

STUDY ON THE IMPORTANCE OF INCLUDING CONCEPTS RELATED TO VALUE EDUCATION IN THE GRADE SIX WESTERN MUSIC SRI LANKAN SCHOOL CURRICULUM

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Introduction

A perfect person is not born at birth. Just as we learn mathematics and languages, we should also become specialists in those lessons that are fundamental to living in harmony and social progress, such as respect, empathy, equality, solidarity, and critical thinking. Without these and other ethical principles that define us as human beings, it will be difficult for us to build a better world.

Value education, therefore, promotes tolerance and understanding above and beyond our political, cultural, and religious differences, putting special emphasis on the defense of human rights, the protection of ethnic minorities and the most vulnerable groups, and the conservation of the environment. Developing value education in students is the primary responsibility of all stakeholders, and it is not the sole responsibility of each school. It is the collective responsibility of the family, schools, universities, businesses, and sports associations to provide all the ideal contexts to teach those ethical principles.

Teachers and students are directly involved in the learning-teaching process of the school system according to the curriculum designed for the school system by the Education Ministry of Sri Lanka. Teachers must have a good understanding of the syllabi relevant to any subject and have a good understanding of school children. Teachers should comprehend their learners' needs, tastes emotions, possibilities, aspirations, and mental and psychological capacities. Therefore, teachers are the major contributors among the key parties who make any changes and developments in the curriculum. Teachers have a vast body of knowledge and experience about the knowledge, skills, and attitudes to be taught to children through the curriculum, as well as concepts and skills related to good personal and social habits, and it is important to look into that when the curriculum is reformed.

All these malpractices occurred because of the lack of knowledge of religious, moral and education values. Therefore, it is the foremost duty of each and every citizen of Sri Lanka to promote and rebuild value education. As such, this study may help to promote and develop a specific value education in the school system of Sri Lanka.

If students do not learn good values through education, they will have to face various problems not only in school but also in society. The incorporation of value concepts into the school curriculum may be a solution to resolve this situation. When designing curricular, one needs to ask such questions such as, how should value concepts be included in the curriculum? What are the values that should be taught in the current curriculum? Failure to ask teachers about the inclusion of value concepts into the school curriculum can lead to several practical problems in the learning-teaching process.

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Keywords

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Research Problem

It is a problem not to seek advice from teachers in the curriculum reform process related to the various subjects taught in the school curriculum. It directly affects school children as well as teachers. The skills that children should acquire vary according to the level of intelligence of each child. Failure to negotiate with teachers in designing new curricula to develop these skills in students can create practical hurdles for teachers in their professional roles.

Therefore, identifying concepts related to values should best fit the age, intelligence level, knowledge, skills, and the curriculum that the students are learning. Not presenting these concepts correctly to children has created a crisis in the field of education.

Deterioration of human values due to the loss of aesthetic value is a common occurrence in today's society. Balasuriya (2003:14) has stated this in his book 'Value Education'. "It has been pointed out that the various ailments caused by the loss of the value of aesthetics are low appetite, unhappiness, restlessness, boredom, stress, sickness and discomfort". This shows that aesthetics as a common subject offered to all students can inculcate treasured values in them.

Music is one of the most important subjects in aesthetics. Music can tap into how we feel, how we perceive life, and what we think. When we listen to a piece of music, we respond to certain characteristics that provide value to our musical sensibilities. Is it important to teach students the concepts of values to achieve their life successes? What are they? How do we teach them? What are the value concepts associated with the music curriculum? It is very important to find answers to the questions posed here. In discovering such facts, it is important to ask music teachers their perceptions of the above.

Aim and Objectives of the Research

The overarching aim of the study is to identify the value concepts included in the Western Music grade six curriculum.

Under this, the following objectives were identified:

1. To identify the value concepts to be added into in the grade six Western Music curriculum.
2. To explore the most effective learning-teaching methods in teaching the concepts of value education.
3. To recognize the importance and the benefits of incorporating value concepts into the Western Music curriculum.

Literature Review

According to the study objectives, the literature review looked at information from a variety of perspectives. These include: the theoretical background on value concepts, the nature of value concepts, the importance of value education, and the role of the teacher in imparting value concepts to students.

Theoretical Background

Richardson and Fallona (2001) emphasize that value education is not merely about learning rules or maintaining discipline but providing pupils with the practice of making decisions that are based on moral awareness and ethical principles. According to the researchers of value theories Schwartz and Bilsky (1990) values are people's universal needs that all individuals and societies desire to meet: needs of individuals and biological organisms, needs of social interaction, needs of survival and well-being.

In the world of research, values are defined differently by various parties. For example, Rokeach views values as basic concepts that each person separately and society as a whole should have. He introduces world peace, strong family, happiness, true friendship, national security, and social acceptance as internal values. Rokeach (1989) also introduces honesty, justice, patience, responsibility, usefulness, etc. as tools or means that help to achieve the desired result.

The development of knowledge, skills, abilities, and values in music education relies on pupils' intrinsic and developable forms of intelligence including emotional, musical, bodily-kinesthetic, spatial, and logical. Personal and social values and abilities help students to understand themselves, and be sympathetic, tolerant, and open to their peers. At the same time, these values aid them in maintaining a balance between freedom and responsibility, diversity, and choices.

Music education allows the development of socio-cultural skills in pupils through different musical activities: listening to pieces of music and discussing them; joint singing; developing cooperation skills and tolerance; making music alone and in an ensemble; being in different roles and adjusting to them; own creation as a possibility of self-expression, i.e. courage to be who you are as an original and unique individual (Muldma, 2010).

Values

Any society expects from education its education system to develop virtuous citizens. No person can be defined as superior or inferior by birth. This has been supposedly pointed out by Lord Buddha in the "Vasala Sutta" as follows:

“najajjāvasalōhōti - njajjāhōtibrahmaṇō
kammanāvasalōhōti - kammanāhōtibrahmaṇō”

(According to Pannananda, 2006, in the Sutta Nipātaya, UrugaVaggaya, Vasala Sūtraya 42-43).

It explains how a person is a good person or a bad person according to what s/he says and does. It is very important to examine whether values are important for making a person a good person².

While speaking of values, some behavioral patterns that define both the individual himself/herself and the environment s/he lives in cannot be ignored. There may surely be different behavioral patterns in every society and every culture, but it does not change the fact that there are also universal value patterns accepted in each society. Values aim at perfecting the individual by developing his/her personality in each way and bringing out the very best in him/her (Aydın and Gürler, 2012:3).

2. There are traces in the Dhammapada describing common behavior regarding personal values. Especially those are found in the 11th vagga (=book of the entire chronicle) in the ghatavas (=stanza) 28 to 29.

According to Fonseka, values are defined as the interpretation of an individual's thoughts, feelings, and processes. As it is considered within this context; it can be said that an individual who behaves suitably according to sound values will be more welcomed and will be qualified as a well-adjusted person in the eyes of society. It is known that people who do not obey social rules are considered "incompatible" and are excluded from society (Fonseka, 2013).

The Importance of Value Education

Education is the process of bringing out an individual's intrinsic talents that help a person become the best version of him/herself and a valuable asset to the advancement of humanity (Athukorala & Athukorala, 2016). It is the hope of all of us that citizens who enter society after schooling will be seen as good people in society. Therefore, the school community should inculcate value systems in students before they are socialized (Gamage, 2005:15).

Education does not only mean the transfer of a body of knowledge but also gradually changing and shaping a person. Therefore, education is deeply involved with value-acquisition since it relies on the understanding of the human being, who s/he is, and how s/he should act, behave and think. Each society is based on a system of values that meet the educational objectives adopted by the state.

Chapter five of the 2003 National Education Commission Report outlines two areas in which students need to contribute in addition to imparting knowledge during the teaching and learning process. The first part is the development of skills such as personal life, interpersonal relationships, employment / economic activities, and effective functioning of society. It further describes the above types of skills and focuses on skills such as critical and divergent thinking, creative energy, initiative energy, leadership, problem-solving, decision making, ability to take responsibility, and team spirit. The second part deals with the promotion of moral values, democratic values, national solidarity, social equality, gender equality, human values, and a holistic view of human development.

Thus, it is clear that the importance of teaching value concepts to school children through education can make a significant contribution to the future survival and development of a nation.

The Role of The Teacher in Value Education

The role of the teacher is very important in the educational process. It is the responsibility of the teacher to inculcate self-confidence in school children. It enables the socialization of a person with a moral character. Many of the factors that shape a person's character can be identified in Buddhist sermons and the teacher needs to inculcate them in school children. Here are some of them:

- Developing self-esteem in the child to do the right thing
- Taking steps to produce a person with specific qualities
- Encouraging children to be honest
- Getting them to be obedient to parents, adults, and teachers
- Educating children to be humble and speak kind and impressive words
- Creating the comfortable environment needed for them to learn happily

Thus, teachers need to try to establish the above in children in the educational process. Balasuriya (1999) points out the role of the teacher in the development of children's attitudes. It is outlined as follows:

- Identify the positive attitudes present in children and develop them further.
- Introduce and develop attitudes in children that are not present but are necessary.
- Correction of existing negative attitudes in children.
- Identify negative attitudes in children that are not present, but that they may easily fall prey to in the future and build reflexive attitudes that do not fall victim to them (Balasuriya,1999:35).

Teachers' beliefs concerning the nature of education, development, and teaching and learning, are powerful shaping forces in their classroom practices. (Austin and Reinhardt, 1999).

Only through the development of attitudes can children be given an understanding of values. Teachers can guide the children on what is the right thing to do, and what is wrong, by developing their rationalising thinking. Thus, Prema Kudaligama (2001:73), in her book "Child Attitude Development", points out that the teacher can greatly contribute to the generation of children who value values.

The Western Music teacher's guides, which were implemented in 2015, outline seven objectives for teaching Western Music. They are as follows:

1. To develop a positive attitude towards world music while preserving our own cultural heritage.
2. To provide opportunities to appreciate a wide variety of musical experiences and musical styles, historically.
3. To appreciate value and care for nature, thereby protecting the environment.
4. To develop an ability to communicate effectively and build up good relationships with others.
5. To encourage performances with the use of a variety of musical instruments in a creative manner.
6. To facilitate personal and social development.
7. To promote the furtherance of educationally valuable music repertoire, for appreciation and critical thinking, thus achieving personal development, self-confidence, and the qualities needed to meet the challenges in a fast-changing world.

Five of the above seven goals, 1,3,4,6 and 7 focus on developing the skills and attitudes as well as values needed for a fruitful life.

Methodology

The study was conducted using a qualitative research methodology, and all the information related to the research were collected from an online questionnaire. The data gathered from the survey were qualitatively analyzed on the following variables. In addition, demographic data were collected regarding the age, teaching grades, work experience, and gender of the sampled teachers. The five variables were selected in relation to the research problem for the qualitative analysis.

1. The most effective method of teaching value concepts.
2. Benefits of incorporating value concepts into the curriculum.
3. The extent of value concepts that should be taught to school children.
4. Key-value concepts imparted to school children by the Western Music curriculum.

5. Value concepts and methods of teaching that are most appropriate to be given under the activities relevant to the grade six Western Music curriculum.

Sample

The study sample consisted of eighty randomly selected teachers who are teaching western music from grades 6 to 13. Without concern about the gender of the teachers, the sample was selected from Western Music teachers all over the country.

Limitations of the Study

There are about 350 teachers who teach Western Music in Sri Lanka and they are distributed among national schools and provincial schools across the country. These teachers represent all eight provinces of Sri Lanka except the Northern Province. Randomly selected eighty male and female teachers were the participants of the study. On a qualitative research methodology, this sample had to be limited to 80 teachers to maintain the comfortability and the quality of this study.

Analysis and Findings

Sensitivity is an essential aspect that must be developed in students. Through it, students can identify values and act accordingly. It can be pointed out that it is essential to develop value concepts in students. The analysis is based on the information gathered. The study was solely based on the data collected from an online questionnaire distributed to Western Music teachers. This section presents the analysis of the tabulated data and the interpretation of the results.

Information About the Selected Sample

Eighty randomly selected teachers who are teaching western music from grades 6 to 13 were the sample of this study, and the following is the demographic interpretation of data analyzed in the study.

Age

According to figure 3.1, 79% of the teachers in the selected sample are in the age group of 31-40 years. 14% are between the ages of 21-30 and 5% are between the ages of 41-50. 2% of teachers are over 50 years of age.

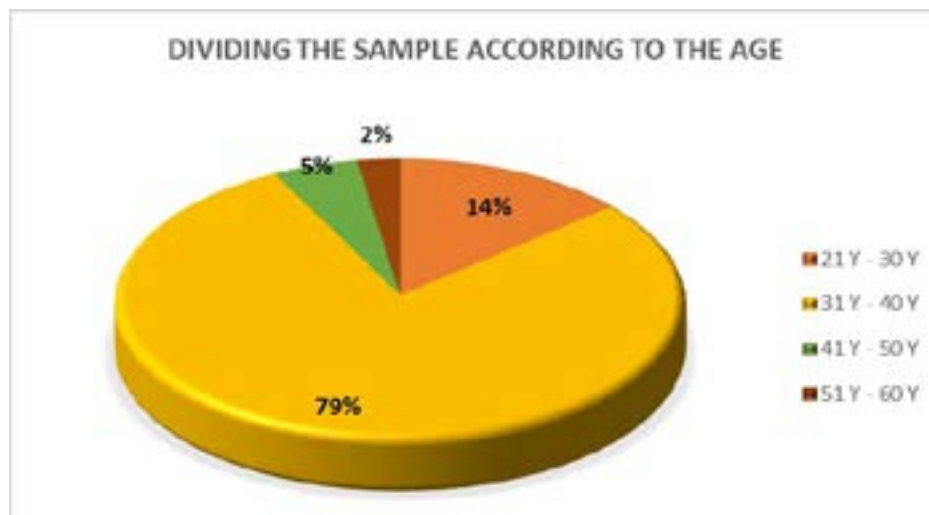


Figure 1 : Dividing the sample according to the age.

Gender

According to figure 2, 77% of the teachers in the research sample are female teachers, and 23% are male teachers.

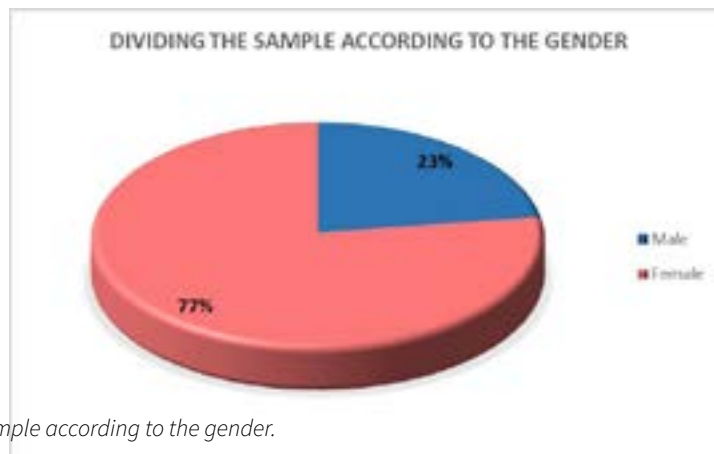


Figure 2: Dividing the sample according to the gender.

Teaching Grades

The teachers in the selected sample appeared to be teaching in different grades. Western music teachers teaching in grades ranging from six to 13 were included in this study. Shown here is the highest grade taught by the teachers in the sample. It can be seen from the figure below.

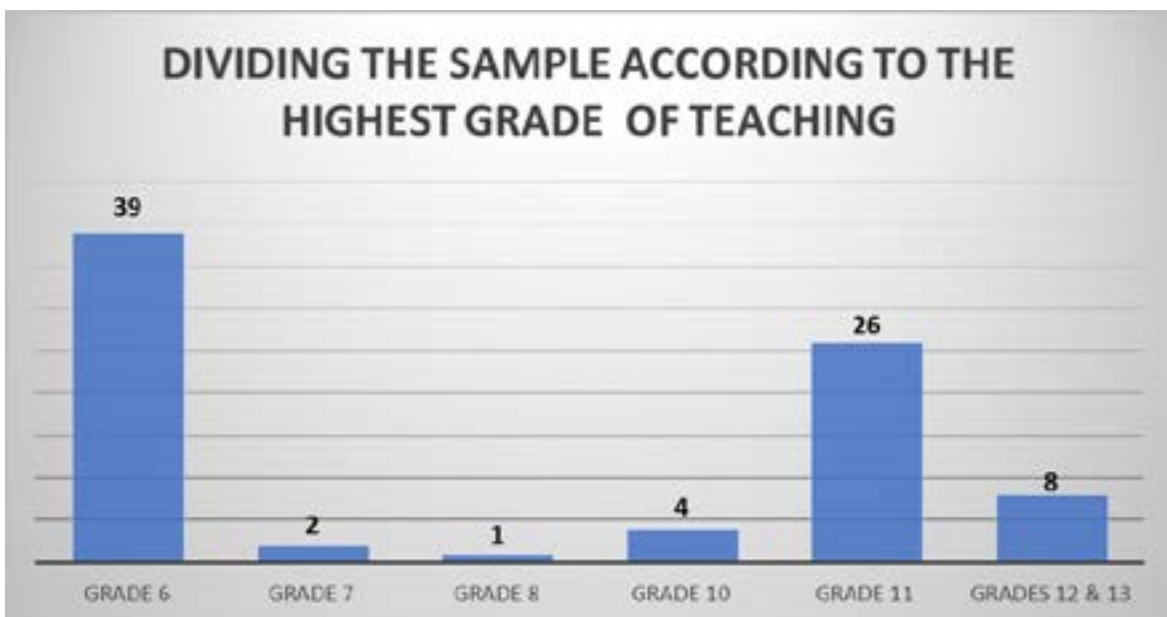


Figure 3: Dividing the sample according to their gender.

Most teachers of the sample teach Grade 6 (39 teachers). According to the data, only one teacher teaches Grade 8. Besides, there are two in Grade 7, four in Grade 10, and 26 in Grade 11. Also, eight teachers are teaching western music at the Advanced Level.

Working Experience

The majority of teachers who participated in the research had less than five years of work experience. It is 47% as a percentage. 37% of teachers had 5 to 10 years of experience, and 13% had 10 to 20 years of work experience. Only 3% of teachers had more than 20 years of work experience.

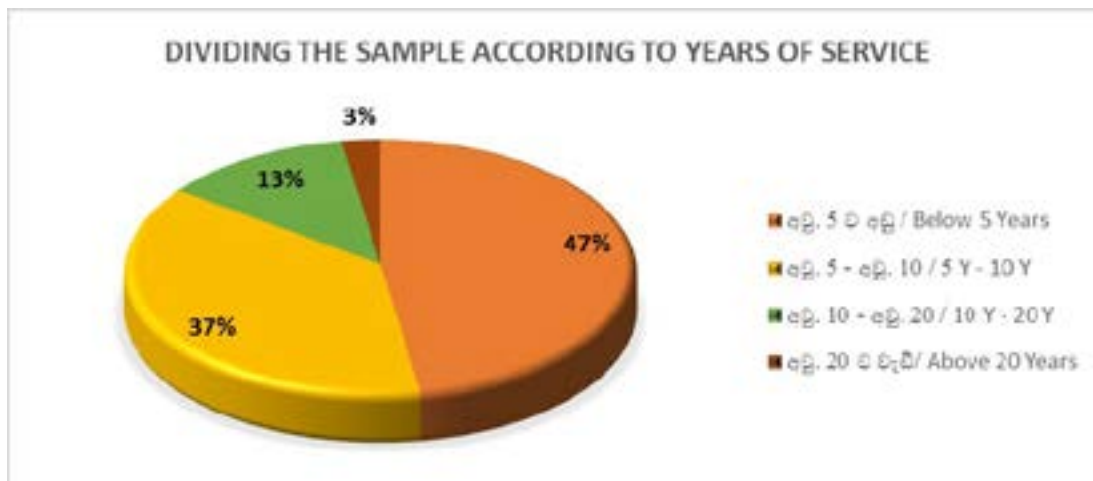


Figure 4: Dividing the sample according to their years of teaching service

The Division of Teachers According to the Provinces and Types of Schools

The categorization of teachers according to the provinces and which type of school they teach in are as follows:

Province	National School	Provincial School	Total
North Central	2	2	4
Southern	2	-	2
Uva	-	8	8
Western	33	17	50
Central	4	2	6
North Western	-	4	4
Sabaragamuwa	4	2	6
Total	45	35	80

Figure 5: Table showing the categorization of teachers according to provinces and types of schools.

According to the above chart, the majority of the sample of teachers is in the western province, and it is 50. Of those teachers, 33 teach in national schools and 17 in provincial schools. The lowest participation of teachers is from Southern Province, and it is 2. The other teachers are divided into 4 in the North Central Province, 8 in the Uva Province, 6 in the Central Province, 4 in the North-Western Province, and 6 in the Sabaragamuwa Province. The following bar chart shows the above details clearly with the division according to the national level and provincial level.

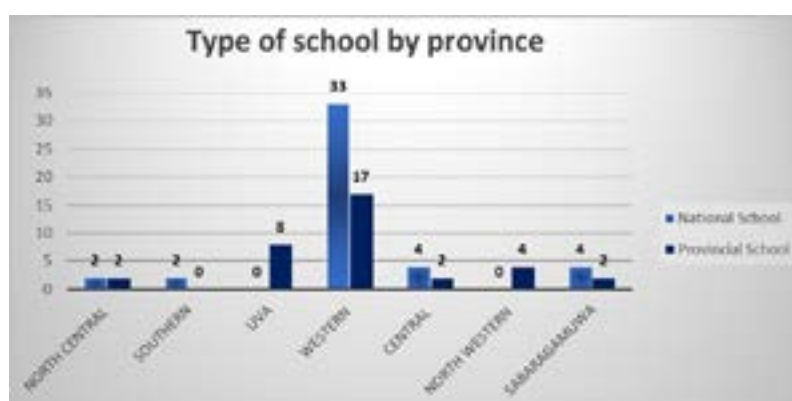


Figure 6: The dividing of teachers according to provinces with national and provincial level

Teachers' Ideas on the Concept of Values

The following section analyses data and findings on current value concepts in the curriculum and the value concepts that teachers have mentioned as needing to be added in the future. This is a discussion of data obtained by asking teachers for information based on the questionnaire.

Ideas on the Inclusion of the Concept of Values in the Grade Six Western Music Curriculum

According to the results of the data analysis, the majority of teachers believed that value concepts could be taught in conjunction with the subject of Western Music. In the questionnaire, "Does the grade six school curriculum include concepts of values?" The answers given by the teachers to the question are as follows.

Province	Yes	No	Total
North Central	2	2	4
Southern	2	-	2
Uva	3	5	8
Western	34	16	50
Central	2	4	6
North Western	2	1	3
Sabaragamuwa	6	-	6
Total	51	28	79

Figure 7: Table showing ideas about the concept of values included or not in grade 6 Western Music.

According to those answers, from the overall sample, 51 teachers state that the concept of values has been included in the Western music curriculum, and 28 teachers have mentioned that it is not.

The values in the existing curriculum in grade six, as identified by the teachers are given below. The analyses of the data found that many teachers had mentioned similar points. They can be grouped under four main themes. Accordingly,

1. National Anthem
2. Sri Lankan Drums
3. The Environment
4. Respecting other religions and cultures

The value concepts included in the existing grade 6 curriculum as pointed out by the teachers are summarized under the four themes mentioned above. Related statements given by the teachers are categorized under the relevant theme. Some of the recurring comments are presented, as stated by them, in the table below (Figure 8).

National Anthem	Sri Lankan Drums	The Environment	Respecting other religions and cultures
<ul style="list-style-type: none"> • Students can be given an insight into the identity of the nation through the National Anthem. • Respect our motherland, and know the importance of singing the national anthem accurately, appreciate the beauty described in the national anthem. • Work together through the collective singing of the National Anthem. • Understand the national anthem and school anthem. Explain the values and customs of our country • Develop attitudes to love our own country and school. 	<ul style="list-style-type: none"> • Respect the cultural heritage of Sri Lanka. • Protection of our cultural heritage. • Respect for different cultures and cultural heritages. • Identify cultural values through traditional drum lessons and old and new music lessons. • Preserve the cultural identity of Sri Lanka. 	<ul style="list-style-type: none"> • Appreciate and love nature. • Discuss how to protect the environment, and love for nature through environment-related music lessons. • Protect our environment. • Appreciate and be concerned about nature. • Being aware of the surroundings and maintaining good relationships with the environment. 	<ul style="list-style-type: none"> • Learning and protecting different religions and cultures. • Appreciate the values of different religions and inculcating them. • Appreciate musical practices in different festivals and religions. • Respect all religious groups and all nationalities.

Figure 7: Table showing ideas about the concept of values included or not in grade 6 Western Music.

In addition to the above, the teachers also mentioned some ideas that did not come under the above four themes. They can be summarized as follows.

- Working as a group.
- Gaining values such as communicating with each other, respecting each other's opinions, and listening to others through musical activities.
- During singing lessons, discussions can be initiated regarding the concept of values.
- Getting experiences through musical activities which help to establish peace and harmony among communities.

All of the above seem to be activities that take place in the western music classroom learning-teaching process.

The New Concepts of Values That Should Be Included in the Western Music Curriculum

Teachers were asked to comment on new values that should be included in addition to the existing value concepts in the western music curriculum. Among them, many had similar ideas. The following is a summary of the teachers' opinions:

1. Practicing working with a team spirit to develop collaboration
2. Creating students who accept both success and defeat
3. Understanding and using moral values
4. Understanding the importance of personal hygiene
5. Understanding the importance of learning aesthetic subjects and engaging in such studies

6. Understanding the importance of kindness and honesty and acting accordingly
7. Training to work in a team spirit
8. Becoming a compassionate and forgiving person
9. Educating them on moral values, spiritual values, and family values
10. Helping and caring for each other
11. Listening to others' ideas, sharing and caring, and developing sensitivity
12. Respecting teachers, parents, and elders
13. Protecting the environment by planting trees
14. Being polite to everyone
15. Becoming a person who respects the opinions of others and appreciating the talents of others
16. Recognizing the value of other genres of music and becoming a person who does not underestimate them
17. Becoming a person who protects human rights and protects equality

Teachers can convey the above ideas to the children through classroom activities. In this situation, the role of the teacher is very special.

According to the sample of teachers, 44 stated that there are no effective teaching opportunities to teach value concepts in the grade 6 western music syllabus currently in operation in schools. However, 36 teachers stated that it is not so and that there are instances whereby one can effectively teach value concepts.

Province	Yes	No	Total
North Central	2	2	4
Southern	2	-	2
Uva	-	8	8
Western	31	19	50
Central	-	6	6
North Western	1	3	4
Sabaragamuwa	-	6	6
Total	36	44	80

Figure 9: Table showing according to provinces, teacher's ideas on effectively teaching the concepts of values in the grade six Western Music curriculum

What is special about this is that out of the 80 teachers, 31 teachers from the western province stated that there are opportunities for teaching the concept of values in the grade 6 Western Music curriculum. 19 teachers in the province stated that there are no possibilities for effectively teaching the concepts of values in the curriculum.

The table below shows that, in other provinces, the majority of teachers affirm that there are no methods that can effectively teach the concepts of values in the 'grade six Western Music syllabus'.

In line with the comments of the above teachers, one of the questions asked was to mention what lessons included in the curriculum being considered already have the capacity of promoting value concepts. They are as follows:

- New and old music
- Sri Lankan drums
- Nature walk
- Religious festivals
- Improvised percussion instruments and performance
- Singing the national anthem and school anthem
- Sound of nature and man-made sounds
- Sounds - unpleasant and pleasant
- Music of different social and national events
- Identifying music as happy and sad
- Singing children's songs in Sinhala and Tamil
- All practical lessons

In connection with the above question, another question was asked whereby the respondents had to identify new lessons that could be included into the curriculum so as to promote values among students.

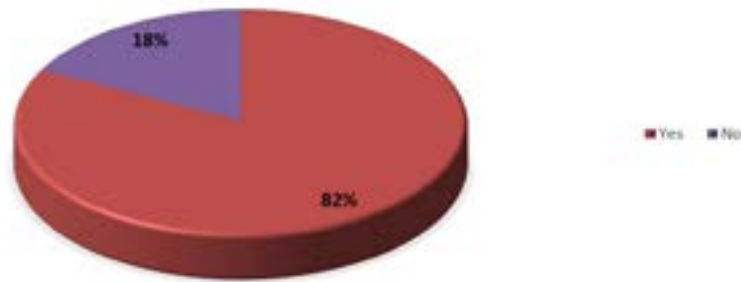
These are some lessons identified as having the potential to do so:

- Introduce a poem/ sing to show respect. At the end of every music lesson, they can recite/sing it (with the piano accompaniment)
- Lessons in Recorder playing and Piano playing
- Singing songs that describe moral values and good habits
- Activities that can be done with practical experiences to teach students to respect other religions and nationalities
- Environmental pollution (sound pollution)
- Patriotic songs and songs about fathers and mothers
- Create their own simple melodies (learning to appreciate each other's ideas and work collaboratively)
- Add more sensitive songs to develop human qualities and self-esteem in students and add a lesson for listening to calm classical pieces to be used as therapy.
- Include both English and Sinhala songs focusing on the teaching of values
- Respecting nature and protecting our cultural heritage
- Songs based on values, and understanding and analyzing the meanings of it
- Enable students to develop their own song writing skills
- To teach etiquette, respect elders and to care for one another
- Introduce new songs to that teach good values
- Study Sri Lankan history and find out about the evolution of music in Sri Lanka
- Protecting Sri Lankan identity especially by learning Sri Lankan folk music

The Most Effective Method of Teaching Value Concepts

Based on the results of the data analysis, the majority of teachers believe that it is effective to teach values in conjunction with the western music curriculum. From the sample, 66 teachers have mentioned that (82% as a percentage). Only 14 teachers say that such integrated teaching was ineffective (18%, Figure 10).

VALUES CONCEPTS CAN BE ADDED TO THE TEACHING OF THE SUBJECT OF THE WESTERN MUSIC



The table below shows how the above information is divided based on from which province each respondent worked.

Province	Yes	No	Total
North Central	4	-	4
Southern	2	-	2
Uva	5	3	8
Western	45	5	50
Central	4	2	6
North Western	3	1	4
Sabaragamuwa	2	4	6
Total	65	15	80

Table 11: Table showing teacher's ideas about teaching values across the Western Music curriculum according to provinces.

It is important to pay attention to the self-discipline of children while imparting knowledge through various curricula. Hence, it is imperative to build self-discipline in every child with skills and abilities across the school curriculum. According to the teachers in this sample, there is a great need to teach values to school children who are currently studying Western Music. It is 58 as a percentage of the teachers who were connected to the study. In the opinion of teachers, those who believe that there is a need to teach values is 36%, and 11% said that value concepts cannot be added when teaching western music (Figure 12).

VALUES CONCEPTS CAN BE ADDED TO THE TEACHING OF THE SUBJECT OF THE WESTERN MUSIC

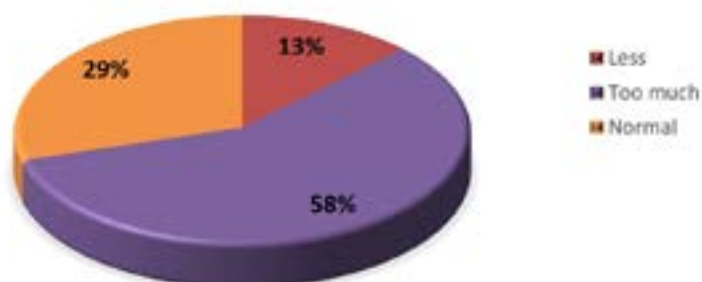


Figure 12: Teacher's ideas about teaching values across the Western Music curriculum.

From the above information, teachers believe that concepts of values can be taught during the teaching of Western Music. Accordingly, the figure below shows how the above information is divided among the provinces.

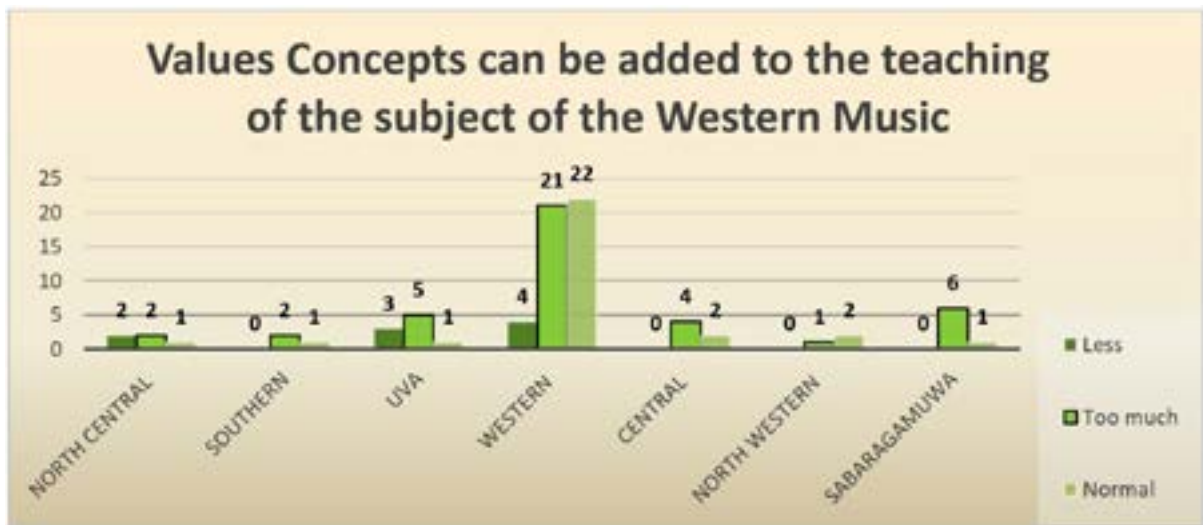


Figure 13: Teacher's ideas about teaching values across the Western Music curriculum.

From the above information, it is normal for grade six students who practice western music that needed to be taught the concepts of values.

Grade six Western Music students in all the districts except the Western and North-Westerns, North Central, Southern, Central, and Sabaragamuwa provinces seem to be in dire need of being taught value concepts.

Lining up Several Value Concepts from Most to Least Important According to the Teachers' Ideas Education contributes to moral development. To further confirm this, the questionnaire provided teachers with some of the values expected from school children following the Western Music curriculum and requested them to list them according to importance. There were six essential value concepts used. They are as follows:

- Concept 1: Respect for the elderly,
- Concept 2: Preservation of the cultural identity of Sri Lanka,
- Concept 3: Protecting the environment,
- Concept 4: Conservation and appreciation of equality among the people,
- Concept 5: Kindness, compassion, and love,
- Concept 6: Protection of human rights.

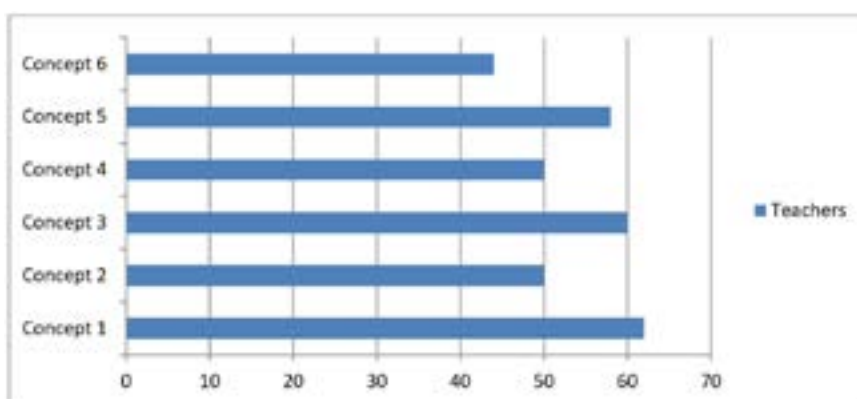


Figure 13: Lining up several value concepts from most to least important according to the teachers' ideas.

Many teachers have noted item number 1 which is 'to respect the elderly'. It is 70 as a percentage. The second highest is marked as item 2 (environmental protection) with a percentage of 67%. The concept of kindness, compassion, and love, mentioned as the fifth-item above is given third place with a percentage of 65. The fourth and fifth points had an equal percentage of 59%, and the concepts were 'the preservation of the cultural identity of Sri Lanka' and 'the conservation and appreciation of equality among the people'. The protection of human rights was ranked sixth with 53% of the respondents for noting its importance.

Conclusion

Education discusses the fundamental literacy skills of reading, writing, speaking, and understanding. According to most people's ideas, it can be identified that being educated means having the capacity to read, write and understand. (Gunawardhana & Abepala, 2017). Additionally, education focuses more or less on enabling students to procure employment rather than on developing one's character. Nonetheless, value education focuses on the moral principles that everyone should uphold. The objective is for the person to live by these principles every day, and not merely be aware of them.

Values are great qualities to be followed in any society. It can be simply outlined as meaningful teachings that are needed to keep one's life in good condition or to grow. In this way, the quality of life and society can be protected.

It needs to be clarified that the contribution to moral development comes from education, and it needs to be understood that education is not just about getting started in school. Parents are the first teachers who are responsible for their children's values development. The children receive their primary education at home rather than in school. Schools provide a more formal education than homeschooling. It is important to pay attention to the self-discipline of children while imparting knowledge through various curricula.

According to the teachers, the most effective way of teaching values is to integrate the learning of western music with the teaching of the concepts of values. The inclusion of value concepts in the Western Music curriculum may have several benefits.

- ▶ Maintaining and protecting discipline
- ▶ Facilitating school administration
- ▶ Personality development of children
- ▶ Ability to work collectively
- ▶ Focusing on environmental conservation

Western Music teachers' understanding of the importance of teaching value concepts allowed them to draw fruitful conclusions. This study found that it is important to incorporate moral value concepts into the Western Music 6 to 11 curriculum reform process.

Keeping a close eye on every change that is taking place day by day in the world today, it is imperative to plan for the future without harming society, the environment, and living beings. For that purpose, all of us have to move in the right direction, and work has to be done effectively and efficiently. Every religious leader has taught valuable thoughts and actions to build a better future. Anyone who adapts his/her life according to noble values and spiritual principles taught by religious leaders can claim a prosperous future. It is the role of us as adults to guide future generations toward such a life.

Advantages of Incorporating Values Concepts into the Western Music Curriculum

As per the research findings, the advantages of incorporating values concepts into the Western Music curriculum are as follows.

- 1) Being able to produce a group of disciplined children.
- 2) Being convenient to school administration.
- 3) Having a group of children with good personalities.
E.g. 1. Endurance equals victory and defeat.
 2. Tolerance of criticism from others.
- 4) Being able to develop positive attitudes in students.
E.g. 1. Respect for leadership.
 2. Treating the elderly with respect.
- 8) The value of working collectively.

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