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TEACHERS' WORK BELIEFS AMONG PUBLIC SECONDARY TEACHERS IN ISABELA

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ABSTRACT

Persistent gaps in learners' reading comprehension performance show the need to examine and strengthen instructional interventions in secondary classrooms. This study investigated the reading interventions implemented by teachers, the most frequently practiced strategies, students' lived experiences of these interventions, the challenges encountered in implementation, and the development of a proposed activity to enhance practice. A mixed-methods design was employed, integrating descriptive quantitative analysis of questionnaire data with qualitative data from open-ended responses, interviews and scanned documents. Data were collected from Key Stage 3 English teachers and purposively selected learners across 47 public secondary schools in Nueva Vizcaya. Findings reveal that teachers implement a comprehensive and integrated set of interventions combining Comprehension Strategy Instruction (CSI), Foundational Reading Skills Instruction (FRSI), and Multicomponent Instruction (MI). Among these, strategies that are practical and immediately responsive to learners' needs, such as questioning, context clues, inferencing, decoding, vocabulary-building, oral fluency, differentiated instruction, remediation, and the use of localized materials, are most frequently practiced. Students experience these interventions as active and progressive, demonstrating improvements in comprehension, fluency, vocabulary, and confidence, while also showing increased engagement and motivation to read. However, teachers encounter challenges related to time constraints, heavy workload, learner diversity, low motivation, foundational skill gaps, limited resources, inconsistent attendance, lack of parental support, and institutional demands. To sustain and enhance these practices, a division-level activity is proposed to institutionalize effective strategies, strengthen teacher competencies, and promote collaborative approaches to improving reading outcomes.

Keywords: reading comprehension, instructional interventions, Phil-IRI, multicomponent instruction, teacher practices

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Introduction

Teachers' work beliefs defined as the virtues that a person possesses in his or her life, which are manifested through habits, behaviors, values, expectations, and relationships. This serves as the foundation for an individual's style of thinking and acting; they play an essential role in how one makes decisions, makes choices, and develops perceptions and attitudes.

The Philippine Professional Standards for Teachers (PPST), which based on National Competency-Based Teacher Standards (NCBTS) are a valuable addition to the reform programs aimed at improving the quality of teachers. The use of clearly defined domains, strands, and indicators that offer measurements of professional development, skillful practice, and productive engagement, it defines what teacher quality in the K-12 Reform is. The knowledge, skills, and values that educators should possess in order to become competent, enhance student learning outcomes, and ultimately provide high-quality instruction are all made clear by this set of criteria.

Although numerous studies have explored teachers' work beliefs, important gaps remain. There is limited research exploring teachers' work beliefs, particularly among public secondary school teachers in the Philippine setting. Furthermore, limited studies examine the relationship between teachers' work beliefs and their demographic profile. Hence, this study aims to fill these gaps by investigating teachers' work beliefs in terms of physical facilities, professional growth, interpersonal relationships, social environment, personal gratification, and new challenges, and examine the difference of the teachers' work beliefs when the respondents are grouped according to their profile.

Statement of the Problem

Generally, this study focused on determining teachers' work beliefs in public secondary school. Specifically, the study aims to answer the following questions:

1. What is the profile of the teacher-respondents in terms of:
 - 1.1. age;
 - 1.2. gender;
 - 1.3. civil status;
 - 1.4. highest educational attainment;
 - 1.5. number of years in teaching?
2. What is the work belief of the teacher-respondents as to the following:
 - 2.1. Physical Facilities;
 - 2.2. Professional Growth;
 - 2.3. Interpersonal Relationship;
 - 2.4. Social Environment;
 - 2.5. Personal Gratification; and



2.6. New Challenges?

3. What is the difference of the teachers' work belief when the respondents are grouped according to their profile?

METHODOLOGY

The Descriptive-Comparative Design was utilized in this study. It was used to describe the teachers' profile and their work beliefs. Also, it examines whether there are significant differences in teachers' work beliefs when grouped according to their profile variables such as age, gender, civil status, highest educational attainment, and number of years in teaching.

The Instrument of the Study

The adapted questionnaire was used to investigate the respondents' responses regarding the teachers' work beliefs. It was adapted from the University of Denver Career Center, with some parts coming from the Philippine Professional Standards for Teachers (PPST) to suit the needs of respondents, and is divided into six (6) areas of investigation. The research questionnaire is composed of two (2) parts. The first part covers the profile of the teacher-respondents, while the second part focuses on the information proper, such as the teachers' work belief statements under the following variables: physical facilities, professional growth, interpersonal relationships, social environment, personal gratification, and new challenges.

Statistical Tools

The responses obtained through the questionnaires was tabulated and analyzed using Statistical Package for Social Sciences Software (SPSS). To determine the socio-demographic profile and work beliefs, the researcher used descriptive statistical tools such as frequency and percentage counts. Moreover, T-test was utilized to determine the significant differences of the respondents' work beliefs when they are grouped according to their profile.

FINDINGS

Table 1. Profile of the Teacher-Respondents

	Frequency (n = 189)	Percent (100.0)
Age		
26-30 years old	47	24.9



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31-35 years old	41	21.7
36-40 years old	35	18.5
41-45 years old	19	10.1
46-50 years old	27	14.3
51 years old and above	20	10.6
Gender		
Male	51	27.0
Female	138	73.0
Civil Status		
Single	48	25.4
Married	129	68.3
Widow/er	12	6.3
Highest Educational Attainment		
(A) Bachelor's Degree	19	10.1
(B) Bachelor's Degree with Master's Units	72	38.1
(C) Master's Degree	71	37.6
(D) Master's Degree with Doctoral Units	17	9.0
(E) Doctoral Degree	10	5.3
Number of Years in Teaching		
5 years and below	32	16.9
6-10 years	62	32.8
11-15 years	52	27.5
16 years and above	43	22.8

Table 1 presents the profile of the respondents in terms of age, gender, civil status, highest educational attainment, and number of years in teaching. As shown in the table, the age range of 26 – 30 years old (24.9 %) was dominant while age bracket 41 – 45 years old (10.1 %) had the least number of respondents. On gender classification, majority of the respondents were females with 138 (73%) out of 189. As to civil status, the prevailing numbers of respondents were married (68.3%). While on the respondents' highest educational attainment, most of them were holders of Bachelor's Degree with Master's Units (38.1%). And as to number of years in teaching, majority of the respondents had been teaching for 6-10 years (32.8%).

Table 2. Work Beliefs of the Teacher-Respondents in Terms of Physical Facilities
Table



Statements	Mean	Descriptive Equivalent (DE)
Work in which you...		
1. follow certain safety precautions and procedures to prevent accidents and hazards	4.88	Most Important
2. work in an environment with controlled noise levels that allow concentration	4.65	Most Important
3. have adequate storage for teacher materials	4.52	Most Important
4. have access to large and flexible spaces or workstations that accommodate student projects and work-related paperwork (e.g., school files, PDS, IPCRF)	4.52	Most Important
5. have access to technology systems (e.g., computer, projectors, internet, software) that are operational and support teaching and administrative tasks	4.67	Most Important
6. have sufficient and well-located electrical outlets available in the instructional areas of the building	4.70	Most Important
7. have conference areas available for things such as team/department meetings, parent conferences, or faculty planning sessions	4.60	Most Important
8. have accessible library	4.50	Most Important
Category Mean	4.63	Most Important

Legend: 4.50-5.00 = Most Important

Physical Facilities. Table 2 shows that the workload beliefs of the teacher-respondents highly value physical facilities with a category mean of 4.63. Following certain safety precautions and procedures to prevent accidents and hazards is the top priority being the highest mean of 4.88. This is followed by sufficient and well-located electrical outlets with a mean of 4.70, access to technology systems with a mean of 4.67, a quiet and conducive workspace with a mean of 4.65, along with adequate areas available for things such as team/department meetings, parent conferences, or faculty planning sessions, storage, and flexible spaces or workstations that accommodate student projects and work-related paperwork (e.g., school files, PDS, IPCRF) with a mean of 4.60 and 4.52, were also considered essential. Although access to a library had the lowest mean of 4.50, it remained within the “Most Important” range.

The findings imply that physical facilities are essential in supporting teachers’



effectiveness, safety, and overall work performance. The high emphasis on safety, technology access, and conducive workspaces indicates that teachers require a secure and well-equipped environment to manage their workload efficiently. This supports the study of Morgan and Atienzar (2023) that adequate school facilities are positively associated with teachers' job satisfaction and overall school effectiveness.

Overall, the results suggest that improving physical facilities is crucial for promoting teacher productivity, well-being, and effective teaching.

Table 3. Work Belief of the Teacher-Respondents in Terms of Professional Growth

Statements	Mean	Descriptive Equivalent (DE)
Work in which you...		
1. look forward to positive changes in your job	4.76	Most Important
2. have confidence in the security of tenure in one's teaching position	4.77	Most Important
3. use leadership abilities	4.64	Most Important
4. recognizes and develops creative and innovative skills relevant to teaching and learning	4.75	Most Important
5. participates in decision-making processes and contributes ideas in school policies, programs, or instructional planning.	4.73	Most Important
6. feels that your work is contributing to a set of moral standards	4.79	Most Important
7. seeks opportunities to establish professional networks with colleagues within the school and through external linkages (e.g., professional organizations, partnerships, collaborations).	4.73	Most Important
8. have to demonstrate behavior that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	4.83	Most Important
9. have to reflect on PPST and assist colleagues in planning and achieving their own goals.	4.70	Most Important
Category Mean	4.74	Most Important



Legend: 4.50-5.00 = Most Important

Professional Growth. Table 3 reveals that the work beliefs of the teacher-respondents in relation to professional growth. Based on the table, the findings show that professional growth is highly valued by the respondents, as indicated by a category mean of 4.74 which is “Most Important”. The highest-rated indicator was demonstrating behavior that upholds the dignity of the teaching profession with a mean of 4.83, followed by working where they feel that their work is contributing to a set of moral standards with 4.79, and having confidence in the security of tenure in one’s teaching position with a mean of 4.77.

Other indicators such as looking forward to positive changes their job with a mean of 4.76, recognizing and developing creative and innovative skills relevant to teaching and learning with 4.75, and participating in decision-making and seeking opportunities to establish professional networks with colleagues both received high ratings with 4.73, highlighting the importance of continuous development and active involvement in school processes. In addition, reflecting on PPST and assisting colleagues in planning and achieving their own goals garnered a mean of 4.70, while using their leadership abilities got the lowest mean of 4.64.

The findings imply that teachers highly value professional growth as a key component of their work, particularly in terms of upholding professional dignity, ethical standards, and job security. This suggests that teachers are strongly motivated by intrinsic factors and a sense of purpose in their profession. Recent research supports this, showing that teachers’ motivation is driven by both intrinsic and extrinsic factors, with intrinsic motivation strongly linked to professional development engagement and teaching commitment (Sahito et al., 2025).

Overall, the results suggest that fostering professional growth opportunities, strengthening ethical practices, and ensuring job security are essential to improving teacher engagement, performance, and commitment.

Table 4. Work Belief of the Teacher-Respondents in Terms of Interpersonal Relationship

Statements	Mean	Descriptive Equivalent (DE)
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Work in which you...		
1. positively influences the well-being of other people	4.68	Most Important
2. are required to meet deadlines while maintaining high-quality results	4.69	Most Important
3. be in a position to positively change people's attitudes and opinion	4.41	Very Important
4. seek knowledge, truth, and understanding to others	4.73	Most Important
5. be regarded by others as an expert in respective fields or a person of intellectual achievement	4.47	Very Important
6. do work that allows little tolerance for error	4.39	Very Important
7. have to maintain learning environments that promote fairness, respect and care to encourage learning	4.74	Most Important
8. have to demonstrate learning environments that motivate learners to work productively by assuming responsibility for their own learning	4.77	Most Important
Category Mean	4.61	Most Important

Legend: 3.50-4.49 = Very Important; 4.50-5.00 = Most Important

Interpersonal Relationship. Table 4 reveals that interpersonal relationship is considered important by the respondents, with a category mean of 4.61 which is “Most Important”. The highest-rated work belief was demonstrating learning environments that motivate learners to work productively by assuming responsibility for their own learning, followed by maintaining learning environments that promote fairness, respect and care to encourage learning, and seeking knowledge, truth, and understanding to others with mean ratings of 4.77, 4.74, and 4.73, respectively. Furthermore, meeting deadlines with quality output, and positively influencing others’ well-being were also garnered high ratings of 4.69 and 4.68. These are rated as “Most Important,” reflecting the importance of both personal and professional interactions in teaching. Meanwhile, being regarded by others as an expert, be in a position to positively change people’s attitudes and opinion, and working with little tolerance for error were rated slightly lower but still considered “Very Important” with mean ratings of 4.47, 4.41, and 4.39, respectively.

The findings imply that interpersonal relationships are essential in promoting effective teaching and a positive learning environment. Teachers highly value respectful, fair, and motivating interactions, which help enhance student engagement and responsibility. Studies highlight that supportive classroom interactions foster positive emotional and behavioral



outcomes, strengthening both learning motivation and classroom climate (Fabris et al., 2022).

Overall, the results suggest that fostering positive relationships, collaboration, and supportive learning environments is crucial in improving both teacher performance and student learning.

Table 5. Work Belief of the Teacher-Respondents in Terms of Social Environment

Statements	Mean	Descriptive Equivalent (DE)
Work in which you...		
1. can be the kind of person you would like to be	4.66	Most Important
2. have a boss who is reasonable/considerate	4.75	Most Important
3. form friendship with your fellow employees	4.68	Most Important
4. recognizes how your work is appreciated by others	4.57	Most Important
5. help others directly, either individually or in group	4.65	Most Important
6. are recognized as a member of an organization and the work feels meaningful to you	4.58	Most Important
7. recognized for the quality of your work in some visible or public way	4.51	Most Important
8. use differentiated teaching to suit the learners' need, strengths, interests and experiences	4.80	Most Important
9. need to implement the teaching strategies that are responsive to learners' cultural, socio-economic and religious backgrounds	4.76	Most Important
10. use strategies that are responsive to learners with specific needs	4.80	Most Important
11. plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances (e.g., geographic location; chronic illness; displacement due to armed conflict; urban resettlement or disasters; child abuse and child labor practices)	4.78	Most Important
Category Mean	4.69	Most Important

Legend: 4.50-5.00 = Most Important



Social Environment. Table 5 indicates that the social environment is also highly valued by the respondents, with a category mean of 4.69 which is “Most Important”. The highest-rated work beliefs were using differentiated teaching to suit the learners’ need, strengths, interests and experiences and using strategies that are responsive to learners with specific needs, both obtained a mean of 4.80. The same table also shows the mean ratings of certain work beliefs from 4.65 to 4.78 which teachers also considered most important such as helping others directly, either individually or in group, being the person they would like to be, forming friendship with their fellow employees, having a boss who is reasonable/considerate, implementing the teaching strategies that are responsive to learners’ cultural, socio-economic and religious backgrounds, and planning and delivering teaching strategies that are responsive to the special educational needs of learners in difficult circumstances (e.g., geographic location; chronic illness; displacement due to armed conflict; urban resettlement or disasters; child abuse and child labor practices). Meanwhile, the work beliefs, recognized as a member of an organization and the work feels meaningful to them obtained a mean of 4.58, recognizes how their work is appreciated by others garnered a mean of 4.57, and recognized for the quality of your work in some visible or public way got the lowest mean of 4.51. These work beliefs received slightly lower but still “Most Important” ratings.

The results of the study imply that the social environment is a crucial factor in supporting inclusive and responsive teaching practices. Teachers highly value differentiated instruction and sensitivity to learners’ diverse needs, indicating a strong commitment to equity and inclusivity in education. Evidence from recent educational research highlights that responsive teaching practices and flexible instructional strategies are strongly associated with inclusive classroom environments and improved learner outcomes (Suprayogi et al., 2023).

Table 6. Work Belief of the Teacher-Respondents in Terms of Personal Gratification

Statements	Mean	Descriptive Equivalent (DE)
E. Personal Gratification		
Work in which you...		
1. get the feeling of having done a good day’s work	4.75	Most Important
2. lead the kind of life you enjoy	4.71	Most Important
3. help students achieve competence through good grades, skills, and practical performance	4.83	Most Important
4. see the result of your efforts	4.71	Most Important



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5. manages your responsibilities on your own, while maintaining contact and cooperation with others	4.75	Most Important
6. do work that is very exciting or that often is exciting	4.67	Most Important
7. monitor and evaluate learner progress and achievement	4.81	Most Important
8. use strategies for providing timely, accurate and constructive feedback to improve learner performance	4.82	Most Important
9. use of assessment data to enhance teaching and learning practices and programs	4.74	Most Important
10. consistently complies with and implement school policies and procedures	4.70	Most Important
Category Mean	4.75	Most Important

Legend: 4.50-5.00 = Most Important

Personal Gratification. Table 6 shows that personal gratification is considered highly important by the respondents, with a category mean of 4.75, which falls under “Most Important.” The highest-rated work belief was helping students achieve competence through good grades, skills, and practical performance with a mean rating of 4.83, followed closely by using strategies for providing timely, accurate, and constructive feedback to improve learner performance with a mean of 4.82, and monitoring and evaluating learner progress and achievement with a mean of 4.81.

Other highly valued aspects of work beliefs include getting the feeling of having done a good day's work and managing responsibilities on one's own while maintaining cooperation with others, both obtained a mean rating of 4.75, as well as using assessment data to enhance teaching and learning practices with 4.74. As indicated also on the table, the respondents considered the work beliefs on leading the kind of life they enjoy with 4.71, seeing the result of their efforts with 4.71, consistently complying with and implementing school policies and procedures with 4.70, and doing work that is very exciting or often exciting with a mean of 4.67 were also rated as “Most Important,” reflecting the value educators place on meaningful, rewarding, and well-managed work.

This indicates that teachers derive fulfillment from meaningful teaching outcomes and a sense of accomplishment in their work. Studies highlight that seeing the results of their teaching efforts and student progress significantly enhances teachers' professional satisfaction and motivation (Klassen & Chiu, 2021).



Table 7. Work Belief of the Teacher-Respondents in Terms of New Challenges

Statements	Mean	Descriptive Equivalent (DE)
Work in which you...		
1. have to keep solving new problems	4.50	Most Important
2. are being challenged on your assigned task	4.52	Most Important
3. do the same thing all the time	4.20	Very Important
4. takes multiple types of work to expand your experience	4.34	Very Important
5. needs to be mentally alert	4.69	Most Important
6. contribute to new ideas	4.65	Most Important
7. perform work that requires stepping out of your comfort zone	4.61	Most Important
8. have to collaborate with colleagues in the conduct of and application of research to enrich knowledge and pedagogy	4.61	Most Important
9. have to reflect on the PPST standards to plan personal and professional development goals	4.72	Most Important
Category Mean	4.54	Most Important

Legend: 3.50-4.49 = *Very Important*; 4.50-5.00 = *Most Important*

New Challenges. Table 7 illustrates that new challenges are considered important by the respondents, with a category mean of 4.54, which is interpreted as “Most Important.” The highest-rated work belief was reflecting on the PPST standards to plan personal and professional development goals with a mean rating of 4.72, followed by needing to be mentally alert with a mean of 4.69, and contributing to new ideas with a mean of 4.65. Additionally, performing work that requires stepping out of one’s comfort zone and collaborating with colleagues in the conduct of and application of research to enrich knowledge and pedagogy both obtained a mean rating of 4.61. Being challenged on assigned tasks with a mean 4.52, and having to keep solving new problems with 4.50 were also rated as “Most Important”. Meanwhile, taking on multiple types of work to expand experience obtained a mean of 4.34 and doing the same thing all the time with 4.20 were rated slightly lower but still considered “Very Important.”

Overall, the results suggest that encouraging reflective practice, innovation, and exposure to new challenges is vital in enhancing teacher competence, adaptability, and professional development. Recent educational research further supports this perspective, showing that



teachers who engage in reflective practice and professional learning are more adaptive, innovative, and effective in handling classroom challenges (Yeager & Dweck, 2020).

Table 8. Difference in the Work Belief of the Teacher-Respondents in Terms of Physical Facilities when Grouped According to their Age

Statements		26-30		31-35		36-40		41-45		46-50		51 and above		F-value	P-value
		Mean	DE	Mean	DE	Mean	DE	Mean	DE	Mean	DE	Mean	DE		
A. Physical Facilities															
Work in which you...															
1.	follow certain safety precautions and procedures to prevent accidents and hazards	4.80	MI	4.97	MI	4.88	MI	4.78	MI	4.92	MI	4.90	MI	1.64 ^{ns}	.15
2.	work in an environment with controlled noise levels that allow concentration	4.61	MI	4.75	MI	4.65	MI	4.57	MI	4.62	MI	4.65	MI	.45 ^{ns}	.81
3.	have adequate storage for teacher materials	4.70	MI	4.63	MI	4.51	MI	4.26	VI	4.44	VI	4.30	VI	1.83 ^{ns}	.10
4.	have access to large and flexible spaces or workstations that accommodate student projects and work-related paperwork (e.g., school files, PDS, IPCRF)	4.74	MI	4.58	MI	4.51	MI	4.36	VI	4.48	VI	4.15	VI	2.36*	.01
5.	have access to technology systems (e.g., computer, projectors, internet, software) that are operational and support teaching and administrative tasks	4.70	MI	4.68	MI	4.80	MI	4.36	VI	4.62	MI	4.75	MI	1.27 ^{ns}	.27
6.	have sufficient and well-located electrical outlets available in the instructional areas of the building	4.74	MI	4.70	MI	4.68	MI	4.63	MI	4.74	MI	4.65	MI	.15 ^{ns}	.97
7.	have conference areas available for things such as team/department meetings, parent conferences, or faculty planning sessions	4.65	MI	4.80	MI	4.71	MI	4.31	VI	4.55	MI	4.25	VI	2.46*	.03
8.	have accessible library	4.53	MI	4.70	MI	4.62	MI	4.15	VI	4.40	VI	4.25	VI	1.93 ^{ns}	.09

Legend: 3.50-4.49 = Very Important (VI); 4.50-5.00 = Most Important (MI); * = significant; ns = not significant at 0.05 level

Table 8 shows that most of the teachers' work beliefs do not significantly differ when



grouped according to age since most of the p-values are greater than 0.05. This means that teachers of different age groups have similar perceptions regarding their work beliefs.

However, there are notable exceptions under certain indicators. Specifically, significant differences were observed in the access to large and flexible spaces or workstations that accommodate student projects and work-related paperwork (e.g., school files, PDS, IPCRF) with F-value of 2.36 met the significance level of 0.01 and conference areas available for things such as team/department meetings, parent conferences, or faculty planning sessions with F-value of 2.46 with significance level of 0.03.

This suggests that teachers from different age groups may vary in how they value workspace flexibility and collaboration areas. This is consistent with research indicating that demographic factors such as age generally have minimal influence on teacher beliefs, as these are more strongly shaped by school context and professional standards (Ingersoll et al., 2021). In addition, studies highlight that the physical and organizational environment of schools, particularly access to collaborative and flexible spaces, significantly affects teacher satisfaction, collaboration, and effectiveness (Cohen et al., 2022; Darling-Hammond et al., 2020).

Table 9. Difference in the Work Belief of the Teacher-Respondents in Terms of Interpersonal Relationship when Grouped According to their Civil Status

Statements		Single		Married		Widow/er		F-value	p-value
		Mean	DE	Mean	DE	Mean	DE		
C. Interpersonal Relationship									
Work in which you...									
1.	positively influences the well-being of other people	4.79	MI	4.65	MI	4.58	MI	1.80 ^{ns}	.16
2.	are required to meet deadlines while maintaining high-quality results	4.77	MI	4.66	MI	4.75	MI	.81 ^{ns}	.44
3.	be in a position to positively change people's attitudes and opinion	4.47	VI	4.44	VI	3.83	VI	3.98*	.02
4.	seek knowledge, truth, and understanding to others	4.72	MI	4.75	MI	4.50	MI	1.52 ^{ns}	.22
5.	be regarded by others as an expert in respective fields or a person of intellectual achievement	4.41	VI	4.51	MI	4.33	VI	.55 ^{ns}	.57
6.	do work that allows little tolerance for error	4.43	VI	4.39	VI	4.16	VI	.59 ^{ns}	.55
7.	have to maintain learning environments that promote fairness, respect and care to encourage learning	4.77	MI	4.72	MI	4.83	MI	.37 ^{ns}	.68



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8. have to demonstrate learning environments that motivate learners to work productively by assuming responsibility for their own learning	4.75	MI	4.78	MI	4.75	MI	.10 ^{ns}	.90
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Legend: 3.50-4.49 = Very Important (VI); 4.50-5.00 = Most Important (MI); * = significant; ns = not significant at 0.05 level

Table 9 illustrates that there is no significant relationship between the work beliefs of the respondents in relation to interpersonal relationship and their civil status. On the other hand, the F-value of 3.98 with .02 significance level reveals that the work belief being in a position to positively change people's attitudes and opinion has a significant difference which implies that marital status may slightly affect how teachers perceive their ability to influence others' attitudes. This suggest that teachers feel that their work allows them to maintain positive and productive interpersonal relationships, regardless of civil status.

This finding is supported by Collie, Shapka, and Perry (2012), who found that positive school climate and supportive interpersonal relationships significantly enhance teachers' self-efficacy and job satisfaction, which in turn strengthen teachers' perceived ability to positively influence students' attitudes and behavior.

Table 10. Difference in the Work Belief of the Teacher-Respondents in Terms of New Challenges when Grouped According to their Highest Educational Attainment

Statements				A		B		C		D		E		F-value	p-value
				Mean	DE	Mean	DE	Mean	DE	Mean	DE	Mean	DE		
F. New Challenges															
Work in which you...															
1.	have to keep solving new problems	4.57	MI	4.50	MI	4.52	MI	4.70	MI	3.90	VI	2.67*	.03		
2.	are being challenged on your assigned task	4.63	MI	4.51	MI	4.57	MI	4.47	VI	4.10	VI	1.52 ^{ns}	.19		
3.	do the same thing all the time	4.21	VI	4.19	VI	4.29	VI	4.11	VI	3.70	VI	1.00 ^{ns}	.40		
4.	takes multiple types of work to expand your experience	4.57	MI	4.31	VI	4.29	VI	4.41	VI	4.30	VI	.53 ^{ns}	.71		
5.	needs to be mentally alert	4.84	MI	4.73	MI	4.63	MI	4.70	MI	4.60	MI	.83 ^{ns}	.50		
6.	contribute to new ideas	4.89	MI	4.63	MI	4.60	MI	4.64	MI	4.60	MI	1.08 ^{ns}	.36		
7.	perform work that requires stepping out of your comfort zone	4.73	MI	4.63	MI	4.59	MI	4.64	MI	4.40	VI	.66 ^{ns}	.61		
8.	have to collaborate with colleagues in the conduct of and application of research to enrich knowledge and pedagogy	4.84	MI	4.66	MI	4.59	MI	4.52	MI	4.20	VI	2.62*	.03		



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9. have to reflect on the PPST standards to plan personal and professional development goals	4.84	MI	4.77	MI	4.63	MI	4.76	MI	4.70	MI	1.07 ^{ns}	.37
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Legend: 3.50-4.49 = Very Important (VI); 4.50-5.00 = Most Important (MI); * = significant; ns = not significant at 0.05 level

Table 10 reveals that most teachers' work beliefs in terms of new challenges do not significantly differ based on their highest educational attainment, as most p-values are above 0.05. On the other hand, the items such as having to keep solving new problems with F-value of 2.67 and significance level of 0.03, and collaborating with colleagues in research and knowledge application of research to enrich knowledge and pedagogy with F-value of 2.62 and significance level of 0.03 — show significant differences. This means that educational attainment may influence how teachers perceive problem-solving and collaborative research tasks.

This finding is supported by the framework of the Department of Education (2017), which emphasizes that teachers' professional growth and higher qualifications are linked to increased engagement in reflective practice, problem-solving, and collaborative research activities as part of the Philippine Professional Standards for Teachers.

Table 11. Difference in the Work Belief of the Teacher-Respondents in Terms of Interpersonal Relationship when Grouped According to their Number of Years in Teaching

Statements		5 and below		6-10		11-15		16 and above		F-value	p-value
		Mea n	DE	Mea n	D E	Mea n	DE	Mea n	DE		
C. Interpersonal Relationship											
Work in which you...											
1.	positively influences the well-being of other people	4.68	MI	4.67	MI	4.69	MI	4.67	MI	.01 ^{ns}	.99
2.	are required to meet deadlines while maintaining high-quality results	4.68	MI	4.53	MI	4.76	MI	4.86	MI	4.28*	.01
3.	be in a position to positively change people's attitudes and opinion	4.34	VI	4.33	VI	4.46	VI	4.51	MI	.61 ^{ns}	.60
4.	seek knowledge, truth, and understanding to others	4.59	MI	4.70	MI	4.76	MI	4.81	MI	1.46 ^{ns}	.22
5.	be regarded by others as an expert in respective fields or a person of intellectual achievement	4.46	VI	4.48	VI	4.44	VI	4.51	MI	.07 ^{ns}	.97
6.	do work that allows little tolerance for error	4.21	VI	4.32	VI	4.40	VI	4.60	MI	1.83 ^{ns}	.14



International Journal of Education, Literacies, and Curriculum Studies

ISSN: 3116-2991

Volume 2 Issue 3- 2026

<https://ijelcs.minduraresearch.com/journal/index>

7.	have to maintain learning environments that promote fairness, respect and care to encourage learning	4.75	MI	4.64	MI	4.82	MI	4.79	MI	1.68 ^{ns}	.17
8.	have to demonstrate learning environments that motivate learners to work productively by assuming responsibility for their own learning	4.62	MI	4.72	MI	4.90	MI	4.79	MI	2.86*	.03

Legend: 3.50-4.49 = Very Important (VI); 4.50-5.00 = Most Important (MI); * = significant; ns = not significant at 0.05 level

As indicated in Table 11, two work beliefs show significant differences such as meeting deadlines while maintaining high-quality results with F-value of 4.28 and significance level of 0.01, and demonstrating learning environments that motivate learners to work productively by assuming responsibility for their own learning with F-value of 2.86 and significance level of 0.03.

This suggests that teaching experience may influence how teachers handle work pressure and encourage student responsibility. Recent researches show that years of classroom experience and the accompanying professional development shape how teachers cope with workload demands and remain engaged in their work (Zhou & Hou, 2025). Moreover, studies indicate that lived teaching experience influences teachers' instructional beliefs and practices (Chen, 2024), while systematic reviews highlight that occupational wellbeing and professional beliefs evolve with experience and affect how teachers handle complex classroom challenges (Nwoko et al., 2023). Additionally, teachers' motivation — often strengthened by experience — can positively impact student motivation and engagement (Suarez-Mesa & Gomez, 2024). These findings collectively support the conclusion that teaching experience plays a role in how teachers perceive and respond to work pressure and student motivation.

Conclusions

Majority of the teacher-respondents were females, married, young as to chronological age and teaching experience, and have attained bachelor's degree with master's units. The respondents considered as most important several key work beliefs, including maintaining safety in the workplace, having adequate facilities and resources, upholding the dignity and moral standards of the teaching profession, creating a fair and motivating learning environment, using differentiated and responsive teaching strategies, helping students achieve competence, and reflecting on Philippine Professional Standards for Teachers (PPST) to guide their professional development. There were significant differences in the work beliefs of the respondents in relation to physical facilities, professional growth, interpersonal relationship, social environment, and new challenges when grouped according to their profile, except on gender. As a general



observation, the work beliefs in relation to personal gratification were considered very important to the respondents.

Recommendations

Based on the findings of the study, the following recommendations are offered:

1. School administrators should ensure safe, well-equipped facilities, provide adequate resources, enforce safety protocols, and support teachers through continuous training and a collaborative work environment.
2. Teachers should enhance their practices using learner-centered and differentiated strategies, promote respect and fairness, and engage in reflective professional development.
3. Students should be encouraged to actively participate, take responsibility for learning, and develop both academic and practical skills.
4. Educational leaders and policymakers should create programs that support teachers' growth, working conditions, and well-being, considering differences in age, experience, and education.
5. Future researchers should examine additional factors like school environment and leadership, use larger and more diverse samples, and apply varied research methods for deeper insights.

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