

School Culture and Work Values Practices of Public Junior Highschool Teachers

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Abstract

School culture and work values practices of teachers are components that influence the effectiveness and success of public schools. This study attempted to determine the school culture and work values practices among teachers of Public Junior High School in Valencia City Division during the School Year 2024-2025. It sought to find how the respondents perceived school culture, assess their work values practices, and determine the significant relationship between the respondents' perceived school culture and their work values practices. The researcher utilized a stratified sampling procedure to get the number of respondents, of which one hundred fifty (150) teachers and used Slovin's Formula to arrive at the desired number by grade level. The study employed a descriptive correlational research method to examine respondents' perceived school culture and their work values practices. Survey questionnaire was utilized to gather the necessary data. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to analyze the results. Lastly, to determine its significant relationship, the Pearson Product-Moment Correlation Coefficient (r) was applied.

The findings revealed that the perceived school culture was rated as very positive, and the work values practices were rated as highly practiced; hence, there is a significant relationship between the independent and dependent variables. However, respect for students does not show a significant relationship with communication. The study concludes that the school culture is positively student-centered, with respect for learners deeply embedded in professional practice. Teachers recognize that students are central to the school's policies and decisions and show a consistent commitment to active participation, learning ownership, and academic success. This recommends, School heads and teachers should constantly uphold work values practices and maintain positive school culture in everyday teaching interactions.

Keywords: school culture, work values practices

1. Introduction

School culture and teachers' work values play a vital role in shaping teacher effectiveness, school performance, and student outcomes. A positive school culture promotes collaboration, innovation, and stronger teacher engagement, while also influencing teacher identity, commitment, and retention. However, many schools still face challenges such as weak communication, delayed responses to school needs, and difficulty balancing academic, emotional, and social responsibilities, which affect both teacher

performance and relationships with students. Studies also show that factors such as stress, burnout, leadership, and workplace relationships significantly affect teachers' motivation and effectiveness.

Despite its importance, there remains a gap in understanding the connection between school culture and teachers' work values practices, making it difficult to develop effective interventions. This study focuses on how school culture influences teachers' professional values, practices, and well-being, and how these shape the overall learning environment. The goal is to provide insights that can guide policies and programs in strengthening a supportive, value driven school culture that improves both teacher effectiveness and student success.

2. Research Questions

This study attempted to determine the school culture and work values practices among teachers in the Public Junior High School of Valencia City Division during the School Year 2024-2025.

It specifically answered the following questions:

1. How do the respondents perceive school culture based on communication, collaboration, professional development, student-centeredness, equity and inclusivity?
2. What is the respondents' level of work values practices, considering responsibility, integrity, respect for students, fostering a positive learning environment, and compassion and empathy?
3. Is there a significant relationship between the respondents' perceived school culture and their work values practices?

Significance

This study is important for various educational stakeholders as it provides valuable insights for improving school policies, management, and teaching practices. School administrators may use the findings to develop a more supportive environment that strengthens communication, collaboration, professional development, student centered approaches, and inclusivity in schools. Teachers may benefit by gaining insights that can guide their work values, teaching practices, and professional growth through more targeted training and development programs. Students and teachers are expected to become more motivated and engaged, leading to improved academic performance and a more positive learning environment. Future researchers may also use this study as a basis for further exploration of school culture and teacher work values in different educational settings or contexts.

Scope and Limitations

This study focused on determining the school culture and the level of teachers' work values in the Public Junior High School of Valencia City Division, during the School Year 2024-2025. The respondents were the one hundred fifty (150) teachers (teaching Grades 7-10) in seven (7) National High Schools within the Division where this study was conducted. The independent variables are limited only to the respondents' perceived school culture based on communication, collaboration, professional development, student-centeredness, and equity and inclusivity. However, the dependent variables are also limited to teachers' work values practices, considering responsibility, integrity, respect for students, fostering a positive learning environment and compassion and empathy.

Literature Review

School Culture

School culture plays a vital role in shaping teacher performance, student outcomes, and overall school effectiveness. It encompasses shared values, beliefs, and practices that influence how educators interact and carry out their roles. A positive culture marked by respect, open communication, collaboration, and shared responsibility enhances teacher motivation, job satisfaction, and instructional quality, ultimately improving student learning. Conversely, a toxic culture driven by poor leadership and weak communication can lead to stress, disengagement, and reduced performance. Studies by Palomique (2023), Heinla and Kuurme (2022), and Fu et al. (2022) highlight that supportive and unified school environments foster professional growth, innovation, and stronger commitment among teachers.

Effective communication and collaboration are essential components of a strong school culture, as they build trust, strengthen relationships, and support shared goals. Open and transparent communication improves teacher satisfaction, engagement, and participation in decision-making, while collaborative practices such as Professional Learning Communities enhance instructional strategies and student achievement. Additionally, professional development, student-centered approaches, and inclusive practices further strengthen school culture by promoting continuous learning, equity, and active student engagement. Research by Bukko et al. (2021), Goddard et al. (2021), and Darling-Hammond et al. (2021) emphasizes that schools that prioritize these elements create supportive, inclusive, and high-performing environments that benefit both teachers and learners.

Work Values Practices

Work values practices reflect the principles teachers demonstrate in their professional roles, such as responsibility, integrity, respect, and commitment to a positive learning environment, aligned with Department of Education standards. When consistently practiced, these values improve instructional quality, responsiveness to student needs, and overall learning outcomes. However, sustaining these values requires continuous professional development and supportive school environments that promote reflection and ethical growth. Studies by Campbell (2020), Wang (2023), and Neves (2025) emphasize that leadership support, collaboration, and reflective dialogue are essential in strengthening teachers' professional values and resilience.

Key work values such as responsibility, integrity, respect, and compassion significantly influence teaching effectiveness and student development. Teachers who embody responsibility and integrity foster trust, fairness, and accountability, while respect and empathy create inclusive, engaging, and psychologically safe classrooms that enhance student motivation and well-being. Moreover, these values contribute to positive learning environments through strong relationships, effective classroom management, and student-centered practices. Research by Darling-Hammond (2021), Hammond (2020), and Ampofo (2025) highlights that values-driven teaching not only improves academic performance but also supports students' social-emotional growth, making teachers central to holistic and sustainable educational success.

3. Methodology

Research Design

This study employed a descriptive correlational research method to examine teachers' perceived school culture and their work values. This approach was chosen for its ability to provide a thorough understanding of the relationship between variables in their natural context, without manipulation. The researcher reviewed existing literature to verify responses and develop preliminary insights into the research. This method is particularly effective in identifying patterns and connections between variables, specifically exploring how teachers' perceived school culture is related to their work values.

By using descriptive correlation, the study seeks to determine the extent to which school culture influences teachers' work values. This approach provides an in-depth understanding of these relationships, which can inform educational strategies and interventions designed to enhance teachers' work values, ultimately contributing to student learning success.

Participants

The respondents of this study were one hundred fifty (150) Public Junior High School teachers in the Division of Valencia City who are currently teaching in the School Year 2024 to 2025. These teachers were selected as the main participants of the study because they are directly involved in classroom instruction, student development, and the implementation of school policies and programs. Their experiences, perceptions, and practices provide relevant and meaningful data in understanding school culture and teachers' work values in the actual school setting.

Data Collection

This study utilized Likert-scale survey questionnaire to gather necessary data. The survey was divided into two (2) parts. Part 1 dealt with the school culture based on communication, collaboration, professional development, student-centeredness and equity, and inclusivity. This was adopted and patterned from Palomique (2024), titled "School Culture and Work Responsibility among Teachers in Public Elementary School". However, the indicators were patterned and modified by the same author. Part 2 inquired about the teachers' work values, considering responsibility, integrity, respect for students, fostering a positive learning environment, and compassion and empathy. This was based on DepEd Order No. 42, s. 2017, titled "National Adoption and Implementation of the Philippine Professional Standards for Teachers". However, the indicators are researcher-made with the option: 4 – At all Times, 3 – Most of the Times, 2 – Sometimes, 1 - Never.

Data Analysis

After collecting and recording the data for this study, the researcher employed the following statistical tools. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to analyze the teachers' perceptions of school culture and their work values. To determine the significant relationship between teachers' perceived school culture and their work values, the Pearson Product-Moment Correlation Coefficient (r) was applied.

4. Results and Discussions

Problem 1. How do the respondents perceived school culture based on communication, collaboration, professional development, student-centeredness, equity and inclusivity?

Table 1

Summary of the Respondents' Perceived School Culture

Variable	Mean	SD	Interpretation
Communication	3.43	0.53	Very Positive
Collaboration	3.63	0.51	Very Positive
Professional Development	3.46	0.54	Very Positive
Student Centeredness	3.72	0.45	Very Positive
Equity and Inclusivity	3.65	0.50	Very Positive
Overall	3.58	0.50	Very Positive

Table 1 shows that respondents perceive their school culture as very positive, reflected in a high overall mean. This indicates strong agreement that the school demonstrates positive practices in communication and collaboration, professional development, student centeredness, equity, and inclusivity. The results suggest a supportive and collaborative environment where teachers, staff, and students share a common sense of purpose, respect, and belonging. Such a culture promotes trust, motivation, and job satisfaction among teachers, while also creating a safe and encouraging space for students that supports better academic performance, positive behavior, and emotional well-being.

Among the areas, student centeredness obtained the highest rating, showing that the school strongly prioritizes student's needs, participation, and overall development. This reflects a learning environment that encourages active engagement, critical thinking, and ownership of learning. On the other hand, communication received the lowest mean, although still interpreted as very positive, indicating possible gaps in clarity, feedback, and transparency. This suggests that improving communication practices can further strengthen collaboration, alignment, and engagement among stakeholders, ultimately enhancing the already positive school culture.

Problem 2. What is the respondent's work values practices considering responsibility, integrity, respect for students, fostering a positive learning environment, and compassion and empathy?

Table 2

Summary of the Respondents' Work Values Practices

Variables	Mean	SD	Interpretation
Responsibility	3.65	0.52	Highly Practiced
Integrity	3.65	0.49	Highly Practiced
Respect for Students	3.74	0.44	Highly Practiced
Fosters a Positive Learning Environment	3.70	0.47	Highly Practiced
Compassion and Empathy	3.58	0.53	Highly Practiced
Overall	3.58	0.50	Highly Practiced

Table 2 shows that teachers’ work values are highly practiced, as reflected in a high overall mean. This indicates that teachers consistently demonstrate core values such as responsibility, integrity, respect, and compassion in their daily practices, contributing to a positive and ethical learning environment. These values are not only understood but actively applied in classroom situations, reflecting a strong culture of professionalism and shared commitment. This fosters trust, collaboration, and student success, while reinforcing a school environment where reflective listening, empathy, and responsiveness are embedded in everyday teaching practices.

Among the variables, respect for students received the highest rating, showing that teachers consistently value, listen to, and respond to students in ways that promote safety, belonging, and engagement in learning. This highlights respect as a fundamental foundation of teaching and learning in the school. On the other hand, compassion and empathy, although still highly practiced, obtained the lowest mean, suggesting some variation in how consistently these are demonstrated. This points to the need for continued support such as professional development and stress management to help teachers sustain emotional responsiveness, strengthen resilience, and maintain a supportive and caring learning environment.

Problem 3. Is there a significant relationship between the respondent’s perceived school culture and their work values practices?

Table 3
Results of the Test on the Relationship between the Respondents’ Perceived School Culture and their Work Values Practices

School Culture	Respondents’ Work Values					Overall
	Responsibility	Integrity	Respect for Students	Fosters Positive Learning Environment	Compassion and Empathy	
	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value	
Communication	0.408** 0.000 S	0.410* * 0.000 S	0.151 0.066 NS	0.248* 0.002 S	0.388 0.000 S	0.416** 0.000 S
Collaboration	0.472** 0.000 S	0.465* * 0.000 S	0.366** 0.000 S	0.377** 0.00 S	0.420** 0.000 S	0.541** 0.000 S
Professional Development	0.277** 0.030 S	0.243* * 0.003 S	0.254* 0.002 S	0.282** 0.000 S	0.279** 0.001 S	0.316** 0.000 S

Student Centeredness	0.631** 0.000 S	0.545* * 0.000 S	0.363** 0.000 S	0.364** 0.000 S	0.437** 0.000 S	0.605** 0.000 S
Equity and Inclusivity	0.502** 0.000 S	0.449* * 0.000 S	0.398** 0.000 S	0.421** 0.000 S	0.462 0.000 S	0.575** 0.000 S

Table 3 shows significant positive relationships between perceived school culture and teachers' work values practices, with correlation values indicating meaningful associations across most variables. This suggests that a more positive school culture, characterized by strong communication, collaboration, professional development, student centeredness, equity, and inclusivity, is linked to stronger work values such as integrity, responsibility, and compassion. However, respect for students did not show a significant relationship with communication, indicating that effective communication among adults in the school does not always translate into students feeling respected or included. This highlights a gap where students' voices may not be fully integrated into school communication processes, suggesting the need for more inclusive and empathetic engagement with learners.

The results also show that communication is most strongly associated with integrity, emphasizing the role of open and honest communication in building trust and ethical behavior among teachers. While professional development shows a weaker correlation with work values, it remains statistically significant, indicating that even modest efforts contribute to shaping teachers' professional attitudes and practices. Collaboration, student centeredness, and equity and inclusivity are all significantly linked to responsibility, demonstrating that supportive and inclusive school environments encourage teachers to take greater accountability for student learning and well-being. Overall, the findings highlight that strengthening school culture can positively influence teachers' values, while targeted improvements in communication and continuous professional development can further enhance these outcomes.

5. Conclusion and Recommendations

Conclusion

Student-centeredness is a prominent strength of the school's cultural environment. Teachers consistently place learners at the center of their policies, practices, and decision-making. They are committed to promoting active learners' participation and encouraging them to take responsibility for their own growth and academic success. Respect for students is also a well-established aspect of professional practice, as teachers regularly exhibit fairness, inclusivity, and ethical behavior in their interactions. The culture of student-centered learning and the work values of respect for students are embedded and actively practiced across the school community.

6. Recommendations

Based on the conclusions drawn from the study, the following recommendations are provided:

1. School heads and teachers should establish an open communication to ensure that all concerns are heard, validated, and responded to in a timely and responsive manner.

2. Teachers should exert effort in listening to what the learners are saying and respond in an empathetic manner to develop trust and confidence.
3. School leaders and teachers should constantly uphold work values practices and maintain a positive school culture in everyday teaching interactions.

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