

The Relationship Between Personal Values and Organizational Values on the Attitudes of the Secondary School Teachers

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ABSTRACT

This study explores how personal values and organizational values affect the attitudes of secondary school teachers. The goal was to understand how well teachers' personal values align with the values of their school and how this alignment influences their attitudes towards teaching and their work environment. A quantitative research design was used, with data collected from 86 teachers. The analysis included methods like Spearman's rho, average weighted mean, and multiple regression analysis to identify key relationships. The results showed a strong positive relationship between personal and organizational values, meaning that when teachers' values matched their school's values, their attitudes were more positive. The study also found that different aspects of both personal and organizational values played an important role in shaping teachers' overall attitudes. In conclusion, the alignment between personal and organizational values is essential for creating a positive and productive school environment, which leads to a greater job and commitment among teachers.

Keywords: Personal Values, Organizational Values, Teacher Attitude, Education

INTRODUCTION

In the global context, the teaching approaches and teachers' attitudes significantly influenced the educational environment, affecting student performance and emotional well-being (Urien, 2024). However, in Duzce, Turkey, negative teachers' behaviors and attitudes, such as treating students unfairly, showing discrimination, struggling with classroom management, and lacking clear communication, were observed (Kahveci, 2023). Research conducted by David et al. (2023) at the University of Sindh in Pakistan found that many teachers used harsh words. Additionally, student misbehavior was a significant occupational stressor for educators, with numerous emotional consequences threatening their mental well-being (Ghasemi, 2024), leading to ethical compromises and an overall negative attitude (Berliner, 2021).

In the Philippines, particularly in Calabarzon, teachers' personal values highlighted the significance of creating a warm, respectful environment in the classroom where students were motivated to take responsibility for their actions and learn from their mistakes (Escobal et al., 2023). The study of Urbis et al. (2022) agreed that using these strategies helped maintain healthy relationships between teachers and students, facilitating better learning outcomes. More so, according to Sablad (2022), values-based leadership positively influenced teachers, as the personal values of school leaders shaped their decisions and interactions, creating a supportive atmosphere and promoting a positive attitude.

Furthermore, in Makati City, teachers' organizational values were significantly influenced by the institutional culture and their experiences within the educational environment, indicating that a positive organizational

culture fostered loyalty, commitment, and a positive attitude among faculty, which was crucial for institutional success (Jose, 2022). According to the study of Tindowen (2019), empowerment among teachers led to positive organizational behaviors, fostering a strong attachment to their institutions and enhancing their professional growth. Additionally, teachers' experiences and perceptions of adherence to organizational values were linked to their teaching-related attitudes, highlighting the need for supportive policies (Al, 2021).

Notably, the study of Masanguid and Gamao (2024) found out that teachers' negative attitudes, such as unfair treatment and discrimination in Tarragona, Davao Oriental, significantly affected students' mental health. A study conducted by Aporbo et al. (2024) in Tagum City revealed that teachers sometimes spoke in ways that hurt students' confidence, such as insults or harsh criticism, discouraging them from participating in class. Moreover, in the New Bataan District of Davao de Oro, it was discussed that teachers' negative attitudes hindered students' confidence, leading to difficulties in implementing effective teaching (Paniamogan & Dioso, 2024). Furthermore, researchers were interested in whether these attitudes were influenced by personal and organizational values.

Despite the numerous studies conducted on personal and organizational values in various educational settings, no study had yet been conducted locally, particularly in Lorenzo S. Sarmiento Sr. National High School, regarding how personal and organizational values influenced the attitudes of secondary school teachers.

Research Objectives

1. To determine the level of personal values among secondary school teachers in terms of:
 - 1.1 economic values;
 - 1.2 social values; and
 - 1.3 moral values.
2. To assess the level of organizational values in secondary schools in terms of:
 - 2.1 professional values;
 - 2.2 aesthetic values; and
 - 2.3 physical values.
3. To find out the attitude of secondary school teachers in terms of:
 - 3.1 teachers' attitude about their own abilities;
 - 3.2 teachers' attitude about the learners; and
 - 3.3 teachers' attitude about classroom interaction.
4. To evaluate the significant relationship between personal values and the attitudes of secondary school teachers.
5. To determine the significant relationship between organizational values and the attitudes of secondary school teachers.
6. To identify which of the domains in personal values influence the attitudes of secondary school teachers.
7. To determine which of the domains in organizational values influence the attitudes of secondary school teachers.

METHODOLOGY

This study employed a quantitative, non-experimental research design using descriptive correlational techniques to explore the hypothetical relationship between two defined variables and to determine the direction and degree of that relationship, if present. The descriptive correlational method was deemed appropriate when the purpose was to describe the current state of a situation and investigate the causes of a particular phenomenon. This correlational research design examined relationships between variables without

researchers controlling or manipulating them. Correlation reflected the strength and/or direction of the relationship between two or more variables (Devi et al., 2023). A quantitative methodology was used to determine whether and to what degree a relationship existed between two or more variables (Apuke, 2017).

This survey collected quantitative data on the phenomenon. The quantitative approach was suitable for gathering data through a structured questionnaire designed for the target respondents to answer. The study focused on determining the relationship between personal values and organizational values and their impact on the attitude of secondary school teachers among Mawab District Secondary Schools.

Population and Sample

The complete enumeration method was used in choosing the respondents for this study. The participants included 87 teachers from Lorenzo S. Sarmiento Sr. National High School, male or female, and employed during the school year 2024-2025. However, non-teaching staff and teachers not employed at Lorenzo S. Sarmiento Sr. National High School were excluded from this study. The selected teachers were ideal respondents as they directly influenced personal and organizational values related to secondary school attitudes. They implemented school policies and curricula while fostering a positive learning environment, making them well-positioned to offer insights into the relationship between personal and organizational values and their attitudes.

Table 1. Population and Sample size of Respondents

School	Population	Respondents
A	86	86
TOTAL	86	86

Statistical Tool

The statistical tools used for data analysis and interpretation were the following:

Mean. This statistical tool was used to determine the level of personal values, organizational values, and attitudes of secondary school teachers.

Spearman's rho. This statistical tool was used to determine the significance of the relationship between personal values and organizational values in the attitude of secondary school teachers.

Multiple Regression Analysis. This statistical tool was used to determine the influence of personal values and organizational values on the attitude of secondary school teachers.

RESULTS

Level of Personal values

Shown in Table 1 are the mean scores for the level of personal values in terms of economic, social, and moral values. The overall mean is 4.67, which is described as very high, with a standard deviation of 0.25. The very high level could be attributed to the respondents' high ratings in all indicators. This entails that the respondents' responses to the level of personal values are very much positive in terms of economic values, social values, and moral values.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.70 or very high for moral values with a standard deviation of 0.32; 4.66 or very high for social values with a standard deviation of 0.33; 4.65 or very high for economic values with a standard deviation of 0.34.

Table 2. Level of Personal Values

Indicators	Mean	SD	Descriptive Equivalent
Economic Values	4.65	0.34	Very High
Social Values	4.66	0.33	Very High
Moral Values	4.7	0.32	Very High
Overall	4.67	0.25	Very High

Level of Organizational Values

Shown in Table 3 are the mean scores for the indicators of organizational values, with an overall mean of 4.63 and described as very high with a standard deviation of 0.27. The very high level could be attributed to the very high rating given by the respondents in all indicators. This indicates that the respondent's responses to the level of organizational values are very much positive in terms of professional values, aesthetic values, physical values.

Table 3. Level of Organizational Values

Indicators	Mean	SD	Descriptive Equivalent
Professional Values	4.6	0.3	Very High
Aesthetic Values	4.63	0.39	Very High
Physical Values	4.67	0.32	Very High
Overall	4.63	0.27	Very High

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.67 or very high for physical values with a standard deviation of 0.32; 4.63 or very high for aesthetic values with a standard deviation of 0.39; 4.60 or very high for professional values with a standard deviation of 0.30.

Level of Teachers' Attitude

Table 4 presents the mean scores of teachers' attitude in terms of teachers' attitudes about their own abilities, teachers' attitudes about the learner, and teachers' attitude about the classroom interaction. The overall mean is 4.69 with an equivalent description of very high and a standard deviation of 0.27. This implies that the respondents' responses to the level of teachers' attitudes are very much positive regarding teachers' attitudes about their own abilities, teachers' attitudes about the learner, and teachers' attitudes about classroom interaction.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.69 or very high for teachers' attitudes about the learner with a standard deviation of 0.33; 4.69 or very high for teachers' attitudes about their own abilities with a standard deviation of 0.32; and 4.68 or very high for teachers' attitude about the classroom interaction with a standard deviation of 0.31.

Table 4. Level of Teachers' Attitude

Indicators	Mean	SD	Descriptive Equivalent
Teachers' attitude about their own abilities	4.69	0.32	Very High
Teachers' attitude about the learner	4.69	0.33	Very High
Teachers attitude about the classroom interaction	4.68	0.31	Very High
Overall	4.69	0.27	Very High

Significance on the Relationship Between Personal

Values and Teachers' Attitude

The results revealed that personal values and teachers' attitudes have a significant relationship. This result is due to a p-value of $<.001$, less than the 0.05 p-value. Hence, this leads to the decision that the null hypothesis, which states that there is no significant relationship between personal values and teachers' attitudes, is rejected. Moreover, Spearman's rho value, which is 0.640^* , further indicates a moderate correlation between personal values and teachers' attitudes.

Table 5. Significance on the Relationship Between Personal Values and Teachers' Attitude

		Teachers' Attitude
Personal Values	Spearman's rho	0.640^*
	p-value	$<.001$

Significance on the Relationship Between Organizational Values and Teachers' Attitude

Likewise, the results revealed that organizational values and teachers' attitude have a significant relationship. This result is due to a p-value of $<.001$, less than the 0.05 p-value. Hence, this leads to the decision that the null hypothesis, which states no significant relationship between organizational values and teachers' attitudes, is rejected. Moreover, Spearman's rho value, which is 0.681^* , further indicates a moderate correlation between the organizational values and teachers' attitude.

Table 6. Significance on the Relationships Between Organizational Values and Teachers' Attitude

		Organizational Values
Teachers' Attitude	Spearman's rho	0.681^*
	p-value	$<.001$

Multiple Regression Analysis on the Influence of the Domain of Personal Values and Teachers' Attitude

The data shown in Table 7 are the regression coefficients to test the significant influence of personal values and teachers' attitude among the Lorenzo S. Sarmiento Sr. National High School. Using the Multiple Regression Analysis, the data revealed that the influence of personal values and teachers' attitude among Lorenzo S. Sarmiento Sr. National High School has f-value of 39.267 and a corresponding significance p-value of $<.001$, which is significant.

This means that the level of personal values influences the teachers' attitude since the probability is less than 0.05. The coefficient of determination (R^2), which is 0.596, connotes that 59.6% of the variation of personal values influences the teachers' attitude. The remaining 40.4 is chance variation, which suggests that other factors beyond the scope of this study may also be attributed to students' learning engagement.

Table 7: Multiple Regression Analysis of the influence of the Domain of Personal Values and Teachers' Attitude

Personal Values	Coefficients	t-value	p-value	Decision
				$\alpha=0.05$
Economic Values	0.123^*	1.53	0.951	H_0 is not Rejected
Social Values	0.139^*	1.794	0.01	H_0 is Rejected

Moral Values	0.651*	8.139	<.001	Ho is Rejected
Dependent Variable: Teachers' Attitude				

* $p < 0.05$ $R = 0.772$ * $R^2 = 0.596$ F-value = 39.267 p-value<.001

Therefore, as presented in the table, the hypothesis that there is no domain in the personal values that significantly influences the teachers' attitude is rejected on social values and moral values.

Multiple Regression Analysis on the Influence of the Domain of Organizational Values and Teachers' Attitude

Data shown in Table 8 are the regression coefficients to test the significant influence of organizational values and teachers' attitude. Using the Multiple Regression Analysis, the data revealed that the influence of organizational values and teachers' attitude has f-value of 23.546 and corresponding significance p-value of <.001 which was significant.

This means that the level of organizational values influences the teachers' attitude since the probability is less than 0.05. The coefficient of determination (R^2) which is 0.469 indicates that 46.9% of the variation of organizational values influences the teachers' attitude. The remaining 53.1% is chance variation which suggests that other factors beyond the scope of this study may also be attributed to teachers' attitude.

Table 8. Multiple Regression Analysis of the Influence of of the Domain of Organizational Values and Teachers' Attitude

Organizational Values	Coefficients	t-value	p-value	Decision
				$\alpha=0.05$
Professional Values	0.272*	2.716	0.008	Ho is Rejected
Aesthetic Values	0.245*	2.573	0.012	Ho is Rejected
Physical Values	0.337*	2.337	< .001	Ho is Rejected
Dependent Variable: Teachers' s Attitude				

* $p < 0.05$ $R = 0.685$ * $R^2 = 0.469$ F-value = 23.546 p-value <.001

Therefore, as presented in the table, the hypothesis that there is no domain in the organizational values that significantly influences the teachers' attitude is rejected on professional values, aesthetic values and physical values.

DISCUSSIONS

Level of Personal Values

In the preceding chapter, the findings on the personal values of school educators at Lorenzo S. Sarmiento Sr. National High School were presented. The results revealed that educators exhibited a very high level of personal values, indicating a strong presence of deeply held beliefs and principles that influence their actions and interactions.

It is greatly highlighted in the results of the study that an individual's learning and engagement are highly affected by their personal values, affirming the study of Gamage et al. (2021), echoing their notion that

strongly held values impact an individual's performance and that a clear sense of purpose enhances personal effectiveness. Individuals with strong personal values have the ability to communicate their beliefs clearly and effectively. They can convey their convictions in a way that is understandable to others, which enhances understanding and engagement. Central to an individual's value system is how they create a life best suited to their beliefs. Meynhardt et al. (2020) concept of how personal values translate into life satisfaction suggests that when individuals foster a strong internal value system, it ignites higher levels of motivation, resulting in fulfilling experiences and overall enriching lives, proven reliable in the results of our study, which included a measure of personal values.

Furthermore, also showing high results is how educators navigate the diversity of life experiences. As outlined in the study of Pierce et al. (2023) individuals from diverse socio-economic backgrounds, influenced by their upbringing, neighborhood, and family income levels, may exhibit differences in their access to resources and opportunities. Sagiv & Schwartz (2022) Adds that understanding diverse perspectives is important as individuals hold various beliefs and values, with some prioritizing community, some independence, and others creativity.

An equally important indicator is personal goal setting and planning, which yielded high results. These findings align with the study by Shukshina et al. (2021), which states that a strong understanding of one's own needs and aspirations determines the goals individuals set for themselves. Furthermore, personal values serve as a guide for an individual's activities, influencing personal actions such as planning, reflection, and other efforts undertaken in pursuit of their goals (Gamage et al., 2021).

In addition, their adeptness in self-awareness and self-regulation also influences an individual's level of engagement. This aligns with Millette's (2023) concept, which suggests that individuals must carefully consider their actions and their impact on others. As experienced professionals, educators naturally integrate diverse strategies for self-improvement and personal growth into their lives. This approach enhances personal effectiveness and fosters a sense of fulfillment. Living a life aligned with one's values is a defining characteristic of a self-directed individual.

Lastly, personal growth and self-development also demonstrated significant importance in the results. Additionally, the findings highlight that when individuals discover new strategies for personal growth and self-improvement, they can adjust their habits and routines to better suit their needs. This supports and reinforces the findings of the study by Šagovnović and Kovači (2023).

Level of Organizational Values

The respondents from Lorenzo S. Sarmiento Sr. National High School exhibited a highly positive outlook, reflecting strong organizational values. This culture not only reinforces shared values but also fosters emotional connections and a sense of belonging among employees. These findings support the idea proposed by Ali and Hasaballah (2020), which suggests that understanding employees' perceptions of organizational values can help organizations cultivate a positive work environment and enhance overall effectiveness. Management can leverage this knowledge to develop strategies that increase employee engagement and productivity.

Additionally, employees exhibited a high level of behavioral alignment with organizational values. This is consistent with Kim et al. (2020), who explain that behavioral alignment occurs when employees actively demonstrate organizational values in their daily work and interactions. The positive attitudes and actions of employees reflect their deep understanding of and commitment to these values.

Moreover, among the three indicators, emotional connection to organizational values received the highest rating. Shockness (2021) describes emotional connection as the extent to which employees resonate with their organization's mission, vision, and values. This connection is reflected in employee loyalty, commitment, and

willingness to go the extra mile. Strong organizational values, coupled with a supportive work environment, further strengthen this bond, as evidenced by the positive feedback from employees.

Lastly, the cognitive understanding of organizational values also received a high rating. Elrehail et al. (2024) explain that a strong understanding of organizational values enables employees to make better decisions, collaborate more effectively, and align their actions with organizational goals. Clear communication and consistent reinforcement of these values encourage employees to internalize them, ultimately enhancing performance and strengthening the organization's overall value system.

Level of Teachers' Attitude

The study's findings strongly highlight that students' learning engagement is significantly influenced by teachers' attitudes. This supports the findings of Smith et al. (2021), which emphasize that teachers' positive attitudes play a crucial role in shaping a supportive and conducive learning environment. Additionally, this aligns with Taylor's (2018) concept that a leader's attitude directly impacts the creation of an organizational environment that fosters employee engagement. When leaders demonstrate vision, empathy, and commitment, they inspire higher levels of motivation among employees, leading to remarkable organizational achievements and overall enriching workplace experiences, as evidenced by the results of this study.

An equally important indicator is the level of teachers' attitudes, which yielded high results. These findings align with the study by Brown et al. (2021), which states that teachers' strong contextual knowledge of school practices, student needs, and school policies significantly influences their attitudes toward curriculum planning and implementation. Furthermore, Martinez (2022) elaborates that teachers' attitudes play a vital role in guiding their pedagogical practices, including planning, evaluation, and other classroom activities, ensuring alignment with both school and curriculum goals.

Furthermore, a teacher's attitude plays a crucial role in influencing student engagement. This aligns with the idea proposed by Martin and McLellan (2021) that teachers must carefully consider their attitudes toward students, their teaching abilities, and the classroom environment. A positive teacher attitude fosters an encouraging learning atmosphere, enhancing student participation and motivation. Experienced educators, by maintaining an optimistic outlook, naturally cultivate trust and respect, using their enthusiasm and self-confidence to inspire student success. Educating students for the future extends beyond merely imparting knowledge; it involves nurturing a mindset that empowers students to reach their full potential.

Lastly, the attitude of teachers towards their own professional growth and development showed significant importance in the results. According to Zee et al. (2020), when educators possess a positive attitude toward their professional development, they are more likely to apply innovative teacher methods in the classroom. They then apply these attitudes in the classroom, allowing them to adjust their teaching approaches and curriculum to better align with their students' needs. This adaptation reinforces the findings of the study on the level of teachers' attitudes.

Significance on the Relationship between Personal Values and Teachers' Attitude

The study's results revealed a significant relationship between personal values and teachers' attitudes. The p-value indicated a strong correlation between these two variables, suggesting that teachers' personal values influence their attitudes in the educational environment.

In a study conducted by Bandyopadhyay & Dhara (2021), they found that the urban graduate level students comparatively had a more positive attitude towards the teaching profession than the rural graduate-level students. Ministry of Education (2020) in the National Education Policy 2020 envisions developing among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and conscious awareness of one's roles and responsibilities in a changing world. NEP (2020),

emphasizes that teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors.

A study conducted by Gamage et.al (2021) Personal values play a significant role when adopting learning approaches by individuals during their studies. Particularly in higher education these values significantly influence the character that individuals play with their learning community and ultimately influence their academic achievements. Another study revealed that female teachers who have a more favourable attitude towards teaching than male senior secondary school teachers contribute more towards building confidence and a sense of responsibility among students. H. K. Yadav & Galriya, (2019). The literature supports that attitude towards the teaching profession of the B.Ed. trainee girls were found higher than the B.Ed. trainee boys.

According to the findings of another study, female teachers exhibited a slightly more positive attitude toward the teaching profession compared to male teachers (I. B. S. Yadav & Sharma, 2020). Female teachers tend to have a more favorable attitude toward teaching, as positive attitudes are linked to occupational resilience beliefs and extra-role behaviors. Therefore, pre-service teacher education programs should be designed to foster positive attitudes toward teaching. A candidate's extra-role behaviors are influenced by their career choices and occupational resilience beliefs, which, in turn, enhance their overall professional engagement and contribution.

Significance on the Relationship Between Organizational Values and Teachers Attitude

The study's results revealed a significant relationship between organizational values and teachers' attitudes, providing deeper insight into how organizational values influence teachers' perspectives and behaviors.

According to Barnes (2019), teachers who perceive a strong alignment between their personal values and organizational values report higher levels of fulfillment and resilience in their roles. This suggests that teachers' work attitudes significantly correlate with organizational policies, emphasizing that fostering these values can lead to improved educational practices and a more positive work environment (Hifarva & Bauyot, 2024). These findings align with the study by Lubguban et al. (2024), which states that effective leadership practices that align with organizational values can enhance teachers' organizational citizenship behavior, further contributing to a supportive and thriving educational environment.

A positive organizational culture, characterized by shared values and beliefs, plays a crucial role in the teaching-learning process, ultimately leading to improved educational outcomes (Amin et al., 2024). Conversely, Ratican et al. (2022) highlight that a misalignment between teachers' attitudes and organizational values can result in dissatisfaction and increased attrition rates, particularly in challenging environments such as inner-city schools. When teachers' personal values align with those of the institution, it fosters a supportive environment that enhances educational success (Barnes, 2019). Furthermore, organizational values significantly contribute to job satisfaction, which, in turn, strengthens teachers' commitment to their roles (Yasin et al., 2024).

Multiple Regression Analysis on the Influence of the Domain of Personal Values on Teachers' Attitude

The regression analysis examining the influence of personal values on teachers' attitudes indicates that three key domains, economic values, social values, and moral values have a significant impact on teachers' attitudes.

Research conducted by Perrin et al. (2021) found that multiple regression analysis reveals a significant influence of personal values on teachers' attitudes, particularly in relation to classroom management styles and inclusive education. The study indicates that teachers' values, such as self-transcendence and openness to change, positively correlate with their attitudes toward inclusive education. Similarly, Dokuchayeva et al. (2024) highlight that personal values serve as a motivational foundation for teachers, shaping their perceptions and attitudes toward various educational practices, including inclusive education. Personal values play a

crucial role in influencing teachers' attitudes, ultimately shaping their professional behaviors and interactions with students.

Furthermore, Ianniello et al. (2022) investigated the hypothesis that teachers' attitudes toward inclusive education may be linked to their value priorities. Their findings suggest that certain personal values positively correlate with teachers' attitudes toward inclusive education, reinforcing the idea that values play a fundamental role in shaping educational perspectives and practices.

Furthermore, a study by Barnes (2019) found that personal values significantly influence teachers' attitudes, fostering resilience and positivity. The study suggests that by strengthening their personal values, teachers can enhance their capacity to contribute effectively to the educational environment. The article also highlights implications for education departments, universities, and schools seeking to address the challenges of declining teacher recruitment and retention rates. In addition, Tamm et al. (2020) examined the relationship between teachers' personal values and their socialization values, suggesting that personal values play a crucial role in shaping teachers' attitudes toward socialization in educational settings. Although specific regression analysis details are not provided in the abstract, the study reinforces the idea that personal values influence how teachers integrate and interact within their professional communities.

Correspondingly, Mamchur (2022) emphasizes that personal values significantly influence teachers' attitudes, shaping their professional value orientations. These values, cultivated through education, play a crucial role in teachers' interactions with students and their overall approach to teaching. By fostering a positive learning environment grounded in humanism and cooperation, personal values help educators create meaningful and supportive educational experiences for their students.

Moreover, a study by Carr (2023) states that personal values are integral to the character and personality of effective teachers. These values shape their attitudes and teaching approaches, influencing both the ethical complexities and the overall effectiveness of their instructional practices. Additionally, Reyes et al. (2024) found a strong correlation between personal values and work competencies among faculty members. Their study highlights that personal values, such as openness to change and self-enhancement, significantly influence teachers' attitudes, ultimately affecting their performance and productivity in the workplace.

The domains are equally important and interconnected. However, the domains of economic values, social values, and moral values were found to have a significant influence on teachers' attitudes. These values shape teachers' perspectives, decision-making, and interactions, ultimately impacting their professional conduct and effectiveness in the classroom.

Multiple Regression Analysis on the Influence of the Domain of Organizational Values on Teachers' Attitude

The regression analysis investigating the influence of Organizational values on Teacher's Attitude indicates that three domains, namely Professional values, Aesthetic values, physical values have a significant impact on Teacher's Attitude.

Enriquez and Dimaligalig (2024) conducted a descriptive correlational study on secondary teachers and found a strong positive correlation between school culture, organizational values, and work values. Their findings indicate that all domains of school culture significantly influence teachers' work values, suggesting that fostering a positive school culture and strong organizational values can enhance teachers' professional attitudes and engagement. The study recommends that educational officials support school leaders in promoting these values. Additionally, future research should explore other factors that may further influence teachers' work values and attitudes.

Additionally, Emengini et al. (2020) conducted a study on secondary teachers in Nigeria and found that teachers had positive perceptions of school culture, job performance, and work attitude. However, the study

did not find a significant relationship between organizational values, school culture, and teachers' performance or attitudes. Based on these findings, the study recommends enhancing school culture by emphasizing strong organizational values and investing in teacher professional development to further improve job performance and work attitudes.

Moreover, Mulyana (2021) found that teachers' abilities and organizational values significantly influence their performance. However, motivation and work environment did not show a significant impact. The study also revealed that improved organizational learning positively correlates with teacher performance. These findings provide valuable insights for developing strategies to enhance teacher effectiveness by strengthening organizational values and fostering continuous professional learning.

Furthermore, Rofifah et al. (2021) found that a positive school organizational culture, when aligned with institutional values and mission, fosters teacher motivation and enhances performance. The study highlights that a strong organizational culture contributes to improved educator and staff performance, ultimately leading to greater organizational success. By analyzing the relationship between organizational culture and work motivation as independent variables and teacher performance as the dependent variable, the study suggests a positive correlation between a supportive school culture and effective teaching. These findings emphasize the importance of cultivating a strong and values-driven school environment to enhance teacher engagement and performance.

CONCLUSION

The study concludes that the level of personal values was very high, as well as its indicators, namely, economic values, social values, and moral values. Furthermore, the study also concludes that the level of organizational value was very high, along with its indicators, namely, professional values, aesthetic values, physical values. Moreover, the overall level of teachers attitude was very high, encompassing the three domains: teacher's attitude about their own ability, teachers attitude about the learners, teachers attitude about classroom interaction. Furthermore, the findings contradict the theoretical assumption of no significant relationship between the personal values and organizational value. Contrary to the assumption, the study concludes that personal values and organizational value significantly influence teachers attitude. The two domains within personal values, namely economic values and social values, significantly influence teachers attitude. On the other hand, all three domains of organizational values, namely professional values, aesthetics values, and physical values, were found to significantly influence teachers attitude, with professional values exhibiting the highest level of influence.

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