

## WORK VALUES AND CLASSROOM PRACTICES OF CAS FACULTY: PROSPECT FOR FACULTY DEVELOPMENT PROGRAM

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### Abstract

This study looked at how students thought about the work ideals and classroom practices of faculty members in the College of Arts and Sciences (CAS). The goal was to help create a faculty development framework that improves both character and competence. Using a descriptive research methodology, data were collected from students who filled out a validated questionnaire about forty (40) faculty members during the 2020-2021 school year. The results showed most of the faculty members were women, had master's degrees, and got good performance evaluations. The highest mean scores for the nine work values were for being fair, loyal, and hard-working. This shows that the values are very similar to each other. In general, faculty members consistently followed fundamental work values. However, there were big disparities when they were classified by gender and teaching performance, but not by highest level of education. Based on these results, a values-based faculty development program was suggested to strengthen professional values including justice, loyalty, hard work, and others through reflective, collaborative, and gender-sensitive methods. The program aims to improve moral behavior, make lessons more successful, and encourage teachers to consider themselves as people who value honesty and putting students first.

**Keywords:** *work values, classroom practices, faculty development, competence, character, higher education, teacher ethics*

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## INTRODUCTION

Teachers hold a pivotal position in education—not simply as conveyors of curriculum, but as vibrant examples of the knowledge, skills, and values they teach. Effective instruction comes not only through methodical delivery, but also through consistent role modeling. When educators embody the ideals they teach, they offer students tangible insight into how those values function in real life.

Beyond transmitting knowledge, teachers are expected to serve as catalysts for change in students' lives. That responsibility demands not only subject expertise, but a strong set of professional and personal values—commonly termed *work values*. These principles guide teachers' attitudes and behaviors in daily work. **Palispis** (1995) defined values as the primary priorities that shape action and enrich both the individual and the community around them ([elib.gov.ph](http://elib.gov.ph)). In line with this, recent research in the Philippines has found that work values significantly influence outcomes such as professional development and instructional quality (**PLOS**).

Professional development studies also highlight the necessity of weaving value orientations into ongoing faculty training. Programs that emphasize pedagogical strengthening alongside ethical and collaborative practice have been shown to yield improvements in teaching effectiveness (**Sciepub**, **SCIRP**, **ERIC**). This supports earlier recommendations that faculty development should contain not only content skills but also a focus on value-driven professional conduct.

In light of this background, the current research explored the work values and classroom practices of faculty in the College of Arts and Sciences (CAS). The aim was to gather empirical insight to inform a faculty development framework tailored to strengthen both character and competence. Specifically, the study addressed the following questions:

1. What are the demographic and professional profiles of CAS faculty in terms of gender, highest educational attainment, and student-evaluated teaching performance?
2. How do students perceive the faculty's demonstration of work values within the classroom?
3. To what degree do faculty members practice these work values, based on student perceptions?
4. Is there significant differences in the practice of work values when faculty are grouped according to profile variables?

By investigating these areas, this study seeks to provide empirical evidence that can serve as a basis for enhancing faculty development initiatives—emphasizing not only pedagogical effectiveness but also value formation and professional identity.

## Philosophical Point of View

The pragmatic philosophy of education is the basis for this study. This philosophy stresses using what you know and can do to address issues in the real world and adapt to changing requirements in society. In the 21<sup>st</sup> century, pragmatism stresses how important it is for teachers to use technology to improve learning and satisfy the needs of all pupils. The study shows that education should be dynamic, innovative, and able to adapt to change by calling Master Teachers "explorers" of new technology. The constructivist view, which goes along with pragmatism, says that learners, including teachers who are always learning, actively build knowledge via experience and reflection. The study doesn't see digital competence as a set of skills that don't change. Instead, it sees it as a skill that grows and changes over time through training, experimentation, and working with others. This is in line with the European Framework of Digital

Competence for Educators (DigCompEdu), which supports a whole-person and progressive approach to professional advancement. Finally, the proposed training program is based on a humanistic philosophy of education that focuses on the whole development of teachers by building their confidence, creativity, and ability to study on their own. The study supports the idea that instructors who are empowered, have digital skills, and have a strong sense of ethics are better able to create meaningful learning environments that prepare students for the future.

## METHODS

This study employed the descriptive method of research, which is appropriate for gathering information that describes the status of a phenomenon without manipulating variables (Creswell & Creswell, 2018). The primary objective was to evaluate faculty performance based on students' perceptions, as this method allows for a systematic and accurate description of the practices, attitudes, and opinions of the respondents.

Data were gathered through a structured questionnaire specifically developed for this purpose. Prior to its administration, the instrument underwent a validation process to ensure its reliability and content accuracy. Validation was carried out with the assistance of subject matter experts to assess the questionnaire's relevance, clarity, and comprehensiveness in measuring the intended constructs (Taherdoost, 2016). After validation, the final version of the questionnaire was distributed to the student respondents.

A total of forty (40) faculty members were evaluated during the academic year 2020–2021. Student evaluations served as the primary source of data, providing insights into faculty performance across various teaching dimensions, such as instructional delivery, classroom management, student engagement, and professional demeanor. To interpret the data collected, the study employed quantitative analytical tools, including percentage, weighted mean, and the t-test. Percentages were used to describe the frequency distribution of responses, while the weighted mean provided a measure of central tendency for the overall ratings. The t-test was utilized to determine whether there were statistically significant differences in the evaluations, possibly based on variables such as faculty rank, gender, or teaching experience (Field, 2018).

The results of the analysis were presented in tabular format to facilitate clarity and comparison across categories. Each table was followed by a corresponding narrative that provided interpretation and discussion of the findings. This format ensured a coherent presentation of results, allowing for meaningful conclusions and recommendations based on the data.

## RESULTS and DISCUSSION

The profile of the faculty in terms of gender, highest educational attainment, and teaching performance as evaluated by the students revealed that out of forty (40) faculty members, twenty one (21) or 52.5% are female and 19 or 47.5% are male, 27 or 67.5% are with master's degree and 13 or 32.5% are with doctorate degree, and 31 or 77.5% were given satisfactory evaluation ratings and 9 or 22.5% were given very satisfactory evaluation ratings by the students.,

The work values demonstrated by the faculty in the classroom as perceived by the students showed that among the nine values identified, 'being just' got the highest mean of 4.90. Next to it is 'being loyal' with a mean of 4.86. 'Being industrious' and 'humility' both obtained a mean of 4.83. The rest are responsibility, cooperation, order, obedience and use of time with a mean ranging from 4.39 to 4.75. Moreover, majority of the work values are being practiced by the faculty with a mean ranging from 4.4 to 4.8.

The test of the difference on how the faculty members practice their work values with regard to their gender, highest educational attainment, and teaching performance was made. It revealed that there is significant difference in the practice of the work values when they are grouped according to gender. In the study conducted by Huang, Yuchen (2022), a systematic analysis of the gender difference in value orientations indicated that work values differ between male and female. However, no significant difference is obtained in the practice of work values when they are grouped according to their highest educational qualifications. Relative to this, Olua, Edgar (2022) divulged in his study that highest educational qualification is not significant to note the difference in the work values. More so, significant difference is discovered between the practice of work values and teaching performance of the faculty as evaluated by the students (Neri, Obradas, Lagas, & Ejercito, 2025).

### **Proposed Faculty Development Program**

**Title:** *"Embedding Core Values in Teaching Practice: A Faculty Development Program for CAS Educators"*

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#### **Program Rationale**

Based on the findings of the recent study on work values demonstrated by the CAS faculty as perceived by students, it is evident that while faculty members consistently exhibit desirable values such as justice, loyalty, and industriousness, variations still exist depending on gender and teaching performance. The absence of significant differences based on academic attainment further suggests that professional values and ethical practices are not necessarily tied to higher qualifications, but rather to personal disposition and classroom behavior.

This program aims to build on these insights by strengthening value-based teaching practices through reflective, experiential, and collaborative approaches. It is designed to help faculty members become more aware of how personal and professional attributes influence their work values, and to reinforce consistent, student-centered application of these values in teaching.

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#### **Program Objectives**

By the end of the program, participants will be able to:

1. Reflect on their personal and professional values and how these influence their teaching.
2. Strengthen the consistent application of core work values (e.g., justice, loyalty, industriousness) in classroom practice.
3. Address gender and performance-related dynamics that may influence student perceptions of values.
4. Engage in collaborative strategies to model ethical conduct and responsibility.
5. Develop an individual action plan to integrate values-based teaching in their courses.

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## Program Components

Component	Description
1. <b>Values Reflection Workshop</b>	A guided session to help faculty identify and articulate their personal and professional work values.
2. <b>Lecture-Forum on Ethical Teaching</b>	Discussion on ethical behavior, fairness, and respect in the classroom, aligned with current standards.
3. <b>Case Analysis and Dialogue Circles</b>	Group analysis of classroom scenarios involving value dilemmas; encourages dialogue and shared insight.
4. <b>Gender and Values Workshop</b>	A session exploring how gender perceptions influence work value expression and student evaluation.
5. <b>Peer Review of Teaching Practices</b>	Faculty exchange classroom strategies and provide feedback focusing on values integration.
6. <b>Values-Based Lesson Planning Session</b>	Faculty redesign a lesson incorporating explicit modeling of work values.
7. <b>Development of Personal Action Plans</b>	Each participant creates a plan to implement, monitor, and assess values integration in teaching.

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## Target Participants

- All full-time and part-time faculty members of the College of Arts and Sciences

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## Program Duration

- 3 days (or 3 half-day sessions if implemented across a week)

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## Suggested Resource Persons

- Educational psychologist or ethics professor
- Values education specialist
- Gender and development (GAD) advocate
- Peer faculty with strong performance in student evaluations

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## Expected Outcomes

- Faculty demonstrate clearer and more consistent application of core work values.
  - Improved student perceptions of fairness, responsibility, and respect in instruction.
  - Action plans implemented as part of faculty members' continuous professional growth.
  - Recommendations integrated into ongoing faculty evaluation and mentorship programs.
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This program positions the CAS faculty to grow not only in instructional competence but in cultivating a teaching identity grounded in ethical and student-responsive values—ensuring that the classroom remains a space of integrity, fairness, and growth.

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### **Program Effectiveness Measurement**

*The effectiveness of the "Embedding Core Values in Teaching Practice" program will be assessed using both **quantitative and qualitative measures**, ensuring that changes in faculty practice and student perception are systematically evaluated. Following Guskey's (2000) framework for evaluating professional development, the assessment will focus on changes in faculty knowledge, classroom practices, and student learning outcomes.*

#### **1. Pre- and Post-Program Surveys**

*Faculty participants will complete a self-assessment survey on their understanding and application of core work values (justice, loyalty, industriousness) before and after the program. Students will also be asked to provide feedback on their perceptions of faculty values integration before and after the intervention. Comparison of pre- and post-data will determine measurable growth in values-based practices.*

#### **2. Classroom Observation and Peer Review**

*Structured observation tools will be used by peer reviewers and program facilitators to assess how faculty embed values in lesson delivery. Peer feedback will highlight improvements in fairness, respect, and ethical conduct in classroom settings.*

#### **3. Action Plan Monitoring**

*Faculty members' individual action plans will be reviewed at regular intervals (e.g., one month and three months after program completion) to track implementation and progress. Reflection logs or journals will be required to document how values are being integrated into lessons and student interactions.*

#### **4. Student Evaluations**

*Standard student evaluation forms will be adapted to include items assessing fairness, respect, and ethical teaching practices. Changes in student ratings across semesters will serve as an indicator of the program's impact on teaching practice.*

#### **5. Focus Group Discussions (FGDs)**

*FGDs with both faculty and students will be conducted to gather qualitative insights into how teaching practices have evolved and whether values are more evident in the classroom environment.*

#### **6. Performance Appraisal Integration**

*Faculty performance evaluations will incorporate a component on work values application. Data from these appraisals will help determine whether the program contributes to long-term faculty development and institutional growth.*

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## CONCLUSION

This study investigated the work values demonstrated by faculty members as perceived by students, and examined whether significant differences exist in the practice of these values when grouped according to gender, highest educational attainment, and teaching performance. Employing a descriptive research design, data were collected through a validated questionnaire administered to students who evaluated forty (40) faculty members during the academic year 2020–2021 (Neri, Obradas, Lagas, & Ejercito, 2025). The data were analyzed using percentage, weighted mean, and t-test, with results presented in tabular form for interpretation.

Findings revealed that the majority of the faculty members were female and held master's degrees. In terms of teaching performance, most received satisfactory ratings from students. Among the nine identified work values, *being just*, *loyalty*, and *industriousness* received the highest mean scores, indicating strong alignment with ethical and professional standards in teaching. Overall, faculty members demonstrated a high level of consistency in practicing the identified work values.

Statistical analysis showed a significant difference in the practice of work values when faculty were grouped by gender and teaching performance, suggesting that these variables may influence how values are exhibited in the classroom. Conversely, no significant difference was found in relation to highest educational attainment.

The results highlight the critical role of personal and professional attributes—particularly gender-related dynamics and performance levels—in shaping value-driven teaching practices. While academic qualifications remain essential, the consistent practice of core work values appears to be more strongly associated with ethical conduct and effective instructional engagement. These insights underscore the need for continuous professional development focused on values formation and reflective teaching practice to further enhance faculty performance and student outcomes.

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