



THE AGA KHAN UNIVERSITY

eCommons@AKU

---

Professional Development Centre, Gilgit

Institute for Educational Development

---

January 2013

# Teachers' perceptions of their values, sources of the values, and its influence on student personality development: A case study from Pakistan

Sharifullah Baig

*Aga Khan University*, [sharifullah.baig@aku.edu](mailto:sharifullah.baig@aku.edu)

Zeenat Shah

*Aga Khan University*, [zeenat.shah@aku.edu](mailto:zeenat.shah@aku.edu)

Follow this and additional works at: [http://ecommons.aku.edu/pakistan\\_ied\\_pdcn](http://ecommons.aku.edu/pakistan_ied_pdcn)

 Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Educational Leadership Commons](#), [Educational Methods Commons](#), [Other Educational Administration and Supervision Commons](#), and the [Other Teacher Education and Professional Development Commons](#)

---

## Recommended Citation

Baig, S., & Shah, Z. (2013). Teachers' perceptions of their values, sources of the values, and its influence on student personality development: A case study from Pakistan. *The Journal of Values-Based Leadership*, 6(1), 1-16.



SHARIFULLAH BAIG  
PROFESSIONAL DEVELOPMENT  
CENTER NORTH  
AGA KHAN UNIVERSITY  
PAKISTAN

# Teachers' Perceptions of Their Values, Sources of the Values, and Its Influence on Student Personality Development:



ZEENAT SHAH  
PROFESSIONAL DEVELOPMENT  
CENTER NORTH  
AGA KHAN UNIVERSITY  
PAKISTAN

## *A Case Study from Pakistan*

### Abstract

*This study explores the perceptions and level of awareness of teachers' personal values and their influence on the valuation processes of their students in the specific social and cultural context of Pakistan. Within the qualitative paradigm, this study employed the deeply-structured, self-reflection process involving six teachers from three different school sites. The research participants highlighted the morality and ethics, role-modeling, affection and empathy, nation-building, and professional competency as their articulated values. Among these values, almost all of the participants regarded morality and ethics as the most prominent of the teachers. Alternatively, the more experienced teachers in this study were more inclined to consider the larger national, socio-economic, developmental picture unlike their nascent colleagues. Generally, professional novices were more focused on grappling with the professional and technical necessities of their profession. This article explores the rational value type of consequences predominate in the valuation processes and trans-rational principles; sub-rational and rational values of the consensus tend to be employed under particular circumstances.*

### Introduction

Since the inception of "schooling," the multidimensional role and pervasive involvement of teachers has unequivocally remained the critical focus for the nurturing of the whole personality of the child. In this sense, "Teachers represent the heartbeat of a school and the changes essential to school improvement" (Du Four and Eaker, 1998, p.233). Their multi-dimensional role and omnipresent involvement inevitably puts them in a leadership role in the form of guiding the children through classroom activities, leading their colleagues through example, modeling exemplary behavior, and fostering participation with the community (Hair and Reitzug, 1997, p. 67). This multi-faceted leadership role of teachers has been highlighted by Silva, Gimbert, and Nolan (2000) in three ways. First, these authors emphasize the formal

VOLUME VI • ISSUE I • WINTER/SPRING 2013

roles department heads and union representatives occupy. The second facet of leadership relates to the instructional expertise as is exemplified by curriculum leaders, staff developers, and mentors of new teachers. Lastly, educational leadership is demonstrated in the development of an organizational culture that supports collaboration and continuous learning, highlighting teachers as leaders both within and outside their classrooms. Educational leaders further champion moral purpose, continuous learning, and collegiality (Fullan, 1994). Hence, it can be said that “teachers are leaders when they function in professional learning communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement” (Childs-Bowen, Moller, and Scrivners, 2000, p. 28).

The teacher-leader is extensively involved in the life of a school through interaction with the students, colleagues, parents, and the broader community. In this interaction with different stakeholders, the values manifested by the students, colleagues, teachers, parents and the broader community has a profound impact on the operations and performance of the teachers in the particular milieu of the school. Correspondingly, due to this wide range of interaction with many stakeholders, a variety of value-based challenges and dilemmas between individuals and groups await action by the teachers. Sometimes, the personal values of these teachers may conflict with that of the organization’s expectations and sometimes even collide with the personal values of individuals and groups of stakeholders within the school. Begley (2002) argues, “Such value dilemmas can occur within the mind of the individual for example, the relatively un-negotiable personal core values of the individual competing with each other or running counter to professional or organizational expectations” (p.49).

Commenting on schooling processes, Norberg (2003) maintains that: “Schooling is always a moral practice. It is about the regulation of human interaction, according to prevailing norms. It takes place in a specific context where regulation steers conduct in certain directions, justified by reference to particular values. In this context, school participants come together bringing values internalized earlier. The school, therefore, is a place where values are negotiated” (p.2). However, Begley (2001) explicates how values can be derived from multiple external and internal environmental sources. His model is fundamentally based on the argument that values are predominantly acquired from more collective sources such as family, friends, peers, acquaintances, professions, organizations, formal associations, the community, social culture, and through the transcendental. If values are acquired from the social environment, then schools are one of the prominent environmental sources where the shaping and reshaping of the values occur among the school community. The kind of deliberate and non-deliberate interventions made in the school environment will strongly influence the value orientations of each member of the school community. Arguably, schools are the places where not only are the fundamental values are negotiated (Norberg, 2003), but also where they are subsequently, and continuously, re-examined and modified.

In the value-laden rather than value-saturated environment of the school, “The values education of the teacher is a condition which is logically prior to that of the

values education of the child. Therefore, if we wish to do something about the formal values education of children, then we must do something about the values education of teachers” (Hodgkinson, 1976, p. 265). Because, in their wide-ranging interactions with their students the teachers play a leadership role, they are better positioned to generate alterations and revisions in the value orientation of their students in a particular context of the school. Perhaps, deeming the teacher as leader, the values and valuation of the teachers play an important part in the negotiation, shaping and reshaping of the values of the students in particular, and other stakeholders in general. Therefore, the understanding of the values, valuation process, and value orientations of the teachers in the context of the school are of vital importance.

While studying the values, the particularity and the individuality of the culture and context play a pivotal role. There are many empirical studies (Heck, 2003; Shafa, 2003; Simkins, Sisum & Memon, 2003) that unanimously agree that the culture and context of the developing world impacts the set of values, attitudes, and norms of behavior which are markedly different from those used by school leadership in the developed world. This tendency of multiple interpretations and applications of values from one culture and context to the other are termed as cultural *isomorphs* by Begley (2002). He defined this cultural isomorph as the “social conditions or value postures appearing to share the same shape or meaning from country to country but actually structured of quite different elements”(p.45). He further argues that “isomorphs can occur even within a single nation or culture, not just among nations.” Hence while studying the nature of values, it is imperative to “move beyond their traditional orientation toward generalization and description to consider the deeper matters of intent and motivational base” (Begley, 2004, p.45). Additionally, the uniqueness of the context and culture is potentially rich for adding, strengthening, and enriching our understanding of the values, value orientations, and valuation processes.

Hence, it is within the milieu of this academic thought that this study intended to explore the perception and awareness of the personal values of the teachers and its influence on the valuation process of their students. This research was conducted in the specific social and cultural context of Pakistan and sought answers to the following three interrelated research questions:

- **What are the prominent personal values articulated by the teachers?**
- **What are the sources for the acquisition for these personal values?**
- **In what ways do teachers think their personal values influence the values of the students?**

Hence, this research provides a unique contribution to the pool of existing literature, which deals with the perceptions of the teachers of their own underlying personal values and their influence on the value equitation of the students in a non-western cultural context.

### **Literature Review**

Defining and studying values is considered to be a complex and perplexing task because of its elusive and obtrusive nature. Richmon (2003) maintains that, “Values have entered the collective conscience of scholars of educational administration and

leadership, what values are and how they should be studied remains a disputed issue”(p.45). In response to the question of what values are, many scholars and researchers have defined the concept from a variety of perspectives. In the school leadership literature, there is an evident propensity to use the word *ethics* or *morals* as a sunshade term for values-related concepts (Sergiovanni, 1992). Conversely, other scholars like Leonard (1999), Begley (2001) and Hodgkinson (1999) reserve the term *ethics*, or *principles*, for a particular category of transrational values, and use the word *values* as a broad umbrella term for the formation of the desirables. Willower (1999) argued that “the study of values traditionally has dealt with what is good or desirable with the kind of behavior that one should engage in to be virtuous” (p.121). Likewise, Parsons and Shils, as cited in Begley (1999), have defined values as, “Conceptions explicit or implicit distinctive of any individual or characteristic of a group of the desirable which influences the selection from available modes, means and ends of action” (p.240). In the other words, “Values are those conceptions of the desirable which motivate individuals and collective groups to act in particular ways to achieve particular ends. They reflect an individual’s basic motivations, shape attitudes, and reveal the intention behind actions” (Begley, 1999, p. 237).

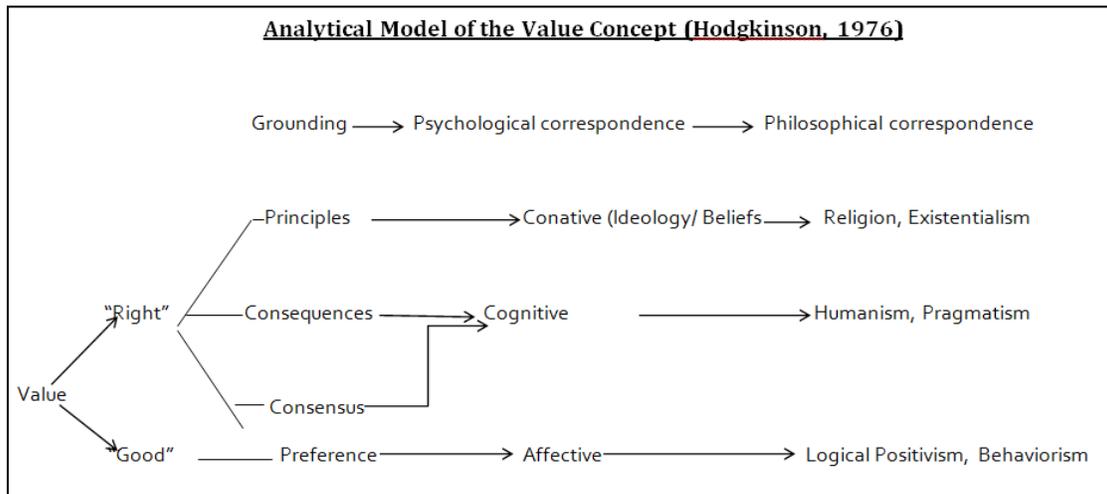
Richmon (2003) provided an analytic orientation of values perspectives in the literature and argued that, “The analytic framework identifies four fundamental issues which will be examined within the literature on values and leadership. Expressed as questions, these four interrelated issues are:

- ***What does it mean to know values?***
- ***How can values be conceptually framed?***
- ***How can values be investigated?***
- ***How can values be informed?*** (p. 35)

In the other words, these four questions concern knowing the values, framing the values, investigating the values, and creating informed values, respectively.

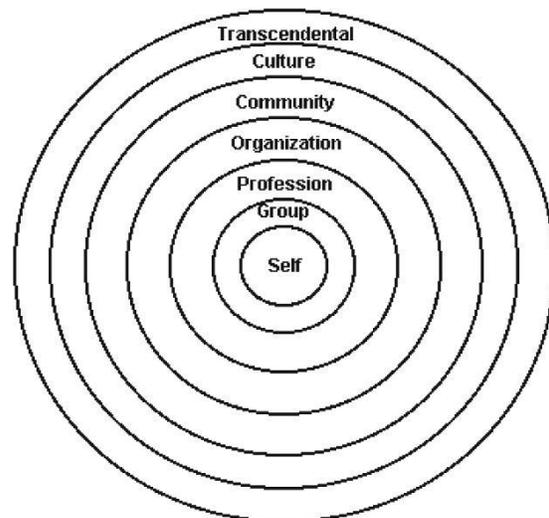
Richmon (2003) argues that, in researching values, the framework for their formation play a very important role. This framework provides the necessary scaffolding which serves as the point of departure, informs, and guide researchers in the field of value creation. He considers Gaus (1990) as one of the most contemporary scholars in axiological philosophy who proposes that the value conceptual clarification can take three basic forms: description, stipulation, and reconstruction with justification. Under *description*, values are described by identifying their broad-based salient features. This concept is focused on viewing values as being characteristics and the qualities of what is valued. He placed a high premium on the reconstructive-justification approach to values because this form not only provides a conceptually coherent system of values, but legitimate, normative grounds on which to discriminate between competing values.

More comprehensively, Hodgkinson (1976) proposed his “Analytical Model of the Values Concept.” Arguing for *good* and *right* values he maintains that “This led to the question of how one can determine or justify what values are right. Those values labeled *good* follow naturally from our preferences, but questions of *rightness* can only be resolved in three ways: by counting heads (consensus), by extrapolating the consequences of value-based action, or by resorting to principles of one kind or another – principles which must ultimately be grounded upon some metaphysical foundation” (p. 265).



In this framework, Hodgkinson’s *Type III* values are grounded in individual preferences. These *Type III* values lie in the person’s affective domain based on his or her self-justifications. His *Type II(a)* values are based in the cognitive domain and grounded in consequences which are based on any future results. The values of *Type II(b)* are also based in the cognitive domain, but are grounded in a consensus focused on the will of majority in a group. Finally, *Type I* values are based in the conative domain and are grounded in more metaphysical principles, such as the ethical codes, injunctions, or commandments.

**Figure 1. Begley’s Onion Metaphor Model**



Correspondingly, the work of Hodgkinson (1999) and Begley (2001) suggests the onion metaphorical model to elucidate the various sources of values. It explains how values can be derived from multiple external and internal environmental sources. This model is fundamentally based on the argument that values are predominantly acquired from more collective sources such as family, friends, peers, acquaintances, professions, organizations, formal associations, the community, social culture, and through the transcendental. He has labeled this model as the *arena of*

VOLUME VI • ISSUE I • WINTER/SPRING 2013

*administration*. According to Begley (2001), “These are the interactive environments within which valuation processes and by extension, administration occur” (p. 362). There are also important interactions that take place within these seven identified arenas. He basically conceptualizes leadership as something that involves multiple arenas, each with potentially competing or incompatible values and engaged in a process of interaction.

The individual as a separate entity is placed at the center of this onion metaphor. It stands to elucidate the importance of the individual in exerting potentially unique influence within the social or organizational context. It also represents the potentially potent influence of one individual when he or she is a leader. The second ring signifies the arena of groups, which is comprised of various collectives such as families, peers, friends, and other connections. The third ring corresponds to a profession – a more formal arena of administration that is closely related and relevant to school administration. The fourth ring represents the arena of organization, one of the areas of most concern to academics and practitioners in the field of educational administration. Further proceedings lead to the arenas of greater community, society, and culture. A final seventh ring is included to accommodate notions of the transcendental. The spiritual dimension is significant and sensitive for a leader to understand the motivation of the followership.

In the Asian context, a grounded theory emerged out of the study conducted in Hong Kong by Law, Walker, and Dimmock (2003). This study identified the main categories and properties of values held by Protestant principals. These categories were further divided into sources and types of values. Religion, culture, profession, and society were characterized as sources. The various categories referred to five distinct values covering different aspects of the principals’ work lives. They are: (1) relationships (2) reform, (3) empowerment, (4) client-focus and (5) rationality. Value properties relate to different qualities of value. They are: (1) clarity, (2) commitment, (3) consistency, (4) versatility, (5) breadth, and (6) focus.

In her work, Norberg (2003) emphasizes the importance of researching and understanding teachers’ values: “This paper highlights difficulties associated with the teacher’s task. The results of this study suggest that there is a need for enhanced knowledge and awareness among teachers of how social, educational, and personal values have an impact on the work of schools. Interpreting, internalizing and applying democratic values are a never-ending process. How these values can be realized in practice has to be constantly reviewed” (p. 7).

### **Research Design**

Branson (2007) stresses that: “By not considering how personal values are formed, and the inner antecedents of personal values within the Self, any self-knowledge of one’s personal values will remain notional knowledge” (p. 228). In order to explore and understand the formation of these personal values and their inner backgrounds, he proposed and employed a deeply structured self-reflection method. In this regard, he maintains: “Deeply structured self-reflection incorporates the enhancement of the ability to personally articulate one’s self-concept and core values so as to construct sophisticated understandings of situations that can be used to guide thoughts and

behaviors” (p. 228). The conceptual paradigm presented by Branson places the self-concept at the core of the framework and presents an outward sequential order of the constituents of self-esteem, motives, values, beliefs, and behaviors. According to Branson: “All of these components of the Self are formed during one’s life experiences and become powerful influences on how one experiences, perceives and reacts to their reality. This means that one’s own self-concept is at the heart of how one behaves and this self-concept indirectly influences behaviour through the sequential components of the Self of self-esteem, motives, values, and beliefs” (p. 229). He viewed and analyzed the data under the scaffolding of his outward sequential order of the constituents of self-esteem: motives, values, beliefs, and behaviors.

This study employed the deeply structured level of self-reflection required to explore the underlying personal values of the teachers, the motivational bases and sources of their personal values, and the teachers’ perceptions of their influence on students. However, for data review and analysis, this study employs Hodgkinson’s (1976) analytical model of values concept as opposed to the conceptual framework of Branson (2007).

### **Research Context and Participants**

This research study was conducted in the Gilgit Bultistan region of Pakistan situated in the middle of the world’s mightiest mountain ranges of Karakoram, Himalaya, and Hindukush. Mindful of the area’s diversity, one public school, one private school, and one non-governmental organization (NGO) school were selected as research participants. Two teachers from each school – one considered the most experienced and the other the least experienced in terms of length of service – were purposefully selected as research participants. Cumulatively, six teachers from three different educational systems engaged in this research.

The following is a brief profile of the research participants and the schools:

#### ***School 1, Teachers 1 and 2***

Teacher 1 has rich experience of more than two decades teaching at many schools within his system during his professional career. Presently, he is working as a senior teacher, instructing Social Studies and the Urdu language at School 1. Teacher 2 has two years’ experience teaching at School 1, making him comparatively less experienced. He teaches Science and Mathematics at his school. School 1 is a traditional public boys’ school aligned with the maxim, “free education for all.” Under this principle, the school is bound to provide admission to every child irrespective of his social, communal, regional, and economic background. The school levies no fees from its students.

#### ***School 2, Teachers 1 and 2***

Teacher 1 of this school has worked at different private schools for the last six years. Currently, he teaches English at this school and has done so for the past year. Teacher 2 of this school has been recently appointed and he has taught for only six months. He instructs Science. School 2 is a community-based boys’ school aimed at providing standard education to local youth. This school is owned and operated by

the local community through an annually-elected board of governors. This school charges a reasonable fee.

### ***School 3, Teachers 1 and 2***

Teacher 1 from has been instructing Mathematics and Urdu for the last three years in this school. He has twenty years of rich experience in the education field. Teacher 2 from this school has two years' experience and was a recent hire at this school. He instructs Science and Mathematics. School 3 is a boys' school and is part of a centralized educational system aimed at providing standard education to its students. The major policies, rules, regulations, syllabi, and examinations are provided and controlled by the local educational system. This system is a non-governmental organization owned and operating more than 80 schools in the region. This school charges comparatively high fees to its students.

### **Data Generation**

This study employed the deeply structured self-reflection method as the data collection tool. In this regard, a set of guided questions were provided to the teachers to individually reflect on their personal values, motivational bases/sources, and their influence on the students. The teachers had written a detailed reflection in the light of the guided questions which had been thoroughly studied by the researchers to discover points requiring additional clarification in the meeting. Once these individual points were studied, one-to-one meetings were conducted with each teacher and questions arising from their reflection were asked to discern the necessity of further clarification.

## **DATA ANALYSIS AND DISCUSSION**

### **The Articulated Values**

#### ***Morality and Ethics***

Morality and ethics emerged as the most prominent values frequently highlighted by almost all of the research participants. Teacher 1 of School 1 maintained that, "To me ethical and moral values are the foundation of teaching and [the] learning process. If we exclude the ethical and moral dimension of education, it remains only the game of numbers." Similarly, Teacher 2 of School 2 maintained that, "A teacher attains a valuable status in the society because of his character for constructing the life of students. Ethics and morality are the key factors in a teacher's personality."

The teachers considered morality and ethics as the cornerstones of teaching and learning. They attributed integrity, discipline, devotion, dedication, hard work, and honesty to the development of morality and ethics and considered them the prerequisites for the holistic development of the children. In this regard, Teacher 2 of School 1 surmised that:

*Morality and ethics help to inculcate different values such as integrity, discipline and honesty among others and apply them in daily lives. Ethics influences behavior and allows an individual to make the right choices. The importance of ethics and morality can't be ignored in any work of life. To me, ethics and morality are the kind of pillars for the teacher which makes him/her stronger and distinguished. Furthermore, ethics and morality can develop love, devotion and patience for the students. They help to treat*

students equally and do justice while taking an action. They help to be kind hearted, sincere and cooperative to all pupils.

Similarly, Teacher 1 of School 3 commented,

*For me teaching is a moral purpose. I believe that I am actively contributing in shaping the future of my students. I perceive teaching a sensitive business. It is more than a job. It requires teachers' sincerity towards their pupils. I believe that I am not only responsible to teach subject matter but also my student's holistic development, i.e., social, spiritual, moral, and academics.*

Likewise, Teacher 2 of School 3 opined: "Morality and ethics play a very important role in teaching and learning. A teacher is responsible for promoting the moral development of the students. Students need to learn ethical values in the classroom and apply them in society so that they become good citizens." Additionally, some of the teachers showed their concerns for the declining moral and ethical values in society and encouraged the teachers not only to adopt more auspicious moral and ethical values, but also to inculcate them in their pupils. In this regard, Teacher 1 of School 2 positioned:

*I think the decline of moral values, intolerance, increasing trends of aggressiveness and violence is in practice due to the loose moral and ethical values in the society. The teachers should use every opportunity to emphasize ethics and moral values in stories, poems, novels and other kinds of literary work. Students are let to discover values or gain insights into human nature and suffering and man's search for truth. They should be empowered to develop a value system based on ethical principles.*

### ***Nation-Building***

Nation-building emerged as one of the prominent values articulated by the participant teachers. In this regard, Teacher 1 of School 1 maintained that, "[The] teacher is the nation-builder. Before going to the classroom, the teacher must remind himself the ultimate purpose of teaching, which is the building of the future of the nation." The teachers considered teaching as a profession aimed at serving the collective good of the society through contributing to the socio-economic development of the country. In this regard, Teacher 1 of School 3 articulated:

*The role of a teacher and the aim of the teaching processes are beyond the happenings in the classroom. He/she is responsible for shaping a civilized and responsible society by making the students responsible citizens so that they can contribute actively in the socio-economic development of the country.*

Similar thoughts were shared by Teacher 1 of School 2:

*A teacher who enters the teaching profession must know that he/she works with the population that determines the future of the nation and the country. It is the moral duty of a teacher to involve students in constructive activities not only in the academic institutions but also in the society. A teacher must ensure that his/her students are not only getting high marks in exams but also contributing in the communal life through their good deeds and creativities.*

### ***Technical Competency***

Some of the teachers placed a high premium on the professional and technical competencies of the profession. In furtherance of this objective, Teacher 2 of School

1 stated, “A teacher should be a subject specialist, diligent, and trained. He or she should adopt new teaching methods to become distinguished from other teachers.” Similarly, Teacher 2 of School 3 advocated:

*Teachers should involve students in active learning by asking questions, group discussions, and presentations. He/she should use a variety of teaching methodologies to cater the learning needs of the students. The teacher’s duty or duties include making daily lesson plans and enhancing his/her own content knowledge through attending professional workshops. He/she should have friendly relations with students and colleagues.*

Some of the teachers moved beyond mere diligence and training and also endeavored to understand the psychology of the students and to represent committed lifelong learners. Teacher 2 of School 3 asserted:

*A distinguished teacher is the one who is open-minded and knows the psychology of students very well. They have more knowledge and more information about different subjects. They attract the students through their new methodologies. They use A.V. aids like models, maps and charts. It is very important for the teachers to get knowledge from different books and take experience from different institutes and apply this knowledge on his or her teaching methodology. A good teacher gets experience from attending different workshops and they learn different methods.*

### ***Affection and Empathy***

Affection and empathy emerged as two of the most prominent values articulated by the participant teachers. They attributed affection, empathy, kindness, and companionship as select qualities of a good teacher. In this manner, Teacher 1 of School 1 maintained:

*In the real sense [the] teacher is the one who understands students’ feelings, problems, desires and perceptions. A teacher must consider the same level of affection and empathy for students as he/she does for his/her own children. Beyond teaching, his role must be of a kind leader, guide and companion. He lives with students as a friend and they consider him as the most sincere guardian. If a teacher possesses these qualities, he becomes distinct in [the] teacher community. In short, [the] teacher’s character makes his personality prominent from others in the society.*

Thus, a good teacher is a spiritual volunteer who understands the inner feelings of the students and helps allay fears and resolve confusion. In alignment with this observation, Teacher1 of School 3 noted:

*Students enter into the school milieu with bountiful, curious and aspiring thoughts. Many questions that exist in their minds seek answers. It is only the teacher who understands the inner world of students and with a spirit of voluntarism he tries to bring students out of the confusion and enable them to pursue knowledge with skills and wisdom. This kind of voluntary and spiritual act makes him superior among masses of teachers.*

### ***Teacher as a Role Model***

Serving as a role model emerged as another value frequently articulated by the teachers during their interviews. They formulated the ideal character of the teacher both inside the school and throughout the larger social environment. Teacher 1 of School 1 warned:

Students not only learn from [the] teacher's knowledge and teaching skills but also get inspiration from his personal values, manners and the actions in the society. [The] teacher's character has a direct influence on student learning. There should be a balance between [the] teacher's deeds and words. Students, especially during early years of schooling, believe that [the] teacher is such a respectable person that their parents [should] also respect and trust him. So it is essential for a teacher to be careful while uttering every single word and deed so that his image and status would not shatter.

Similar thoughts were shared by Teacher 2 of School 1, underlining the importance of the teacher's character in the school and society:

*From greeting to saying goodbye in the classroom, every single word and act associated with a teacher influences the students. So the teacher must reflect on his practices and behavior after every single day in the school. The teacher must demonstrate in the society what he preaches in [the] classroom. For example, some teachers advise students to keep away from smoking and other evil habits but no sooner they leave the classroom, they start smoking. This contradiction between words and deeds causes an irreparable loss of teacher personality. To avoid this kind of weakness, [the] teacher has to go through self-accountability and frequent self-reflection.*

Teacher 1 of School 2 highlighted ethical and moral personality as the prerequisite for a good teacher. He maintained that a teacher should attain moral and ethical

***"When I see the senior teachers, it gives me courage and inspiration to work hard the way they are doing. In an environment where everyone is working hard, committed, and regularly and giving quality time to his/her duties, one automatically becomes good. You cannot go against the environment where teachers and students give you positive remarks for your good deeds and do not hesitate to give you negative remarks for a negative deed. So in my opinion, environment makes the difference. The individual changes himself according to the***

glory in order to be popular and acceptable for the pupils:

*The areas in which we are dwelling, ethical and moral values have a great importance particularly in teaching and learning. A teacher is a role model for students so he must have peak moral and ethical value and with stainless character. Such educators can easily attract the students towards their*

*teaching. If students found any contradiction in what the teachers say and what they do, the students will lose the trust in their teachers.*

The following table shows the number of occasions when each of the participants articulated a particular value.

Teachers	Morality & Ethics	Nation-Building	Technical Competency	Affection & Empathy	Teacher as Role Model
Teacher 1 / School 1	1	3	0	2	1
Teacher 2 / School 1	2	0	2	1	2
Teacher 1 / School 2	2	2	0	1	3
Teacher 2 / School 2	1	0	2	0	0
Teacher 1 / School 3	2	1	0	2	0
Teacher 2 / School 3	3	0	1	0	1

## Value Sources

### ***Sub-rational Values***

One of the participants grounded his *core values in self-justification* and individual preference (Hodgkinson, 1976). Similarly, Teacher 2 of School 2 explained:

*You see, I believe in commitment and hard work. Since my childhood, it is my habit that when I do something, I do it with full commitment and give my hundred percent. If I don't do something I just simply do not do that. [The] same applies in teaching. I have opted for it and I am doing my best and working hard according to my nature.*

### ***Rational Values of Consensus***

One of the participants articulated his values which are grounded in the area of *rational values of consensus*. He emphasized the need to acquire those values which are desirable, harmonious, and acceptable to the society. In the other words, their values are based in the cognitive domain and are grounded in consensus focused on the will of majority in a group (Hodgkinson, 1976).

### ***Rational Values of Consequences***

The majority of the participants articulated their values in order to precipitate change in society at large and in the future life of an individual. In this sense, this kind of values is grounded in rationality and future consequences. In other words, their values are based in the cognitive domain and grounded in consequences which are based on any results in futures (Hodgkinson, 1976). Teacher 1 of School 2 explained:

*As the study medium was dual in our time, it faced a lot of challenges in our studies at the higher level. When I recall that problem, I become enthusiastic and show commitment in teaching to compensate that problem in this new generation. When I look at the talent of the students, I really become enthusiastic to provide them right direction to achieve their goals. It gives me comfort to support them in shaping their future.*

Similarly, narrating the story of a boy, Teacher 1 of School 1 related:

*When I turn my eyes to the past, I remember the day when I met a slim boy hardly of 12 years of age. I saw him in a situation where he had a torn newspaper in his hands and was very much busy reading it. When I asked him why he is here, and what he is doing, he replied, "I was the student of the 4<sup>th</sup> standard but started labor to fulfill the needs of my family. Since that time I couldn't continue my education." That was the critical moment when I became enthusiastic and became more committed to my noble profession. I am determined to serve the poor students and raise the standard of those poor students up to a considerable level.*

Similarly, Teacher 2 of School 2 maintained: "When I see this underprivileged and denied group of students making progress, I feel a sense of fulfillment and reward of my efforts, and reaffirm my commitment to improve their future and help to minimize their sufferings." Teacher 2 of School 3 echoed this sentiment: "I deal with such students who come to school in worn out uniforms, torn and unpolished shoes, long uncombed hair, and reflect the pathetic living conditions at home. Working with these students, I always try to make their future better than past and present."

### ***Trans-Rational Values***

JOURNAL OF VALUES-BASED LEADERSHIP

Some of the teachers grounded their articulated values in the area of *trans-rational values*. Their articulated values seemed based in the cognitive domain and are grounded in more metaphysical principles, such as ethical codes, injunctions, or commandments (Hodgkinson, 1976). This aspect is exemplified in Teacher 2 of School 1 who maintained that: “According to me, a teacher has a responsibility to

Teachers			Sub-Rational Values of Personal Preferences	Rational Values of Consensus	Rational Values of Consequences	Trans- Rational Values
Teacher School 1	1	/	0	0	2	0
Teacher School 1	2	/	0	0	0	2
Teacher School 2	1	/	0	0	3	0
Teacher School 2	2	/	2	0	2	0
Teacher School 3	1	/	0	0	1	1
Teacher School 3	2	/	0	3	1	0

mold the characters of the students of the class in the preparation for ‘life’ here on ‘Earth’ and more importantly, in the world to come.” Similarly, the Teacher 1 of School 3 related that, “According to my experience, a teacher can develop it by following the religious teachings.”

The following table shows the number of occasions when each of the participants grounded their values in a particular value category.

### Conclusion

The research participants highlighted the morality and ethics, role modeling, affection and empathy, nation-building, and professional competency as their articulated values. Among these values, almost all of the participants placed a high premium on morality and ethics as the most prominent values of the teachers. Commenting on the socio-cultural environment of this region, Wood (2006) maintains, “Identities and solidarity which are so important as ingredients of survival in these remote areas, are also featured of kinship, clan and language. Thus, alongside these differences of sect (and some villages can be mixed between different sects), linguistic groupings are significant” (p. 35). Understandably, the rural mountainous context of Pakistan is considered as the society predominantly influenced by the culture and religious affiliations (Baig and Shafa, 2011). Due largely to this influence, the majority of the teachers highly valued morality and ethics as critical necessities for an effective teacher.

It is pertinent to note that the more experienced teachers valued nation-building as predominant, regarding teachers as the builders of the nation through developing the characters and personalities of their students. However, the comparatively less

experienced teachers valued the different professional and technical competences such as lesson planning, attending workshops, classroom management, and content knowledge. Based on the data, an inference can be drawn that the more experienced teachers in this study are more inclined toward embracing “the big picture”—the aim of teaching as the socio-economic development of the society and the nation. On the other hand, the beginners in the profession are more focused on grappling with the professional and technical necessities of the profession rather than looking at the larger situation. This leads one to reflect on how teachers’ values are evolving with the acquisition of experiences in the profession.

Most of the participants grounded their values in the rational values of consequences mainly focused on the future socio-economic development of the society and the individuals. One participant tied his values to the rational values of consensus. Two of the participants lodged their values in the category of trans-rational values, predominantly driving their values from the religious teachings and codes. One grounded his values in the category of the sub-rational values of individual preferences. Hence, the findings are in line with Begley (1999), who explored that the rational value type of consequence and consensus predominate in the valuation processes and trans-rational principles tend to be employed under particular circumstances. Also, these conclusions agree with the findings of Law, Walker, and Dimmock (2003), who found the rational values as the most prominent motivational bases. However, unlike the above mentioned research, only the rational values of consequences acquired prominence as compared to the consensus values.

Despite the important inferences drawn from the data in this particular study, it is important to acknowledge certain limitations. A small-scale case study across three school sites involving only six teachers may not be appropriate for the purpose of the generalizations provided. Moreover, this study has been conducted in the particular rural context of Pakistan, which is considered as a society strongly influenced by culture and religion – thus, mortality and ethics have gained prominence in the study. Keeping these limitations in mind, the inferences from this research supports two important recommendations for educational development that better able support student learning. First, it is recommended that longitudinal research exploring the value orientations of teachers and how these values influence the valuation processes of the student, be fully explored. Secondly, it is recommended that the teacher education programs must undertake practical steps to help the teachers understand the nature and function of personal values and their far-reaching influence on the personality development of the students.

---

## References

- Ash, R. C., & Persall, J. M. (2000). The principal as chief learning officer: Developing teacher leaders. *NASSP Bulletin*, 84(616), 15–22.
- Baig, S. & Shafa, M. (2011). The Influence of a Whole School Improvement Program on the Value Orientation of a Head teacher in the Mountainous Region of Gilgit Baltistan, Pakistan. *Journal of Authentic Leadership in Education*, 2(1) 1-8.

- Begley, P.T. (1999). Value preferences, ethics and conflicts in school administration. In P.T., Begley (Ed.), *Values and educational leadership* (pp. 237-252). New York: State University of New York Press.
- Begley, P.T. (2001). In pursuit of authentic school leadership practices. *International journal of leadership in education*, 4(4), 353-365.
- Begley, P. T. (2002). Western-Centric Perspectives on Values and Leadership. In A, Walker & C. Dimmock (Ed.), *School leadership and administration*, (pp. 45-61). London: Routledge Falmer.
- Branson, C. (2007). Effects of Structured Self-reflection on the Development of Authentic Leadership Practices among Queensland Primary School Principals. *Educational Management Administration & Leadership*, Vol. 35(2) 225–246.
- Childs-Bowen, D., Moller, G., & Scrivner, J. (2000). Principals: Leaders of leaders. *NASSP Bulletin*, 84(616), 27–34.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, mixed method approaches* (2<sup>nd</sup> ed). California: Sage Publications.
- Darling-Hammond, L. (1988). Policy and professionalism. In A. Lieberman (Ed.), *Building a professional culture in schools* (pp. 55–77). New York: Teachers College Press.
- Du four, R. & Eaker R. (1998). *Professional learning communities at work*. Indiana Bloomington: National Education Services.
- Dewey, J. 1900. *School and society* Whitefish, MT: Kessinger Publishing.
- Fullan, M. G. (1994). Teacher leadership: A failure to conceptualize. In D. R.Walling (Ed.), *Teachers as leaders* (pp. 241–253). Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Hair., M. J and Reitzug., U. C. (1997). Teacher Leadership: In What Ways? For What Purpose? *Action in Teacher Education*. Vol. XIX. NO.3. pp. 65–76.
- Hicks, D. (2003). *Religion at work place: Pluralism, spirituality, leadership*. UK: Cambridge University Press.
- Hodgkinson, C. (1999). The Triumph of the Will: An Exploration of Certain Fundamental Problematics in Administrative Philosophy. In P.T., Begley and P.T. Leonard (Ed.), *The Values of Educational Administration* (pp. 7- 23), Falmer Press, London.
- Hodgkinson, C. (1976). Values Education at one Remove *the Phi Delta Kappan*, Vol. 58, No. 3 (Nov. 1976), pp. 269-271.
- Hollimon, D., Basinger, D., Smith, R. G., & Leonard, P. (2009). Promoting Moral Literacy Teaching Competency. *Values and Ethics in Educational Administration*, 7(2) (pp.1-8).
- Law, L., Walker, A. & Dimmock, C. (2003). The influence of principals' values on their perception and management of school problems. *Journal of Educational Administration*, 41(5), 498-523.
- Leonard, P. T. (1999). Examining Educational purposes and underlying value orientations in schools. In P.T. Begley (Ed.), *Values and educational leadership*, (pp. 217-236). New York: State University of New York Press.
- Norberg, K., (2003). Constitutive Values and Daily Practice in a Swedish School. *Values and Ethics in Educational Administration*, 1(3) (pp.1-8).

- Richmon, M.J.(2003). Persistent difficulties with values in educational administration: Mapping the terrain. In P.T. Begley and O. Johansson (Eds.), *The ethical dimension of school leadership* (pp.33-47). Netherlands: Kluwer Academic Publishers.
- Roche, K. (1999). Moral and ethical dilemmas in catholic school settings. In P.T. Begley (Ed.), *Values and educational leadership*, (pp. 255-270). New York: State University of New York Press.
- Russell, R.F. (2001). The role of values in servant leadership. *Leadership and Organization Development Journal*, 22 (2), 76-83.
- Sergiovanni, T. J. (1992). *Moral leadership: getting the heart of school improvement*. San Francisco: Jossey-Bass.
- Silva, D. Y., Gimbert, B., & Nolan, J. (2000). Sliding the doors: Locking and unlocking possibilities for teacher leadership. *Teachers College Record*, 102, 779–804.
- Simkins, T., Sisum, C., and Memon, M. (2003). School leadership in Pakistan: Exploring the head teacher's role. *School effectiveness and school improvement*, 14(3).275-291.
- Shafa, M. (2003). *Understanding how a government secondary school head teacher addresses school improvement challenges in the Northern Areas of Pakistan*. Unpublished doctoral dissertation, University of Toronto, Canada.
- Scherer, M. (2007). Why focus on the whole child? *Educational Leadership*, 64 (8), 7.
- Wasley, P. A. (1991). *Teachers who lead: The rhetoric of reform and the realities of practice*. New York: Teachers College Press.
- Willower, D. J. (1999). Values and valuation: A naturalistic inquiry. In P.T. Begley (Ed.), *Values and educational leadership* (pp. 121-136). New York: State University of New York Press.
- Wood, G. (2006). Ethnographical context. In G. Wood, A. Malik, and S. Sagheer, (Eds.), *Valleys in Transition* (32-53) New York, NY: Oxford University Press.

### About the Authors

**Sharifullah Baig** is a faculty member of the Professional Development Center North (PDCN), Gilgit- Baltistan a component of the Aga Khan University, Pakistan. Having experience of more than fifteen years in the profession of teaching and learning, the author is engaged in educational research, particularly in the field of human values and student behavior management. In this connection, he has disseminated many research works through international journals focused on educational development. Additionally, this author is a global scholar with the 2013 International Editorial Advisory Board of the National Council of Educational Administration (NCPEA) in educational leadership and administration, Greensboro, NC 27402.

**Zenat Shah** is currently working as a faculty member of the Professional Development Center North Gilgit-Baltistan, a component of the Institute for Educational Development, Aga Khan University, Pakistan. This institution is one of the premier teacher education centers, catering to the needs of teacher training in northern Pakistan. This author has extensive experience of almost twenty years in the profession of teaching and learning in different capacities. His professional journey started from school teaching and currently, he is teaching at the university level.