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**Teachers' Role in Enhancing Quality Education Through Value Based Education in Public Secondary Schools in Juba, South-Sudan**

By

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**Abstract**

The purpose of this paper is to establish the role of teachers in enhancing quality education through value-based education and propose possible, concrete steps that principals and policy makers can use to address the issue of deteriorating values. A literature review method has been used to interrogate the perspective of other scholars in the subject area. A value-based education is that which imparts holistic education imbued in virtues, for instance self-respect and respect of others, having moral vocabulary, value human dignity, and honesty. Teachers are core to educational activities because they play a special role in shaping and transforming the character of learners. South Sudan system of education emphasizes provision of quality education, education that fosters development through integration, peace, patriotism, respect and tolerance for other cultures, traditions and beliefs. In order to achieve all the above teachers need not emphasize only teaching and achievement of good grades, but integrate values to teaching to enable positive transformation of character. Value based education is crucial for public secondary schools in Juba given the impact of war, technological challenges and deteriorating cultural values that impact negatively on learners' character. Value base education would infuse ethical morals and virtues that bring about positive and holistic transformation. The paper recommended integration of value-based education to the regular education system in South Sudan.

**Key Words:** Value Education, Positive Character Transformation, Quality Education, Ethical Values

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### **Introduction**

Education historically is a term that originated from Latin word "Educare" meaning to train, to rear, form and bring up. It is an imperative activity that brings about valuable transformation to individual and to the society at large. Significant as it is, it must begin at birth with the parents initiating the basic values of love, care, responsibility, respect etc. and it must continue throughout one's life that is lifelong education (Adhikary, 2018). When we talk of quality education, we mean holistic education that is inclusive in inculcating both values and the respective disciplines such as biology, geography...an education that is effective and transformative to learners' characters. An education which enables one to acquire, knowledge, skill, attitudes and values that are profitable for both Mental, physical and spiritual life.

The holistic education needs to be imparted and enhanced. This is where teachers come in as catalyst that makes education to take place. Therefore, teachers play a very crucial role in the character transformation of learners through teaching, training and simulation. Much of the time in a day learner spent at school with teachers, so if the teachers did not impart quality education or if they did not behave in an exemplary way learner will follow the same. Education based on moral values is very important in our modern society because our life has become despondent. Many people have gained access to education but the quality has declined that is why today we see immoral activities happening such as murder, theft, hatred, insults, dishonesty, greed, selfishness and disrespect have overwhelmed our society ( Garg, Shivranjan and Sharma, 2017).

In the case of public secondary schools in Juba, learners lack both the quality education and the value-based education due the many challenges that the educational sector in South Sudan is going through. Teachers give the bare minimum basic knowledge they can but miss out the value-based education that could enrich the core disciplines that they teach. Learners' characters leave a lot to be desired, for every little misunderstanding, they give in to immoral acts such as fighting, insults, dishonesty in examinations, disrespect to teachers and even parents. The Spiritual values that make one holistic are missing in the school system and as such even the African values that were so much cherished have decayed. In a way modernity is associated with immoral activities than with virtues. Ethical values are seen to be outdated practices and weakness in one who practices them. The fruit or the impact of the many wars fought in South Sudan is the development of vice instead of virtues. To make it worse even the impact of technology through the media has impacted negatively on youth (Ginsburg, Haugen, Lokong and Ongúti, 2017).

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### **Statement of the Problem**

Value-based education is very crucial in enhancing quality education, where important social values of love, unity, respect for humanity, honesty, integrity and many more values are imparted together with the formal curriculum. According to Amollo and Ganira, (2017) value based education promotes social and natural integration as well as stimulate inquisitiveness in development of interest, moral attitude and critical thinking capacity to comprehend and judge situations optimistically. In the modern society globally, there are moral crisis because the youth are no longer adhering to the cultural values. The young people are bombarded with technological devices that bring all sorts of information without filtering and it results to delinquency in them (Garg, Shivranjan and Sharma, 2017).

The situation of delinquency in South Sudanese schools is even more given the hostile experience and environment that children grow in. South Sudanese Children grow up in the midst of violence, hence it imparts in them hostility and all the other vices (Brown, 2011). Parents complain of the system of education and teachers not imparting values to their children. The teachers being the center of all learning have a duty to teach values so as to transform the south Sudanese society. The dilemma remains whether the teachers themselves are informed of what values they are supposed to impart as they teach.

### **Method**

The literature review and qualitative methods were employed for data collection for this study. The literature review method involves systematic identification, location and analysis of documents containing information related to the research problem under investigation (Mugenda and Mugenda, 2003). The qualitative method involved the use of interviews. Ten parents and ten teachers were interviewed to establish the role of teachers in enhancing quality education and value based education. The researcher also reviewed documents extensively in order to obtain detailed knowledge of the study problem. The information that was reviewed was from texts and internet using the Google and Google Scholar books and pdfs.

### **Review of Related Literature**

#### **Quality Education**

The term quality is complex to define. It is difficult to find an agreed on meaning since much depends on the customers' perspective (Cole and Kelly, 2015). According to Jain and Prasad (2018) the historic origin of quality concept can be trace back to the industrial revolution period, where manufacturers had an escalated competition so they worked to conform to the specification and demand of customers. Hoy et al. 2000 cited in Jain and Prasad, contend that quality in education is an evaluation process of education which enhances the need to achieve and develop the talents of the customers and at the same time meet the accountability standards set by the clients who pay for the process. Anikwe 2011 cited in Oluwagbjimi (2013) argues that quality in education means "fitness for purpose". He asserts that quality of education to any society must take reference from what society considers being the purpose of education. Hence quality is related to standards and constitutes the essential measurements for values and control of quality in education.

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However, UNICEF cited in Education For All Report in (2005) at the world summit at Dakar in 2000 argue that there are some dimension that must be considered in order to judge education to be of quality. One of the dimensions is the environment in which education takes place must be conducive, two the content that teachers impart must be of accepted standard and it must be and inclusive education that caters for equity and equality of all learners.

Scholars have defined quality education in various ways, the gist of all the definitions advanced were around the satisfaction of the client for whom the service is rendered the learner in this context. But the process that leads to quality is not so much emphasized and position of teachers how they are supposed to enhance quality in education. In the modern society quality counts a lot, because access to the global economy depend more on the quality and productivity of graduates from the institutions of learning. Teachers' role in enhancement of Quality education requires special emphasis since it determines the quality of life and the pace of development of a nation and the world as a whole (Nagoba and Mantri, 2015). The education that teachers impart must not only be for acquisition of theoretical knowledge, skill and attitude, but must be practical and imbued in values that brings about development in the society; for instance, care, love, patriotism and unity. Quality education must not be measured in terms of grades that learners get from examination only, because it measures only cognitive ability of the learner but leaves out the other aspects, values that makes the individual wholesome.

Quality education should be transformative, value embedded and that which leads learners to qualitative change and that is if education system is relevant to the real needs in the society. Education system that is value embedded and has the power and force to positively transform society through the products from Education Harvey and Green, 1993 cited in (Nyangau, 2014). Therefore, education will never be qualitative without embedding it with value education that brings about wholesomeness in individuals' capacity to serve society effectively.

### **Value Based Education**

The word "value" originated from Latin word "valere" meaning "to be strong". To be of value, is to have a certain worth that is the power to be some specific thing. It is the value of a thing or idea that makes it desirable and useful to the society (Garg, Shivranjan and Sharma, 2017). Value-based education is that which puts us in touch with our inner being, it is the type of education that enables us to reflect on our characters, our relationship with the environment in which we live and the society at large. It is an education that does not only cater for the cognitive capacity, but both cognitive and moral development of one's personality. According to Yogi (2009) Value-based education is that which gives us purity of heart, sincerity, honesty and links us with our family members. It enables sharing of life values which education on the other hand cannot provide it fully. Education can enable us to acquire knowledge, skills and attitudes which need to be made wholesome by ethical or value based education. Education is not only for information, but inspiration, not only educating but also enlightening. It is an integrated process, and educated person should have all kind of qualities. Education should enable one to grow physically, mentally, intellectually, emotionally and spiritually. This is where we talk of a holistic education that transforms the person into a desirable being.

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Borah (2014) contend that changing scenarios of educational theories and approaches together with different educational philosophies and the findings of psychology influence the formulation of educational policy, curriculum and syllabi of any country. These changes have impacted on the current educational system of countries as well. One of the developments similar to the idea of development is that the future of any society particularly in the developing world depends on their ability to preserve the values, systems imbued in their cultures. This provides significance to the protection, and development of our cultural values that add meaning to life and society.

Hawkes (2009) shares his experience as a former head teacher of West Kidlington School in the UK, saying when a school seriously develops the moral and spiritual aspects of the curriculum that is, those that positively contribute to the inner world of thoughts, feelings and emotions of the teacher and the pupil, the school community becomes more reflective and harmonious. The effect on individual learner, of developing value education, is that learners take greater personal responsibility for their learning and behavior.

In a research that was undertaken by Hawkes (2005), he discovered that most effective teachers of values were those who work to be more self-aware and take time to reflect on deeper meaning of values being stressed in the school. The self-reflective work of a teacher impacts on the learners, who examine the teacher whether he/she practices what he /she teach. Developing reflection as a tool to help self-control facilitates both pupil and teacher to behave in ways that reflect positive human values, such as compassion and respect. Teachers believe that learners learn from their positive behavior, so if teachers are not exemplary learners will follow their example. In the current school systems, schools have established moral regulation regarding issues like dressing, moral relationships, honesty and the like so teachers are supposed to be the first to observe them. But in some instances, today teachers mislead learners by breaching the regulations that is why we hear of cases of unethical relationships between pupils and teachers.

Value-based education suggests that remedy for moral decay in the current society would be inculcation of moral principle that will curb vices such as injustice, dishonesty, unkindness, selfishness, murder, stealing, incest, cheating, bribery, corruption and embezzlement of public resources Olaogun 1993 cited in (Oluwagbohunmi, 2013). Morality has to do with human determination and effort to do well, so it is not easy to teach values without practicing them.

Abroad, (2018) laments the situation of South Sudan, given the shortage of trained teachers, saying out thirty thousand teachers that the country has, only 70% are trained. The fact is teachers impart what they have, if they are not trained most especially on the educational values and what should actually be taught then they have nothing to give to the learner. Value based education could act as a powerful force to restore morality in society if it is well managed and the guide lines for teaching quality are followed. The development of shared identity and creation of a society that is more resilient can only be achieved when quality education standard is maintained. Teachers have a central role to play in transforming the lives of the young people and they must be committed to ensure that quality education standards are adhered to.



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### **Ethical Values**

Ethics is defined as moral principles that govern a person's behavior (Webster, 2019). It is a branch of knowledge that deals with moral principles. Values could be defined as ideals or principles. Although people in our current society often speak of the significance of ethics and value-based education but it is hardly practiced. The harm in today's society comes from principles injury on moral attitude. Society is now directionless, it twists hither and thither with every twist of wind of immoral illegal, and opposed to public policy syndrome (Mukhopadhyay, 2019). Ethics is that which treat the human consciousness and educate one to live responsibly in society. In the real sense if ethical values are incorporated in to the formal syllabi that schools offer learners could get good formation that is sound and healthy society where people are honest, committed to duties, kind, responsible, patient and tolerant. Schools and teachers are core places where ethical values should be properly inculcated to transform learners to become virtues people who will be responsible for the future of their nation.

### **Positive Character Transformation**

Positive Character Transformation refers to change of one's personality. Personality development is the change of habits and traits that makes one unique in the society. It is a process whereby one develops his/her character according to the environment. If one is socialized to bad environment, one gets to acquire that which is in the surrounding offers and if one finds him/her self in good environment, it is the good that is acquired. Therefore, the school serves as centre where positive transformation takes place. Learners come from different environments both good and bad. The aim of the quality and holistic education is to help learners develop moral values; that make them undergo some transformation of personality that fits them to the society in a better way. For holistic development of learners there is need of moral, ethical, physical, spiritual and emotional development (Singh, 2016). Quality Education that is embedded with values, transforms learners into responsible people, patriotic, tolerant and capable of developing their nation into a world that is conducive to live in. A world conducive to live in because people are able to interact with each other in a peaceful manner, able to take care of one another and the surrounding in which they live, a world that is driven by true love for one another.

According to Hawkes (2009) teachers in value-based schools reported that teaching about values has a positive effect on what they term inner world of the learner. They explained that when learner express themselves clearly, control their character and empathize with others (all aspects of concern) they develop emotional maturity. Teachers' belief is that learners learn values through talking about them, and in their teacher - learner relationship. Dialogue and initiation of family spirit in the school environment. The repetition of the value word is significant in that it enables the learner to assimilate the values and in the process, it becomes a part of their daily practice hence positive character change.

When value-based education is imparted, learners begin forming positive character right way from the school; the indicators are that what was practiced at school will be the very one practice in the adult world in the society. For instance, some learners who are so cooperative, tolerant, kind, generous with their colleagues at schools turn out to be responsible people in their

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adult life, capable of leadership and reliable and are trusted by their communities. Learners of the sort are capable of communicating with various audiences. Bolarin 2009 cited in Amollo and Lilian (2017) contend that teachers who support learners' social development have learners who make friends easily, communicate with different audiences, settle into school and understand how to behave appropriately in different situations. Hence demonstrate positive character includes communicating openly and honestly, showing awareness as responsible citizens as well as articulating values in and out school.

Positive transformation of character has effect on learners' self esteem in a way value based education, infuses the change in ones whole self, and in the process when one realizes that he/she is accepted by the society in which he/she lives, one gets to resolve the value conflict within him/her self and works towards fixing a standard of his/her behavior to that which is acceptable by the school. This in turn leaves effect on the societal social value to make others begin benchmarking on how to act wisely, live harmonious life, democratic life, honest, courteous, humble, patient, sacrifice for others, and truthfulness (Singh, 2016).

Ogutu (2017) argues that education systems that have value education do not only transform the learners positively but the parents also are transformed. Parents come to trust teachers after realizing that teachers do not only impart the academic discipline alone which is measured through the examinations, but they also impart values that transforms the learners' character positively and fits them well in the society. In the current society parents look at teachers as miracle performers who are capable of molding the child's behavior so they trust and surrender their responsibilities to teachers. Today learners lack humanitarian approaches, so it calls for a change in the system of education. Educators have a mission to devise instructional methods that fits the call of the day and needs of society. What learners need most today is a system of education that informs the mental, social, moral, and spiritual aspect life.

Vein, Olaitan and Aggusiobo 2001 cited in Ojo (2017) hold that teaching is a means to inculcate desirable changes in human abilities and behaviors. In Africa today quality education and value-based education is missing in most African schools. Educators are taken up by the system of examination as the only determinant of successful learning and school system, the more learners pass their examination the more people are contented, but they don't care about the content of the knowledge imparted. The result of such practices is the deteriorating African cultural values, in away the African culture which cherish respect, honesty, hospitality, love, patriotism, and sharing are looked upon today as outdated practices yet they are the values that held traditional Africa together and every person was valued in the society.

Rena (2005) asked significant questions on how we are going to continue living in Africa in the face of such challenges regarding the decaying moral values. 'How can we prepare our future generations to cope with the challenges and fast changing realities of today and tomorrow? How can we develop citizens who can bring about the transformation of the culture of violence, intolerance and greed to one of peace, non-violence and respect for one another? These are not going to be achieved with the click of a finger. He continues and said there no readymade answer for the above question but Africans must now debate on how they can revive the cultural values that enabled our forefathers live in Africa, harmonious lives. In the context of Rena's questions about Africa, one could apply to the context of South Sudan as one of the African countries that

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is experiencing moral decay and all kinds of unethical happening which has impacted negatively on the educational sector and on the life of learners. There is a very urgent need for all stakeholders to reconsider serious challenges faced in the country about the deteriorating moral values.

### **Findings**

The major concerns of the interviewed parents were that children are no longer respecting their cultural values. When a parent try to talk to the child about the values found in the traditional culture, child is ready to dispute and say the values re out dated. Parents expressed a scenario whereby they were called by teachers to go to school to listen to misbehavior of some children. They found that children are not delinquent to parents but to teachers also.

Teachers' complains to parents is that parents do not spend time with their children that is why value based education is under mind by children. In the school teachers expressed that they have limited time whereby they cannot do much to impart values as they would wish.

Both Parents and Teachers blame the situation of children immorality in today's society, in the context of South Sudan to continuous violent situation in the country and the modern global technological devices and media. They said the modern media is promoting western culture which the young African people consider to be modern and the African cultural values to be primitive. Teachers and parents agreed that the way foreword is not giving up on children but continue to emphasize the significance of having ones roots in the traditional cultural values. Then the other way is to live it practically so that the children can learn from both teachers and parents.

### **Conclusion and Recommendation**

The study found that most scholars have establish that deterioration of values in today's society as a real problem, but value-based education being the only way for transformation of the status is not being practiced in most school system in the world. A few countries have adapted the system and integrated to their education systems but the performance is not being consistent. Teachers seemed to have ignored issues to do with value education, claiming that it should be done by the parents at home and parents claim that it is the duty of the teachers, so in the end values are not imparted. The result is the decay of cultural values that would hold the nations together in peace and harmony; increase in vices that disorganizes the society is basically due to negligence in transmission of value knowledge to learner in secondary schools. The use of modern technology most especially the media that under mind the traditional values is not regulated, phonograph and immoral practices are not controlled in the current society leading to miss guiding of the younger generation. Therefore, holistic, quality education requires integration of value-based education into the national formal educational system. The study has made the following recommendations:

Given the urgency of matters regarding value decadence, there is need for the government of South Sudan to integrate programs of value based education to education system (competence based education) in the country most especially for the secondary school level.



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There is need for teachers to be trained in the modern skills of instruction that is flexible and dynamic to enable them integrate values-based education within the formal disciplines they impart. They need to train on how to impart values in most cases teacher remain formal and do not touch on value areas while teaching. Public secondary school teachers should improve professional practices and modeling of appropriate class value-based activities as well as improvement of holistic quality education.

The Ministry of General Education in South Sudan should device practical ways of implementing value based programs in schools. The problem has been identified by many scholars but how to revitalize the practices of African cultural values in the modern society in order to curb the deteriorating value practices is not documented. Since the competence-based curriculum is in its early stages the Ministry of Education needs to emphasize the integration of value-based in the curriculum as part and parcel of the system.

Public Secondary schools should establish and constantly use practices or programs that encourage sharing of values, use the vocabulary that inculcate values through the usage of friendly language, and explain meanings of terminologies that the learner do not understand in order for them to get to appreciate what is African. This will enable the schools to curb the influence of modern technology and negative media influence on the youth.

Parents as the beneficiaries from the services offered by the teachers to their children should help in motivating teachers to work harder in developing the future generations, for the sake of the development of the nation. In the twenty-first century nations have learnt that no one will come from abroad to develop another country apart from their own. It a high time that South Sudanese Parent should cooperate with the government in improving the educational sector.

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