Original Research Article

**EPISTEMIC BELIEFS AND WORK VALUES OF**

**PUBLIC ELEMENTARY SCHOOL**

**TEACHERS**

.

ABSTRACT

|  |
| --- |
| This study aimed to explore the significant relationship between epistemic beliefs and work values among public elementary school teachers in Mati District, Division of Davao Oriental. A descriptive-correlational research design was utilized, with a sample of 111 teachers from various public elementary schools in Mati District, Division of Davao Oriental. Data were gathered through standardized questionnaires and analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression. The results showed that the extent of epistemic beliefs and work values among teachers was at a very extensive level. Correlation analysis revealed a significant relationship between epistemic beliefs and work values. Additionally, the study found that the domains of epistemic beliefs such as the structure, speed, control and source significantly influenced teachers' work values. Based on these findings, it is recommended that school administrators may emphasize the development of epistemic beliefs among teachers. Professional development programs may focus on promoting these beliefs to enhance teachers' alignment with work values that foster a collaborative and growth-oriented school environment. |

*Keywords*: Epistemic Beliefs, Work Values, Teachers, Public Elementary Schools, Descriptive-Correlational, Education

1. INTRODUCTION

Work values play a critical role in shaping the professional conduct, commitment, and overall effectiveness of teachers. These values influence their sense of responsibility, discipline, and engagement in their roles as educators. However, numerous studies have highlighted concerns regarding poor work values among teachers, such as lack of punctuality, low motivation, and inadequate commitment to professional growth. Such issues can lead to diminished instructional quality, negatively affecting student learning outcomes and the overall educational environment.

Internationally, particularly in Malaysia, concerns about teachers’ work values have been observed in various educational systems. Studies indicate that in several countries, issues such as absenteeism, lack of dedication, and resistance to professional development hinder educational progress. Research has shown that in some developing nations like Pakistan and Syria, teachers exhibit low motivation due to inadequate salaries, lack of career advancement opportunities, and weak enforcement of professional ethics (Ayechew Ayenalem et al., 2023). In developed countries like Saudi Arabia, burnout and work-life balance challenges have contributed to a decline in teachers’ commitment, affecting their ability to deliver quality education (Abdulaziz et al., 2022).

Moreover, several research studies have examined the relationship between epistemic beliefs and work values in educational settings, highlighting how educators' views on knowledge influence their teaching practices and their approach to collaboration and professional development. Epistemic beliefs, which refer to teachers' beliefs about the nature of knowledge and the processes of knowing, play a critical role in shaping how they engage with students and colleagues. Teachers with more sophisticated epistemic beliefs, those who view knowledge as evolving, complex, and constructed through interaction, are more likely to value work practices such as collaboration, teamwork, and continuous professional growth (Lammassaari et al., 2022).

Educators with flexible epistemic beliefs are inclined to implement teaching strategies that promote active engagement, critical thinking, and student-centered learning (Varlık, 2024). These teachers are more likely to collaborate with colleagues, share resources, and engage in reflective practices, all of which are aligned with work values. For instance, they tend to view teaching as a dynamic process that requires adapting to the diverse needs of students and continuously learning from peers (Hudayberdievna, 2023).

In the Philippines, particularly in Manila, the issue of poor work values among teachers has been a growing concern in the education sector. Reports have pointed to instances of teacher absenteeism, ineffective classroom management, and reluctance to engage in professional development activities (Akkus & Çinkir, 2022). Additionally, the implementation of the Department of Education's policies aimed at improving teacher performance has been met with resistance from some educators, particularly in the public school system (Prasetyo et al., 2022). The declining work ethics among teachers in the country raises concerns about their impact on student performance and the effectiveness of educational reforms (Magallanes et al., 2022).

Furthermore, epistemic beliefs are an individual’s views about knowledge and the process of learning and play a crucial role in shaping a teacher's work values. Teachers who believe that knowledge is dynamic and evolving are more likely to embrace continuous professional development, demonstrate resilience in the face of challenges, and maintain a strong commitment to their responsibilities (Lammassaari et al., 2024). Conversely, those with rigid epistemic beliefs may resist new teaching methods, struggle with adapting to curriculum changes, and exhibit lower engagement in their profession. The way teachers perceive their role in shaping students’ learning experiences is deeply influenced by their epistemic beliefs, making it a critical factor in understanding their work values (Antunes et al., 2023).

In addition, studies suggest that teachers with a strong belief in the importance of constructivist learning, which emphasizes student-driven inquiry and collaborative problem-solving, are more likely to embrace work values. This relationship highlights the importance of viewing teaching as a process that involves not only the students but also a broader community of educators working together to enhance the educational experience (Hill et al., 2021). By fostering a collaborative and reflective work culture, educators can not only improve their own teaching practices but also contribute to the broader educational community (Nguyen & Ng, 2022).

In Mati District, Division of Mati City, similar issues have been observed, particularly in public elementary schools. Reports from school administrators and education officials suggest that some teachers struggle with maintaining strong work values, such as punctuality, commitment to lesson planning, and active participation in school initiatives. Challenges such as heavy workloads, low salaries, and lack of motivation contribute to these problems. Despite the increasing recognition of these issues, there is limited research specifically examining the extent and causes of poor work values among teachers in Mati District, Division of Mati City.

To establish strong work ethics in the learning environment, this study aims to determine the relationship between epistemic beliefs and work values among public elementary school teachers in Mati District, Division of Mati City. Given the critical role of teachers in shaping students’ academic growth and personal development, understanding the factors influencing their work values is of urgent importance. Poor work values can directly impact teaching quality, student engagement, and overall school performance, making it essential to explore this issue comprehensively. The findings of this research will provide valuable insights for educational policymakers, school administrators, and teacher training institutions in designing interventions that foster strong work ethics among educators. Additionally, this study will contribute to the broader academic discourse on teacher professionalism, helping to bridge the existing research gaps in this area.

****

**Figure 1:** Conceptual Framework of the Study

**1.1 Statement of the Problem**

This study aimed to determine the significant relationship between epistemic beliefs and work values of public elementary school teachers in Mati District, Division of Mati City. Specifically, it sought to answer the following questions:

1. What is the extent of the epistemic beliefs of public elementary school teachers in terms of:

1.1 structure;

1.2 speed;

1.3 control; and

1.4 source?

2. What is the extent of work values of public elementary school teachers in terms of:

2.1 intrinsic values;

2.2 extrinsic values; and

2.3 lifestyle values?

3. Is there a significant relationship between epistemic beliefs and the work values of public elementary school teachers?

4. Which domains of epistemic beliefs significantly influence the work values of public elementary school teachers?

**1.2 Hypotheses**

Ho1: There is no significant relationship between epistemic beliefs and the work values of public elementary school teachers.

Ho2: None of the domains of epistemic beliefs do not significantly influence the work values of public elementary school teachers.

2. methodology

**2.1 Research Design**

The study employed a quantitative research design, specifically utilizing a descriptive correlational approach. Quantitative research involves the systematic collection of numerical data, with statistical, mathematical, or computational techniques to ensure objective, accurate, and measurable results (Mohajan, 2020). To achieve reliable findings, the study used standardized and controlled data collection methods, such as surveys, to quantify variables and test hypotheses (Mellinger & Hanson, 2020).

Furthermore, a descriptive correlational research approach is applied to explore and describe the connections between two or more variables without altering them. The primary goal of this approach was to identify and understand patterns, relationships, or associations between variables (Mertler et al., 2021). Unlike experimental research, which sought to establish causality by manipulating conditions, descriptive correlational research focuses on measuring the strength and direction of relationships as they naturally occur (Devi et al., 2022).

In the context of this study, the descriptive-correlational research design was considered appropriate as it aimed to described the extent of epistemic beliefs among educators and the extent of work values they prioritize in their professional practices. Additionally, the study sought to determine the significant relationship between teachers' epistemic beliefs and their work values.

**2.2 Research Respondents**

This study was conducted in Mati District, Division of Mati City. This study includes the 15 schools of Mati District, Division of Mati City. There were 111 teachers who were involved as respondents of the study out of 154 population using the Slovin’s Formula with .05 margin of error, who rated the Epistemic Beliefs and Work Values of Public Elementary School Teachers. This were conducted during the school year 2024-2025. In selecting the respondents, the researcher employed a simple random utilizing the lottery sampling or fishbowl technique. Numbers were assigned to the respondents in the population assembling them in a container big enough to allow the rolled pieces of paper to move freely in all directions when they were shaken. The researcher picked out the desired numbers of participants for the study.

The inclusion criteria were as follows: first, the teacher currently employed at a public elementary school within Mati District, Division of Mati City during the 2024-2025 school year. Second, the teacher must have at least one year of teaching experience in any subject. Teachers who did not meet these criteria were excluded. Specifically, those not employed in a public elementary school within Mati District, Division of Mati City during the 2023-2024 school year, those with less than a year of teaching experience, and teachers on temporary leave or undergoing administrative actions were excluded, as they might not accurately represent regular teaching experiences. Additionally, school administrators and guidance counselors, who did not directly teach elementary subjects, were also excluded.

**2.3 Research Instrument**

The first part of the questionnaire was based on the Epistemic Beliefs Scale by Paechter et al. (2013), as cited in Hollitzer et al. (2024). The scale includes items that assess teachers' beliefs about the nature of knowledge, including structure, speed, control, and source of knowledge. Its overall Cronbach’s alpha coefficient is 0.710, which supported the reliability of the questionnaire for measuring the variable of epistemic beliefs. In this study, the epistemic beliefs scale demonstrated excellent reliability, with a Cronbach’s alpha value of 0.967.

The second part of the questionnaire was developed by Olua (2022) to assess the work values of teachers. The Work Values Scale assessed different aspects such as measured the intrinsic, extrinsic, and lifestyle values. The overall Cronbach’s alpha coefficient for the scale is 0.820, indicating that the questionnaire was reliable for measuring the variable work values. Additionally, the work values questionnaire demonstrated excellent reliability in this study, with a Cronbach’s alpha value of 0.983.

**2.4 Data Gathering Procedure**

# In order to collect data for this study, the researcher went through the following processes and procedures:

# The data collection procedure for this study was carried out in a systematic manner to ensure ethical adherence and obtain the necessary approvals. Initially, formal permission was requested from the Dean of the Graduate School. Once granted, the request was forwarded to the School's Division Superintendent for further evaluation. This step-by-step approval process ensured that all institutional and educational guidelines were followed.

# The next phase involved gathering data by creating and distributing survey questionnaires that were thoughtfully designed to meet the study's objectives. Coordination with school officials ensured the smooth distribution of the surveys to public school teachers, along with a clear explanation of the study's purpose. During the data collection phase, the confidentiality and anonymity of participants were prioritized to encourage candid responses.

# After data collection, the retrieval process involved carefully organizing and analyzing the collected information. The completed questionnaires were counted, and responses were systematically recorded for statistical evaluation using statistical tools such as mean, standard deviation, correlation and multiple linear regression analysis.

# 2.5 Data Analysis

In analyzing and interpreting the data gathered for this study, the following statistical tools were utilized:

Mean was used to assess the extent of epistemic beliefs and work values among teachers.

Pearson r-moment correlation analysis was applied to examine the strength and direction of the relationship between teachers' epistemic beliefs and their work values.

Regression analysis was employed to identify which domains of epistemic beliefs significantly influence teachers' work values in their professional practices.

3. results and discussion

**3.1** **Extent of Epistemic Beliefs of Teachers among Public Elementary School Teachers**

Table 1. *Extent of Epistemic Beliefs of Teachers among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Structure | 0.80 | 4.38 | Very Extensive |
| Speed | 0.75 | 4.41 | Very Extensive |
| Control | 0.78 | 4.40 | Very Extensive |
| Source | 0.80 | 4.40 | Very Extensive |
| **Overall** | **0.70** | **4.40** | **Very Extensive** |

Presented in Table 1 is the summary of indicators in the extent of epistemic beliefs of teachers, including structure, speed, control, and source, based on the mean scores and standard deviations. The indicator of speed has the highest mean of 4.41, categorized as "very extensive," followed by both the source and control indicators, which received mean scores of 4.40, also categorized as "very extensive." The structure indicator received a mean score of 4.38, still categorized as "very extensive." The overall mean of 4.40 is described as "very extensive," indicating that teachers demonstrate a very high level of epistemic beliefs across these indicators.

This suggests that teachers have a strong belief in their ability to understand and manage various aspects of learning, such as the structure of knowledge, the speed at which knowledge is acquired, their control over their learning processes, and their sources of knowledge. These beliefs contribute to their approach to teaching, as they emphasize a thoughtful and reflective understanding of how knowledge is constructed, processed, and applied.

The overall standard deviation of 0.70 indicates that the ratings were relatively consistent, with responses clustering closely around the mean.

This finding is consistent with the research of Chung (2022) who highlighted that teachers with strong epistemic beliefs tend to view knowledge as complex, dynamic, and evolving, which influences how they approach teaching and learning. Similarly, Muis et al. (2021), found that educators with strong epistemic beliefs are more likely to foster environments that promote critical thinking and active engagement, as they value the role of students' own cognitive efforts in constructing knowledge. Moreover, Tang (2020) emphasized that teachers who possess strong epistemic beliefs about the nature of knowledge are better able to guide students in developing their own understanding, encouraging them to engage in reflective thinking and metacognitive processes.

**3.2** **Extent of Work Values of Teachers among Public Elementary School Teachers**

Table 2. *Extent of Work Values of Teachers among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| Intrinsic Values | 0.68 | 4.38 | Very Extensive |
| Extrinsic Values | 0.70 | 4.39 | Very Extensive |
| Lifestyle Values | 0.75 | 4.39 | Very Extensive |
| **Overall** | **0.62** | **4.39** | **Very Extensive** |

Presented in Table 2 is the summary of indicators in the extent of work values of teachers, including intrinsic values, extrinsic values, and lifestyle values, based on the mean scores and standard deviations. Both the indicators of extrinsic values and lifestyle values have the highest mean of 4.39, categorized as "very extensive." Intrinsic values received a mean score of 4.38, still categorized as "very extensive." The overall mean of 4.39 is described as "very extensive," indicating that teachers demonstrate a very high level of engagement in work values across these indicators.

This suggests that teachers place a strong emphasis on various aspects of their professional and personal lives, including the importance of rewards and recognition, the ability to live a balanced and fulfilling lifestyle, and their intrinsic motivation and satisfaction in their work. These values contribute to a holistic approach to their professional engagement and personal well-being.

The overall standard deviation of 0.62 indicates that the ratings were tightly clustered around the mean.

This finding aligns with the research of Gamage et al. (2021), who emphasized the importance of strong work values in shaping individuals' career satisfaction and motivation. The research highlighted that individuals who hold strong work values, such as a commitment to achievement, professionalism, and personal growth, are more likely to experience greater job satisfaction and long-term success. Similarly, Chen et al. (2020), found that those with strong work values are driven by their passion for their work, which leads to higher levels of job performance and fulfillment. Furthermore, studies by Srivastava and Gupta (2022), have shown that individuals who prioritize work values like intrinsic motivation, career advancement, and recognition tend to be more resilient in the face of workplace challenges, ultimately achieving higher career goals.

**3.3 Significant Relationship Between Epistemic Beliefs and Work Values of Public Elementary School Teachers**

Table 3. *Significant Relationship Between Epistemic Beliefs and Work Values of Public Elementary School Teachers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Epistemic Beliefs | 4.40 | 0.70 |  |  |  |  |  |
|  |  |  | 0.72 | 0.51 | High | 0.000 | Reject Ho1 |
| Work Values | 4.39 | 0.62 |  |  |  |  |  |

Presented in Table 3 is the correlation analysis between epistemic beliefs and work values among public elementary school teachers. The relationship between epistemic beliefs and work values has a correlation coefficient of 0.72 with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a high and statistically significant positive relationship between epistemic beliefs and work values. The R² value of 0.51 suggests that approximately 51% of the variation in work values can be explained by epistemic beliefs. Given that the p-value is less than 0.05, the null hypothesis (Ho1) is rejected, supporting the claim that epistemic beliefs are significantly related to work values.

This suggests that teachers with stronger epistemic beliefs are more likely to have higher work values. Teachers' beliefs about the nature of knowledge, learning, and their role in the educational process positively influence their approach to work, contributing to a more dedicated, effective, and values-driven teaching practice. Therefore, promoting the development of strong epistemic beliefs in teachers could enhance their work values and overall teaching effectiveness, ultimately benefiting student learning outcomes.

This finding is in line with the research conducted by Lammassaari et al. (2022), who emphasized the significant relationship between epistemic beliefs and work values among teachers. Their study found that teachers with strong epistemic beliefs, viewing knowledge as dynamic and evolving, tend to value work practices that allow for personal growth and professional development, which enhances their overall job satisfaction. Similarly, Sudirman and Gemilang (2020), highlighted that teachers with a well-developed understanding of the nature of knowledge are more likely to prioritize work values such as creativity, autonomy, and continuous learning, leading to higher engagement in their teaching roles. Furthermore, Lammassaari et al. (2022), observed that teachers who possess strong epistemic beliefs about the development of knowledge also demonstrate a stronger commitment to work values that promote both intrinsic motivation and job satisfaction, resulting in more effective teaching and a positive impact on student outcomes.

**3.4. Domains of the Epistemic Beliefs that Significantly Influence Work Values of Teachers**

**Table 4.** *Domains of the Epistemic Beliefs that Significantly Influence Work Values of Teachers*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 3.60 | 0.70 |  | 7.25 | 0.000 | Significant |
| Structure | 0.70 | 0.50 | 0.48 | 3.35 | 0.000 | Significant |
| Speed | 0.78 | 0.58 | 0.60 | 3.42 | 0.000 | Significant |
| Control | 0.72 | 0.53 | 0.58 | 3.40 | 0.000 | Significant |
| Source | 0.74 | 0.55 | 0.50 | 3.36 | 0.000 | Significant |
|  |  |  |  |  |  |  |
| **Regression Model** |
| Work Values =3.60 + 0.70 (Structure) + 0.78 (Speed) + 0.72 (Control) + 0.74 (Source) |
| R=0.72; R²=0.518; F=74.26; p-value=0.000 |

Presented in Table 4 is the regression analysis of how different domains of epistemic beliefs—structure, speed, control, and source significantly influence work values among public elementary school teachers. The regression model reveals that all four domains positively contribute to work values. Specifically, speed (with a Beta of 0.78) has the strongest relationship with work values, followed by source (Beta of 0.74), control (Beta of 0.72), and structure (Beta of 0.70). The t-statistics for each domain (3.35 for structure, 3.42 for speed, 3.40 for control, and 3.36 for source) and the p-values (all 0.000) confirm that these relationships are statistically significant.

The regression equation, work values=3.60 + 0.70 (structure) + 0.78 (speed) + 0.72 (control) + 0.74 (source), reveals that the overall model explains 51.8% of the variance in work values (R²=0.518). Additionally, the model's F-value of 74.26 and its p-value of 0.000 indicate that the model is statistically significant.

In conclusion, these results highlight that the domains of epistemic beliefs, particularly speed, source, control, and structure, play a crucial role in shaping work values among teachers. Teachers who demonstrate strong epistemic beliefs in these domains are more likely to exhibit higher work values. Incorporating these domains into professional development programs can significantly improve teachers' work values, leading to more effective and value-driven teaching practices.

This finding is consistent with the research of Kutluca and Mercan (2022), who emphasized the significant role that epistemic beliefs play in shaping work values among teachers. Their study found that different domains of epistemic beliefs, such as the perception of knowledge as certain or evolving, positively influence the work values teachers prioritize, such as the desire for autonomy and professional development. Similarly, research by Lammassaari et al. (2022), demonstrated that teachers who hold strong epistemic beliefs are more likely to value work practices that foster creativity, intellectual growth, and continuous learning, as these beliefs align with their commitment to lifelong learning. Additionally, the work of Emery and Anderman (2020) highlighted that teachers with well-developed epistemic beliefs about knowledge are better able to adopt work values that prioritize meaningful engagement and intrinsic motivation, which ultimately leads to a more fulfilling and productive teaching experience.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

Firstly, the extent of epistemic beliefs among teachers is always observed, with teachers demonstrating strong engagement in structure, speed, control, and source. This indicates that teachers prioritize their understanding of knowledge and its acquisition process, and this perspective plays a significant role in shaping how they approach teaching and learning. Their beliefs about the nature of knowledge help them navigate and implement effective strategies in their classrooms.

Secondly, the extent of work values among teachers is always observed, showing that teachers place a strong emphasis on intrinsic, extrinsic, and lifestyle work values. These findings suggest that teachers value not only personal satisfaction, growth, and creativity but also external rewards and work-life balance. Teachers with strong work values are likely to align their professional goals with their personal aspirations, contributing to long-term job satisfaction and career fulfillment.

Thirdly, a significant relationship between epistemic beliefs and work values was observed. This indicates that teachers' beliefs about knowledge influence the values they attach to their work. The findings suggest that teachers who view knowledge as dynamic and evolving may place higher importance on intrinsic and extrinsic work values, fostering engagement and commitment in their professional roles.

Finally, the domains of epistemic beliefs significantly influence work values. This highlights the role that teachers' beliefs about the nature of knowledge whether structure, speed, control, or source play in shaping their work values. Teachers who have strong epistemic beliefs are more likely to prioritize work values that align with their cognitive and professional approaches, contributing to their overall effectiveness and satisfaction in their teaching careers.

The findings of this study, which demonstrate that the domains of epistemic beliefs significantly influence work values among teachers, validate the theories of Epistemic Beliefs Theory, Social Cognitive Theory, and Communities of Practice Theory.

Epistemic Beliefs Theory, proposed by Hofer and Pintrich (1997), as cited by Bahçivan et al. (2022), suggests that individuals hold beliefs about the nature of knowledge and the process of learning, which significantly influence their behaviors and professional values. In the context of this study, teachers' epistemic beliefs whether they view knowledge as fixed and certain or as evolving and constructed through interaction shape their work values, which include collaboration, continuous professional development, and a shared sense of responsibility for student outcomes. Educators with sophisticated epistemic beliefs, who view knowledge as dynamic and context-dependent, are more likely to embrace work values that emphasize teamwork, adaptability, and a commitment to learning and improving together with their peers. This theory explains how teachers' views on knowledge influence their professional behavior, guiding their engagement in reflective practices, collaboration, and ongoing learning within their schools.

Moreover, Social Cognitive Theory, developed by Bandura (1999), as cited by Schunk and DiBenedetto (2020), focuses on the interactions between individuals, their environment, and their behaviors, emphasizing the role of self-efficacy, observational learning, and reciprocal determinism. In relation to epistemic beliefs and work values, this theory suggests that teachers who believe that knowledge is constructed and constantly evolving are more likely to have higher self-efficacy in adopting work values that involve collaboration and shared professional growth. These teachers tend to feel more confident in their ability to adapt to challenges and engage in peer learning. Additionally, Social Cognitive Theory emphasizes the importance of role models, teachers working in environments where collaborative work values are fostered are more likely to internalize these values and adopt them in their own practice. Thus, teachers with sophisticated epistemic beliefs are more likely to be engaged in and contribute to environments where work values such as collaboration and continuous improvement are integral to their professional identity.

Furthermore, Communities of Practice Theory, proposed by Wenger (1998), as cited by McDonald and Mercieca (2021), suggests that learning is a social process that occurs through participation in groups with shared interests and goals. In the context of this study, teachers who hold epistemic beliefs that knowledge is collaboratively constructed are more inclined to participate in professional communities of practice, where they share ideas, resources, and experiences. Teachers who value work values like collaboration and mutual support are more likely to engage with these communities, contributing to their collective growth while simultaneously enhancing their own teaching practices. Communities of Practice Theory supports the notion that teachers’ epistemic beliefs about knowledge can motivate them to prioritize collaborative engagement, knowledge-sharing, and mutual responsibility, which are foundational to work values in the educational setting.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations were proposed:

Firstly, considering that teachers' epistemic beliefs are very extensive, it is recommended that school administrators emphasize the importance of teachers' beliefs about knowledge and learning. Schools may offer professional development sessions that focus on enhancing teachers’ understanding of epistemic beliefs and how these beliefs influence their teaching practices. Teachers can be encouraged to engage in reflective practices, examining how their views on knowledge affect their teaching and the way they approach student learning. By fostering a school culture that values reflection on epistemic beliefs, administrators can help teachers develop deeper awareness of how their beliefs impact their educational strategies.

Secondly, recognizing that teachers exhibit very extensive work values, it is recommended that administrators support the alignment of these work values with school-wide goals. This can be done by providing resources and opportunities for teachers to engage in collaborative work, focusing on shared professional goals that promote continuous growth. Teachers may be encouraged to continue developing intrinsic and extrinsic work values, fostering environments where autonomy, creativity, and responsibility are cultivated. Encouraging teachers to explore new teaching methods and share successful strategies with peers can enhance the overall teaching climate within the school.

Thirdly, given the significant relationship between epistemic beliefs and work values, it is recommended that school administrators may design professional development programs that address both epistemic beliefs and work values. These programs could focus on how teachers' beliefs about knowledge shape their professional practices and how aligning work values with educational goals can enhance teaching effectiveness. Encouraging a holistic approach that integrates epistemic beliefs with work values can create a more cohesive, supportive, and productive teaching environment.

Finally, in light of the domains of epistemic beliefs that significantly influence work values, it is recommended that school administrators may create targeted interventions to further develop these beliefs. Teachers can be supported in honing their beliefs about the nature of knowledge, such as fostering flexibility in understanding knowledge as evolving and constructed. Administrators may also encourage teachers to engage in professional learning communities where they can discuss and refine their epistemic beliefs, share insights, and collaborate on strategies for enhancing work values in their teaching practices.

Lastly, for future researchers, it is recommended that they explore how other factors, such as emotional intelligence, pedagogical approaches, and school climate, impact the development of work values in teachers. Further research could investigate how different epistemic beliefs influence specific teaching methods or the broader school culture. Additionally, exploring the relationship between teachers' epistemic beliefs and student outcomes both academic and socio-emotional could provide deeper insights into how teachers’ perceptions of knowledge shape student learning experiences and achievement.

Consent (where ever applicable)

This study was conducted in full compliance with established ethical standards to safeguard the rights, dignity, and well-being of all participants. Prior to beginning data collection, the researcher obtained necessary approvals, including authorization from the Dean of the Graduate School of Rizal Memorial Colleges and ethical clearance from the institution's Ethics Review Committee. The ethical guidelines followed were based on the framework established by Pregoner et al. (2025), ensuring adherence to current protocols for research involving human subjects in educational contexts. Participation was voluntary, with all participants fully informed about the study’s aims, scope, and their right to decline or withdraw at any time without consequence. Informed consent was obtained to confirm participants' understanding and agreement to be involved. To ensure confidentiality, no personal identifying details were collected, and all data was kept private. The information gathered was used exclusively for academic purposes. These practices ensured the study was conducted with transparency, ethical responsibility, and professional accountability.

Disclaimer (Artificial Intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spellchecking, as well as suggestions for improving sentence structure and overall clarity.
2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

References

Abdulaziz, A., Bashir, M., & Alfalih, A. A. (2022). The impact of work-life balance and work overload on teacher’s organizational commitment: do Job Engagement and Perceived Organizational support matter. Education and Information Technologies, 27(7), 9641-9663. https://www.researchgate.net/profile/Makhmoor-Bashir/publication/359720989\_The\_impact\_of\_work-life\_balance\_and\_work\_overload\_on\_teacher's\_organizational\_commitment\_do\_Job\_Engagement\_and\_Perceived\_Organizational\_support\_matter/links/640301e25749505945614fc4/The-impact-of-work-life-balance-and-work-overload-on-teachers-organizational-commitment-do-Job-Engagement-and-Perceived-Organizational-support-matter.pdf

Akkus, M., & Çinkir, S. (2022). The Problem of Student Absenteeism, Its Impact on Educational Environments, and the Evaluation of Current Policies. International Journal of Psychology and Educational Studies, 9, 978-997. https://files.eric.ed.gov/fulltext/EJ1355069.pdf

Antunes, V. T., Armellini, A., & Howe, R. (2023). Beliefs and engagement in an institution-wide pedagogic shift. Teaching in Higher Education, 28(6), 1328-1348. https://www.tandfonline.com/doi/abs/10.1080/13562517.2021.1881773

Ayechew Ayenalem, K., Gone, M. A., Yohannes, M. E., & Lakew, K. A. (2023). Causes of teachers’ professional misconduct in Ethiopian secondary schools: Implications for policy and practice. Cogent Education, 10(1), 2188754. https://www.tandfonline.com/doi/pdf/10.1080/2331186X.2023.2188754

Bahçivan, E., Kılıç, M., & Yavuzalp, N. (2022). ASSESSMENT OF UNIVERSITY STUDENTS’ONLINE SPECIFIC EPISTEMOLOGICAL BELIEFS. Fırat Üniversitesi Sosyal Bilimler Dergisi, 32(3), 967-978. https://dergipark.org.tr/en/pub/firatsbed/article/1079653

Bandura, A. (1999). Social cognitive theory: An agentic perspective. Asian journal of social psychology, 2(1), 21-41. http://www.personpsy.org/uploadfiles/file/books/Handbook%20of%20Theories%20of%20Social%20Psychology%20Volume%20One%20(Paul%20A.%20M.%20Van%20Lange%2C%20Arie%20W.%20Kruglanski%20etc.)%20(Z-Library)(1).pdf#page=370

Chen, P., Lee, F., & Lim, S. (2020). Loving thy work: Developing a measure of work passion. European Journal of Work and Organizational Psychology, 29(1), 140-158. https://www.researchgate.net/profile/Patricia-Chen-4/publication/337978789\_Loving\_thy\_work\_developing\_a\_measure\_of\_work\_passion/links/5fa2a821a6fdcc0624124b2f/Loving-thy-work-developing-a-measure-of-work-passion.pdf

Chung, E. (2022). Effecting change in teachers’ epistemological and pedagogical beliefs about vocabulary learning and teaching: The role of dialogic reflection. Sage Open, 12(1), 21582440211071084. https://journals.sagepub.com/doi/pdf/10.1177/21582440211071084

Devi, R. A. N. J. I. T. A., Pradhan, S. H. R. I. J. A. N. A., Giri, D. O. M. A., Lepcha, N. A. Z. U. N. G., & Basnet, S. H. A. K. E. E. L. A. (2022). Application of correlational research design in nursing and medical research. Journal of Xi'an Shiyou University, Natural Sciences Edition, 65(11), 60-69. https://www.researchgate.net/profile/Barkha-Devi-2/publication/368958213\_APPLICATION\_OF\_CORRELATIONAL\_RESEARCH\_DESIGN\_IN\_NURSING\_AND\_MEDICAL\_RESEARCH/links/6401a0330cf1030a566a0022/APPLICATION-OF-CORRELATIONAL-RESEARCH-DESIGN-IN-NURSING-AND-MEDICAL-RESEARCH.pdf

Emery, A., & Anderman, L. H. (2020). Using interpretive phenomenological analysis to advance theory and research in educational psychology. Educational Psychologist, 55(4), 220-231. https://www.academia.edu/download/107009640/00461520.2020.178717020231029-1-w6kda0.pdf

Gamage, K. A., Dehideniya, D. M. S. C. P. K., & Ekanayake, S. Y. (2021). The role of personal values in learning approaches and student achievements. Behavioral sciences, 11(7), 102. https://www.mdpi.com/2076-328X/11/7/102

Hill, J., Healey, R. L., West, H., & Déry, C. (2021). Pedagogic partnership in higher education: encountering emotion in learning and enhancing student wellbeing. Journal of Geography in Higher Education, 45(2), 167-185. https://chesterrep.openrepository.com/bitstream/handle/10034/622219/Pedagogic%20partnership%20in%20HE%20FINAL%20%282%29.pdf?sequence=4&isAllowed=y

Hofer, B. K., & Pintrich, P. R. (1997). The development of epistemological theories: Beliefs about knowledge and knowing and their relation to learning. Review of educational research, 67(1), 88-140. https://www.researchgate.net/profile/Barbara-Hofer-3/publication/228436803\_The\_Development\_of\_Epistemological\_Theories\_Beliefs\_About\_Knowledge\_and\_Knowing\_and\_Their\_Relation\_to\_Learning/links/00b7d521adfb995f31000000/The-Development-of-Epistemological-Theories-Beliefs-About-Knowledge-and-Knowing-and-Their-Relation-to-Learning.pdf

Hollitzer, P., Daseking, M., & Ibrahim, F. (2024). The Combination of Two Conspiracy-Belief-Scales and a correlational analysis with Epistemic Beliefs. https://assets-eu.researchsquare.com/files/rs-3924306/v1/0ad29c7e-7c64-4c73-a82a-d7c5176f9551.pdf

Hudayberdievna, K. N. (2023). PEDAGOGICAL ASPECTS OF SOLVING PROBLEMS OF STUDENT ADAPTATION TO PROFESSIONAL-PEDAGOGICAL ACTIVITY. International Journal of Advance Scientific Research, 3(12), 137-142. https://sciencebring.com/index.php/ijasr/article/download/568/539

Kutluca, A. Y., & Mercan, N. (2022). Exploring the Effects of Preschool Teachers' Epistemological Beliefs on Content-Based Pedagogical Conceptualizations and PCK Integrations towards Science Teaching. European Journal of Science and Mathematics Education, 10(2), 170-193. https://files.eric.ed.gov/fulltext/EJ1341842.pdf

Lammassaari, H., Hietajärvi, L., Lonka, K., Chen, S., & Tsai, C. C. (2024). Teachers’ epistemic beliefs and reported practices in two cultural contexts. Educational Studies, 50(5), 781-805. https://www.tandfonline.com/doi/pdf/10.1080/03055698.2021.2000369

Lammassaari, H., Hietajärvi, L., Salmela-Aro, K., Hakkarainen, K., & Lonka, K. (2022). Exploring the relations among teachers’ epistemic theories, work engagement, burnout and the contemporary challenges of the teacher profession. Frontiers in psychology, 13, 861437. https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.861437/pdf

Magallanes, K., Chung, J. Y., & Lee, S. (2022, May). The Philippine teachers concerns on educational reform using concern based adoption model. In Frontiers in Education (Vol. 7, p. 763991). Frontiers Media SA. https://www.frontiersin.org/articles/10.3389/feduc.2022.763991/full

McDonald, J., & Mercieca, B. M. (2021). What is a community of practice. Sustaining communities of practice with early career teachers. Singapore: Springer, 1-19. https://link.springer.com/content/pdf/10.1007/978-981-33-6354-0.pdf#page=21

Mellinger, C. D., & Hanson, T. A. (2020). Methodological considerations for survey research: Validity, reliability, and quantitative analysis. Linguistica Antverpiensia, New Series–Themes in Translation Studies, 19. https://lans-tts.uantwerpen.be/index.php/LANS-TTS/article/download/549/548

Mertler, C. A., Vannatta, R. A., & LaVenia, K. N. (2021). Advanced and multivariate statistical methods: Practical application and interpretation. Routledge. https://www.academia.edu/download/84637996/DecisionTree\_MertlerVannatta.pdf

Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. Journal of economic development, environment and people, 9(4), 50-79. https://mpra.ub.uni-muenchen.de/105149/1/MPRA\_paper\_105149.pdf

Muis, K. R., Chevrier, M., Denton, C. A., & Losenno, K. M. (2021, April). Epistemic emotions and epistemic cognition predict critical thinking about socio-scientific issues. In Frontiers in Education (Vol. 6, p. 669908). Frontiers Media SA. https://www.frontiersin.org/articles/10.3389/feduc.2021.669908/pdf

Nguyen, D., & Ng, D. (2022). Teacher collaboration for change: Sharing, improving, and spreading. In Leadership for professional learning (pp. 178-191). Routledge. https://eprints.gla.ac.uk/216550/7/216550.pdf

OLUA, E. F. (2022). Work Values of Public Secondary School Teachers. https://www.ijams-bbp.net/wp-content/uploads/2022/04/IJAMS-MARCH-335-349-1.pdf

Paechter, M. R., Rebmann, K., Schloemer, T., Mokwinski, B., Hanekamp, Y., & Arendasy, M. (2013). Development of the oldenburg epistemic beliefs questionnaire (OLEQ), a German questionnaire based on the epistemic belief inventory (EBI). Current Issues in Education, 16(1). http://cie.asu.edu/ojs/index.php/cieatasu/article/download/1035/405Jan

Prasetyo, M. A. M., Ilham, M., & Asvio, N. (2022). Lecturer professionalism in improving the effectiveness of higher education institutions. International Journal of Educational Review, 4(1), 140-153. https://ejournal.unib.ac.id/IJER/article/view/22406

Pregoner, J. D., Leopardas, R., Ganancial, I. J., Baguhin, M., & Sedo, F. (2025). Ethical Issues in Conducting Research Using Human Participants in the Post-COVID Era. IMCC Journal of Science, 5(1), 1-9. https://hal.science/hal-05073466/

Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. Contemporary educational psychology, 60, 101832. https://www.sciencedirect.com/science/article/pii/S0361476X19304370

Srivastava, S., & Gupta, P. (2022). Workplace spirituality as panacea for waning well-being during the pandemic crisis: A SDT perspective. Journal of Hospitality and Tourism Management, 50, 375-388. https://pmc.ncbi.nlm.nih.gov/articles/PMC8660589/pdf/main.pdf

Sudirman, A., & Gemilang, A. V. (2020). Promoting work-based learning as a praxis of educational leadership in higher education. International Journal of Learning, Teaching and Educational Research, 19(3), 149-173. http://ijlter.net/index.php/ijlter/article/download/411/415

Tang, K. S. (2020). The use of epistemic tools to facilitate epistemic cognition & metacognition in developing scientific explanation. Cognition and Instruction, 38(4), 474-502. https://espace.curtin.edu.au/bitstream/handle/20.500.11937/84689/84529.pdf?sequence=3&isAllowed=y

Varlık, S. (2024). Critical And Creative Thinking In Science Teachers: The Moderating Role Of Epistemology. Journal of Baltic Science Education, 23(5), 964-978. https://files.eric.ed.gov/fulltext/EJ1445444.pdf

Wenger, E. (1998). Communities of practice: Learning as a social system. Systems thinker, 9(5), 2-3. https://realkm.com/wp-content/uploads/2023/11/COPLSS.pdf