Review Journal of Social Psychology & Social Works

_____

Perceptions of Teachers on Practicing Personal Values in their Teaching at Secondary School Level

Salman Ali[1], Dr. Rani Gul[2], Urooj Gul[3]

[1]Ph.D. Scholar, Department of Education**,** University of Malakand, Chakdara, 18800, Pakistan. Email: salmanpst92@gmail.com

[2]Assistant Professor, Department of Education**,** University of Malakand, Chakdara, 18800, Pakistan. (**Corresponding Author**) Email: ranigul@uom.edu.pk

[3]M.Phil. Scholar, Department of Education**,** University of Malakand, Chakdara, 18800, Pakistan. Email: Urjgul531@gmail.com

Abstract
This study explores the role of personal values in the teaching profession and their impact on educational effectiveness, student engagement, and the teacher-student relationship. Teaching is more than a profession; it is a vocation that demands strong ethical commitment and personal integrity. Fundamental values such as integrity, respect, empathy, commitment, fairness, lifelong learning, patience, and responsibility are crucial in shaping a teacher's effectiveness. The research employs a mixed-method approach, incorporating both quantitative and qualitative data collection. Using a stratified random sampling technique, 263 secondary school male teachers (senior SS and SS) from selected districts of Malakand Division participated in the study. A 4-point Likert scale questionnaire was used to assess the alignment of personal values with teaching practices. The study draws from Bandura's (1977) social cognitive theory and Schwartz's (1992, 2012) value framework, highlighting the influence of personal values on occupational self-efficacy, discipline management, and student interaction. Literature suggests that teachers who embody high personal values foster positive learning environments and stronger teacher-student relationships. Findings will provide insights into how personal values contribute to effective teaching and inform professional development programs. The study ensures confidentiality and ethical considerations while focusing on higher secondary school male teachers in Malakand Division.

Keywords: Perceptions, Teachers, Practicing, Personal Values, Teaching, Secondary School Level

Introduction
Teaching is not merely a profession but a vocation that requires deep personal commitment and ethical considerations. The values that teachers uphold significantly influence their effectiveness in fostering a positive learning environment and shaping students' personal and academic growth. The following are some of the fundamental personal values that teachers should embody in their teaching practices. Integrity is essential for maintaining trust and credibility in the teaching

profession. Teachers must be honest, transparent, and uphold ethical standards in their interactions with students, colleagues, and parents (Strike & Soltis, 2009). By demonstrating integrity, teachers serve as role models, fostering a culture of honesty and responsibility among students. Respect is a cornerstone of effective teaching and learning. Teachers should respect students' diverse backgrounds, opinions, and learning styles (Gul et al., 2022; Shah Bukhari et al., 2022; Nieto, 2013). By creating an inclusive classroom environment, educators promote mutual respect and encourage open dialogue, critical thinking, and collaboration. Empathy enables teachers to understand and respond to students' emotions, challenges, and learning needs. According to Rogers and Raider-Roth (2006), an empathetic teacher fosters a nurturing environment where students feel valued and supported, enhancing their motivation and engagement in learning. Commitment to student success is fundamental to the teaching profession. Teachers must demonstrate dedication to continuous improvement, professional development, and student-centered learning (Day, 2004). This commitment ensures that educators remain effective in addressing diverse learning needs and adapting to educational advancements (*Ahmad & Gul, 2023; Gul & Khilji, 2021).*

Fairness in teaching involves treating all students equitably and providing equal opportunities for learning. Teachers should avoid biases and ensure that assessments, classroom interactions, and disciplinary actions are just and impartial (Brookfield, 2017). Fairness fosters trust and a sense of belonging among students. A commitment to lifelong learning is crucial for teachers to stay updated with pedagogical innovations, curriculum changes, and educational research. Shulman (1986) emphasizes that reflective practice and ongoing professional development enhance teachers' effectiveness and adaptability in diverse educational settings. Patience is vital for dealing with the complexities of teaching, including managing classroom behavior and addressing different learning paces. Research suggests that patient teachers create a supportive environment that encourages students to take risks and learn from their mistakes (Ahmad et al., 2024a; Zhou et al., 2022; Tomlinson, 2014). Teachers hold a significant responsibility in shaping students' futures. This entails being accountable for students' academic progress, ethical behavior, and overall well-being (Freire, 1998). By accepting this responsibility, teachers contribute to a more just and informed society.

Literature Review
Bandura stated that the concept of personal values is embedded in his social cognitive theory of behavioral modification (Bandura, 1977). As put by Caprara et al. (2006), occupational self-efficacy refers to the perceived ability of a teacher to fulfill his/her tasks and responsibilities, roles and challenges that are characteristic of a professional teacher's job; this includes handling discipline issues in class and didactical tasks (Ahmad et al., 2024b: Bukhari et al., 2023). Such notion is defined by the number of factors including personality qualities with specific focus on those qualities has enhanced the scholarship interest on the subject. Furthermore, Djigic et al. (2014) have stated, by arguing that teachers, who scored higher on conscientiousness and openness aspects of the five-factor model by Costa and McCrae (1992), experience higher levels of personal values.
Sousa et al. (2012) in their study have also considered personal values as an antecedent of self-efficacy for teachers including frontline service personnel. In general, the personal values has positive and moderate relationships with both self-enhancement values, including power and achievement, and with openness to change values, including self-direction, stimulation, and self-satisfaction. These values belong to Schwartz's (1992) assertion of human values that also encompasses self-transcendence values (benevolence and universalism) and conservation values (tradition, conformity, and security). Opinion: According to Schwartz, personal values are cross-situational, global, and graduated, integral goals that guide people's behavior. Ten basic value

types were identified by (Schwartz 1992, 2012: Gul et al., 2021c; Khan et al., 2023; Tufail et al., 2024) respect for cultural and religious practice, productivity as defined by culture, pleasure, autonomy (self-determination), world benevolence (being compassionate towards all beings and nature), care for own and others' well-being, obligation to follow rules and norms and protect oneself and others from harm, and orderliness for the welfare of all. Indeed, an appealing two-dimensional system can be developed by arranging these ten values in a specific manner.

In the first-dimension preservation of traditions, self-restraining, and maintenance of order are valued more than the change process and thus independence which is supposed to be stressed in the preservation dimension (Gul et al., 2020; Gul et al., 2021b). The second dimension differentiate between two types: self-transcendence which refers to the level at which other people's well-being are valued more than one's self- goals; Self-enhancement, which refers to the level at which people place importance on one's own needs even if it is to the detriment of the other people. In contrast, self-enhancement and openness to change values are characterized by a personal focus, namely concern with outcome for self, whereas self-transcendence and conservation values are characterized by a social focus, that is, concern with outcomes for others or for established institutions. This was highlighted by Schwartz (2012) in a more recent study.

Previous literature in this study established that, it is good and reasonable to establish a connection between personal values and teaching practices. For instance, a study was done by Smith in 2018 where the focus was on how personal values affect teaching behavior & class discipline respectively (Gul et al., 2023; Gul et al., 2021a). It revealed that the practices of teachers that are in line with their beliefs enhance the learning environment. A similar study by Johnson et al, 2020 identified how personal values affect the nature of a teacher-student relationship. It also found the type of relationship teachers have with their students; when teachers' behaviors reflect aspects such as empathy and respect, they are most likely to have good relation/interactions with students.

Research Methodology

This study uses mixed-method research design. According to Creswell, and Creswell, D. (2017), a mixed-method research design is a comprehensive approach to conducting research that combines elements of both quantitative. In this design, quantitative data is collected first, followed by qualitative data. This design is best suited for the studies when further explanation of a set of quantitative data is required with additional qualitative information. All secondary school male teachers (senior SS and SS) of Malakand Division were the population of the study. According to Annual Statistical Report of Government Schools (2021-22), total numbers of secondary school male teachers (senior SS and SS) are 824 in Malakand Division. While the selected district wise population is given in the table.

Table-1: Distribution of Population in the selected areas.

S. No.	Name of the District	Population Size
1.	District Lower Dir	286
2.	District Malakand	80
3.	District Buner	107
4.	District Swat	207
5.	District Lower Chitral	44
	Grand total	724

Source: Annual Statistical Report of Government schools (2021-22).

Stratified random sampling technique was used for selection of sample size of the study. In stratified random sampling, the strata are formed based on members' shared attributes or characteristics. In stratified random sampling, proportionate sampling was taken from population. In a proportionate stratified method, the sample size of each stratum is proportionate to the population size of the stratum. Accordingly, district Lower Dir, district Malakand, district Buner, district Swat, and district lower Chitral will be taken as strata. Using the stratified proportionate sampling formula (nh= (Nh/N) ×n), the number of participants from each stratum was selected accordingly.

Table 2: Distribution of Sample in selected Areas

S. No	District	Total Population	Selected Sample
1	Lower Dir	286	104
2	Malakand	80	29
3	Buner	107	39
4	Swat	207	75
5	Lower Chitral	44	16
	Grand Total	724	263

For data collection, a 4-point Likert scale questionnaire will be used. The questionnaire will be developed, and statements will be according to the research questions in consultation with exiting literature and with the help of supervisor. The researcher collected data through questionnaire. The questionnaire was distributed among the selected respondents either through online Google forms. Before, data collection, the participants was informed about the objectives of the research study.

Results
Both descriptive and inferential statistics were used to analyze the data that has been gathered. Means, frequencies, and percentages were used for demographic information and question one and two while regression analysis was applied on question three and four.

Table-3: Descriptive statistics of perceptions of teachers on personal values of teaching

S. No.	Statements	F/%	SA	A	DA	SDA	M	SD
1	Responsibility (PV1)	F	149	114	0	0	1.43	.49
		%	57	43	0	0		
2	Authenticity (PV2)	F	100	160	03	0	1.63	.50
		%	38	61	1	0		
3	Compassion (PV3)	F	83	179	01	0	1.68	.47
		%	31	68	0.4	0		
4	Resilience (PV4)	F	137	125	01	0	1.48	.50
		%	55	45	0.4	0		

In this table different category of the personals values are given. In the category of responsibility, the statements showed that 57% of the respondent strongly agreed, 43% agreed. While 61 % agreed and 38% strongly agreed on the statements of authenticity. Additionally, on the Statements of

Compassion 68 % of the respondents agreed and 31% strongly agreed. For Statements of Resilience revealed that 55% of the respondent strongly agreed and 45% agreed. The data shows that secondary school senior subject specialists and subject specialists possess high level of responsibility and resilience among all the personal values while authenticity and compassion were found at lower level

Discussion and Conclusion
This study generates vital information about how teachers think about using personal values within their teaching practice, particularly regarding responsibility and authenticity alongside compassion and resilience. Secondary school senior subject specialists along with subject specialists identify responsibility and resilience as their most important values although these teachers assign minimal importance to authenticity and compassion. Teachers agreed on the necessity to take responsibility for overseeing student learning and class leadership as indicated by their 57% strong agreement and 43% average agreement patterns. Previous studies support the finding that responsibility stands as a fundamental ethical value in teaching according to Lumpkin (2008). A professional teaching identity brings responsibility for teachers to display dependable leadership while consistently showing dedication for their work.

Research found that educators found resilience to be significant for their teaching careers since 55% strongly supported this notion and another 45% demonstrated agreement about its importance. The surveyed teaching professionals show evidence of recognizing the necessity of enduring student behavioral issues plus administrative demands and governmental policy restrictions. According to Day and Gu (2014) resilient teachers can better maintain their drive while adapting to their challenging field because of their ability to stay strong. Participants lower at 38%. Teaching authenticity requires personal authenticity alongside the development of genuine student relationships. Educational constraints and curriculum standards as well as professional demands seem to limit teachers' self-expression inauthentically in their teaching environment (Cranton, 2001). Data revealed that teachers assessed compassion as slightly less important than authenticity since 68% agreed with this principle and 31% strongly agreed. Teacher support for empathy and understanding towards students remains strong but may be slightly lower due to challenges between showing compassion and fulfilling disciplinary roles. This study concluded that personal values play a crucial role in shaping the effectiveness and ethical standing of teachers. By upholding integrity, respect, empathy, commitment, fairness, lifelong learning, patience, and responsibility, teachers can create a meaningful and transformative educational experience for their students.

References

Ahmad, I., & Gul, R. (2023). Impact of online service-learning on civic and social justice behavior of undergraduate laboratory-based graduates. *Human Arenas*, *6*(3), 639-654.

Ahmad, I., Gul, R., & Kashif, M. (2024). A qualitative study of workplace factors causing stress among university teachers and coping strategies a qualitative study of workplace factors. *Human Arenas*, *7*(4), 812-834.

Ahmad, I., Gul, R., & Zeb, M. (2024). A qualitative inquiry of university student's experiences of exam stress and its effect on their academic performance. *Human Arenas*, *7*(4), 778-788.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*.

Brookfield, S. D. (2017). *Becoming a critically reflective teacher*. Jossey-Bass.

Bukhari, S. K. U. S., Gul, R., Bashir, T., Zakir, S., & Javed, T. (2023). RETRACTED ARTICLE: Exploring managerial skills of Pakistan Public Universities (PPUs)'middle managers for campus sustainability. *Journal of Sustainable Finance & Investment*, *13*(1), 73-91.

Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of school psychology*, *44*(6), 473-490.

Day, C. (2004). *A passion for teaching*. RoutledgeFalmer.

Djigić, G., Stojiljković, S., & Dosković, M. (2014). Basic personality dimensions and teachers' self-efficacy. *Procedia-Social and Behavioral Sciences*, *112*, 593-602.

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Rowman & Littlefield.

Gul, R., & Khilji, G. (2021). Exploring the need for a responsive school curriculum to cope with the Covid-19 pandemic in Pakistan. *Prospects*, *51*(1), 503-522.

Gul, R., Ahmad, I., Tahir, T., & Ishfaq, U. (2022). Development and factor analysis of an instrument to measure service-learning management. *Heliyon*, *8*(4).

Gul, R., Ayub, A., Mazhar, S., Uddin, S. S., & Khanum, M. (2021). Teachers' perceptions on students' cultural and linguistic diversity and its impact on their approaches towards culturally teaching practices. *TESOL International journal*, *16*(3-2).

Gul, R., Kanwal, S., & Khan, S. S. (2020). Preferences of the teachers in employing revised blooms taxonomy in their instructions. *sjesr*, *3*(2), 258-266.

Gul, R., Tahir, I. U., & Batool, T. (2021). Impact of teachers' workload on their time management skills at university level. *Indian Journal of Economics and Business*, *20*(3), 819-829.

Gul, R., Tahir, T., & Ishfaq, U. (2023). Perspectives of the teachers on challenges and possibilities to online system of education amid COVID-19 outbreak in Balochistan, Pakistan. *Sage Open*, *13*(1), 21582440231155063.

Gul, R., Zakir, S., Ali, I., Karim, H., & Hussain, R. (2021). The impact of education on business opportunities for women entrepreneurs in public & private television advertisements in Pakistan. *Industrial Engineering & Management Systems*, *20*(2), 140-147.

Khan, H., Gul, R., & Zeb, M. (2023). The effect of students' cognitive and emotional engagement on students' academic success and academic productivity. *Journal of Social Sciences Review*, *3*(1), 322-334.

McCrae, R. R., & John, O. P. (1992). An introduction to the five-factor model and its applications. *Journal of personality*, *60*(2), 175-215.

Mikuls, T. R., Johnson, S. R., Fraenkel, L., Arasaratnam, R. J., Baden, L. R., Bermas, B. L., ... & Saag, K. G. (2020). American College of Rheumatology guidance for the management of rheumatic disease in adult patients during the COVID-19 pandemic: version 1. *Arthritis & Rheumatology*, *72*(8), 1241-1251.

Nieto, S. (2013). *Finding joy in teaching students of diverse backgrounds: Culturally responsive and socially just practices in U.S. classrooms*. Heinemann.

Rego, A., Sousa, F., Marques, C., & e Cunha, M. P. (2012). Authentic leadership promoting employees' psychological capital and creativity. *Journal of business research*, *65*(3), 429-437.

Rogers, C. R., & Raider-Roth, M. B. (2006). Presence in teaching. *Teachers and Teaching*, *12*(3), 265-287.

Schwartz, S. H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. *Advances in experimental social psychology/Academic Press*.

Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. *Online readings in Psychology and Culture*, *2*(1), 11.

Shah Bukhari, S. K. U., Said, H., Gul, R., & Ibna Seraj, P. M. (2022). Barriers to sustainability at Pakistan public universities and the way forward. *International Journal of Sustainability in Higher Education*, *23*(4), 865-886.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, *15*(2), 4-14.

Strike, K. A., & Soltis, J. F. (2009). *The ethics of teaching*. Teachers College Press.

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. ASCD.

Tufail, M., Gul, R., & Ali, H. (2024). Humble Leadership and Knowledge Hiding: Mediating role of Psychological Empowerment. *Journal of Business & Economics*, *16*(1), 102-115.

Zhou, G., Gul, R., & Tufail, M. (2022). Does servant leadership stimulate work engagement? The moderate role of trust in the leader. *Frontiers in Psychology*, *13*, 925732.