

Teachers' Attitudes towards Values Across the Curriculum: A Systematic Literature Review

Norliza Mohamad*, Ahmad Johari Sihes and
Normila Mohd Bohari

Abstract--- *Values across the curriculum is an efforts to inculcate moral dimension through school subjects. Based on previous research, teachers' attitudes very significant to maintain this approach. The purpose of this article is to systematically identify previous studies on teachers' attitudes as the affective domain in successful in implementing values across the curriculum. This review paper was setting two research questions, namely, (1) factors of teacher's attitudes and (2) the challenges of teachers' attitudes. Study inclusion criteria consist of empirical studies that aligned with research questions, published in English, and between 2009 to 2019. This systematic study applied the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) method and has identified 14 related studies using search engines such as Scopus, Dimensions and Google Scholar to obtain relevant and indexed articles. From the first research question, four themes emerged as factors of teachers' attitudes of values performance, namely, teachers' education, teachers' religious beliefs, teachers' experience, and teachers' socio-political perspectives. From the second research question, two themes emerged as the challenges of teachers' attitudes towards values across the curriculum, which is teachers' competence and teachers' support. This suggestion of themes is interrelated and indicated that teachers' attitudes are prerequisites for the values across the curriculum implementation. This paper contributes beneficial support to develop strategies for excellence qualities in teachers' attitudes in order to be competent and more functional at handling values issues thorough subject teaching.*

Keywords--- *Values, Values Across the Curriculum, Teachers' Attitudes, Review.*

I. INTRODUCTION

Values and education are very intertwined. Values are central and part of education [1], and its presence in explicitly or implicitly in a curriculum [2]. Therefore, all parts of the curriculum reflect the value preoccupations of society. Values appear as a subject or inserts in a particular subject as values across the curriculum. Values across the curriculum always transpire in social science and humanities subjects such as History, Art and Design, Modern Language, or Religion Education. It may come to an astonishment to find values in a hard science subject and technical disciplines like Biology, Physics, and Chemistry due to these subjects have their concept, own truth criteria, own focus and specific competency (Halstead and Taylor, 2000), but in its way, these subject contribute to the development of values. Values across the curriculum concern were with moral and social values. The need of the nation to form responsible citizen in their character and citizenship make values as essential elements to embed into

Norliza Mohamad*, School of Education, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Malaysia.

E-mail: norliza.mohamad1983@gmail.com

Ahmad Johari Sihes, School of Education, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Malaysia.

Normila Mohd Bohari, School of Education, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Malaysia.

subjects. Some countries incorporate values across the curriculum to produce responsible and moral citizens for long-term economic goals [3]. Thus, apart from the initiatives that have made, teachers' role is needed in realising values implementation in the curriculum, and we cannot deny the reality that teachers' works with a human being. The central approach to values in education is the development of teachers with attitudes who are open, caring and supportive [4]. Teachers' require to see themselves as moral agents and demonstrate positive attitudes in all aspects [5]. Teachers as a model of social attitudes and their attitudes appeared to be significant in the process teaching and learning values and have a favourable implication on students' development [6], [7]. Teachers' attitudes open to a variety of interpretations and always debated. Studies have shown that teachers with positive attitudes can have positive implications for students' development and students' academic achievement. Teachers' attitudes towards values conceived demand and expectation from society includes school administrator, teachers own colleagues, students, parents and government. It is not easy to determine specific criteria teachers' attitudes in terms of values and these attitudes influenced by many factors. These factors will give impact on how teachers think, behave, and react with values in their teaching subject. Other than that, teachers also met challenges to maintain their attitudes towards values across the curriculum. Despite a plethora of studies on teachers towards values in education, attempts to systematically analyse studies on teachers' attitudes toward values across the curriculum are still requiring [8]. This study aims to fulfil in the lack of research on the importance of teachers' attitudes towards implementing value elements across the curriculum.

1.1 Research Objective

The main intention of this study is to recognise and analyse in detail the scientific studies related to teachers' attitudes towards the application of value elements across the curriculum. To construct a relevant systematic review, the current article directed by two main research questions:

1. What factors might affect teachers' attitudes towards values across the curriculum?
2. What do teachers identify as challenges towards values across the curriculum implementation?

II. METHODOLOGY

PRISMA was applied to get indexed articles linked to teachers' attitudes towards values across the curriculum in this systematic study. The articles resources from electronic journal databases, namely, Scopus, Dimensions and Google Scholar. Four stages in the PRISMA have been referred to carry out this systematic review process (see Fig. 1).

2.1. PRISMA

PRISMA refer to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). PRISMA useful to critical directed the systematic review process, and it consists of flow-diagram [9]. PRISMA is a systematic review method often used in many disciplines of science, especially in the field of medicine. However, PRISMA also allows conducting a systematic literature review in the social sciences area. The benefit of using the PRISMA Statement is that PRISMA enables unique search that correlated to the topic of the study. In the context of this systematic study is the teachers' attitudes towards values across the curriculum. The PRISMA method is beneficial to researchers improving the quality of the review performance.

2.2. Source Materials

Three electronic journal databases have been applied to obtain related articles, namely Scopus, Dimensions and Google Scholar. Scopus is the central database selected in this systematic study. Scopus consist of citations, abstracts and peer-reviewed literature over 24,600 journals from 5000 publishers global. Scopus is a database of various reference materials, uniquely indexed and quality articles covering areas such as social sciences, medical sciences, life sciences and physical sciences. The Scopus will regularly monitor and evaluate the Scopus journals to secure the quality of the articles and material published [10]. The second database used in this study is Dimensions. This database freely accessible and consisting of over 95 million publications. Dimension have filtering or screening functions, phrase searching function and Boolean Operator function by put 'OR', 'AND' and 'NOT' to retrieve articles relate with subject interests. The third database used in this review is Google Scholar; it's also freely available search engine and focuses scholarly literature available on the Internet. Like Scopus and Dimensions, the users can find articles relates on their interest and areas by using phrase searching with quotation marks symbol between words and Boolean Operator 'OR', 'AND' and 'AND NOT'. This effort attempted the exact keyword phrase that needs to search.

2.3. Qualifications and elimination determined

There are several qualifications and elimination standard determined in selecting studies for systematic reviews. Determination of articles selection is for articles that have empirical data and published in English only. In this systematic review, the researchers set a 10-year time frame for selected items between 2009 and 2019. Besides, only materials in social sciences are selected. Finally, in line with its purpose, which explores teachers' attitudes towards values across the subject, articles focus educator in higher education are excluded as shown in **Table 1**.

Table 1: The category of qualifications and elimination

Standards	Qualifications	Elimination
Literature category	Indexed articles with empirical analysis	Systematic review articles, all types publication in books
Language	English	Non-English
Timeline	2009 - 2019	<2009

2.4. Operation of the Systematic Review

This systematic study was conducted from August 2019 to November 2019 by applying four stages. First, the identification process conducts to obtain keywords related to the study. Based on previous studies, related keywords, glossary and associated teacher attitudes, values and curriculum used in the identification method (**Table 2**). The identification process has resulted in 163 articles recover using databases chosen, Scopus (142 items), Dimensions (2 articles) and Google Scholar (19 articles). During the screening process, two similar articles removed. A total of 161 articles were acceptable for review, and 80 articles were rejected. The third phase is eligibility, where the extensive articles accessed. After attentive checking, a total of 67 articles eliminated due to some articles did not focus on teachers' attitudes towards values and were not empirical studies. The final phase of the review included 14 articles that applied for the systematic review analysis (see **Fig. 1**).

Table 2: The search order practised for the systematic review process

Databases	Keywords used
Scopus	TITLE-ABS-KEY (("value*" OR "value* education" OR "civic education" OR "moral education" OR "character education" OR "citizenship") AND ("teacher* attitude*" OR "teacher* character*" OR "teacher* behavior" OR "teacher* belief*")) ("curriculum")
Dimensions	("teachers attitudes toward values" OR "teachers attitudes toward moral" OR "teachers attitudes toward civic" OR "teachers attitudes toward citizenship" OR "teachers attitudes toward values education" OR "teachers attitudes toward values curriculum")
Google Scholar	"teachers attitudes toward values" OR "teachers attitudes toward moral" OR "teachers attitudes toward civic" OR "teachers attitudes toward citizenship" AND "curriculum" OR "education"

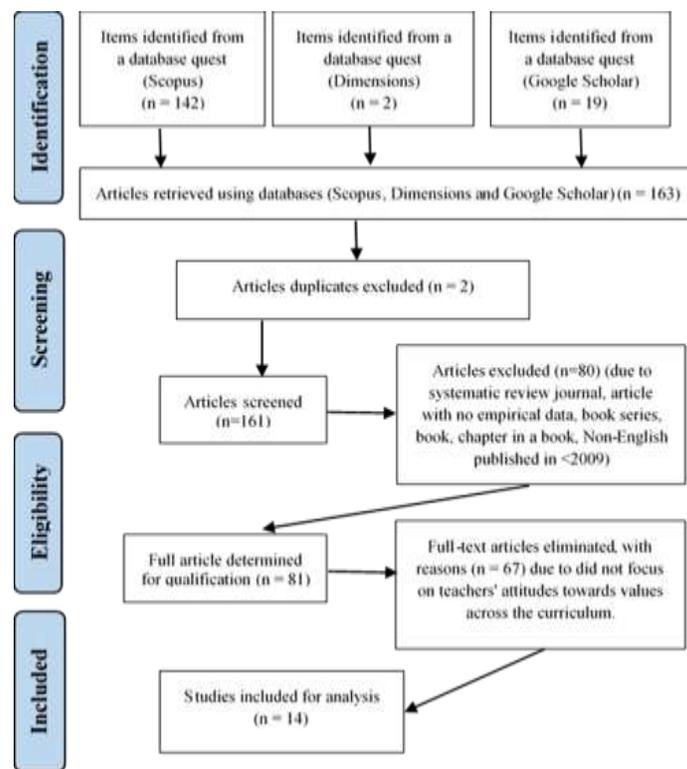


Fig. 1: The diagram of the systematic review process. Adapted from Moher et al.[9]

III. RESULTS

The review attempts resulted in the identification phase of 163 articles (142 articles from Scopus, two articles from Dimensions and 19 articles from Google Scholar); however, only 161 articles remained after the second stage of the screening process. A total of 14 articles were related to teachers' attitudes towards values across the curriculum (see Fig. 1).

The review presented two significant themes linked to teachers' attitudes towards values across the curriculum. Of the two main themes, six related sub-themes were obtained (see **Table 3**). The results contributed to a complete review of the attitudes among teachers towards values across the curriculum.

Based on the country, this review article has four selected articles from Turkey. Three selected articles from the United States of America. Three selected articles from Australia. One article from other countries, namely, Scotland, New Zealand, Serbia, and Hong Kong. Refer to the year published, selections made for articles of publication year between 2009 and 2019 only. Two articles issued in 2019, one article issued in 2017, one article published in 2016, two studies published in 2015, one study indexed in 2013, and four articles indexed in 2010. Referring to the methodology of selected articles found that a more qualitative approach was used, which is eight articles, four studies applied the quantitative method, and two practised mixed methods.

3.1 Factors of teachers' attitudes

Four sub-themes emerged from review as factors of teachers' attitudes towards values across the curriculum. The sub-themes are teachers' education, teachers' religious beliefs, teachers' experience, and teachers' socio-politic perspectives. These sub-themes will reflect teachers' attitudes includes teachers' actions, teachers' views, and personality towards values across the curriculum implementation.

Table 3: The findings of 14 selected articles of teachers' roles in implementing values education

Author (s) & Country	Main study design	Factors of Teachers' Attitudes				Challenges of Teachers' Attitudes	
		TEdu	TRel	TEx	TSP	TC	TS
Biesta (2015) - Scotland	QL	√				√	√
Bursa (2016) - Turkey	QL	√	√	√	√	√	√
Carrington (2010) - Australia	QL	√			√	√	
Çayir (2011) - Turkey	QL	√	√		√	√	√
Chapman (2019) - Australia	QL	√		√		√	
Durdukoca (2019) - Turkey	MM	√	√	√		√	√
Hawe (2010) - New Zealand	QN	√		√		√	√
Helen (2011) - Australia	QL	√				√	√
Jenkins (2009) – USA	QN	√		√			
Pantić (2010) - Serbia	QN	√				√	√
Ozbek (2017) - Turkey	QN	√	√	√			
Rapoport (2013) - USA	QL		√			√	
Zhang (2010) - USA	QL	√	√	√	√	√	√
Wong (2015) - Hong Kong	MM			√	√	√	
		12	6	8	5	12	8
MM=Mixed Methods; QL=Qualitative; QN=Quantitative							
TEdu=Teachers' Education; TRel=Teachers' Religious; TEx=Teachers' Experience; TSP=Teachers' Socio-Political Perspectives; TC=Teachers' Competence; TS=Teachers' Support							

3.1.1 Teachers' education

There are 12 studies out of 14 studies discussed teachers' education as a factor of teachers' attitudes towards values across the curriculum. Ozbek and Susam [11] found that teachers' field of study influenced their perceptions of citizenship and citizenship education. The study reveals that social sciences teachers' attitudes have a higher score than natural sciences, fine arts, theology, digital sciences and health. The lowest attitudes scores from theology groups due to their strong religious belief. Biesta, Priestley and Robinson[12] study focus on teacher agency in developing

teachers' professionalism includes teachers' attitudes. The study found that teachers quality achievement more on short-term goals such as teachers highly proficient in getting the task done or introducing new methods of teaching rather than long term goals such as 'effects' of education. Bursa and Ersoy[13] study reveal that teachers just delivered values without considering the impact and failed to conduct values discussion among their students. Training programs in terms of implement values in the curriculum need to provide in teachers' education[13]. From Carrington, Deppeler, and Moss[14] study, they agreed that reflection practice always occurs in teachers' education. However, the critical reflection process, inquiry teaching, and pedagogical development need to address in terms of cultivating teachers' believe for leading change includes teaching values. Teachers' education must equip teachers with a suitable methodology of teaching values in global education [15]. Chapman, Wright, and Pascoe[16] reveal that teachers in their study have personal efforts to integrate values into their teaching subject due to their training in pre-service teaching education programs. Durdukoca[17] reveals in his study that current teacher training programs have promoting values education among their teachers. New teachers that graduated from teacher institution with experience less than ten years tend to teach values directly rather than teachers with 10+ years' experience in teaching. This situation indicates that some improvisations have been implemented to improve teachers' quality of teaching values across the curriculum. However, Durdukoca[17] study reported that teachers have difficulties in teaching values, such as incompetent, low quality in college training programs and lack of support and less participation from teachers to engage in activities and teaching of values.

Other than that, this study reveals that teachers' compulsory involve in-service training in order to enhance their roles in values education. Teachers also encourage to join in a seminar, engage in workshops, participating teachers' programs that correlating to their subject, albeit on a small scale. Hawe, Browne, Siteine, and Tuck[18] affirmed that teachers' beliefs shaped by the educational discourse, and these beliefs would reflect teachers' attitudes on values implementation. Another study Helen[19] resulted that teachers need instruction and professional practice in a teacher training course for successful of ethics education. Pantic and Wubbels[20] agreed that teacher education programs prepared teacher competency in their subject specialty. According to Zhang[21], teacher education programs will affect teachers attitudes toward values, in this study values curriculum refer to citizenship curriculum. For example, the pre-service teacher had influenced by their mentor in terms of teacher self-disclosure. Other than that, Zhang[22] affirmed that the teacher education program must provide to all preservice teachers with sufficient learning opportunities in citizenship education practices. Studies by Cayir and Bagli[15] show that teachers in Turkish are not familiar with interactive pedagogical skills because they are not exposed to such skills in teacher education. Therefore, Cayir and Bagli[15] highlighted that teacher education should emphasize interactive and up-to-date pedagogical skills for the application of values in the human rights education. Teachers' education play crucial roles in promoting values across the curriculum with their teacher training programs [13]–[16], [18]–[20], [22].

3.1.2 Teachers' religious belief

All of 14 articles, only six studies focused on teachers' religious belief as a factor of teachers' attitudes towards values across the curriculum. Zhang[22] study discussed critical issues of teachers' self-disclosure as a trigger to teachers sharing their knowledge about religion in terms of values. While teaching values, teachers tend to share their values and using knowledge about different religions to elaborate on values in their teaching subjects. The result of

Zhang[22] study indicates that participants which is six preservice teachers, did not allow the practices of teachers sharing their religious belief for values teaching because they feel unsuitable. The participants believe that religious context should be moderated and should stay neutral while discussing it. However, teachers' self-disclosure should not reject as one of the essential parts of delivering values because, in certain parts, it will help students to involve in a community [22]. Rapoport[23] study found that teachers seem to use word religion when they teach or discuss international movement or ethics in world religion. Ozbek and Susam[11] study reveal that teachers in theology group have low significant in terms of world values implementation. They more focus on their religion in teaching values in their classrooms. Ozbek and Susam[11] stated that the impact of religion on teachers' understanding of values needs to be view on future research. Value-laden concepts need to base on a universal and philosophical understanding which is free from departmental and ethnical presumptions and prejudices in the educational process [11]. Durdukoca[17] study showed that teachers' can teach values based on religion but in a neutral way, and they cannot stand in one belief, such as Islamic values. It will create negatives images for others that teachers will try to influence students with their beliefs. Teachers need to respect and critically aware students who belong to other religions and cultures in their classrooms. Cayir and Bagli[15] study found that the religious aspect is one of the factors that will play a significant role in shaping citizens in Turkey. Due to that, organizational education must focus on teachers' developments. Other studies found that Turkey teachers view that curricula used in their system generally involve religious aspects [13]. Teachers seem to interpreted values that include religious in the context of nationalists and not from multicultural context.

3.1.3 Teachers' experience

Out of 14 studies, eight articles found that teachers' experience during life also affects teachers' attitudes towards values across the curriculum implementation. Bursa and Ersoy[13] agreed that the teacher development of social justice education influenced by teachers' families, educational background, living environment, workplace, and activities with others such as Non-Governmental Organizations (NGOs). For example, teachers who had join and actives with NGOs' activities were more sensitive and had a greater awareness of the issue of values [13]. Chapman et al.[16] study found that teachers in arts are learning using their own experience and passing personal valuing of the arts in their classes. They feel more confident to integrate values with arts learning. Durdukoca[17] study found that teachers' attitudes towards values are very different based on teachers' professional experiences. The study shows that teachers who serve more than 16 years tend to be less teachable of values than teachers with less than 16 years of experience. This situation linked with the efforts in promotes values education in training education. Younger or new teachers prefer to integrate values as a component of formal programs rather than older teachers' link values with non-formal activities. However, Hawe et al.[18] study show the students-teachers or novice teachers in New Zealand have a lack of experience in terms of social studies education and the relation of the subject. Jenkins[24] study agreed that experience creates more impact on teaching and curriculum orientations. Teachers who have more experience working in schools tend to practice the curriculum orientations of the Behavioral and Cognitive Process approach. Ozbek and Susam[11] found in their study that ethnic belief of teachers influenced teacher attitudes towards values.

Other than that, teachers experienced in ethnic make them more aware of values cultures that relate to citizenship education. Zhang[22] study indicated that teachers' self-disclosure strongly relates to teachers' experience. Pre-service

teachers in this study agreed that teachers could share their personal experiences such as religious beliefs or political perspectives with students in terms of values, but teachers must have a limitation to share their perspectives. Excessive sharing of personal experiences will result in students' negative perceptions of teachers and questioning the credibility of teachers. Other than that, this study suggested that teachers must have the field experience to develop their skills and quality of teaching in citizenship education [22]. Wong, Lee, Kennedy, and Chan[25] mentioned in their study that teachers' positive attitudes or negative attitudes influenced by their experienced social pressures from parents and media. Teachers have high demand from society as an agent to deliver values and development of students as future citizens due to that they feel stress to deliver the national curriculum in terms of values.

3.1.4 Teachers' socio-political perspectives

Five studies address teachers' socio-political perspectives as factors of teachers' attitudes towards values. Two studies by Zhang[22] and Wong, Lee, Kennedy, and Chan[25] critically explained the political aspect as factors of teachers' attitudes towards values. Zhang[22] study indicated that pre-service teachers have concerns due to some teachers in school using self-disclosure to share about their political perspectives. They feel concerns that students will influence the teacher ideology of politics. This pre-service teachers want teachers more tolerant and stay neutral when discussing political issues with their students. Teachers should relate their teaching in slightly with values, or citizenship education. Wong et al.[25] revealed that teachers ignore to teach values in civic education subject because they have a sense of values that embedded in the curriculum called MNE focus too much on nation and politic agenda but less focus on global citizenship. Teachers are willing to implement the education if some improvisation made to the curriculum and not change at all. Teachers also suggested that policy-makers need to make the teacher feel safe in terms of patriotic implementation in the curriculum due to teachers have social pressures from society. Carrington et al.[14] and Cayir and Bagli[15] agreed that political factors influence the initiatives to incorporate values into human rights education. Teachers' perception of social justice education also affected by the social and political aspects [13].

3.2 Challenges of teachers' attitudes

Two sub-themes arose from review as obstacles of teachers' attitudes towards values across the curriculum. The sub-themes are teachers' competence challenge and teachers' support challenge.

3.2.1 Teachers' competence obstacle

A total of 12 studies discussed teachers' competence as one of the challenges of teachers' attitudes towards values across the curriculum. Competency is a combination of knowledge, skills, and personality, and seen as roots in technical areas practice. However, the teacher also needs competency for the success of their professional teaching practice. Bursa and Ersoy[13] study reveal that teachers still lack skills in terms of discussing topic relates to values. They did not go in-depth discussion into the problem faced by minority groups from other cultures, and teachers also do not manage brainstorming sessions with students to discuss solutions. This situation relates to teachers' beliefs system such as their religion, and at the same time, it will reflect teachers' attitudes towards teaching too. Durdukoca[17] affirmed that teachers need to emphasize fundamental skills that relate to values, namely empathy. Teachers reported that they always use specific approaches to teach values such as drama, role-play, dilemma moral episode, and student encourage to prepare the reading and material. However, teachers do not apply suitable

instruction methods that relate to teaching values like values inculcation approach, moral reasoning, value analysis, or values clarification. Other than that, this study also revealed that teachers did not know particular skills and values to adopt by students because teachers did not revise the curriculum [17]. It shows that teachers are not making efforts towards teaching values, and this lack of attitudes will affect the quality of values education. Howe et al.[18] focus on teachers' knowledge, understanding, and skills in terms of values in social studies education. The study revealed that teachers and students' teachers still lack experience concerning the formal knowledge of the social sciences fields. They held a moderate position in terms of integrating values into their lessons and less discussion about citizenship. Helen[19] study shows that pre-service teachers have a lack of explicit ethics instruction, and the author suggested that pre-service teachers need reflective practice to be competent in teaching ethics education. Another study by Pantic and Wubbles[20] stated that teachers need in practice of subject knowledge, pedagogy, and curriculum to be more functional and competent to a variety of situations in education. Teachers' competency necessary needs to build students' awareness of their rights and obligation in a democracy country. Rapoport[23] reveals in his study that teachers listed fewer strategies and techniques in teaching global citizenship compare to teaching other subjects. Teachers seem not comfortable with the concept of global citizenship. They look easier when discussing pedagogies in general rather than pedagogies activities for global citizenship education. Zhang[22] affirmed that teachers need to monitor their self-disclosure during teaching citizenship curriculum because it will affect the negatives learning environment. Nevertheless, teachers' self-disclosure in a usual way can create critical thinking among students when they discuss politics, religions, or other topics that relate to citizenship education. Wong et al.[25] study suggested teachers need to train their professional judgment when deciding goals and priorities of citizenship education due to their personal views towards civic education as politic agenda. Carrington et al.[14] study found that teachers need to improve their pedagogical practice, namely, collaborative inquiry and critical reflection to lead a change in schools. Chapman et al.[16] study found that teachers need to have detailed knowledge of the techniques behind art teaching and integrate this subject with values. Biesta[12] study found that teachers see essential skills as necessary to students rather than knowledge. Due to this, teachers must improve their teaching skills to make sure their students will get the right skill for future life. Teachers should be equipped with the necessary knowledge and skills to promote values among students [15].

3.2.2 Teachers' support challenge

Nine studies discuss teachers' support as one of the challenges in teachers' attitudes towards values. From the article analysis, two barriers have identified in terms of teachers' support challenges, namely, lack of teacher training programs and time constraints. Eight studies focus on lack of teacher training programs into values across subjects [12], [13], [15], [17]–[20], [22]. Bursa and Ersoy[13] expressed the necessity to revised the in-service training programs due to the program not focus on social justice instruction. Cayir and Bagli [15] also asserted that training programs for teachers must focus on essential knowledge and skills for them to promote global education. Durdukoca[17] reveal that the teachers with ten years experiences and above in teaching not fully equipped with pedagogical knowledge and skills due to lack of training programs in terms of values education. Howe et al.[18] study revealed that 81.9% of elementary teachers in New Zealand did not have skills in social science, but these teachers needed for social science teaching. Helen[19] study reported that pre-service teachers reported a critical need for

instruction and training in teaching ethics. They mentioned the lack of explicit ethics pedagogies and an extensive perceived gap in their undergraduate programs in terms of ethics education. This study also emphasizes the integration of ethics education with professional standards. Pantic and Wubbles[20] also, assert that the teacher education program needs to provide the teacher with competency aligned with their teaching subject. In Zhang[22] study found that a lack of guidance and preparation in teacher education programs affect teachers teaching method of the citizenship curriculum. Teachers seem to use their self-disclosure (politic and religious belief) rather than relate critical or current issues in teaching values. From this review, one article has mentioned about teacher time constraint. Time constraint can be determined as teacher challenges in terms of teachers' attitudes towards values across the curriculum. Teachers realize and willing to play their role in teaching includes teaching values, but they faced working long-hours and limited time to fulfil the demand from society to prepare the student for a better life.

IV. DISCUSSION

This study focus to systematically review past researches that have studied teachers' attitudes towards values across the curriculum. Two research questions have established to meet the objectives of this systematic study. The formulation of this research question has created themes linked to the factors of teachers' attitudes towards values across the curriculum, which is teachers' education, teachers' religious beliefs, teachers' experience, and teachers' socio-political perspectives. The pattern of evidence shows that factors of teachers' attitudes toward values across subject are interrelated factors. However, teacher education is a crucial determining factor that influences teachers' attitude towards values across the curriculum. From the review, teacher education refers to formal teacher education includes teacher training institutions, teacher professional discourse, in-service teacher training, undergraduate teaching programs and teacher education programs that need and play remarkable roles in forming teachers to enhance values teaching. Teachers' deeper understanding and practical pedagogies skills rely on useful values education programme in teacher agency [26]. The findings of this review on teachers' education are in line with Sarkadi, Casmana and Rahmawati[27] study, which emphasizes the importance of teacher education programs for value approaches. For example, changes applied to the teacher's course by focusing on aspects of the teacher's ability to incorporate values through reflection, communication, collaboration, and high order thinking skills [27]. A failure of the teacher education system will affect the aims of values across the curriculum. According to Arthur (2011), the successful of values education programs rely on the teachers as model and mentor. Teachers' religious belief strongly influences teachers' attitudes towards values across subject. These findings in line with a previous research study by Japar[28] and Qoyyimah[29] that religion is one of a teachers belief system that will create an impact towards values. This review also found that teachers cannot discuss their ethnicity or religion openly for the inculcation of values. Still, the values conveyed must be universal and acceptable to all students [11], [22]. This review suggested that teachers must open-minded and think globally into values and not too much focus on their religious principles. However, teachers' religious belief seen as positive encourages values action among students. Teachers' experience is one of the factors that affect teacher attitudes towards values. From this review, teachers experience relates to teachers formal and informal education, teachers family background, teachers experience in a workplace setting and their experiences with the community. Other than that, there is a secure connection between teachers' education and teachers' professional experience. Teachers with sufficient training in teacher training institutions have more experience in

teaching, and it will give a positive impact on teachers' attitudes towards values education [17]. Nevertheless, this review reveals that experienced teachers are not always successful in performing values due to these teachers are not exposed to teacher education programs that emphasize values education compared to new teachers who receive more training in teaching values [17]. Teachers' socio-political aspects also seen as a factor of teacher attitudes toward values. Findings of this review reveal that teachers tend to discuss and share their political view with their students and relate it to teaching values. Political discussion with students exactly can create critical thinking among students, but the teacher must keep in mind with students' abilities, students' right and limitation of politics.

The challenge of teachers' attitudes in values across the curriculum is to empower teachers' competence and to create support cultures for successful values implementation. These two challenges were the highlight as two themes for the teachers' attitudes towards values across the curriculum. Teacher competence in the implementation of values is essential due to 12 studies discussed issues related to teachers knowledge, teachers skills as barriers that influence teachers' attitudes towards values across the curriculum. Teachers must have certain qualities that relate to their competency in teaching values, namely, the ability to understand the concept, the relation of values with their teaching subject, the ability to think critically. According to Willemse et al.[7], in order to improve teachers' competency in terms of values implementation in the curriculum, it may be essential to encourage teachers to acquire specific attitudes or at least to stimulate their consciousness of their attitudes. Teachers and other stakeholders must focus on competency as they play a pivotal part in a succession of values across the curriculum implementation. Education system gave much focus and a strong emphasis on teacher roles and responsibilities, but less attention to teachers support and it will give a less positive effect on the implementation of values across the curriculum. The review found that teachers are compulsory or encourage to teach values, but they faced challenges such as a lack of teacher training programs. These findings, in line with Willemse et al.[7] study that, teachers' education programs seem to be unplanned and implicit nature of moral dimension. Other than that, the challenges that always teacher faced is time constraints. The teacher apprehends that they must implement values, but they refuse to implement it due to they concentrate more on teaching subject matter rather than values [12].

V. CONCLUSION

The findings reported in this review article pin-points the teachers as a significant source of values across the curriculum. Teachers' attitudes are one of the aspects of professional teaching. The results of the 14 selected articles provided us on how teachers should react and practised in values across the curriculum. To maintain good attitudes towards values is critical, sometimes it is seen as a difficult task and needs many efforts from teachers and all stakeholders, but it can and must do. Teachers' realize attitudes aspect are bit invisible to observe, but they are crucially essential. Teachers' must prove themselves through their excellent attitudes, take full commitment to instil values to their students and to prepare them for a better future life. Teachers are the fulcrum between students and the curriculum. The attitude of teachers is essential in the implementation of values across the curriculum. Active teacher professional development in value education will have positive implications for student academic achievement, personal achievement, curriculum success, and, eventually, national growth [30], [31].

5.1 Recommendations for future research

The necessary qualities and characteristics of the teachers' attitudes need to investigate. Other than that, we need

more research into the effectiveness of different teaching styles, and among these, the attitudes of teachers towards values might prove. Based on this review, most teachers attitudes towards values have been carried out using qualitative studies. For further research, it would be better to combine qualitative and quantitative studies which are mixed methods research to go in-depth of teachers attitudes analysis and have some statistical prove in teachers attitudes of values.

5.2 Recommendations for practitioners

Teachers are advised to become more aware of the power of the hidden curriculum to promote values across the curriculum. Teachers are encouraged to involve in professional development in terms of values practice.

ACKNOWLEDGEMENTS

We thank Universiti Teknologi Malaysia for providing an electronic database to access reference sources. Thank you to Ministry of Education Malaysia for providing financial support that enables this study to be carried out.

REFERENCES

- [1] J. M. Halstead and Monica J. Taylor, *Values and Values Education in Schools*. London: The Falmer Press, 1996.
- [2] A.G. Mergler and R. Spooner-Lane, "What Pre-service Teachers need to know to be Effective at Values-based Education," *Aust. J. Teach. Educ.*, vol. 37, no. 8, 2013.
- [3] S.R. Rindrayani, "The implementation of character education in Indonesia high school curriculum program," *Univers. J. Educ. Res.*, vol. 8, no. 1, pp. 304–312, 2020.
- [4] T. Lovat and N. Hawkes, "Values Education: a Pedagogical Imperative for Student Wellbeing," *Educ. Res. Int. Educ. Res. Int. Educ. Res. Int. ISSN-L*, vol. 2, no. 2, pp. 2307–3713, 2013.
- [5] J. Arthur, "Personal character and tomorrow's citizens: Student expectations of their teachers," *Int. J. Educ. Res.*, vol. 50, no. 3, pp. 184–189, 2011.
- [6] D. Carr and J. Landon, "Teachers and Schools as Agencies of Values Education : reflections on teachers' perceptions Part Two : the hidden curriculum," *J. Beliefs Values Stud. Relig. Educ.*, vol. 20, no. 1, pp. 21–29, 1999.
- [7] M. Willemse, M. Lunenberg, and F. Korthagen, "Values in education: A challenge for teacher educators," *Teach. Teach. Educ.*, vol. 21, no. 2, pp. 205–217, 2005.
- [8] L. Brady, "Teacher Values and Relationship: Factors in Values Education," *Aust. J. Teach. Educ.*, vol. 36, no. 2, 2011.
- [9] D. Moher, A. Liberati, J. Tetzlaff, and D. G. Altman, "Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement," *J. Clin. Epidemiol.*, 2009.
- [10] A. Joshi, "Comparison Between Scopus ; ISI Web of Science," *J. Glob. Values ISSN*, vol. VII, no. 1, pp. 976–9447, 2016.
- [11] R. Ozbek and E. Susam, "The evaluation of prospective teachers attitudes towards citizenship and citizenship education," *Educ. Res. Rev.*, vol. 12, no. 16, pp. 801–810, 2017.
- [12] G. Biesta, M. Priestley, and S. Robinson, "The role of beliefs in teacher agency," *Teach. Teach. Theory Pract.*, vol. 21, no. 6, pp. 624–640, 2015.
- [13] S. Bursa and A. F. Ersoy, "Social Studies Teachers' Perceptions and Experiences of Social Justice," *Eurasian J. Educ. Res.*, vol. 16, no. 64, pp. 1–35, 2016.

- [14] S. Carrington, J. Deppeler, and J. Moss, "Cultivating teachers' beliefs, knowledge and skills for leading change in schools," *Aust. J. Teach. Educ.*, vol. 35, no. 1, pp. 1–13, 2010.
- [15] K. Cayir and M. T. Bagli, "‘No-one respects them anyway’: Secondary school students' perceptions of human rights education in Turkey," *Intercult. Educ.*, vol. 22, no. 1, pp. 1–14, 2011.
- [16] S. Chapman, P. Wright, and R. Pascoe, "Purpose, value, and practice in Western Australian schools: Understanding misalignment in arts learning," *J. Curric. Pedagog.*, vol. 16, no. 2, pp. 120–140, 2019.
- [17] S. F. Durdukoca, "Identifying the Attitudes and Views of Social Sciences Teachers toward Values Education in Turkey," *World J. Educ.*, vol. 9, no. 1, p. 103, 2019.
- [18] E. M. Hawe, I. Browne, A. Siteine, and B. Tuck, "Beliefs of experienced and student teachers about the nature and purpose of social studies education in New Zealand elementary schools," *Asia Pacific J. Educ.*, vol. 30, no. 3, pp. 289–304, 2010.
- [19] B. Helen, "Raising the bar: Ethics education for quality teachers," *Aust. J. Teach. Educ.*, vol. 36, no. 7, pp. 76–93, 2011.
- [20] N. Pantic and T. Wubbles, "Teacher competencies as a basis for teacher education - Views of Serbian teachers and teacher educators," *Teach. Teach. Educ.*, vol. 26, no. 3, pp. 694–703, 2010.
- [21] L. Zhang and C. Atkin, "Conceptualizing Humanistic Competence in the Language Classroom by TJP - A Chinese Case," *Int. Educ. Stud.*, vol. 3, no. 4, pp. 121–127, 2010.
- [22] S. Zhang, "Secondary Preservice Teachers' Perspectives on Teacher Self-Disclosure as Citizenship Curriculum," *Action Teach. Educ.*, vol. 32, no. 2, pp. 82–96, 2010.
- [23] A. Rapoport, "Global Citizenship Themes in the Social Studies Classroom: Teaching Devices and Teachers' Attitudes," *Educ. Forum*, vol. 77, no. 4, pp. 407–420, 2013.
- [24] S. B. Jenkins, "Measuring teacher beliefs about curriculum orientations using the modified-curriculum orientations inventory," *Curric. J.*, vol. 20, no. 2, pp. 103–120, 2009.
- [25] K. L. Wong, C. K. J. Lee, K. J. Kennedy, and J. K. S. Chan, "Hong Kong teachers' receptivity towards civic education," *Citizsh. Teach. Learn.*, vol. 10, no. 3, pp. 271–292, 2015.
- [26] T. Lovat, N. Clement, K. Dally, and R. Toomey, "Values education as holistic development for all sectors: Researching for effective pedagogy," *Oxford Rev. Educ.*, vol. 36, no. 6, pp. 713–729, 2010.
- [27] Sarkadi, A. R. Casmana, and Y. Rahmawati, "Improved learning design for pre-service teacher in a character education course," *Univers. J. Educ. Res.*, vol. 8, no. 1, pp. 212–224, 2020.
- [28] M. Japar, "The improvement of Indonesia students 'engagement in civic education through case-based learning,'" *J. Soc. Stud. Educ. Res.*, vol. 9, no. 3, pp. 27–44, 2018.
- [29] U. Qoyyimah, "Inculcating character education through EFL teaching in Indonesian state schools," *Pedagogies*, vol. 11, no. 2, pp. 109–126, 2016.
- [30] M. A. Arifin, "The Teaching Methodology and Assessment of Character Education in Indonesian English Curriculum: Teacher `s Perceptions The Asian EFL Journal Second Language Acquisition – Academic Research TESOL Indonesia International Conference Edition Volume 10 Seni," no. March, 2017.
- [31] M. Jeliaskova, "Social science teachers on citizenship education: A comparative study of two post-communist countries," *J. Soc. Sci. Educ.*, vol. 14, no. 1, pp. 31–46, 2015.