



SCHOOL CULTURE AND WORK VALUES OF PUBLIC SECONDARY TEACHERS IN PANABO CITY DIVISION

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ABSTRACT

The study explored the relationship between school culture and work values of teachers in public secondary schools of Panabo City Division. Also, it investigated the association of the involved variables and the domains of school culture that significantly influence the work values of teachers. With the use of probability sampling, 150 secondary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was an extensive school culture and extensive work values of teachers. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of school culture were found to have significantly influence on work values of teachers. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to help the school heads create a conducive school culture thereby helping teachers to develop positive work values. More so, future researchers may further explore the involved variables considering other factors and research methods.

KEYWORDS: School culture, work values, Panabo City Division

INTRODUCTION

In any work setting, work values play a pivotal role in the success of an employee. Similarly, in the arena of education, the success of a teacher in his or her endeavor can be attributed also on work values. Teaching requires dealing with different people with also different behaviors (Tran, 2020). It is not an easy job surrounding oneself with pressure to do well in one's chosen field and most of all the unexpected situations that test his capability in dealing with it (Prabjandee, 2020). It depends on the teacher on how he or she can cope up with the stress that accompanies his or her work and this will show his work values while teaching. Work values are beliefs about the specific qualities of work and work-related consequences (Gallie, 2019). Like general values, work values act as the criteria that an individual uses in selecting appropriate work-related behaviors and goals (Lichtenstein, Lichtenstein, & Higgs, 2017). Due to the stressful nature of teaching, teachers' work values have been greatly affected.

According to the World Bank (2021), in Africa, less than 1 in 10 teachers exhibit good teaching practices, such as regularly checking for student's understanding and providing feedback. More so, high teacher absence leads to students receiving only two hours and fifty minutes of teaching per day, just over half the scheduled time. Teachers being absent is the clearest symptom of a lack of understanding of the importance of the teacher-student interaction for learning. In addition, 84 percent of grade 4 teachers have not reached the minimum level of mastery of the curriculum they teach. Studies in Afghanistan, India Pakistan, Lao PDR, Peru, and Tanzania show similar quality issues in different settings. In addition, newspapers and televisions abound with news of teachers molesting and physically and mentally abusing the students (Geiger, 2017; Nearchou, 2018). Teachers who are abusing students show that they are not successful in achieving the tasks teaching was created and assigned for.

In the Philippines, teachers' work values are affected by circumstances. Filipino teachers face problems of unmanageable class sizes which results in time-management challenges, and low wages, resulting in poor student performance (Santos, 2022). Apart from their teaching tasks, they are also expected to fulfill multiple roles, such as being a communicator, facilitator, counselor, disciplinarian, mentor, surrogate parent, and others. These expectations and responsibilities pose challenges to the professional lives of Filipino teachers. Multiple studies conducted on



teachers from different schools in the Philippines reported the stress experienced by teachers due to their profession (Colación-Quirós & Gemora, 2016).

In Panabo City Division, the researcher observed that some of the teachers needed to strengthen their work values. As identified, teachers had experienced lack of professional development opportunities, low compensation and benefits, workload and stress. Insufficient support diminished a teacher's enthusiasm for their job. When the demands outweigh the rewards, it negatively impacted their work values and commitment. Teachers also felt that they received lack of recognition and appreciation. More so, they sometimes felt that they were in a toxic or unsupportive school culture, including a lack of collaboration, communication, or respect among colleagues and administrators.

However, the abovementioned circumstances were purely observation and had not yet validated by research. With this, the researcher was motivated to explore the current status of teachers' work values specifically in Panabo City Division considering their school culture. Hence, the researcher explored the correlation of the two variables. It also determined the domains of school culture that significantly influenced the work values of teachers.

In this undertaking, the researcher hoped to provide insights to the DepEd officials in crafting policies, programs, interventions, projects, activities that would motivate school heads to foster a positive school culture in order to strengthen teachers' work values. Also, the researcher intended to present this study in the international fora and publish the study in a Scopus-Indexed journal.

METHODOLOGY

Research Design

This study employed a quantitative research approach utilizing a descriptive correlational approach. Quantitative research is a method used to comprehend a specific group of individuals, referred to as a sample population. By employing scientific investigation, it relies on observed or measured data to scrutinize inquiries about this sample population. Social scientists, including communication researchers, use quantitative research to observe phenomena or events that impact individuals. The objective of quantitative research is to construct knowledge and enhance comprehension of the social world (Allen, 2017). Furthermore, a descriptive correlational study focuses on delineating relationships between variables without endeavoring to establish a causal relationship (Noah, 2021).

In descriptive research, the researcher refrains from manipulating the study's variables and focuses on portraying the essence of the variables involved (Fox, 2007; Korrapati, 2016). Conversely, correlational research design delves into and gauges the relationship between the study's variables without any intent to manipulate them. Additionally, correlation examines the intensity and orientation of these variables, whether it is a positive or negative direction and whether the relationship is strong or weak.

This study was categorized as quantitative because it relied on numerical data for analysis and interpretation. It was descriptive in nature as it ascertained the extent of school culture and teachers' work values. Moreover, this academic endeavor was regarded as correlational since its objective was to gauge the relationship between the school culture and work values of teachers in public secondary schools within the Panabo City Division.

Respondents and Sampling

This study encompassed 150 public secondary teachers within the Division of Panabo City. According to Hair et al. (2018), it had been asserted that a minimum of 50 samples was required for simple regression analysis, and typically around 100 samples were suitable for most research scenarios. Consequently, having 150 respondents was more than sufficient to fulfill the objectives of this study.

For sample selection, a two-staged cluster sampling approach, a type of probability sampling, was utilized. This method enables the specification of the probability or chance of including each element. Essentially, every member of the population should have an equal and independent probability of being part of the sample (Ragab & Arisha, 2018). Cluster sampling is a widely used technique in research where the population is divided into distinct clusters. Each cluster comprises individual units representing comprehensive and distinct subsets (Thomas, 2020). This approach is termed two-staged cluster sampling because the sample of elements from each chosen cluster or division



is randomly selected. In the context of this study, all secondary teachers from public secondary schools within the Panabo City Division were taken into account.

Regarding the inclusion and exclusion criteria, this study selected secondary teachers with a minimum of 2 years of teaching experience. This criterion was established because their two-year tenure in public schools provides them with a substantial basis for evaluating their school culture and their work values. Additionally, participants who felt uneasy or uncomfortable while responding to the survey questionnaire had the option to voluntarily withdraw from the study. They did not face any pressure or obligation to participate, and their decision to withdraw was fully respected, underscoring the paramount importance of prioritizing the well-being and comfort of the respondents in the study's execution.

Research Instruments

Regarding the data collection method, this study employed a modified survey questionnaire. The questionnaire used in this research was segregated into two distinct sets. The initial set concentrated on assessing the school culture, while the subsequent set revolved around evaluating teachers' work values.

School Culture. The school culture questionnaire was adapted from DeVaney et al. (2012). The instrument consisted of 20 items. It had the following indicators, namely: leadership (1-7), collegial teaching (1-7), and professional commitment (1-6). The questionnaire was subjected to a pilot testing having a result of .76 suggesting that the items have relatively high internal consistency.

Work Values. The questionnaire on work values of teachers was a standardized instrument downloaded from the internet and adapted from Lindsay (2004). The instrument consisted of 20 items. It had six indicators, such as: achievement (1-2), comfort (1-6), status (1-4), altruism (1-3), safety (1-2), and autonomy (1-3).

The instrument utilized in this study was tailored to align with the study's objectives. The researcher incorporated and consolidated all feedback, comments, and suggestions provided by the adviser, panel members, and expert validators to enhance and refine the research tool, ultimately aiming to achieve construct validity.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

Mean. This was used to measure the extent of school culture and teachers' work values.

Pearson r. This was utilized to determine the relationships between school culture and teachers' work values.

Regression Analysis. This was employed to determine the significant influence of school culture on teachers' work values.

RESULTS AND DISCUSSION

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

Findings

The main focus of the study was to determine the significance of the relationship between school culture and work values of teachers in public secondary schools. The study was conducted in the selected secondary schools in Panabo City Division. There were one hundred fifty (150) secondary teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The extent of school culture is extensive which means that the school culture is oftentimes evident. This implies that elements shaping the overall school environment, including leadership, collegial teaching, and professional commitment, are consistently present and contribute significantly to the school's identity and atmosphere.



Meanwhile, the extent of work values of teachers is extensive which means that it is oftentimes evident. This suggests that teachers' values related to leadership, collegial teaching, professional commitment, and other aspects are consistently expressed, contributing to the overall ethos of the educational environment.

It was found out that there is a significant relationship between school culture and work values of teachers. as reflected on its p-value .000 which is less than the .05 level of significance. The hypothesis of no significant relationship between school culture and work values of teachers was rejected. The discovery of a significant relationship between school culture and work values of teachers underscores the influence of the organizational environment on teachers' values and attitudes. The rejection of the null hypothesis reinforces the understanding that the prevailing school culture plays a crucial role in shaping and aligning the work values held by teachers within the educational context.

More so, it was revealed that all the domains of school culture significantly influence the work values of teachers. The revelation that all domains of school culture significantly influence the work values of teachers emphasizes the comprehensive impact that leadership, collegial teaching, and professional commitment collectively exert on teachers' values. This robust relationship implies that fostering a positive and supportive school culture across these domains can contribute significantly to shaping and enhancing the work values of teachers within the educational setting.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of school culture means that it is oftentimes evident in the school. In fact, all dimensions are oftentimes evident, namely, leadership, collegial teaching, and professional commitment.

Meanwhile, the extent of work values of teachers is oftentimes evident. Apparently, all indicators are found to be oftentimes evident, specifically on achievement, comfort, status, altruism, safety, and autonomy.

Based on the findings, school culture, and work values of teachers are related. All domains of school culture are linked to the work values of teachers.

Also, school culture significantly influenced the work values of teachers. In fact, all domains of school culture, namely, leadership, collegial teaching, and professional commitment significantly influence the work values of teachers. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the three domains of school culture, the work values of teachers will also increase.

The notable and moderately positive correlation between the school culture and the work values exhibited by teachers affirms the framework proposed by Zhu et al. (2011) regarding school culture. According to this framework, school culture is depicted as a comprehensive construct encompassing the perceptions, thoughts, and emotions of school members regarding the fundamental norms and values shaped by the school community. Deal and Peterson (1999) underscored that school culture may emerge from the attitudes teachers hold towards their work and students, as well as how students perceive their school environment.

Furthermore, Teasley (2016) highlighted that school culture extends to encompass teacher collaboration, a nurturing classroom atmosphere, and positive teacher-student relationships. This assertion is supported by Lee's (1991) research, which revealed that the dimensions of organizational culture examined exhibit significant positive associations with work performance. Essentially, school culture encompasses the facets pertaining to the individual's work values demonstrated throughout their professional endeavors.

Recommendations

The following suggestions were offered based on the conclusions of the study:

Based on the extensive school culture and work values revealed in the study, it is recommended that DepEd officials continue to prioritize and invest in initiatives that strengthen and sustain positive school cultures. This may involve implementing leadership development programs, promoting collegial teaching practices, and encouraging professional commitment among educators. Recognizing the correlation between school culture and work values, officials should consider these aspects holistically, fostering environments that inspire a sense of purpose, collaboration, and professional growth. Additionally, incorporating ongoing professional development opportunities



aligned with the identified work values may further enhance teacher satisfaction, commitment, and overall effectiveness in contributing to a thriving educational community.

For school heads, it is recommended that school heads continue to prioritize leadership practices that encourage collaboration, support collegial teaching, and foster professional commitment among teachers. Establishing clear communication channels, recognizing and celebrating achievements, and addressing challenges empathetically can contribute to sustaining a positive school culture. Additionally, school heads may be mindful of the identified work values, incorporating them into school policies and practices to align with teachers' expectations and needs. Investing in professional development opportunities that resonate with the prevalent work values may further enhance teacher satisfaction and contribute to a more cohesive and effective teaching community.

Furthermore, teachers may engage in collaborative practices, sharing experiences and insights with colleagues to strengthen collegial teaching. Embracing a commitment to professional growth and being proactive in contributing to the school's vision can further enhance the overall school culture. They are encouraged to communicate their work values with school leaders, ensuring alignment with institutional goals and fostering an environment that supports their needs and aspirations. Additionally, teachers may actively participate in school-wide initiatives, recognizing the collective responsibility for creating a conducive and supportive professional environment.

Lastly, future researchers are encouraged to delve deeper into specific factors that contribute to the observed extensive nature of these elements. Examining the nuanced interactions between leadership styles, collegial teaching practices, and professional commitment may provide valuable insights into the underlying mechanisms influencing work values. Moreover, investigating the long-term impact of a positive school culture on teacher retention, job satisfaction, and overall well-being may contribute to a more comprehensive understanding of the implications for educational institutions.

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