



Extrinsic and Intrinsic Work Values of Teachers in Lingayen I Public Elementary Schools of Pangasinan I: Basis for a Proposed Training Design

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Abstract

This study assessed the extrinsic and intrinsic work values of teachers at Lingayen I Public Elementary Schools of Pangasinan I for the School Year 2025–2026. Specifically, it examined teachers' profiles in terms of sex, age, highest educational attainment, and length of service, and determined the level of their work values as perceived by themselves and by their school heads. The study also sought to determine significant differences between teacher and school head perceptions and to examine the relationship between teachers' work values and their profile variables. A descriptive–correlational research design was used. All identified beginning and proficient teachers and their respective school heads were included through total enumeration sampling. Data were collected using a questionnaire covering two major parts: the profile of the respondents' extrinsic and intrinsic work values. The 5-point Likert scale was used to rate responses. Frequency, percentage, weighted mean, t-test, and correlation analysis were used. The study found that the teaching force is predominantly female, composed of mid- to late-career professionals, and holding Master's units. Most teachers have over 21 years of service, highlighting an experienced and highly qualified workforce. Teachers rated their extrinsic work slightly higher than school heads' ratings. Intrinsic values were rated higher by the teachers than by the school heads. Work values were not significantly correlated to sex but positively related to age, educational attainment, and length of service.

Keywords: *Extrinsic Work Values, Intrinsic Work Values, Profile Variables, Beginning Teachers, Proficient Teachers*



Chapter 1
THE PROBLEM

Rationale

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 (Tagaloguin, 2025). Work is a part of being an adult. It helps individuals earn a living and also shapes who these people are and how to connect with others. In schools, there are changes that affect how teachers do their jobs and how committed they are to their work. When teachers start working in schools, they have their ideas and ways of doing things that can affect how well they do their job. Teachers have a lot of work to do, like teaching classes, helping learners with tasks for the school, and getting involved in the community.

Some people, like Ali and others, said in 2017 that what teachers need, like feeling safe and happy, is connected to what they think is important about working. These things that teachers think are important really affect how motivated they are, how they behave, and how good they are at teaching. Teachers and their values are very important in the system, and teachers' values can make a big difference in their job performance. Teachers need to do more than just know what they are teaching. They have to make students want to learn, help them feel good about themselves, talk to them in a way that makes sense, and take care of their feelings and schoolwork. Teachers must see that each student is different and use the way of teaching for each one. Teachers also have to be organized, show up on time, be patient, think of ideas, and work with others. So, it is really important to know what teachers think is important about their work because this helps make sure students learn well and like being in school.

What teachers think is important about their work can be put into two groups. Some things are important because they come from outside, like getting paid, having a job that is safe, having a good place to work, and people saying they do a good job. Other things are important because they make teachers feel good inside, like feeling happy when they help students get better at teaching, feeling creative, and helping others. Castrillon said in 2019 that what people want to do for work and how well they do their job is connected to what they think is important, like getting better at things, being safe, being independent, being creative, being respected, having friends, and helping others. These things help teachers want to do a job and reach their goals. Teachers' work values are important because they help teachers do their job well and make sure students learn a lot. Teachers need to know what they think is important about their work so they can be good at teaching and make students happy. Teachers and teaching are very important, as teachers' work values.

According to Boreham (2018), teaching is a job. Teachers have to deal with students who are all different, make lesson plans, take part in school events, and get involved in the community, which can be stressful and overwhelming. The things that are important to a person help him or her handle these challenges. Ueda et al (2018) said that the things people value at work help them figure out what is okay to do at work and what they want to achieve.

When teachers really care about their work, it makes a difference. They are happy, satisfied, and do a job. According to Gallie (2019), Teachers who really believe in what they are doing and know why it is important tend to be excited, dedicated, and responsible. When the people in charge are supportive, recognize their work, and make sure they have a good place to



work, it makes them want to do even better. When school leaders understand what is important to teachers and use that to make decisions, it helps the school work better, and it makes teachers happier with their jobs.

At Lingayen I Public Elementary Schools, it is really important for teachers to have good work habits. This helps teachers work well together and makes the school a nice place to be. Not many studies have been done to see what makes teachers tick and how their personal lives affect their work. Some teachers get really stressed out. This can make them not like their jobs very much, as Doyle said in 2019. This means schools need to find ways to help teachers manage their stress. The goal of this study was to look at what motivates teachers at Lingayen I Elementary Schools and how their personal lives affect their work. This study wanted to know what makes them tick and what does not. The results of this study will help educational concerns to create a training program to help teachers become better at their jobs and make the school a happier place. It was thought that if teachers are happy and good at their jobs, they will teach better and the students will learn more.

Demirkasimoglu (2022) compared teachers from Generations X and Y in Turkey. The study found that younger teachers, the ones from Generation Y, think that the values they have for their work are very important. These teachers care more about what they value in their work than older teachers do. The study also found some differences between male and female teachers and between teachers who have been working for a long time and those who have not. For example, teachers like it when they can improve themselves and get things like awards or more money for doing a good job. These results show that things like how old someone's what gender they are, and how long they have been working can affect what teachers value in their jobs.

According to Wee (2024), when teachers are really into their work, it helps them like their job more. The study looked at how high school teachers work. It wanted to see how the things that motivate teachers, what they think is important at work, and how happy they are with life are all connected. The study found that when teachers feel like they are in control of their work and think their work is important, they are happier with life.

Additional studies make the idea of work values in schools even stronger. In the study of Laurenio (2023) on values and how organizations work showed that values like responsibility, support, and self-discipline help teachers feel more committed to their work and engaged in it. These values are really important for teachers to have attitudes towards their jobs and to do well in schools. Work values like responsibility, support, and self-discipline are essential.

Another study in 2016 of *Frontiers in Psychology* found that what motivates teachers from within and outside is key to how much they engage in their work and are happy with their careers. This study used the Self-Determination Theory to explain how feeling fulfilled inside and getting rewards outside both affect how teachers behave at work. Teachers who felt like they were in control were good at their jobs, got recognition, did better, and were more engaged. This shows that both what motivates teachers inside and outside is important, for work values. The study supported the application of Self-Determination Theory. Deci (2016) said that teachers who experienced autonomy felt competence, got recognition, and showed higher levels of engagement and performance.

In the Philippines, a study among elementary school teachers in DepEd Zambales in 2023 looked at what Filipino teachers value in their work and how satisfied they are with their jobs. The study found that things like achieving something, with their minds being good with people, and valuing their workplace were important to teachers being happy with their jobs. It also



showed that teachers with backgrounds had different values. The study suggested that school leaders and HR managers should think about what teachers value when planning promotions, training, and school programs. This study in the Philippines shows that understanding what teachers value can help them be happier and more satisfied with their jobs.

Many international studies have also looked at what teachers value and how it affects their work. A study by Fute et al. In 2022 looked at how what Chinese teachers value in their work and how engaged they are predicts how satisfied they are with their jobs during the COVID-19 pandemic. The researchers found that when teachers value their work, whether it's for fulfillment or benefits, they tend to be more engaged. This engagement then leads to job satisfaction. It shows that when teachers really value their work, they are more likely to be happy and satisfied even when things get tough.

Another investigation that looked at data from countries found that the conditions at school really affect how happy teachers are with their jobs. Things like how the school's run, how much work teachers have to do, and how well students behave all play a big role. The investigation showed that the environment outside of the classroom has an impact on how teachers feel about their jobs and whether they want to keep teaching or not. Some other research also looked into how what teachers value in their work, how engaged they are, and how well they do their jobs are all connected. When teachers' personal values match what the school expects from them, they tend to be more engaged and enthusiastic about their work. This was especially true for English teachers in China. All these studies from countries tell us that both what motivates teachers from inside (like feeling like their work matters) and outside (like the school environment) are important for how happy and engaged teachers are, no matter where they are in the world. In the Philippines, research also shows that what teachers think is important about their work has an impact on how they do their jobs.

The foreign and local studies showed that work values of teachers and other correlated factors were highly related to work contentment, and professional outcomes that these supported the need to evaluate these factors within the Lingayen I proficient teachers for relevant training design as an intervention.

Theoretical Framework

This study was based on ideas that are already known about how the values people have affect how they behave at work and how well they do their job, especially when it comes to teachers.

The Work Values Theory by Donald Super from 1970 says that what people think is important at work guides what they do. These values help people be committed, responsible, and happy with their jobs. For teachers, values like responsibility and being helpful help them make good decisions and do their job well. In this study, the values that good teachers have are a part of what makes them behave in an ethical way and do their job well at school.

The Virtue Ethics Theory by Aristotle is about being a person and doing the right thing. This theory says that people behave in a way because of what they believe in, not just because they have to follow rules. Teachers who are honest, fair, and hardworking show that they have values and are good role models. This theory helps us understand why good teachers at Lingayen I Public Elementary Schools behave in a certain way. It is because these values are a big part of who they are.



The Social Learning Theory by Bandura from 1977 says that people learn by watching and imitating others. At school, good teachers show teachers and students what it means to be a professional and have good values. When teachers behave in a certain way, it helps create a positive school culture and makes everyone want to be more professional.

The Self-Determination Theory by Deci and Ryan from 2016 says that people are motivated by three things: being in control, being good at something, and feeling connected to others. Teachers who like their job because they want to help students and become teachers themselves are more likely to be happy and engaged. At the time, things like salary and recognition can motivate teachers if they are what the teachers want. Things like pay and job security prevent dissatisfaction, while things like achievement and recognition make people happy. When both kinds of needs are met, teachers are more fulfilled and effective. In addition, Vroom's Expectancy Theory from 2017 says that people are motivated when they think that what they do will lead to something happening. This theory helps us understand why teachers are more motivated when they know that their hard work will be recognized. The Social Exchange Theory by Blau from 2018 says that when teachers feel supported by the people they work with, they are more likely to be happy and engaged in their job. Finally, the Theory of Work Adjustment by Dawis and Lofquist from 2016 says that how happy and engaged teachers are in their job depends on how their personal values and needs match the rewards and demands of their job. Teachers who have values that match the values of the school are more likely to be happy, engaged, and effective.

All these theories together help us understand how the values that teachers have affect their motivation, how well they do their job, and how we can make schools better by supporting teachers' values and helping them become more engaged in their work.

Conceptual Framework

The study used the Independent-Dependent Conceptual Framework Model to show how the different parts are connected. First, it looked at the respondents regarding their age, sex, education, and years of service. A questionnaire was made and distributed to the teachers, the answers were collected, and applied to understand what the data mean. Lastly, the study wanted to see how good the teachers are at their jobs; what they are good at; what they need to work on, and then come up with a plan to help them become better teachers and do their jobs even better.

Paradigm of the Study

The causal paradigm of the study was presented in a figure provided on the next page.

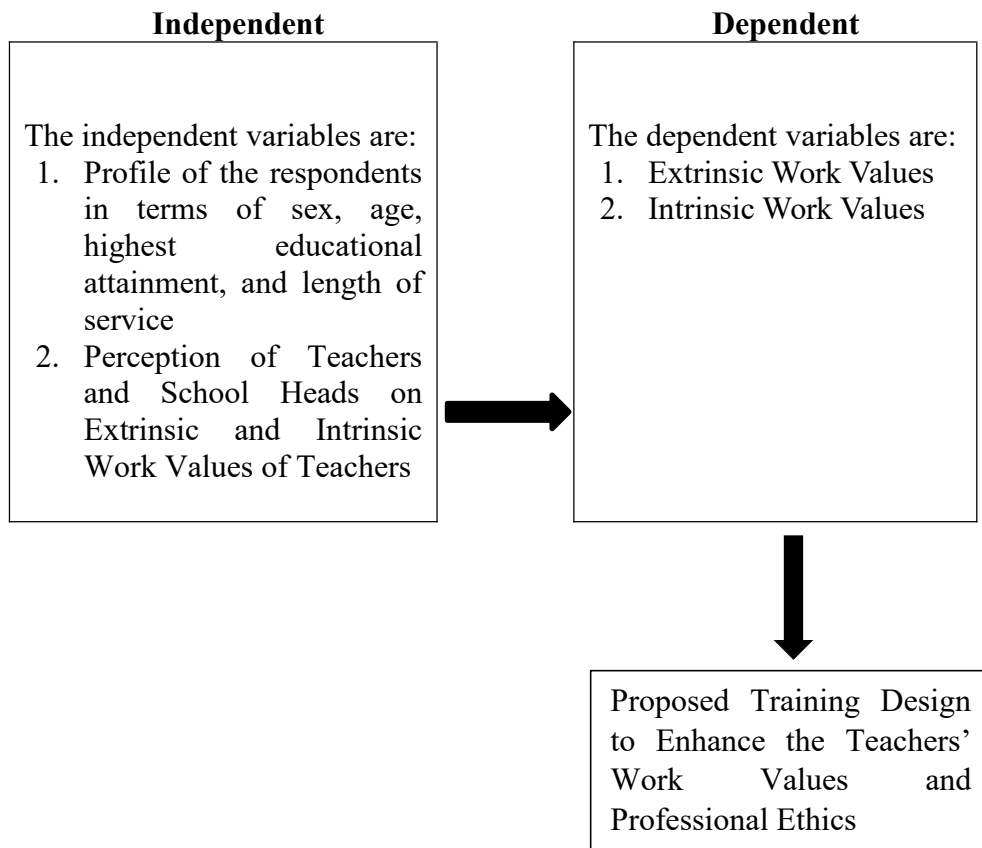


Figure 1. Paradigm of the Study

Statement of the Problem

This study purposely determined the work values of teachers of DepEd Elementary Schools of Lingayen I District in Pangasinan I. Specifically, the study sought answers to the following questions.

1. What is the profile of the respondents in terms of sex, age, highest educational attainment, and the length of service of the teachers?
2. What are the work values of the teachers as perceived by themselves and by their school heads in terms of:
 - a. extrinsic work values; and
 - b. intrinsic work values?
3. Is there a significant difference between the level of extrinsic and intrinsic work values of teachers as perceived by themselves and by their school heads?
4. Is there a significant relationship between the work values of the Lingayen I Public Elementary Schools teachers and their profile variables?
5. Based on the findings of the study, what training design or intervention program could be proposed to enhance the teachers' work values and professional ethics?

Research Hypothesis

1. Null Hypothesis (Ho)Null: There is no significant difference between the level of extrinsic and intrinsic work values of teachers as perceived by themselves and by their school heads.
2. Null Hypothesis (Ho): There is no significant relationship between the extrinsic and intrinsic work values of the Lingayen I Public Elementary Schools teachers and their selected profile variables, including sex, age, highest educational attainment, and length of service.

Scope and Delimitation

The study concentrated on determining the work values of the teachers, particularly on the extrinsic and intrinsic dimensions. The target respondents were the teachers of Lingayen I District of Pangasinan I. It also measured teachers' work values, including aspects such as responsibility, commitment, integrity, professionalism, cooperation, and accountability. Based on the findings, the researcher proposed a training design or intervention program aimed at enhancing the work values and professional ethics of the targeted proficient teachers. The study was done solely within the district and did not make a claim beyond the target scope or locale of the study.

Significance of the Study

The findings of this study would be important to groups of individuals, including:

School Administrators. The results of the study could help school heads design programs that make teachers work better.

Teachers. This study could help teachers at Lingayen I Public Elementary Schools of Pangasinan I understand what is important to them to perform best at work.

Future Researchers. Future researchers could use this study to design research projects, create new tools to measure teacher motivation or find ways to help teachers get more engaged in their work.

Policy Makers and Educational Planners. The study could also inform policymakers and people who plan education programs. They can use the findings to create programs that support teachers and help them grow. When policies support what motivates teachers, schools can be places for teachers to work and for students to learn.

Learners. When teachers are motivated and happy, students benefit the most for they would receive quality teaching and learning from their teachers.

The study of teacher work values was important because it could help make schools better places, for everyone, including teachers, administrators, and learners.

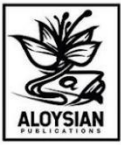
Definition of Terms

To make things clear and facilitate understanding of this study, the researcher needed to define the following terms:

Age. In this study, age refers to how old the teachers are, which can affect what they think is important, what they want to achieve, and what they value at work.

Educational Attainment. It refers to the degree or qualification that the teachers have completed, which can impact what they are capable of doing, what they want to achieve in their careers, and how keen they are to keep learning.

Extrinsic Work Values. These are the things that motivate teachers because of what they get from outside aspects, like their salary being recognized, having a status, getting benefits, and



other things they can see and touch. These things are provided by the school or the organization they work for.

Intrinsic Work Values. These are aspects important to teachers that are non-material or monetary, like growing as a person, feeling good about what they do, achieving things, being responsible, and being able to do work that really means something to them. These values motivate teachers from the inside, making them more engaged, happy, and keen to develop their careers.

Length of Service. This refers to the years the teachers have been working as teachers, which can shape what they know, how they work, and what they think is important.

Teachers. This refers to the teachers who belong to Teacher I-III or Beginning towards Proficient, and to those teachers who belong to Teacher IV-VI or Proficient under the Expanded Career Progression of DepEd.

Profile of the Respondents. This refers to the characteristics of the teachers, including their age, sex, educational attainment, and length of service.

Sex. This refers to whether the teachers are male or female, which can give us insight into whether there are differences in what they value at work or how they feel about their jobs.

Work Values. These are the principles that guide teachers' behavior and attitudes toward their work. Work Values influence motivation, performance, decision-making and professional interactions, within the school setting.

Chapter 2 METHODOLOGY

This chapter presented the research design, respondents of the study, research instrument, data gathering procedure, statistical treatment of data, and ethical considerations employed in assessing the extrinsic and intrinsic work values of teachers at Lingayen I Public Elementary Schools of Pangasinan I for the School Year 2025–2026.

Research Design

The study utilized a **descriptive–correlational research design**. The descriptive method was employed to determine the profile of the respondents and the level of their extrinsic and intrinsic work values. Meanwhile, the correlational approach was used to examine the relationship between teachers' work values and their selected profile variables, namely sex, age, highest educational attainment, and length of service.

This design was appropriate since the study aimed not only to describe existing conditions but also to determine whether significant relationships exist among the variables without manipulating them.

Respondents of the Study

The respondents of the study were the **teachers and their respective school heads of Lingayen I Public Elementary Schools of Pangasinan I for the School Year 2025–2026**. A **total enumeration sampling technique** was employed, wherein all identified proficient teachers in the school were included as respondents to ensure complete representation of the target population.

Table 1
Lingayen I Public Elementary Schools Teachers and School Heads

School	Number of Teachers	Number of School Heads
1. Dulag Elementary School	10	1
2. Libsong Elementary School	23	1
3. Lingayen I Central School	56	1
4. Magsaysay Elementary School	20	1
5. Matalava Elementary School	13	1
6. Naguelguel Elementary School	17	1
7. Namolan Elementary School	12	1
8. Quibaol Elementary School	12	1
9. Tonton Elementary School	25	1
10. Tumbar Elementary School	10	1
TOTAL	198	10

Research Instrument

The primary data-gathering tool was a **researcher-made questionnaire** developed based on related literature and studies on work values and professional ethics.

The instrument consisted of two major parts: **Part I. Profile of the Respondents and Part II. Teachers' Work Values.** The former gathers information on sex, age, highest educational attainment, and length of service, while the latter measures teachers' extrinsic and intrinsic work values. The indicators included responsibility, commitment, integrity, professionalism, cooperation and accountability. The researcher rated the responses using a five-point scale.

Likert Scale	Statistical Limit	Descriptive Equivalent
5	4.21-5.00	Highly Observed
4	3.41-4.20	Observed
3	2.61-3.40	Moderately Observed
2	1.81-2.60	Not Observed
1	1.00-1.80	Strongly Not Observed

Data Gathering Procedure

Permission to conduct the study was secured from the School Heads of Lingayen I Public Elementary Schools of Pangasinan I. Upon approval, the researcher personally administered the questionnaires to the respondents. The purpose of the study was clearly explained, and respondents were assured of the confidentiality of their responses. Adequate time was given for the completion of the questionnaires. After retrieval, all accomplished instruments were checked for completeness before data encoding and analysis.

Statistical Treatment of Data

The data gathered was organized, tabulated, and analyzed using appropriate statistical tools.

To answer problem 1 in determining the profile of the respondents, the **Frequency and percentage** were used.

To answer problem 2 in determining the level of extrinsic and intrinsic work values of teachers, the **Weighted Mean** was used with the Five-point Likert Scale and their descriptive ratings.

Likert Scale	Statistical Limit	Descriptive Equivalent
6	4.21-5.00	Highly Observed
5	3.41-4.20	Observed
4	2.61-3.40	Moderately Observed
3	1.81-2.60	Not Observed
1	1.00-1.80	Strongly Not Observed

To answer problem 3 in determining the significant difference between the level of extrinsic and intrinsic work values of teachers as perceived by themselves and by their school heads, the **t-test** was used.

$$t = \frac{\bar{x} - \mu}{s \sqrt{n}}$$

Where:

\bar{x} = Sample mean

μ = Population mean

s = Sample standard deviation

n = Sample size

To answer problem 4 in determining the significant relationship between teachers' work values and their profile variables, the **Pearson r** was used with the formula below.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

r = correlation coefficient

N = number of paired observations

X = scores of Variable X (e.g., Intrinsic Work Values)

Y = scores of Variable Y (e.g., Extrinsic Work Values)

$\sum XY$ = sum of the products of paired scores

$\sum X$ = sum of X scores

$\sum Y$ = sum of Y scores

$\sum X^2$ = sum of squared X scores

$\sum Y^2$ = sum of squared Y scores

Results focusing on the weaknesses of the proficient teachers served as the basis for formulating the proposed training design or intervention program.

Chapter 3
RESULTS and DISCUSSION

This chapter presented, analyzed, and interpreted the data gathered in the study on extrinsic and intrinsic work values of teachers at Lingayen I Public Elementary Schools of Pangasinan I as a basis for a proposed training design. The data were organized according to the specific problems stated in Chapter 1 and were presented in tabular form for clarity and systematic discussion. Furthermore, this chapter provided an in-depth analysis of the results and interpreted their implications in relation to the study’s conceptual framework and hypothesis.

Table 2
Profile of the Teacher-Respondents in terms of Sex

Sex	Frequency	Percentage
Male	25	13%
Female	173	87%
Total	198	100%

Table 2 showed the details of the teacher-respondents by sex. Twenty-five (25) or 13% of the respondents were males, while 173 or 87% of them were females. This indicated that there were more female than male teachers in Lingayen I Elementary Schools. This trend suggested that female teachers were mostly in the teaching profession in this study. This is usually seen in education at the basic level.

This implied that female teachers were more represented among teachers in this school or area. This might mean that women were more into teaching, or there were simply female teachers here. So, the findings of the study may mostly reflect what female educators think and do.

Table 3
Profile of the Teacher-Respondents in terms of Age

Age	Frequency	Percentage
61 years and above	3	2%
51-60	42	21%
41-50	76	38%
31-40	48	24%
30 years and below	29	15%
Total	198	100%

Table 3 showed the profile of the teacher-respondents by age. Of the 198 respondents, the biggest group was of those 41 to 50 years old, with 76 teachers, computed as 38%. The next group was of those teachers who were 31 to 40 years old, with 48 respondents, which was 24%; and then the teachers who were 51 to 60 years old, with 42 respondents, which is 21%. Twenty-nine respondents were 30 years old or younger, which was 15%, and only 3 respondents were 61

years old, which was 2%.

The result stated that the majority of the teachers belonged to the 41 to 50 age brackets, which could be claimed as the period of their career in which they have acquired wide instructional experience vital to their professional level.

These teachers have probably developed teaching strategies and classroom management skills over time. The reason for a few of the respondents who were 61 years old or more might be that they have retired. It was good to discover that there were younger teachers, 30 years old or younger who were just starting out and contributing to the profession.

Overall, the data showed that experience is very important if one wants to be a teacher and that teaching proficiency is something that teachers develop over time as they gain more experience.

Table 4
Profile of the Teacher-Respondents in terms of the highest educational attainment

Educational Attainment	Frequency	Percentage
Doctoral degree	4	2%
Doctoral units	10	6%
Master's Degree	70	35%
Master's Units	111	56%
Bachelor's Degree	3	1%
Total	198	100%

Table 4 showed the teachers' highest educational attainment. The majority of the 198 respondents, which were 111 teachers or 56 percent, have taken master's units. Then there were 70 respondents, or 35 percent, who had completed a master's degree. Also, there were 10 respondents, or 6 percent, who had taken units, and only 4 respondents, or 2 percent, who had completed a doctoral degree. A small number, which was 3 respondents or only 1 percent, have a bachelor's degree.

The data showed that most of the teachers have gone to graduate school, and many of them still work on completing their master's degrees. Combining the percentage of teachers with master's units and those who have completed master's degrees, 91 percent appeared. This clearly showed that the proficient teachers really want to advance in their careers and keep learning.

However, only a few have reached the level of taking units or completing degrees. From this, it can be seen that having an education, especially at the graduate level, is something that most teachers have in common. This meant that taking classes may help teachers become better at their jobs and more effective.

Also, the fact that a few respondents only have a bachelor's degree suggested that most teachers know how important it is to keep learning and improving their skills to do their jobs better and move up in their careers. The teachers are really pursuing education, and this is especially true for master's degrees.

Table 5
Profile of the Teacher-Respondents in terms of length of service

Length of Service	Frequency	Percentage
21 years and above	74	37%
16-20	39	20%
11-15	32	16%
6-10	34	17%
5 years and below	19	10%
Total	198	100%

Table 5 showed the profile of the teacher respondents based on how long they have been teaching.

Out of 198 respondents, the biggest group was made up of teachers who have been teaching for 21 years or more, with 74 teachers, which was 37%.

Then there were 39 respondents, or 20%, who had been teaching for 16 to 20 years. Respectively, there were 34 or 17% and 32 or 16% of the respondents who had been teaching for 6 to 10 and 11-15 years. Only 19 or 10% of the respondents have been teaching for only 5 years or less.

The statistics showed that many have been considered experienced teachers. The fact that there were respondents in all categories also showed that the experience was evenly distributed, even though it leaned towards more experienced teachers.

From this, it can be seen that how long a teacher has been in the profession plays a role in how good they are at teaching. Teachers who have been teaching for a time are likely to have gotten better at planning lessons, managing the classroom, and understanding the subject matter over time.

However, the fact that there are also teachers with experience who are proficient suggests that teachers can become good at what they do even early on, in their career, maybe because they are always learning, getting training, and developing their skills as professionals.

Table 6 showed what teachers think about the things that motivate them to work hard. The table showed that all ten indicators that motivate them got scores from 4.27 to 4.56, which meant they are "Highly Observed".

Table 6
Level of Extrinsic Work Values of Teachers as perceived by themselves

Extrinsic Work Values	Mean	Descriptive Equivalent
I am motivated by recognition from school heads and colleagues.	4.32	Highly Observed
Good salary motivates me to fulfill my duties effectively.	4.45	Highly Observed
A good working environment makes work productively.	4.51	Highly Observed
Administrative support motivates me to improve my teaching performance.	4.38	Highly Observed

Chances for promotion inspire me to work harder.	4.29	Highly Observed
Accessibility of instructional materials improves my commitment to teaching.	4.41	Highly Observed
Professional development chances motivate me to grow as a teacher.	4.56	Highly Observed
Clear school policies help me perform my responsibilities efficiently.	4.27	Highly Observed
Bonuses increase my motivation at work.	4.35	Highly Observed
Assistance from colleagues strengthens my dedication to the profession.	4.48	Highly Observed
Average Weighted Mean	4.40	Highly Observed

On one hand, having clear rules at school got the lowest score of 4.27, but it is still something that teachers think is important. This meant that teachers know that having rules helps them do their job, but it is not as important as some other things.

What can be learned from this is that Filipino proficient teachers are motivated by things outside of themselves, like getting rewards and having a place to work. Teachers like it when they get paid well and when people recognize what they do. When they have the things, they need to do their job. They also like it when they have chances to get better at their job and when they get rewards for doing a job.

The fact that teachers have a high level of things that motivate them to work hard meant that schools should try to make a nice place for teachers to work, give them chances to get better at their job, and make sure they get rewards for doing a good job. This will help keep teachers motivated and make sure that students get an education. Teachers were motivated by work values like compensation and recognition. This further implied that extrinsic values will help teachers stay motivated and perform their job.

Table 7
Level of Extrinsic Work Values of Teachers as perceived by the School Heads

Extrinsic Work Values	Mean	Descriptive Equivalent
Teachers are motivated by recognition from school heads and colleagues.	4.28	Highly Observed
A good salary motivates the teachers to fulfill their duties effectively.	4.39	Highly Observed
A good working environment makes the teachers work productively.	4.46	Highly Observed
Administrative support motivates the teachers to improve their teaching performance.	4.35	Highly Observed
Chances for promotion inspire the teachers to work harder.	4.26	Highly Observed
Accessibility of instructional materials improves the teacher's commitment to teaching.	4.40	Highly Observed

Professional development opportunities motivate teachers to grow as teachers.	4.52	Highly Observed
Clear school policies help the teachers perform their responsibilities efficiently.	4.24	Highly Observed
Bonuses increase the teacher's motivation at work.	4.33	Highly Observed
Assistance from colleagues strengthens the teacher's dedication to the profession.	4.45	Highly Observed
Average Weighted Mean	4.37	Highly Observed

Table 7 showed what school heads perceived about the work values of good teachers. The ratings for all ten things they looked at were between 4.24 and 4.52. This is considered "Highly Observed". The average rating was 4.37, which meant the teachers have a high level of extrinsic work values as seen by their school heads.

The school heads perceived that development opportunities are very important. This got the rating of 4.52. This showed that school heads know how much teachers want to learn and grow. A good working environment and support from teachers are also very important. These things help teachers want to work.

On the other hand, clear school policies got the lowest rating of 4.24. This was still considered good. It showed that other things might be more important for motivating teachers.

From these pieces of information, it can be seen that school heads perceived things like recognition, fair pay, and help from administrators as important for motivating teachers. The High rating agreed with what the teachers themselves perceived. This meant that everyone knows how important it is to have a work environment, get rewards, and have chances to learn and grow. This is crucial for keeping teachers motivated and doing their job. The school heads and teachers both know that a positive work environment, incentives, and professional development are essential for teachers to do their work.

Table 8 showed what proficient teachers perceived about their intrinsic work values. The ratings for all ten things we looked at are really high, going from 4.63 to 4.72. People say these are "Highly Observed". The average is 4.67, which meant these teachers have a high level of intrinsic work values.

Table 8
Level of Intrinsic Work Values of Teachers as perceived by themselves

Intrinsic Work Values	Mean	Descriptive Equivalent
I feel satisfied when my learners thrive.	4.68	Highly Observed
I am dedicated to perform my job at the highest level.	4.72	Highly Observed
I exhibit integrity in all my professional activities.	4.70	Highly Observed
I take full accountability for my tasks and outcomes.	4.65	Highly Observed
I constantly aim to enhance my teaching skills.	4.69	Highly Observed

I sustain professionalism in transacting with stakeholders.	4.66	Highly Observed
I participate with my co-teachers to attain educational objectives.	4.64	Highly Observed
I accept consequences of my deeds and judgments in school.	4.63	Highly Observed
I consider helping learners develop a meaningful and satisfying action.	4.71	Highly Observed
I stay committed to work even in the difficult times.	4.67	Highly Observed
Average Weighted Mean	4.67	Highly Observed

The indicators that got the highest ratings were when teachers do their jobs to the best of their ability, which got a 4.72, and when they help learners, and it makes them happy, which got a 4.71. This stated that teachers really want to do a job and feel happy when they help their learners. They also perceived that it is very important to be honest and fair, which got a 4.70, and to keep getting better at teaching, which got a 4.69. This meant that teachers want to grow and be people.

From these data, it can be seen that proficient teachers in the Philippines are motivated by what is inside them. They really care about their jobs and want to do what is right. They want to help their learners and be teachers. This implied that what is inside them, like being happy with their work and being honest, is more important than what is outside, like money or rewards. These things are what help teachers keep going and do a job in the classroom.

Table 9
Level of Intrinsic Work Values of Teachers as perceived by the School Heads

Table 9 showed what school heads perceived about the work values of good teachers. The scores for all ten things they looked at are between 4.56 and 4.65, with the average weighted mean of 4.60, which was considered "Highly Observed".

Intrinsic Work Values	Mean	Descriptive Equivalent
The teachers feel satisfied when their learners thrive.	4.61	Highly Observed
The teachers are dedicated to performing their job at the highest level.	4.65	Highly Observed
The teachers exhibit integrity in all their professional activities.	4.63	Highly Observed
The teachers take full accountability for their tasks and outcomes.	4.58	Highly Observed
The teachers constantly aim to enhance their teaching skills.	4.62	Highly Observed
The teachers sustain professionalism in transacting with stakeholders.	4.60	Highly Observed
The teachers participate with their co-teachers to attain educational objectives.	4.57	Highly Observed

The teachers accept the consequences of their deeds and judgments in school.	4.56	Highly Observed
The teachers consider helping learners develop a meaningful and satisfying action.	4.64	Highly Observed
The teachers stay committed to work even in difficult times.	4.59	Highly Observed
Average Weighted Mean	4.60	Highly Observed

The indicators show that the teachers are dedicated to performing their job at the highest level, with 4.65, and the teachers consider helping learners develop a meaningful and satisfying action with 4.64 got the highest mean. This showed that school heads believed that teachers care about their students and want to do a good job. Other indicators that got high mean are when teachers are honest and fair, with a score of 4.63, and when they keep trying to get better at teaching, with a mean of 4.62. This showed that teachers are dedicated to being good at their jobs and doing the right thing.

From this result, it can be seen that school heads perceived intrinsic values like feeling good about what they do, being responsible, and being professional are what motivate teachers. This meant that what drives teachers to be good at their jobs comes from inside them. It is good to see that teachers and school heads agree on how important intrinsic work values are for being a good teacher and staying committed to the job. Intrinsic work values of teachers are very important for making sure teachers are good at their jobs, such as what they do. School heads and teachers both know that the intrinsic work values of teachers are key to making teachers excellent and keeping them engaged in their work.

Table 10
The difference between the level of extrinsic work values of teachers
as perceived by themselves and by their school heads

Work Values Type	Mean (Teachers)	Mean (School Heads)	Mean Difference (D)	t-value	p-value	Significant?
Extrinsic	4.40	4.37	0.03	7.52	0.00004	Yes
Intrinsic	4.67	4.60	0.07	46.96	0.0000	Yes

Table 10 showed the computed difference between the level of extrinsic and intrinsic values of teachers as perceived by themselves and by their school heads.

Based on the findings, the extrinsic values appeared to have mean of 4.40 as perceived by the teachers, while 4.37 as perceived by their school heads. This indicated a mean difference of 0.03. For the intrinsic values, the mean was 4.67 as perceived by the teachers, while 4.60 as perceived by their school heads, with a 0.07 mean difference.

The p-values of both extrinsic with 0.00004 and intrinsic 0.0000 were lower than the level of significance of 0.05. This indicated that both work values, as perceived by the teachers and by their school heads, have a statistically significant difference.

Table 11
Relationship between the work values and profile variables
of the Lingayen I Public Elementary Schools teachers

Profile Variables	r	P-VALUE	DECISION
A. Sex	0.08	0.241	Not Significant
B. Age	0.21	0.004	Significant
C. Educational Attainment	0.19	0.008	Significant
D. Length of Years in Service	0.23	0.002	Significant

Table 11 showed the relationship between the work values and profile variables, including sex, age, educational attainment, and length of service of the Lingayen I Public Elementary School teachers. Based on the findings, the sex showed very low correlation with work values of the teachers, as evidenced by its r-value of 0.08, indicating that it had no statistically significant relationship, as evidenced by the p-value of 0.004. On the contrary, the age of the teachers with r-value of 0.21 and p-value of 0.004; educational attainment with r-value of 0.19 and p-value of 0.008; and their length of service with r-value of 0.23 and p-value of 0.002 appeared to have a statistically significant relationship. This indicated that the sex variable did not show a significant relationship with the work values of the teachers. This suggested that both male and female teachers regarded and performed their work values at comparable levels. However, the age, educational attainment, and length of service of the teachers showed a positive relationship with their work values. This suggested that the older teachers and those with higher educational attainment manifest higher work values, while those teachers with longer years in service observe intense predisposition toward higher work values, showing that work experience has a vital impact on building motivation, commitment, and professionalism.

As a result, the findings implied that work values, both extrinsic and intrinsic, are more impacted by biological and educational growth as well as by the longer work experience than by the sexual identity. As the teachers age, attain higher learning, and gain longer relevant work experience, they acquire firmer values in performing their job. Sexuality does not define differences between the levels of male and female work ethics, considering these as universal.

Proposed training design to enhance the teachers' work values and professional ethics

Based on the salient findings and conclusions, a training design to enhance the teachers' extrinsic and intrinsic work values and professional ethics was proposed. The training design would compose of the following:

1. Objectives,
2. Key Activities,
3. Performance Indicators,
4. Time Frame,
5. Persons Involved,
6. Budget, and
7. Funding Source.

The matrix of the training is presented in tabular form on the next page.



General Objectives:

The proposed training design aims to strengthen the work values of the teachers, especially those in their early and middle years of career, as this study found that they need further enhancement of their motivation, commitment, and professional ethics. The study found that how old the teachers are, how much education they have, and how long they have been teaching can affect how much they like their jobs. So, this program is designed to help the teachers get better at their jobs. Specifically, the training aims to let teachers demonstrate, exhibit, apply, and sustain work values principles through meaningful activities.

Performance indicators are set to ensure the success of the training. Each objective will run for 3 hours over 4 days, scheduled on the strategic dates. The public school district supervisor, school heads, the master teachers, and the beginning and proficient teachers shall be involved in the training. Funding sources may be taken from the school fund or MOOE, subject to policy guidelines.

Enhancing Work Values of Teachers in Lingayen I Public Elementary School Teachers						
Objectives	Key Activities	Performance Indicators	Time Frame	Persons Involved	Estimated Budget (PHP)	Funding Source
1. Demonstrate enhanced intrinsic work values such as personal fulfillment, accountability, integrity, and commitment to learners' development	- Reflective exercises on personal fulfillment and accountability- Case studies on teacher dedication- Sharing best practices in learner-centered teaching	Teachers can articulate personal motivation and demonstrate commitment in classroom activities	1 day (3 hours)	School Head, Teacher- Coordinators, Resource Speaker	5,000	School MOOE / PTA Support
2. Exhibit higher extrinsic work values including recognition, administrative support, and collaboration with colleagues	- Workshop on teamwork and collaboration- Role-playing on motivating colleagues and learners- Activities on recognizing rewards and recognition	Teachers participate actively and apply collaboration techniques and recognition practices	1 day (3 hours)	School Head, Teacher- Coordinators, Resource Speaker	5,000	School MOOE / PTA Support
3. Apply principles of professional ethics consistently in classroom management, learner interaction, and school activities	- Seminar on DepEd Code of Ethics and Standards for Teachers- Discussion on ethical dilemmas in school- Group activity on integrity and professionalism	Teachers demonstrate ethical decision-making in simulated and real classroom scenarios	1 day (4 hours)	School Head, Resource Speaker, Teacher- Coordinators	7,000	School MOOE / PTA Support
4. Develop strategies to sustain motivation and work values in challenging teaching situations	- Action planning and goal setting exercises- Peer mentoring and coaching sessions- Reflection on professional growth	Teachers develop individualized action plans and commit to follow-up mentoring activities	1 day (4-5 hours)	School Head, Teacher- Coordinators, Mentor Teachers	6,000	School MOOE / PTA Support



Chapter 4 Summary of Findings, Conclusions, and Recommendations

This chapter presents the summary of findings, conclusions, and recommendations.

Summary of Findings

1. Based on the findings as to sex, 13% of the respondents were males, 87% of them were females. As to age, the biggest group of respondents was of those 41 to 50 years old, with 38%; 31 to 40 years old with 24%; and then the 51 to 60 years old with 21%; 30 years old or younger, which was 15%; and 61 years old, with only 2%. As to educational attainment, 56% of them have taken master's degree units; 35% who have completed a master's degree; also, 6% who have taken units; 2% who have completed a doctoral degree; and only 1% had a bachelor's degree. Lastly, as to length of service, the biggest group was made up of teachers who have been teaching for 21 years or more with 37%; 20%, who have been teaching for 16 to 20 years; 17% and 16% of the respondents who have been teaching for 6 to 10 and 11-15 years; and only 10% of the respondents who have been teaching for only 5 years or less.
2. The extrinsic and intrinsic values of teachers as perceived by themselves and by their school heads were described as "Highly Observed". However, in the Intrinsic Values, the teachers rated themselves higher than their school heads did.
3. The findings indicated that both work values as perceived by the teachers and by their school heads have statistically significant difference.
4. Based on the findings, the sex showed very low correlation with work values of the teachers, which had no statistically significant relationship. On the contrary, the age of the teachers, educational attainment, and their length of service appeared to have a statistically significant relationship.
5. A training design is proposed that aims to strengthen the work values of the teachers, especially those in their early and middle years of career, as this study found that they need further enhancement of their motivation, commitment, and professional ethics.

Conclusions

1. Along with the variable, sex, this might mean that women were more into teaching or there were simply female teachers in Lingayen I District, resulting in the findings of the study may mostly reflect what female educators perceived. As to age, the majority of the teachers belonged to the 41 to 50 age bracket, which could be claimed as the period of their career in which they have acquired wide instructional experience vital to their professional level. As to educational attainment, teachers who pursue higher studies, especially at the graduate level, may help them become better at their jobs and more effective. Finally, as to their length of service, how long a teacher has been in the profession plays a vital role in how good they are at teaching.
2. In terms of extrinsic values, the school heads and teachers both know that a positive work environment, incentives, and professional development are essential for teachers to do their work. Similarly, in terms of intrinsic values, school heads and teachers both know that the intrinsic work values of teachers are key to making teachers excellent and keeping them engaged in their work. However, the study showed that what is inside the teachers, like



being happy with their work and being honest, is more important than what is outside, like money or rewards.

3. Based on the findings, it was concluded that the teachers and the school heads vary significantly in their perceptions of the work values of teachers, showing disparities in the assessment of work-related behaviors.
4. Both extrinsic and intrinsic work values are more influenced by age and educational growth, as well as by longer work experience, than by sexual identity.
5. A training design proposal that aims to strengthen the work values of the teachers was formulated.

Recommendations

1. Comprehensively, Lingayen I District should strategically leverage the expertise of seasoned teachers through mentorship programs, while giving incentives and recognitions to teachers pursuing graduate education.
2. Teachers should continuously be given rewards and recognition. This can be in the form of certificates and service credits.
3. School heads should create a feedback mechanism and joint professional development workshops focusing on work values, which would foster a common understanding of behavioral expectations and close the gap between the perceptions of the teachers and the school heads.
4. School heads should design professional development programs that are responsive to the age, educational advancement, and length of service of teachers to strengthen the work values among teachers further, regardless of their sexual identity.
5. The proposed training should be implemented in the Public Elementary Schools of Lingayen I District of Pangasinan I to strengthen the work values of the teachers.

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