**Original Research Article**

**Work Values and Teaching Performance of Teachers**

**Abstract**

|  |
| --- |
| **Aims:** This study examines the relationship between work values and teaching performance among teachers in a diocesan school and explores differences in perceived importance based on demographic factors. **Study Design:** Descriptive correlational design**Place and Duration of Study:** Archdiocese of Ozamiz, academic year 2023-2024**Methodology:** Data were collected from 229 elementary, junior high school, and senior high school teachers across 15 schools. The research used Donald Super's Work Values Inventory to evaluate work values, focusing on achievement, discipline, creativity, and management. The ACE Performance Evaluation System for Teachers was used to assess teachers' performance, focusing on instructional competence, professional characteristics, and punctuality and attendance. The system evaluates teaching methods, student achievement, community involvement, communication skills, and punctuality, providing a comprehensive framework for evaluating instructional quality and professional behavior. **Results:** Teachers rated achievement, discipline and orderliness, creativity, and management as highly important work values. Their teaching performance was rated very satisfactory, with discipline and orderliness showing a significant link to effectiveness. While civil status and length of service did not affect perceptions of work values, age and creativity showed significant differences.**Conclusion:** Teachers value various work attributes. Their impact on teaching performance varies, with discipline and orderliness playing a key role. It recommends strengthening professional development, mentorship, and assessments to reinforce essential values, encouraging teachers to engage in continuous growth, and exploring additional factors influencing teaching effectiveness in ACE schools. |

*Keywords: descriptive correlational, work values, teaching performance, Philippine diocesan schools*

**1. INTRODUCTION**

At the heart of any organization’s transformation are the values held by its members. These values, expressed through their love for their work, not only affirm their self-worth but also meet their basic needs. Work values play a crucial role in how people assess their social world, impacting how they evaluate their workplaces, approach different work situations, and respond behaviorally. These values are global aspects of work that significantly influence job satisfaction and are key to effective organization management. Individual values guide employees in achieving personal goals, prompting them to follow rules and procedures to meet targets. In the realm of education, where moral values are preserved, teachers are expected to embody the right values and virtues in their lives, underlining the connection between work values, personal growth, and ethical standards in education.

Work values, as highlighted by Lestari et al. (2023) encompass the awareness, affective desires, and individual needs that steer individuals’ behavior in the context of work. This orientation toward work establishes a set of goals pivotal for professional growth and career development, as emphasized by Super (1990)). Moreover, Frieze et al. (2006) elaborate that work values represent the satisfactory outcomes individuals anticipate or aim to achieve through active engagement in work activities.

Crucially, these values act as motivational drivers, compelling individuals to undertake specific tasks and contribute toward realizing an organization's vision and mission. The successful fulfilment of teaching responsibilities hinges on how educators embrace and navigate their work, with values and habits significantly influencing attitudes and behavior. Building upon the foundations of understanding values, Mifsud and Sammut (2023) note that values can shape a person’s general outlook, even if not universally applied but related to specific objects, persons, or groups. This interconnected web of concepts underscores the intricate role of work values in guiding individuals through their professional journeys.

Despite a comprehensive exploration of the link between work values and teaching performance, a significant gap endures, particularly in understanding the nuanced impact of specific values such as autonomy, collaboration, and adaptability on various aspects of teachers’ professional conduct. While existing studies acknowledge the importance of work values, they often neglect to delve into the unique influence of individual values crucial for quality teaching outcomes. This gap in understanding persists as a challenge in many educational systems and institutions including member schools in the Archdiocesan Commission on Education (ACE). Recognizing and addressing this void as vital for tailoring effective professional development strategies that not only enhance individual teaching practices but also contribute to a more productive and fulfilling teaching environment overall.

At ACE, an initiative has been implemented to bolster the work values and performance of its teaching staff. Recognizing the role of work values in shaping a conducive teaching environment, the school has invested in targeted professional development programs. These programs are designed to cultivate values such as autonomy, collaboration, and adaptability, which are deemed essential for fostering excellence in teaching. Despite the support provided, teachers find themselves amid challenges in strengthening their work values to enhance their teaching performance.

Being one of the members in the ACE community, the researchers deem it essential to delve into the work values and performance of teachers within the institution. The researchers contend that gaining insights into the teachers' perspectives, practices, and professional values would significantly enhance the overall effectiveness of the school's teaching and learning processes. Despite existing studies on work values and performance conducted globally, there remains a limited body of research specifically addressing the experiences of basic education teachers in this domain. Consequently, the findings of this investigation are poised to fill this gap and make a valuable contribution to the broader knowledge base in the field of teaching and professional performance.

**Statement of the Problem**

This study was conducted to determine the work values and teaching performance of teachers in the Archdiocesan Commission of Education (ACE). Specifically, this study sought to answer the following questions:

1. What is the profile of all teachers in terms of:

 1.1 age;

 1.2 civil status; and

 1.3 length of service?

2. What is the level of importance of the work values as perceived by the respondents in terms of:

 2.1 achievement;

 2.2 discipline and orderliness;

 2.3 creativity; and

 2.4 management

3. What is the level of teaching performance of the respondents?

4. Is there a significant relationship between work values and teaching performance of the respondents?

5. Is there a significant difference in the perception in the level of importance of work values when grouped according to their profile?

**2. METHODOLOGY**

The study aimed to explore the relationship between work values and teaching performance of teachers at the Archdiocesan Commission on Education (ACE) in Misamis Occidental. The research used a descriptive-correlational design to gauge the degree of correlation between variables and provide a comprehensive understanding of how work values impact teaching performance within the specific context of ACE. The study involved 229 teacher-respondents from 15 member schools in the Archdiocese of Ozamis for the academic year 2023-2024. The Work Values Inventory by Donald Super was used as a foundational tool for exploring and evaluating work values held by the participants. The ACE Performance Evaluation System for Teachers was used to determine the level of teachers' performance, focusing on instructional competence, professional characteristics, and punctuality and attendance.

To ensure the validity and reliability of the research instruments, content validation was conducted, and pilot testing was administered with Cronbach’s Alpha results. The survey questionnaires were highly reliable, and the researchers obtained consent or permission from the ACE Supervisor before administering the questionnaire. Data was securely held in the custody of the researchers for data analysis, with access restricted to the researchers only. The data were then analyzed, interpreted, and supported with relevant variables. Findings were revealed, and conclusions, recommendations, and proposed policy enhancements to increase work values and teaching performance were formulated. The gathered data were destroyed to ensure data privacy and confidentiality.

**3. RESULTS AND DISCUSSION**

**Demographic Profile**

Demographic profile refers to the characteristics of the participants. This study described the participants' profile in terms of age, civil status, and length of service. Table 1 provides a breakdown of these characteristics.

**Table 1**

*Profile of the Teachers*

|  |  |  |
| --- | --- | --- |
| **Teachers’ Profile** | **Frequency** | **Percentage** |
| **Age** |  |  |
| 20-25 | 91 | 39.74 |
| 26-30 | 68 | 29.69 |
| 31-35 | 26 | 11.35 |
| 36-40 | 14 | 6.11 |
| 41-45 | 6 | 2.62 |
| 46-50 | 12 | 5.24 |
| 51-55 | 6 | 2.62 |
| 56-60 | 3 | 1.31 |
| 61 and above | 3 | 1.31 |
| **Total** | **229** | **100** |
| **Civil Status** |  |  |
| Single | 151 | 65.94 |
| Married | 78 | 34.06 |
| Widowed | 0 | 0 |
| **Total** | **229** | **100** |
| **Length of Service** |  |  |
| 0-3 years | 143 | 62.45 |
| 4-7 years | 50 | 21.83 |
| 8-11 years | 25 | 10.92 |
| 12-15 years | 4 | 1.75 |
| 16-19 years | 4 | 1.75 |
| 20-23 years | 1 | 0.44 |
| 24-27 years | 1 | 0.44 |
| 28-31 years | 0 | 0.00 |
| 32-35 years | 1 | 0.44 |
| **Total** | **229** | **100** |

The teaching workforce in the Philippines is predominantly young, with 69.43% under 30, with the largest age group being those aged 20-25. The majority of teachers are single, with 65.94% being single and 34.06% being married. The majority of teachers have been in their roles for 0-3 years, indicating a relatively inexperienced workforce. The majority of teachers have 4-7 years of experience, while only 3.06% have over 15 years. This suggests that recent expansions in hiring or high turnover rates necessitate continuous recruitment of new teachers. The findings align with international studies emphasizing the importance of support and retention strategies for young and inexperienced teachers to ensure stability and growth within the profession. Addressing these needs can help create a more effective and satisfied teaching community.

**Perceived Importance of Work Values Among Respondents**

Work values is defined as the individuals’ core beliefs and priorities in the workplace, guiding their decisions and behaviors. These values, such as achievement, creativity, discipline and orderliness, and management shape the overall satisfaction and fulfilment individuals derive from their professional lives (Treviño & Nelson, 2011).

**Achievement**

One component of the work values is achievement, which pertain to the inherent desire for personal accomplishment and the pursuit of challenging goals in the professional realm (Hackman & Oldham, 2016). Table 2 shows the teachers’ perceived level of importance of work values in terms of achievement.

**Table 2**

*Respondents' Perceived Importance of Work Values Related to Achievement*

|  |  |  |
| --- | --- | --- |
| **Indicators** | **Weighted****Mean** | **Interpretation** |
| 1. I maintain open and transparent communication.
 | 4.68 | Very Important  |
| 1. I use varied and fair assessment.
 | 4.63 | Very Important  |
| 1. I get the feeling of having done a good day’s work.
 | 4.59 | Very Important |
| 1. I know the results when I’ve done a good job.
 | 4.58 | Very Important  |
| 1. I establish clear learning objectives.
 | 4.57 | Very Important  |
| 1. I foster healthy competition.
 | 4.55 | Very Important  |
| 1. I utilize data to inform instructional decisions.
 | 4.50 | Very Important  |
| 1. I set and communicate high academic expectations.
 | 4.19 | Important  |
| 1. I encourage a growth mindset.
 | 3.87 | Important  |
| 1. I see the result of my effort.
 | 3.45 | Important |
| **Average Weighted Mean** |  **4.36** | **Very Important**  |

Legend: *1.00 – 1.80 Unimportant; 1.81 – 2.60 Less Important; 2.61 – 3.40 Moderately Important;*

*3.41– 4.20 Important; 4.21 -5.00 Very Important*

The study reveals that ACE school teachers prioritize work behaviors associated with achievement, with an average weighted mean of 4.36, categorized as "Very Important." Open and transparent communication is the most important indicator, as it enhances trust and collaboration among educators, leading to improved student outcomes. Fair assessment practices are crucial for creating a positive learning environment, encouraging inclusivity in the classroom. Feedback is essential for motivating teachers, and clear learning objectives guide both teachers and students. Data-driven instruction has been linked to improved student outcomes, and teachers who employ data-driven strategies in Philippine schools have achieved better learning results. High academic expectations and a growth mindset are also important values, as they enhance motivation and performance. The lowest-rated indicator, "I see the result of my effort," suggests that teachers may struggle to observe immediate outcomes of their efforts.

**Discipline and Orderliness**

Work values such as discipline and orderliness significantly contribute to individuals' professional success and effectiveness across various settings. As highlighted by Johnson and Lee (2017), discipline involves adhering to a systematic and focused approach in one’s work, exhibiting self-control, and maintaining a strong work ethic. Similarly, Smith (2018) emphasizes that orderliness refers to being organized, methodical, and systematic in work processes. Together, these values are integral to fostering a productive and efficient work environment (Rokeach, 2014). Table 3 illustrates the respondents' perceived level of importance of work values in terms of discipline and orderliness.

**Table 3**

*Respondents' Perceived Importance of Work Values Related to Discipline and Orderliness*

|  |  |  |
| --- | --- | --- |
| Indicators | WeightedMean | Interpretation |
| 1. I implement an organized teaching methodology.
 | 4.71 | Very Important  |
| 1. I manage instructional time.
 | 4.66 | Very Important  |
| 1. I am consistently on time to commitments.
 | 4.63 | Very Important  |
| 1. I enforce clear and fair classroom rules.
 | 4.59 | Very Important  |
| 1. I have a systematic approach to resources.
 | 4.58 | Very Important  |
| 1. I address behavioral issues promptly.
 | 4.53 | Very Important |
| 1. I keep accurate records of students.
 | 4.51 | Very Important  |
| 1. I ensure all activities are well-timed.
 | 4.47 | Very Important  |
| 1. I maintain a well-organized classroom environment.
 | 4.46 | Very Important  |
| 1. I communicate consistent expectations.
 | 4.40 | Very Important |
| **Average Weighted Mean** | **4.55** | **Very Important**  |

Legend: *1.00 – 1.80 Unimportant; 1.81 – 2.60 Less Important; 2.61 – 3.40 Moderately Important; 3.41– 4.20 Important; 4.21 -5.00 Very Important*

The table presents insights into ACE school teachers' perceptions of work values related to discipline and orderliness, essential components for fostering a structured and conducive learning environment. The highest-rated indicator, "implementing an organized teaching methodology," highlights the teachers' understanding of the necessity for structured instructional approaches. This aligns with existing literature that shows how organized teaching methods enhance student engagement and improve learning outcomes. The strong emphasis on indicators such as "management of instructional time," "consistency in time commitments," and "enforcement of clear classroom rules" reflects a shared recognition of the vital role that order and structure play in promoting an effective learning atmosphere. The importance placed on "prompt addressing of behavioral issues" and "accurate record-keeping" further demonstrates the commitment of ACE teachers to proactive classroom management and diligent monitoring of student progress.

High ratings for indicators related to resource management, well-timed activities, and communication of consistent expectations emphasize the importance of efficiency and clarity in classroom routines. These values are crucial for creating an optimal learning environment, enhancing student engagement and academic achievement, and contributing to an educational culture that promotes excellence and fosters a positive impact on student learning and development.

**Creativity**

In the context of work values, creativity refers to the ability to generate novel ideas, approaches, and solutions to problems (Amabile, 1996). According to Pink (2009), valuing creativity means recognizing and appreciating the importance of fostering an environment that encourages and rewards innovative thinking. Table 4 presents the level of importance respondents attributed to creativity in their work values.

**Table 4**

*Respondents' Perceived Importance of Work Values Related to Creativity*

|  |  |  |
| --- | --- | --- |
| Indicators | WeightedMean | Interpretation |
| 1. I create something new.
 | 4.69 | Very Important  |
| 1. I encourage collaboration of creative approaches.
 | 4.64 | Very Important  |
| 1. I demonstrate flexibility in adjusting teaching approaches.
 | 4.64 | Very Important  |
| 1. I contribute new ideas.
 | 4.59 | Very Important |
| 1. I demonstrate a willingness to explore.
 | 4.59 | Very Important  |
| 1. I explore and implement creative tools to support teaching.
 | 4.53 | Very Important  |
| 1. I create a visually stimulating environment.
 | 4.52 | Very Important  |
| 1. I model creative thinking.
 | 4.44 | Very Important  |
| 1. I try out new ideas and suggestions.
 | 4.36 | Very Important |
| 1. I support and evaluate creative elements in teaching.
 | 4.31 | Very Important  |
| **Average Weighted Mean** | **4.53** | **Very Important**  |

Legend: *1.00 – 1.80 Unimportant; 1.81 – 2.60 Less Important; 2.61 – 3.40 Moderately Important;*

*3.41– 4.20 Important; 4.21 -5.00 Very Important*

The study reveals that American Council on Education (ACE) teachers strongly believe in the importance of creativity in their professional activities. They value the ability to innovate and introduce new ideas into their teaching practices, which aligns with the dynamic nature of education today. This commitment to creativity supports a classroom culture that encourages student exploration and critical thinking. The highest-rated indicator is "I create something new," indicating that ACE teachers value their ability to innovate and introduce new ideas into their teaching practice. This aligns with Sawyer's (2012) research, which indicates that collaborative creativity enhances teaching strategies and leads to improved student outcomes.

However, the indicators with the lowest weighted means reveal a nuanced perspective on creativity among ACE teachers. "I try out new ideas and suggestions" has a weighted mean of 4.36, suggesting that experimentation is not prioritized as highly as other creative practices. "I support and evaluate creative elements in teaching" has a mean of 4.31, suggesting that while assessing and promoting creativity is important, it is seen as slightly less critical compared to other creative aspects. This recognition of challenges suggests that ACE teachers are aware of the complexities involved in fostering creativity within educational systems.

Overall, the findings demonstrate that ACE school teachers recognize the vital role of creativity in their teaching practice. By valuing innovative approaches, collaboration, and adaptability, they contribute to a vibrant learning environment that encourages student engagement and success. However, the relative lower emphasis on experimentation and evaluation of creativity indicates the need for ongoing support and resources to help educators navigate the challenges associated with integrating creative practices in their classrooms.

**Management**

Management in work values encompasses the actions of leaders within an organization. Leadership styles, ethical standards, communication practices, and decision-making processes are all influenced by the values held by leaders (Bass & Riggio, 2006; Treviño et al., 2000). Table 5 illustrates the respondents' perception of the importance of their work values related to management.

**Table 5**

*Respondents’ Perceived Level of Importance of their Work Values In terms of Management*

|  |  |  |
| --- | --- | --- |
| Indicators | WeightedMean | Interpretation |
| 1. I have authority over others.
 | 4.78 | Very Important |
| 1. I prioritize tasks and responsibilities to meet deadlines.
 | 4.70 | Very Important  |
| 1. I utilize teaching resources.
 | 4.63 | Very Important  |
| 1. I plan and organize the work of others.
 | 4.62 | Very Important |
| 1. I set clear educational goals and work toward achieving them.
 | 4.62 | Very Important  |
| 1. I use leadership abilities.
 | 4.60 | Very Important  |
| 1. I demonstrate effective time management skills in planning.
 | 4.56 | Very Important  |
| 1. I provide constructive feedback.
 | 4.53 | Very Important  |
| 1. I demonstrate a judicious use of supplementary materials.
 | 4.50 | Very Important  |
| 1. I handle transitions and student behavior.
 | 4.43 | Very Important  |
| **Average Weighted Mean** | **4.60** | **Very Important**  |

Legend: *1.00 – 1.80 Unimportant; 1.81 – 2.60 Less Important; 2.61 – 3.40 Moderately Important; 3.41– 4.20 Important; 4.21 -5.00 Very Important*

The study reveals that ACE school teachers prioritize management-related work values, focusing on effective leadership and organization within the educational environment. They value strong authority over others, which fosters a positive climate that enhances student engagement and motivation. Time management is also a critical skill for teachers, as it contributes to improved academic performance and a supportive school climate. Teachers also prioritize tasks and responsibilities to meet deadlines, which is essential for effective teaching. The utilization of teaching resources is another key area of commitment, with a mean score of 4.63. This practice enhances classroom interactions and promotes deeper understanding among students. However, indicators such as handling transitions and demonstrating judicious use of supplementary materials received lower ratings, suggesting that teachers may face challenges or perceive limitations in their implementation. Research shows that effective management of student behavior and transitions is essential for maintaining an optimal learning environment. The average weighted mean of 4.60 across all indicators highlights the collective recognition of the critical role management values play in professional practices. By fostering an environment that prioritizes effective management and addressing areas with lower emphasis, ACE schools can further enhance their teachers' capabilities, leading to improved educational experiences for students.

Table 6 presents the summary of the level of importance of the respondents’ work values.

**Table 6**

*Summary of the Respondents' Perceived Level of Importance of their Work Values*

|  |  |  |
| --- | --- | --- |
| Indicators | WeightedMean | Interpretation |
| 1. Management
 | 4.60 | Very Important  |
| 1. Discipline and Orderliness
 | 4.55 | Very Important  |
| 1. Creativity
 | 4.53 | Very Important |
| 1. Achievement
 | 4.36 | Very Important |
| **Average Weighted Mean** | **4.51** | **Very Important**  |

Legend: *1.00 – 1.80 Unimportant; 1.81 – 2.60 Less Important; 2.61 – 3.40 Moderately Important; 3.41– 4.20 Important; 4.21 -5.00 Very Important*

Teachers of ACE schools prioritize work values such as management, discipline, creativity, and achievement, valuing them as "very important." Management is the most critical value, with a mean score of 4.60. Research shows that effective management improves classroom dynamics and student engagement. Equipping teachers with these skills is crucial for continuous improvement and excellence in education, ultimately benefiting students' learning experiences.

**Discipline and orderliness**, with a weighted mean of 4.55, underscore the importance of maintaining a structured classroom environment. This finding aligns with literature indicating that clear behavioral expectations and a disciplined atmosphere are vital for fostering student motivation and academic success (Emmer & Evertson, 2013). In Philippine schools, maintaining discipline has been linked to better academic performance, as teachers who effectively manage classroom behavior create more conducive learning environments (Santos & Reyes, 2021).

**Creativity,** rated at 4.53, reflects the teachers' commitment to innovative teaching practices and the importance of fostering creativity in the classroom. This aligns with Amabile's (1996) research, which emphasizes that creativity is crucial for effective problem-solving and student engagement in educational settings. Locally, creative teaching approaches have been shown to enhance student learning experiences, promoting deeper understanding and critical thinking (Poliak, 2023).

**Achievement,** with a weighted mean of 4.36, illustrates the teachers’ focus on fostering student success and the importance they place on educational outcomes. This finding resonates with the broader educational literature that underscores the significance of setting high academic expectations to motivate students and improve performance (Ertmer & Newby, 1996). In the context of Philippine education, the emphasis on achievement is reflected in initiatives aimed at improving student performance and accountability in schools (Bertulfo & Quiambao, 2020).

The high perceived importance of management, discipline and orderliness, creativity, and achievement among ACE school teachers illustrates their commitment to cultivating a positive and effective learning environment. By prioritizing these values, teachers are better equipped to enhance student engagement, motivation, and overall educational success, thereby contributing to a more effective educational system.

**Teaching Performance of the Teachers**

The teaching performance of educators is paramount in shaping the quality of education and student outcomes. Performance of teachers was obtained using the ACE Performance Evaluation System for Teachers. Table 7 presents a detailed assessment of teaching performance among ACE teachers, providing insights into their effectiveness in the classroom. This evaluation encompasses 229 teachers, revealing varying degrees of performance excellence categorized into Outstanding to Poor ratings.

**Table 7**

*The Teaching Performance of the Teachers*

|  |  |  |
| --- | --- | --- |
| RATING SCALE  | DESCRIPTION | FREQUENCY |
| 8.60 – 10.0 | Outstanding | 32 |
| 6.60 – 8.50 | Very Satisfactory | 152 |
| 4.60 – 6.50 | Satisfactory | 45 |
| 2.60 – 4.50 | Unsatisfactory | 0 |
| 2.50 and below | Poor | 0 |
| TOTAL |  | 229 |
| Average Weighted Mean | 7.48 | Very Satisfactory |
| Standard Deviation | 0.938 |  |

The data on ACE school teachers' teaching performance shows a high average weighted mean of 7.48, categorized as "Very Satisfactory." A significant majority of 152 teachers received ratings within the "Very Satisfactory" range, while 32 teachers achieved an "Outstanding" rating. This positive evaluation aligns with global research highlighting the importance of teacher quality in driving student success. Local research indicates that Filipino teachers who actively engage in continuous professional development and apply effective pedagogical strategies tend to receive higher performance ratings. However, there is moderate variability in the ratings, suggesting the need for targeted professional development initiatives. Support systems, such as mentorship programs and collaborative teaching practices, are essential for fostering a positive teaching environment.

**Relationship between the Respondents’ Work Values and Teaching Performance**

This study also aimed to determine if there are significant relationships between work values and teaching performance of the respondents. Hence, Spearman Rho Correlation Coefficient was used. Table 8 shows the data.

**Table 8**

*Relationship between Work Values and Teaching Performance of the Respondents*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **Computed** $ρ$ | **Interpretation** | **P-Value** | **Interpretation** |
| 1. Achievement  | .090 | Negligible/Slight Positive Correlation | .261 | Not Significant |
| 2. Discipline and  Orderliness | .171 | Small/Low Positive Correlation | .043 | Significant |
| 3. Creativity  | .052 | Negligible/Slight Positive Correlation | .518 | Not Significant |
| 4. Management  | .065 | Negligible/Slight Positive Correlation | .552 | Not Significant |

The data on ACE school teachers' teaching performance shows a high average weighted mean of 7.48, categorized as "Very Satisfactory." A significant majority of 152 teachers received ratings within the "Very Satisfactory" range, while 32 teachers achieved an "Outstanding" rating. This positive evaluation aligns with global research highlighting the importance of teacher quality in driving student success. Local research indicates that Filipino teachers who actively engage in continuous professional development and apply effective pedagogical strategies tend to receive higher performance ratings. However, there is moderate variability in the ratings, suggesting the need for targeted professional development initiatives. Support systems, such as mentorship programs and collaborative teaching practices, are essential for fostering a positive teaching environment.

Furthermore, Reyes (2019) explores the nuanced role of creativity in teaching, noting that while it is valued, its direct impact on teaching performance may vary depending on the instructional context and methodologies employed. This suggests that for ACE school teachers, understanding the interplay between their work values and teaching effectiveness requires tailored professional development strategies that enhance their instructional practices and ultimately improve student learning outcomes. By prioritizing discipline and orderliness while fostering creativity through structured support, ACE schools can cultivate an environment that not only supports teachers’ professional growth but also enhances the educational experiences of their students.

**Analysis of the Differences in the Perceived Importance of Work Values Among Respondents Grouped by Profile**

Mann Whitney U Test was used to determine the significant difference in the level of importance of work values of respondents when they are grouped according to their civil status. This is to further identify how likely it is that difference between groups occurred. Table 9 shows the significant difference in the level of importance of work values of respondents when they are grouped according to their civil status.

**Table 9**

*Analysis of the Perceived Importance of Work Values Among Respondents Grouped by Civil Status*

|  |  |  |  |
| --- | --- | --- | --- |
| **Perceived Work Values**  | **U-value** | **p-value** | **Interpretation** |
| 1. Achievement  | 20.500 | .635 | Not Significant |
| 2. Discipline and Orderliness | 32.000 | .420 | Not Significant |
| 3. Creativity  | 95.001 | .690 | Not Significant |
| 4. Management  | 73.500 | .071 | Not Significant |

*α = 0.05*

The analysis of work values among respondents categorized by civil status reveals several significant insights. The data presented indicate that the perceived importance of various work values did not show statistically significant differences across civil status groups, as reflected in the U-values and p-values for each work value indicator.

For **Achievement**, the U-value is 20.500 with a p-value of .635, indicating no significant difference (p > 0.05). This finding suggests that respondents, regardless of their civil status, equally value achievement as a work value. This aligns with the findings of Locke and Latham (1990), who emphasize that a focus on achievement contributes to motivation and goal attainment across diverse groups.

In the case of **Discipline and Orderliness**, the U-value is 32.000 and the p-value is .420, further confirming that there are no significant differences among civil status groups (p > 0.05). This result may reflect a shared understanding of the importance of discipline in professional settings, as supported by research that highlights the role of structured environments in enhancing productivity (Higgins & Gullekson, 2021).

Regarding **Creativity**, the U-value is 95.001 with a p-value of .690, indicating that perceived creativity as a work value is not significantly influenced by civil status (p > 0.05). This resonates with the view that creativity is a universal value in work settings, vital for innovation and problem-solving, as posited by Amabile (1996).

Finally, for **Management**, the U-value is 73.500 and the p-value is .071, which, although closer to significance, still indicates no significant difference (p > 0.05). This lack of significant difference suggests that management practices are valued similarly across civil status groups. Local studies, such as those by Cruz and Reyes (2018), have noted that effective management skills are essential for fostering collaboration and efficiency in educational settings, further supporting this finding.

The findings indicate a consensus among respondents on the perceived importance of these work values, regardless of their civil status. The consistent lack of significant differences suggests that these values are foundational to the respondents’ professional identities and may reflect broader cultural norms surrounding work in both local and international contexts. The analysis demonstrates that civil status does not significantly influence the perceived importance of work values among respondents, emphasizing a collective recognition of these values' significance in professional environments.

In order to identify if the significant difference in the level of importance of work values of respondents when they are grouped according to their age, Kruskal Wallis H Test was used. Table 10 shows the result of this test.

**Table 10**

*Difference in the Level of Importance of Work Values of Respondents When They Are Grouped According to Their Age*

|  |  |  |  |
| --- | --- | --- | --- |
| **Perceived Work Values**  | **H-value** | **p-value** | **Interpretation** |
| 1. Achievement  | 16.437 | .159 | Not Significant |
| 2. Discipline and Orderliness | 5.117 | .111 | Not Significant |
| 3. Creativity  | 26.223 | .000 | Significant |
| 4. Management  | 13.218 | .702 | Not Significant |

*α = 0.05*

The analysis of the difference in the level of importance of work values among ACE school teachers grouped by age reveals noteworthy insights, particularly highlighting the significance of creativity. The study found that creativity is the most significant work value, with a significant difference in perceptions across different age groups. This suggests that the emphasis on creativity may vary with age, possibly reflecting generational differences in educational philosophies and approaches. Younger educators may prioritize creativity due to exposure to innovative teaching methods, while older educators may focus on traditional methods. This highlights the need for cross-generational dialogue in ACE schools. The other work values, achievement, discipline, and management were not significantly different across age groups. The findings suggest that effective teaching practices and work values are crucial for enhancing student outcomes, and ACE schools should tailor their professional development programs to nurture their creative capacities.

For the significant difference in the level of importance of work values of respondents when they are grouped according to their length of service, Kruskal Wallis H Test was used. Table 11 shows the result of this test.

**Table 11**

*Difference in the Level of Importance of Work Values of Respondents When Grouped According to their Length of Service*

|  |  |  |  |
| --- | --- | --- | --- |
| **Perceived Work Values**  | **H-value** | **p-value** | **Interpretation** |
| 1. Achievement  | 8.521 | .454 | Not Significant |
| 2. Discipline and Orderliness | 22.218 | .552 | Not Significant |
| 3. Creativity  | 6.031 | .300 | Not Significant |
| 4. Management  | 12.801 | .863 | Not Significant |

*α = 0.05*

The analysis of ACE school teachers’ perceived importance of work values reveals a noteworthy consistency in the valuation of attributes such as achievement, discipline and orderliness, creativity, and management, irrespective of their length of service. The results indicate that no statistically significant differences were observed across these work values, with H-values ranging from 6.031 to 22.218 and corresponding p-values demonstrating non-significance (p > .05). This suggests that all teachers, regardless of their tenure, hold these foundational competencies in high regard. Such stability in work values aligns with existing research, such as that by Locke and Latham (1990), which posits that core professional values are intrinsic to educators and are crucial for maintaining high standards and effectiveness throughout their careers.

In the Philippine educational context, local studies, including the work of Cruz and Reyes (2018), further corroborate these findings by illustrating that teachers emphasize similar work values—particularly achievement and discipline—across varying levels of experience. This suggests that these values are deeply embedded within the professional identity of educators, reflecting a shared commitment to fostering a productive learning environment conducive to student success.

The absence of significant variation based on length of service underscores a collective recognition among ACE school teachers of the enduring relevance of these work values in their professional practice. This consistency may imply that, while experience enhances specific skills and knowledge, the fundamental values that guide their educational philosophies and teaching methodologies remain stable over time. Ultimately, these findings highlight the importance of achievement, discipline, creativity, and management as integral components of the educators’ collective identity, essential for both personal growth and institutional effectiveness within ACE schools.

**4. CONCLUSION**

The study concludes that while teachers highly regard various work values, their direct impact on teaching performance varies. Discipline and orderliness emerge as significant contributors to effectiveness, suggesting that structured work habits enhance instructional outcomes. Differences in the perception of work values indicate that personal and demographic factors influence professional priorities, reflecting the evolving perspectives of educators. These findings emphasize that teaching effectiveness is shaped by a combination of individual values and broader contextual elements, highlighting the complexity of professional growth in the education sector.

**CONSENT**

Researchers obtained consent from the ACE Supervisor before administering a questionnaire to respondents. The questionnaire was developed online and distributed to the respondents, with informed consent. Data was securely held for analysis, tabulated, and analyzed. Findings were revealed, and recommendations were formulated to improve work values and teaching performance. The data was destroyed in adherence to ethical guidelines, ensuring privacy and confidentiality.

**ETHICAL APPROVAL**

The study followed the Belmont Report's ethical principles, including respect for persons, beneficence, and justice. It involved voluntary participation, informed consent, minimizing risks, emphasizing benefits to the educational community, maintaining confidentiality, and limiting data access. Fair participant selection was ensured across ACE schools. The study received approval from the Archdiocesan Commission of the Archdiocese of Ozamiz.

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