

Transforming education through values: a teacher capability framework

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ABSTRACT: In the context of rapid societal and educational transformation, this study explores the influence of educational values on teachers' personal, professional, organizational capabilities, and their capability for change. Educational values reveal the goals of education in both individual and collective terms. The individual responsibility of the teacher for affirming and implementing value learning becomes relevant, as well as the awareness of values, since a person can act in accordance with their own values without even being aware of them. The aim of this study is to characterize theoretical perspectives on the processes of value acceptance, affirmation, and implementation within contemporary educational contexts, and to empirically investigate the extent to which educational values influence teachers' personal, professional, and organizational capabilities, including their capability for change. The study employs a quantitative approach with a survey of 169 Latvian teachers assessing the perceived impact of education on self-awareness, creativity, well-being, and societal development. Results indicate that while teachers recognize the value of education in enhancing personal growth and societal contribution, challenges remain in fostering creativity, openness to change, and public support for the profession. The findings underscore the importance of aligning educational values with policy, cultural awareness, and lifelong learning to strengthen teachers' capability frameworks. The study concludes that values are central to educational transformation, influencing not only teaching practices but also the broader mission of education in shaping resilient, inclusive, and forward-looking societies. The data analysis highlights that cultural awareness and the creation of a knowledge society become important values for achieving the goals of education, justifying their importance not only to students and teachers, but also to society as a whole.

KEYWORDS: capability framework | cultural awareness | capability for change | educational values | personal values | organizational capability

1. INTRODUCTION

In today's rapidly evolving world, both the educational and broader social systems are encountering significant challenges caused by objective and subjective factors like the coronavirus pandemic, war conflicts, and the boost of digital technologies and artificial intelligence

(Sangeetha et al., 2025). The consequent transformations in the national educational policies, whole society's and local communities' needs and technological opportunities are reshaping teachers' everyday work, as the learning process is being redefined by the increasing demands for relevant knowledge, hard and soft skills, and competencies. The swift advancement of educational technologies further influences how learning is implemented and experienced. Simultaneously, changes in family structures, subcultures, and community dynamics are altering the social context in which education takes place (Ornstein & Hunkins, 2018).

The urgency of these changes—both current and anticipated—is underscored by global policy frameworks that increasingly prioritize inclusive and equitable education. These frameworks emphasize the need for education systems to foster creativity, engagement, and a broad spectrum of capabilities throughout the lifespan. Thus, new educational strategies are developed to shape digital technologies as a force for social solidarity rather than self-promotion (United Nations Educational, Scientific and Cultural Organization, 2022). In this context, teachers are increasingly viewed as agents of change, responsible for transforming their professional capabilities to enhance students' learning outcomes (Hattie, 2012). Professional competence of a teacher nowadays encompasses not only the ability to guide learning based on students' needs and societal developments but also the capacity to foster interdisciplinary collaboration, manage time effectively, and cultivate key competencies (The Organisation for Economic Co-operation and Development [OECD], 2018; United Nations, 2022).

In this context, not only the teacher's professional competence gains importance, but also personal conviction and commitment to be flexible and adaptable to change and to work actively with students and the others involved in the learning to achieve common goals. This can ensure the effectiveness of individual capability (Matthews, 2014; Gougoulakis & Christie, 2012; Walker & Unterhalter, 2007; Wilson-Strydom & Walker, 2015). Individual capability is a multidisciplinary concept which includes the impact on the development of competencies, significance of teaching, individual autonomy, and trust, which leads a person towards reaching goals in the organization (Hajizadeh et al., 2016). Contemporary education policy sets high expectations for teachers, encompassing both professional expertise and personal attributes such as values and ethical orientation. Sen (1999) defines capability as the freedom to live life, valuing and expanding the real choices an individual has. Nussbaum (2000) describes human capabilities, defining them as "what people are actually able to do and to be" (p. 5). This perspective highlights capability as the integration of knowledge, skills, and personal attributes, applied effectively across diverse and evolving life contexts (Nagarajan & Prabhu, 2015; Iversen, 2005; Robeyns, 2017).

2. STATE OF THE ART

2.1. TEACHER CAPABILITY FRAMEWORK

The capability framework encompasses five core dimensions: (1) personal attributes, including resilience, courage, openness to innovation, perseverance, and the capacity for complex decision-making; (2) ethical integrity, characterized by adherence to high moral standards and professional conduct aimed at enhancing organizational culture; (3) self-management, reflected in proactive engagement with professional development, initiative-taking, and de-

cisiveness; (4) inclusive practice, demonstrated through the appreciation of diversity and the cultivation of mutual inspiration; and (5) interpersonal competence, encompassing respectful relationships, effective communication, and collaborative engagement (New South Wales Public Service Commission, 2020).

The teacher capability framework encompasses a multifaceted set of components, including specific knowledge, pedagogical skills, cognitive dispositions, professional attitudes, intrinsic motivation, and levels of engagement. Additionally, it is influenced by contextual factors such as the learning environment and access to institutional resources (Matthews, 2014). Teacher capability is also intrinsically linked to adaptability and receptiveness to change, particularly in response to evolving educational demands and future-oriented challenges. Consequently, the framework can be expanded to incorporate four interrelated dimensions: personal capability, professional capability, capability for change, and organizational capability (Galagan et al., 2019; Nolan & Molla, 2021). In the presented research, these interrelated dimensions are studied within the contemporary educational context regarding the extent to which educational values influence teachers' personal, professional and organizational capability and guide their capability for change.

According to De Wet & Rothmann (2022), the transformation components embedded within the teacher capability framework can be conceptualized as a set of interrelated competencies that support adaptive expertise and professional growth. These components include:

autonomy – the capacity for self-directed decision-making and action, enabling individuals to exercise agency over their professional and personal conduct;

cognitive literacy – the ability to effectively deploy cognitive resources and engage with mental tools in a purposeful and interactive manner;

collaboration – the competence to engage constructively with diverse individuals and groups, fostering cooperative learning and shared problem-solving;

constructive relationships – the ability to cultivate and sustain positive interpersonal relationships within educational and social contexts;

contextualization – the awareness and understanding of local and systemic contexts, allowing for informed and responsive pedagogical practices;

digital literacy – the proficiency in utilizing digital technologies interactively and effectively to enhance teaching and learning processes;

educational literacy – the capability to apply pedagogical tools and methodologies effectively in diverse instructional settings;

mindfulness – the reflective capacity to assume responsibility and act with intentionality and ethical awareness;

personal and professional development – the ongoing pursuit of growth and learning, enabling sustainable development and the generation of innovative educational value;

productivity – the ability to generate meaningful outcomes and contribute con-

structively to educational environments;

processing – the competence to navigate and utilize organizational processes and structures efficiently.

Each component within the teacher capability framework functions as a meta-competence, encompassing a diverse array of interrelated skills, knowledge domains, and dispositions. Among these, the capacity for lifelong learning is recognized as a foundational competence for contemporary educators. Lifelong learning enables teachers to continuously adapt to evolving pedagogical demands, technological advancements, and societal expectations.

According to the Council of the European Union (2018), the key competences for lifelong learning—formulated based on the European Commission’s proposal—comprise a comprehensive set of knowledge, skills, and attitudes essential for personal development, employability, social inclusion, and active citizenship. These competences include: literacy; multilingual competence; mathematical, scientific, and engineering literacy; digital and technological proficiency; interpersonal and intercultural skills; the capacity to acquire new competences; civic engagement; entrepreneurial thinking; and cultural awareness and expression.

These competences are not only vital for individual fulfilment and sustainable living but also serve as critical enablers of professional excellence in teaching. Given the teacher’s crucial role in shaping future generations and contributing to societal advancement, their professional development is rightly positioned as a strategic priority in national education policies. The teacher, as both a knowledge facilitator and a societal agent, embodies a unique professional identity whose impact extends beyond the classroom into the broader fabric of civic and cultural life (Council of the European Union, 2018).

The teacher capability framework is shaped by a complex interplay of personal, professional and social factors. This publication explores these dimensions through the analytical lens of values, which serve as foundational constructs influencing human behavior and professional practice. Values can be conceptualized as both normative standards and deeply held beliefs that guide individuals in determining what is meaningful and important in their lives.

Theoretical literature underscores the vital role of values in shaping cognitive and behavioral processes, including decision-making, problem-solving, communication, motivation, and personal development. Values inform an individual’s interpretation of social norms and expectations across various domains, such as family life, peer relationships, education, and professional engagement.

Educational policy frameworks increasingly recognize the dual nature of values, distinguishing between personal values, which relate to individual aspirations, self-fulfillment, and goal attainment, and social values, which pertain to the principles governing interpersonal relationships and collective well-being. Personal values are associated with the pursuit of a meaningful life, while social values encompass competencies such as empathy, conflict resolution, cultural awareness, and civic responsibility. These social dimensions contribute to the cohesion and functionality of communities and societies (OECD, 2023).

2.2. THE ASPECTS OF EDUCATIONAL VALUES

Values function as foundational psychological constructs that shape individual attitudes and serve as enduring guiding principles in life, influencing both goal selection and behavioral orientation. They act as internalized standards that direct individuals toward preferred outcomes and modes of conduct (Rokeach, 1973; Aavik & Allik, 2002).

While the conscious awareness of one's values can enhance intentionality and coherence in decision-making, research suggests that values can also exert influence at a subconscious level. Schwartz et al. (2012) argue that individuals may act in alignment with their core values even in the absence of explicit awareness, as values operate as latent motivational drivers that guide behavior across diverse contexts.

Values have long constituted a foundational element of educational philosophy and practice. However, a historical analysis of educational development (Walker & Unterhalter, 2007) reveals that the discourse on values becomes particularly salient during periods of significant societal transformation. In such contexts, public critique of educational systems frequently centers on the perceived erosion or misalignment of values, prompting a reassessment of existing normative frameworks and the redefinition of educational objectives.

Moreover, values in education are not formed in isolation; they are deeply embedded in the prevailing cultural, social, and ideological orientations of the broader society. As such, societal consensus and collective attitudes play a critical role in shaping the value orientations promoted within educational institutions. Consequently, heightened awareness and critical reflection on values become essential during educational reform and transformation processes.

Empirical findings, such as those presented in the study “Values Lost in Society in the Eyes of Academics” (Koc & Yayla, 2022), underscore the dynamic nature of value formation and transmission. The study identifies key sociocultural and technological drivers, such as digitalization, the influence of social media, tensions between familial and institutional educational roles, and the forces of globalization, – as significant factors contributing to shifts in value acceptance and prioritization within contemporary education.

In examining the concept of educational values, Littlewood (1991) posits that such values include the overarching aims of education at both the individual and collective levels. Educational values extend beyond the mere transmission of knowledge; they encompass broader developmental goals such as personal growth, social responsibility, and the cultivation of cultural awareness. These dimensions underscore the dual impact of values—shaping not only learners' individual development but also contributing to the broader advancement of society and national identity.

Schwartz (1992) conceptualizes values as enduring beliefs oriented toward desirable end-states or goals, which function as standards or criteria for evaluating actions and guiding behavior. Values are hierarchically organized according to their relative importance and serve as motivational drivers across contexts. Importantly, Schwartz emphasizes the influential role of teachers in shaping students' attitudes, behaviors, and learning outcomes, both personally and socially. This influence is often more pronounced than that of other stakeholders within the educational system. Consequently, the values held and modeled by teachers play a critical role

in the value formation processes of students.

Ye (2021) categorizes educational values into distinct groups, notably explicit values, which are formally articulated and promoted through national education policy, and implicit or latent values, which reflect individual and collective beliefs that may diverge from policy-driven norms. A misalignment between the values guiding a teacher's instructional practice and those endorsed by official educational frameworks can lead to value dissonance within the learning environment. Such conflicts may manifest in pedagogical tensions, reduced coherence in educational objectives, and challenges in fostering student engagement. Therefore, critical pedagogical discourse concerning the justification, legitimacy, and contextual relevance of values is essential. The selection and prioritization of values in educational practice are influenced by the educator's interpretive understanding of broader societal dynamics and educational paradigms. This underscores the need for reflective and dialogical engagement with values to ensure alignment between personal convictions, institutional expectations, national policy and the evolving needs of learners.

The education system of Latvia is shaped by challenges that are broadly comparable to those faced by other countries, particularly in the context of aligning educational outcomes with the evolving needs of individuals and society. Contemporary national development strategies emphasize the importance of tailoring educational provision to individual learner profiles, fostering self-directed learning trajectories, and leveraging digital technologies to enable personalized and adaptive learning environments. In response to these imperatives, the functional transformation of educational institutions has become a strategic priority. Schools, vocational and higher education institutions are increasingly conceptualized as learning organizations—dynamic entities that support continuous learning, innovation, and the provision of diverse educational opportunities. Within this framework, the development of a highly qualified, competent, and excellence-oriented teaching and academic workforce is identified as a cornerstone of systemic advancement. This strategic objective encompasses the initial preparation, ongoing professional development, and sustained motivation of teachers and academic staff, recognizing their instrumental role in driving educational quality and innovation (Ministru kabinets, 2021).

The research presented in this publication focuses on the aspect of values as personal conscious choices, expressions, and reveals the impact of values on the educational process. The multiple prescriptive claims based on the comprehension of capability framework, transformations in education and the core concept of values, represented in the scientific literature and legislative documentation, have been translated into planning the quantitative research and revealed in the survey's descriptive results through the prism of teachers' perceived impact of educational values. Societal dimension comprises inclusion, equity, social solidarity, civic responsibility, and engagement. Socio-economic context is linked to teachers' resourcefulness, interdisciplinary collaboration, professional ethics, personal and professional well-being, potential for decision-making and change making. Cultural preservation, social cohesion, fostering creativity, and cultural participation in social transformations are reflected within the cultural context.

The aim of this study is to synthesize theoretical perspectives on the processes of value ac-

ceptance, affirmation, and implementation within contemporary educational contexts, and to empirically investigate the extent to which educational values influence teachers' personal, professional, and organizational capabilities, including their capability for change.

The research questions are: (1) How do values influence teachers' personal, professional and organizational capability? and (2) How do values guide teachers' capability for change?

3. METHODS

This study was conducted within the Latvian Council of Science's Fundamental and Applied Research Program project "Transformation of Educational Value for Cultural and Economic Growth of Social Community" (project No. lzp-2020/1-0258). The primary objective of Phase 1 of the research was to identify prevailing trends within a specific respondent group and to generate a contextual overview that informed the subsequent collection of qualitative data for deeper investigation. The research presented in this publication corresponds to the initial phase of the project, which aims to examine the impact of educational values on societal development in Latvia, with a focus on both socio-economic and cultural dimensions. This phase includes an assessment of the perceived social return on education among respondents, particularly in relation to economic advancement and quality of life improvements, thereby contributing to the understanding of human capital investment and productivity within Latvia's regional context.

3.1. INSTRUMENTS OF EMPIRICAL RESEARCH

To support the development of the study, a structured questionnaire was employed as the primary data collection instrument. The questionnaire comprised two main sections: (1) demographic information and (2) items assessing the perceived impact of educational values across three dimensions: (a) societal development, (b) socio-economic context, and (c) cultural context. Responses were recorded using a 5-point Likert scale.

The data were collected using a structured questionnaire consisting of 20 items, including 7 socio demographic questions and 13 substantive items addressing teachers' value perceptions, professional competences, organizational capability, and capability for change. The questionnaire combined closed ended Likert scale items, multiple choice questions, and two open ended questions. Completion time was approximately 10–12 minutes. To ensure transparency and replicability, the full questionnaire is provided in Appendix A.

To assess the face validity, the questionnaire items were evaluated for clarity, relevance, and alignment with the study's objectives. Six stakeholders were invited to review the content and propose alternative formulations. Their feedback was analyzed to refine the wording and structure of the questionnaire, ensuring they effectively captured respondents' perceptions of the role of educational values in Latvian societal development.

For assessing content validity, expert panel discussions were conducted to assess the clarity, comprehensibility, and relevance of the questionnaire in relation to the research aims. This process ensured that the instrument adequately represented the conceptual domains under investigation.

Furthermore, a pilot study was conducted to assess the reliability and internal consistency of the questionnaire. Twenty-one respondents completed the instrument twice, with a three-week interval between administrations. Test–retest reliability was evaluated using Pearson’s product-moment correlation coefficient, yielding a value of $r > .83$, which indicates a high degree of stability over time. Additionally, internal consistency was assessed using Cronbach’s alpha, with values exceeding $\alpha > .70$, demonstrating acceptable reliability of the scale items.

Participation in the study was voluntary, and only individuals who explicitly expressed their willingness to participate were included. Participants retained the right to withdraw from the study at any point without consequence. Anonymity was ensured by omitting any personally identifiable information, including names and affiliations with educational institutions.

3.2. CLARIFICATION OF SAMPLE SIZE AND SELECTION METHOD

The study employed a non-probability sampling method, specifically purposive sampling, to target a specific population—teachers across various educational levels and regions in Latvia. Sampling was guided by several considerations: (1) the targeted inclusion of a specific respondent group – teachers, whose perspectives were central to the research objectives; (2) the necessity of conducting a pilot study to identify preliminary trends; and (3) practical constraints related to time and available resources within the scope of the project. This sampling approach facilitated the collection of relevant data while maintaining ethical standards and methodological transparency. The sample consisted of 169 respondents, which, while not statistically representative of the entire teacher population, is sufficient for exploratory research aimed at identifying trends and generating insights into the influence of educational values on teacher capability.

The sample was diverse in terms of:

- geographic distribution (covering all regions of Latvia),
- educational background (ranging from first-level higher education to doctoral degrees),
- professional experience (from early-career to highly experienced teachers),
- educational sectors (including pre-school, primary, secondary, higher, and interest-related education (hobby education institutions or interest education centers)).

This diversity enhances the internal validity of the findings by capturing a wide range of perspectives and experiences. Although the non-probability nature of the sample limits statistical generalizability, the study’s aim was not to produce population-level estimates but to explore qualitative patterns and relationships between values and teacher capabilities.

The findings provide a valuable foundation for further research, including larger-scale studies using probabilistic sampling methods. Moreover, the insights gained can inform policy discussions and professional development strategies by highlighting key areas where values influence teacher effectiveness and openness to change.

3.3. CHARACTERISTICS OF RESPONDENTS

The study examines the responses of a cohort of teacher-respondents (N = 169) who participated in a structured questionnaire. To characterize the sample, three key demographic indicators were considered: workplace location, educational attainment, and professional experience.

Geographically, the participants represent a broad cross-section of Latvia's regions: 8.3% are employed in the capital city, 5.9% in the surrounding metropolitan district, 43.2% in the western regions, 6.5% in the central regions, 8.3% in the southern regions, and 27.8% in the eastern regions. This distribution ensures a comprehensive territorial representation.

In terms of educational qualifications, the data reveal that 7.1% of respondents are concurrently employed and pursuing higher education. Additionally, 4.1% hold a first-level higher education qualification, 10.7% a second-level qualification, 15.4% a bachelor's degree, 49.1% a master's degree, and 13.6% possess a doctoral degree.

Professional experience among respondents varies considerably: 20.1% have up to five years of experience, 7.7% have between six and ten years, 6.5% between eleven and fifteen years, 11.2% between sixteen and twenty years, and a majority—54.4%—have over twenty years of experience. Regarding the educational sectors in which they are employed, 33.3% work in pre-school education, 18.7% in primary education, 17.4% in secondary education, 6.7% in higher education, 17.3% in interest-related education, and 6.7% in other educational contexts. This distribution closely mirrors the actual composition of the Latvian educational workforce.

In addition to the main analysis, potential relationships between selected demographic variables (teaching level, gender, and geographical location) and the measured dimensions were examined using non parametric tests. The analysis revealed only limited and non-systematic associations between these variables and teachers' assessments of educational values, professional competences, and capability for change. While minor differences were observed in some dimensions depending on respondents' region and teaching experience, no stable patterns emerged across all competence areas. Therefore, demographic variables were not treated as primary explanatory factors in the subsequent interpretation, and the analysis focused on value related perceptions shared across different teacher groups.

3.4. DATA ANALYSIS

The questionnaire was conducted online. Data processed in SPSS 25.0 program. As a result of the validation of the questionnaire, internal consistency was verified, showing that Cronbach's alpha indicates good internal consistency for the questionnaire as a whole ($\alpha=.925$). The Kolmogorov-Smirnov test shows that the data does not follow a normal distribution ($p<.05$), which determined the use of non-parametric tests.

4. RESULTS

Respondents generally acknowledge that quality education enhances self-awareness, boosts self-esteem, fosters creativity, and improves overall quality of life. However, its perceived impact on private life is rated comparatively lower. Participants assessed the key benefits of edu-

cation using a Likert scale ranging from “1” (does not affect) to “5” (has a very big influence). Kendall’s Rank Correlation was applied to identify relationships among the variables (see Tab. 1).

Assertion: Key benefits of the education are	Mean	Statistical differences depending on		Correlation with personal assessment of the value of education
		Region	Experience	
Self-awareness	4.41	-	.045	.444
Improving self-esteem	4.31	-	.019	.200
Developing creativity	4.24	.009	-	.331
Improving quality of life	4.19	-	-	.474
Developing emotional well-being	4.05	-	-	.381
Improving sense of security	4.13	.011	.017	.497
Improving health	3.37	-	.013	.277
Increasing level of optimism	3.37	-	-	.206
Improving private life	3.52	-	-	.275

Tab. 1. Respondents’ Opinions on Key Benefits of Education

The key benefits of education are represented with such concepts as self-awareness as the capability that allows a teacher to understand how their own values, biases, and emotions influence both the classroom environment and the community; self-esteem as an evaluative component and the subjective appraisal of their own worth as an educator; developing creativity as the way for implementing innovations, applying divergent problem-solving; improving quality of life which becomes an external marker of well-being and professional success; developing emotional well-being as the daily emotional health that allows for learning, cooperation, and social cohesion; improving sense of security as making the environment predictable, fair, and inclusive; improving health with focus on physical and mental vitality; increasing level of optimism as a factor contributing to the resilience and building personal social, physical and intellectual resources; improving private life as which focuses on work-life balance, respect of personal boundaries and autonomy.

The analysis further underscores respondents’ recognition of the importance of professional development in education, which is seen as a significant contributor to societal well-being.

The data reveal that respondents place high value on the ability to evaluate their actions (Mean = 4.18), understand others’ needs and desires (Mean = 4.15), and set future goals in their professional work (Mean = 4.08). Conversely, individual creativity—defined as developing and testing new teaching methods and implementing innovative ideas—received the lowest rating (Mean = 3.50), along with collective creativity (Mean = 3.51), which involves collaborative implementation of creative ideas and co-creation of knowledge (see Tab. 2). These ratings were influenced by respondents’ educational background and professional experience ($p > .05$). The

Kruskal-Wallis test was used to compare variables in Tab. 2.

Skills and abilities	Mean	Statistical differences		Correlation with support
		depending on Level of education	Experience	
The ability to evaluate their actions	4.18	-	-	.591
The ability to understand other people's needs and wishes	4.15	-	-	.639
The ability to set further goals in professional work	4.08	-	-	.598
Collective creativity	3.51	.034	-	.641
Individual creativity	3.50	.000	.007	.680

Tab. 2. Assessment of Skills and Abilities Influenced by Values on Organizational Capability

The survey also highlights a perceived lack of public support for the teaching profession. In response to the question, “To what extent do you feel public support for the teaching profession in your professional work?”—rated on a scale from 1 (never) to 5 (always)—the mean score was only 2.66. Correlational analysis indicates that perceived public support significantly influences teacher professionalism.

Additionally, the results suggest limited openness among respondents to adapt their teaching styles. The lowest-rated competency was the development and implementation of new teaching methods. Specifically, the competency “individual creativity (developing and implementing new teaching methods)” (Survey Question 16) received the lowest mean score (Mean = 3.50) among all assessed competences influenced by values. This item reflects teachers’ perceived capacity to initiate pedagogical innovation, including the development, testing, and implementation of new instructional approaches. While adapting one’s teaching style and developing new teaching methods are not synonymous, the latter constitutes a necessary precondition for substantive pedagogical change.

When asked, “To what extent do you see yourself as a positive change-maker in society?”—rated on a Likert scale from 1 (I don’t see myself as a change agent) to 5 (I see myself as a change agent)—the average self-assessment was 3.53. Notably, 17.6% of respondents disagreed with the statement that they can promote positive societal change. Statistically significant differences were observed based on respondents’ region of residence ($p = .036$).

A correlation was found between self-assessment on the change-maker question and responses to the culture block items, indicating a relationship between perceived societal impact and cultural engagement (see Tab. 3).

Although the correlations are not strong, they are statistically significant ($p < .05$). These findings suggest that participation in cultural activities may have a meaningful long-term influence on individuals’ sense of civic responsibility and societal contribution.

	The cultural offer contributes to my understanding of education as a value	The existing cultural offer is in line with my set of values	I choose to get involved in cultural life by choosing from the existing offer	The existing cultural offer contributes to my desire to participate in social processes	The existing cultural offer contributes to my desire to interact and understand my peers	Culture has contributed to / influenced my personal development and personal growth
To what extent do you see yourself as a positive change-maker in society?	.150	.160	.203	.162	.156	.219

Tab. 3. Correlations with culture block statements

5. DISCUSSION

The discussion underscores the evolving role of teachers as facilitators of value systems and agents of educational transformation. In the face of increasing demands from policy frameworks and societal expectations, support for teachers becomes paramount.

Empirical findings reveal that educational values significantly influence both personal and professional capabilities. Respondents affirm that education enhances self-awareness, self-esteem, creativity, and overall quality of life. However, the prioritization of values directly affects professional attitudes and behaviors. The concept of capability encompasses not only what individuals can do, but also how they perceive their ability to act—an aspect deeply shaped by personal values (Mandikonza, 2022). Teachers' values thus inform both current pedagogical practices and future adaptability, positioning them as key drivers of change (Schwartz, 1992). Various factors influence educators' awareness of their change-makers' potential, and our survey proved that as 17.6% of respondents consider that they cannot promote positive societal change.

The prioritization of values influences teachers' commitment, resource utilization, and process efficiency (Spicker, 2009). A teacher's belief in student success is a critical factor in fostering motivation and achievement (Bandura, 1993). Conversely, students who prioritize success may focus excessively on avoiding failure, potentially undermining their self-efficacy (Ye, 2021).

Research by Chan (2005) highlights that teachers with high professional capability value cooperation and cultural diversity. In contrast, educators who emphasize knowledge transmission may inadvertently promote passive learning and conformity, limiting students' critical engagement and creativity.

Teachers' capability for change can be cultivated through self-reflection, goal-setting, action-oriented behavior, and the ability to prioritize and realize values. Additional factors include development of teachers' perspective-taking regarding updating their teaching, networking, and continuous professional development; holistic thinking contributing to children's intellectual, emotional, spiritual, social, and physical development; and self-confidence

rooted in self-acceptance and both personal growth and lifelong learning, based on reflective practices. Cultural awareness also emerges as a vital component for teachers' professional activity in a person-to-person system.

In the 21st century, teachers increasingly embrace authentic learning, adaptability, and collaborative goal-setting. Educational values articulate both individual and collective aims, and the capability framework must encompass personal, professional, organizational, and openness to change dimensions.

The processes of value acceptance, affirmation, and implementation are influenced by societal dynamics. Teachers exhibit varying degrees of readiness to embrace change, shaped by internal motivation and external stimuli. Participation in educational projects serves as a catalyst for capability development and value transformation. For instance, the project "Transformation of Educational Value for Cultural and Economic Growth of Social Community" in Latvia has contributed to enhancing educational content and promoting social cohesion. Its activities aimed at the transformation of the content of the study process in education, and recommendations were developed for policymakers in the regions involved in the study. The wide public was outreached with a modern-day understanding of education as a value needed for the spiritual and economic growth of society.

Values become particularly salient during periods of societal change. Today, digitization, social media, and globalization challenge traditional value systems, prompting public discourse on the role of education. Legislative values may not resonate universally, necessitating increased awareness and reflection among educators.

Teachers bear individual responsibility for affirming and implementing values. On an interpersonal level, they are engaged in various professional events, experience exchange with other educators, local and nationwide initiatives with strong societal effects. At the same time, the intrapersonal level is crucial in the formation of this responsibility, as reflective practice and self-assessment are essential for identifying core values that guide lifelong learning and professional growth. Ultimately, a teacher's capability is defined by their capacity to act meaningfully within personal, professional, organizational, and openness to change contexts.

The correlation between teachers' self-perception as societal change-makers and their engagement with cultural offerings reveals a noteworthy dynamic. Although the correlation coefficients are modest, their statistical significance suggests that cultural participation may play a meaningful role in shaping teachers' civic identity and their perceived agency in driving social transformation. This relationship underscores the broader educational value of cultural engagement. Teachers who actively participate in cultural life—whether through attending events, aligning with cultural values, or engaging in dialogue—appear more likely to view themselves as contributors to societal progress. Cultural experiences may reinforce reflective thinking, empathy, and a sense of belonging, all of which are essential for fostering a change-oriented mindset.

Moreover, the findings suggest that cultural awareness is not only a pedagogical asset but also a catalyst for professional empowerment. Teachers who see cultural life as aligned with their values and conducive to personal growth are more inclined to internalize their role as agents of change. This highlights the importance of integrating cultural literacy and engagement into

teacher education and professional development programs. In the context of value-based education, cultural participation can thus be seen as a bridge between personal development and societal contribution. It enriches the teacher's capability framework by reinforcing values such as inclusivity, civic responsibility, and openness to diversity—qualities that are essential for navigating the complexities of 21st-century education.

This study conceptualizes teacher capability development within the framework of value based education, positioning educational values as the central mechanism through which personal, professional, organizational capabilities and openness to change are shaped. The empirical findings demonstrate that teachers' high valuations of self-awareness, evaluation of their own actions, and future goal setting reflect the crucial role of reflective practice and self-assessment in translating values into professional action.

6. CONCLUSIONS

This study underscores the central role of educational values in shaping teachers' personal, professional, organizational, and adaptive capabilities. Both theoretical insights and empirical findings affirm that values are not peripheral but foundational to the educational process. Teachers who possess strong self-efficacy and cultural awareness are more likely to act as agents of positive change, contributing meaningfully to both individual student development and broader societal transformation.

The data reveal that while teachers value education as a means of personal growth and societal contribution, challenges persist—particularly in fostering creativity, embracing change, and feeling supported by the public. The lowest-rated competencies – individual and collective creativity—highlight the constraints teachers face within rigid institutional frameworks. These findings suggest a need for greater flexibility, encouragement of innovation, and systemic support to nurture teachers' creative potential.

Moreover, the study emphasizes the importance of cultural awareness and social responsibility as important dimensions of teacher capability. Teachers who understand and reflect on their values are better equipped to engage in lifelong learning, set meaningful goals, and adapt to evolving educational demands. However, the relatively low self-assessment of change-making ability and openness to innovation indicates that capability development must be supported not only internally but also through external mechanisms such as professional development programs and collaborative projects.

Furthermore, the study highlights a statistically significant relationship between teachers' engagement with cultural life and their self-perception as agents of societal change. This finding reinforces the role of cultural awareness not only as a pedagogical asset but also as a driver of civic identity and professional empowerment. Teachers who actively participate in cultural activities are more likely to internalize values that support inclusivity, empathy, and social responsibility—traits essential for fostering transformative educational practices. Therefore, integrating cultural engagement into teacher development strategies may serve as a meaningful lever for enhancing both individual capability and collective educational impact.

The findings of this study provide a substantive basis for broadening the teacher capability

framework by explicitly integrating a value-based education perspective. The empirical evidence demonstrates that educational values do not merely accompany professional competence but actively shape teachers' personal, professional, organizational capabilities and their capability for change. High ratings for self-awareness, self-evaluation, and goal setting indicate that values operate as internal regulators of professional action, while lower assessments of creativity and innovation reveal structural and reflective constraints that the existing framework does not fully capture. These results suggest that a capability framework focused solely on skills and competencies risks overlooking the formative role of values in guiding reflective practice, professional judgement, and openness to change.

In the context of 21st-century education, where rapid societal and technological changes are the norm, the teacher's role extends beyond knowledge transmission. It involves modeling values, fostering inclusive learning environments, and contributing to the creation of a knowledge-based, culturally aware society. The findings of this study advocate for a holistic approach to teacher development based on the teacher capability framework oriented on values as a transformative power for education, which broadens and strengthens the capability framework across all dimensions.

Ultimately, the transformation of education begins with the transformation of educators. By aligning educational values with policy, practice, and cultural context, we can empower teachers to lead change, inspire learners, and build resilient, forward-looking communities. Further research could identify how changing educational policies, technological boost, and societal crises like pandemics or wars alter the stability of these educational values, how these capabilities manifest during specific reform stages. One more prospect is comparing these changes in Latvian and other EU states educational contexts, defining both favorable and negative factors in these processes and modelling the values-focused transformative processes in contemporary education.

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APPENDIX A

QUESTIONNAIRE

The purpose of this survey is to explore teachers' perceptions of education as a value and its influence on professional practice, personal development, and the ability to promote positive change in society. The questionnaire is anonymous, and the data will be used exclusively for scientific research purposes.

Unless otherwise stated, please rate each statement on a scale from 1 to 5, where:

1 – strongly disagree / does not affect

5 – strongly agree / greatly affects

I. Socio-demographic information

1. Your age: ____

2. Gender:

Female

Male

Other / prefer not to disclose

3. Region where you work:

Riga

Kurzeme

Vidzeme

Zemgale

Latgale

4. The educational institution where you work is located:

In a city

Outside a city

5. Your highest level of education:

First-level higher education

Bachelor's degree

Master's degree

Doctoral degree

6. Total length of your professional experience as a teacher:

Up to 5 years

6–10 years

11–15 years

16–20 years

More than 20 years

7. Educational level(s) you currently teach (you may choose more than one):

Pre-school education

Primary education

General secondary education

Vocational secondary education

Higher education

Special education

Non-formal education

II. Values and professional choice

8. Why did you initially choose the teaching profession?

(Please rank the options in order of priority, based on your personal values.)

- Teaching is a prestigious profession in society
- Teaching is my vocation
- Stable and competitive salary
- Social guarantees (e.g. holidays)
- Opportunities for professional growth
- The importance of teaching for societal development
- I obtained a state-funded study place
- Family influence / recommendation
- Other: _____

9. In your opinion, what are the key characteristics of a teacher's professional competence? (Please write 2–3 keywords.)

10. To what extent do you consider education to be a personal and societal value today?
1 2 3 4 5

III. Professional practice and reflection

11. How do you most often address challenges that arise in your professional work? (You may choose multiple responses.)

- Independently, based on prior experience
- Independently, by searching for information in various sources
- Intuitively, depending on the situation
- By consulting colleagues
- Through collaboration with colleagues
- With support from school administration
- By developing concrete action steps
- In cooperation with students' parents
- Other: _____

12. To what extent do you experience professional satisfaction and a sense of well-being in your work?

1 2 3 4 5

IV. Societal and cultural context

13. To what extent do societal developments influence the teaching and learning process at school?

1 2 3 4 5

14. To what extent do you feel public support for the teaching profession in your professional work?

1 2 3 4 5

15. To what extent does public attitude affect the quality of your professional work?

1 2 3 4 5

V. Competences, values, and organizational capability

16. To what extent do your personal and professional values contribute to the development of the following skills and abilities?

Skills / abilities 1 2 3 4 5

Individual creativity (developing and implementing new methods and ideas)

Collective creativity (creative collaboration)

Ability to understand others' needs

- Ability to reflect on and evaluate one's actions
- Social responsibility
- Ability to set professional goals

VI. Capability for change and professional development

17. To what extent do you perceive yourself as a positive change-maker in society?

- 1 2 3 4 5

18. To what extent are you able to successfully guide students' learning in challenging and risk-related situations?

- 1 2 3 4 5

19. To what extent is continuous professional development important to you?

- 1 2 3 4 5

20. To what extent are you satisfied with your own professional development?

- 1 2 3 4 5

