

Work Values and Teaching Performance of Physical Education Teachers in Secondary Schools

Giselle A. Sabido

University of Eastern Philippines, Northern Samar, Philippines

Author email: giselleabalon@yahoo.com

Dated Submitted: February 1, 2024

Date Revised: February 10, 2024

Date Accepted: February 11, 2024

Originality: 80%

Grammarly Score: 99%

Similarity: 20%

Recommended citation:

Sabido, G. (2024). Work Values and Teaching Performance of Physical Education Teachers in Secondary Schools. *Journal of Interdisciplinary Perspectives*, 2(3), 22–35. <https://doi.org/10.69569/jip.2024.0031>



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

ABSTRACT

This study investigated the work values and teaching performance of Physical Education teachers in secondary schools in the Philippines. Employing a descriptive research design, a total of 222 respondents composed of 114 teachers, 83 students, and 25 school heads were asked to fill out a questionnaire on teacher work values and teacher performance of teachers. Teacher-respondents were also asked to supply their demographic profile. Findings revealed that work values were very much important to the respondents, with a positive attitude being rated the highest among the indicators. A closer look shows that loyalty was rated highest by teachers, strong self-confidence by students, and positive attitude by school heads. Concerning teaching performance, teachers were rated very satisfactory on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting. Correlation analysis revealed that there was a significant relationship between age and positive attitude, length of service and positive attitude, length of service and adaptability, a number of seminars attended and professionalism, a number of seminars attended and strong self-confidence, and a number of seminars attended and dependability and responsibility. In addition, a significant relationship was determined between age and curriculum and planning, educational attainment and content knowledge and pedagogy, educational attainment, and curriculum and planning, several seminars and content knowledge and pedagogy, and several seminars and curriculum and planning. Moreover, results revealed that there was a significant relationship between professionalism and content knowledge and pedagogy, positive attitude and learning environment and diversity of learners, and adaptability and learning environment and diversity of learners.

Keywords: Work values; Teaching performance, Physical education teachers; Secondary schools; Philippines

Introduction

Work values occupy a specific place within the context of people's lives. They govern the importance placed on work- and work-related aspects by individuals and groups of people within the context of the entirety of their lives. Work values are derived from the entire basic value systems that guide individuals through the various facets of their lives. In this sense, they are a specific subset of general life values; and so, are influenced by intrinsic and extrinsic factors. Understanding values is fundamental to understanding the meaning that individuals place on work. In the organization, the construct of "values" has been examined concerning a range of work-related concepts, including attitudes, job satisfaction, employee turnover, decision-making, organizational "fit," motivation, organizational commitment, and organizational citizenship behavior. As such, it is an established notion that work values and the understanding of such values are relevant and important to an individual's work and working life.

Since education is a preserver of moral values, consequently, teachers are expected to demonstrate appropriate values and virtues in life. This is outlined in the National Competency-based Teacher Standards (NCBTS). One dimension that focuses on the work values of teachers as role models is the social regard for learning. Moreover, work performance has been identified as the significant key for organizations to gain a competitive advantage, which is more relevant to the private sector, but it can be extended to the public sector. According to Vermeeran (2016), work performance could help public organizations improve service delivery.

Low work values affect employee engagement directly. Natividad (2019) mentioned that one of the work values of the organization is promoting the well-being of the employees. It plays a vital role in increasing employee engagement, resulting in high productivity. However, if the work values contradict the personal values as well as the emotional and physical well-being of the employees, it will ultimately affect employee engagement, resulting in lower productivity. Interviews with some school heads revealed that the demands of the job exhaust employees' mental and physical resources, leading to low energy and causing several mental and health problems. But when the work values balance the work demands, it leads to a higher level of employee engagement and results in higher work and teaching performance.

In the field of teaching Physical Education (PE), work values are important because a teacher has a big factor in influencing the students in learning. A teacher must not only be equipped with academic qualifications in teaching Physical Education but also possess desirable work values so that they would be effective in their teaching performance. Despite its importance, there is a lack of studies investigating how the work values affect teachers' performance. That is why, this study determined the work values and teaching performance of Physical education teachers in secondary schools in the Philippines.

Methodology

Research Design

The descriptive-correlational research design was employed to investigate the issues outlined in the study, such as the profiles of the respondents, work values, and teaching performance. To identify the relationship between the profiles and work values, the profiles and teaching performance, as well as the relationship between work values and teaching performance, a correlational research approach will be utilized.

Research Locale and Participants

The respondents in this study are divided into three groups, all from the Central Area in Northern Samar. The first group consists of teacher-respondents who taught physical education during the school year 2019-2020. To validate the responses of these teacher-respondents, the second group comprises their students. Furthermore, the third group consists of the immediate school heads of the identified teacher-respondents, serving to further validate the gathered data.

For PE teachers and school heads, complete enumeration was employed, comprising all 114 Physical Education teachers from various junior high schools in the central areas. Additionally, a total of 14 immediate school heads of the identified teacher-respondents also served as respondents in this study. As for the students, simple random sampling was used.

Research Instrument

The research instrument in this study comprises three parts. Part I focuses on the profiles of the respondents, covering variables such as sex, age, highest educational attainment, field of specialization, length of service in teaching PE talents and skills, seminars attended related to PE, occupational income, occupational position, school graduated from, and additional coordinator in school. Part II delves into the work values of the teachers, which were documented using Work Values Inventory utilized by Eve Anderson Recruitment Limited in their employees' assessment. This inventory covers nine dimensions of work values: strong work ethic, positive attitude, adaptability, honesty and integrity, dependability and responsibility, loyalty, professionalism, strong self-confidence, and self-motivation. Part III assesses the teaching performance of PE teachers, utilizing the Individual Performance Commitment and Review Form (IPCRF) for the school year 2018-2019. This form is an annual performance rating tool in the implementation of the Results-based Performance Management System (RPMS). It measures the performance of teachers in five key results areas (KRAs): content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment, and reporting, and the plus factor.

The validation of instruments was deemed necessary, especially since the instruments for assessing the work values and the teaching performance of physical education teachers were collected and constructed by the researcher, with adaptations from the major indicators of the work value inventory of Eve Anderson. The validation process took place in the District of Pambujan, Northern Samar. The result of the reliability test showed an overall Cronbach alpha coefficient of $\alpha = 0.88$, indicating high reliability.

On the other hand, the questionnaire used to measure the performance of teachers was derived from the Individual Performance Commitment and Review Form (IPCRF) of teachers for the school year 2018-2019. Since the IPCRF was already available in the office of the school head, the researcher copied their ratings per key result area. The indicators of the instrument are based on the Philippine Professional Standards for Teachers and are used in the DepEd for the evaluation of teachers.

Data Collection Procedure

Upon receiving approval and consent from the research adviser and the dean of graduate studies, the researcher sent letters of request to the school heads and all PE teachers in the districts of the central area. Students were randomly identified for

participation in the study. The researcher personally collected the data by distributing research questionnaires to the identified sampled students. Clear instructions were provided to the students on how to answer the questionnaire and when it would be retrieved. Subsequently, the collected questionnaires were encoded in preparation for statistical analysis.

Data Analysis

For the profiles of the respondents, frequency counts, weighted mean, and percentage distribution were utilized. To establish the relationship between the profile of the respondents and their work values, as well as the significant relationship between the respondent's profile and their teaching performance, and the significant relationship between the work values and the teaching performance of the respondents, Pearson r Correlations were employed.

Results and Discussion

Demographic Profile

Table 1 shows the profile of the Physical Education teacher-respondents in terms of sex, age, their highest educational attainment, their field of specialization, their length of service, seminars attended, school graduated, coordinator, occupational income, and occupational position.

Table 1: Demographic profile of the respondents

	f	%
Sex		
Male	50	43.9
Female	64	56.1
Age		
41 to 45 years old	11	9.8
36 to 40 years old	6	5.3
31 to 35 years old	29	25.5
26 to 30 years old	54	47.4
21 to 25 years old	14	12.4
Highest Educational Attainment		
Ph.D. with CAR	1	0.9
Master's Degree Graduate	2	1.8
MA with CAR	11	9.6
with MA Units	24	21.1
BS Degree Graduate	76	66.7
Field of Specialization		
Physical Education	82	71.9
English	11	9.6
Social Studies	6	5.3
Science	5	4.4
Mathematics	3	2.6
Filipino	3	2.6
Technology and Livelihood Education	3	2.6
Computer Education	1	0.9
Length of Service		
16 to 20 years	2	1.8
11 to 15 years	4	3.6
6 to 10 years	22	19.2
1 to 5 years	86	75.5
Total	114	100
Seminars Attended		
None	95	83.3
National workshop in music and dance	18	15.8
Coaching and officiating	11	9.6
National seminar-workshop on creative arts through theater and dance	5	4.4
K-12	4	3.5
Arts and crafts, basic photography skills	2	1.8

P.E & Personal Development seminar at Cebu City	1	1
Regional Training for Grade 10 Teaching MAPEH	1	1
School Graduated		
University of Eastern Philippines	109	95.6
Asia College	1	0.9
Northwest Samar State University	1	0.9
San Lorenzo Ruiz De Manila	1	0.9
Tiburcio Tancinco Memorial Institute of Science and Technology	1	0.9
Visayas State University	1	0.9
Coordinator		
None	103	90.4
Boy Scout Coordinator	1	0.9
DRRM Coordinator	1	0.9
Grade 7 Coordinator	1	0.9
MAPEH Club Coordinator	2	1.8
Performing Arts	1	0.9
PESS Coordinator	1	0.9
Drum And Lyre	1	0.9
Sports Coordinator	1	0.9
SSG Adviser	1	0.9
Supreme Student Government Adviser	1	0.9
Occupational Income (PHP)		
20000 – 25000	97	85.1
26000 – 31000	14	12.3
32000 – 37000	0	0.0
38000 – 43000	3	2.6
44000 - 49000	0	0.0
Occupational Position		
Master Teacher I	3	2.6
Teacher III	14	12.3
Teacher II	14	12.3
Teacher I	83	72.8

Work Values of Physical Education Teachers

Work Ethics

As shown in Table 2, the respondents strongly believe that a strong work ethic is highly important for teachers (WM = 4.29). Among the indicators, teachers demonstrate a strong work ethic through their awareness of school policies, rules, and regulations (WM = 4.80). Students and school heads, on the other hand, express dedication, and commitment to achieving good results (WM = 4.90 and WM = 4.60, respectively).

Table 2: Work values of physical education teachers in terms of work ethic

STATEMENTS	TEACHERS		STUDENTS		HEADS		COMPOSITE	
	Mean	Inter.	Mean	Inter.	Mean	Inter.	Mean	Inter.
1. I have shown dedication and commitment to coming up with very good results in my work.	4.62	VMI	4.90	VMI	4.60	VMI	4.71	VMI
2. I maintain a balanced and consistent performance in performing my work.	4.47	VMI	4.71	VMI	4.32	VMI	4.50	VMI
3. I am diplomatic; I choose my words carefully not to offend others.	4.46	VMI	4.36	VMI	3.88	MI	4.24	VMI
4. I listen to my colleagues' opinions.	4.61	VMI	4.02	MI	3.76	MI	4.13	MI
5. I am aware of the school's policies, rules, and regulation	4.80	VMI	3.43	MI	3.36	MI	3.86	MI
Composite Mean	4.59	VMI	4.29	VMI	3.98	MI	4.29	VMI

Note: 4.20 – 5.00 Very Much Important (VMI), 3.40 – 4.19 Much Important (MI), 2.60 – 3.39 Important (I), 1.80 – 2.59 Less Important (LI), 1.00 – 1.79 Not Important (NI)

Being properly oriented implies that teachers will appropriately follow and apply acting accordingly to the school's policies and standards as stipulated in the laws and regulations governing teachers and mandated by the department or sector where they work. In contrast, students and school heads believe that a strong work ethic can be demonstrated through dedication and commitment to achieving excellent results in their work. This suggests that they place significant importance on various methods and resources to achieve the best outcomes and results in their work. This finding aligns with the conclusion of Hofstede that the work values of teachers are manifested in their work ethics, encompassing emotions, cognitive processes, and behavior related to the performance of work duties and responsibilities.

Professionalism

As shown in Table 3, The respondents collectively place a high value on the professionalism of teachers, rating it as "Very Much Important" (WM = 4.24). Specifically, teachers and students consider passion for teaching as the most crucial aspect of professionalism (WM = 4.70 and WM = 4.75, respectively), while school heads believe that sensitivity to diversity and exceptionality holds the utmost importance (WM = 4.75).

This suggests that the respondents embody what Wardoyo et al. define as the way teachers think about their profession, why they should be professional, and how they behave and implement their knowledge and skills related to their profession. According to Barber, as cited by Wardoyo et al., four main characteristics of professional behavior include (a) a high degree of generalized and systematic knowledge, (b) orientation primarily to community interest rather than individual self-interest, (c) a high degree of self-control of behavior through codes of ethics in the process of work socialization, and (d) a system of rewards seen primarily as symbols of work achievement.

Table 3: Work values of physical education teachers in terms of professionalism

STATEMENTS	TEACHERS		STUDENTS		HEADS		COMPOSITE	
	Mean	Inter.	Mean	Inter.	Mean	Inter.	Mean	Inter.
1. I have a passion for teaching.	4.70	VMI	4.75	VMI	4.48	VMI	4.64	VMI
2. I demonstrate sensitivity to diversity and exceptionality.	4.47	VMI	4.52	VMI	4.52	VMI	4.50	VMI
3. I demonstrate knowledge of education-related issues and research.	4.43	VMI	4.19	MI	3.92	MI	4.18	MI
4. I demonstrate knowledge and enthusiasm in working with a range of diverse learners.	4.39	VMI	3.87	MI	3.88	MI	4.04	MI
5. I possess the knowledge, skills, and adequate training for my present job.	4.42	VMI	3.47	MI	3.56	MI	3.82	MI
Composite Mean	4.48	VMI	4.16	MI	4.07	MI	4.24	VMI

Note: 4.20 – 5.00 Very Much Important (VMI), 3.40 – 4.19 Much Important (MI), 2.60 – 3.39 Important (I), 1.80 – 2.59 Less Important (LI), 1.00 – 1.79 Not Important (NI)

Positive Attitude

As depicted in Table 4, respondents rated positive attitude as "Very Much Important" (WM = 4.30). Specifically, teachers rated willingness to make mistakes the highest among indicators (WM = 4.68), while students (WM = 4.80) and school heads (WM = 4.64) rated awareness of lifelong learning as the most significant aspect that may enhance one's ability to achieve goals.

These findings indicate that the respondents highly value a positive attitude as a work value, aligning with the study of Charanyanada, which suggests that a positive attitude is an important aspect of work values encompassing behavior and personality. The dynamic interaction between an individual's characteristics and their work environment determines the level of positive attitude the employee will have towards their work and the organization.

Adaptability

As shown in Table 5, teaching personnel and individuals related to education are perceived as adaptable by nature (WM = 4.21). Teachers, students, and school heads unanimously selected openness to new ideas as "Very Much Important" in a teacher's adaptability (WM = 4.71, WM = 4.73, and WM = 4.64, respectively).

This data suggests that the respondents believe that accepting and embracing new ideas is crucial to successfully achieving the goals and aims of the department and establishing a strong foundation of work values. School heads applied adaptability through the ability to overcome the difficulties and struggles of challenging issues. Adaptability among practicing teachers has been linked to various positive teacher and student outcomes. For example, in a study of Australian secondary teachers, those who were more adaptable tended to report greater well-being and organizational commitment.

Table 4: Work values of physical education teachers in terms of positive attitude

STATEMENTS	TEACHERS		STUDENTS		HEADS		COMPOSITE	
	Mean	Inter.	Mean	Inter.	Mean	Inter.	Mean	Inter.
1. I know lifelong learning will help me achieve my goals.	4.61	VMI	4.80	VMI	4.64	VMI	4.68	VMI
2. I set new learning goals regularly.	4.38	VMI	4.14	MI	4.64	VMI	4.40	VMI
3. I am willing to make mistakes and learn from them.	4.68	VMI	4.42	VMI	4.04	MI	4.38	VMI
4. I am aware that learning opportunities are all around me.	4.64	VMI	3.93	MI	3.76	MI	4.11	MI
5. I know where to find out about formal learning opportunities through mentors, co-workers, friends, supervisors, family members, and my research.	4.62	VMI	3.48	MI	3.64	MI	3.91	MI
Composite Mean	4.59	VMI	4.15	MI	4.15	MI	4.30	VMI

Note: 4.20 – 5.00 Very Much Important (VMI), 3.40 – 4.19 Much Important (MI), 2.60 – 3.39 Important (I), 1.80 – 2.59 Less Important (LI), 1.00 – 1.79 Not Important (NI)

Table 5: Work values of physical education teachers in terms of adaptability

STATEMENTS	TEACHERS		STUDENTS		HEADS		COMPOSITE	
	Mean	Inter.	Mean	Inter.	Mean	Inter.	Mean	Inter.
1. I am open to new ideas.	4.71	VMI	4.73	VMI	4.64	VMI	4.70	VMI
2. I am flexible enough to work through challenging issues.	4.59	VMI	4.53	VMI	4.36	VMI	4.49	VMI
3. I can cope easily when things don't go as planned.	4.35	VMI	4.22	VMI	4.04	MI	4.20	VMI
4. I manage to take on tasks when urgency is the key and the work is important to the organization.	4.39	VMI	3.82	MI	3.64	MI	3.95	MI
5. I maintain poise, calm and am ready to make a quick decision when faced with an unexpected challenge.	4.42	VMI	3.52	MI	3.24	I	3.73	MI
Composite Mean	4.49	VMI	4.16	MI	3.98	MI	4.21	VMI

Note: 4.20 – 5.00 Very Much Important (VMI), 3.40 – 4.19 Much Important (MI), 2.60 – 3.39 Important (I), 1.80 – 2.59 Less Important (LI), 1.00 – 1.79 Not Important (NI)

Honesty and Integrity

As depicted in Table 6, collectively, the respondents strongly believe that honesty and integrity are "Very Much Important" indicators that a person values their work (WM = 4.24). Among the dimensions of honesty and integrity, teachers ranked taking responsibility for one's actions and the consequences of these actions on others as the highest (WM = 4.61). In contrast, students and school heads believe that acting with integrity and pursuing one's work honestly and ethically is the best way to demonstrate honesty and integrity (WM = 4.69 and WM = 4.64, respectively).

This finding suggests that teachers adhere to the foundational principles of teaching: ethics. Whether it be in the teacher-student relationship, pluralism, or a teacher's relationship with their work, honesty, and integrity are considered core values in a teacher's basic tasks, involving guiding learners in navigating life and their environment. Honesty with oneself and others, along with mutual respect in all communication, is a fundamental aspect of teachers' work. While teachers are entitled to their values, in their work, their responsibility is tied to their basic tasks and their standards, such as legislation and the curriculum.

Table 6: Work values of physical education teachers in terms of honesty and integrity

STATEMENTS	TEACHERS		STUDENTS		HEADS		COMPOSITE	
	Mean	Inter.	Mean	Inter.	Mean	Inter.	Mean	Inter.
1. I act with utmost integrity and pursue my work honestly and ethically.	4.59	VMI	4.69	VMI	4.64	VMI	4.64	VMI
2. I take responsibility for my actions and consider the effects on others.	4.61	VMI	4.65	VMI	4.56	VMI	4.61	VMI
3. I always keep my word and my commitments.	4.46	VMI	4.31	VMI	3.92	MI	4.23	VMI
4. I pay attention to my environment and stay focused.	4.38	VMI	4.00	MI	3.56	MI	3.98	MI
5. I surround myself with honest people.	4.39	VMI	3.64	MI	3.16	I	3.73	MI
Composite Mean	4.49	VMI	4.26	VMI	3.97	MI	4.24	VMI

Note: 4.20 – 5.00 Very Much Important (VMI), 3.40 – 4.19 Much Important (MI), 2.60 – 3.39 Important (I), 1.80 – 2.59 Less Important (LI), 1.00 – 1.79 Not Important (NI)

Self-Motivation

As illustrated in Table 7, respondents consider self-motivation as "Very Much Important" (WM = 4.25). Teachers demonstrate self-motivation through various means, with a particular emphasis on commitment to personal and organizational goals as the highest-ranking indicator (WM = 4.61). Conversely, students and school heads believe that self-motivation is evident through the pursuit of goals despite challenges (WM = 4.70 and WM = 4.48, respectively). This finding suggests that the respondents possess the energy and drive to perform their duties and responsibilities as teachers. Additionally, it implies that teachers have a high perception of their efficacy in their roles as educators.

Table 7: Work values of physical education teachers in terms of self-motivation

STATEMENTS	TEACHERS		STUDENTS		HEADS		COMPOSITE	
	Mean	Inter.	Mean	Inter.	Mean	Inter.	Mean	Inter.
1. I can keep going and pursue goals in the face of setbacks.	4.48	VMI	4.70	VMI	4.48	VMI	4.55	VMI
2. I commit to my personal and organizational goals.	4.61	VMI	4.59	VMI	4.48	VMI	4.56	VMI
3. I possess the personal drive to achieve, improve, and meet certain standards.	4.50	VMI	4.27	VMI	4.28	VMI	4.35	VMI
4. I am always ready to act on opportunities.	4.53	VMI	3.86	MI	3.68	MI	4.02	MI
5. I consistently make correct decisions in my day-to-day activities.	4.39	VMI	3.49	VMI	3.36	I	3.75	MI
Composite Mean	4.50	VMI	4.18	MI	4.06	MI	4.25	VMI

Note: 4.20 – 5.00 Very Much Important (VMI), 3.40 – 4.19 Much Important (MI), 2.60 – 3.39 Important (I), 1.80 – 2.59 Less Important (LI), 1.00 – 1.79 Not Important (NI)

Self-Confidence

As illustrated in Table 8, overall, respondents deem strong self-confidence as "Very Much Important" (WM = 4.25). Teachers, in particular, rated accepting mistakes with grace the highest (WM = 4.60), while both students and school heads rated being always prepared with lessons as the most important aspect (WM = 4.76 and WM = 4.72, respectively). This finding suggests that teachers feel capable in their roles. It implies that they are more resilient through failure, better planners, and more open-minded and supportive of their students. Overall, this indicates a positive and confident approach to teaching and professional growth.

Table 8: Work values of physical education teachers in terms of self-confidence

STATEMENTS	TEACHERS		STUDENTS		HEADS		COMPOSITE	
	Mean	Inter.	Mean	Inter.	Mean	Inter.	Mean	Inter.
1. I am always prepared with my lessons.	4.50	VMI	4.76	VMI	4.72	VMI	4.48	VMI
2. I can perform my functions and obligations.	4.50	VMI	4.73	VMI	4.48	VMI	4.57	VMI
3. I possess the knowledge, skills, and adequate training for my present job.	4.43	VMI	4.36	VMI	4.00	MI	4.26	VMI
4. I accept mistakes with grace.	4.60	VMI	4.10	MI	3.36	I	4.02	MI
5. I am making use of my skills, abilities, and potential.	4.55	VMI	3.64	MI	3.08	I	3.76	MI
Composite Mean	4.52	VMI	4.32	VMI	3.93	MI	4.25	VMI

Note: 4.20 – 5.00 Very Much Important (VMI), 3.40 – 4.19 Much Important (MI), 2.60 – 3.39 Important (I), 1.80 – 2.59 Less Important (LI), 1.00 – 1.79 Not Important (NI)

Dependability and Responsibility

As illustrated in Table 9, respondents perceive dependability and responsibility as "Very Much Important" (WM = 4.21). Teachers believe that this work value is best demonstrated by conducting classes on schedule (WM = 4.59), while both students and school heads assert that it can be best manifested by going to class on time (WM = 4.54 and WM = 4.44, respectively). This indicates that the respondents in the study prioritize accountability in alignment with work values based on the roles and responsibilities they need to fulfill. Teachers, responsible for classroom management and instruction, should demonstrate initiative in efficiently carrying out planned lessons and activities on schedule. Students, being the center and beneficiaries of all learning experiences, should prioritize punctuality. School heads, as administrators and managers, need to engage in various activities to develop and enhance their professional competencies to perform their duties effectively. This finding also suggests that the respondents tend to be internally motivated, self-regulated, proactive, concerned about others, and sensitive to the consequences of their actions.

Table 9: Work values of physical education teachers in terms of dependability and responsibility

STATEMENTS	TEACHERS		STUDENTS		HEADS		COMPOSITE	
	Mean	Inter.	Mean	Inter.	Mean	Inter.	Mean	Inter.
1. I go to class on time.	4.39	VMI	4.54	VMI	4.44	VMI	4.46	VMI
2. I can pursue relevant opportunities to grow professionally.	4.46	VMI	4.08	MI	3.92	MI	4.16	MI
3. I can conduct assigned classes at the scheduled time.	4.59	VMI	4.20	VMI	3.68	MI	4.16	MI
4. I demonstrate competence in classroom instruction.	4.48	VMI	4.35	VMI	3.92	MI	4.25	VMI
5. I manage to design and implement effective strategies to develop self-responsible /independent learners.	4.46	VMI	3.90	MI	3.72	MI	4.03	MI
Composite Mean	4.48	VMI	4.22	VMI	3.94	MI	4.21	VMI

Note: 4.20 – 5.00 Very Much Important (VMI), 3.40 – 4.19 Much Important (MI), 2.60 – 3.39 Important (I), 1.80 – 2.59 Less Important (LI), 1.00 – 1.79 Not Important (NI)

Loyalty

As illustrated in Table 10, loyalty has been rated as "Very Much Important" (VM = 4.27) by the respondents. Teachers, students, and school heads all rated showing up for work as the highest indicator of loyalty (WM = 4.67, WM = 4.76, and WM = 4.76, respectively).

These findings align with the conclusions of Muthevello, who emphasized the significant importance of loyalty to the organization. Loyalty forms the basis for most human resource management activities within an organization, and many human resource policies are directed toward increasing the level of employee loyalty within organization. The commitment to showing up for work is a tangible manifestation of this loyalty.

Table 10: Work values of physical education teachers in terms of loyalty

STATEMENTS	TEACHERS		STUDENTS		HEADS		COMPOSITE	
	Mean	Inter.	Mean	Inter.	Mean	Inter.	Mean	Inter.
1. I show up for work.	4.67	VMI	4.76	VMI	4.76	VMI	4.73	VMI
2. I always complete the required job assignments given to me.	4.60	VMI	4.61	VMI	4.52	VMI	4.58	VMI
3. I support all the activities in our school.	4.66	VMI	4.34	VMI	3.88	MI	4.29	VMI
4. I take pride in my work.	4.56	VMI	3.93	MI	3.44	MI	3.98	MI
5. I possess strong feelings of care and responsibility in my job.	4.68	VMI	3.48	MI	3.20	MI	3.79	MI
Composite Mean	4.63	VMI	4.22	VMI	3.96	MI	4.27	VMI

Note: 4.20 – 5.00 Very Much Important (VMI), 3.40 – 4.19 Much Important (MI), 2.60 – 3.39 Important (I), 1.80 – 2.59 Less Important (LI), 1.00 – 1.79 Not Important (NI)

Summary of Work Values

Table 11 summarizes the work values of teachers as perceived by three groups of respondents. Overall, teachers' work values have been rated as "Very Much Important" (WM = 4.25), with teachers themselves (WM = 4.53) and students (WM = 4.22) rating work values as "Very Much Important," while school heads (WM = 4.00) rated them as "Much Important." Among the work values dimensions, positive attitude was rated the highest (WM = 4.30) by the respondents collectively. A closer inspection of the data reveals that teachers rated loyalty the highest (WM = 4.63); students, self-confidence (WM = 4.32); and school heads, a positive attitude (WM = 4.15).

These findings indicate that teachers are committed to standards and ethics of their work. They manage their duties responsibly, develop their work and expertise, assess their actions, and value their work. Teachers also respect their colleagues, accept their individuality, understand them, and provide help and support to each other. Moreover, these findings imply that teachers collaborate with learners' parents, guardians, and other stakeholders for the education and well-being of their learners.

Table 11: Summary of work values of physical education teachers

STATEMENTS	TEACHERS		STUDENTS		HEADS		COMPOSITE	
	Mean	Inter.	Mean	Inter.	Mean	Inter.	Mean	Inter.
1. Strong Work Ethic	4.59	VMI	4.29	VMI	3.98	MI	4.29	VMI
2. Professionalism	4.48	VMI	4.16	MI	4.07	MI	4.24	VMI
3. Positive Attitude	4.59	VMI	4.15	MI	4.15	MI	4.30	VMI
4. Adaptability	4.49	VMI	4.16	MI	3.98	MI	4.21	VMI
5. Honesty and Integrity	4.49	VMI	4.26	VMI	3.97	MI	4.24	VMI
6. Self-Motivation	4.50	VMI	4.18	MI	4.06	MI	4.25	VMI
7. Strong Self-Confidence	4.52	VMI	4.32	VMI	3.93	MI	4.25	VMI
8. Dependability and Responsibility	4.48	VMI	4.22	VMI	3.94	MI	4.21	VMI
9. Loyalty	4.63	VMI	4.22	VMI	3.96	MI	4.27	VMI
Composite Mean	4.53	VMI	4.22	VMI	4.00	MI	4.25	VMI

Note: 4.20 – 5.00 Very Much Important (VMI), 3.40 – 4.19 Much Important (MI), 2.60 – 3.39 Important (I), 1.80 – 2.59 Less Important (LI), 1.00 – 1.79 Not Important (NI)

Performance of Teachers

The performance of Physical Education teachers was measured using the areas of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting.

Content Knowledge and Pedagogy

In terms of content knowledge and pedagogy (Table 12), the mean of 3.803 suggests that most PE teachers have a very satisfactory rating in content knowledge and its application within and across the curriculum (3.872). These teachers demonstrate the ability to utilize information and communication technology effectively (3.871) and employ various strategies to promote literacy and numeracy among the learners (3.811). This finding indicates that PE teachers possess the

ability to translate concepts into actions and performance, using a variety of communication strategies to enhance the effectiveness of teaching and learning process.

Table 12: Performance of teachers in terms of content knowledge and pedagogy

INDICATORS	WM	INTERPRETATION
1. Content knowledge and its application within and across curriculum areas	3.87	Very satisfactory
2. Positive use of ICT	3.87	Very satisfactory
3. Strategies for promoting literacy and numeracy	3.81	Very satisfactory
4. Mother Tongue, Filipino, and English in teaching and learning	3.80	Very satisfactory
5. Classroom communication strategies	3.79	Very satisfactory
6. Research-based knowledge and principles of teaching and learning	3.73	Very satisfactory
7. Strategies for developing critical and creative thinking, as well as other higher-order thinking skills	3.75	Very satisfactory
Mean	3.80	Very satisfactory

Learning Environment and Diversity of Learners

Regarding the learning environment and diversity of learners (Table 13), the mean of 4.00 indicates that PE teachers exhibit a very satisfactory performance in this area. They effectively address learners in difficult circumstances (4.71), promote purposive learning (4.72), and maintain a fair learning environment (3.98). This is achieved through the adept management of classroom structure and activities (4.09), taking into consideration learners' differences in needs, interests, gender, and strengths (3.89), as well as those with giftedness, disabilities, and talents (3.97). These findings demonstrate that teachers can create a balanced learning environment in the classroom tailored to the needs of the students, contributing to the achievement of educational goals. This is particularly crucial in addressing classroom issues, especially for students who may feel uncomfortable in the classroom or school environment in general.

Table 13: Performance of teachers in terms of learning environment and diversity of learners

INDICATORS	WM	INTERPRETATION
1. Promotion of purposive learning	4.72	Outstanding
2. Management of classroom structure and activities	4.09	Very satisfactory
3. Learners in difficult circumstances	4.07	Very satisfactory
4. Fair learning environment	3.98	Very satisfactory
5. Learners from indigenous groups	3.98	Very satisfactory
6. Learners with disabilities, giftedness, and talents	3.97	Very satisfactory
7. Learners' gender, needs, strengths, interests, and experiences	3.89	Very satisfactory
8. Support for learner participation	3.89	Very satisfactory
9. Management of learner behavior	3.81	Very satisfactory
10. Learners' linguistic, cultural, socio-economic, and religious backgrounds	3.80	Very satisfactory
11. Learner safety and security	3.79	Very satisfactory
Mean	4.00	Very satisfactory

Curriculum and Planning

Table 14: Performance of teachers in terms of the curriculum and planning

INDICATORS	WM	INTERPRETATION
1. Planning and management the teaching and learning process	4.08	Very satisfactory
2. Professional collaboration to enrich teaching practice	3.87	Very satisfactory
3. Relevance and responsiveness of learning programs	3.82	Very satisfactory
4. Teaching and learning resources including ICT	3.73	Very satisfactory
5. Learning outcomes aligned with learning competencies	3.33	Satisfactory
Mean	3.77	Very satisfactory

In terms of curriculum and planning (Table 14), the mean of 3.77 suggests that PE teachers demonstrate very satisfactory performance in deciding and organizing the learning experiences necessary, considering the curriculum requirements and

available resources. Teachers exhibit essential competencies in establishing a strong foundation in the planning and management of the teaching and learning process (4.08). This is evident through their ability to show relevance and responsiveness in various learning programs (3.823) and establish professional collaboration with stakeholders to enrich teaching practices (3.87). These findings indicate that these teachers possess substantial knowledge in bridging the gap and connecting the curriculum to real-life situations. They do this to ensure that the curriculum meets the demands of the industry.

Assessment and Reporting

In terms of assessment and reporting (Table 15), the mean of 3.80 suggests that PE teachers have a very satisfactory rating in gathering evidence for and learning to provide timely and relevant feedback aligned with the curriculum. Teachers demonstrate proficiency in designing, selecting, and utilizing assessment strategies (3.87). They possess substantial knowledge of different assessment techniques suitable for teaching and highly evaluating performance-based physical education competencies and activities. Furthermore, they exhibit very satisfactory performance in monitoring and evaluating learner progress and achievement (3.81) and effectively use evaluation results to enhance teaching and learning practices.

Table 15: Performance of teachers in terms of assessment and reporting

INDICATORS		WM	INTERPRETATION
1.	Design, selection, organization, and utilization of assessment strategies	3.871	Very satisfactory
2.	Monitoring and evaluation of learner progress and achievement	3.811	Very satisfactory
3.	Feedback to improve learning	3.748	Very satisfactory
4.	Communication of learner needs, progress, and achievement to the key stakeholders	3.799	Very satisfactory
5.	Use of assessment data to enhance teaching and learning practices and programs	3.785	Very satisfactory
Mean		3.80	Very satisfactory

Relationship Between the Profile of the Teacher-Respondents and their Work Values

The relationship between respondents' demographic profile and work values was determined through Pearson correlation analysis. Age and positive attitude were found to be significantly related ($r = 0.198$, $p < 0.05$). This suggests that as teachers grow older, their attitudes and outlook become more positive, possibly due to learning from mistakes over the years, acceptance of negative experiences, and changes in perceptions of things and events around them. This finding coincides with Shalcross et al. (2013), who posited that aging is associated with improved emotional well-being. In addition, wisdom literature suggests that acceptance of uncertainty, impermanence, and negative emotions are key component of wisdom, which is, in turn, associated with age. Furthermore, this finding coincides with that of Jurgensen, whose research found that as the age of a worker increases, some work values undergo enhancement while others are diminished. Moreover, various research carried out in other countries showed that younger generations were more individualistic and preferred intrinsic work values such as work autonomy, work identity, challenging jobs, and self-expression (Lee, Mui Hung, & Cheng Ling, 2012).

The length of service was also determined to be significantly related to a positive attitude ($r = 0.213$, $p < 0.05$) and adaptability ($r = 0.235$, $p < 0.05$). This suggests that those who have been teaching for more years have a more positive attitude than those who are early in the profession because the former have gained more experiences in the profession and are more likely to become more willing to accept and learn from challenges and unpleasant experiences than their younger counterparts. This finding is like that of Cherrington's, who established that senior employees are more work-oriented compared to the younger staff, due in part to the personal socialization process.

Furthermore, the number of seminars was determined to be significantly related to professionalism ($r = 0.460$, $p < 0.05$), strong self-confidence ($r = 0.522$, $p < 0.05$), and dependability and responsibility ($r = 0.475$, $p < 0.05$). This implies that those who have attended or participated in capacity-building activities have more knowledge, competence, skills, and expertise related to their profession and are better at implementing teaching strategies.

Sex was found to be negatively correlated with strong work ethics ($r = -0.045$, $p > 0.05$), positive attitude ($r = -0.174$, $p > 0.05$), adaptability ($r = -0.007$, $p > 0.05$), self-motivation ($r = -0.103$, $p > 0.05$), strong self-confidence ($r = -0.102$, $p > 0.05$), dependability and responsibility ($r = -0.087$, $p > 0.05$), and loyalty ($r = -0.004$, $p > 0.05$). These figures translate to males having stronger work ethics, a more positive attitude, a higher adaptability level, better self-motivation, stronger self-confidence, more dependability and responsibility, and a higher loyalty level, although these are not statistically significant. This means that while a positive correlation was observed, other factors may have affected such a correlation. This finding

is opposite to that of Lamanauskas and Augiene (2017), who found out females consider work values more important than males.

There was a positive correlation between income and all dimensions of work values, implying that higher income means better strong work ethics ($r = 0.160$, $p > 0.05$), professionalism ($r = 0.056$, $p > 0.05$), positive attitude ($r = 0.141$), adaptability ($r = 0.146$, $p > 0.05$), honesty and integrity ($r = 0.148$, $p > 0.05$), self-motivation ($r = 0.133$, $p > 0.05$), strong self-confidence ($r = 0.126$, $p > 0.05$), dependability and responsibility ($r = 0.204$, $p > 0.05$), and loyalty ($r = 0.157$, $p > 0.05$). However, all these correlations were not statistically significant, which means there could be other factors affecting the relationship between income and work values.

Coordinator was also found to be positively correlated with work values, which means that the more coordinator a PE teacher has, the better work values he has: strong work ethics ($r = 0.157$, $p > 0.05$), professionalism ($r = 0.194$, $p > 0.05$), positive attitude ($r = 0.248$), adaptability ($r = 0.239$, $p > 0.05$), honesty and integrity ($r = 0.198$, $p > 0.05$), self-motivation ($r = 0.214$, $p > 0.05$), strong self-confidence ($r = 0.200$, $p > 0.05$), dependability and responsibility ($r = 0.129$, $p > 0.05$), and loyalty ($r = 0.143$, $p > 0.05$). However, all these correlations were not statistically significant, which means there could be other factors affecting the relationship between the number of coordinators and work values.

Relationship Between Profile of the Teacher-Respondents and their Level of Teaching Performance

Pearson correlation was employed to investigate whether the demographic profile of teachers is significantly related to their teaching performance. The computations revealed a significant association between age curriculum and planning ($r = 0.205$, $p < 0.05$). This suggests that older teachers tend to exhibit better performance in curriculum and planning. This finding aligns with Sankar's research, which concluded that the age group plays a role in determining empowerment and, consequently, the work performance of employees.

Moreover, a significant relationship was identified between educational attainment and content knowledge and pedagogy ($r = 0.254$, $p < 0.05$), as well as curriculum and planning ($r = 0.205$, $p < 0.05$). This implies that teachers with higher educational attainments demonstrate elevated levels of knowledge and teaching, along with superior skills in curriculum and planning.

Additionally, the number of seminars was significantly associated with content knowledge and pedagogy ($r = 0.465$, $p < 0.05$) and curriculum and planning ($r = 0.301$, $p < 0.05$) skills. This indicates that teachers who have attended training sessions have higher knowledge levels and are more adept in planning and managing teaching and learning process compared to those who did not attend such events. It can be inferred that teachers' professional and continuous development programs form an integral part of human resource management and are instrumental in enhancing the quality of instructional delivery in schools. A study in 2021 found that attendance at workshops and conferences significantly contributes to improving the quality of instructional delivery by teachers in secondary schools, as it enhances their ability to develop teaching methods, knowledge, and skills. These findings underscore the importance of attending training and seminars related to curriculum planning assessment and reporting. School heads should consider and encourage the participation of novice teachers in such training programs, whether at regional or national venues.

Relationship Between the Work Values of the Teacher-Respondents and their Level of Teaching Performance

Pearson Correlation was employed to examine the significant relationship between work values and teaching performance. The analysis revealed a noteworthy relationship between professionalism content knowledge and pedagogy ($r = 0.230$, $p < 0.05$). This indicates that teachers with higher levels of knowledge on educational issues and better skills in teaching tend to perform better in content knowledge and pedagogy. Respondents who possess a passion for teaching and can demonstrate knowledge and enthusiasm in working with diverse learners received a very satisfactory rating in the planning and management of teaching and learning process.

Additionally, a significant relationship was identified between positive attitude and learning environment and diversity of learners ($r = 0.241$, $p < 0.05$). This suggests that teachers who are willing to learn from their mistakes may excel in learning environments with a variety of learners and learner behaviors. Furthermore, a significant relationship was observed between adaptability and learning environment and diversity of learners ($r = 0.102$, $p < 0.05$). This implies that being flexible and maintaining grace under pressure is related to performing one's job well in an environment with diverse learners. These findings align with Hallam's conclusion that work values play a role in determining the work performance of teachers. Hallam's study revealed that work values significantly predict the performance of teachers across different grade levels, with a greater impact on the performance of beginning teachers. Additionally, the findings coincide with those of Chen and Zhang (2021), who suggested that work values motivate employees, influencing their work performance positively. They also align with Xu et al.'s (2016) research, which found that when work values align with working environment conditions, individuals exhibit positive work behaviors, experience job satisfaction, and achieve high work performance, while inconsistent conditions may lead to negative behaviors and job dissatisfaction. Similarly, Chen and Zhang (2021) demonstrated that work values have a significant positive impact on work performance.

Conclusion and Recommendation

Based on the findings, the following conclusions and implications are drawn:

1. Physical education teachers are young, hold Teacher I positions, and are still in the early phase of their careers. Being so, their competence as physical education teachers may not be as good as their seasoned counterparts. Thus, they may benefit from mentorship by senior physical education teachers and appropriate interventions by the Division Office/Department of Education.
2. As Teacher I, physical education teachers earn the lowest on the salary scale of public-school teachers. While this may sustain their daily needs, they might be constrained to look for other sources of income outside their profession, thereby spending some time preparing for/working in such income streams, which in turn may adversely affect their teaching performance.
3. Physical education teachers possess knowledge and skills they obtained from their undergraduate/bachelor's degrees in their field of specialization. While they were rated Very Satisfactory in content knowledge and pedagogy and all other teaching performance dimensions, they may benefit from attending/participating in more capacity development activities such as seminars, training, and workshops and in serving as coordinators in school and extra-school organizations relative to physical education.
4. Physical education teachers put a premium on work values. This suggests that they are committed and motivated to perform their duties and responsibilities as physical education teachers, and that they give importance to the entire teaching-learning process.
5. Physical education teachers perform well in their jobs. This further indicates that how they deliver lessons and manage their classrooms, among others, contributes positively to the learning and development of their students.
6. Age, length of service, and the number of seminars attended are significantly related to work values.
7. Age, educational attainment, and the number of seminars attended are significantly related to teaching performance, with older, more educated, and more capacitated teachers having higher levels of teaching performance.
8. Work values and teaching performance are significantly associated.

In the light of the findings of this study, the following recommendations are forwarded:

1. The human resources department of the Division office should prioritize Physical Education major or relevant field of specialization for PE teacher positions. Current non-PE major teachers may be transferred to their corresponding area of expertise. Further, the Division Office may conduct activities such as seminars, trainings, and workshops to capacitate PE teachers.
2. School heads should encourage PE teachers to attend relevant training and seminars and provide them with capacity development opportunities to equip the latter with updates or trends in the field of physical education.
3. Teachers should continue their professional development by enrolling in graduate education or participating in capacity development activities. This would equip them with new knowledge and skills in physical education.
4. The school head may conduct a webinar on work values to enhance the current work values of teachers. An expert from another institution may be invited to talk on the topic.
5. The school head may give rewards to teachers who have shown exceptional work values. A certificate may be given during district meetings to acknowledge the teacher's work values and commitment to educational goals.
6. Graduate studies researchers may conduct another study to establish significant differences in the work values and performance of PE majors and non-PE majors. The results of the study can be used by the HR manager of the Department of Education as a guide in hiring PE teachers.

Contributions of Authors

There is only one author for this research.

Funding

This work received no specific grant from any funding agency.

Conflict of Interests

The author declares that they have no conflicts of interest

Acknowledgment

The author extends his gratitude to the following who have shared their means and skills towards the accomplishment of this study.

References

- Ali Salman, S. F., & P Sankar, J. (2021). The Relationship between Employee Empowerment and Perceived Employee Job Performance among the Hospitality Sector in the Kingdom of Bahrain: The Case of Three Star Hotels in Bahrain. *IKSP Journal of Innovative Writings*, 1(2). Retrieved from <https://iksp.org/journals/index.php/ijiw/article/view/47>
- Barber, B. (1963). Some problems in the sociology of the professions. *Daedalus*, 92(4), 669–688. <https://www.jstor.org/stable/20026806>
- Chen, J., & Zhang, Q. (2021). Work values and work performance of post-90s IT employees: The mediating effect of organizational citizenship behavior. *E3S Web of Conferences*, 253, 02026. <https://doi.org/10.1051/e3sconf/202125302026>
- Cherrington, D. J., Conde, S. J., & England, J. L. (1979). Age work values. *Academy of Management Journal*, 22(3), 617–623. <https://doi.org/10.2307/255750>
- Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations*, 2nd ed. Sage, Thousand Oaks, CA.
- Lamanauskas, V., & Augienė, D. (2017). Work values of Lithuanian university students: Internal structure. *Psychological Thought*, 10(1), 109–123. <https://doi.org/10.5964/psyc.v10i1.229>
- Lee, C. S., Hung, D. K. M., & Ling, T. C. (2012). Work values of generation Y preservice teachers in Malaysia. *Procedia - Social and Behavioral Sciences*, 65, 704–710. <https://doi.org/10.1016/j.sbspro.2012.11.187>
- Muthuveloo, R., & Rose, R. C. (2005). Typology of Organisational Commitment. *American Journal of Applied Sciences*, 2(6), 1078-1081. <https://doi.org/10.3844/ajassp.2005.1078.1081>
- Natividad, A. (2019). The Modern Teacher, Issue 10, Module 3, In the Grade School Publishing
- Ollor, A. N. (2021). Teachers' Participation in Workshop and Seminar for Quality Instructional Delivery in Secondary Schools in Rivers State. *International Journal of Innovative Social and Science Education Research*, 9(1), 1-8.
- Shallcross, A. J., Ford, B. Q., Floerke, V. A., & Mauss, I. B. (2013). Getting better with age: The relationship between age, acceptance, and negative affect. *Journal of Personality and Social Psychology*, 104(4), 734–749. <https://doi.org/10.1037/a0031180>
- Vermeeran, L. (2016). Better People, Better Workplace, Better Performance, *The Modern Teacher*, Volume VI, p. 45-46
- Wardoyo, C., Herdiani, A., & Sulikah, S. (2017). Teacher professionalism: Analysis of professionalism phases. *International Education Studies*, 10(4), 90. <https://doi.org/10.5539/ies.v10n4p90>
- Xingchun, X., & Dajun, Z. (2011). An Empirical Study on Teachers' Work Values and Their Influencing Factors. *Journal of Sichuan Normal University (Social Science Edition)*, 38(03), 113-118.