Teachers' Professional Values: Its Implications to Student Development

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Abstract - Education molds individuals to face challenges in the society, and teachers, as the catalysts of change, are expected to instill the necessary qualities that can contribute to student learning and development. It is along this premise that this study was made. This study determined the relationship of the teachers' professional values to the students' development. Specifically, it evaluated the level of teachers' professional values and the students' development along: personal proficiency, relationship with peers and classroom environment. The study also determined the significant relationship between teachers' professional values and students' development. Its purpose is to identify effective contributors to the development of the students inside and outside the school. This also aims to suggest improvements in the learning and working environment of both the teachers and the students. In addition, it explored the possibilities of helping the educational leaders and management in identifying the needs of both groups to be able to fully practice their roles in the education system. The study used descriptive and correlational design of research. It was utilized to confirm and validate findings. Structured questionnaires were used for data gathering to the selected 25 academe-respondents and 568 student-respondents of a state college in the Philippines. Results revealed that the teachers' professional values are well-developed along relationship with peers, classroom environment and personal proficiency. Accordingly, the students' development is also well-developed. The implication is that the professional values of the teachers affect the students' development. The positive assessment of the teachers towards themselves, their job and their work environment is an indication that students are likely to develop accordingly. In this sense, this study is gleaned towards the evaluation of teachers' professional values and the review of educational innovations as these perceive the development of students in school.

Keywords – teachers, professional values, students' development

INTRODUCTION

Teachers are great influencers and motivators. The responsibility of helping students reach their maximum potential is brought into their hands once they step into the school. They are expected to be well-equipped with the necessary qualities that can contribute to the students' learning and development. Thus, a great teacher influences and motivates the students in achieving their goals and aspirations while integrating values as part of their significant learning [1]. Students, on one hand, develop at different rates and would therefore need a skillful teacher to guide them along the way. Like a malleable material, they are being molded to respond to the challenges and needs of the society [2]. The role of the teachers is to guide them to be able to successfully fit in and to be ready to whatever kind of circumstance they will be facing.

Teachers can influence the development of their students in three ways: "by example, by the classroom climate they create, and by the dialogue they establish." Imitation of teachers' values and behavior can be their most elusive but enduring impact on students. The saying "action speaks louder than words" can never be overemphasized in describing teachers' role. More than book knowledge, significant student-teacher interactions will inspire the teachers to further learn more and to strictly follow proper behavior in the exercise of their profession. Such qualities cannot be adequate unless they strictly adhere to, observe and practice a set of ethical and moral principles, standards and values in all their relationships [3].

Significant learning depends on certain "attitudinal qualities" that exist between the facilitator or the teacher and the learners. According to Rogers, an effective facilitator possesses these attitudinal qualities: first, genuineness which means that a teacher

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should be a real person. One who is being himself and who is free to be enthusiastically bored, interested or angry, instead of presenting a front or playing a role. As educators one must live a genuine work motive by becoming "real". Striving constantly to become authentic authorities for the service of others especially for the benefit of our students and dealing with our colleagues with genuine respect is a superior work value and ethics. Second is valuing the learners, respecting the learners' feelings, their opinions and their personhood. Third is emphatic understanding which is the ability to understand the learners without judging or evaluating them. Rogers contended that in the absence of these three attitudinal predispositions, the learning environment is sterile and cannot produce significant impact on learning [4].

Teachers must be equipped not only with knowledge and skills, they should also have professional values. Teachers cannot rely on the skills alone if they are to live up to the demands of being effective and responsible professionals. One should uphold moral and professional values especially in the transformation as a person who can affect change to students. As such, it is imperative that a teacher should have a deep appreciation in the development of professional values [5]. When a teacher has a strong sense of professionalism his/her morale is better and commitment to profession is higher [6].

This study intends to magnify positive points in the professional values of teachers and bring out changes to what is deficit to become better influencers to student development. Likewise, its significance is to come up with measures that may strengthen the profession paving the way to attain professional excellence.

OBJECTIVES OF THE STUDY

The main purpose of this study was to determine the relationship between teachers' professional values and students' development. It aimed to identify areas of strength and improve areas that do not give significant contribution to the development of the students. Specifically, this sought to (a) evaluate the level of teachers' professional values along; personal proficiency, relationship with peers, and classroom environment; (b) evaluate the level of students' development in terms of personal proficiency, relationship with peers, and classroom environment and determine if there is a significant relationship between teachers' professional values and students' development.

METHODS

This study utilized the descriptive and correlational methods. The descriptive method was used to determine the teachers' professional values along personal, relationship with peers, and classroom environment and the level of student development hence, a researcher's made survey questionnaire was utilized to gather data.

The study was an institutional research which consists of the College of Education, Engineering and Architecture, the College of Trades and Technology, and the College of Arts and Sciences at Bicol State College of Applied Sciences and Technology, Naga City, Academic Year 2017-2018. Included in this study were 25 teachers and 568 students excluding the students of the BISCAST- Laboratory High School. Two sets of questionnaires were utilized; one for the classroom teachers reflecting their professional values and the other is for the student-respondents measuring their development along the three aspects. The Ethics Review Board provided the clearance to proceed with the data gathering and after getting the consent from all the respondents, the questionnaires were distributed and collected.

The correlational method was used to determine the significant relationship of teachers' professional values to the students' development. Teachers' professional values were divided into three categories: personal proficiency, relationship with peers, and classroom environment. Furthermore, students' development was divided into three aspects. The teachers' questionnaire is primarily based on the actual provisions in the Code of Ethics of Filipino Teachers as well as the Performance Appraisal System for Teachers. On a 5-point scale where 5 is described as highly developed and 1, not developed. values and students' development.

To determine the level of teachers' professional values and the level of students' development, the weighted mean was used to come up with the average results as rated by the respondents using a 5-point Likert scale. The descriptive values included 4.50-5.00 as highly developed (HD); 3.50-4.49 as well-developed (WD); 2.50-3.49 as developed (D); 1.50-2.49 as less developed (LD), and; 1.00-1.49 as not developed (ND).

RESULTS AND DISCUSSION

In a classroom setting, the teacher is the authority. The behavior of the students inside the classroom usually depends on how they are being managed by the teacher. A study revealed that teachers were

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outstanding in classroom management and discipline but only satisfactory in respecting child's rights, whereas, administrators were outstanding in adapting new approaches and techniques of leadership behavior, school management functions and observation of fair dealings in all situations. This study shows that the professional values of the teachers must be developed for better environment to the learners [7]. For professional development to be reflective, it has to consider several factors as: it must offer serious intellectual content; take explicit account of the various contexts of teaching and experiences of teachers; offer support for informal dissent; be on-going in the purposes and practices of schooling; help teachers to change within an environment that is often hostile to change, and; be involved in defining the purposes and activities that take place in the name of professional development [8].

This study discussed the level of teacher's professional values and the level of the student's development along personal proficiency, relationship with peers, and classroom environment.

Teachers' Professional Values

Teachers influence their students in some way and it is also a fact that these teachers are also taking on influences beyond the four corners of their classrooms [9]. Hence, it is relevant to note that their personal proficiency as teachers also takes from external and internal motivators they might have and that may also affect how they relate with their peers. This follows through as they spend class hours with the students. The following table shows a summary of the teachers' professional values along personal proficiency, relationship with peers and classroom environment.
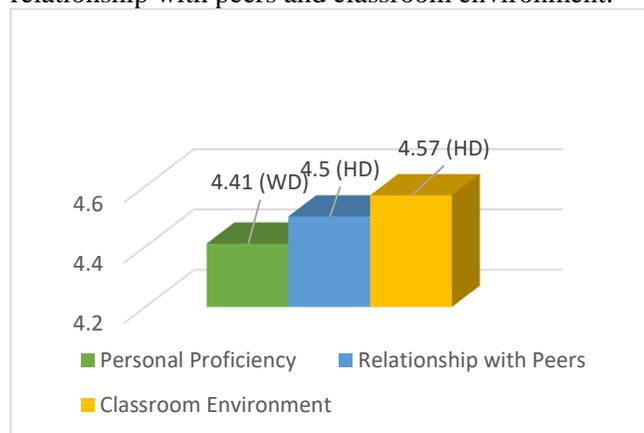
Figure 1. Summary of the level of teachers' professional values.

The chart summary for the teachers' professional values shows that their personal proficiency is well-developed while relationship with peers and classroom environment are highly-developed. As cited by Biesta, "it is important to recognize that some teachers have other valid priorities" and that may have caused their personal proficiency to drop lower than relationship with peers and classroom environment [9]. This may include their personal priorities outside the school. The valuable factors for personal proficiency include: prepare instructional materials; prepare action plan; attend seminar/ training; select teaching method; mastery of subject content; humble in speech and actions; witty and humorous; model a higher thinking ability, and; implement classroom management principles.

On one hand, looking at the result of classroom environment, we can infer that the teachers' work environment is also conducive for learning. The micro-conditions involved in working inside the classroom such as the size, temperature and lighting may or may not influence the way the teachers uphold their values while teaching. Either way, the result is still highly developed. The factors under this category covers the following: use positive reinforcement; provide opportunities to develop reading habit; provide objective evaluation; set norms for the student; just and impartial with learners; extend assistance in solving problems; provide opportunities for experiments; allow freedom in giving options; allow sharing of knowledge and skills, and; encourage participation in activities.

In all industries, professional values are an integral part of a person's being. It is imperative that teachers reflect on their values as they are role models to their students. They should also "demonstrate positive attitudes and attributes in an evolving educational context" [10] Their values may become apparent first with the way they relate to their peers. In the result, it is notably highly developed. The factors included are: accept constructive criticisms; aware of strengths and limitations; coordinate with parents thru guidance office; consult others for assistance; sincere in dealing with others; follow ethical norms; relate well with colleagues; motivate others into actions, and; fair in dealing with others.

Students' Development

Education has always been a vital ingredient to gauge one's ability to succeed. Students come to school to learn and to be prepared in facing the real challenges in the world. They are not only being molded to face

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these challenges, but they are also being motivated to hurdle all the obstacles and emerge as winners in whatever path they pursue. Their values and morals are instilled at home, but it is further developed in school. Student development is apparent if there is positive and constructive way of showing their "academic and social competence, their values, and their pursuit of academic and social goals in the classroom." Davis put it that student development is nurtured from the influence and nature of the relationship of the students with their teachers [11].
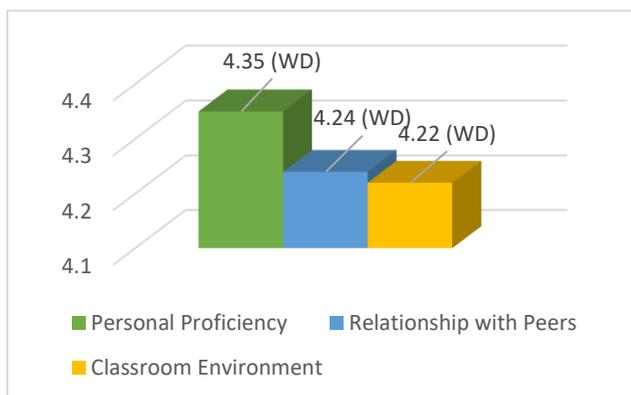

Figure 2. Summary of the level of the students' development

Inside the classrooms, students are expected acquire knowledge through their teacher. However, the teachers are also transferring values to them that could help them transition to adulthood, and this is often left unnoticed. The result shows that the students are well-developed in their personal proficiency, relationship with peers and classroom environment.

Personal proficiency is comparably high to the other two categories. This includes feel good about the future; confident in carrying out plans; enjoy studying in school; competent in doing school work; proved to be what I am; knowledgeable of his/her responsibilities; feel happy with classmates; confident to response to challenges, and; considerate with others. While this category is obviously high, it is evident that the students' personal view of their proficiency is confident and positive. Aside from the teachers, other factors that may have influenced this perception is their "out-of-class experiences that affect their academic, intellectual or cognitive learning" [12].

In a study, it was shown that "peers and teachers are sources of scholastic motivation" [13]. As reflected in the chart, the students' relationship with their peers

garnered a well-developed rating. Their peers are providing support emotionally, socially and academically. The factors included here are: aware of my emotions; express anger appropriately; demonstrate self-control; sensitive to the feelings of others; I am a responsible student; I am a friendly student; I pay attention on tasks; feel good about myself, family and school; cooperative and helpful; sensitive to the needs of others; considerate and warm, and; cooperate and share materials with others.

The classroom environment got the lowest rate but is still equivalent to well-developed. Students become capable, powerful learners if their classrooms are structured to be caring and supportive [14]. School is a place of learning. If students look at it as plain as this, they will not be able to enjoy learning. The role of the teachers is to motivate them to learn instead of forcing them. The classroom environment factors include: share ideas with others; follow direction; processes correctly; express ideas fluently; perform fundamental operation as needed; explain concepts correctly; use one or more senses in collecting information; provide conclusion; classifie objects, and; interpret maps, graphs and concepts.

Relationship of Teacher's Professional Value and the Level of Student's Development

The teachers' professional value is an aspect of their professional competence and a vital factor in the development of the students. Their enthusiasm and readiness for teaching radiates when they are inside the classroom and the students are affected with it. The following chart shows the summary of the level of the teachers' professional values and the students' development.
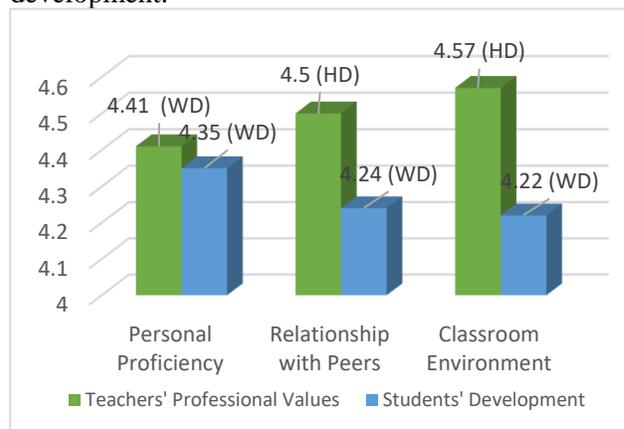

Figure 3. The summary of the level of teachers' professional values and the students' development.

The teachers' professional values have a direct and significant relationship to the students' development. Their values reflect on how they handle themselves as professionals. Enhancing knowledge and skills in teaching is one way of determining if a teacher is dedicated and motivated to serve the students and that leads to whether one is goal-oriented or not. Still, the teachers' professional values impact the students' development in many ways possible. As Joyce and Showers stated,

> *"If the aim of professional development is to help teachers to teach students in ways which lead to learning improvements, leaders might want to consider the most effective ways of monitoring professional development activities to evaluate their impact on student achievement" [15].*

Tables 1 to 3 shows the relationship of teachers' professional values and the level of students' development using the Pearson Correlation Coefficient to determine their significant relationship.

Table 1. Relationship of teacher's professional value and the level of student's development in terms of personal proficiency

Computed Value	R Value Reference Value	Interpretation
0.72	±0.71 to ±0.90	High correlation

Table 1 showed the relationship of teacher's professional value and the level of student's development in terms of personal proficiency. The personal proficiency of both type of respondents reflects on their performance in school – as a teacher and as a student. If this category is developed, there is high tendency that they will be able to perform their tasks well. According to Joyce and Showers, effective teachers are also effective learners and that students identify their model of coaching keep themselves motivated as they are exposed to a positive teaching strategy [15].

The average weighted mean for teacher's professional value along personal proficiency was 4.41. The average weighted mean for the level student's development in terms of personal proficiency was 4.35. Both were interpreted as well-developed. Therefore, according to the computed value in the table above, these two proved that they have high correlation or marked relationship.

Table 2. Teacher's professional values and the level of student's development in terms of relationship with peers

Computed Value	R Value Reference Value	Interpretation
0.56	±0.41 to ±0.70	moderate correlation

Table 2 shows the relationship of teacher's professional value and the level of student's development in terms of relationship with peers. The values of a person are visible on the way they interact with their peers. Teachers and students, even though inside the school, are still identified with their peers. It is said that both groups benefit from the productive presence of their peers as collaborative planning, evaluative feedback and training become an easy process [15].

The average weighted mean for teacher's professional value along relationship with peers was 4.5 which interpreted as highly developed. The average weighted mean for the level student's development in terms of emotional was 4.26 which interpreted as well developed. These two have different interpretations. Therefore, according to the computed value in the table above, these two proved that they only have a moderate correlation or a substantial relationship.

Table 3. Relationship of teacher's professional value and the level of student's development in terms of classroom environment.

Computed Value	R Value Reference Value	Interpretation
0.72	±0.71 to ±0.90	high correlation

Table 3 showed the relationship of teacher's professional value and the level of student's development in terms of classroom environment. A lot of things happen inside the classroom. It is a venue for student learning, personal development, discussions and observations. The teachers' use of the learning environment to impart knowledge has an impact on the students' development. If the students are confined in their preferred environment, the process of acquiring knowledge will be mutual and the differences between the students' and the teachers' perceptions of education are bridged leading to a successful teaching-learning process [16].

According to the computed value in the table above, these two proved that they have high correlation or marked relationship. With their high correlation, it indicates that the higher the level of professional values a teacher have, the higher the level of students' development.

CONCLUSION AND RECOMMENDATION

The teachers are said to be the catalysts of change. In the school setting, they are great influencers. The students look up to them like authorities of belief and character. The students spend more time with their teachers than with their family. While in school, it is very much possible that students acquire values not instilled in them at home. With this, it is important that teachers have a sound personality as their professional values impact the development of the students.

The students observe their teacher in the classroom, with peers and with their work ethics. These are visible instances where teachers are seen with their professional values – the way they create a classroom environment and the way they dialogue with other people. Hence, it is suggested that they need to invest time in attending more trainings and seminars in preparation of their action plan, selection of teaching methods, development of humble speech and action, and implementation of classroom management principles.

The school faculty should also initiate coordination with parents thru the guidance office regarding the awareness of the students on their strengths and weaknesses. This is a formative way of developing a responsible citizen from the students present at school. The holistic curriculum implementation also reflects the personal proficiency of both teachers and students to assure that their personal, emotional and intellectual development will develop progressively.

Education is gleaned towards practical learning – living and being of service to others. Teaching is a result of education and the professional values emanating from the teachers are seeds sown to each student. If these seeds are well taken care of, it will surely grow, branch out, create fruits with seeds and the endless cycle of teaching-learning process goes on. Teachers should not just be skilled, they should also be of moral values because this integrates with professional values. Students are the direct receiver of these professional values that is why not heeding their needs in all aspects of learning will affect their development.

From this framework, the limitation of the study is the exclusion of the own perceptions of both teachers and students about personal proficiency, relationship with peers and classroom environment. The future researchers may consider interpreting these perceptions to better understand the needs of both groups and formulate better ways of strengthening their characters as teachers and students. This would hasten the teaching-learning process and would ensure highly effective and responsible professionals. As for the students, they will harness values necessary for their development inside and outside the school.

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