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WORKSTEAD CULTURE AND PROFESSIONAL ACCOUNTABILITY OF LANGUAGE TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT
This study determined the level of workstead culture and professional accountability among public elementary school teachers in Manay Districts, Division of Davao Oriental. Utilizing a non-experimental quantitative research design with a correlational method, the study involved 137 public elementary school teachers selected through universal sampling. Data were analyzed using mean, Pearson r, and regression analysis. The findings revealed that workstead culture and professional accountability was found to be high. Results indicated a significant relationship between workstead culture and professional accountability among public elementary school teachers. Furthermore, the domains of workstead culture significantly influenced the professional accountability of public elementary school teachers. Based on these findings, it is recommended that the Department of Education develop school-based programs aimed at reinforcing positive workstead culture and strengthening professional accountability to ensure quality education and holistic development of learners.

KEYWORDS: *Workstead Culture, Professional Accountability, Public Elementary Schools, Teachers*

1. INTRODUCTION
Workstead culture and professional accountability have emerged as significant concepts in recent educational research, particularly in relation to teacher effectiveness and school performance. While student achievement remains a fundamental measure of success, the organizational climate and internal work culture among teachers have gained attention as crucial determinants of long-term school improvement. A healthy workstead culture fosters collaboration, professionalism, and ethical responsibility, all of which contribute to enhanced teaching quality and learner development (Moore, 2019; Kemper et al., 2019). These conditions are especially vital for language teachers, whose roles involve nuanced communication and adaptive instructional strategies.

Traditionally, workstead culture was viewed as the shared norms and routines within a school. However, more recent perspectives consider it an evolving construct shaped by leadership style, policy implementation, and the degree of teacher autonomy (Shepherd-Jones & Salisbury-Glennon, 2018). When aligned with institutional values and supported by ethical leadership, workstead culture fosters a setting where professional accountability thrives. Teachers are more likely to act responsibly and with integrity when their work environment supports collaboration, innovation, and fair recognition (Khaola & Oni, 2020). Thus, professional accountability is not merely an individual trait, but a response to structural and relational factors within the school system.

Language teachers in public elementary schools serve as critical agents in implementing meaningful literacy instruction and promoting communicative competence among learners. Their sense of professional accountability influences their classroom practices, lesson planning, and interaction with students. However, inconsistencies between personal beliefs and school policies can result in stress, disengagement, and low morale (Erichsen & Reynolds, 2020; Franklin & Harrington, 2019). To mitigate these challenges, a well-defined and supportive workstead culture must be established—one that empowers language teachers to fulfill their roles with commitment and professional pride.

Globally, researchers have underscored the impact of organizational support on teacher responsibility and well-being. Effective school leadership, access to resources, and peer collaboration are among the key factors that sustain accountability and motivation (Power & Goodnough, 2019; Dinibutun et al., 2020). In contrast, environments that lack clarity, consistency, and emotional support can compromise teacher efficacy. For language educators, who rely heavily on continuous interaction and learner feedback—a stable and affirming work culture is essential for maintaining instructional quality and professional growth.

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In the Philippine educational context, language teachers encounter several systemic issues, including large class sizes, limited instructional materials, and administrative overload. These barriers can negatively influence both the perception of their workplace and their capacity to uphold professional standards. Ng (2019) emphasized the need for structured motivational systems to maintain teacher efficacy amid these challenges. Similarly, Patel (2021) argued that emotional intelligence and reflective practice enable teachers to remain accountable and engaged even in resource-constrained settings. Cultivating a positive workstead culture that acknowledges these realities can help reinforce teacher accountability and improve language learning outcomes.

This study explores the relationship between workstead culture and professional accountability among language teachers in public elementary schools. It is grounded in the assumption that a nurturing, well-structured work environment enhances professional behavior and instructional effectiveness. The findings aim to inform educational leaders and policymakers about how institutional practices influence teacher accountability. By focusing on language educators, this study contributes to the broader discourse on organizational culture, ethics, and instructional quality in basic education.

1.1 Statement of the Problem

This study aimed to investigate the workstead culture and professional accountability of public elementary school teachers in Manay District, Division of Davao Oriental. Specifically, it seeks to answer the following questions:

1. What is the level of workstead culture of public elementary school teachers in terms of:
1.1 human relations;
1.2 decision-making;
1.3 control domain; and
1.4 conflict?

2. What is the level of professional accountability of public elementary school teachers in terms of:
2.1 commitment to excellence;
2.2 honesty and integrity;
2.3 respect for others;
2.4 compassion; and
2.5 social responsibility?

3. Is there a significant relationship between the workstead culture and professional accountability of public elementary school teachers?
4. Which domains of workstead culture significantly influence professional accountability of public elementary school teachers?

1.2 Hypotheses

The following hypotheses were tested at 0.5 level of significance:
$H_0$1. There is no significant relationship between the workstead culture and professional accountability of public elementary school teachers in Manay Districts, Division of Davao Oriental.
$H_0$2. The domains of workstead culture do not significantly influence professional accountability of public elementary school teachers.

2. METHODOLOGY

2.1 Research Design

This study employed a quantitative research design, specifically utilizing a descriptive-correlational approach. Quantitative research entails the systematic collection and statistical analysis of numerical data to ensure objectivity, accuracy, and the ability to generalize findings across educational settings (Fadele & Rocha, 2025). This design is commonly used in educational and social sciences to explore measurable relationships between variables and to analyze trends across populations with minimal researcher bias.

The descriptive-correlational design was deemed appropriate for this investigation as it aimed to examine the relationship between workstead culture and professional accountability of language teachers in public elementary schools. This method enabled the researcher to describe the prevailing conditions of each variable while assessing whether a statistically significant relationship exists between them without altering or manipulating the teaching environment.

As noted by Taherdoost (2022), correlational methods are effective in identifying the degree to which two or more variables may influence or relate to one another. In this context, the correlational approach was used to determine whether a strong and positive workstead culture among public elementary language teachers is associated with higher levels of professional accountability within the school setting.

By adopting this research design, the study aimed to generate empirical evidence that can guide school administrators, teacher-leaders, and education policymakers in fostering productive work environments and cultivating a culture of responsibility among educators. The findings are expected to support future efforts to strengthen teacher professionalism, organizational climate, and instructional outcomes in Philippine public elementary schools.

2.2 Research Respondents

The respondents of this study were composed of 137 of public elementary school teachers in Manay Districts, Division of Davao Oriental. They were selected for the reason that they are knowledgeable enough to answer the survey questionnaire based on the purpose study, besides they were connected in public school for three years and above. In selecting the respondents the researcher used the universal sampling which means all the population of the study were considered as respondents. It will be drawn from the total number of the population in the workstead

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culture and professional accountability of public elementary school teachers in Manay Districts, Division of Davao Oriental for the school year 2023-2024.

2.3 Research Instrument

The primary instrument used in this study was a researcher-developed questionnaire specifically designed to gather data on the levels of workstead culture and professional accountability among language teachers in public elementary schools. The questionnaire consisted of two main sections aligned with the study's core variables. Each section was carefully constructed to ensure clarity, contextual appropriateness, and alignment with the objectives of the research.

The first section focused on workstead culture, which included items measuring collegial relationships, leadership support, role clarity, and working conditions—key dimensions that shape the day-to-day environment of language teachers. These items were developed based on an extensive review of current literature on organizational culture and teacher working environments. To ensure the relevance and accuracy of the content, the questionnaire was subjected to expert validation by professionals in the fields of educational leadership and teacher development. This section yielded a high internal consistency, with a Cronbach's alpha coefficient of 0.942, indicating excellent reliability.

The second section assessed professional accountability, which covered areas such as adherence to ethical standards, sense of responsibility in instructional duties, student-centered practices, and engagement in continuous professional development. Items were adapted and refined from previously validated instruments used in studies of teacher professionalism and accountability, ensuring applicability to the public elementary school context. This section also demonstrated strong internal reliability, with a Cronbach's alpha coefficient of 0.937. The final version of the instrument was determined to be reliable, contextually appropriate, and suitable for accurately capturing the perceptions and experiences of the target respondents.

2.4 Data Gathering Procedure

The data collection process for this study was conducted in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Prior to data gathering, formal approval was first obtained from the Dean of the Graduate School. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent of the Division of Davao Oriental to obtain permission to conduct the study in selected public elementary schools in the Manay Districts.

Once approvals were secured, the researcher distributed the researcher-made questionnaires to the 137 teacher-respondents from selected public elementary schools. The instrument was specifically developed to gather relevant data on the level of workstead culture and professional accountability among public elementary school teachers. The administration and retrieval of the questionnaires were carried out in close coordination with the school heads and designated personnel to ensure an orderly and efficient process.

Before answering the survey, each participant was informed about the purpose of the study, the process of answering the questionnaire, and the ethical safeguards observed by the researcher. Voluntary participation, anonymity, and strict confidentiality were emphasized to encourage honest and reflective responses from the participants.

After the data collection was completed, all questionnaires were successfully retrieved. The responses were carefully reviewed, organized, and encoded for statistical treatment. The following statistical tools were used in the analysis: mean and standard deviation, Pearson's r correlation coefficient, and multiple regression analysis.

2.5 Data Analysis

In analyzing and interpreting the data collected for this study, several statistical tools were employed to effectively address the research objectives:

Mean and standard deviation were used to determine the overall levels of workstead culture and professional accountability among public elementary school teachers in the Manay Districts, Division of Davao Oriental. These descriptive statistics offered a concise summary of the teachers' shared cultural practices and their sense of professional responsibility.

Pearson's Product-Moment Correlation Coefficient (Pearson r) was utilized to examine the strength and direction of the relationship between workstead culture and professional accountability. This inferential tool helped determine whether a statistically significant correlation existed between the cultural dynamics in the workplace and the level of accountability exhibited by the teachers.

Furthermore, regression analysis was conducted to assess the influence of workstead culture on professional accountability. This statistical procedure enabled the researcher to establish whether the cultural factors within the school setting significantly predicted or affected the professional conduct and responsibilities of public elementary school teachers.

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3. RESULTS AND DISCUSSION

3.1 Level of Workstead Culture among Teachers

Table 1. ***Level of Workstead Culture among Teachers***

Statements	Mean	Descriptive Equivalent
Human Relations	3.30	Moderate
Decision-Making	3.71	High
Control Domain	3.28	Moderate
Conflict	3.38	Moderate
Overall	**3.42**	**High**

Presented in Table 1 is the level of workstead culture among public elementary school teachers, measured across four essential domains: human relations, decision-making, control domain, and conflict. Among these, decision-making received the highest mean score of 3.71, indicating that teachers frequently participate in school-based decisions, fostering a sense of inclusion and shared leadership. This was followed by the domain of conflict, which had a mean score of 3.38, suggesting that while issues arise, they are often addressed with moderation and professional resolution. Human relations registered a mean score of 3.30, reflecting a moderate level of collegial interaction and collaboration among teachers. Lastly, the control domain received a mean score of 3.28, showing that mechanisms for managing tasks and responsibilities are sometimes applied. The overall mean score of 3.42, categorized as high, implies that workstead culture is often evident among the teachers, although improvements may still be needed for optimal organizational functioning.

This result supports the findings of Di Stefano (2019), who emphasized that workstead culture encompasses the character and personality of an organization, shaped by its values, traditions, behaviors, and interactions. A strong culture enhances performance and nurtures a supportive climate conducive to collaboration and innovation. Moreover, Murtiningsih (2020) noted that organizations with positive work cultures experience higher retention, employee satisfaction, and overall effectiveness. In the context of education, fostering a healthy workstead culture enables teachers to build meaningful relationships, engage consistently with students, and contribute to a more effective learning environment. By strengthening areas such as collegial trust and participative decision-making, school leaders can create conditions that promote both teacher growth and student achievement.

3.2 Level of Professional Accountability among Teachers

Table 2. Level of Professional Accountability among Teachers

Statements	Mean	Descriptive Equivalent
Commitment To Excellence	3.36	Moderate
Honesty and Integrity	3.22	Moderate
Respect for Others	3.45	High
Compassion	3.53	High
Social Responsibility	3.80	High
Overall	**3.47**	**High**

Presented in Table 2 is the level of professional accountability among public elementary school teachers, as reflected in the mean scores across five core domains: commitment to excellence, honesty and integrity, respect for others, compassion, and social responsibility. Among these, social responsibility recorded the highest mean score of 3.80, followed by compassion (3.53) and respect for others (3.45), all interpreted as high. Meanwhile, commitment to excellence (3.36) and honesty and integrity (3.22) were rated as moderate. The overall mean score was 3.47, categorized as high, indicating that teachers oftentimes demonstrate professional accountability in their attitudes, decisions, and classroom practices. These results suggest that public elementary school teachers strongly embody relational and moral responsibilities, particularly in how they interact with learners and the wider school community, while also showing room for enhancement in personal integrity and pursuit of excellence.

This finding supports the work of Kelley et al. (2019), who emphasized that fostering professional accountability among teachers involves confronting real-world, ill-structured problems that mirror the complexities of professional life. By anchoring teaching practices in authentic challenges and ethical decision-making, teachers become more reflective, intentional, and

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principled in their roles. Cavico and Mujtaba (2018) highlights that integrating values such as honesty, compassion, and social responsibility enhances not only instructional effectiveness but also the cultivation of lifelong learning habits in students. These results reinforce the importance of continuous professional development and ethical engagement as vital components in promoting a positive and accountable school culture.

3.3 Significant Relationship Between Workstead Culture and Professional Accountability of Public Elementary School Teachers

Table 3. ***Significant Relationship Between Workstead Culture and Professional Accountability of Public Elementary School Teachers***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Workstead Culture **(X)**	Professional Accountability **(Y)**	0.067	High Correlation	0.0509	Reject

Presented in Table 3 is the correlation analysis between workstead culture and professional accountability among public school teachers. The computed correlation coefficient (r) is 0.067, indicating a high degree of correlation between the two variables. The corresponding z-computed value is 3.36, which is higher than the tabular value of 0.0509 set at the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between workstead culture and professional accountability. This implies that as the level of workstead culture increases, there may be variations in the professional accountability of public school teachers, suggesting an inverse or less direct relationship that warrants closer attention.

This finding is supported by the work of Carpenter (2018), who emphasized that workstead culture and professional accountability are deeply linked to the creation of best practices in professional environments. Their approach encourages educators to take responsibility for their own continuous learning, especially in flexible learning structures with fewer lectures and rigid reading schedules. Similarly, Chen (2021) underscored the importance of workstead culture in fostering collaborative practice, professional problem-solving, and intrinsic motivation. They argued that professional accountability thrives when educators engage fully with their responsibilities and take ownership of their roles—ultimately enhancing their capacity for growth, improvement, and adaptation in ever-evolving educational settings.

3.4. Significant Influence of the Domains of Workstead Culture on Professional Accountability of Teachers

Table 4. ***Significant Influence of the Domains of Workstead Culture on Professional Accountability of Teachers***

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression	573.898	3	59.006	100.98	0.000
Residual	524.331	114	11.5869		
Total	564.121	117			

Presented in Table 4 is the regression analysis examining the significant influence of the domains of workstead culture on the professional accountability of public elementary school teachers. The analysis shows that the regression model has a Sum of Squares value of 573.898 and a Mean Square of 59.006 for the regression, with an F-value of 100.98 and a p-value of 0.000. Since the p-value is less than the 0.05 level of significance, the model is statistically significant. Therefore, the null hypothesis is rejected, indicating that the domains of workstead culture significantly influence the professional accountability of public elementary school teachers.

These results suggest that variations in the workstead culture domains are strongly associated with changes in teachers' professional accountability. The high F-value and significance level reflect a robust relationship, implying that improvements or changes in the cultural environment of the workplace may have a meaningful impact on teachers' sense of responsibility and professionalism. Further analysis is recommended to determine which specific domains contribute most to this influence.

This finding is supported by the work of Erichsen and Reynolds (2020), who emphasized that workstead culture and professional accountability contribute to a teacher's motivation and effectiveness. When students are actively engaged, teachers are more likely to develop creative and dynamic learning experiences, which reflect professional responsibility. Similarly, Kariippanon et al. (2018) argued that effective workstead culture should allow flexibility and movement in classroom activities, especially for young learners. They posited that professional accountability grows when activities are meaningfully connected to learning and when students are rewarded through achievement-based access to resources. These perspectives reinforce the idea that workstead culture, if well-structured, fosters a professional

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environment conducive to both teacher engagement and student learning.

5. CONCLUSIONS

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

Firstly, the level of workstead culture among public elementary school teachers is generally high. This reflects that teachers frequently manifest positive behaviors in the domains of human relations, decision-making, control, and conflict management. These aspects indicate a school environment where collaboration, trust, and structured guidance are often present. The high level of workstead culture suggests that teachers operate in settings that encourage professional relationships and shared responsibility, which are essential for creating consistent and supportive learning spaces for pupils.

Secondly, the professional accountability of public elementary school teachers is likewise found to be high. This is evident in their consistent demonstration of commitment to excellence, honesty and integrity, respect for others, compassion, and social responsibility. These attributes highlight teachers' dedication to ethical standards and student welfare, which are key elements in fostering academic achievement and personal growth. The findings point to a strong professional identity among educators, which enhances their capacity to deliver quality instruction and serve as positive role models in the school community.

Thirdly, the study revealed a statistically significant relationship between workstead culture and professional accountability of public elementary school teachers. This means that as workstead culture improves, there is a corresponding change in the level of professional accountability exhibited by teachers. The positive correlation confirms the influence of organizational culture on individual teacher behavior, validating the interrelated nature of school environment and teacher ethics. Consequently, the null hypothesis was rejected, affirming the existence of a meaningful connection between the two variables.

Lastly, the study identified that the specific domains of workstead culture significantly influence the professional accountability of public elementary school teachers. Human relations, trust-based decision-making, control mechanisms, and conflict resolution processes were found to contribute to teachers' ethical commitment and social responsibility. These cultural elements help shape a professional atmosphere that upholds accountability and integrity. Therefore, reinforcing these domains through school leadership and policy support may serve as a strategic approach to enhancing overall teacher professionalism in public elementary schools.

6. RECOMMENDATIONS

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

Firstly, given the generally high level of workstead culture among public elementary school teachers, school leaders and policymakers are encouraged to sustain and strengthen practices that support human relations, collaborative decision-making, conflict resolution, and positive control mechanisms. Professional development programs may be designed to reinforce these domains while addressing gray areas such as the overprotection of students from failure, excessive environmental control, and lack of accountability in providing written feedback. These interventions can foster a more balanced and empowering school culture.

Secondly, considering the high level of professional accountability exhibited by teachers, efforts should be made to enhance their ethical commitment and social responsibility. School heads may focus on mentoring systems and peer-support mechanisms that emphasize integrity, compassion, and excellence in practice. Specifically, addressing the lowest-rated behaviors such as coaching newly hired colleagues, promoting critical thinking, and managing emotional triggers should be prioritized in capacity-building initiatives to cultivate reflective and self-regulated teaching professionals.

Thirdly, the significant relationship between workstead culture and professional accountability highlights the importance of an integrated approach in professional development. Teachers may be supported through opportunities that allow them to share experiences and co-create solutions that reinforce both school culture and accountability. Activities that focus on improving access to diverse learning resources, fostering interactive engagement, and applying deductive reasoning in lesson delivery can further enhance teaching efficacy and student outcomes.

Fourthly, since the domains of workstead culture significantly influence professional accountability, school leaders are encouraged to implement strategic interventions tailored to these dimensions. Initiatives may include leadership workshops, school-wide coaching programs, and collaborative planning sessions aimed at strengthening culture-based behaviors that lead to higher accountability. Such efforts will empower teachers to function as culture carriers within their institutions, ultimately benefiting the wider school community.

Lastly, future researchers are encouraged to explore similar constructs in different contexts, particularly among public secondary school teachers. The present study may serve as a foundational reference for those examining the dynamics between institutional culture and teacher accountability. Expanding the scope of investigation to include variables such as teacher motivation, school leadership styles, or student achievement may provide richer insights. Mixed-method and longitudinal research designs are likewise recommended to deepen the understanding of these interrelated educational factors over time.

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