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# INSTITUTIONAL CONTEXT AND TEACHERS' VALUE ORIENTATION: EVIDENCE FROM A MICRO-CULTURAL COMPARATIVE STUDY USING THE TEACHERS' VALUE INVENTORY (TVI)

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## ABSTRACT

Teachers' value orientations play a pivotal role in shaping classroom practice, professional identity, and educational climate. Few empirical studies have looked at teachers' value hierarchies in fundamentally similar institutional environments, despite the fact that value education and school culture have been extensively researched. The value orientation of teachers in two private schools in Baghpat, Uttar Pradesh, that are both run by the same management and affiliated with the Council for the Indian School Certificate Examinations (CISCE), was investigated in this study. Data from 40 teachers (20 each school) were gathered using the Teachers' Value Inventory (TVI), and descriptive statistics, independent samples t-tests, and Cohen's d effect size were used for analysis. According to the results, social values were the most prevalent orientation, followed by theoretical and religious values. Moderate impact sizes in a few areas indicate minor micro-cultural influences, even though no statistically significant differences between schools were discovered. The results demonstrate the consistency of fundamental value orientations in education and the intricate relationship between teachers' professional values and micro-institutional culture.

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**KEYWORDS:** Teacher values, Value orientation, School culture, Micro-institutional context, CISCE, Organizational climate

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## 1. INTRODUCTION

According to Schwartz (1992: 45), values are enduring ideas that direct a person's behaviour, purpose, and social interactions. Classroom dynamics, the general moral ethos of schools, and instructional decisions are all influenced by the value orientations of instructors in educational settings (Halstead & Taylor, 2000; Berkowitz & Bier, 2021). Knowing teachers' personal values advances educational research theory and practice since schools are crucial for the transmission of values (Veugelers & Vedder, 2003; Oeschger et al., 2022).

Allport, Vernon, and Lindzey's (1960) six-value typology has long served as a fundamental paradigm for studies of professional value orientation. These dimensions—economic, aesthetic, social, political, religious, and theoretical—encapsulate the various motivational priorities that underlie professional engagement. Modern conceptualizations, such as Schwartz's Basic Human Values theory, complement and build upon these fundamental ideas by highlighting values as tenets that inform choices in a variety of situations (Schwartz, 1992; 27).

Although professional attitudes are shaped by institutional norms, according to organizational culture theory (Schein, 2010; Deal & Peterson, 2016), little is known about how precisely micro-institutional culture affects teachers' value orientation. Little study separates micro-cultural variables within identical structural environments, whereas the majority of comparative school studies look at macro variances such board affiliation or area. By contrasting two CISCE-affiliated schools in Baghpat that have similar macrostructural traits but may have different micro-institutional cultures—leadership style, collegial norms, professional climate, and informal traditions—this study fills this gap.

The current study expands on the current discussion of the contextual sensitivity of teacher values by concentrating on micro-cultural variation and investigates the ways in which nuanced institutional climates may affect value hierarchies.

## 2. REVIEW OF LITERATURE

### 2.1. *Teacher Values and Professional Practice*

According to research, teachers' professional

objectives, classroom conduct, and interaction styles are influenced by their social and personal values (Al-Thani et al., 2025). Values are essential to teacher development and organizational operations because they also affect teachers' well-being, work satisfaction, and effectiveness.

### 2.2. *Values in School Contexts*

Research shows that school atmosphere and curricula reflect values that educators understand and use in their work (Oeschger et al., 2022; 0). Teacher expectations and student performance are shaped by the dynamic interaction between school atmosphere and value-related educational goals throughout time (Oeschger et al., 2024; 1).

### 2.3. *Organizational Culture and School Climate*

According to the National School Climate Council (2007) and Altuntaş et al. (2020), school climate is a multifaceted construct that reflects norms, objectives, and relationship patterns in an educational setting. Teachers' perceptions of school climate influence their professional identity and commitments, though some research finds mixed effects on commitment outcomes (e.g., Monkayo West District study; 8).

### 2.4. *Value Transmission in Schools*

According to the Value Transmission in the School Context concept, interpersonal, cultural, and structural factors influence how values are formed in educational institutions (NCBI special issue). Complex interactions between educators, learners, and organizational systems shape classroom norms and value priorities.

### 2.5. *Summary and Research Gap*

Despite the literature's recognition of the significance of values and school atmosphere, there are still few empirical studies of teachers' value orientation in institutional settings that are contextually comparable. By separating micro-cultural elements while accounting for macro-contextual similarity, this study makes a contribution.

## 3. CONCEPTUAL FRAMEWORK

This study frames the impact of contextual factors on teachers' value orientation by integrating organizational culture theory and value typology.



Figure 1: Micro-Institutional Culture and Teachers' Value Orientation Within Shared Macro Context

In this study, institutional context is defined as micro-cultural differences that arise from professional atmosphere and leadership practices and that moderate value enactment even in shared governance.

4. METHODOLOGY

4.1. Research Design

A quantitative descriptive-comparative research design was employed.

4.2. Sample and Setting

Forty teachers from two private CISCE-affiliated schools in Baghpat, Uttar Pradesh, took part (20 per school). The same board and management are macro contextual elements shared by both schools.

4.3. Instrument

The Teachers' Value Inventory (TVI) measures six value orientations: Theoretical, Economic, Aesthetic, Social, Political, and Religious.

4.4. Data Analysis

SPSS was used for:

1. Descriptive statistics (Mean, SD, Rank order)
2. Independent samples *t*-tests
3. Cohen's *d* effect size

Assumption checks included normality and homogeneity of variance.

5. RESULTS

5.1. Descriptive Statistics

Table 1: Combined Teachers' Value Orientation Mean, SD, and Rank

Value	Mean	SD	Rank
Social	105.93	15.80	I
Religious	94.15	18.55	II
Theoretical	93.48	11.89	III
Aesthetic	81.70	13.20	IV
Economic	77.33	13.20	V
Political	73.10	12.79	VI

Social value dominated across the sample.

5.2. Institutional Comparison

Table 2: Mean and SD by School

Value	BPT (Mean ± SD)	BRT (Mean ± SD)
Theoretical	90.00 ± 11.44	96.95 ± 13.17
Economic	75.05 ± 11.90	79.60 ± 14.46
Aesthetic	83.35 ± 11.96	80.05 ± 14.49
Social	104.95 ± 14.52	106.90 ± 17.17
Political	72.25 ± 10.78	73.95 ± 14.82
Religious	97.00 ± 16.44	91.30 ± 20.40

Table 3: Independent Samples *t*-Test and Effect Size

Value	t (38)	p	Cohen's <i>d</i>	Interpretation
Theoretical	-1.79	.081	0.57	Medium
Economic	-1.09	.282	0.34	Small
Aesthetic	0.81	.423	0.25	Small
Social	-0.39	.699	0.12	Negligible
Political	-0.42	.676	0.13	Negligible

Value	t (38)	p	Cohen's d	Interpretation
Religious	1.02	.314	0.35	Small

No statistically significant differences were found ( $p > .05$ ). Theoretical value showed the largest effect size, indicating subtle micro-

institutional influence.

### 5.3. Value Orientation Profiles

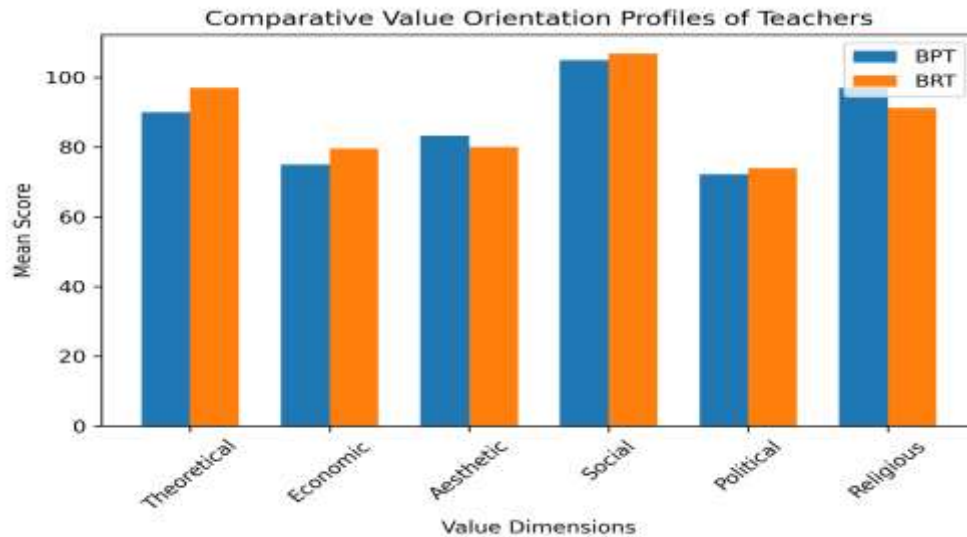


Figure 2: Comparative value orientation profiles of teachers in Baghpat (BPT) and Baraut (BRT) schools.

## 6. DISCUSSION

The findings indicate that teachers across both schools share a strong orientation toward social values, highlighting *relational commitment* as a core professional trait consistent with values education research (Oeschger et al., 2022; 0). This stability aligns with literature emphasising teachers' roles as cultural bearers within schools (Oeschger et al., 2024; 1).

While no statistical difference was detected, moderate effect size for Theoretical value suggests that micro-institutional culture may subtly influence intellectual orientation. This echoes research on school climate and contextual effects on teachers' beliefs (Zhang & Wu-jing, 2024; 15). The negligible differences in Social and Political values imply that core professional value orientations remain robust even when institutional climate varies slightly.

These findings contribute to understanding how micro-cultural features shape value enactment while maintaining overall professional coherence across similar institutional contexts.

## 7. IMPLICATIONS

Teacher Education & Professional Development:

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Integrate reflective sessions on value awareness to align professional goals with institutional ethos.

Leadership Development: School leaders should cultivate climates that reinforce shared values.

Policy: Value priorities should be considered in curriculum development and teacher appraisal.

## 8. LIMITATIONS AND FUTURE RESEARCH

Limitations include small sample size, cross-sectional design, and self-report measures. Future research could expand sample size, include longitudinal designs, or adopt mixed-methods to capture nuanced cultural influences.

## 9. CONCLUSION

This study reveals that teachers' core value orientation—particularly social value—remains stable across similar macro-structural environments, with nuanced micro-cultural influences apparent in specific domains. The findings highlight the importance of contextual sensitivity in values research and contribute empirical evidence to the interplay between micro-institutional culture and teacher values.

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