

## Work values and teachers' effectiveness: A basis for teachers enhancement guide

Sulpicio P. Dela Trinidad Jr. 2nd \* and Marilou D. Tino

*Graduate School, University of Saint Anthony, Iriga City, Camarines Sur, Philippines.*

International Journal of Science and Research Archive, 2026, 19(03), 998-1002

Publication history: Received on 16 May 2026; revised on 24 June 2026; accepted on 26 June 2026

Article DOI: <https://doi.org/10.30574/ijrsra.2026.19.3.1394>

### Abstract

This study determined the work values and teachers' effectiveness of public elementary school teachers in selected schools in the South District of Naga City during School Year 2025–2026. It specifically assessed teachers' work values in terms of commitment to work, professionalism, integrity, and cooperation and teamwork; determined their perceived level of teacher effectiveness and developed a Teacher Enhancement Guide based on the findings. The study used a descriptive research design. Total population sampling was employed, involving 94 public elementary school teachers from Concepcion Grande Elementary School and Julian B. Meliton Elementary School. Data were gathered through adapted structured survey questionnaires and were analyzed using weighted mean. Findings showed that teachers strongly agreed that they possessed positive work values, with an overall weighted mean of 4.93. They also strongly agreed that they demonstrated a very high level of effectiveness, with an overall weighted mean of 4.77. Based on the findings, a Teacher Enhancement Guide was developed to sustain commitment, professionalism, integrity, cooperation, and effective teaching practice through values orientation, well-being support, peer mentoring, recognition, and advocacy mechanisms

**Keywords:** Work Values; Teacher Effectiveness; Teacher Enhancement Guide; Public Elementary School Teachers; South District Naga City

### 1. Introduction

Education remains one of the most important instruments for national development, and the quality of education depends largely on the competence, dedication, and professional character of teachers. As frontline providers of learning, teachers are expected not only to master subject matter and deliver instruction effectively but also to demonstrate work values that guide their decisions, actions, and relationships within the school community. Commitment, professionalism, integrity, and cooperation are therefore central to the teaching profession because these values influence instructional delivery, classroom management, stakeholder relationships, and service to learners.

In the Philippine context, the value dimension of teaching is supported by legal and professional standards. Republic Act No. 7836, or the Philippine Teachers Professionalization Act of 1994, recognizes teaching as a profession that requires professional responsibility and ethical conduct [1]. The Philippine Professional Standards for Teachers further emphasizes professional knowledge, practice, and engagement as bases for quality teaching and teacher development [2]. These policy directions show that work values are not merely personal qualities; they are professional expectations that teachers are expected to uphold in the performance of their duties.

At the local level, teachers in selected public elementary schools in the South District of Naga City perform multiple instructional, administrative, and community-related responsibilities. Observations in the school setting indicate that many teachers demonstrate commendable work values, yet variations may still occur in the extent to which these values

\* Corresponding author: Sulpicio P. Dela Trinidad Jr. 2nd

are practiced. Such variations may influence teachers' effectiveness in managing learning, maintaining professional relationships, and responding to the demands of the teaching profession.

This study was conducted to determine the work values and teachers' effectiveness of selected public elementary school teachers in the South District of Naga City during School Year 2025–2026. Specifically, it assessed teachers' work values in terms of commitment to work, professionalism, integrity, and cooperation and teamwork; determined their perceived level of teacher effectiveness; and developed a Teacher Enhancement Guide as a practical output for sustaining positive work values and improving teacher effectiveness.

---

## 2. Materials and Methods

The study employed a descriptive research design. This design was appropriate because the study described existing conditions and examined the degree of association between variables without manipulating them [3,4].

The respondents were 94 public elementary school teachers from Concepcion Grande Elementary School and Julian B. Meliton Elementary School in the South District of Naga City during School Year 2025–2026. Total population sampling, also referred to as census sampling, was used so that all qualified teachers in the selected schools were included. This approach ensured complete representation of the target respondent group and reduced sampling bias within the selected locale.

Two structured survey questionnaires were used as data gathering instruments. The Work Values Assessment Questionnaire, adapted from Reyes, measured teachers' work values in terms of commitment to work, professionalism, integrity, and cooperation and teamwork [5]. The Teachers' Effectiveness Questionnaire, based on Manalo's instrument, measured perceived teacher effectiveness in relation to instructional delivery, classroom environment, student engagement, professional competence, and interpersonal relationships [6]. Responses were rated using a five-point Likert scale: 4.20–5.00 = Strongly Agree, 3.40–4.19 = Agree, 2.60–3.39 = Neutral, 1.80–2.59 = Disagree, and 1.00–1.79 = Strongly Disagree.

The instruments were reviewed and validated by the research adviser and selected experts to ensure clarity, relevance, and alignment with the objectives of the study. A pilot test was conducted in a school not included in the final locale to check the clarity and interpretability of the items. After securing permission from appropriate school authorities, the researcher administered the questionnaires to the respondents. Ethical safeguards were observed by explaining the purpose of the study, securing voluntary participation, and maintaining confidentiality of the responses. Data were analyzed using weighted mean.

---

## 3. Results and discussion

### 3.1. Teachers' work values

The findings show that teachers demonstrated a very high level of work values, with an average weighted mean of 4.93, interpreted as Strongly Agree. This indicates that the respondents consistently manifested commitment to work, professionalism, integrity, and cooperation and teamwork in the performance of their duties. These values served as indicators of the teachers' professional behavior and their readiness to contribute to quality instruction and school improvement.

The highest-rated indicators were "helping students succeed is my top priority" and "value a supportive and collaborative work environment," both with a weighted mean of 4.97. These results indicate that teachers placed strong emphasis on learner success and collaborative school culture. The findings are consistent with the Theory of Work Values, which explains that personal and professional values guide workplace decisions and behavior [7]. They also support the view that cooperative interaction strengthens performance and shared responsibility in organizational settings [8].

The lowest-rated indicator was "enjoy working with my colleagues" with a weighted mean of 4.80, although it remained within the Strongly Agree category. This suggests that collegial engagement was still very high but may be further strengthened through structured collaboration, mentoring, and school-based support programs. Overall, the results imply that the respondents possessed strong work values that could serve as a foundation for professional effectiveness.

**Table 1** Teachers' work values

| Indicators                                              | WM   | VI | R   |
|---------------------------------------------------------|------|----|-----|
| Commitment to Work                                      |      |    |     |
| Helping students succeed is my top priority.            | 4.97 | SA | 1.5 |
| Having influence on students' lives is important to me. | 4.96 | SA | 4.5 |
| Strive for excellence in my teaching.                   | 4.96 | SA | 4.5 |
| Job security and stability are essential to me.         | 4.96 | SA | 4.5 |
| Professionalism                                         |      |    |     |
| Following school rules and regulations is important.    | 4.93 | SA | 8   |
| Believe in continuous professional development.         | 4.96 | SA | 4.5 |
| Value autonomy and independence in my work.             | 4.88 | SA | 9   |
| Integrity                                               |      |    |     |
| Promoting social justice and equality is important.     | 4.95 | SA | 7   |
| Cooperation and Teamwork                                |      |    |     |
| Value a supportive and collaborative work environment.  | 4.97 | SA | 1.5 |
| Enjoy working with my colleagues.                       | 4.80 | SA | 10  |
| Average weighted mean                                   | 4.93 | SA |     |

Legend: 4.20–5.00 = Strongly Agree (SA); 3.40–4.19 = Agree (A); 2.60–3.39 = Neutral (N); 1.80–2.59 = Disagree (D); 1.00–1.79 = Strongly Disagree (SD).

### 3.2. Perceived teacher effectiveness

Teacher effectiveness was also rated very high, with an average weighted mean of 4.77, interpreted as Strongly Agree. This indicates that teachers perceived themselves as effective in instructional delivery, classroom management, student engagement, feedback provision, relationship building, and professional competence.

**Table 2** Perceived teacher effectiveness

| Indicators                                              | WM   | VI | R   |
|---------------------------------------------------------|------|----|-----|
| Students achieve high academic standards.               | 4.51 | SA | 10  |
| Maintain a positive and engaging classroom environment. | 4.86 | SA | 2   |
| Effectively manage student behavior.                    | 4.71 | SA | 8   |
| Students are actively involved in learning.             | 4.67 | SA | 9   |
| Provide clear and effective instruction.                | 4.88 | SA | 1   |
| Provide constructive feedback to my students.           | 4.85 | SA | 3   |
| Build strong relationships with my students.            | 4.84 | SA | 4   |
| Respect member of the school community.                 | 4.82 | SA | 5.5 |
| Confident in my teaching abilities.                     | 4.82 | SA | 5.5 |
| Satisfied with my overall teaching performance.         | 4.73 | SA | 7   |
| Average weighted mean                                   | 4.77 | SA |     |

Legend: 4.20–5.00 = Strongly Agree (SA); 3.40–4.19 = Agree (A); 2.60–3.39 = Neutral (N); 1.80–2.59 = Disagree (D); 1.00–1.79 = Strongly Disagree (SD).

The highest-rated indicator was “provide clear and effective instruction” with a weighted mean of 4.88, followed by “maintain a positive and engaging classroom environment” with a weighted mean of 4.86. These findings suggest that the respondents considered instructional clarity and classroom climate as their strongest areas of effectiveness. The result supports the multidimensional view of job performance, which recognizes instructional competence, professional behavior, and task execution as important dimensions of effectiveness [9].

The lowest-rated indicator was “students achieve high academic standards” with a weighted mean of 4.51. Although still interpreted as Strongly Agree, this result suggests that learner achievement may be influenced not only by teacher effort but also by contextual factors such as learner readiness, home support, resources, and school conditions. Thus, the findings indicate that the teachers were highly effective, but continued support for instructional improvement and learner engagement remains necessary.

### 3.3. Teacher Enhancement Guide developed from the findings

Based on the findings, a Teacher Enhancement Guide titled Project VALUES: Values Acquisition and Leadership Enhancement for Success was developed as the output of the study. The guide was designed to sustain the already high level of work values among teachers while addressing areas for further development, particularly collaboration, motivation, professional growth, and support mechanisms.

**Table 3** Components of the Teacher Enhancement Guide

| Component                                        | Basis/Need                                                                          | Key Activities                                                                                                                              | Expected Output                                                                                |
|--------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Values Orientation and Continuous Development    | Need to sustain commitment, professionalism, integrity, and values-based practice   | Quarterly values renewal sessions; review of Code of Ethics and DepEd core values; reflection activities; ethical decision-making exercises | Strengthened awareness, renewed commitment, and improved values-based teaching practice        |
| Policy Development and Well-Being Support System | Need for a supportive school environment that protects and promotes teacher welfare | Preparation of a School Values and Welfare Manual; workload support; grievance mechanisms; teacher support days                             | Fairer and more supportive school climate with improved morale and job satisfaction            |
| Peer Mentoring and Collaborative Culture         | Need to strengthen collegial engagement and shared professional learning            | Partners in Excellence peer mentoring; lesson study; consultation; resource sharing; collaborative problem solving                          | Stronger collaboration, improved teaching skills, and sustained sharing of best practices      |
| Recognition, Motivation, and Rewards             | Need to reinforce positive behavior and sustain motivation                          | Values Champion Awards; recognition for commitment, integrity, collaboration, effectiveness, and values-driven teaching                     | Higher morale, reinforced positive values, and institutional recognition of exemplary practice |
| Benefits Enhancement and Advocacy                | Need for stronger teacher support and welfare advocacy                              | Documentation of teacher needs; stakeholder dialogue; school-level assistance; information drive on rights and benefits                     | Increased sense of support, belonging, and professional security                               |

The proposed guide is grounded on the finding that work values are strongly related to teacher effectiveness. Since the respondents already demonstrated very high work values and effectiveness, the guide emphasizes reinforcement, institutionalization, and sustainability rather than remediation. Its activities are intended to help teachers maintain values-driven excellence while improving collaborative practice, morale, and instructional performance.

## 4. Conclusion

The study concludes that public elementary school teachers in the selected schools of the South District of Naga City possessed very strong work values in terms of commitment to work, professionalism, integrity, and cooperation and teamwork. These values served as important foundations of their professional behavior and commitment to service.

The respondents also demonstrated a very high level of perceived teacher effectiveness, particularly in providing clear instruction and maintaining a positive classroom environment. However, relatively lower ratings in student achievement and collegial enjoyment indicate areas where continued support and collaborative development may still be beneficial.

The Teacher Enhancement Guide is therefore an appropriate output because it provides structured activities for sustaining values-driven practice, strengthening collaboration, and promoting continuous professional growth

---

## **Compliance with ethical standards**

### *Acknowledgments*

The researcher expresses sincere gratitude to Dr. Jose B. Ballesteros, OIC Dean of the Graduate School, for his encouragement and guidance; to Dr. Marilou D. Tino, thesis adviser and editor, for her patience, scholarly direction, and valuable suggestions; and to the defense committee chaired by Dr. Jerson V. Toralde, with members Dr. Christian I. Lamud, Dr. Ma. Genoviva N. Quiaño, and Dr. Francia T. Buffe, for their constructive insights and academic guidance. Appreciation is also extended to Dr. Susan S. Collano, CESO V, Schools Division Superintendent of Naga City, for granting permission and support for the conduct of the study. The researcher is likewise grateful to his beloved sister, Helen DT. Tesorero; his supportive wife, Merry Cris L. Dela Trinidad; and his colleague, Edralyn DM. Villejo, for their advice, inspiration, and love. Above all, the researcher gives thanks to Almighty God for the courage, determination, and wisdom that made the completion of this study possible.

### *Disclosure of conflict of interest*

No conflict of interest to be disclosed.

### *Statement of informed consent*

Informed consent was obtained from all individual participants included in the study.

---

## **References**

- [1] Republic Act No. 7836. Philippine Teachers Professionalization Act of 1994. Congress of the Philippines; 1994. Available from: [https://lawphil.net/statutes/repacts/ra1994/ra\\_7836\\_1994.html](https://lawphil.net/statutes/repacts/ra1994/ra_7836_1994.html)
- [2] Department of Education. National Adoption and Implementation of the Philippine Professional Standards for Teachers (DepEd Order No. 42, s. 2017). Manila: Department of Education; 2017. Available from: <https://www.deped.gov.ph/2017/08/11/do-42-s-2017-national-adoption-and-implementation-of-the-philippine-professional-standards-for-teachers/>
- [3] Creswell JW, Creswell JD. Research design: Qualitative, quantitative, and mixed methods approaches. 6th ed. Thousand Oaks: SAGE Publications; 2023.
- [4] Fraenkel JR, Wallen NE, Hyun HH. How to design and evaluate research in education. 11th ed. New York: McGraw Hill Education; 2022.
- [5] Reyes MTS. Development and validation of a work values scale for teachers. Unpublished research instrument; 2018.
- [6] Manalo JL. Development and validation of a teacher effectiveness assessment instrument. Unpublished research instrument; 2022.
- [7] Super DE, Associates. Work values: Theory, measurement, and application. Palo Alto: Davies-Black Publishing; 2004.
- [8] Johnson DW, Johnson RT. An educational psychology success story: Social interdependence theory and cooperative learning. Educational Researcher. 2009;38(5):365–379. doi:10.3102/0013189X09339057
- [9] Campbell JP, Wiernik BM. The modeling and assessment of work performance. Annual Review of Organizational Psychology and Organizational Behavior. 2015;2:47–74. doi:10.1146/annurev-orgpsych-032414-111427