

Value as a Component of Teacher Ethos in Times of Migration

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Abstract

Values play an important role in the professional actions of teachers. Both in professional research and in the discourse on the professional ethos of teachers, reference is made to values, and their function as a guiding principle is emphasised. So far, however, there is no instrument available for recording value orientations specific to the teaching profession. This paper therefore presents an overview of the development of the 'Tübingen Inventory for Measuring Value Orientation in the Teaching Profession' (TIVO) and its use in a representative Germany-wide survey of teachers. The results show that TIVO can be used to measure values specific to the teaching profession and that caring, justice, responsibility, and truthfulness are profession-specific values that manifest strongly in the actions of teachers.

German Synopsis

Wertorientierungen nehmen eine wichtige Rolle im beruflichen Handeln von Lehrpersonen ein. Sowohl in der Professionsforschung zum Lehrerinnen- und Lehrerberuf als auch im spezifischen Diskurs zum Berufsethos von Lehrpersonen wird auf berufsspezifische Wertorientierungen verwiesen und ihre Orientierungsfunktion im beruflichen Handeln betont. Bislang steht jedoch kein empirisches Instrument zur Verfügung, um berufsspezifische Wertorientierungen im Lehrerinnen- und Lehrerberuf zu erfassen. In diesem Beitrag wird daher ein erster Überblick über die Entwicklung des ‚Tübinger Inventars zur Erfassung von Wertorientierung im Lehrerberuf‘ (TIVO) und dessen Anwendung in einer repräsentativen bundesweiten Befragung von Lehrerinnen und Lehrern an allgemeinbildenden Schulen gegeben. Die Ergebnisse zeigen, dass das ‚Tübinger Inventar zur Erfassung von Wertorientierungen im Lehrerberuf‘ zur empirischen Erfassung von berufsspezifischen Werten im Lehrerinnen- und Lehrerberuf eingesetzt werden kann und Fürsorge, Gerechtigkeit, Verantwortung und Wahrhaftigkeit als berufsspezifische Wertorientierungen eine hohe Ausprägung im beruflichen Handeln der Lehrpersonen aufweisen.

1. Introduction

In light of current sociopolitical movements like the influx of refugees into Europe, a renaissance of the discussion about values has been ignited in the public sphere and in schools. Teachers and parents regard values as a very important element of social coexistence, and for them, schools are an important place for students to engage with values (Drahmann, Cramer & Merk, 2018a, b, c). The acknowledgement of general human rights for living together in a diverse society is accorded particularly high importance by teachers and parents (ibid.). Although the teaching of values in schools is often discussed (Oser, 2001; Standop, 2016), hardly any focus is placed on the values and value orientations of teachers. Because values in the sense of a guiding principle influence our thinking, feeling and acting (Kluckhohn, 1951), they are not only of fundamental importance in human life in general, but consequently also influence specifically how teachers teach. Even though research on values in the context of the teaching profession has been part of the research discourse on professionalism (cf. Baumert & Kunter, 2006; Helsper, 2016) and on teacher ethos (cf. Oser, 1994; Hansen, 2001; Veuglers, 2010) for a long time, there are hardly any empirical studies that address value orientations in the context of teacher ethos (exceptions: cf. Harder, 2014).

In particular, this article focuses on the importance of values and value orientations in the teaching profession (cf. Baumert & Kunter, 2006; Veuglers, 2010). Its purpose is to develop an instrument for measuring specific values that seem to be important for the teaching profession (cf. Carr, 2010; Forster-Heinzer, 2015; Klaassen, Osguthorpe & Sanger, 2016). Drawing on the scientific discourse on teachers' ethos and by reviewing literature, the 'Tübingen Inventory for Measuring Value Orientation in the Teaching Profession' (TIVO) for recording these values was developed exploratively and then tested using confirmatory factor analysis. Furthermore, the instrument was used in a representative Germany-wide survey to gain first insights into the teaching-specific value orientations of teachers. The TIVO can potentially show the teaching-specific value orientations that can influence professional actions like supporting students' individual development (regarding their family background) or inculturation (transmission of general values and norms).

2. Value Orientation in the Teaching Profession

Values and value orientations represent a central concept for human thinking, feeling and acting (Kluckhohn, 1951). Various disciplines, such as philosophy, (social) psychology, or sociology attribute great importance to values (cf. Krobath, 2009). For instance, value orientations at an individual level and values at a collective level (groups or entire societies) function as the basis for explaining individual or collective behaviour patterns, attitudes, or even motives and goals. Social subgroups and subsystems can also be distinguished in terms of their value preferences (Höffe, 2008; Schwartz, 2012). In this respect, the importance of values in the professional activities of teachers, especially in the moral domain of teaching, is emphasised (Oser, 1994; Carr, 2010; Klaassen, Osguthorpe & Sanger, 2016).

In light of the general discourse on values, there is comprehensive literature that highlights significant values in a society or even cultural universals (Spranger, 1921; Allport & Bracken, 1959; Rokeach, 1973; Schwartz & Bilsky, 1987; Renner, 2003). Based on the different theoretical and empirical approaches, various instruments have been developed in the past few decades for recording values and value orientations in different societies and for different subgroups (for example, the 'Value-Interest-Test' by Allport & Bracken (1959); the 'Rokeach-Value-Survey' by Rokeach (1973); the 'Schwartz Value Survey' by Schwartz (1994); or 'Austrian Value Questionnaire' by Renner (2003)). However, these instruments focus on general values that are shared within societies. There are hardly any instruments available that focus on the values and value orientations that are specific to the teaching profession or that provide information regarding the central values and value orientations of teachers.

Independent of the availability of empirical instruments for the measurement of *general* value orientations, reviews and studies have emphasised the importance of values and value orientations in the teaching profession (Campbell, 2008; Carr, 2010; Kunter et al., 2013; Klaassen, Osguthorpe & Sanger, 2016). In the discourse on teacher professionalisation, the individual characteristics of (pre-service) teachers—like their value orientations—are important moderating variables in the process of achieving professional competence in teaching (Kunter et al., 2013). Furthermore, in the discourse on teacher ethos, the importance of value orientation is emphasised: values and value orientations can be understood as general orientations or principles that guide individuals and groups in their actions (Höffe, 2008). They influence—be it consciously or subconsciously—an individual's morals and moral behaviour (Schwartz, 2012) and, in this context, the morals and moral behaviour of an individual teacher.

Therefore, values and value orientations (implicitly or explicitly) have a fundamental influence on the teaching profession and the actions of teachers (Willemse, Lunenberg & Korthagen, 2005; Veugelers, 2010; Harder, 2014; Drahmann, Cramer & Merk, 2018d).

While there are a variety of papers frequently of a hermeneutic nature that examine the importance of teacher-specific value orientations like caring, justice, tolerance, responsibility and truthfulness in the teaching profession (cf., among others, Carr, 2010; Veugelers, 2010), there is still a lack of empirical evidence, which is the result of the lack of instruments that can measure the specific value orientations in the teaching profession (Forster-Heinzer, 2015).

Given the lack of instruments for the measurement of teacher-specific value orientations and the lack of knowledge of these values in the teaching profession, both themes are pursued in this article. The research project presented here aims to develop a new instrument for the measurement of teacher-specific value orientations, and it uses it a representative Germany-wide survey of in-service teachers to test the instrument. Therefore, the main questions are whether and which value orientations specific to the teaching profession can be empirically measured (for details, see Drahmann, Merk & Cramer, sub.).

3. Tübingen Inventory for Measuring Value Orientation in the Teaching Profession (TIVO)

As we aim to develop a new instrument for measuring the value orientations of teachers, this section describes in a very general way the construction of the instrument, the ‘Tübingen Inventory for Measuring Value Orientation in the Teaching Profession’ (TIVO) (for details, see Drahmann, Merk & Cramer, sub.).

For this new instrument, the ‘semantic differential’ type of rating scale was chosen (Osgood, Suci & Tannenbaum, 1957; Osgood, 1964). This is a rating technique that enables the measurement of connotative aspects of perception via a multi-stage rating scale (Kanning, 2011). The extreme poles of each scale are linguistically anchored in adjectives and their antonyms, although numerous variations are also possible (Osgood, Suci & Tannenbaum, 1957; Schäfer, 1983).

In short, we went through the following steps to develop the ‘Tübingen Inventory for Measuring Value Orientation in the Teaching Profession’ (for details, see Drahmann, Merk & Cramer, sub.):

1. Based on a review of English and German literature on the professional ethos of teachers with a specific focus on the values and value orientations of teachers (25 papers in total), the following five values were identified as the most important for the teaching profession for the purposes of this scientific discourse: caring, justice, tolerance, responsibility, and truthfulness.

2. In a second step, we parsed the 25 papers for adjectives that described these five value dimensions and supplemented them with additional, theoretically-derived adjectives.

3. All adjectives were rated for their content validity by 14 external experts using an anonymous survey. In addition, these experts made suggestions for antonyms for these adjectives. Based on these ratings, a total of 40 different pairs of adjectives were identified (eight pairs for each value).

4. In a first exploratory study with $N = 334$ student teachers, the participants were asked to rate the pairs of adjectives using the following prompt: *Please try to assess your (future) professional behaviour as a teacher characterised by the following pairs of adjectives. You may find that some pairs of adjectives are not always appropriate. However, please try to make a personal assessment for each pair.* Exploratory factor analyses (EFA, using Maximum Likelihood EFA for model estimation and the Very Simple Structure Procedure for extracting the number of factors) suggested using 18 pairs to build two factors defining the dimensions of 'caring' and 'fairness', whereby the latter contained items which initially were assigned to the dimensions of 'justice', 'responsibility' and 'truthfulness'. Furthermore, for all five values we used stimuli (negative and positive descriptions of daily teaching situations) to test the empirical separability of the five values on the basis of the adjectives.

Based on these exploratory factor analyses, we identified the following 18 items:

- (1) legitimate—illegitimate,
- (2) attentive—apathetic,
- (3) dependable—undependable,
- (4) lenient—strict,
- (5) honest—dishonest,
- (6) caring—negligent,
- (7) orderly—disorderly,
- (8) fair—unfair,
- (9) unbiased—biased,
- (10) dutiful—undutiful,

- (11) with integrity—corruptible,
- (12) empathetic—reserved,
- (13) compassionate—indifferent,
- (14) affectionate—loveless,
- (15) just—unjust,
- (16) reliable—unreliable,
- (17) sympathetic—unsympathetic, and
- (18) righteous—unrighteous.

At the beginning, we expected that the five dimensions ('caring', 'justice', 'tolerance', 'responsibility' and 'truthfulness') could be represented empirically using these items. However, on the basis of the explorative factor analyses, only two dimensions ('caring' and 'fairness') could be modelled using the 18 items. With one exception, the items of the 'tolerance' dimension could not be mapped to the two factors. To further investigate the relation of the theoretically proposed and empirically found factor structure, we fitted a second-order confirmatory factor analysis model whereby the remaining dimensions 'justice', 'responsibility' and 'truthfulness' formed the second order factor ('fairness'). As this model showed good fit to the data it was examined and in a second confirmatory study which will be described in more detail below.

5. In a second (preregistered) confirmatory study, the confirmatory factor analysis was run on a new data set of $N = 239$ student teachers (Merk & Drahmann, 2018). Results favoured the two-factor solution obtained from Study 1 over a one-factor solution ($\Delta\chi^2 = 389.76$, $df = 1$, $p < 0.01$) and further showed good fit (CFI = .93, TLI = .90, RMSEA = .06, SRMR = .08) for a second order-model consisting of four first-order factors ('caring', 'justice', 'responsibility', 'truthfulness') and one second-order factor ('fairness' that loads on 'justice', 'responsibility', 'truthfulness'). The structure of the second-order model is presented in Figure 1 and shows a good fit.

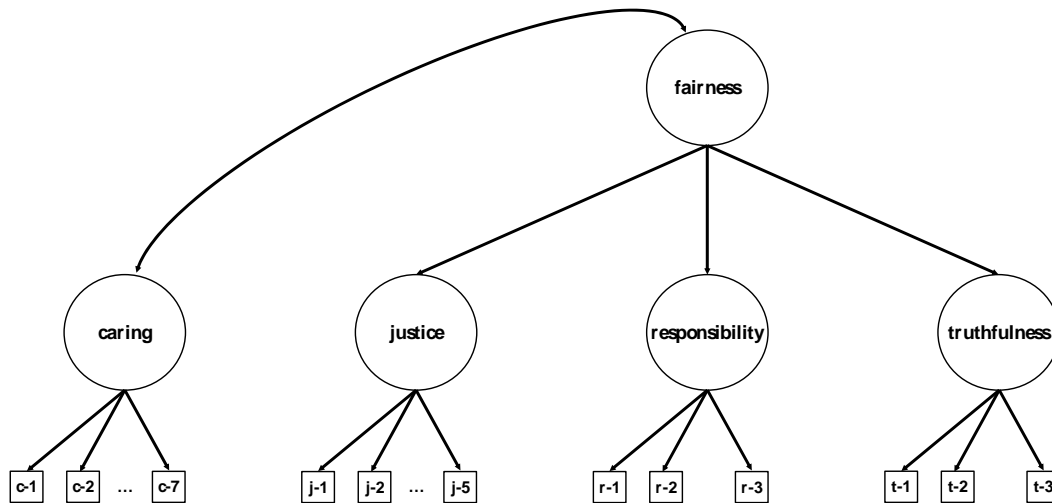


Figure 1: Second-order model of the ‘Tübingen Inventory for Measuring Value Orientation in the Teaching Profession’

4. Value Orientations of German Teachers

After the successful development of the TIVO (Drahmann, Merk & Cramer, sub.), in-service teachers were asked about their teaching-specific value orientations in a representative Germany-wide study (funded by ‘Verband Bildung und Erziehung’). The study is described briefly below, and first descriptive results with reference to the measured value orientations are presented (for details see, Drahmann, Cramer & Merk, 2018a, d).

4.1 Design and Sample

Forsa Politik- und Sozialforschung GmbH was entrusted with carrying out the nationwide representative survey of teachers at general education schools after the questionnaire had been prepared by the authors of this article. The teacher survey was conducted in June 2018. Teachers at general education schools were identified by means of a daily telephone-based screening procedure as part of the multi-topic, population-representative survey. They were then sent an electronic invitation to take part in an online written survey. The total sample comprised 1,185 teachers at general education schools.

4.2 Results

For the four value orientations of ‘caring’, ‘justice’, ‘responsibility’ and ‘truthfulness’, Figure 2 shows the teaching-specific value orientations regarding their teaching actions as assessed by the teachers themselves, which were recorded using the TIVO.

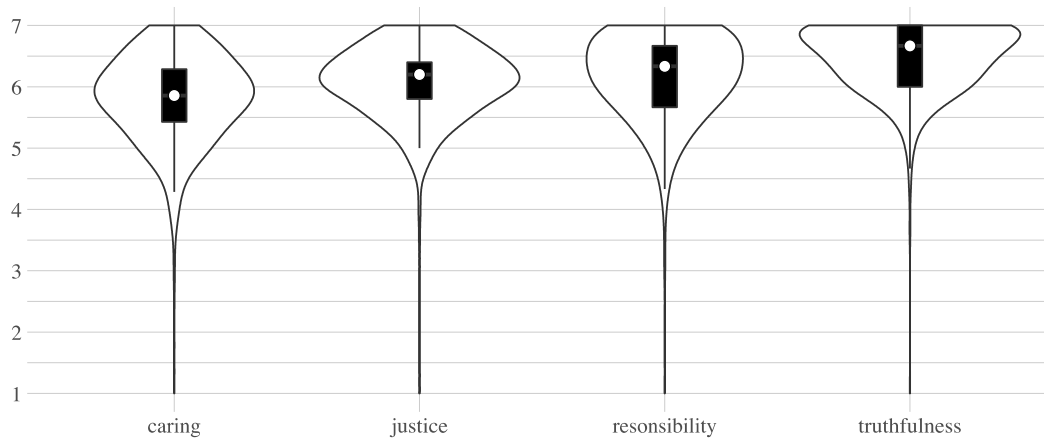


Figure 2: Distribution of the TIVO-Scales of in-service teachers in Germany (violin and boxplots with arithmetic means)

Over all dimensions the arithmetic means were rather high, indicating, that the teaching-specific value orientations manifest in the self-assessed actions of teachers. Nevertheless, it also becomes clear that the dimension of ‘truthfulness’ shows the greatest level of manifestation in action, while the dimension of ‘caring’ shows the lowest level, but still with a high rating. Further gender-specific analyses indicate that female teachers show a significantly higher degree of ‘caring’ ($p < .001$, $d = .32$) and ‘responsibility’ ($p < .001$, $d = .31$). Statistically significant differences in the value orientations ‘caring’ ($p = .001$; $\eta^2 = .004$), ‘justice’ ($p < .001$; $\eta^2 = .007$) and ‘truthfulness’ ($p < .001$; $\eta^2 = .01$) can also be revealed with regard to the age of the participating teachers. However, only the difference regarding ‘truthfulness’ between the four different categorised age groups shows a small effect. Teachers in the over-51 age group, for example, show the strongest levels of manifestation of ‘truthfulness’ and the age group under 35 years shows the weakest. A final analysis, which takes the school type of the respective teachers into account, indicates that there is one small, statistically significant difference between the teachers of the individual school types for the value orientation of ‘caring’ ($p < .001$; $\eta^2 = .01$). Teachers at primary schools and special needs schools show the strongest level of manifestation of this value orientation and teachers at lower secondary schools (‘Hauptschule’) the weakest compared with the other school types.

5. Discussion

Several theoretical approaches have shown that the values and the value orientations of (pre-service) teachers are an important moderating variable in the process of achieving professional competence in teaching (Kunter et al., 2013) and are important in the context of teaching morally (Klaassen, Osguthorpe & Sanger, 2016). But there is still a lack of empirical insight. The purpose of this paper was to develop and to present the 'Tübingen Inventory for Measuring Value Orientation in the Teaching Profession' (TIVO) as a new empirical instrument for measuring specific values in the teaching profession. As values do not represent visible objects, the semantic differential was chosen as a method for measuring the values using rating scales which were anchored in adjectives and their antonyms. Initially, five different values were identified from the literature on research on professional ethics. The results show evidence that the values 'caring', 'justice', 'responsibility' and 'truthfulness' derived from the literature can be recorded separately by means of the semantic differential over 18 different items (pairs of adjectives).

In addition, using the TIVO in a Germany-wide representative study for the first time, it has become apparent that (in-service) teachers ascribe great importance to the four teaching-specific value orientations of 'caring', 'justice', 'responsibility' and 'truthfulness' in their own professional actions. The results show that 'truthfulness' has the highest meaning for teachers in terms of their professional actions, and 'caring' the lowest compared to the other value orientations. Even though the value orientations of the surveyed teachers are generally very high, differences specific to gender, age and school type can be detected. For example, the higher levels of self-attribution of female teachers to the 'caring' value orientation can also be seen in other perspectives of professional ethos, such as the caring approach (cf. Noddings, 1984). The higher level of primary school teachers describing themselves as 'caring' compared to secondary school teachers can also be explained by the focus on the teacher-pupil relationship in primary schools.

This paper has limitations that should be addressed in future research. First, the value orientations have been taken from the literature, which means that we cannot be certain that they cover all teaching-specific value orientations. Further qualitative research approaches would be helpful for clarification in this regard. Secondly, the studies do not yet reveal any connection between the value orientations of teachers and their concrete professional actions (Baumert & Kunter, 2006).

That said, the results show a possible way for measuring the value orientations of teachers, suggesting an empirical second-order factor solution: ‘caring’, ‘justice’, ‘responsibility’ and ‘truthfulness’ (first-order factor) and ‘fairness’ (second-order factor). Moreover, the results can potentially highlight value orientations which, in turn, can influence professional actions and can therefore influence issues such as handling migration and integration. Similarly, results from other studies suggest that value orientations have an influence at least on the attribution of meaning to educational goals. As a case in point, there is a connection between the educational goals of ‘practising tolerance’ or ‘recognising basic social values’ and the values of ‘caring’ and ‘truthfulness’ (Drahmann, Cramer & Merk, 2018d). On the one hand, the development and initial use of the TIVO illustrates that value orientations in the teaching profession can be empirically measured and, on the other hand, it makes it possible to establish potential links between the specific value orientations in the teaching profession and the way teachers are thinking, feeling, and acting in their everyday work.

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