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Taking Teacher Education to Task: Exploring the Role of Faculty Education in Promoting Values and Moral Education of Task-Based Language Teaching

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Abstract - *This study aimed to determine the taking teacher education to task: exploring the role of teacher education in promoting values and moral education of task-based language teaching in the college of education of West Visayas State University Calinog-Campus for the school year 2012-2013. Descriptive research method was utilized in the study.*

The findings revealed that the respondents perceived highly observable Teachers' role in promoting values and moral education of task-based language teaching; the entire group of respondents has perceived highly observable Teachers' role in promoting values and moral education of task-based language teaching; both male and female respondent have perceived a highly observable Teachers' role in promoting values and moral education of task-based language teaching; all age brackets have perceived a highly observable Teachers' role in promoting values and moral education of task-based language teaching except 19 to 20 brackets that perceived very highly observable Teachers' role in promoting values and moral education of task-based language teaching. Finally, there is no significant difference in the perceived teacher's role in promoting values and moral education of task-based language teaching when classified as to sex and age.

Keywords: Taking Teacher Education; Task; Exploring; Role; Faculty; Education; Promoting; Values; Moral Education; Task-Based Language Teaching

I. INTRODUCTION

Moral education is becoming an increasingly popular topic in the fields of psychology and education. Media reports of increased violent juvenile crime, teen pregnancy, and suicide have caused many to declare a moral crisis in our nation. While not all of these social concerns are moral in nature, and most have complex origins, there is a growing trend towards linking the solutions to these and related social problems to the teaching of moral and social values in our public schools. However, considerations of the role schools can and should play in the moral development of youth are themselves the subject of controversy. All too often debate on this topic is reduced to posturing reflecting personal views rather than informed opinion. Fortunately, systematic research and scholarship on moral development has been going on for most of this century, and educators wishing to attend to issues of moral development and education may make use of what has been learned through that work. According to Piaget's theory (1932) all development emerges from action; that is to say, individuals construct and reconstruct their knowledge of the world as a result of interactions with the environment. Based on his observations of children's application of rules when playing, morality, too, can be considered a developmental process; schools should emphasize cooperative decision-making and problem solving, nurturing moral development by requiring students to work out common rules based on fairness; the thinking of young children is characterized by egocentrism. That is to say that young children are unable to simultaneously take into account their own view of things with the perspective of someone else. This egocentrism leads children to project their own thoughts and wishes to others. It is also associated

with the uni-directional view of rules and power associated with heteronomous moral thought, and various forms of "moral realism." Moral realism is associated with "objective responsibility", which is valuing the letter of the law above the purpose of the law. This is why young children are more concerned about the outcomes of /actions rather than the intentions of the person doing the act. Moral realism is also associated with the young child's belief in "immanent justice." Cummings, et.al. (2001) stated that teachers have considerable influence on young people's moral development; pre-service education students demonstrate lower principled moral reasoning than college students with other majors. The purpose of this study was to measure the levels of principled moral reasoning of pre-service teacher education students and to compare their performance with that of college students with other majors. The study also investigated the relationship between the performance of participants on the Defining Issues Test (DIT) and their self-reported propensity to engage in academic misconduct as measured by the Academic Misconduct Survey (AMS). The teacher education students demonstrate significantly lower principled moral reasoning scores than two composite samples of college students with other majors; it also indicate a weak but significant inverse relationship between P-scores and AMS scores, indicating that participants' levels of moral reasoning may affect ethical behaviour.

Johansson, et al (2011) investigated that the schools have long been seen as institutions for preparing children for life, both academically and as moral agents in society. In order to become capable, moral citizens, children need to be provided with opportunities to learn moral values. However, little is

known about how teachers enact social and moral values programs in the classroom. The teachers are described as important for teaching moral values. To investigate early years teachers' understandings of moral pedagogy, 379 Australian teachers with experience teaching children in the early years were invited to participate in an online survey. This article focuses on responses provided to an open-ended question relating to teaching practices for moral values. The responses were analysed using an interpretive methodology. The results indicate that the most prominent approaches to teaching moral values described by this group of Australian early years teachers were engaging children in moral activities. This was closely followed by teaching practices for transmitting moral values.

Warnick and Silverman (2011) suggested that professional ethics is currently a neglected topic in teacher education programs. In this article, the authors revisit the question of ethics education for teachers. The approaches to the professional ethics of teaching that employs a case-analysis framework specifically tailored to address the practice of teaching. The framework is designed to expose the prima facie moral considerations that are relevant as teachers make judgments about ethics. The framework does not produce absolute answers, but it leads to a process that increases procedural objectivity in ethical decision making. It therefore helps respect student moral autonomy while resisting the slide into relativism.

Beyer (1991) cited that teaching has been conceived of as a decontextualized, apolitical, amoral enterprise in both historical and contemporary contexts of teacher education. For example, normal schools fostered a conception of competence in which moral deliberation was less than central by promoting vocationalism and an instrumental rationality that denigrated educational theory and critical reflection. Recent attempts to rekindle a science of education promote a similar kind of technical competence that ignores the importance of moral imagination. This conception of professionalism is in keeping with a focus on self-interest and individualism in society that makes it hard to envision a common good.

Ballantyne and Mills (2008) explored the role of pre-service teacher education in promoting socially just and inclusive practices in music education. Six pre-service teachers were interviewed before graduating, and then again six months into their first year of teaching.

Despite extensive innovations, many schools report that students' attitudes and behaviour are all too often negative and challenging. Such behaviour inhibits the development of a school ethos that both raises achievement and encourages college students to be self-disciplined and develop holistically. The school's effectiveness indicates that it is the degree to which a school can develop a positive school climate that is a main indicator for a successful school. In the School of Education of West Visayas State University- Calinog, Campus, we have been developing a vision for school effectiveness based on values and aims that will inspire a school's community. Such inspiration acts as the "mortar", with the curriculum being the "bricks" in the wall of good practice. In

this study, "The taking teacher education to task: exploring the role of teacher education in promoting values and moral education of task-based language teaching in developing a values-based approach to teaching and learning of students in school", the vision of a values-based school is enhanced in the schools' development of active citizenship. Values-based education is not a new subject to be incorporated into the curriculum, rather it is an educational philosophy, an approach to teaching and learning that underpins the way a school organises itself, develops relationships and promotes positive human values. Schools that adopt such an approach report that there is a qualitative improvement of education college students' attitudes and behaviour. Furthermore, academic results are seen to improve with the added additional benefit of teachers finding that their work is less stressful.

II. OBJECTIVES OF THE STUDY

This study aimed to determine the teachers' role in promoting values and moral education of task-based language teaching in the School of Education of West Visayas State University Calinog-Campus; the level of teachers' role in promoting values and moral education of task-based language teaching when taken as an entire group and when classified as to sex, and age; and to test the significant difference in the teachers' role in promoting values and moral education of task-based language teaching when classified as to sex, and age.

III. MATERIALS AND METHODS

This study utilized a descriptive research method. Descriptive statistics describe the phenomena of interest (Sekaran, 2003) and is used to analyze data for classifying and summarizing numerical data. It includes the analysis of data using frequencies, dispersions of dependent and independent variables and measures of central tendency and variability and to obtain a feel for the data (Sekaran, 2003). The mean and standard deviation will primarily be used to describe the data obtained from the level of teachers' role in promoting values and moral education of task-based language teaching in the School of Education of West Visayas State University Calinog-Campus. The results of the biographical questionnaire were based on the mean, and standard deviation obtained based on the sample characteristics.

Inferential statistics allow the researchers to present the data obtained in research in statistical format to facilitate the identification of important patterns and to make data analysis more meaningful. According to Sekaran (2003), inferential statistics is employed when generalisations from a sample to population are made. The statistical methods used in this research include the t- Test, One way ANOVA, and Pearson r correlation.

The respondents of this present study were the one hundred (100) education college fourth year students taking their practicum were administered a questionnaire after they had been selected through random sampling method using lottery techniques.

Researchers asked permission from the Director of School of Education of West Visayas State University- Calinog

Campus to conduct the survey. The questionnaire included a series of statements and the respondents were asked to indicate their degree of agreement with each statement. Responses were scored on a five-point scale: 1 for "Not Observable ", 2 for "Moderately Observable ", 3 for "Observable ", 4 for "High observable", and 5 for "Very High Observable ". All questions used in the survey pertain to the teachers' role in promoting values and moral education of task-based language teaching in the college of education of West Visayas State University Calinog-Campus. The minimum reliability estimates for the single-item measures ranged from .52 to .76, with a mean minimum reliability estimate of .63 (Nagy, 2002).The result of said administration revealed a Cronbach Alpha of 0.85 signifying a high reliability of the questionnaire. The questionnaires were distributed and collected at the end of June, 2012. The data collected was processed and statistically analyzed through SPSS Ver.11.5.

IV. RESULTS AND DISCUSSION

Table 1 reflects the data of the distribution of respondents in terms of sex and age.

Table 1. Distribution of Respondents

Category	N	%
Entire group	100	100
Sex		
Male	20	20
Female	80	80
Age		
19 to 20 year old	10	10
20 to 21 year old	85	80
21 year old and above	5	5

There were 80 percent females and 20 percent were the male student-respondents; and 85 percent of them belonged to the 20 – 21 years old age bracket, 10 percent belonged to the 19-20 years old age bracket while 5 percent belonged to the 21 years old and above age bracket.

Table 2. Teachers' role in promoting values and moral education of task-based language teaching

Category	M	Descriptions	SD
Becomes involved in community life.	4.10	Highly Observable	.703
Develops vision for school effectiveness based on values that will inspire a school's community.	4.09	Highly Observable	.652
Promotes human equality.	4.09	Highly Observable	.652
Works to help others reach moral maturity.	4.03	Highly Observable	.809
Displays self-regarding and other-regarding moral virtues self-control diligence, fairness, kindness, honesty, and civility in everyday life.	4.02	Highly Observable	.602
Respect for human dignity.	4.02	Highly Observable	.602
Avoids deception and dishonesty.	3.98	Highly Observable	.602
Models moral values that he/she teaches through practical application.	3.98	Highly Observable	.602
Develops relationships and promotes positive human values	3.95	Highly Observable	.641
Works with people of different views.	3.95	Highly Observable	.641
Seeks social justice.	3.94	Highly Observable	.663
Refining from prejudiced actions.	3.92	Highly Observable	.661
Integrates individual interest and social responsibilities.	3.92	Highly Observable	.720
Takes pleasure in helping others.	3.89	Highly Observable	.709
Doing fair share of community work.	3.88	Highly Observable	.782
Shows regarding the worth and rights of all person.	3.82	Highly Observable	.657
Makes decision based on universal accepted values.	3.82	Highly Observable	.657
Recognizes interdependence among people.	3.81	Highly Observable	.706
Cares for ones culture and beliefs.	3.81	Highly Observable	.706
Cares about the welfare of others.	3.71	Highly Observable	.728
Overall Mean	3.93	Highly Observable	.507

Scale: *4.21 – 5.00: Very Highly observable; 3.41 – 4.20: Highly Observable; 2.61 – 3.40: Observable; 1.81 – 2.60: Moderately Observable; 1.00 – 1.80: Not Observable*

Most of the respondents gave importance to the following (M=4.10) they involved in community life, the Development of vision for school effectiveness based on values that will inspire a school's community (M=4.09); and Promotion of human equality. (M=4.09). Given list importance were the following (M=3.81) Recognizes interdependence among people, Cares for ones culture and beliefs (M=3.81); and Cares about the welfare of others (M=3.71). Although the West Visayas State University Calinog-Campus was promoting values and moral

education of task-based language teaching in the School of Education is still considered grossly adequate and in need of public attention.

Table 3 shows the evel of teachers' role in promoting values and moral education of task-based language teaching when taken as an entire group and when classified as to sex, and age

Table 3. Level of teachers' role in promoting values and moral education of task-based language teaching

	Category	Mean	Description	SD
	Entire Group	3.93	HO	.507
A. Sex	Male	3.94	HO	.453
	Female	3.93	HO	.523
B. Age:	19 -20 years old	4.22	HO	.470
	20-21 years old	3.91	HO	.516
	21 years old and above	3.73	HO	.160

Scale: *4.21 – 5.00: Very Highly observable (VHO); 3.41 – 4.20: Highly Observable (HO); 2.61 – 3.40: Observable (O); 1.81 – 2.60: Moderately Observable (MO); 1.00 – 1.80: Not Observable (NO)*

Both sexes have observable roles in promoting values and moral education of task-based language teaching. However, males have chronically higher mean than females; as to age bracket 19 to 20 year old respondents have very high observable roles in promoting values and moral education of task-based language teaching then 20 to 21 year old and 21 year old and above respondents. Table 3 reflects the data.

Table 4. Differences in faculty role in promoting values and moral education of task-based language teaching when classified as to sex

Category		Mean	t-value	df	2-tail prob.
SEX	Male	3.94	.059	98	.550
	Female	3.93			

*p >0.05, not significant at 0.05 alpha

There is no significant difference in the faculty in promoting values and moral education of task-based language teaching when classified as to sex. This means that the male and female respondents have the same in promoting values and moral education of task-based language in teaching.

Table 5 reveals the differences in teachers' role in promoting values and moral education of task-based language teaching when classified as to age.

There is no significant difference in the faculty in promoting values and moral education of task-based language teaching in the School of Education of West Visayas State University Calinog-Campus when classified as to age.

Table 5. Differences in teachers' role in promoting values and moral education of task-based language teaching

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.055	2	.528	2.091	.129
Within Groups	24.479	97	.252		
Total	25.534	99			

*p >0.05, not significant at 0.05 alpha

This means that 20 to 21 year old and 21 year old and above have similar in promoting values and moral education of task-based language in teaching.

V. CONCLUSIONS AND RECOMMENDATIONS

The respondents have perceived a highly observable in promoting values and moral education of task-based language teaching. This means that values and moral education are promoted in teaching at West Visayas State University Calinog-Campus.

Both sexes have similar perception of Teachers' role in promoting values and moral education of task-based language teaching which means that the sexes are one in their perception.

Youngest bracket of age and respondents perceived a very highly observable promoting values and moral education of task-based language teaching which means that they are more particular about values and moral education.

All ages are with different educational backgrounds don't differ in their perception as to promotion of values and moral education of task-based language teaching. Age and educational background does not matter in the perception of the respondents.

It is recommended to improve some more awareness on the promotion of values and moral education of task-based language teaching through training, seminars and workshops with focus on the older age brackets and males.

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