JIRSEA

JOURNAL OF INSTITUTIONAL RESEARCH SOUTH EAST ASIA

SEAAIR

SOUTH EAST ASIAN ASSOCIATION FOR INSTITUTIONAL RESEARCH

Inculcating Family Values: Exploring Teaching Approaches Of Final-Year Pre-Service Teachers

Rahimah Jamaluddin

CITE ARTICLE: Jamaluddin, R. (2025). Inculcating Family Values: Exploring Teaching Approaches Of Final-Year Pre-Service Teachers. *Journal of Institutional Research South East Asia*, 23(1). 314-331

INCULCATING FAMILY VALUES: EXPLORING TEACHING APPROACHES OF FINAL-YEAR PRE-SERVICE TEACHERS

Rahimah Jamaluddin[1*]

[1]Faculty of Educational Studies, Universiti Putra Malaysia

*Corresponding email: imah_upm@upm.edu.my

ABSTRACT

Inculcating family values in students is a challenging task as it is both subjective and hard to quantify. The effectiveness of such efforts largely relies on the creativity of teachers in presenting the content in engaging and memorable ways. This study explores the teaching methods employed by final-year pre-service teachers to inculcate family values. This study utilizes a qualitative approach. Five pre-service teachers who taught family themes during their 14-week practicum were selected as respondents. The data for this study were gathered through semi-structured interviews. The interviews' transcription was analyzed using the Atlas.ti to create the theme. The results demonstrate that teachers employ a combination of teacher-centered and student-centered approaches when delivering content related to family values to their students. As inculcating family values is a subjective therefore applying hybrid teaching approaches might cater to diverse students' needs and learning styles. Additionally, this will successfully engage students and encourage a thorough comprehension of the subject so they can become responsible citizens in the future.

Keywords: Student-centered, teaching-centered, family life education, higher education.

1. Introduction

A family's interactions and behaviors are governed by a set of ideas and values called family values. These beliefs influence how members of the family view and navigate the outside world and are frequently passed down from generation to generation. At beginning, parents serve as the primary social agents responsible for fostering values in their children, as early childhood is spent mostly with family. The lessons learned and experiences gained during this foundational stage significantly shape a child's thoughts, attitudes, and character (Brutani, 2022).

In an era shaped by globalization and rapid technological advancement, the task of nurturing family values has become increasingly complex. Challenges such as media influence and changing societal norms underscore the need for educational strategies that instill empathy, respect, and responsibility in students. Societies can address issues like moral decline, intergenerational gaps, and social fragmentation by placing a strong emphasis on family values. These also brought about changes in the understanding and practice of family values and their interconnectedness (Rahman & Sayed Uddin, 2017). This will have both positive and negative impact on the overall well-being of a families, especially on student academic achievement.

Education plays a crucial role in instilling values in young minds (Malik, 2019). Schools are not merely center for academic instruction but also serve as essential environments where students develop their social, emotional, and ethical competencies (Khan, et al., 2023). Values education, in particular, aims to foster a sense of humanism, shaping individuals into responsible and empathetic members of society (Bhatt, 2018) as well as contribute to society through good citizenship and ethics (Vidhya, 2021). As Sahin (2019) notes, values are not innate but can be taught and learned through deliberate efforts. For today's youth, practicing family values daily is vital for cultivating responsible family members and promoting a harmonious home environment. Educators, because of their significant role, are crucial in helping students to adopt and guiding students to internalize and practice these values (Sahin, 2019).

To foster unity and cohesiveness among Malaysians, the Malaysian Ministry of Education (MOE) outlined strategies in the Malaysian Education Blueprint (2013-2025) to prioritize the role of families. The primary objective is to offer family-life education programs to empower families and society to fulfill their roles effectively. This initiative aligns with the National Education Philosophy, which emphasizes holistic student development of intellectually, emotionally, spiritually, and personally (Ministry of Education, 2013). Instilling an early understanding of harmonious family values in the younger generation is crucial, as they will become the future parents shaping the next generation.

Family values play a critical role in shaping individual character and societal harmony, yet teaching these values in schools remains a challenge due to their subjective and multifaceted nature. In Malaysia, family values are taught using a cross-curricular approach across five subjects, aiming to provide students with comprehensive exposure. However, many educators teaching these subjects lack specialized training, raising concerns about the consistency and depth of values education in classrooms. According to Rahimah et al. (2016), 46.3% of teachers assigned to these subjects lack relevant training, with the majority being trained in multiple disciplines rather than family education specifically. Consequently, non-specialist teachers often struggle to align their classroom practices with theoretical frameworks, leading to moderate levels of value internalization among students (Othman et al., 2016).

This scenario underscores the need for innovative approaches to values education. Pre-service

teachers, equipped with contemporary pedagogical training, are uniquely positioned to address these gaps. Their practicum experiences provide valuable insights into strategies that bridge theoretical knowledge with classroom application. Exploring the teaching strategies employed by pre-service teachers offers an opportunity to enhance the effectiveness of values education in Malaysia.

Pre-service teachers, particularly those in their final year of training, hold a unique position in shaping the next generation. Equipped with contemporary pedagogical training, they are well-suited to address gaps in values education. During their practicum, pre-service teachers bridge theoretical knowledge with classroom application, developing essential skills such as classroom management, lesson delivery, and student engagement (Mkhasibe et al., 2021; Rif'atullah & Ciptaningrum, 2024). They also experiment with various teaching methods, adapt to classroom dynamics, and evaluate their effectiveness (Freeman, 2002; Partiwi, 2020). By exploring the teaching strategies employed by pre-service teachers, this study provides invaluable insights into effectively integrating family values into education.

Teaching family values requires more than a superficial mention in textbooks or lesson plans, it requires more skill and patience. There are many ways to teach values in the classroom, including both formal and informal approaches (Mugambi, 2022; Ibrahim et al., 2022). Particularly among teachers, it is essential for them to be well-versed and proficient in contemporary 21st century teaching and learning methods. Student-centered learning (SCL) is believed to be particularly effective in developing students' acquisition of 21st century skills (Zohrabi et al., 2012). Because educators consider students' needs both individually and collectively, they motivate them to participate in the learning process and allow them the flexibility to learn how to participate in a range of activities (Zohrabi et al., 2012). Methods such as storytelling, role-playing, collaborative activities, and project-based learning are particularly effective in instilling these values (Yusof et al., 2018; Sahin, 2019; Rahiem et al., 2020; Akhtar & Saeed, 2021). While teacher-centered learning is efficient for transmitting large amounts of information covering functional concepts and facts. This allows students to gain valuable knowledge in their subject matter (Yusof et al., 2018).

Despite the Malaysian Ministry of Education's emphasis on holistic education, gaps remain in understanding how to teach family values in diverse classroom settings effectively. While previous studies have focused on in-service teachers, the strategies employed by pre-service teachers during their practicums remain underexplored. Pre-service teachers offer a unique perspective, integrating contemporary pedagogical training with real-world classroom experience. This study addresses these gaps by exploring the teaching strategies used by final-year pre-service teachers to inculcate family values. By examining their approaches, this research aims to provide insights into innovative and effective methods for values education, contributing to the broader discourse on preparing future educators for this critical task.

2. Literature Review

2.1. Importance of Family Values in Education

Family values represent a system, attitudes, and beliefs that are fundamental to uniting family members across diverse cultural backgrounds (Mahmoudi, 2012). These values serve as a framework for establishing behavioral norms and rules within the family unit (Ghani et al., 2014). In the context of Western cultural perspectives, Bandura's Social Learning Theory highlights those human actions are shaped by the interplay of personal, environmental, and biological factors (Bandura, 1977). This theory underscores how these elements influence

individual behaviors and value systems, making it pertinent to understanding the transmission and reinforcement of family values.

Family-life education offers direct exposure to the family system and is essential for equipping students with the knowledge and skills required to adapt to the socio-technological challenges of the Fourth Industrial Revolution. Its purpose within the school system is to nurture a strong sense of identity among the younger generation, thereby reducing the risk of involvement in immoral or socially detrimental activities.

The development of moral values is increasingly significant to prepare students for building strong, harmonious family institutions in the future. According to Ghani et al. (2014), adolescents who possess robust moral values are more likely to adopt adaptive strategies when coping with stressors, promoting positive outcomes. In contrast, those lacking these values may resort to passive or negative coping mechanisms, leaving them vulnerable to issues such as depression, low self-esteem, and self-blame. Psycho-spiritual capabilities also play a critical role in influencing adolescents' responses to stress.

Embedding the understanding of family values in education from an early age is crucial. Rahimah and Roslan (2009) revealed that many young individuals struggle to articulate their roles within their families, reflecting a gap in their foundational understanding of family values. This finding emphasizes the necessity of inculcating knowledge and values in children as early as seven years old (Veugelers, 2000; Rahimah & Roslan, 2009).

The absence of strong family values can lead to societal issues, including diminished respect for parental obligations, contributing to moral decay. Adolescents are particularly susceptible, as evidenced by rising incidents of crimes, violence, early marriages, bullying, gang activity, drug use, and other harmful behaviors (Sari, 2013; Ghani et al., 2014). Teaching family values is essential, as these serve as the cornerstone for building cohesive and sustainable communities and nations (Ghani et al., 2014; Shrivastava, 2017).

2.2. Child Development and Social Learning Theory

This study, which is grounded in social learning theory by Bandura's (1977), examines how human nature, the environment, and social factors interact to influence an individual's behavior. This theory highlights how important environmental factors are in forming people's personalities, especially those of parents, teachers, and peers. Bandura highlights that observation, imitation, and modeling are central components of the learning process, asserting that behaviorism alone cannot fully explain all types of learning.

Parents are regarded as the primary role models for children. Childhood experiences, as Bandura notes, have a lasting impact on adolescent behavior. Children often reflect their families, mirroring the actions they observe rather than adhering strictly to verbal instructions (Kumari, 2017; Yusof et al., 2018; Mugambi, 2022; Ibrahim et al., 2022). Consequently, the initial and most critical step in inculcating values in children is for caregivers to exemplify the values they wish to impart (Rahiem et al., 2023). Within Islamic practices, the father or husband is designated as the household's highest authority, tasked with its administration (Mohd Hasrul & Mohd Fauzi, 2015). Similarly, the mother or wife plays a crucial role as both a support system for the husband and a primary educator of the child (Weber, 2011). Collectively, parents and caregivers serve as key role models for children and youth.

However, in today's context, not all parents have the opportunity to spend consistent time with their children. While families are ultimately responsible for instilling a strong sense of

values, teachers also play a significant role, given the substantial time students spend in school (Bowers & Flinders, 1990; Roux & Dasoo, 2020; Khan et al., 2023). Educators are now entrusted with the critical responsibility of reinforcing values in students. Ideally, foundational values are established in early childhood through the combined influences of family, friends, and educators. During adolescence, children are challenged to apply these values in real-life scenarios, which often test their morals and beliefs. Teenagers can develop their own value systems during this time, which are shaped by their ethnic backgrounds, family structures, religious convictions, and cultural customs (Ghani et al., 2014).

This viewpoint is enhanced by Bronfenbrenner's (1994) ecological systems theory, which emphasizes the interaction between people and their surroundings. He identified four nested ecological systems, ranging from the closest (microsystem) to the most distant (macrosystem), which collectively influence a child's development. Later, Bronfenbrenner and Ceci (2006) expanded this framework by introducing the chronosystem, which accounts for the impact of time on these interactions. Their Process-Person-Context-Time (PPCT) model provides a comprehensive lens for measuring an individual's development over time. Bronfenbrenner emphasizes that systemic interactions across an individual's lifespan and generations profoundly shape values, such as family morals and beliefs, which are passed down and continuously evolve.

2.3. Teaching Approaches for Values-Based Education

Numerous approaches and strategies can be utilized in pedagogy, depending on the selected values, sources of development, and other limiting factors (Sari, 2013; Yusof et al., 2018; Vidhya, 2021; Ibrahim et al., 2022). However, there is no ideal or universally perfect approach to teaching values, particularly family values, as nurturing values remains a complex and nuanced task for educators (Rahimah & Roslan, 2009). Measuring the effectiveness of value education is inherently challenging, yet its impact on students' behavior and lives is significant (Vidhya, 2021; Mugambi, 2022).

Evocation, inculcation, awareness, moral reasoning, analysis, value clarification, commitment, and union approaches are some of the pedagogical strategies for value education that scholars have described. (Thakar, 2020; Nurhayati, 2022). Based on constructivist and democratic ideals, student-centered pedagogy encourages students to make sense of their experiences in a setting that develops critical and reflective thinking skills as well as a sense of accountability.

On the other hand, behaviorist theory, which sees behavior changes as the consequence of outside stimuli, is a major component of teacher-centered instruction. (Thakar, 2020; Nurhayati, 2022). Students are typically passive and react to outside cues in teacher-centered classrooms, with little opportunity for critical thinking or problem-solving exercises. (Bowers & Flinders, 1990). As the teacher retains control over instruction and decision-making, this approach may restrict students' ability to practice independent thought.

Several strategies can be employed to teach values effectively. For instance, fostering two-way communication and building strong teacher-student relationships are critical for instilling values (Nurhayati, 2022; Mugambi, 2022). Storytelling is another powerful educational tool that helps students internalize moral and ethical values naturally. Immersed in stories, students often relate them to real-life experiences, reinforcing the lessons learned (Balakrishnan & Thambu, 2017; Mondal, 2017; Rahiem et al., 2020). This method enables students to grasp the essence of values through narrative contexts, making the learning process relatable and

impactful (Suzanne, 2015; Balakrishnan & Thambu, 2017; Sahin, 2019; Rahiem et al., 2020).

Research also highlights the frequent use of student-centered methods, such as classroom acting, simulations, and group activities, in teaching values (Tasdemir et al., 2012; Sari, 2013; Schuitema et al., 2018; Thakar, 2020; Nurhayati, 2022). Activity-based learning, where students actively participate, enhances their engagement and effectiveness in internalizing values (Vidhya, 2021). Teachers can integrate these methods to encourage character development and promote the adoption of positive behaviors (Jannah et al., 2018; Nurhayati, 2022).

Another widely used strategy is direct explanation by teachers, often combined with modeling and providing examples to reinforce values (Kumari, 2017; Yusof et al., 2018; Mugambi, 2022; Ibrahim et al., 2022). Lecture-based instruction incorporating religious teachings or literary examples can further support value inculcation (Ibrahim et al., 2022; Akhtar & Saeed, 2021). These approaches ensure that students have a clear understanding of the values being taught.

2.4. Challenges Faces of Pre-Service Teachers in Values Education

The purpose of the suggested research framework is to investigate how pre-service teachers instill family values and how these efforts influence student engagement and academic outcomes. Grounded in Bandura's Social Learning Theory, which emphasizes observational learning through modelling and imitation, and Bronfenbrenner's Ecological Systems Theory, which highlights the role of interactions within and across educational systems, the framework examines how pre-service teachers' strategies shape learning experiences in diverse classroom contexts.

The framework identifies three primary constructs: Teaching Methods, Student Engagement, and Learning Outcomes. "Teaching Methods" encompass strategies consistent with behaviourist and constructivist learning theories, such as storytelling, role-playing, and collaborative projects. These methods are analysed to determine how they promote active learning and foster value internalization. "Student Engagement" refers to the extent of active participation and interest displayed by students during lessons, which is assessed through observations of interactive discussions and activity-based learning sessions. Finally, "Learning Outcomes" focus on the students' ability to understand, internalize, and apply family values, evaluated through qualitative analysis of their behaviours and verbal responses.

By linking these constructs to the data collection and analysis process, the framework provides a systematic approach to understanding how pre-service teachers' strategies influence both immediate classroom engagement and longer-term value adoption. This structured lens allows the study to explore the effectiveness of specific teaching practices within the broader educational ecosystem.

2.5. Propose Research Framework

The purpose of the suggested research framework is to investigate how pre-service teachers instill family values and how this affects student engagement and academic results. Grounded in Bandura's Social Learning Theory, which emphasizes observational learning, and Bronfenbrenner's Ecological Systems Theory, which highlights systemic interactions, this

study examines how pre-service teachers model and teach family values within complex educational ecosystems.

The framework includes three primary constructs: Teaching Methods, Student Engagement, and Learning Outcomes. "Teaching Methods" refer to the specific techniques and strategies pre-service teachers use, such as role-playing, storytelling, and group projects, which are consistent with behaviourist and constructivist theories of learning. "Student Engagement" is defined as the degree of active participation and interest demonstrated by students during lessons, fostered through interactive discussions and activity-based learning. "Learning Outcomes" describe students' ability to understand, internalize, and apply family values, assessed qualitatively through their responses and behaviors.

The findings reveal that key strategies employed by pre-service teachers align with these constructs, illustrating a clear connection between the framework and the thematic analysis. For example, storytelling (a teaching method) fosters emotional engagement and observational learning (student engagement), as described by Bandura's Social Learning Theory, and contributes to students' understanding and retention of family values (learning outcomes). Similarly, role-playing and group projects actively involve students in applying family values in simulated contexts, promoting critical thinking and problem-solving skills that enhance both engagement and outcomes.

This framework highlights how teaching methods directly influence student engagement, which in turn impacts learning outcomes. By operationalizing these constructs and linking them to specific strategies, the study provides a systematic and evidence-based approach to understanding the effectiveness of value-based education strategies. The inclusion of detailed measures, as outlined in Table 1, ensures clarity and replicability, contributing to a comprehensive understanding of how family values can be effectively taught in educational settings.

Table 1: Construct and operational definition for propose research framework

Construct	Operational Definition	Example Measures
Teaching Methods	Strategies employed by pre-service teachers	Storytelling, role-play, group discussions
Student Engagement	Students' active participation in lessons	Activity-based learning, collaborative projects
Learning Outcomes	Understanding and application of family values	Insights from thematic analysis of responses

3. Methodology

A qualitative method was used to explore the teaching methods employed by final-year pre-service teachers to inculcate family values. To achieve the research goal, semi-structured interviews were conducted to gain a more detailed insight. This study employs an exploratory methodology to enable a greater understanding of family values teaching approaches. As a result, the goal of this study was to understand better present practices rather than to verify any particular hypothesis.

3.1. Sampling Method

A purposive sampling technique was employed to select respondents who could provide in-depth information relevant to the research objectives. This approach was chosen to ensure the accuracy and efficiency of data collection by focusing on participants with specific experiences and expertise. The sample comprised five pre-service teachers pursuing a Bachelor's degree in Home Science Education during the first semester of the 2023/2024

academic year. To ensure the sample was representative of diverse teaching contexts, participants were selected based on several criteria: active engagement in teaching family values during their practicum, use of varied teaching methods (e.g., storytelling, role-playing), and placement in different school environments, including both urban and rural settings. These criteria helped capture a range of perspectives and practices, reflecting the diversity of real-world teaching scenarios.

While purposive sampling does not aim for statistical generalizability, it is widely used in qualitative research to provide rich, detailed insights into specific phenomena (Tuckett, 2004). The focus on quality and depth of information rather than sample size aligns with the study's goal of exploring effective strategies for teaching family values. This approach allows the findings to offer transferable insights that can inform broader educational practices, despite the acknowledged limitation of limited participant numbers.

3.2. Research Instrument

In this study, a semi-structured interview protocol served as the primary data collection instrument. The protocol was designed based on insights from a comprehensive literature review and grounded in Bandura's Social Learning Theory, which emphasizes the role of modeling and observational learning in education. To ensure its content validity, the protocol was reviewed and refined by experts specializing in Home Science Education. The interview questions were carefully crafted to elicit in-depth responses aligned with the research objectives. For instance, questions such as "What strategies do you use to teach family values?" and "How do you assess the effectiveness of these strategies?" were included to explore the teaching methods employed by pre-service teachers and their perceived impact on student engagement and learning outcomes.Data Collection

The data collection process encountered some constraints, primarily due to the limited availability of student teachers teaching family-related topics during their practicum. Consequently, the selection of respondents required meticulous planning. The researcher, in their capacity as a practicum supervisor, identified students scheduled to teach family-related topics and reached out to them individually to obtain consent for participation. Despite the small sample size, this approach ensured the inclusion of respondents directly aligned with the study's objectives.

The study was conducted during the pre-service teachers' 14-week teaching practicum in schools. During this period, two interview sessions were scheduled with each participant, each lasting between 30 minutes and 1 hour. The interviews were conducted face-to-face in an informal and comfortable setting at the school to encourage open and candid responses. To capture the discussions accurately, a digital audio recorder was used. The interviews were conducted in Malay, and the data were transcribed and analysed using ATLAS.ti software. The coding process from the transcripts resulted in the identification of several significant themes.

3.3. Thematic Analysis Procedures

All interviews conducted during the study were audio-recorded and transcribed verbatim to ensure accuracy and comprehensiveness. The transcripts were reviewed multiple times to familiarize the researcher with the data and to capture non-verbal cues where relevant (Merriam & Tisdell, 2015). The transcripts were imported into ATLAS.ti software for

analysis. Open coding was employed as the first step, wherein key phrases, sentences, and paragraphs were systematically examined and assigned descriptive labels (codes) that captured their essence. Codes were initially broad to allow for the capture of diverse ideas, such as "teacher-centered strategies," "student engagement," or "challenges in teaching family values." After the initial coding, overlapping or redundant codes were merged, and ambiguous codes were clarified.

Codes were grouped into categories based on conceptual similarities and recurring patterns. For instance, codes related to storytelling, explanation, and brainstorming were organized under a broader theme like "Teacher-Centered Methods." To ensure the validity of the themes, the coded data and developed themes were cross-checked by another researcher familiar with the subject matter. Discrepancies were discussed and resolved to achieve consensus, ensuring intercoder reliability. Data from interviews were triangulated with participant feedback to verify findings and enhance credibility.

This multi-source approach helped confirm that the themes were reflective of the participants' experiences. Measures to ensure rigor included keeping a detailed audit trail of coding decisions and maintaining reflexivity by documenting the researcher's reflections throughout the analysis process. This helped mitigate personal biases. A pilot coding exercise was conducted with a small subset of data to refine the coding framework before applying it to the full dataset. Themes were refined iteratively through constant comparison to ensure they accurately represented the data.

4. Findings

The findings of the study are based on the questions: what types of teaching approaches are used by pre-service teachers to inculcate family values to their students? This study has identified two main themes relevant to teaching approaches in family values. Namely teacher-centerd learning and student-centered learning.

4.1 Theme 1: Teacher-Centered Methods

The findings indicate that teacher-centered approaches play a significant role in teaching family values, particularly at the beginning of lessons. All five respondents reported using teacher-centered methods, such as providing explanations and storytelling, as foundational techniques to establish clarity and engage students. While teacher-centered methods, such as storytelling and direct instruction, provide foundational knowledge, student-centered strategies like role-playing and collaborative activities engage students in applying these values practically, fostering deeper understanding and retention.

Explanations and Conceptual Clarity

Respondents highlighted the importance of providing explanations to introduce key concepts and terms. This approach ensures that students have a clear understanding of the foundational content before engaging in further exploration:

"At the beginning of the class, I used teacher-centered..." (A03).
"In the topic family cycle... there are three levels. So explanation should be given first... make them clear." (A02).
"When it comes to values, I often start with explanations about the terms... for example, the meaning of responsibility. Then I relate it to the contents, the facts." (A01).

These responses illustrate how explanations serve as a critical starting point, providing students with the necessary context to grasp the lesson objectives effectively.

Stimulating Curiosity and Engagement

In addition to explanations, teacher-centered methods such as brainstorming and questioning were used to spark students' curiosity and prepare them for deeper engagement with the material:

"I created a slide show… to attract their attention." (A04).
"In teaching value, usually I'll do brainstorming to get their attention." (A02).
"Of course, I used a lot of questioning techniques… to start learning… to get some ideas from them." (A05).

These techniques are designed to bridge the gap between students' existing knowledge and the new content, fostering an environment where students are motivated to explore further.

Storytelling as a Key Technique

Respondents consistently emphasized the effectiveness of storytelling as a method for teaching family values. Storytelling was seen as more impactful than traditional lecturing, as it allows teachers to illustrate concepts through relatable examples and narratives. This method was particularly effective in fostering emotional connections and making abstract values tangible:

"I'll tell them about the background of their classmates... Then, relate it with the role of each family member." (A01).
"Usually, I tell them the stories of Prophet Muhammad... then relate it with our current life, the value behind it." (A03).

Teachers also noted that storytelling helps connect the content to real-life issues, enabling students to understand the relevance of values in their own lives:

"I like to tell students about social problems among teenagers, so that they can see exactly where their values are... and sometimes I share with them my own experiences." (A05).
"As teenagers grow up, they need someone to listen to them. So having storytelling... they feel close, and it's easier to inculcate them with good values." (A04).

Integration of Teacher-Centered Approaches

An analysis of lesson plans revealed that teacher-centered methods are consistently used to deliver content effectively. These methods typically begin with explanations to define key concepts and are followed by storytelling to maintain students' interest and ensure understanding. Storytelling, in particular, is valued for its ability to simplify complex ideas and connect emotionally with students.

The findings underscore the importance of teacher-centered approaches in teaching family values. These methods provide structure and clarity, making them particularly effective at the start of lessons. Storytelling, as a core technique, not only enhances comprehension but also fosters emotional engagement, making it easier for students to internalize values. This

combination of techniques demonstrates the strategic role of teacher-centered methods in laying a solid foundation for subsequent learning activities.

4.2. Theme 2: Student-Centered Strategies

The findings indicate that a student-centered approach is essential for fostering a deeper understanding of family values. Respondents unanimously agreed that student-centered learning (SCL) should follow the initial teacher-centered explanation of concepts. This structured sequence ensures that learning objectives are met effectively and that students engage actively with the material.

Activities Used in Student-Centered Learning

Respondents pointed out a range of practices used to facilitate student-centered learning, including brainstorming sessions, role-playing, group discussions, and critical thinking exercises. These activities provide students with opportunities to explore concepts collaboratively, express their ideas, and develop critical soft skills. For instance, one teacher stated:

"I use student-centered approach… in group activities." (A03)
Group activities, such as discussions and presentations, encourage students to share their perspectives and evaluate different viewpoints. As one respondent explained:
"Examples in learning budgeting. Need calculations, I give them an example of a family... parents with schoolchildren, then give an amount of their income. Discussion is important because students need to consider needs and wants... be wise in their spending." (A03)

These collaborative exercises enable students to internalize values by applying them in real-world scenarios, such as budgeting and family decision-making.

Open-Ended Questions and Critical Thinking

Open-ended questions are another strategy highlighted by respondents to stimulate critical thinking and problem-solving skills. These questions help students explore cause-and-effect relationships and apply values to practical situations. Examples shared by teachers include:

"In teaching the value of responsibility, I ask, 'As a husband, what would you do if your wife didn't obey you?' Students can come up with many answers, and their responses reflect their understanding." (A03)
"Consumerism, for example. If someone buys cosmetics and faces an issue with their skin, I ask, 'What do you think you need to do? What action is necessary to avoid harm?'" (A01)

Such questioning techniques guide students to critically evaluate their actions and decisions, linking family values to real-world contexts.

Role-Playing for Experiential Learning

Role-playing emerged as a frequently used technique for teaching family topics. It provides students with an experiential learning opportunity where they can simulate real-life situations and practice applying values. Teachers reported that role-playing is particularly engaging and helps retain students' attention:

"As an example, role play on social issues... such as a child trapped in drug addiction. How

can the family help? This acting can inculcate family values indirectly." (A04)

This method not only makes learning enjoyable but also enhances students' empathy and understanding of family dynamics.

Development of Soft Skills

Beyond fostering an understanding of family values, student-centered strategies contribute significantly to the development of essential soft skills such as teamwork, communication, and tolerance. Teachers noted that these activities helped students overcome shyness and encouraged active participation:

"Of course, they will have a discussion and other activities… this is how I embed values in my teaching." (A05)

By engaging in diverse and interactive activities, students were able to practice and internalize family values while simultaneously building their interpersonal skills.

The results show that when it comes to teaching family values, student-centered learning is an essential supplement to teacher-centered methods. Activities such as group discussions, open-ended questioning, and role-playing help create an interactive and supportive learning environment. These methods improve students' critical thinking, communication, and teamwork abilities in addition to fostering an awareness of and instillation of family values. By tailoring teaching approaches to the topic and the students' needs, pre-service teachers are able to foster both intellectual and emotional engagement, increasing the likelihood of successful value inculcation.

5. Discussion

The findings reveal that pre-service teachers use a combination of teacher-centered and student-centered approaches to inculcate family values in their students. This dual approach aligns with previous research, which emphasizes that neither strategy alone is sufficient to achieve effective teaching and learning outcomes (Emaliana, 2017; Bhutani et al., 2022; Osias et al., 2023). Instead, employing diverse methods helps address the abstract and subjective nature of family values, catering to students' varied needs and learning preferences (Mondal, 2017; Yusof et al., 2018)

Teacher-centered strategies, particularly explanations and storytelling, play a foundational role in teaching family values. Teachers use explanations to introduce and clarify key concepts, ensuring students have a clear understanding of foundational knowledge. For instance, participants highlighted that when teaching abstract concepts like responsibility, they began with detailed explanations to establish a framework for further exploration. This practice aligns with the principles of Bronfenbrenner's ecological systems theory, as explanations provide students with a structured microsystem that fosters understanding and sets the stage for engagement (Othman, 2016; Vidhya, 2021).

Storytelling emerged as a key strategy for teaching family values, as participants frequently used narratives to illustrate complex concepts like responsibility. For example, one participant described using stories about family conflicts to help students understand the consequences of different behaviors and the importance of resolving issues responsibly. This approach aligns

with Bandura's Social Learning Theory, where observational learning occurs as students internalize values modeled through the narrative. Research by Rahiem (2020) and Khan (2021) supports this, highlighting that storytelling enhances emotional engagement and aids in the retention of values. Moreover, storytelling creates a rich microsystem of emotional engagement, allowing students to empathize with characters and connect lessons to their own lives. Research by Suzanne (2015), Rahiem (2020), and Nurhayati (2022) corroborates these findings, demonstrating that storytelling enhances emotional understanding and retention in values education.

Student-centered strategies, including discussions, role-playing, and question-and-answer sessions, complement teacher-centered methods by actively involving students in the learning process. These approaches align with Bronfenbrenner's meso- and exo-systems, which emphasize the interplay of multiple influences on student learning, such as peer interactions and classroom environments. Role-playing, for example, provides experiential learning opportunities where students simulate real-life family scenarios, enabling them to practice problem-solving and decision-making skills. Participants noted that these activities foster empathy and help students internalize values, as supported by studies by Balakrishnan and Thambu (2017) and Mugambi (2022).

Open-ended questioning further encourages critical thinking by prompting students to explore cause-and-effect relationships and apply values to practical situations. For instance, one participant asked students to consider the responsibilities of a family member in a hypothetical conflict, stimulating thoughtful discussion and application of learned values. This aligns with constructivist principles, which emphasize active participation and reflective learning, as well as Bronfenbrenner's ecological focus on interactive learning environments (Veugelers, 2000; Nurhayati, 2022).

Effect relationships and apply values to practical situations. For instance, one participant asked students to consider the responsibilities of a family member in a hypothetical conflict, stimulating thoughtful discussion and application of learned values. This aligns with constructivist principles, which emphasize active participation and reflective learning, as well as Bronfenbrenner's ecological focus on interactive learning environments (Veugelers, 2000; Nurhayati, 2022).

By combining teacher-centered and student-centered approaches, pre-service teachers create a holistic learning environment that fosters meaningful understanding of family values. These strategies reflect the theoretical constructs of Bandura's Social Learning Theory and Bronfenbrenner's Ecological Systems Theory. Bandura's emphasis on observation, imitation, and modeling is evident in teacher-centered methods like storytelling, where students learn by observing modeled behaviors. Similarly, Bronfenbrenner's ecological systems theory highlights how structured and interactive learning environments contribute to cognitive and emotional engagement at multiple systemic levels.

For example, teacher-centered approaches provide a stable microsystem of instruction, laying the foundation for understanding key concepts. Student-centered strategies then expand this foundation by engaging students in meso-level interactions, such as group discussions and collaborative activities, which reinforce value internalization and practical application. This layered approach ensures that teaching methods address both the cognitive and emotional dimensions of learning (Pandey, 2016; Sahin, 2019)

The findings also underscore the importance of collaboration between teachers, parents, and students to reinforce values education in both school and home environments. Teachers' ability to blend formal and informal teaching methods strengthens the learning process, fostering a supportive relationship that facilitates moral development. For instance, participants emphasized the role of informal storytelling and discussions in bridging classroom learning with real-life applications, echoing research by Sari (2013) and Faraq Elhoshi et al. (2017). This collaborative approach aligns with Bronfenbrenner's ecological focus on the interconnectedness of systems and Bandura's emphasis on the social contexts of learning.

6. Conclusion

This study highlights the importance of combining teacher-centered and student-centered approaches to teach family values in educational settings effectively. The findings reveal that pre-service teachers often rely on teacher-centered methods, such as storytelling and explanations, to introduce and clarify key concepts. These foundational strategies are enhanced by student-centered approaches, including role-playing, open-ended questioning, and discussions, which foster critical thinking, active participation, and teamwork.

The study aligns with the objectives of the Malaysian Education Blueprint (2013–2025), which emphasizes innovative and engaging teaching strategies to equip students with 21st-century skills. To enhance the effectiveness of values education, teacher training programs should integrate family values into their curriculum by providing workshops, seminars, and practical opportunities for pre-service teachers to implement student-centered methods during their teaching practicums (Pratiwi, 2020; Rif'atullah & Ciptaningrum, 2024). Embedding these strategies in coursework will ensure pre-service teachers are prepared to address the diverse and evolving needs of students in modern classrooms.

Additionally, the curriculum should focus on bridging theoretical knowledge with real-world applications, equipping teachers to navigate the complexities of values education. By adapting teaching methods to ensure students not only understand the significance of family values but also internalize and apply them in daily life, educators can cultivate responsible, empathetic individuals who contribute positively to their families, communities, and society.

Finally, the continuous development of teaching practices, particularly through the integration of technology, can further enhance educators' ability to deliver meaningful and engaging values education. By prioritizing such innovations in teacher training programs, educational institutions can prepare future educators to create impactful and transformative learning experiences in values education.

7. Limitations of the Study and Recommendations

This study has several limitations that should be acknowledged. First, the pre-service teachers had only completed one course on teaching family management during their first semester. In contrast, their teaching practicum occurred during the final semester of their fourth year. Since the concepts and knowledge acquired earlier so they were no longer fresh in their minds, this time difference probably contributed to their inability to retain it. Additionally, since they lacked practical teaching experience at that time, whatever was taught in the first semester might have been confusing or difficult for them to understand fully.

The second restriction relates to the teaching practicum itself. Pre-service teachers are required to follow the topics outlined in the designated textbooks throughout their probationary period. As their practicum generally takes place between March to July, students often engage in discussions on topics clothing and food management during this period. As a result, the pre-service teachers only had the opportunity to teach one or two topics related to family values. Consequently, interviews for this study were restricted to the particular topics they taught during their practicum, which might have limited the breadth of insights that could be gained.

To overcome these limitations, it is suggested that the pre-service teacher curriculum be reviewed to ensure that family management topics are integrated more consistently throughout their training, providing opportunities for reinforcement nearer their practicum period. Additionally, educational institutions and teacher training programs should consider providing more diverse practicum teaching experiences, allowing pre-service teachers to engage with a broader range of family-oriented topics.

Finally, this study is limited to pre-service teachers from one university, which may affect the generalizability of its findings. Carrying out comparable studies with in-service or expert in Home Science teachers could provide more comprehensive insights and improve the relevance of the findings.

References

Al-Ghazali. (1998). *Ihya' Ulum al-din.* Beirut: Dar al-Kutub al-Ilmiyah.

Akhtar, M., & Saeed, M. (2021). Applying activity-based learning (abl) in improving the quality of teaching at the secondary school level. *Pakistan Journal of Educational Research and Evaluation (PJERE), 3*(2), 27- 38.

Akram, H., Al-Adwan, A. S., Aslam, S., & Khan, M. (2021). Pedagogical practices and challenges in cultivating moral values: A qualitative study of primary school teachers in Pakistan. *Education, 51*(4), 607– 619.

Balakrishnan, V., & Thambu, N. (2017). Using moral and ethical stories to inculcate values among preschoolers. *International Journal for Studies on Children, Women and Disable, 2*(6), 8-15.

Bandura. (1977). *Social Learning Theory.* Prentice Hall.

Bhatt, S. R. (2018). *Knowledge, values and education*. In S. R. Bhatt (Ed.), Philosophical foundations of education: Lessons for India (pp. 31-41). Springer.

Bhutani, B., Pandey, L., & Kumar, H. (2022). Role of teachers and curriculum in inculcating values among elementary school students. *International Research Journal of Educational Psychology, 6*(1), 01-08.

Bronfenbrenner, U. (1994). Ecological models of human development. *Readings on the Development of Children, 2(1),* 37-43.

Bronfenbrenner, U., & Ceci, S. J. (2006). Nature-nurture reconceptualized in develomental perspective: A bioecological model. *Psychological Review, 101(4),* 568-586.

Bowers, C. A., & Flinders, D. J. (1990). *Responsive Teaching*. New York.

Daizey B., Maricel W. M., Rose S. A., Abigail P. V., & Jolly B. M. (2024). Values education integrating in teaching in the elementary grade level. *International Journal of Scientific Research & Engineering Trends*, *10*(3), 256-265.

Emaliana, I. (2017). Teacher-centered or students-centered learning approach to promote learning? *Journal Sosial Humaniora*, *10*(2), 59-70.

Faraq Elhoshi, E. R., Embong, R., Bioumy, N., Abdullah, N. A., & Awang Nawi, M. (2017). The role of teachers in infusing Islamic values and ethics. *International Journal of Academic Research in Business and Social Sciences, 7*(5), 426-436.

Freeman, D. 2002. The hidden side of the work: teacher knowledge and learning to teach. A perspective from American north educational research on teacher education in English language teaching. *Language Teaching, 35*(1), 1-13.

Ghani, S. A., Abdullah, S., Akil, S. S., & Nordin, N. (2014). Moral values and coping strategies among female adolescents involved in premarital sex. *Procedia-Social and Behavioral Sciences, 114,* 617-621.

Ibrahim, K. I., Noor, U. M., Sahad, M. N., & Syed Idrus, SK. (2022). Noble values in the subject of Usul ad-Din at religious secondary school in Malaysia: A preliminary study. *International*

Journal of Special Education, 37(3), 866-886.

Jannah, I. N., Chamisijatin, L., & Husamah, H. (2018). Implementasi pendidikan karakter dalam pembelejaran IPA di SMPN XY Kota Malang. *Jurnal Biotek*, *6*(1), 1-14.

Khan, I., Muhammad, Y., & Masood, S. (2021). Teaching values to students for their holistic development: An analysis of secondary school teachers' beliefs. VFAST *Transactions on Islamic Research, 9*(3), 90- 99.

Khan, I., Muhammad, Y., & Waqar, Y. (2023). Teaching values to secondary school students: An analysis of teachers' practices. *Global Social Sciences Review*, *8*(2), 492-505.

Kumari, S. (2017). The role of teachers in inculcating values among students. *RJPSS, 42*(2), 28-35.

Mahmoudi, A. (2012). Effect of self-esteem and self-efficacy in family dynamics. *Procedia-Social and Behavioral Sciences, 46*(1), 53-56.

Malik, M. A. (2019). Role of education in inculcating national and social values at K-12 level. *International Journal of Research in Engineering, IT and Social Sciences,9*(5),171-175.

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. Wiley.

Ministry of Education Malaysia. (2000). *Moral education syllabus for primary school Malaysia*. Curriculum Development Centre.

Ministry of Education Malaysia. (2013). *Malaysian Educational Blueprint 2013-2025*. Ministry of Education.

Mkhasibe, R. G., & Mncube, D. W. (2020). Evaluation of pre-service teachers' classroom management skills during teaching practice in rural communities. *South African Journal of Higher Education, 34*(6), 150-165.

Mohd Hasrul, S., & Mohd Fauzi, H. (2015). Nilai-nilai penting individu muslim menurut Al-Ghazali. *Jurnal Islam dan Masyarakat Kontemporari, 9*(1), 41-60.

Mondal, B. C. (2017). Inculcating human values among school students through effective teaching. *Journal of Social Sciences, 13*(2), 102-107.

Mugambi, M. M. (2022). Inculcating values among leaners in schools: An analysis of global practices and approaches. *Journal of Education and Training, 9*(2), 178-188.

Nandini. (n.d.). *How to inculcate values in children*. Retrieved from Indian Youth Home Parenting: http://www.indianyouth.net/how-to-inculcate-values-in-children/

Nurhayati, R. (2022). Strategies to inculcate moral values in Islamic Elementary School. *Research and Evaluation in Education, 8*(1), 35-45.

Osias K. T. K., Mervin T. A., Aileen C., Ryzel M. C., & Sheryl C. E. (2023). Optimizing the teaching of values education strategies for integration of contextualization. *Excellencia International Multi-Disciplinary Journal of Education, 1*(1), 65-76.

Othman, M. K., Khalid, R., Puteh, A., Abd Rahim, F., Yusoff, M. Z. M., Kasa, M. D., & Baharuddin, N. (2016). Development of akhlaq and values in students: What is the suitable application technique. *The European Proceedings of Social & Behavioural Sciences*, 849-855.

Ozdilekler, M. A., Altinay, F., Altinay, Z., & Dagli, G. (2018). An evaluation of class-teacher's roles in transferring values. *Quantity and Quality, 52*(S2), 1043-1058.

Pratiwi, D. (2020). Teaching practicum in pre-service teacher education. *Journal of English Language Education, 3*(1), 31-42.

Rahimah, J., & Roslan, B. (2009). Kefahaman tentang konsep keluarga: Pengembaraan remaja ke alam dewasa. In S. M. Shafee Mohd Daud, *Pengajaran & Pembelajaran daripada Pelbagai Perspektif* (pp. 231-245). Universiti Putra Malaysia.

Rahiem, M. D. H., Abdullah, N. S. M., & Rahim, H. (2020). Stories and storytelling for moral education: Kindergarten teachers' best practices. *Journal of Early Childhood Education (JECE), 2*(1), 1–20.

Rahman, Saodah & Uddin, Md. (2017). The impact of globalization on family values. *International Journal of Advanced Research (IJAR), 5*(1), 968-977.

Rif'atullah, M. & Ciptaningrum, D. S. (2024). Exploring pre-service teacher professional learning on their preparedness for teaching practicum. *Formosa Journal of Sustainable Research, 13*(8), 1779-1798.

Roux, C. J., & Dasoo, N. (2020). Pre-service teachers' perception of values education in the South African physical education curriculum. *South African Journal of Childhood Education, 10*(1), 1-8.

Sahin, A. (2018). Critical issues in Islamic education studies: Rethinking Islamic and Western liberal secular values of education. *Religions*, *9*(11), 335.

Sahin Umran (2019). Values and values education as perceived by primary school teacher candidates. *International journal of progressive education, 15(3),* 74-90.

Thakar, K. R. (2020). Innovative approach: Value-based education. *International Journal of Research in all subjects in multi languages, 8*(2), 18-24.

Tuckett AG. Qualitative research sampling: the very real complexities (2004). *Nurse Res, 12*(1), 47-61.

Vidhya, S. (2021). Effective methods to inculcate values of teaching commerce education. *Journal of Educational Research and Extension, 58*(4), 17-21.

Zohrabi, M., Torabi, M. A., & Baybourdiani, P. (2012). Teacher-centered and/or student-centered learning: English language in Iran. *English language and literature studies, 2*(3), 18-27.