
Work Values and Commitment as Predictors of the Work Performance of Key Stage 2 Teachers

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Abstract — The study sought investigate the perceived work values and commitment of Key Stage 2 teachers as predictor of their work performance during the School Year 2024-2025. The study utilized a quantitative research methodology. Specifically, descriptive-correlational design was utilized. There were 89 Key Stage 2 teachers who were requested as the respondents. They were selected randomly to lessen the bias in selection. Questionnaires and documentary analysis were used to gather information from the respondents. Weighted mean, frequency and percentage and Pearson r were utilized for interpretation. Results tell that the work values of Key Stage 2 teachers rated power achievement (M=4.57), benevolence universalism (M=4.58), self-directed stimulation (M=4.66), hedonism (M=4.63), and security (M=4.64) as strongly agree, while conformity tradition is rated as agree (M=4.45). In addition, Key Stage 2 teachers rated their commitment as very great extent in terms of affective (M=3.55), continuance (M=3.54) and normative (M=3.55). Also, 92.13% of the Key Stage 2 teachers have outstanding performance rating, while there are only 7.87% of them who have satisfactory rating. Furthermore, pearson analysis magnified that work values and teaching performance recorded an r-value of 0.5724 and p-value of 0.0328. Commitment and teaching performance marked an r-value 0.6132 and p-value of 0.0341 on their relationship. Lastly, a professional development plan is proposed.

Keywords: work values, commitment, predictors, teaching performance

I. INTRODUCTION

One of the main goals of the education sector is to have teachers who are proficient in their field because they have been at the forefront of education for ages. Competent teachers are able to provide education in which the students stand to gain the most.

Each school is fortunate to have instructors who can do their jobs properly (Hasbay & Altindag, 2018). The caliber of instruction that the school provides its students is reflected in its teachers. Knowing what the schools can do to support their teachers in maintaining or improving their exceptional performance is crucial from this vantage point.

One of the most well-known and significant organizations is the school. It accommodates teachers with a variety of qualities. Teachers are dealing with a lot of people, so it is necessary to set up rules and policies to make sure that everything runs smoothly.

An organization is a school. As such, it has some characteristics in common with other kinds of organizations. It possesses the human and non-human resources required to achieve its goals. A school organization values both human resources, but the former is more significant than the latter.

According to Daood and Menghwar (2017), generating shared value has been hailed as capitalism's savior. The achievement of the objectives is a result of the organization's shared ideals. Employees can achieve more when they collaborate. It is said that an organization's shared ideals set it apart. The people's consensus, which is in accordance with the current rules and regulations, determines what is permitted and what is not.

Porter and Kramer, (2011) identified three ways by which companies can create shared value, namely a) reconceiving products and markets, b) rethinking productivity in the value chain, and c) local cluster development. These three are used by companies to create their shared values for their respective organizations and institutions. Still, shared values is also a matter to be discussed in education sector.

Since its inception, creating shared values reached the ears of many corporate leaders providing them with lens to see social problems as growth opportunities (Bowe & van der Horst,

2015). When leaders know the social issues to be addressed, they will have better ways on how they can better improve their performance and their processes to ensure that they can provide quality service.

The concept presented by Mehera (2017) highlighted the fact that shared value measurement metrics include impact assessment for the purpose of evaluating the effectiveness of strategic planning, as well as comparison of sustainability and social innovation metrics (process) with resource utilization for the purpose of cost savings, nutrition index, and evaluation of the local supply chain network. With this, it is emphasized that shared value may also be measured based on the evaluation of different factors pertaining about it.

Four steps make up the integrated shared value strategy and measurement process (Porter et al., 2012): 1) Determine which social issues to focus on, rank them, embed them, and define them; 2) create the business case by modeling the possible business and social outcomes and designing the best innovation structure; 3) monitor the progress of social and business value by evaluating corporate resource inputs and socioeconomic performance; and 4) collaborate with external stakeholders.

Teachers' work values are another crucial factor in this study. The work value of teachers, according to Abdullah, Ling, and Hassan (2018), includes the following: ensuring that the employee is always active and completes the task successfully (activity); improving the quality of individual work within the organization that can improve the social status of the employee; helping the school achieve its mission and vision; and the value of work as measured by the salary paid.

Getting a better understanding of the work values held by employees has emerged as a critical concern for businesses that want to reach higher levels of performance. Choi and Kim (2013) acknowledged that the individual human resource (HR) is a fundamental asset in the process of creating value for a company. As a result, they committed a substantial amount of work to the process of establishing and managing competency-based HR in order to enhance the competitiveness of the company. It is important for any industry to have a better grasp of the work values of their employees with the help of their human resources department. When it comes to the school, the individual that executes these functions is the principal of the school.

Chung, et al. (cited in Liao et al., 2012) suggested that work values are a set of durable beliefs in work. These include preferences on personal needs, they kind of job that a performing and the kind of working environment they have. These serve as their guide for the kind of work behavior that they portrait. Work values have an influence on hiring and retention rates and can affect the willingness of individuals to work diligently in their institution.

Ensuring that every student receives the greatest education possible is the goal of the education sector. Accordingly, a teaching profession with sufficient authority and advanced credentials is required to raise the standard of a nation's educational system (Akyuz, 2013). Having highly skilled instructors in schools makes their jobs easier and allows them to be fully engaged to their profession, which leads to very high work values.

According to Cemaloglu (2014), having instructors who appreciate their profession will necessitate improving their specific knowledge, abilities, and competencies in order for them to fulfill their responsibilities and tasks within the school. The circumstance demonstrates how crucial it is to support teachers in order to help them better themselves and the quality of the work they create.

Positive attitudes are particularly important for teachers since they affect the quality of education (Atkinson, Atkinson, Smith, Bem & Hoeksema, 2010). Their work ethic reflects the type of instructor they are. These concepts aid teachers in determining the type of support they can offer to their colleagues in order to further enhance their work ethics and values.

In light of the aforementioned notion, Lee and Yen (2013) emphasized that work values may serve as a useful metric for hiring and advancing a person's career. Those with strong work ethics are more likely to be chosen for professional advancement.

DepEd continues its aim of helping teachers to improve the latter's performances while believing that there are a lot of problems every day to do well in one's chosen field, especially as professional teachers handling public school children. As one united archipelago, the nation commits itself to continuously promote teachers' development.

Rozman, Treven and Cancer (2017) coined that performance depends on the motivation of an employee. It improves the knowledge and skill of the teachers, which may be used in the improvement of the performance. Once a person is eager to work, the chances of exerting additional effort to do a task is inevitable. With proper and enough boost, workers can perform better compared with no motivation at all. The number of tasks being accomplished increases as a person continues to receive fuels from the people around him including the family and even the organization where he/she belongs.

To know the performance of the teachers requires a systematic way of measurement. Schleicher, Baumann, Sullivan and Yim (2019) pointed out that performance evaluation is another way that can be used to improve teachers' performance. When teachers know that their performance are measured in a way that is fair and systematic, they may give their best or perform better because it will be seen during the performance evaluation.

Guliti (2018) defined performance appraisal as measurement of expectations from an individual in a given time frame. What is expected to be delivered could be stated in terms of results or efforts, tasks and quality, with specification of conditions under which it is to be delivered". This result of assessment will serve as basis for possible professional development. Human Resource of any organization uses this data before conducting any improvement training.

Ozgenel and Mert (2019) even highlighted that the performance of the school is the consolidation of the performance of teachers and other personnel in the school. Majority of the personnel consist of teachers. When the school ensures that their teachers can perform very effectively and efficiently, the performance of the school will also increase.

The performance of the teachers in the Philippines has evolved in a more systematic way of assessment. The Philippine Government has consistently pursued teacher quality reforms through a number of initiatives. As a framework of teacher quality, the National Competency-Based Teacher Standards (NCBTS) was institutionalized through CHED Memorandum Order No.52, s.2007 and DepEd Order No.32,s.2009. It emerged as a part of the implementation of the Basic Education Sector Reform Agenda (BESRA), and was facilitated by drawing on the learning considerations of the programs.

The K to 12 Reform in 2013 has changed the landscape of teacher quality requirements in the Philippines. The reform process warrants an equivalent supportive focus on high quality teachers who are properly equipped and prepared to assume the roles and functions of a K to 12 teacher. This is where the Result-Based Performance Management System was adopted by the Department of Education.

The most recent DepEd Order 42, s. 2017 which is the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) emphasizes the Department's commitment to adhering to the ever changing trends in education to ensure that teachers are well-equipped in handling 21st century learners. The standards are anchored on the changes in different national and global educational frameworks (Department of Education, 2017). The PPST, which is based on NCBTS, is inclined with reform initiatives on the quality of teachers from the training stage up to the days they are employed on public or private schools. It provides a concrete basis on what are the expectations from a K to 12 teachers such as strong foundation on content, well-organized classroom setting and others (Roberto & Madrigal, 2019). In order to achieve competence, improved student learning outcomes, and ultimately quality education, this set of standards makes it clear what instructors should know, what they should be able to accomplish, and what they should value on their own. In addition to other pedagogical philosophies, it is predicated on the principles of learner-centeredness, lifelong learning, and inclusivity/inclusiveness respectively. It is therefore possible for the professional standards to become a public statement of professional accountability, which can assist educators in reflecting on and evaluating their own practices as they strive for professional growth and development.

Since education is a preserver of moral values, consequently teachers are expected to demonstrate appropriate values and virtues in life. Basically, this is outlined in the National Competency-based Teacher Standards (Somblingo, 2014). Even Biong (2014) noted that work values of teachers is linked to the kind of performance that they portrait or show. Teachers who have high work values are not satisfied with mediocrity but they aim always for excellence.

Teachers who have high work values are expected to have better job performance. As mentioned by Ozgenel and Mert (2019), job performance is measured to know who the skilled and competent employees are. In any organization, it is a paramount necessity to know who are

contributing to attain the goals of the organization. A skilled and competent teacher also helps in the attainment of the targets of the schools. The performance of a teacher does not end inside the classroom. Their duties and responsibilities are being measured even outside the classroom. Considering the bulk of work a teacher has, other tasks include planning, and preparing reports needed to be submitted to the higher authorities, which will reflect the combination of performance of all teachers in the learning institution. In this way, collaboration with other teachers is also an important factor to consider so that a teacher will perform well.

In one Asian maritime academy, Aguado et al. (2015) investigated the extent of work values based on its importance and work performance among maritime faculty members who had teaching performance ratings that were above the median and below the median. When all of the necessary information was gathered, the findings revealed that maritime faculty members generally have a faculty performance rating that is above average. Furthermore, the findings revealed that the work-related factor that maritime faculty members really valued the most in working with higher education institutions was professional growth, while job security was the factor that they valued the least. A much larger priority is placed on personal gratification by the group that is above the median, whereas the group that is below the median places a significantly higher value on social environment factors. Individuals that are outcome-oriented are those who are aware of the output that their employment produces in a given day. Through self-observation and knowledge of how they offer instruction, they would be able to evaluate their teaching tactics, which would provide them with first-hand information regarding the areas of faculty performance that they truly need to improve.

The breadth and depth of the literature presented that research competence is one of the topics that it explored on the higher education institutions. Moreover, most of the researches that are conducted used teachers, instructors, professors and master teachers as respondents. With this, there are few studies that centered on the research competence of the school heads. The gap in the body of literature is the motivation of the researcher to come up with a study that investigated the perceived work values and commitment of Key Stage 2 teachers as predictor of their work performance during the School Year 2024-2025.

Conceptual Framework

Figure 1 showed the encapsulized presentation of the study.

The input of the study includes perceived work values of teachers based on power achievement, benevolence universalism, conformity tradition, self-directed stimulation, hedonism, and security. In addition, commitment was based on affective, continuance and normative. Also, data on performance of teachers was collected.

The process had securing permit, distribution of questionnaire, retrieval of questionnaire, documentary analysis, applying statistical treatment and interpretation.

The output was the proposed professional development plan.

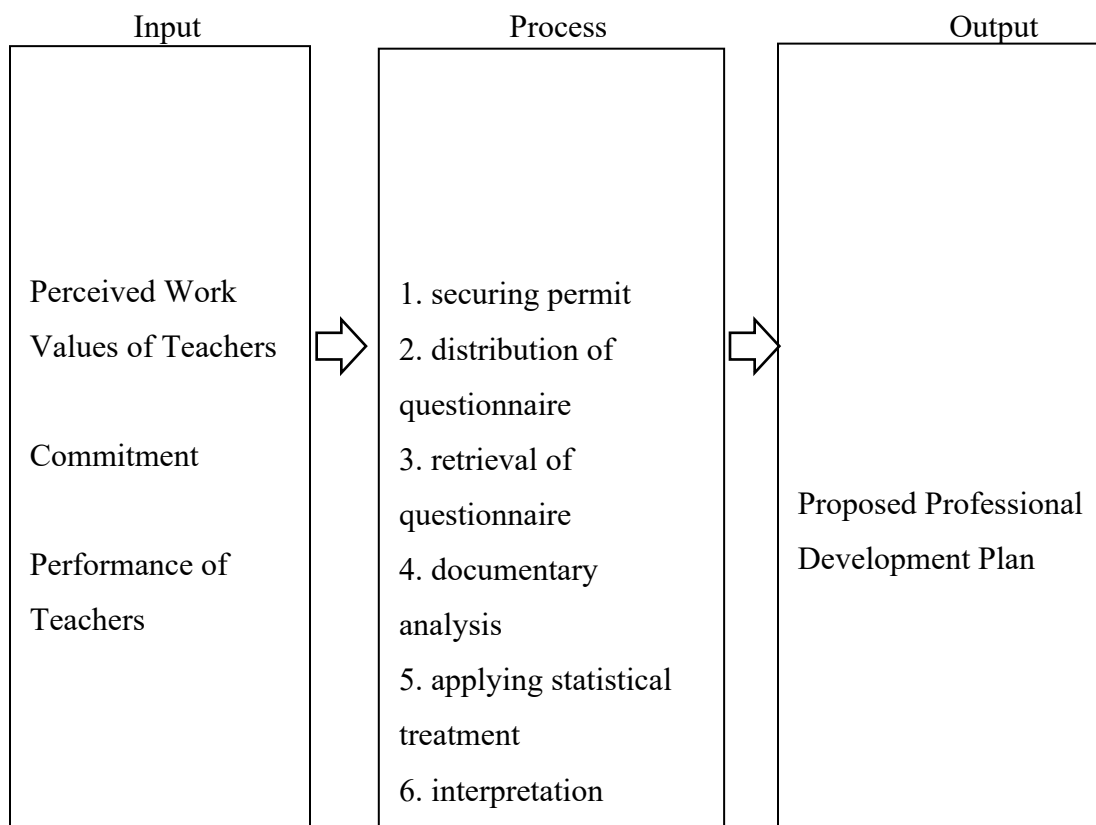


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The study sought investigate the perceived work values and commitment of Key Stage 2 teachers as predictor of their work performance during the School Year 2024-2025.

Specifically, the study answered the following questions:

1. How may perceived work values of Key Stage 2 Teachers be assessed based on the following parameters:
 - 1.1 power achievement;
 - 1.2 benevolence universalism;
 - 1.3 conformity tradition;
 - 1.4 self-directed stimulation;
 - 1.5 hedonism; and
 - 1.6 security?
2. How may the level of commitment of Key Stage 2 Teachers be assessed based on:
 - 2.1 affective,
 - 2.2 continuance, and
 - 2.3 normative?
3. How may the work performance of the Key Stage 2 Teachers be described in their RPMS-IPCRF rating?
4. Is there a significant relationship between perceived work values and performance of Key Stage 2 Teachers; commitment and performance of Key Stage 2 Teachers?
5. Based on the findings, what professional development plan may be proposed?

Hypothesis

This study was guided by the null hypothesis that there is no significant relationship between perceived work values and performance of Key Stage 2 teachers; commitment and performance of Key Stage 2 teachers.

Significance of the Study

The outcome of this research undertaking is expected to benefit the following:

Department of Education Officials. They will have concrete ideas regarding the work values of the teachers and how it affects their performance. With this, they will be able to know on how they can further improve the work values of teachers and how to give them better working environment where they will feel that they are united.

School Administrators. Knowing the work values of their teachers will give them a better understanding on the kind of teachers that they have in their schools. In addition, the data that will be surfaced in this study will be used by the school administrators for improving the performances of their teachers.

Teachers. They will benefit the most in this study because of the data that will be surfaced in the study related to work values and performance. Through this information, they can make some modifications on their professional development plan that will help them on their work and improving their competencies in the performance of their duties.

Future Researchers. The result of this study can serve as basis to add to the professional knowledge about work values and teachers' performance. In addition, the recommendation section of the study may be used as guide for future direction of study.

Scope and Delimitation

The study was confined in the Division of Bataan during the School Year 2024-2025. It is one of the divisions in Region III, which is under the leadership and management of a schools division superintendent.

The main goal of this study was to investigate the perceived work values and commitment of Key Stage 2 teachers as predictor of their work performance.

To attain the goal, the researcher collected data on perceived work values based on power achievement, benevolence universalism, conformity tradition, self-directed stimulation, hedonism, and security. The level of commitment was based on affective, continuance, and normative.

In addition, the work performance of the teachers was taken from their IPCRF rating.

Using the findings, a professional development plan was crafted.

Definition of Terms

To have a richer understanding, the following terms are defined:

Commitment. It is the emotional bond between the teacher and the school. It can also lead to motivation to work. Commitment is one's attitude, including affect,

belief, and behavioral intention toward his work (Cohen & Mart cited in Ayele, 2014).

Performance of Teachers. This entails about the accomplishment of the teachers on a particular rating period that are based on their duties and responsibilities as teachers (Magno, 2019). The study will based it on the rating of teachers on their RPMS-IPCRF.

Work Values. These are beliefs that are relating to the career or work of a person. They often describe what the person believes about their work or career (Consiglio, 2017). In this study, the work values will be based on the power achievement, benevolence universalism, conformity tradition, self-directed stimulation, hedonism, and security.

II. METHODOLOGY

This chapter discusses research design, respondents and sampling technique, instrumentation, data collection and data analysis.

Research Design

For the purpose of achieving the primary objective, the study utilized a quantitative research methodology. The collection and interpretation of data that may be articulated through numerical numbers is the primary focus of this methodology. According to Adedoyin (2020), this particular strategy is suitable for research projects that involve a large number of respondents because the sample size will be suitable for the study. The descriptive-correlational design was utilized by the researchers as one of the various quantitative approaches. Within the descriptive correlational method, the objective is to ascertain the existence of two or more variables as well as the degree of change that exists between them. According to Tan (2014), the purpose of descriptive research is to discover what is prevalent in the current circumstances. Additionally, as an illustration, its key concerns are conditions and items that are present at the moment that the study is being conducted. In addition, correlational research is also referred to as a type of descriptive study due to the fact that it describes the link that already exists between variables.

According to Kothari (2004), the conceptual framework that research is carried out inside is referred to as the research design. What this means is that the strategy that a researcher arranges in order to locate the answer to the question or the statement problem is referred to as the research design. He also proposed that a descriptive correlational study is a study in which the researcher is primarily interested in documenting connections among variables, without aiming to demonstrate a causal connection between the variables.

In addition, Creswell, Ary and others (2010) explained that correlational research seeks to establish a relationship or correlation between variables, whether it be a positive or negative correlation. The coefficient of correlation is used to determine the degree of correlation that exists

between the variables. It is possible to assert that the correlation coefficient is the foundation upon which the identification of correlations between variables is founded.

It was used in this study for it was suited on the target of investigating the perceived work values and commitment of Ky Stage 2 teachers as predictor of their work performance during the School Year 2024-2025.

Respondents of the Study

The respondents of the study were the Key Stage 2 teachers in the Hermosa District of the Division of Bataan.

The researcher used a sample size through G power with 0.05 level of significance. With this, the researcher applied stratified random sampling technique for the selection.

TABLE 1
RESPONDENTS OF THE STUDY

Schools	Frequency	Percentage
Almacen Elementary School	3	3.37
Bacong Elementary School	5	5.62
Balsik Elementary School	5	5.62
Bamban Elementary School	2	2.25
Casupanan Elementary School	9	10.11
Culis Elementary School	6	6.74
Hermosa Elementary School	7	7.87
Mabiga Integrated School	2	2.25
Mabuco Elementary School	6	6.74
Maite Elementary School	4	4.49
Mambog Elementary School	3	3.37
Mandama Elementary School	3	3.37
Pandatong Elementary School	3	3.37
Parapal Elementary School	3	3.37
Pastolan Integrated School	3	3.37
Pulo Integrated School	4	4.49
Saba Integrated School	4	4.49
St. Ma. Virginia P. Leonzon Integrated School	3	3.37
Sumalo Integrated School	6	6.74
Tipo Elementary School	8	8.99
Total	89	100.00

Table 1 tells that there were 89 Key Stage 2 teachers who were requested as the respondents.

Research Instruments

Another consideration of the study is on the kind of instrument that will be used. In a research, it is needed to ensure that the avenue to be used for data collection is carefully selected and chosen after consideration on the main goal of the study. From the view of Eng (2013), a research instrument serves as the tool to solicit the pertinent information from the different sources that will answer the given questions of the study.

The researcher adopted the tool of Avallone, Farnese, Pepe and Vecchione (2015) on The Work Values Questionnaire for the first part. It is a tool that was crafted based on power achievement, benevolence universalism, conformity tradition, self-directed stimulation, hedonism, and security. Even though the tool is adopted, the researcher will modify it to make sure it will be suited on the purpose of the study and current situation. For this reason, a set of experts was asked to validate the tool that will be crafted by the researcher with the help of the adviser.

The second part is intended to measure the level of commitment of teachers as described by the following indicators: affective, continuance, normative In this part, the researcher adapt the pre-validated research instrument of Ayele (2014) which was used to measure the commitment of the teachers.

The performance rating was collected through documentary analysis.

Data Collection

Protocols in securing the necessary permits and approval was done initially prior to the commencement of the research. The researcher personally wrote a letter of request signed by the adviser and the dean of the graduate school and sent to the Schools Division Superintendent. It included the information of the researcher and the purpose of the study. With this, the higher authorities may contact the researcher whenever there are questions or clarification.

After getting all the approvals, the researcher focused on data collection through online platform.

Ethical Considerations

The goal of the study was explained to the participants by the researcher. When they feel it is essential, each respondent will be free to ask questions. Making sure that involvement is voluntary is another factor to take into account. The respondents signed a consent letter to demonstrate their agreement in order to accomplish this. Additionally, by offering individuals the option to optionally write their names, the researcher safeguarded their identities.

Furthermore, the entire document contained no information that would have allowed for the teachers' identities to be determined. No response was singled out throughout the entire manuscript; all data were coded.

Statistical Treatment of Data

The researcher applied the following:

1. Weighted mean, to measure the work values of teachers.

For the assessment of work values, this Likert Scale was employed:

Scale	Descriptive Equivalent	Mean Range
5	Strongly Agree	4.50-5.00
4	Agree	3.50-4.49
3	Neutral	2.50-3.49
2	Disagree	1.50-2.49
1	Strongly Disagree	1.00-1.49

For commitment, this was used:

Scale	Descriptive Equivalent	Mean Range
4	Very Great Extent	3.26-4.00
3	Great Extent	2.50-3.25
2	Some Extent	1.76-2.50
1	Least Extent	1.00-1.75

2. Frequency and percentage, to summarize the performance rating of teachers

3. Pearson r, to measure the relationship of variables

III. RESULTS AND DISCUSSIONS

This chapter provides details about the results of application of statistical treatment on the gathered data.

1. Perceived Work Values of Key Stage 2 Teachers

Using a survey questionnaire, the researcher assessed the work values of the Key Stage 2 teachers in terms of power achievement, benevolence universalism, conformity tradition, self-directed stimulation, hedonism, and security.

Table 2 that Key Stage 2 teachers rated power achievement with a grand mean of 4.57 (SD=0.33) or Strongly Agree. In addition, third indicator “lead the team in the performance of their duties” was rated with the highest mean of 4.69 (SD=0.35) or strongly agree, while the lowest mean of 4.47 (SD=0.32) or agree is found on fourth indicator “attain higher position in my work”.

The findings enhanced the high work values of the Key Stage 2 Teachers on power performance. This implies that they are capable of performing the duties of a leader or coordinator, when they are given the power to oversee people. Corpuz et al. (2022) assert that leaders utilize their position of authority for the benefit of the populace rather than for personal gain. Only when the people are supporting the leader will the leader's power be apparent. On the part of the teachers, they are sometimes tasked to have coordinatorship or leadership that require them to do leadership functions.

TABLE 2
ASSESSMENT OF WORK VALUES IN TERMS OF POWER ACHIEVEMENT

Power Achievement	Mean	SD	Description
I am able to...			
1. perform leadership functions related to the designation given to me	4.67	0.37	Strongly Agree
2. be accountable of the teachers that I handle in my coordinatorship/leadership function	4.67	0.29	Strongly Agree
3. lead the team in the performance of their duties	4.69	0.35	Strongly Agree
4. attain higher position in my work	4.47	0.32	Agree
5. become successful at work	4.54	0.29	Strongly Agree
Grand Mean	4.57	0.33	Strongly Agree

Table 4 reveals that Key Stage 2 Teachers rated benevolence universalism with a grand mean of 4.58 (SD=0.37) or strongly agree. In addition, the highest mean of 4.71 (SD=0.37) is found on third indicator “respect colleagues’ work and make an effort to understand their point of view even if he/she does not share it” and the lowest is found on second indicator “dedicate attention to and listen to colleagues he/she does not esteem very much” based on its mean of 4.54 (SD=0.39).

The evaluation made it evident that Key Stage 2 Teachers are concerned about other teachers. They are doing their hardest to maintain positive relationships with their coworkers and to be really helpful to them. Nezlek (2024) emphasized the importance of employees having positive interactions with one another. Though their work does not always take place at their desks or tables, there may be times when they must collaborate.

TABLE 3
ASSESSMENT OF WORK VALUES IN TERMS OF BENEVOLENCE UNIVERSALISM

Benevolence Universalism	Mean	SD	Description
I am able to...			
1. be attentive to colleagues’ needs and emotional state	4.68	0.41	Strongly Agree
2. dedicate attention to and listen to colleagues he/she does not esteem very much	4.54	0.39	Strongly Agree
3. respect colleagues’ work and make an effort to understand their point of view even if he/she does not share it	4.71	0.37	Strongly Agree
4. be available when colleagues require his/her help	4.66	0.35	Strongly Agree
5. always help colleagues	4.59	0.38	Strongly Agree
Grand Mean	4.58	0.37	Strongly Agree

Table 4 reflects that conformity tradition is also rated as agree considering its general weighted mean of 4.45 (SD=0.32). In addition, the highest mean of 4.56 (SD=0.32) is given to second indicator “do things and actions that is acceptable in the school culture”. On the other hand, fourth indicator “share opinions without disrespecting others” garnered the lowest mean of 4.46 (SD=0.33) but still rated as agree.

Considering the data, Key Stage 2 Teachers demonstrate a high level of respect for culture, tradition, situation, and individuals. Teachers must understand when and how to respect other people's thoughts and opinions. This is appropriate to both newly hired and experienced teachers.

According to Capuano and Chekroun (2024), the word respect is extremely crucial for instructors. It is critical that those who shape the country's future inhabitants be able to put what they are teaching into reality. Respecting others would undoubtedly help instructors have a better work environment that they will see as a second home.

TABLE 4
ASSESSMENT OF WORK VALUES IN TERMS OF CONFORMITY TRADITION

Conformity Tradition	Mean	SD	Description
I am able to...			
1. respect customs and beliefs, rather than argue	4.52	0.34	Strongly Agree
2. do things and actions that is acceptable in the school culture	4.56	0.32	Strongly Agree
3. know when to give my opinion and suggestion once needed	4.51	0.35	Strongly Agree
4. share opinions without disrespecting others	4.46	0.33	Agree
5. work while remaining loyal to traditions and without adhering to continuous change	4.47	0.34	Agree
Grand Mean	4.45	0.32	Agree

The self-directed stimulation of Key Stage 2 Teachers is rated as strongly agree with a mean of 4.66 (SD=0.34). From the same illustration, it is shown that the highest mean of 4.74 (SD=0.36) is found on “continue working despite the challenges and changes in the work environment”. Furthermore, another strongly agree rating is given to indicator “know how to manage repetitive changes at work”, which is 4.62 (SD=0.33).

From the results, it can be claimed that the Key Stage 2 teachers have high self-direct stimulation. This means they can find reasons to continue working and improve themselves in order to become more productive. Despite obstacles and challenges, teachers find ways to remain active in the classroom. Rui et al. (2024) stated that a person may be motivated to learn and improve independently. This is one of the most effective motivators a teacher can have. The urge to be productive always pushes one to be optimistic about life and seize opportunities for personal development.

TABLE 5
ASSESSMENT OF WORK VALUES IN TERMS OF SELF-DIRECTION
STIMULATION

Self-Direction Stimulation	Mean	SD	Description
I am able to...			
1. have stimulating work activities even in the current situation	4.70	0.33	Strongly Agree
2. continue working despite the challenges and changes in the work environment	4.74	0.36	Strongly Agree
3. know how to manage repetitive changes at work	4.62	0.33	Strongly Agree
4. acquire new skills and competencies that help me in my work	4.65	0.36	Strongly Agree
5. remain challenged but motivated in work	4.66	0.32	Strongly Agree
Grand Mean	4.66	0.34	Strongly Agree

It is glaring from Table 6 that hedonism marked a general weighted mean of 4.63 (SD=0.34) or strongly agree. Moreover, second indicator “have a job which is fun and makes me feel good” is also rated as strongly agree with its highest mean of 4.71 (SD=0.38). It is also evident on third indicator “find pleasant and entertaining occasions within the workplace” but it has the lowest mean of 4.63 (SD=0.36).

From the illustration, it can be concluded that Key Stage 2 teachers are enjoying their work and they find the work as fulfilling on their part. According to Feldblyum (2024), persons who are satisfied at work are more likely to stay in their jobs or professions. When a person works, they are able to meet their fundamental necessities. Aside from that, they want to be happy and content with what they do. It is critical for every employee to enjoy their work in order to be more productive and stay longer on the job.

TABLE 6
ASSESSMENT OF WORK VALUES IN TERMS OF HEDONISM

Hedonism	Mean	SD	Description
I am able to...			
1. have a job which I enjoy	4.67	0.33	Strongly Agree
2. have a job which is fun and makes me feel good	4.71	0.38	Strongly Agree
3. find pleasant and entertaining occasions within the workplace	4.63	0.36	Strongly Agree
4. smile and be happy in work	4.69	0.34	Strongly Agree
Grand Mean	4.63	0.34	Strongly Agree

Lastly, security recorded a general weighted mean of 4.64 (SD=0.34) or strongly agree. From the same table, it is noticeable that all of the items are rated as strongly agree, but the highest mean of 4.67 (SD=0.32) is found on first indicator “feel secured in my job until I retire”, and the lowest mean of 4.61 (SD=0.34) is on fourth indicator “feel secured with benefits in the future when I retire already”.

According to the data, Key Stage 2 Teachers have the perception that they would be able to maintain their jobs until the day that they decide to retire. Due to the fact that they are legally protected, teachers have a sense of security in their work. When it comes to stress at work, Al-Hyari (2023) found that job security was a significant factor. It is less likely that teachers will leave their profession in search of another employment that will give them with the job security that they are looking for when they have job security in their current position.

TABLE 7
ASSESSMENT OF WORK VALUES IN TERMS OF SECURITY

Security	Mean	SD	Description
I am able to...			
1. feel secured in my job until I retire	4.67	0.32	Strongly Agree
2. feel that my rights are protected by DepEd	4.65	0.37	Strongly Agree
3. get the benefits that I deserve	4.63	0.34	Strongly Agree
4. feel secured with benefits in the future when I retire already	4.61	0.34	Strongly Agree
Grand Mean	4.64	0.34	Strongly Agree

2. Level of Commitment of Key Stage 2 Teachers

The level of commitment of the respondents was assessed considering affective, continuance and normative.

Key Stage 2 Teachers assessed their affective commitment with a general weighted mean of 3.55 (SD=0.33) or Very Great Extent. Furthermore, responses from the respondents made it clear that the first indicator “Teaching profession is important to my self-image” accumulated a mean of 3.63 (SD=0.35) with a verbal rating of Very Great Extent. Even though all of the indicators are assessed Very Great Extent, seventh indicator “I do not mix their feeling, emotions and personal problems in the profession work” engraved a mean of 3.53 (SD=0.37).

Saberon (2024) cited that individuals who demonstrate a commitment to continuity have a strong attachment to the firm. This attachment is based on the evaluation of the financial advantages acquired by the individual in their association with the organization. This merely demonstrates that, despite the fact that they are appealing, teachers are committed to maintaining their employment since the compensation they receive is not sufficient for a comfortable living.

TABLE 8
ASSESSMENT OF COMMITMENT IN TERMS OF AFFECTIVE

Indicators	Mean	SD	Description
1 Teaching profession is important to my self-image.	3.63	0.35	Very Great Extent
2 I believe that school image is my image.	3.55	0.39	Very Great Extent
3 I am proud to be in teaching profession.	3.55	0.37	Very Great Extent
4 Teaching profession is a great deal of personal meaning for me.	3.60	0.32	Very Great Extent
5 I am emotionally attached to teaching.	3.53	0.36	Very Great Extent

6 I encourage others to complete the task timely with full dedication and accuracy to increases productivity of school.	3.50	0.34	Very Great Extent
7 I do not mix their feeling, emotions and personal problems in the profession work.	3.53	0.37	Very Great Extent
8. I deal with the future of the school.	3.54	0.37	Very Great Extent
9. I perceive the school as the best one among the others.	3.61	0.32	Very Great Extent
Grand Mean	3.55	0.33	Very Great Extent

As shown form Table 9, continuance commitment of teachers is assessed as Very Great Extent with an average of 3.54 (SD=0.34). Although all of the indicators are rated Very Great Extent, first indicator “Changing teaching profession now would be difficult for me” caught the highest mean of 3.59 (SD=0.38), while the third indicator “I would not leave teaching right now because I have a sense of obligation to teaching” caught a mean of 3.52 (SD=0.35) but still interpreted as Very Great Extent.

According to the ideas of the Key Stage 2 Teachers, they believe that they have moral obligation to remain at the institution and help the school to reach its objectives. Sharma and Saini (2022) underscored that teachers are ensuring that they protect the names of the teaching profession. They have the desire to continue working for the school, learners and for the community.

TABLE 9
ASSESSMENT OF COMMITMENT IN TERMS OF CONTINUANCE

Indicators	Mean	SD	Description
1. Changing teaching profession now would be difficult for me.	3.59	0.38	Very Great Extent
2. Too much of my life would be disrupted if teachers" were to change their teaching profession now.	3.55	0.31	Very Great Extent
3. I would not leave teaching right now because I have a sense of obligation to teaching.	3.52	0.35	Very Great Extent
4. I will not change profession if I will be offered better working condition and safety in some other sector.	3.54	0.32	Very Great Extent
Grand Mean	3.54	0.34	Very Great Extent

As shown form Table 10, normative commitment of teachers is assessed as Very Great Extent with an average of 3.55 (SD=0.30). Although all of the indicators are rated Very Great Extent, first indicator "I would feel guilty if I left teaching profession" caught the highest mean of 3.62 (SD=0.37), while the third indicator "I have a strong sense of belonging to teaching" caught a mean of 3.39 (SD=0.37) but still interpreted as Very Great Extent.

The date tells that teachers demonstrates the level of commitment they have to their jobs. They feel it when other people make fun of or devalue the teaching profession that they have chosen. When it comes to the teaching profession, teachers make sure that they have a high appreciation for it. They are making every effort to maintain a positive reputation in the community

and among the individuals who are adjacent to them. They make an effort to preserve the positive reputation of the teaching profession.

TABLE 10
ASSESSMENT OF COMMITMENT IN TERMS OF NORMATIVE

Indicators	Mean	SD	Description
1 I would feel guilty if I left teaching profession	3.62	0.37	Very Great Extent
2. I am teaching profession because of I have sense of loyalty to it.	3.53	0.33	Very Great Extent
3. I have a strong sense of belonging to teaching.	3.49	0.37	Very Great Extent
4. I dislike those who hamper the image of teaching.	3.54	0.32	Very Great Extent
Grand Mean	3.55	0.30	Very Great Extent

3. Assessment of Performance of Key Stage 2 Teachers

Data on the IPCRF rating of Key Stage 2 Teachers were collected from their schools. As seen, 92.13% of the Key Stage 2 Teachers have outstanding performance rating, while there are only 7.87% of them who have satisfactory rating.

This denotes that performance of the Key Stage 2 Teachers is beyond the minimum expectations. Their performance is a combination of their work inside and outside the classroom including delivery of lessons, assessment, community linkages and others.

An understanding of the subject matter by a teacher implies that the teacher is able to grasp the main points and teach them to the learners, as well as correct any misconceptions of knowledge; all of this revolves on the teacher's understanding of the subject matter. Oken and Pitan (2025) asserted that teachers are obligated to know what they are teaching because of this understanding. Even in this day and age, teachers should make the teaching-learning process their main priority, even if the majority of their work consists of instructing students with classroom instruction.

TABLE 11
SUMMARY OF PERFORMANCE RATING

Ratings	Frequency	Percentage
Outstanding	82	92.13
Very Satisfactory	7	7.87
Total	89	100.00

4. Relationship of Work Values, Commitment and Teaching Performance

After getting all the data from the respondents, the researcher examined the relationship of variables.

Results of pearson analysis magnified that work values and teaching performance recorded an r-value of 0.5724 and p-value of 0.0328. The data are enough to reject the null hypothesis and claim that the relationship is statistically significant. The positive relationship entails that when work values improve, the teaching performance will be affected positively. This means that work values is a predictor of work performance.

It is possible that this is due to the way in which the teachers view their own work. When people have a positive outlook and attitude towards their work, it will have an effect on their performance because of the feeling that they have for their work. operate appreciates how teachers think and how they operate, according to Neri et al. (2025), who cited this information. In light of this, it is reasonable to anticipate that their beliefs will have an impact on the delivery of their lessons. What it means for an employee to have strong work values is that they have a high appreciation for the work that they do.

The same table tells that commitment and teaching performance marked an r-value 0.6132 and p-value of 0.0341. This gives the researcher the confidence to reject the null hypothesis and claim that there is significant relationship between commitment and teaching performance. When commitment is affected negatively, teaching performance will decrease. This also means that commitment is a predictor of work performance.

The relationship of commitment with teaching performance has been a topic among teachers. The commitment serves as a driving factor to continue doing job and tasks despite struggles. When teachers are committed to work, they have the desire to always excel.

According to Nagar (2012), commitment can be defined as the emotional attachment that instructors have to their chosen profession. Teachers who are committed to their profession are more likely to be motivated to consistently exceed the minimum requirements, which in turn has a favourable impact on their overall teaching effectiveness. There is no doubt that a teacher who is both motivated and committed is a treasure for the school.

TABLE 12
PEARSON ANALYSIS OF VARIABLES

Variables	r-value	p-value	Decision
Work values and teaching performance	0.5724	0.0328	Reject Null
Commitment and teaching performance	0.6132	0.0341	Reject Null

5. Proposed Professional Development Plan

The main goal of this study is to determine the relationship of perceived work values and commitment of Key Stage 2 Teachers on their teaching performance.

Using the results of the study, the researcher came up with a proposed professional development plan.

Key Area	Strategies	Activities	Persons Involved	Timeline	Success Indicators
1.1 Power– Achievement	Foster a culture of excellence and responsibility in roles	- Recognition programs for outstanding work - Leadership training - Performance-based incentives	Management/School Head	Quarterly/ Annual	Staff motivated to excel; higher task completion rates
1.2 Benevolence– Universalism	Strengthen respect, empathy, and inclusivity in workplace	- Values formation seminars on empathy and respect - Outreach/community service activities - Peer support programs	HR/Employees/Teachers	Semi-annual	Improved collaboration; positive feedback from community

Key Area	Strategies	Activities	Persons Involved	Timeline	Success Indicators
1.3 Conformity– Tradition	Promote adherence to organizational rules and cultural respect	- Re-orientation on Code of Ethics & policies - Cultural appreciation days - Role-modeling by leaders	School Head/Employees	Continuous	Reduced policy violations; improved punctuality and discipline
1.4 Self-Direction– Stimulation	Encourage creativity, initiative, and innovation	- Innovation contests - Self-directed projects - Sharing sessions of best practices	Teachers/Employees	Quarterly	Increased initiatives and innovative practices in the workplace
1.5 Hedonism	Promote healthy balance of work and enjoyment	- Team-building and wellness programs - Recognition of work-life balance - Stress management workshops	HR/Wellness Committee	Bi-annual	Higher morale; reduced stress indicators and absenteeism

Key Area	Strategies	Activities	Persons Involved	Timeline	Success Indicators
1.6 Security	Ensure a safe, stable, and supportive work environment	- Workplace safety training - Clear grievance/feedback system - Strengthened internal controls and accountability	Admin/Employees	Continuous	Employees report feeling secure and supported; reduced workplace conflicts

IV. CONCLUSIONS AND RECOMMENDATIONS

The study also provides information about summary of findings, conclusions formed and recommendations of the study.

Summary of Findings

The following were the summary of findings:

1. The work values of Key Stage 2 Teachers rated power achievement (M=4.57), benevolence universalism (M=4.58), self-directed stimulation (M=4.66), hedonism (M=4.63), and security (M=4.64) as strongly agree, while conformity tradition is rated as agree (M=4.45).
2. Key Stage 2 Teachers rated their commitment as very great extent in terms of affective (M=3.55), continuance (M=3.54) and normative (M=3.55).

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3. 92.13% of the Key Stage 2 Teachers have outstanding performance rating, while there are only 7.87% of them who have satisfactory rating.
 4. Pearson analysis magnified that work values and teaching performance recorded an r-value of 0.5724 and p-value of 0.0328. Commitment and teaching performance marked an r-value 0.6132 and p-value of 0.0341 on their relationship.
 5. A professional development plan is proposed based on the findings of the study.

Conclusions

The following conclusions were formed based on the findings:

1. Key Stage 2 Teachers have high standards of work ethics in the performance of their duties and obligations in classroom, demonstrating that they exercise leadership, show respect for their colleagues, are driven to work hard, and feel secure in their jobs.
2. Key Stage 2 Teachers have a close bond with their schools, which may keep them in the teaching profession. In addition, they are attached with the schools and teaching profession and find ways to protect its name.
3. Key Stage 2 Teachers were able to fulfill their jobs as public school teachers above and beyond the minimum requirements.
4. Work values and commitment are significantly correlated with teaching performance. An improvement on work values and commitment will have positive influence on teaching performance.
5. The proposed professional development plan aims to help Key Stage 2 Teachers improve their teaching performance through work values and commitment.

Recommendations

The following recommendations are offered based on conclusions:

1. School heads may sustain the high work values of Key Stage 2 Teachers by giving them tasks related to power achievement, benevolence universalism, conformity tradition, self-directed stimulation, hedonism and security like leadership on learning area.
2. School heads may conduct quarterly recognition of teachers who show strong commitment to their work to motivate them further to stay in teaching profession.
3. Best practices of teachers may be shared during learning action cell to help other teachers further improve their performance.
4. By providing teachers with demanding yet interesting tasks and leadership opportunities, school heads can positively affect their teaching performance and dedication.
5. The proposed professional development plan may be included in the learning recovery plan of the school related to human resource development to help their teachers.
6. Future researchers may dwell on how school heads ensure that their teachers have strong commitment and high work values.

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