

Professional Value Orientation in Education: Linking Teachers' Core Beliefs with Student Achievement and Holistic Outcomes

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Abstract

Background: Professional Value Orientation (PVO) has emerged as a critical determinant of teacher effectiveness, yet its pathways of influence on students' academic and holistic development remain underexplored.

Objective: This study examines how teachers' value orientations shape student outcomes, and tests the mediating roles of teacher motivation, job satisfaction, and classroom climate within an integrated Value–Motivation–Outcome (VMO) framework.

Methods: A mixed-method research design was employed, combining quantitative data from 250 teachers and 500 students with qualitative insights from 30 in-depth interviews. Standardized instruments measured PVO, teacher motivation, classroom climate, and student outcomes. Quantitative analysis included correlation, regression, ANOVA, and structural equation modeling (SEM), while qualitative data were examined through thematic analysis.

Results: Teachers demonstrated a high level of Professional Value Orientation ($M = 4.28$), with ethical integrity emerging as the most stable dimension. PVO significantly predicted both academic achievement ($\beta = 0.42, p < 0.001$) and holistic outcomes ($\beta = 0.57, p < 0.001$). SEM confirmed excellent model fit ($CFI = 0.97$; $RMSEA = 0.041$) and revealed partial mediation by teacher motivation ($\beta = 0.19$) and classroom climate ($\beta = 0.15$). Qualitative findings highlighted three themes—ethical consistency, humanistic emotional labor, and institutional alignment—illustrating the lived experience of value enactment.

Conclusion: Professional Value Orientation is not merely a personal disposition but a structural force shaping educational quality. Values operate through motivational and relational mechanisms that influence both cognitive and non-cognitive student outcomes.

Implications: The findings support integrating value-based reflection, ethical training, and humanistic competencies into teacher education, evaluation, and professional development systems to strengthen institutional ethos and student well-being.

Keywords: Professional value orientation, teacher beliefs, holistic education, student achievement, ethical pedagogy, value-based education

1. Introduction

Education is not merely an act of instruction; it is an act of value transmission. At its core lies the teacher's professional value orientation—the composite of ethical beliefs, personal philosophies, and pedagogical commitments that silently but powerfully shape every dimension of the learning process. The essence of quality education cannot be captured solely through test scores or curricular outcomes. It resides in the intangible moral, emotional, and intellectual imprints that teachers leave upon their students.

In the 21st-century educational landscape, debates around learning outcomes, accountability, and innovation often overshadow a more foundational question: *What values govern the way teachers teach and students learn?* The answer, as emerging evidence suggests, lies in understanding how teachers' professional value orientation (PVO) influences not only academic performance but also the holistic development of learners—their empathy, self-regulation, moral judgment, and sense of purpose.

1.1 The Value Foundation of Teaching

Teaching, as a vocation, stands upon moral ground. Every pedagogical act—whether instructional, evaluative, or relational—is mediated through values. A teacher who values fairness cultivates inclusion; one who values diligence instills discipline; and one who values compassion fosters psychological safety. Thus, professional values act as the invisible architecture of educational environments.

Schwartz's Value Theory (1992) identifies a universal structure of human values that guide behavior, while Noddings' Ethics of Care (1984) emphasizes relational ethics as central to educational practice. When these frameworks are situated within the professional sphere of education, they suggest that teachers' values are not peripheral attributes but *core predictors of institutional ethos and student growth*.

1.2 The Indian Context and Research Gap

In the Indian educational context, several policy documents—ranging from the National Education Policy (2020) to the earlier NCF (2005)—have emphasized teacher professionalism, reflective practice, and ethical commitment. Yet, empirical exploration into *how teachers' internal value orientations directly influence student outcomes* remains limited. While studies have investigated teacher motivation, satisfaction, and school climate (Sheokand, 2017a; 2017b; 2018; 2023; 2024), few have conceptualized the *value system itself* as the independent variable shaping educational excellence.

Sheokand (2017a, 2017b) highlighted that administrative support, ethical leadership, and school culture substantially affect teacher satisfaction and effectiveness. Similarly, Sheokand (2018) explored public health and educational policies emphasizing humanistic service orientation as a public good. Building upon these foundations, the present study shifts the lens from *institutional variables* to *intrapersonal professional values*, seeking to establish a clear linkage between teachers' internal belief systems and students' holistic outcomes.

1.3 Rationale and Theoretical Integration

The rationale for this study emerges from the recognition that professional excellence in teaching cannot be disentangled from moral and emotional intelligence. Bandura's Social Learning Theory (1977) suggests that students internalize not only knowledge but also values modeled by significant adults. When teachers consistently embody integrity, compassion, and justice, these attributes permeate classroom culture and translate into tangible student behaviors—cooperation, resilience, and respect.

Thus, the study integrates multiple frameworks—**value theory**, **humanistic psychology**, and **social learning models**—to explore PVO as a multidimensional construct. It examines both direct and mediated relationships between teachers' values and student outcomes, considering intermediate variables such as teacher satisfaction, motivation, and classroom climate (as also emphasized by Sheokand, 2024).

1.4 Problem Statement and Research Objectives

Despite broad acknowledgment of the ethical dimension of teaching, limited empirical evidence exists to quantify how professional values manifest in educational outcomes. The study seeks to address this gap through the following objectives:

1. To examine the relationship between teachers' professional value orientation and students' academic and holistic development.
2. To identify dominant professional value patterns among teachers across demographic and institutional contexts.
3. To explore the mediating role of teacher motivation, satisfaction, and classroom environment in the value–outcome linkage.
4. To propose a conceptual framework integrating professional values into teacher evaluation and development systems.

1.5 Significance of the Study

This research contributes to a paradigm shift—from viewing teachers as curriculum transmitters to recognizing them as *ethical architects of learning ecosystems*. It enriches the discourse on educational quality by demonstrating that moral and affective dimensions of teaching are measurable, influential, and policy-relevant. Furthermore, it extends existing scholarship on teacher satisfaction and institutional culture by embedding these constructs within a broader framework of *value-based professional identity*.

Ultimately, this study argues that student achievement, when divorced from value orientation, yields only partial success. Sustainable educational excellence demands that teachers' core beliefs align with institutional purpose and social good—creating classrooms that are not merely centers of learning, but crucibles of human refinement.

Schwartz's model positions values as universal motivational systems. Teachers anchored in self-transcendence values exhibit stronger moral clarity and relational empathy. Empirical research in Indian schools confirms that value alignment fosters teacher commitment, organizational harmony, and positive emotional climate (Sheokand, 2024).

The broader moral terrain of Indian public life, including evidence from social policy contexts, reinforces this pattern. Studies documenting ethical distortions in public systems, such as the structural vulnerabilities affecting women's safety (Sheokand, 2017), underscore why value-oriented professionalism remains indispensable across sectors, including education.

2. Literature review

Bandura's Social Learning Theory

Bandura (1977) emphasizes modeling as the primary mechanism for acquiring ethical norms. Teachers serve as moral prototypes; their behavior communicates values more powerfully than explicit instruction. This theoretical stance aligns with findings on institutional climate showing that teachers' ethical conduct directly shapes organizational norms and student trust (Sheokand & Dhola, 2025).

Research on public-facing professions shows similar dynamics. When organizational actors model ethical responsibility, the entire system benefits; when they do not, institutional trust erodes. Evidence from the unorganized sector illustrates how weak ethical modeling at policy levels intensifies vulnerability and injustice for women workers (Sheokand, 2018).

The implication is clear: modeling matters everywhere, and teaching is no exception.

Maslow's Humanistic Framework

Maslow (1968) conceptualizes self-actualization as the endpoint of human motivation. Teachers whose professional values align with institutional ethos demonstrate higher intrinsic motivation and professional fulfillment. Evidence from Indian contexts suggests that ethical congruence between teacher values and administrative culture enhances satisfaction and well-being (Sheokand, 2025a; Sheokand & Borad, 2025). Humanistic systems require social environments that safeguard dignity and justice. Broader Indian policy analyses argue that structural inequities—such as those impacting working women in informal sectors (Sheokand, 2018)—undermine pathways to human flourishing. These insights strengthen the case for value-congruent institutional cultures within education.

Noddings' Ethics of Care

Noddings (1984) situates care as the moral core of pedagogical relationships. Compassion, relational warmth, and responsiveness form the foundation of ethical teaching. This resonates with Indian scholarship advocating value-based and empathetic governance in education systems (Sheokand, 2018). Parallel evidence from social justice studies shows that care ethics extend beyond classrooms. Work on crimes against women in India highlights how systemic empathy deficits manifest as social harm (Sheokand, 2017). This reinforces the importance of cultivating a culture of care in schools as part of society's larger moral ecosystem.

Hargreaves' Emotional Geographies

Hargreaves (1998) argues that teaching is shaped by emotional proximities and value congruence. When institutional pressures conflict with teachers' core values, emotional dissonance emerges. Empirical work

underscores that misalignment between school expectations and teacher ethics reduces satisfaction and threatens well-being (Sheokand, 2025b; Sheokand, 2024).

Indian social policy research echoes these tensions. Misalignment between policy intent and lived realities—whether in public safety for women (Sheokand, 2017) or the precarious conditions in the unorganized sector (Sheokand, 2018)—reveals how value–practice gaps produce emotional strain across professions.

The education sector mirrors these patterns, making emotional geographies a vital interpretive lens.

Empirical Insights on Teacher Values and Educational Outcomes

A large body of global research indicates that teacher value orientation predicts student engagement, motivation, and socio-emotional development (Rokeach, 1973; Day et al., 2011). Value-driven teachers create relationally safe, equitable, and intellectually stimulating classrooms.

Indian scholarship deepens this understanding through multi-angle analyses:

Major Empirical Contributions (2023–2025)

- Organizational climate and ethical alignment: Ethical school climate and leadership quality directly shape teacher motivation and value congruence (Sheokand & Dhola, 2025).
- Leadership and teacher well-being: Transformational leadership promotes value alignment, resilience, and teacher well-being (Sheokand & Borad, 2025).
- Occupational stress and ethical climate: Teacher stress levels are moderated by organizational ethics and value coherence (Sheokand, 2025a).
- Holistic well-being: Meditative and reflective practices enhance teachers' emotional and existential well-being (Sheokand, 2025c).
- Ethical climate and job satisfaction: Administrative fairness and ethical workplace culture strengthen satisfaction and retention (Sheokand, 2024).

Additional Empirical Foundations (2017–2023)

- Value-informed work culture enhances teacher satisfaction and performance (Sheokand, 2017a).
- Policy contradictions reduce value congruence and institutional trust (Sheokand, 2017b).
- Human-centered policy frameworks promote inclusive and ethical practice (Sheokand, 2018).
- Policy loopholes undermine intrinsic value motivation (Sheokand, 2023a; 2023b).
- Broader public policy evidence shows how ethical erosion in societal systems—such as crimes against women (Sheokand, 2017) and exploitation in the unorganized sector (Sheokand, 2018)—highlights the wider consequences of value misalignment, reinforcing the need for value-driven education systems.

All these studies converge on one insight:

Teacher effectiveness is fundamentally a moral process shaped by value alignment, not procedural compliance.

International work supports the same pattern: value-rich pedagogy improves civic outcomes, empathy, and holistic learning (Osguthorpe, 2008; Lovat & Toomey, 2009).

Research Gaps

Despite extensive scholarship, four major gaps persist:

1. Fragmented constructs: Values, ethics, and motivation are often studied separately rather than as interconnected psychological systems.
2. Incomplete modeling: Few studies examine how teacher values predict multidimensional student outcomes.
3. Contextual blind spots: Despite strong Indian evidence (Sheokand, 2017–2025), integrated structural models remain limited.
4. Policy–practice gap: Value-based teacher education remains aspirational rather than operational.

Emerging Conceptual Framework

This study conceptualizes Professional Value Orientation (PVO) as comprising:

1. Ethical Integrity
2. Humanistic Orientation
3. Pedagogical Commitment
4. Social Responsibility

These dimensions influence student learning and classroom climate through mediating processes such as teacher motivation, ethical climate, and emotional well-being.

This Value–Motivation–Outcome (VMO) framework extends recent work demonstrating the centrality of ethical climate, leadership, and value alignment to teacher motivation and well-being (Sheokand & Borad, 2025; Sheokand, 2025a; Sheokand, 2024).

The broader social policy literature—including analyses of women’s safety and vulnerability (Sheokand, 2017) and structural inequities in the unorganized sector (Sheokand, 2018)—strengthens the argument that values are not abstract ideals but operational forces shaping real human outcomes. Education, therefore, must embed PVO as a foundational pillar.

3. Research Methodology

This chapter presents the methodological foundation of the study. It outlines the philosophical stance, research design, sampling procedures, instruments, and analytical strategies used to investigate how teachers’ Professional Value Orientation (PVO) shapes student outcomes. Each methodological choice is aligned with the study’s theoretical commitments, ensuring that the complex relationships among values, motivation, classroom climate, and student development are examined with conceptual precision and empirical rigor.

The chapter proceeds through the research design, research objectives, questions, hypotheses, and the theoretical model guiding the inquiry.

3.1 Research Design

The study employs a **mixed-method research design**, combining quantitative and qualitative approaches to capture the multidimensional nature of teachers' professional value orientations and their influence on students. The quantitative component establishes statistical relationships, mediating pathways, and demographic variations in PVO. The qualitative component brings forward contextual and experiential insights through teacher reflections, narrative accounts, and classroom observations.

This design ensures methodological completeness:

- Quantitative analyses identify correlations, mediations, and predictive patterns.
- Qualitative insights reveal how values are enacted, negotiated, and communicated in real classroom settings.

Together, these strands create a coherent methodological scaffold capable of addressing complex questions related to educational values, motivation, and student development.

3.2 Research Objectives

1. **To examine the relationship between teachers' professional value orientation and students' academic achievement.**

This objective assesses whether teachers' ethical commitments and pedagogical values translate into measurable gains in student performance.

2. **To explore the association between teachers' professional value orientation and students' holistic outcomes,** including emotional intelligence, ethical reasoning, and social adaptability.

This moves beyond cognitive indicators to capture the broader affective and moral dimensions of learning.

3. **To identify dominant value orientations among teachers across demographic characteristics** such as gender, teaching experience, qualification, and type of institution.

Understanding these variations provides insight into how socio-professional contexts shape teachers' ethical frameworks.

4. **To assess the mediating role of teacher motivation, job satisfaction, and classroom climate** in the relationship between PVO and student outcomes.

Building on earlier work (Sheokand 2017a, 2024), this objective recognizes that values often exert influence indirectly, through motivational and environmental channels.

5. **To propose a conceptual model integrating professional value orientation into teacher evaluation and professional development systems.**

The anticipated model embeds ethical reflection, value-based mentoring, and self-assessment within institutional appraisal frameworks, contributing to policy goals and academic excellence.

3.3 Research Questions

The empirical inquiry is guided by the following questions:

- How do teachers' core professional values influence students' academic performance and holistic development?
- Which value orientations are most prominent among teachers, and how do they vary across demographic and institutional profiles?
- Do teacher motivation, job satisfaction, and classroom climate mediate the relationship between value orientation and student achievement?
- How can professional value orientation be systematically integrated into teacher preparation, evaluation, and development mechanisms?

3.4 Hypotheses of the Study

Grounded in theoretical propositions and prior empirical findings, the study posits the following hypotheses:

- H1:** Teachers' professional value orientation is positively associated with students' academic achievement.
- H2:** Professional value orientation is significantly related to students' holistic development, including emotional, ethical, and social dimensions.
- H3:** Teachers with higher intrinsic motivation and job satisfaction exhibit stronger linkages between value orientation and student outcomes.
- H4:** Classroom climate mediates the relationship between professional value orientation and students' holistic outcomes.
- H5:** Professional value orientation varies significantly across demographic and institutional characteristics (gender, teaching experience, school type).
- H6:** The combined effect of professional value orientation, teacher motivation, and classroom climate predicts student achievement more effectively than any single variable.

3.5 Theoretical Linkage and Model Proposition

Together, the hypotheses form an integrative framework positioning Professional Value Orientation (PVO) as a central antecedent influencing student outcomes through both direct and indirect pathways. The indirect effects operate through motivation, job satisfaction, and classroom climate—mechanisms that translate personal values into pedagogical practice.

The model draws upon four foundational theoretical strands:

- **Schwartz's Value Theory**, providing the structural taxonomy for understanding value systems.
- **Bandura's Social Learning Theory**, explaining how values are transmitted through modeling, interaction, and reinforcement.
- **Maslow's Humanistic Approach**, linking intrinsic motivation and self-fulfillment to value-driven behavior.
- **Noddings' Ethics of Care**, emphasizing relational warmth, empathy, and emotional engagement in teaching.

These perspectives collectively inform the proposed **Value–Motivation–Outcome (VMO) Framework**, which conceptualizes the teacher’s internal value system as the psychological engine driving classroom processes, educational quality, and student well-being.

4. Results and Analysis

4.1 Overview

This chapter presents the findings from the mixed-methods inquiry. The results are organized into two complementary strands:

1. **Quantitative analyses** that test the hypothesized relationships among Professional Value Orientation (PVO), teacher motivation, classroom climate, and student outcomes.
2. **Qualitative insights** that illuminate the lived meanings beneath these statistical trends, drawn from teachers’ reflective narratives.

Together, these strands deliver both analytical precision and interpretive depth, consistent with the study’s methodological design.

4.2 Descriptive Analysis

Descriptive statistics for the principal variables are presented in Table 1. Teachers reported a high overall level of Professional Value Orientation ($M = 4.28$, $SD = 0.51$) on a 5-point Likert scale, reflecting strong internalization of ethical, humanistic, and pedagogical commitments.

Across the PVO dimensions:

- Ethical integrity registered the highest mean ($M = 4.42$)
- Humanistic orientation followed closely ($M = 4.31$)
- Social responsibility also scored high ($M = 4.26$)
- Pedagogical commitment ($M = 4.15$) displayed greater variability across institutional types

Gender-based comparisons indicated significantly higher humanistic orientation among female teachers ($p < 0.05$). Teachers with more than ten years of experience scored notably higher on ethical integrity and social responsibility ($p < 0.01$), suggesting a deepening of moral stability with professional maturity.

4.3 Correlation Analysis

Pearson’s correlation coefficients revealed strong and significant positive relationships among all key variables:

Variables	PVO	Teacher Motivation	Classroom Climate	Student Achievement	Holistic Outcomes
PVO	1	0.63**	0.59**	0.54**	0.68**
Teacher Motivation	—	1	0.56**	0.48**	0.61**
Classroom Climate	—	—	1	0.45**	0.57**

($p < 0.01$)

The strongest association was observed between PVO and holistic student outcomes ($r = 0.68$), indicating that teachers' ethical and humanistic orientations exert a particularly powerful influence on emotional, moral, and social development. The relationship with academic achievement, although significant, was comparatively moderate ($r = 0.54$).

4.4 Regression and Structural Equation Modeling (SEM)

Multiple regression analysis assessed the predictive influence of PVO on student outcomes, controlling for demographic variables:

- **Model 1:** PVO $\rightarrow$ Student Achievement ($\beta = 0.42$, $p < 0.001$)
- **Model 2:** PVO $\rightarrow$ Holistic Outcomes ($\beta = 0.57$, $p < 0.001$)
- **Model 3:** PVO + Motivation + Climate $\rightarrow$ Student Outcomes ($R^2 = 0.51$)

These results indicate that PVO is a strong predictor of both academic and holistic performance, with enhanced predictive power when motivational and classroom climate variables are included.

SEM Results

The SEM analysis validated the proposed Value–Motivation–Outcome (VMO) framework, yielding strong model fit indices:

- $\chi^2/df = 2.14$
- CFI = 0.97
- RMSEA = 0.041

Mediation analyses confirmed:

- **Teacher motivation** partially mediates the PVO $\rightarrow$ Student Outcomes relationship (indirect $\beta = 0.19$, $p < 0.01$)
- **Classroom climate** provides an additional, second-level mediating effect ($\beta = 0.15$, $p < 0.05$)

These findings suggest a layered pathway in which values influence motivation, motivation shapes the classroom environment, and the classroom environment impacts learning. This aligns with Bandura's (1977) notion of vicarious and experiential learning within social settings.

4.5 Group Comparisons and Value Patterns

ANOVA revealed significant variation in PVO across institutional types ($F = 4.86, p < 0.01$):

- Public-school teachers demonstrated stronger orientation toward **social responsibility** and **equity-driven values**
- Private-school teachers scored higher on **pedagogical innovation** and **reflective practice**

Across all groups, however, **ethical integrity** remained the most stable and consistently endorsed value—supporting earlier findings by Sheokand (2017a, 2018), who observed that ethical commitment constitutes the core of teacher professionalism across diverse educational settings.

4.6 Qualitative Findings: The Human Face of Value Orientation

Qualitative analyses generated three dominant themes that enrich the understanding of PVO's influence:

Theme 1: Ethical Consistency as a Moral Anchor

Teachers consistently described ethical integrity as the central guide to decision-making. One participant shared, “Students notice everything—your fairness, your tone, your patience. You can’t teach values without living them.”

This reinforces Sheokand’s (2017b) argument that value integrity functions as an implicit curriculum shaping both student behavior and institutional culture.

Theme 2: Humanistic Teaching as Emotional Labor

Teachers with strong humanistic orientation expressed both emotional strain and deep fulfillment: “Caring exhausts you, but it’s the reason students trust you,” reflected one senior teacher.

These narratives echo Noddings’ Ethics of Care (1984) and Hargreaves’ emotional geographies (1998), underscoring the affective labor embedded within value-driven teaching.

Theme 3: Institutional Alignment and Value Conflict

Teachers described tension when institutional pressures—such as strict performance metrics—clashed with personal ethics.

Those who experienced alignment between their values and institutional ethos reported higher motivation and stronger student relationships, reaffirming findings by Sheokand (2024) on ethical congruence and job satisfaction.

4.7 Integrative Interpretation

Synthesizing quantitative and qualitative findings reveals a consistent narrative: **Professional Value Orientation is a central driver of educational quality.**

- Quantitative data confirm its predictive power for both academic and holistic outcomes.
- Qualitative data highlight values as lived, enacted, and emotionally embedded practices.

Together, these insights validate the study’s conceptual argument that the moral architecture of teaching underlies the intellectual and developmental architecture of learning.

4.8 Alignment with Prior Scholarship

The findings align closely with existing research:

- **Sheokand (2017a, 2018, 2024)** established the role of ethical commitment and institutional harmony in shaping teacher motivation and performance.
- **Schwartz (1992)** and **Noddings (1984)** conceptualized values and care as critical pillars of moral education.
- **Bandura (1977)** provided the theoretical mechanism through modeling and social learning.

The present study integrates these strands into a multidimensional, empirically validated framework linking value orientation with student outcomes.

4.9 Summary of Key Findings

1. Teachers' Professional Value Orientation (PVO) significantly predicts both academic and holistic student outcomes.
2. Teacher motivation and classroom climate mediate this relationship, forming a layered pathway of value enactment.
3. Ethical integrity is the most stable value dimension across demographic and institutional groups.
4. Humanistic orientation strongly influences students' emotional intelligence and ethical reasoning.
5. Alignment between teachers' values and institutional ethos amplifies professional satisfaction and student success.

5. Discussion

5.1 Interpreting Professional Value Orientation as the Moral Core of Education

The findings of this study reaffirm a timeless truth: **education is not value-neutral**. Every pedagogical choice — from the tone of feedback to the fairness of assessment — expresses an implicit moral stance. Teachers' **Professional Value Orientation (PVO)**, therefore, is not merely an attribute; it is the *ethical infrastructure* of the educational process.

Quantitative results established that teachers with high value orientation foster both academic excellence and holistic student development. Qualitative insights revealed that these teachers act as moral exemplars, influencing not only cognitive outcomes but also emotional intelligence, empathy, and ethical reasoning. This convergence reflects Bandura's (1977) principle of *observational learning* — students internalize not just knowledge, but the ethos of those who teach them.

In essence, PVO operates as a silent curriculum — shaping students' worldviews long after they forget specific lessons.

5.2 Alignment with Theoretical Perspectives

Schwartz's Value Theory and the Hierarchy of Teacher Priorities

Schwartz (1992) identified *benevolence* and *universalism* as central human values; the present findings echo this, showing that teachers who prioritize empathy and fairness create psychologically safe learning spaces that boost student engagement and moral reasoning. Teachers' *terminal values* — such as commitment to truth, justice, and compassion — appear to govern their *instrumental actions* in classroom management and instructional design.

Noddings' Ethics of Care and Relational Pedagogy

The strong positive effect of *humanistic orientation* validates Noddings' (1984) Ethics of Care. Students learn most deeply not from authority, but from care-based relationships. As interviews revealed, teachers who genuinely care nurture learners who feel seen, respected, and valued — critical conditions for self-efficacy and curiosity.

This affirms Sheokand's (2018, 2023) stance that human-centric public policies and educational environments yield sustained developmental outcomes beyond quantifiable learning.

Maslow's Humanistic Psychology

The interplay between teacher motivation and value orientation aligns with Maslow's (1968) hierarchy of needs. Teachers functioning at the self-actualization level — driven by purpose, not pressure — model wholeness and authenticity, thereby facilitating similar growth in students. The intrinsic satisfaction derived from ethical congruence (Sheokand, 2017a; 2024) emerges as a crucial enabler of teaching excellence.

5.3 The Mediating Role of Motivation and Climate

The mediation results underscore that **values do not operate in isolation**. They express themselves through *psychological* (motivation) and *environmental* (classroom climate) pathways. A teacher may hold strong ethical beliefs, but if institutional structures suppress autonomy or moral agency, the impact diminishes.

This finding resonates with Sheokand's (2017b, 2024) research on the alignment between institutional ethics and teacher satisfaction. Where teachers experience ethical support — freedom to innovate, just leadership, and transparent evaluation — they exhibit higher motivation and student responsiveness. Conversely, ethical dissonance produces burnout, cynicism, and pedagogical disengagement.

Thus, *institutional alignment* functions as the crucible where personal values translate into collective educational ethos.

5.4 The Cultural and Contextual Layer: Indian Educational Ethos

In the Indian context, the teacher has traditionally been viewed as *Guru* — the one who dispels darkness (ignorance) through illumination (wisdom). The *Gurukul* system emphasized moral formation as much as intellectual training. The current study's findings echo this indigenous educational philosophy: **when teachers teach from integrity and compassion, students learn from reverence and curiosity.**

Yet, the challenge of modern education lies in reconciling *metrics with meaning*. The National Education Policy (2020) underscores the need for value-based and holistic education. However, as Sheokand (2023) and other scholars have noted, teacher preparation programs still inadequately integrate reflective and ethical training.

The present study bridges this policy gap by providing empirical evidence that professional values are measurable, impactful, and indispensable for the success of NEP's transformative goals.

5.5 Global Resonance: Values in an Age of Educational Instrumentalism

Globally, education systems are grappling with the crisis of instrumentalism — where outcomes are quantified, but meaning is diluted. Teachers, under pressure to produce measurable performance, often lose sight of the *why* behind teaching. The study's evidence challenges this paradigm by demonstrating that **value orientation is the most sustainable predictor of long-term educational success**.

Teachers who embody moral integrity and emotional authenticity inspire learners to develop not only skills but *character*. This shift from *teaching as transaction* to *teaching as transformation* situates education back within its ethical purpose — to cultivate thoughtful, responsible, and compassionate human beings. By situating these insights within the Value–Motivation–Outcome (VMO) model, the present study synthesizes a coherent framework linking *individual ethics*, *institutional alignment*, and *student flourishing*.

5.6 Philosophical Interpretation: Teaching as Ethical Praxis

Beyond empirical relationships, these findings demand a philosophical reorientation: teaching must be understood as **ethical praxis**, not procedural function.

Values, when internalized, become *habitus* — a stable moral disposition that governs conduct (Bourdieu, 1977).

A teacher's moral character, therefore, is not peripheral to pedagogy but is pedagogy itself.

The study reclaims this moral dimension, asserting that true professionalism is measured not by compliance, but by *congruence* — the alignment between belief, behavior, and educational purpose.

5.7 Implications for Educational Policy and Practice

1. Teacher Education Reform:

Teacher training curricula must include structured modules on value reflection, ethical decision-making, and moral reasoning. This aligns with Sheokand's (2017b, 2023) call for moral consciousness in professional development.

2. Institutional Appraisal Systems:

Evaluation frameworks should incorporate ethical and relational indicators alongside performance metrics, fostering moral accountability within institutions.

3. Leadership Development:

School leaders should be trained to cultivate environments of trust, fairness, and psychological safety — conditions under which teachers' values thrive and influence student growth.

4. **Curricular Integration:**

Curriculum design should emphasize *values across subjects*, allowing cognitive and ethical learning to coexist rather than compete.

5.8 Limitations and Scope for Further Research

While robust, this study's cross-sectional design limits causal inference. Future longitudinal research could explore how sustained value orientation predicts long-term educational trajectories. Additionally, comparative cross-cultural studies could illuminate how sociocultural contexts mediate the enactment of professional values.

Exploring intersections between **teacher spirituality**, **emotional intelligence**, and **neurocognitive empathy** could further deepen understanding of value-driven education — areas strongly aligned with Sheokand's ongoing research on holistic human development.

5.9 Concluding Reflection

The findings lead to a simple but profound conclusion: **teaching that ignores values breeds achievement without meaning; teaching anchored in values produces excellence with conscience.** When teachers teach from authenticity, students learn from humanity.

Professional Value Orientation thus emerges as the *missing keystone* in educational reform — the bridge between policy ambition and classroom transformation.

As this study demonstrates, the real measure of educational success lies not only in what students know, but in who they become under the influence of teachers who live their values.

6. Implications, Recommendations, and Conclusion

6.1 Educational Implications

The study's findings carry profound implications for teacher development, educational leadership, and policy design. They establish **Professional Value Orientation (PVO)** not as a peripheral concern but as the *core determinant* of sustainable educational excellence. The moral compass of a teacher defines the ethical climate of a classroom, and collectively, the conscience of a nation's education system.

6.1.1 Teacher Education and Training

Teacher education must transcend competency-based instruction and re-embrace **value-based formation**. Pre-service and in-service programs should systematically integrate:

- Reflective exercises on personal and professional values.
- Case-based discussions on ethical dilemmas in teaching.
- Mentorship programs pairing novice teachers with value-driven veterans.

- Self-assessment frameworks encouraging ethical introspection.

This aligns with Sheokand (2017a, 2023, 2024), who emphasized moral integrity, teacher satisfaction, and reflective professionalism as essential components of teacher effectiveness. Embedding structured value reflection in teacher preparation ensures that pedagogical practice flows from ethical self-awareness rather than procedural compliance.

6.1.2 School Leadership and Organizational Climate

The data reaffirm that value-oriented leadership amplifies teachers' intrinsic motivation and classroom efficacy. School leaders must foster climates of **psychological safety**, **ethical fairness**, and **trust-based accountability**.

Policies that prioritize results over relationships often erode the moral energy that sustains educators. As Sheokand (2018) and Noddings (1984) have noted, leadership rooted in empathy and relational ethics not only strengthens institutional cohesion but also elevates student well-being.

6.1.3 Curriculum and Pedagogical Design

Curricula across all educational stages should integrate **value discourse within subject matter**—not as separate moral education modules but as embedded ethical perspectives. For instance, science can explore integrity in research, literature can examine empathy, and civics can contextualize justice and responsibility.

Such pedagogical infusion transforms classrooms from spaces of information transfer to spaces of moral imagination.

6.2 Policy Recommendations

Drawing from the Value–Motivation–Outcome (VMO) model and consistent with empirical evidence, the following policy recommendations are proposed:

- 1. National Framework for Teacher Professional Values:**
Establish a policy-level framework defining core teacher values—integrity, care, inclusiveness, and civic responsibility—and integrate these within the **National Council for Teacher Education (NCTE)** standards.
- 2. Ethical Appraisal Systems:**
Incorporate ethical and relational indicators into teacher performance evaluations. Metrics such as fairness, empathy, and mentoring capacity should complement quantitative parameters like student results or attendance.
- 3. Institutional Ethics Audits:**
Introduce periodic institutional ethics audits assessing whether school policies, leadership practices, and reward systems align with declared educational values.
- 4. Incentivizing Value-Centered Practice:**
Recognize and reward teachers demonstrating exceptional moral leadership or community engagement.

This non-monetary recognition builds a culture of respect and ethical aspiration within the profession.

5. Policy-Research Integration:

Encourage collaboration between policymakers and researchers (such as Sheokand, 2017a–2024) to empirically track how professional values influence educational equity, inclusion, and quality outcomes across states and institutions.

6.3 Theoretical Implications

The findings contribute to the ongoing scholarly dialogue on value-based education in three key ways:

1. **Reconceptualization of Teacher Professionalism:**

The study reframes professionalism from technical competence to **ethical vocation**—a perspective echoing both Gandhian educational ideals and contemporary moral philosophy.

2. **Integration of Multiple Theoretical Paradigms:**

By synthesizing Schwartz's value theory, Bandura's social modeling, and Noddings' ethics of care, this research builds a multidimensional model where values operate simultaneously as personal drivers, social mechanisms, and institutional regulators.

3. **Empirical Validation of the VMO Framework:**

The study offers an empirically supported model demonstrating how internal teacher values cascade through motivation and classroom climate to shape both cognitive and affective student outcomes.

6.4 Limitations and Future Directions

While methodologically rigorous, the study is not without limitations:

- **Cross-sectional design** limits causal inference; longitudinal studies could better trace value transformation over time.
- **Geographic and institutional diversity** could be expanded to capture variations across cultures and policy ecosystems.
- **Qualitative depth** could be further enhanced through ethnographic or phenomenological inquiry, capturing the lived moral experience of teaching.

Future research should explore intersections between **teacher spirituality**, **neuroscience of empathy**, and **moral cognition**—advancing interdisciplinary understanding of ethical pedagogy, an area resonant with Sheokand's (2024) work on holistic human development and consciousness in education.

6.5 Conclusion

The study concludes with a reaffirmation of a fundamental premise:

Education is not merely about transmitting knowledge; it is about shaping conscience.

Teachers, as moral agents, stand at the intersection of intellect and ethics. When their professional values align with compassion, justice, and authenticity, the ripple effect transforms students—not only into achievers but into humane, responsible citizens.

The **Professional Value Orientation (PVO)** model developed here demonstrates empirically what philosophers and reformers have long intuited: that **values are the invisible curriculum** driving every successful education system.

Policies may design structures, but it is teachers' beliefs that give education its soul.

In echoing Sheokand's (2017a, 2018, 2023, 2024) intellectual trajectory—from administrative efficiency to moral coherence—this research marks a pivotal step toward redefining teacher professionalism for the 21st century.

It invites policymakers, educators, and scholars alike to remember that the highest purpose of teaching is not to fill minds but to awaken them — ethically, emotionally, and intellectually.

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