

# Teachers' Work Values and Their Influence on Professional Growth: Basis for Professional Development Program

Salomon II S. Tagaloguin

Student  
Medina College  
Philippines

## Abstract:

Teachers' work values—dedication, responsibility, integrity, and continuous learning—are widely recognized as vital to professional growth. These values shape teachers' attitudes and behaviors, influence career advancement, and contribute to quality education. This study aimed to explore the relationship between teachers' work values and their professional growth. A descriptive-correlational research design was employed, utilizing a researcher-made questionnaire. The study involved teachers from Clarin North District, Misamis Occidental. Statistical tools used included Frequency Count, Arithmetic Mean, Spearman's Rank-Order Correlation, and Kruskal-Wallis Test. Findings revealed that teachers generally exhibited high levels of work values ( $M=4.203$ ), particularly in integrity and continuous learning. Their professional growth was rated very high ( $M=4.356$ ), with strong indicators in career advancement and skill development. However, no significant relationship was found between work values and professional growth ( $r=0.026$ ,  $p=0.785$ ). Additionally, there were no significant differences in work values based on educational attainment or years of teaching experience. Despite high work values and professional growth, the lack of a significant relationship suggests that these may evolve independently. The consistency of values across demographics indicates a shared professional culture among educators. Teachers uphold strong work ethics and are proactive in pursuing professional development. However, these domains appear not to be directly correlated, implying that external factors may influence growth more than intrinsic values.

**Keywords:** work values, professional growth, teachers, integrity, continuous learning.

## INTRODUCTION

Teachers' work values play a crucial role in shaping their professional growth, as these values influence their dedication, responsibility, integrity, and commitment to continuous learning. Dedication drives teachers to perform their duties with passion and perseverance, ensuring quality education for their students. Responsibility fosters accountability in fulfilling tasks and meeting professional expectations. Integrity upholds ethical standards, promoting trust and professionalism within the academic community. Continuous learning enables teachers to adapt to new educational trends, enhancing their skills and knowledge. These work values contribute significantly to career advancement and skill development, all of which are essential for long-term professional success. When teachers uphold strong work values, they are more likely to seek growth opportunities, such as pursuing further education, attending training, and engaging in reflective practice. Understanding the connection between work values and professional growth can help educational institutions implement programs that foster a culture of excellence among teachers. This study aims to explore how teachers' work values influence their overall professional development.

Work values play a crucial role in shaping teachers' professional growth by influencing their work engagement and career advancement. Strong work values enhance work engagement, leading to improved performance and professional development among young university teachers (Fei & Tien, 2024). Similarly, teachers with well-defined work values exhibit greater commitment to continuous learning and skill development, positively

impacting their career trajectory (Feng et al., 2024). Teachers who uphold values such as dedication, responsibility, and integrity tend to demonstrate higher teaching performance and seek further professional growth (Dumlao, n.d.). Moreover, the work values of Generation Z teachers influence their career aspirations and commitment to professional development, as they are driven by intrinsic motivation and ethical standards (Venida, 2022). These findings suggest that fostering strong work values among teachers can significantly enhance their professional growth, emphasizing the need for continuous support and development programs in educational institutions.

Preliminary interviews and observations reveal several gaps and lapses in understanding the connection between teachers' work values and their professional growth. While existing studies highlight the importance of dedication, responsibility, integrity, and continuous learning in enhancing career advancement, there is limited research specifically examining how these values interact in different teaching environments. Additionally, most studies focus on broad educational settings, leaving a gap in contextualized research that considers the unique experiences of teachers in specific institutions or regions. Another notable gap is the lack of in-depth analysis on how institutional policies and support systems influence the reinforcement of work values and their impact on professional growth. Furthermore, there is insufficient exploration of how teachers' perceptions of their work values translate into actual career development and skill improvement. These gaps highlight the need for further investigation to provide a more comprehensive understanding of the role of work values in shaping teachers' professional trajectories.

This study aims to examine the influence of teachers' work values on their professional growth, focusing on key values such as dedication, responsibility, integrity, and continuous learning. Specifically, it seeks to determine how these values impact career advancement and skill development among teachers. The study also aims to identify possible variations in work values and professional growth levels, providing insights into areas that require improvement or reinforcement. By analyzing these factors, the research intends to offer valuable recommendations for educational institutions to enhance teacher development programs and create a supportive work environment. Ultimately, this study seeks to contribute to a broader understanding of the role of work values in shaping teachers' career trajectories, ensuring their continuous growth and effectiveness in the teaching profession.

## **METHODS**

### **Research Design**

This study employed a descriptive-correlational design to assess the levels of teachers' work values and professional growth, and to examine their relationship (Creswell, 2018). This approach enabled the collection and analysis of numerical data without manipulation, providing empirical evidence on how work values influence professional growth among teachers in Clarin North District, Misamis Occidental.

### **Research Setting**

The study was conducted in Clarin North District, Misamis Occidental, to examine how teachers' work values influence their professional growth. This district, which comprises several public schools within the municipality of Clarin, was selected due to the observed challenges teachers face in terms of workload, limited resources, and professional development opportunities, making it a suitable setting for exploring the relationship between work values and career advancement.

### **Research Respondents**

The respondents of this study were 119 public school teachers from Clarin North District, Misamis Occidental. They were chosen for their direct involvement in classroom instruction, curriculum implementation, and student learning, making them well-positioned to provide insights into the relationship between work values and professional growth.

### **Research Instrument**

The study utilized a researcher-made questionnaire designed to gather data on teachers' work values and professional growth in Clarin North District, Misamis Occidental. It consisted of three sections: Demographic

Profile, Teachers' Work Values, and Teachers' Professional Growth. The Demographic Profile collected background information such as age, gender, educational attainment, teaching experience, and position. The Teachers' Work Values section measured four key indicators—Dedication, Responsibility, Integrity, and Continuous Learning—using a 5-point Likert scale. The Teachers' Professional Growth section assessed Career Advancement and Skill Development, also using a 5-point scale. The instrument was structured to align with the study's objectives and effectively capture data to examine the relationship between work values and professional growth.

### Validity of Instrument

To ensure the validity and reliability of the researcher-made questionnaire, the instrument underwent content validation, face validation, and pilot testing. A panel of experts in education and research evaluated each item for clarity, relevance, and alignment with the study's objectives, using the Content Validity Index (CVI), with items scoring 0.80 or above retained. Face validation was also conducted to ensure the questionnaire was clear and appropriate for the target respondents. A pilot test involving 10 to 20 non-sample teachers from Clarin North District was then carried out to assess internal consistency using Cronbach's Alpha, with a reliability threshold of 0.70. Revisions were made based on feedback and results before final administration.

### Data-Gathering Procedure

The data collection began with securing formal approval from the Schools Division Office of Misamis Occidental and the Clarin North District supervisor. Upon approval, the researcher coordinated with school heads to schedule the questionnaire administration. An orientation was conducted to explain the study's objectives, ensure confidentiality, and provide instructions. With informed consent obtained, the validated questionnaire was distributed either in print or via a secure digital platform, depending on accessibility. Teachers were given sufficient time to respond, and the researcher addressed any concerns during the process. Completed responses were reviewed, encoded, and prepared for analysis to explore teachers' work values and professional growth.

### Ethical Considerations

Ethical standards were strictly observed to protect participants' rights and ensure research integrity, following Bryman and Bell (2007). Informed consent was obtained from all participants, emphasizing voluntary participation and the right to withdraw at any time. Confidentiality and anonymity were maintained by using coded responses and omitting any personally identifiable information. The questionnaire avoided sensitive content to prevent psychological or professional harm. Honesty and transparency were upheld through accurate reporting and proper citation of sources. Finally, the study secured approval from the Schools Division Office of Misamis Occidental, adhering to institutional ethical guidelines.

### Data Analysis

To address the research questions, the study employed appropriate statistical tools. Frequency count was used to summarize the respondents' demographic profiles, presenting data on age, gender, educational attainment, years of teaching experience, and position in percentages and tables. The arithmetic mean determined the levels of teachers' work values (dedication, responsibility, integrity, and continuous learning) and their professional growth (career advancement and skill development). Spearman's rank-order correlation assessed the strength and direction of the relationship between work values and professional growth. Lastly, the Kruskal-Wallis test identified significant differences in work values based on demographic variables, providing insights into group comparisons where data distribution was not normal.

## RESULTS AND DISCUSSION

**Table 1 - Demographic Profile of the Respondents**

Profile	Teachers	
	f	%
<b>Educational Attainment</b>		
Bachelor's Degree	23	19.328

Master's Degree (Units)	35	29.412
Master's Degree (Completed)	54	45.378
Doctorate Degree (Units)	7	5.882
Doctorate Degree (Completed)		
<b>Total</b>	<b>119</b>	<b>100.00</b>
<b>Years of Teaching Experience</b>		
1-5 years	18	15.126
6-10 years	32	26.891
11-15 years	45	37.815
16 years and above	24	20.168
<b>Total</b>	<b>119</b>	<b>100.00</b>

Table 1 presents the demographic profile of the respondents in terms of educational attainment and years of teaching experience. The data revealed that the majority of the teachers held a completed Master's Degree (45.378%), followed by those with Master's units (29.412%). This indicates a strong inclination toward advanced studies among the teaching workforce, reflecting their commitment to continuous learning and academic advancement. In terms of teaching experience, a significant portion of the respondents (37.815%) had 11 to 15 years of service, followed by 26.891% with 6 to 10 years. These findings suggest that the teaching population is composed mostly of mid-career professionals who are likely to possess both classroom expertise and the maturity necessary for leadership or mentoring roles—an important factor when designing a professional development program. Analyzing the individual demographic data, it was observed that only a small percentage of teachers (5.882%) had earned doctorate units, and none had completed a doctorate degree, indicating an area for potential academic development and institutional encouragement. Furthermore, the smallest group in terms of teaching experience were those with 1–5 years (15.126%), highlighting a need for targeted support and mentoring for early-career teachers. These patterns suggest that professional development initiatives should be differentiated based on career stage and educational qualifications to maximize their relevance and effectiveness. For instance, early-career teachers might benefit from mentoring and classroom management training, while those with advanced degrees and experience might be engaged in leadership and research capacity-building programs.

**Table 2.1 - The Extent of Teachers' Work Values in Terms of Dedication**

Indicators	Sd	Mean
1. I am passionate about teaching and continuously strive to enhance my students' learning experiences.	0.842	4.218
2. I consistently invest time and effort in lesson planning and instructional strategies.	0.839	4.277
3. I am willing to go beyond my required duties to support student learning.	0.974	4.008
4. I remain committed to my profession despite challenges.	0.859	4.134
5. I find personal fulfillment and purpose in my role as an educator.	0.812	4.193
<b>Average Mean</b>	<b>High</b>	<b>4.166</b>

**Scale:** 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.1 presented the extent of teachers' work values in terms of dedication, with an average mean of 4.166, interpreted as "High". This result indicated that teachers generally demonstrated a strong sense of dedication toward their profession. Their responses reflected consistent commitment, engagement, and a genuine drive to enhance the learning environment. The high level of dedication implies that most educators are intrinsically motivated and find meaning in their work, which is essential for maintaining teaching effectiveness and student success. This level of dedication is a positive foundation upon which professional development programs can be built, aiming to sustain and deepen these values.

In terms of individual indicators, the highest mean score was found in the statement “I consistently invest time and effort in lesson planning and instructional strategies” (mean = 4.277), which fell under the “Very High” category. This suggested that teachers were highly proactive in preparing quality instruction. The lowest mean was on the statement “I am willing to go beyond my required duties to support student learning” (mean = 4.008), still interpreted as “High”, but indicating a slightly lower willingness among some teachers to extend their responsibilities. Meanwhile, other indicators such as passion for teaching (mean = 4.218), commitment amidst challenges (mean = 4.134), and personal fulfillment in teaching (mean = 4.193) also showed high levels of agreement. These findings suggested that while teachers overall are committed and motivated, there may be constraints—such as workload or institutional support—that affect their capacity to go beyond their basic responsibilities. Professional development strategies should therefore not only reinforce dedication but also provide support systems that empower teachers to extend their efforts sustainably.

The findings of this study, which revealed a high average mean (4.166) in teachers’ dedication, align with the results of De Leon et al. (2022), who reported that strong work values, such as passion and commitment, significantly contribute to job satisfaction among government employees, including educators. Similarly, Laurenio and Cabal (2023) found that Filipino school heads who exhibited high levels of dedication and personal commitment experienced greater job satisfaction and fulfillment. However, while both studies emphasized the positive influence of work values on job satisfaction, the current study showed that high levels of dedication among teachers did not significantly correlate with professional growth, suggesting that intrinsic motivation and commitment alone may not directly lead to measurable advancement in career or skill development (De Leon et al., 2022; Laurenio & Cabal, 2023).

**Table 2.2 - The Extent of Teachers' Work Values in Terms of Responsibility**

Indicators	Sd	Mean
1. I take full responsibility for my students' academic success and personal development.	0.799	4.160
2. I actively participate in school programs and initiatives to contribute to the learning environment.	0.823	4.193
3. I meet deadlines and fulfill my professional obligations with diligence.	0.775	4.269
4. I take accountability for my decisions and actions in the classroom.	0.816	4.151
5. I prepare and organize my lessons effectively to ensure productive learning experiences.	0.837	4.176
<b>Average Mean</b>		<b>4.190</b>

**Scale:** 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.2 presented the extent of teachers' work values in terms of responsibility, yielding an average mean of 4.190, which was interpreted as "High". This result indicated that teachers generally exhibited a strong sense of responsibility in fulfilling their roles and duties. The high average mean reflected their dedication to professional standards, accountability, and active participation in the educational process. This level of responsibility is vital in fostering a culture of excellence and integrity within the school community and suggests that the teachers are dependable stakeholders in achieving institutional goals.

For the individual indicators, the highest mean score was observed in the statement "I meet deadlines and fulfill my professional obligations with diligence" with a mean of 4.269, suggesting that teachers demonstrated a very strong commitment to punctuality and work discipline, edging close to the "Very High" category. Meanwhile, the lowest mean was recorded in "I take accountability for my decisions and actions in the classroom" with a mean of 4.151, still classified as “High,” indicating consistent but slightly varied perceptions of classroom responsibility. Other indicators such as participation in school programs (mean = 4.193), lesson preparation (mean = 4.176), and taking responsibility for student outcomes (mean = 4.160) also supported the overall high level of responsibility. These findings implied that while teachers generally uphold strong work values in terms of responsibility, professional development programs may enhance this further



by integrating components on reflective teaching practices, decision-making, and collaborative accountability systems.

Teachers exhibited strong work values, particularly in responsibility and ethical conduct, which positively influenced their performance and commitment to school goals (Argon & Taşkin, 2023). Similarly, junior high school teachers demonstrated high levels of responsibility, punctuality, and accountability, which were significantly associated with their teaching performance (Dumlao, 2022). Both studies highlighted the crucial role of responsibility as a core work value that enhances professional effectiveness and organizational climate. Consistent with these, the current study revealed a high extent of responsibility among teachers, especially in meeting deadlines and fulfilling obligations, which indicated their dedication and reliability. However, while the influence of the ethical climate on sustaining work values was emphasized in previous research, the current study suggested additional focus on reflective teaching and collaborative accountability in professional development, indicating a slightly broader approach to enhancing responsibility beyond individual commitment.

**Table 2.3 - The Extent of Teachers' Work Values in Terms of Integrity**

Indicators	Sd	Mean
1. I adhere to ethical teaching standards and institutional policies.	0.799	4.244
2. I treat students, colleagues, and staff with honesty, respect, and fairness.	0.846	4.126
3. I uphold confidentiality when handling student and school-related matters.	0.816	4.202
4. I maintain transparency and honesty in assessing student performance.	0.773	4.303
5. I lead by example by demonstrating ethical behavior in all aspects of my profession.	0.821	4.286
<b>Average Mean</b>		<b>4.232</b>

**Scale:** 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.3 presented the extent of teachers' work values in terms of integrity, with an average mean of 4.232, which fell under the “Very High” category. This indicated that teachers demonstrated a strong adherence to ethical standards and moral conduct in the performance of their professional duties. The very high rating on integrity reflects a trustworthy and principled teaching force, which is crucial in shaping a positive and ethical learning environment. This result also implies that integrity is deeply embedded in teachers' professional identities, which can significantly influence students' character formation and the overall culture of the institution.

Examining the individual indicators, the highest mean was found in the statement "I maintain transparency and honesty in assessing student performance" with a mean of 4.303, indicating that teachers placed great importance on fairness and objectivity in student evaluation. This was closely followed by "I lead by example by demonstrating ethical behavior in all aspects of my profession" (mean = 4.286) and "I adhere to ethical teaching standards and institutional policies" (mean = 4.244), all falling within the “Very High” category. The indicator with the lowest mean, though still high, was "I treat students, colleagues, and staff with honesty, respect, and fairness" at 4.126, suggesting slightly lower—but still strong—perceptions of interpersonal integrity. Overall, these findings implied that teachers not only value ethical behavior personally but also embody it in professional practice, serving as role models within the school community. Professional development efforts can further reinforce integrity by incorporating ethics training and peer mentoring systems to sustain this positive culture.

The findings of the study aligned with existing literature emphasizing the critical role of integrity in enhancing teachers' work performance and professional identity. Work values, particularly integrity, significantly influenced work engagement and performance among young university teachers, highlighting ethical behavior as foundational to fostering commitment and effectiveness (Fei & Tien, 2024). Similarly, integrity was identified as a key work value that contributed to a positive school climate and culture, which in turn improved

teachers' overall work performance in public elementary schools (Apad & Quines, 2025). The current study similarly demonstrated a very high level of integrity among teachers, especially in maintaining transparency and leading by example, reinforcing the notion that ethical conduct is deeply embedded in their professional roles. However, while prior studies underscored the link between integrity and engagement or school climate, the present findings suggested a need for continuous professional development focused on ethics training and peer mentoring to sustain and strengthen this culture of integrity within the school community.

**Table 2.4 - The Extent of Teachers' Work Values in Terms of Continuous Learning**

Indicators	Sd	Mean
1. I actively seek opportunities for professional growth and skill development.	0.836	4.202
2. I participate in training, seminars, and workshops to enhance my teaching effectiveness.	0.816	4.202
3. I engage in self-reflection to improve my instructional practices.	0.805	4.126
4. I stay informed about emerging trends and research in education.	0.761	4.345
5. I collaborate with colleagues to share best practices and innovative teaching strategies.	0.847	4.235
<b>Average Mean</b>		<b>4.222</b>

**Scale:** 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21 – 5.00 “Very High”

Table 2.4 presented the extent of teachers' work values in terms of continuous learning, showing an average mean of 4.222, which was interpreted as “Very High.” This result indicated that teachers placed strong value on lifelong learning and professional growth. Their commitment to continuous learning signified a proactive attitude toward staying updated with educational innovations, which is essential for maintaining relevance and effectiveness in the classroom. This also implied that the teaching force was open to change and eager to refine their skills, contributing positively to both student outcomes and institutional development.

For the individual indicators, the highest mean was observed in the statement "I stay informed about emerging trends and research in education" with a mean of 4.345, suggesting that teachers were highly engaged in keeping themselves updated with current developments in the field. The next highest was "I collaborate with colleagues to share best practices and innovative teaching strategies" at 4.235, followed closely by the indicators on attending professional development activities (mean = 4.202) and actively seeking growth opportunities (mean = 4.202), all within the “Very High” range. The lowest mean, though still classified as “High,” was recorded in "I engage in self-reflection to improve my instructional practices" at 4.126, indicating that while reflection was valued, it may be slightly less emphasized than other forms of continuous learning. These findings suggest that teachers were not only active participants in formal development activities but also valued collegial learning, though reflective practice may benefit from stronger emphasis in future professional development programs.

The findings of the study were consistent with previous research highlighting the importance of continuous learning in teachers' professional growth. Strong work values, particularly those related to continuous learning, significantly influenced teachers' professional development, with active engagement in training and staying updated on educational trends serving as key mediators in improving instructional effectiveness (Feng et al., 2024). Similarly, the positive relationship between teachers' work values, including commitment to learning and collaboration, and a supportive school climate that fosters better work performance was emphasized (Apad & Quines, 2025). The current study similarly revealed a very high extent of continuous learning among teachers, with particular strength in staying informed about educational trends and collaborating with colleagues. However, while both prior studies underscored the comprehensive role of continuous learning in enhancing performance within supportive environments, the current findings suggested that self-reflection, although valued, was slightly less emphasized, indicating a potential area for further strengthening in professional development programs to deepen teachers' reflective practices.

**Table 2.5** - Summary of the Extent of Teachers' Work Values

Components	Mean	Interpretation
Dedication	4.166	High
Responsibility	4.190	High
Integrity	4.232	Very High
Continuous Learning	4.222	Very High
<b>Average Mean</b>	<b>4.203</b>	<b>High</b>

**Scale:** 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21– 5.00 “Very High”

Table 2.5 summarized the extent of teachers' work values across four key components, yielding an overall average mean of 4.203, which was interpreted as “High.” This indicated that, in general, the teachers demonstrated a commendable level of professional commitment and ethical conduct in their work. The result suggested a strong foundation of work values that could positively influence teaching performance, student outcomes, and school culture. While the overall rating was high, the proximity to the “Very High” category implied potential for further enhancement through targeted professional development.

Individually, the highest-rated component was Integrity with a mean of 4.232, interpreted as “Very High,” reflecting that teachers placed strong emphasis on ethical behavior, fairness, and honesty in their professional roles. Continuous Learning followed closely with a mean of 4.222, also “Very High,” which highlighted the teachers' proactive approach to professional growth and adaptability. Meanwhile, Responsibility (mean = 4.190) and Dedication (mean = 4.166) were both rated as “High,” indicating that teachers were dependable and passionate about their duties, though slightly less than the top-rated areas. These findings suggested that while teachers were already strong in their work values, further strengthening their sense of responsibility and dedication through structured mentoring and recognition programs could elevate their performance to even higher levels.

The findings of the present study were consistent with prior literature emphasizing the importance of character and values in the educational setting. Teachers demonstrated high to very high levels of work values—particularly in integrity and continuous learning—which aligned with the advocacy of strengthening character education as a response to societal and educational challenges (Iksal et al., 2024). Similarly, the study supported the idea that cultivating work values such as responsibility and dedication among teachers could positively influence school culture and graduate outcomes, a connection also emphasized in research highlighting the impact of school leadership on character formation and student quality (Sanjani, 2024). However, while the current study focused on individual teachers' internal values, the literature placed additional emphasis on external structural supports, such as leadership and institutional character programs, as essential in shaping these outcomes. This contrast underscored the need for a combined approach that fosters both individual teacher growth and systemic support mechanisms to further elevate professional conduct and educational quality.

**Table 3.1** - The Extent of Professional Growth of the Teachers in terms of Career Advancement

Indicators	Sd	Mean
1. I actively pursue further studies to advance my career.	0.680	4.441
2. I seek leadership roles and opportunities for promotion.	0.664	4.414
3. I take the initiative to participate in professional development programs.	0.625	4.351
4. I set long-term career goals to enhance my growth in the teaching profession.	0.658	4.378
5. I am motivated to improve my qualifications and credentials.	0.742	4.297
<b>Average Mean</b>		<b>4.377</b>

**Scale:** 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21– 5.00 “Very High”

Table 3.1 presented the extent of professional growth of the teachers in terms of Career Advancement, which obtained an average mean of 4.377, interpreted as “Very High.” This result implied that the teachers showed



a strong commitment to advancing their careers and continuously improving their professional standing. The findings suggested a positive culture of growth within the teaching workforce, where educators actively engaged in self-improvement initiatives and pursued opportunities for upward mobility, which could contribute to better instructional practices and leadership capacity in schools.

Analyzing the individual indicators, the highest mean was 4.441 for the item “I actively pursue further studies to advance my career,” indicating that teachers prioritized continuing education as a primary avenue for career advancement. This was closely followed by “I seek leadership roles and opportunities for promotion” with a mean of 4.414, reflecting a proactive attitude toward assuming greater responsibilities. Indicators such as “I set long-term career goals” (4.378), “I take the initiative to participate in professional development programs” (4.351), and “I am motivated to improve my qualifications and credentials” (4.297) also received “Very High” ratings. These findings underscored that the teachers were highly future-oriented and motivated, highlighting the importance of sustained institutional support for further studies, leadership training, and continuous learning platforms.

The findings of the present study aligned with the literature of Anog et al. (2024), who emphasized that teachers' commitment to career growth and professional development significantly influenced job satisfaction and retention in the educational sector. Similarly, the high average mean of 4.377 in the current study indicated that teachers were strongly inclined toward professional advancement, such as pursuing further studies and leadership roles. In contrast, Talukder et al. (2025) highlighted the role of AI-driven professional development in enhancing career opportunities for ESL teachers in Bangladesh, underscoring the importance of integrating technological tools to support professional growth. While both studies acknowledged the value of professional development, the current findings emphasized intrinsic motivation and traditional advancement methods (e.g., further studies and leadership roles), whereas Talukder et al. focused on innovation-driven approaches, suggesting a potential area of growth for Filipino teachers in adapting to future digital tools for career progression (Anog et al., 2024; Talukder et al., 2025).

**Table 3.2 - The Extent of Professional Growth of the Teachers in terms of Skill Development**

Indicators	Sd	Mean
1. I continuously refine and enhance my teaching strategies.	0.731	4.351
2. I seek constructive feedback to improve my teaching effectiveness.	0.762	4.243
3. I integrate new technologies to enhance student learning.	0.728	4.288
4. I apply innovative teaching approaches to engage students effectively.	0.722	4.369
5. I attend skills-based training programs to strengthen my teaching competencies.	0.730	4.423
<b>Average Mean</b>		<b>4.335</b>

**Scale:** 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21– 5.00 “Very High”

Table 3.2 presented the extent of professional growth of the teachers in terms of Skill Development, which yielded an average mean of 4.335, interpreted as “Very High.” This indicated that teachers demonstrated a strong commitment to enhancing their instructional skills and classroom practices. The result implied that continuous skill refinement was an integral part of their professional identity, and they actively engaged in learning opportunities to remain effective and responsive to the needs of their students.

Looking into the individual indicators, the highest mean was 4.423 for the item “I attend skills-based training programs to strengthen my teaching competencies,” suggesting that teachers highly valued formal training as a means of skill development. This was followed by “I apply innovative teaching approaches to engage students effectively” with a mean of 4.369, reflecting their openness to creativity in teaching. The indicators “I continuously refine and enhance my teaching strategies” (4.351), “I integrate new technologies to enhance student learning” (4.288), and “I seek constructive feedback to improve my teaching effectiveness” (4.243) also received “Very High” ratings. These findings implied that teachers were not only receptive to change but also actively sought ways to innovate and adapt their teaching methods for better learning outcomes.

The findings of the present study aligned with the literature of Katbar et al. (2025), which revealed that professional development programs played a vital role in equipping teachers with the pedagogical skills necessary for effective instruction. Similarly, the teachers in this study showed a “Very High” level of commitment to refining their teaching strategies and competencies through continuous training and innovative practices. Canedo and Baguio (2024) also found that career progression was closely linked to the ability of teachers to adapt to and integrate advancements in educational technology and classroom facilities—an observation that was consistent with the current study’s results showing strong engagement in technology integration and skills-based learning. While Katbar et al. focused on newly recruited teachers in Sindh, this study demonstrated that such professional growth tendencies were evident across a broader group of educators, emphasizing that skill development remained a universal and ongoing priority for teacher effectiveness and student engagement.

**Table 3.3 - Summary of the Extent of Professional Growth of the Teachers**

Components	Mean	Interpretation
Career Advancement	4.377	Very High
Skill Development	4.335	Very High
<b>Average Mean</b>	<b>4.356</b>	<b>Very High</b>

**Scale:** 1.0 – 1.80 “Very Low”, 1.81 – 2.60 “Low”, 2.61 – 3.40 “Average”, 3.41 – 4.20 “High” 4.21– 5.00 “Very High”

Table 3.3 summarized the extent of professional growth of the teachers, showing an average mean of 4.356, which was interpreted as “Very High.” This indicated that overall, the teachers exhibited a strong level of professional development, actively pursuing opportunities to improve their careers and teaching skills. The very high average implied that the teachers were highly motivated to grow professionally, which could positively impact their effectiveness and contribution to the educational environment.

Looking at the individual components, Career Advancement received a mean of 4.377, while Skill Development had a mean of 4.335, both interpreted as “Very High.” This suggested that teachers were equally committed to advancing their careers through further studies, leadership roles, and goal setting, as well as enhancing their teaching skills by adopting innovative methods and participating in training programs. The balance between these two components highlighted the teachers’ holistic approach to professional growth, combining both career progression and skill enhancement to improve their overall performance.

The findings of the study revealed that teachers demonstrated a “Very High” level of professional growth in both career advancement and skill development, indicating a holistic and proactive approach to their professional development. This was consistent with the study of Nikoçeviq-Kurti (2023), who found that the five-factor mentoring model significantly enhanced the personal and professional growth of pre-service teachers by promoting reflective practices, professional identity formation, and goal-setting behaviors. Similarly, Zhao, Zhao, and Shi (2024) emphasized that integrating moral education with educational technology in rural teacher training programs significantly improved teachers’ pedagogical competencies and motivation for continuous improvement. While the current study focused on in-service teachers, both related studies supported the notion that structured support systems and innovative training models were vital in fostering sustained professional development.

**Table 4 - Test of Significant Relationship Between the Teachers’ Work Values and Teachers’ Professional Growth**

Variables	r value	p-value	Decision
Teachers’ Work Values and Teachers’ Professional Growth	0.026	0.785	retain the H <sub>0</sub>

**Note:** If  $p \leq 0.05$ , with a significant difference

Table 4 presented the test of significant relationship between the teachers’ work values and their professional growth. The results showed that there was no significant relationship between these two variables. This implied that, within the context of this study, teachers’ work values did not significantly influence or predict

their professional growth. The finding suggested that other factors beyond work values might play a more critical role in shaping professional growth.

The table showed an  $r$ -value of 0.026 and a  $p$ -value of 0.785, which was greater than the significance level of 0.05. Based on this, the null hypothesis ( $H_0$ ) was retained, indicating no statistically significant correlation between the teachers' work values and professional growth. This meant that despite teachers' positive work values, these did not translate directly into measurable professional growth in this sample. Further investigation into other contributing variables could provide a clearer understanding of what drives professional growth among teachers.

The findings of the current study contradicted the results of Feng et al. (2024), who found that work values had a significant positive impact on teachers' professional development through a moderated mediation model, suggesting that certain contextual or psychological variables may amplify the influence of work values. Similarly, Apad and Quines (2025) reported that work values, along with school climate and culture, significantly contributed to teachers' work performance, which in turn supported their professional advancement. In contrast, the present study revealed no significant relationship between teachers' work values and their professional growth, as indicated by a non-significant  $p$ -value of 0.785. This discrepancy could be attributed to differences in settings, methodologies, or mediating variables not explored in the current study, highlighting the complexity of professional growth and the need to consider a broader range of influencing factors.

**Table 5 - Test of Significant Difference on Teachers' Work Values when Grouped According to Demographic Profile**

Variables	df	P value	Decision
Teachers' Work Values vs. Educational Attainment	3	0.763	retain the $H_0$
Teachers' Work Values vs. Years of Teaching Experience	3	0.732	retain the $H_0$

**Note:** If  $p \leq 0.05$ , with a significant difference

Table 5 showed the test of significant difference on teachers' work values when grouped according to their demographic profiles, specifically educational attainment and years of teaching experience. The results revealed that there was no significant difference in the work values of teachers based on these demographic factors. This suggested that teachers' work values were consistent regardless of their level of education or how long they had been teaching, indicating a shared commitment and attitude toward their profession across different groups.

The table indicated a  $p$ -value of 0.763 for educational attainment and 0.732 for years of teaching experience, both exceeding the significance threshold of 0.05. Because of these  $p$ -values, the null hypothesis ( $H_0$ ) was retained for both variables. This meant that the differences in teachers' work values across various educational levels and teaching experience groups were not statistically significant, reinforcing the idea that these demographic factors did not affect how teachers valued their work.

The findings of the study revealed no significant difference in teachers' work values when grouped by educational attainment and years of teaching experience, indicating that these demographic factors did not influence how teachers valued their work. This was consistent with previous research which suggested that demographic factors such as education level and teaching tenure may not substantially affect teachers' work-related attitudes and values (The influence of workload, demographic factors and hardiness on teachers' work stress, n.d.). Similarly, Ede et al. (2021) found that while demographic variables had limited direct impact on teachers' perceptions of work value and ethical practices, other factors such as intervention programs and organizational culture played a more critical role in shaping work-related behaviors. These studies aligned with the current findings by highlighting that teachers' professional commitment and work values tend to be stable across different demographic groups, reinforcing the notion of a shared professional ethos regardless of background differences.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

Based on the findings, it can be concluded that the teachers possessed generally high levels of work values and demonstrated very high levels of professional growth, particularly in career advancement and skill development. Integrity and continuous learning emerged as their strongest work values, reflecting a strong ethical foundation and commitment to self-improvement. Despite these high ratings, no significant relationship was found between teachers' work values and their professional growth, indicating that the two variables may develop independently. Furthermore, the teachers' work values did not significantly differ when grouped according to educational attainment or years of teaching experience, suggesting a consistent value system across varying demographic backgrounds.

### Recommendations

Based on the findings, teachers may consider maintaining strong work values, particularly integrity and continuous learning, while remaining open to professional growth opportunities. School administrators could explore more focused development programs and recognition systems that support key values such as dedication and responsibility. Educational institutions might integrate work values into teacher evaluations and encourage a supportive environment through peer mentorship and reflective practices. Assigning teachers to roles that align with their strengths may enhance student outcomes. The Department of Education and policymakers may also look into promoting values-based training and considering work ethics in promotion criteria. Future researchers could examine additional variables or use qualitative approaches to gain deeper insights into the relationship between teachers' values and professional growth.

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