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A Study On Job Performance Of Secondary School Teachers In Relation To Their Moral Values

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Abstract: The present study sought to investigate the job performance of secondary school teachers in relation to their moral values. The study used the descriptive survey method. A random sample of 300 secondary school teachers was drawn from the Tumkur District's secondary schools. Self-prepared Tools like Job Performance Scale and Moral Values Scale along with Personal Information Schedule were used to collect data. In the present research, moral ideals were deemed the independent variable and job performance as the dependent variable, with gender and location serving as background variables. The acquired data were examined using Karl Pearson's Product Moment Correlation Coefficient, the independent samples 't' test, the F-test and Scheffe's post-hoc test. The level of significance was set at 0.05 and 0.01. The data was examined with SPSS Version 24 and Microsoft Excel. The study found a substantial positive association between moral values and secondary school teachers' job performance. The F-test findings revealed a substantial variation in job performance across teachers with varying levels of moral beliefs. Those with good moral values performed better than those with lower moral values. Furthermore, no significant variation in work performance was detected between teachers depending on gender or location. The findings imply that moral principles have an essential role in teachers' professional effectiveness. As a result, schools may pay more attention to professional ethics, moral development and value-based practices in order to improve teachers' professional performance

Index Terms - Job Performance, Moral Values, Secondary School Teachers, Gender, Locality.

I. INTRODUCTION

Teachers play a key role in ensuring educational success. The quality of education is determined not just by teachers' subject knowledge and teaching skills, but also by their dedication, accountability, discipline, professional behaviour and capacity to maintain positive relationships with students, colleagues and parents. Job performance refers to how well instructors accomplish their professional obligations, which include lesson preparation, classroom instruction, assessment, classroom management and participation in school events. Effective teacher performance promotes improved teaching and fosters a favourable learning environment for students. Previous study has also demonstrated that teachers' professional values are linked to several aspects of their professional work, such as teaching effectiveness and classroom management (Yousif, 2022; Tagaloguin, 2025).

Moral values are especially important in the teaching profession since teachers act as role models for students. Teachers' professional decisions and behaviours are guided by values such as honesty, fairness, responsibility, respect, cooperation, compassion and commitment. Schwartz's Theory of Basic Human Values discusses how values influence people's attitudes, actions and behaviour. Benevolence, universalism, conformity and achievement are especially important values for teachers because they are associated with concern for pupils, fairness, professional responsibility and the desire to perform effectively. According to studies, teachers generally have positive moral and professional values, however the relationship between values and professional performance is inconsistent (Kumari, 2024; Islam & Ghosh, 2024; Farooq et al., 2022).

As a result, it is critical to investigate if instructors who have higher moral beliefs perform better on the job. Although several studies have looked at teachers' values, moral reasoning, job satisfaction and professional performance, there has been little direct research into the relationship between moral values and job performance among secondary school teachers, particularly in Karnataka's Tumkur district. The present research focuses on secondary school teachers' job performance in relation to their moral principles, as well as variances in job performance based on gender and location.

II. REVIEW OF RELATED LITERATURE

The research analysed suggest that moral and professional values play a significant role in teachers' professional lives. To carry out their tasks efficiently, teachers must be honest, responsible, fair, disciplined, respectful, cooperative and committed. Tagaloguin (2025) discovered that instructors had high work values and professional advancement, but there was no substantial link between the two. This shows that work values may not be the exclusive determinant of professional progress and that other factors may also influence teacher development. Similarly, Farooq *et al.* (2022) discovered no significant association between moral reasoning and secondary school head teachers' performance. These findings highlight the importance of further research into the relationship between moral principles and professional performance.

Kumari (2024) discovered that teacher trainees exhibited moderate moral values, but Islam and Ghosh (2024) observed positive attitudes toward moral education among primary teachers. Yousif (2022) also discovered that high school teachers were committed to moral, personal and societal ideals. However, these studies mostly looked at the level of values or attitudes, rather than their direct relationship to job performance. Kumari (2024) and Yousif (2022) observed no significant gender disparities; however Hussain et al. (2013) discovered variations in male and female teacher performance. These diverse findings indicate that gender may not have the same impact in various educational contexts.

Kalimuthu (2016) emphasised the importance of teachers in instilling values in pupils and viewed teachers as key figures in personality development and nation-building. However, the study used a limited sample size and rudimentary statistical procedures, limiting the generalisability of the findings. Chowdhury and Maiti (2024) discovered disparities in teacher work satisfaction based on gender and location, however their research focused on job satisfaction rather than job performance. As a result, the findings cannot be related directly to teacher job performance. Furthermore, majority of the examined studies were conducted with teacher trainees, elementary teachers, head teachers, or teachers from outside Karnataka. Thus, there is a need for additional research among secondary school teachers in Karnataka.

The present research is also supported by Schwartz's Theory of Basic Human Values. According to Schwartz (2012), values influence people's attitudes, decisions and behaviour. Values like compassion, universalism, conformity and performance are important to teachers because they are linked to student care, justice, responsibility and professional success. Recent study indicates that teachers' values may be linked to teaching effectiveness, classroom management and other professional outcomes. However, the association is not always consistent, highlighting the need for additional research.

Overall, the examined papers indicate that there is little direct research into the relationship between moral principles and job performance among secondary school teachers. Gender-related findings are similarly inconsistent and locale has received relatively little study. Furthermore, quite limited research has been undertaken among secondary school teachers in Karnataka's Tumkur District. As a result, the present article seeks to address this vacuum by investigating the association between moral beliefs and job performance among secondary school teachers, as well as disparities in job performance based on gender and location.

III. SIGNIFICANCE OF THE STUDY

This research is important because teachers play a key role in the efficient operation of schools and in the overall development of their students. Personal traits such as honesty, accountability, fairness, discipline, respect and commitment all have an impact on a teacher's job performance, in addition to professional knowledge and teaching skills. These characteristics are closely associated with moral principles. As a result, investigating the relationship between moral values and job performance can help us understand if teachers with stronger moral values perform better in their professional roles.

The study is especially important for the secondary schools chosen in Tumkur District. The findings may assist teachers comprehend the importance of moral principles in carrying out their teaching responsibilities efficiently. The study may also assist school principals and administrators in identifying areas where teachers may require assistance through professional development programs, value-based activities, ethical decision-making and reflective practices. Such activities may help to improve teacher professionalism and the overall quality of education.

The study could also help teacher educators and educational authorities build programs focused on professional ethics and moral growth. Because the study takes gender and locality into account, the findings may shed light on whether male and female instructors, as well as teachers working in rural and urban schools, perform differently. The findings may also be valuable for future researchers who want to investigate job performance, moral values and other associated characteristics among teachers in various educational and geographical contexts.

IV. STATEMENT OF THE PROBLEM

The topic identified for the present examination is "A Study on Job Performance of Secondary School Teachers in relation to their Moral Values"

The purpose of the present study is to examine the relationship between job performance and moral values of secondary school teachers. The study also aims to determine whether teachers' job performance differs according to gender, locality and different levels of moral values.

V. OBJECTIVES OF THE STUDY

The following objectives were formulated for the present study:

1. To find the relationship between Job Performance and Moral Values of teachers.
2. To compare the Job Performance based on different levels of moral values, gender and locality.

VI. RESEARCH HYPOTHESES

The following null hypotheses were formulated and tested:

1. There is no significant relationship between Job Performance and Moral Values among teachers.
2. There is no significant difference in the Job Performance of teachers who had low, moderate and high levels of moral values.
3. There is no significant difference in the Job Performance of male and female teachers.
4. There is no significant difference in the Job Performance of teachers working in urban and rural schools.

VII. METHODOLOGY

The present study adopted the descriptive survey method to know the relationship between job performance and moral values among teachers. The study was conducted among teachers working in selected secondary schools of Tumkur District, Karnataka. A sample of 300 secondary school teachers was selected through random sampling. The study considered moral values as the independent variable and job performance as the dependent variable. Gender and locality were considered as background variables. Data were collected by self-made Job Performance Scale and Moral Values Scale, along with a personal information schedule to obtain relevant background information from the teachers. The collected data were systematically scored, tabulated and analyzed using appropriate statistical techniques. Karl Pearson's Product Moment Correlation Coefficient was used to determine the relationship between job performance and moral values. The F-test (One-Way ANOVA) was used to determine whether there was a significant difference in job performance among teachers with low, moderate and high levels of moral values, where the F-test was found significant, Scheffe's post-hoc test was used to identify the specific groups that differed significantly. The independent samples 't' test was used to compare the job performance of male and female teachers and teachers working in urban and rural schools. The level of significance was fixed at 0.05 and 0.01. The data were analyzed using SPSS Version 24 and Microsoft Excel.

VIII. DATA ANALYSIS AND INTERPRETATION

The data collected from 300 secondary school teachers were systematically scored, tabulated and analyzed by using statistical techniques like Correlation, One-Way ANOVA followed by Scheffe's post-hoc test wherever the F-test was significant and Independent samples *t*-test and the same results are presented in the following tables.

Table-1: Correlation between Job Performance and Moral Values of Secondary School Teachers.

Variables	N	Df (N-2)	'r' value	Sig. Level
Job Performance and Moral Values	300	298	0.386	**

Note: **Significant at 0.01 level; Table value of $r = 0.148$ ($df = 298$).

Table 1 shows the relationship between job performance and moral values of secondary school teachers. The obtained correlation coefficient is 0.386, which is higher than the table value of 0.148 at the 0.01 level of significance. Therefore, the relationship is statistically significant. The positive value of r indicates that higher moral values are associated with higher job performance among secondary school teachers. Hence, the null hypothesis stating that there is no significant relationship between job performance and moral values is rejected.

Table-2: ANOVA Results of Job Performance of Secondary School Teachers with Different Levels of Moral Values.

Moral Value level	N	Mean	Std. Dev.	Source of Variance	Sum of Squares	df	Mean Squares	'F' Value
Low	31	210.387	25.891	Between Group	46747.520	2	23373.760	24.43**
Moderate	251	250.386	31.204	Within Group	284203.147	297	956.913	
High	18	258.388	34.864	Total	330950.667	299		

Note: **Table value of F at 0.01 level for $df = 2$ and 297 is 4.68.

Table 2 shows the difference in job performance scores among secondary school teachers having low, moderate and high levels of moral values. The obtained F value is 24.43, which is greater than the table value of 4.68 at the 0.01 level of significance. Therefore, the difference in job performance among the three groups is statistically significant.

The mean job performance score of teachers with low moral values is 210.387, while the mean scores of teachers with moderate and high moral values are 250.386 and 258.388, respectively. This indicates that teachers with higher levels of moral values generally have higher job performance scores. Hence, the null hypothesis stating that there is no significant difference in job performance among teachers with low, moderate and high levels of moral values is rejected. Since the ANOVA result is significant, a post-hoc comparison was conducted using Scheffe's test to identify which groups differ significantly.

Table-2(a): Scheffe's Post Hoc Comparison of Job Performance of teachers with varied levels of moral values.

Moral Value levels			Mean Difference
Low	Moderate	High	
210.387	250.386	-	39.999*
-	250.386	258.388	8.002
210.387	-	258.388	48.001*

Note: *Significant at 0.05 level.

Table 2(a) presents the Scheffe's post-hoc comparison of the job performance scores of teachers with different levels of moral values. The mean difference between the low and moderate groups is 39.999, which is significant. Similarly, the mean difference between the low and high groups is 48.001, which is also significant. However, the difference between the moderate and high groups is 8.002, which is not significant.

Thus, teachers with low moral values differ significantly in job performance from both moderate and high moral-value groups, whereas there is no significant difference between teachers with moderate and high moral values. The results further show that teachers with moderate and high moral values have comparatively better job performance than teachers with low moral values.

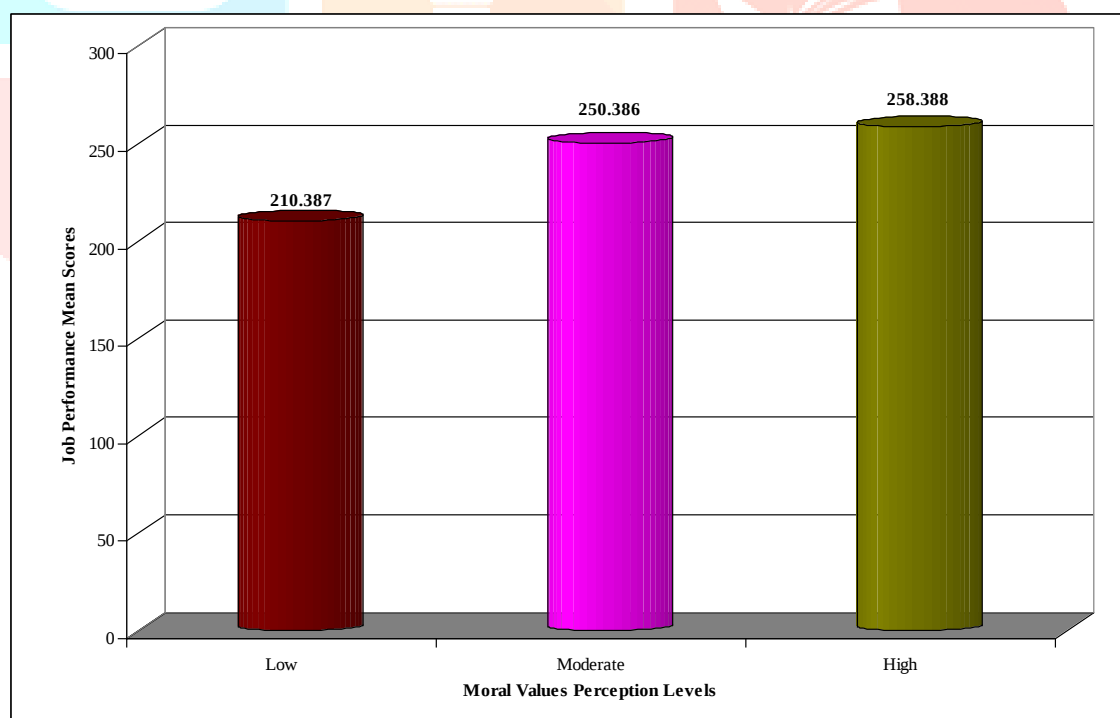


Fig.1: Comparison of job performance of teachers according to levels of moral values.

Table-3: Independent Samples 't'-Test of Job Performance Scores of Male and Female Secondary School Teachers

Variable	Group	No.	Mean Scores	Standard Deviation	't' value
Gender	Male	173	246.682	34.868	0.03 ^{NS}
	Female	127	246.803	31.095	

Note: ^{NS}Not Significant; Table value of 't' at 0.05 level = 1.97.

Table 3 shows the difference in job performance between male and female secondary school teachers. The obtained t value is 0.03, which is much lower than the table value of 1.97 at the 0.05 level of significance. Therefore, the difference between the mean job performance scores of male and female teachers is not statistically significant.

The mean job performance score of male teachers is 246.682, while that of female teachers is 246.803. The two mean scores are almost equal. Hence, the null hypothesis stating that there is no significant difference in job performance between male and female teachers is accepted. This indicates that gender does not significantly influence the job performance of secondary school teachers in the present examination.

Table-4: Independent Samples 't'-Test of Job Performance Scores of Teachers from Urban and Rural Schools

Variable	Group	No.	Mean Scores	Standard Deviation	't' value
Locality	Urban	120	246.016	30.621	0.31 ^{NS}
	Rural	180	247.211	34.999	

Note: NS = Not Significant; Table value of 't' at 0.05 level = 1.97.

Table 4 shows the difference in job performance between teachers working in urban and rural schools. The obtained t value is 0.31, which is lower than the table value of 1.97 at the 0.05 level of significance. Therefore, the difference between the two groups is not statistically significant.

The mean job performance score of urban school teachers is 246.016, while the mean score of rural school teachers is 247.211. Although rural teachers have a slightly higher mean score, the difference is very small and is not statistically significant. Hence, the null hypothesis stating that there is no significant difference in job performance between teachers from urban and rural schools is accepted. This indicates that locality does not significantly influence the job performance of secondary school teachers in the present study.

IX. MAJOR FINDINGS

The findings of the present examination are based on the analysis of data collected from 300 secondary school teachers in selected schools of Tumkur District.

1. There was a significant positive relationship between job performance and moral values of secondary school teachers
2. There was a significant difference in job performance among teachers with low, moderate and high levels of moral values. Teachers with high moral values had the highest mean job performance score, followed by teachers with moderate moral values, while teachers with low moral values had the lowest mean score.
3. There was no significant difference in job performance based on gender. Male and female teachers had almost similar mean job performance scores.
4. There was no significant difference in job performance based on locality. Teachers working in urban and rural schools showed almost similar levels of job performance.

X. DISCUSSION OF RESULTS

According to the data, instructors who have higher moral values do better in their jobs. This could be because attributes like honesty, responsibility, fairness, discipline, respect and commitment help teachers accomplish their professional obligations more effectively. This finding is consistent with Yousif (2022), who emphasised the importance of moral and social ideals among instructors. It is also backed by Schwartz's Theory of Basic Human Values, which describes how values influence people's attitudes, decisions and actions (Schwartz, 2012). However, the findings contradict Tagaloguin (2025) and Farooq et al. (2022), who found no significant association between values and professional outcomes. The disparity could be attributed to variations in samples, factors and educational contexts.

The present research also discovered no significant differences in job performance based on gender. This finding is consistent with Kumari (2024) and Yousif (2022), who reported no significant gender differences in teacher values. Similarly, no significant difference was found between urban and rural teachers in the present research. Although Chowdhury and Maiti (2024) discovered disparities in job satisfaction based on location, their research focused on job satisfaction rather than job performance. Thus, the current findings imply that teachers' job performance may be influenced more by personal and professional characteristics than by gender or location.

XI. CONCLUSION

The present research suggests that moral values have a favourable impact on secondary school teachers' job performance. Teachers with stronger moral values performed better than those with lower moral values. The considerable difference between the moral-value groups emphasises the importance of moral values in teacher professional functioning. The study also shows that gender and location have no substantial influence on teachers' job performance. Male and female teachers, as well as urban and rural instructors, performed similarly in their jobs. As a result, instilling moral and professional values in teachers may be a significant step toward improved work performance in secondary schools.

XII. EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

The results of this study have significant consequences for secondary school curriculum. Given the considerable positive association observed between moral values and job performance, teachers' moral and professional value development should be prioritised. Teachers can be encouraged to develop values like honesty, responsibility, fairness, discipline, respect, cooperation and commitment through regular professional development opportunities.

Schools in Tumkur District may hold workshops, seminars, orientation programs and group discussions about professional ethics and moral values. School principals should encourage teachers to explore actual ethical dilemmas that arise in classrooms and schools and suggest suitable ways to deal with them. Reflective activities can also help teachers understand their own professional behaviour and better fulfill their responsibilities to students, colleagues, parents and the school.

Professional ethics and value-based education may be included as key components of teacher development programs by educational institutions and authorities. Training may emphasise ethical decision-making, student justice, responsible authority usage, respect for individual differences, collaboration and professional commitment. Such programs can help teachers understand how their personal values affect their professional actions.

The data also reveal that gender and location did not cause substantial disparities in job performance. As a result, male and female teachers, as well as instructors in both urban and rural schools, should have equal access to professional development opportunities. Equal chances for training, professional development, academic resources and institutional support may contribute to the maintenance of uniform teacher performance standards.

Teachers with low moral values performed much worse than teachers with moderate and high moral values, so extra emphasis should be paid to value development among teachers who require more support. This should be treated as professional development rather than a way to evaluate individual teachers. Mentoring, peer support, therapy, reflective teaching and professional learning communities could be beneficial in this area.

The report also recommends that school administrators foster a positive and ethical school atmosphere in which instructors are encouraged to display accountability, fairness, cooperation and respect. Recognising good professional practices may encourage teachers to maintain high levels of professional behaviour.

Finally, future researchers may undertake comparable studies with larger samples of teachers from various districts in Karnataka. Additional research could look into job satisfaction, organisational climate, professional commitment, emotional intelligence, leadership style, instructional competency and work motivation. Comparative studies of different types of schools and educational levels can also provide a more comprehensive knowledge of teachers' work effectiveness and moral beliefs.

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