discipline. The following responses explicate the relevance of value Education:

Table No. 6:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Do you think that Value Education is an outdated subject?	13	27	19	93	53

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It is evident from the above table that 53 respondents strongly agree with the statement that Value Education is an outdates subject, 93 respondents agree with the statement, 19 respondents prefer to remain neutral, 27 respondents disagree, whereas 13 respondents strongly disagree with the statement that Value Education is an outdates subject. From this information, it is clear that Value Education is not completely outdated. It is still required as a subject to be taught in the schools.

The present times showcase rapid growth in knowledge and specializations. As per the need of the time and also as per the developments in the disciplines, there are new subjects being introduced. Also, it is the need of the time that students should know new subject and become technologically advanced. Keeping the pace of specialization in mind, when the question was asked to teachers whether some other technical subject be taught to students in the place of Value Education?, the following feedback was received:

Table No. 7:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Do you think that instead of Value Education some other technical subject should be introduced?	13	69	39	69	15

The above information amplifies that only 15 respondents strongly agree with the possibility of introducing some technical subject in the place of Value Education, 69 agree with the statement, 39 remain neutral, 69 disagree with the statement, whereas 13 respondents strongly disagree. From this information, it is evident that 50% of the secondary school teacher respondents feel the relevance of Value Education even today. They feel that technical subjects can be learnt, but Value Education should not be removed from the time table.

Assemblies perform an important role in shaping the character and perspective of students. Generally, it is observed that students are told certain stories with moral values during assemblies. It is the part of the hidden curriculum of the school culture wherein students are driven towards good moral conduct through the stories with moral values. Teachers and the school administrators plan to tell such stories during school assemblies so that the students should be inspired by these stories and should also be motivated towards right behaviour. Teachers take the responsibility to tell stories in the assemblies that impart certain moral values. Often times, teachers guide the student monitors to tell moral stories. The hidden curriculum of inculcating moral values through the stories told in the assemblies is evident in the following table:

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Table No. 8:

Stories told in assemblies impart any moral values	Frequency	Percent
No	4	2.0
Can't say	2	1.0
Sometimes	23	11.2
Yes	176	85.9
Total	205	100.0

The information in the above table illustrates that 176 secondary school teacher respondents say yes that the stories told during the assemblies impart moral values, 23 respondents write sometimes, 2 respondents prefer Can't say, and 4 respondents say no. This shows that more than 86% respondents state that the stories told during the school assemblies impart moral values. It amplifies that the assemblies convey the hidden curriculum of the secondary schools in Thane district.

Secondary schools organise several programmes. Every programme has certain value for the students. Every time, the schools have hidden curriculum of imparting certain values, like-moral, patriotic, religious or dietary values. Often times, teachers organise programmes in the schools with some strong messages and values for the students. Following tabulated information underlines what values are strongly imparted by the programmes held in the schools:

Table No 9:

Values imparted	Frequency	Percent
Religious	13	6.3
Patriotic	45	22.0
Hygienic	28	13.7
Moral	119	58.0
Total	205	100.0

The above table indicates that 13 secondary school teacher respondents mention religious values, 45 respondents state patriotic values, 28 respondents prefer hygienic values and remaining 119 respondents mention moral values imparted in their school. This indicates that the secondary school teachers in Thane district impart values through school programmes. This information is graphically presented below in the form of pie chart.

Conclusion:

The secondary school teachers from variant schools of Thane district uphold the implementation of hidden curriculum in their respective schools through the teaching of moral values, moral stories and Value Education. Majority of the secondary schools in Thane district implement hidden curriculum through their teachers. The discipline Value

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Education, though not considered for examination and evaluation, holds its importance in the secondary schools of Thane district.

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