

Work Values Assessment and Professional Attributes of Public Elementary School Heads Towards Value Leadership Program

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Abstract: *The study aimed to determine the relationship between elementary school heads' work values, professional attributes, and job satisfaction in the Division of Rizal during the 2022-2023 school year. The research was conducted in selected elementary schools and used quantitative research. The study found that school heads value a peaceful work environment, learning new knowledge and skills, and understanding life's meaning. Professional attributes of school heads include good health, cooperative work, responsibility, communication skills, positive attitudes, commitment to the profession, recognition, autonomy, mastery, purpose, goals, purpose, challenge, guidance, help for others, feedback, and focus. They prioritize their professional appearance, consider collaboration, assume responsibility, and have appropriate communication skills. Professional relationship skills, collaboration, teamwork, and commitment to the profession are observable among school heads. The study found that the work values of school heads are related to their professional attributes, providing valuable insights for the value leadership program in the Division of Rizal. This information can be used to improve the professional development of school heads and enhance their job satisfaction.*

Keywords: Work Values, Professional Attributes, Job Satisfaction, Value Leadership Program

1. Introduction

Work values guide individuals towards an ethical work environment, setting rules and standards for their careers. They reflect the mental, emotional, and social requirements of their chosen profession, demonstrating the value placed on their profession. Karabacak and Korkmaz (2021) highlight the importance of work values in the working world and teaching profession, emphasizing the need to adhere to behavioral norms, standards, and principles in interactions with students and the public.

Work values, influenced by interest, motivation, work needs, and job satisfaction, have been identified through conversations, including altruism, status, and autonomy, despite lack of consensus (Abun' et al., 2021). Career choices are driven by ideals like financial stability, social standing, recognition, accomplishment, personal development, independence, and creativity, ensuring work meets psychological needs and material demands. (Basinska & Daderman, 2019). School administrators' professional qualities, beliefs, and interactions with teachers are crucial for effective management and leadership, shaping the core of education practice and shaping the entire school environment.

Education is a moral and practical imperative in a democratic society, with moral and ethical components forming the central value framework. Competency-based teacher training approaches must commit to these values (Arthur, Davison, and Lewis, 2017). Consiglio et al. (2017) developed a scale to assess professional values, focusing on core aspirations like success, authority, charity, universality, safety, and job-organizational aspects to determine an employer's attractiveness.

Job-seeking individuals prioritize material benefits, professions value recognition and advancement, and call for satisfaction. Organizations that value professional growth attract ambitious workers (Pitacho et al., 2019).

Willner et al. (2019) introduced socially embedded work orientations and activity levels to the tripartite model, highlighting the importance of analyzing these elements in school administrator professional education.

Wang, Pollock, and Hauseman (2018) found that work happiness significantly impacts productivity. Job satisfaction, defined as a pleasurable emotional response to work, is crucial for employee loyalty and well-being.

Modern job satisfaction encompasses emotional reactions, intellectual and behavioral mechanisms, and cognitive factors. Cognitive job satisfaction is objective, rational assessment of job facets, influenced by mental faculties, not emotional judgment. Principals' job satisfaction is crucial for school success, impacting student achievement, resources, and connections. Issues can negatively affect organizational success and personal contentment.

As a result, assessing school heads' work values and professional attributes is crucial for affective job satisfaction, as it influences their attachment condition and can inform value leadership programs in the Division of Rizal.

2. Methodology

Research Design

The researcher utilized quantitative research, specifically descriptive correlational research designs, to identify the

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relationship between work values and professional attributes of elementary heads in the Division of Rizal during the 2022-2023 school year. This research aimed to inform the value leadership program, focusing on the relationship between these variables. The study employed self-reports to assess the variables, with respondents providing detailed internal experiences. The importance of sampling was also emphasized, with large random samples being preferred as they best reflect the community. The researcher deemed this research design suitable for determining the relationship between work values and professional attributes among elementary heads in the Division of Rizal.

Research Locale

The study focused on elementary schools in the Rizal Division, located 16 kilometers east of Manila. The division is surrounded by Manila, Metro Manila, Bulacan, Quezon, and Laguna provinces. It is situated on the northern beaches of Laguna de Bay, the largest lake in the Philippines. The division is divided into five clusters, excluding the City of Antipolo, and is classified as ROS for Rodriguez and San Mateo, CATTa for Cainta and Taytay, BIBA for Binangonan and Angono, BCAMPT for Baras, Cardona, Morong, and Teresa, and TAPJ for Tanay, Pililia, and Jala-Jala.

Research Participants

The study involved elementary school teachers from the Rizal Division, selected using a stratified random sample method. The method divides a population into smaller segments, or "strata," based on common characteristics. The survey involved 15 schools from Binangonan and Angono (BIBA) cluster/sub-offices in the Division of Rizal, with 270 elementary teachers and 45 school administrators as respondents. The study used a 5% margin of error.

Research Instrument

The researcher used a modified questionnaire checklist to gather data on elementary school heads' work values and professional attributes. The questionnaire was administered and distributed personally, focusing on part 1 determining work values and part 2 determining professional attributes. A four-point scale was used to determine the relationship between these values and professional attributes.

Data Gathering Procedure

This study used specific steps to collect data. The researcher obtained permission from the Schools Division Superintendent of the Division of Rizal office to administer a questionnaire to study respondents. They obtained consent from the Public Schools Division Supervisors and explained the study's purpose and survey instructions. The survey was administered and collected, and the data was analyzed using SPSS. The results were used to develop a School Heads' Value Leadership program to enhance their work values and professional attributes. The data was then interpreted and analyzed, and a summary of findings, conclusions, and recommendations was formulated. The study aimed to improve school heads' work values and professional attributes.

Ethical Considerations

This research study followed ethical guidelines. The researcher ensured the confidentiality of research respondents' personal information by obtaining informed consent, ensuring no coercion, keeping the collected information safe, debriefing respondents about the study's goals and objectives, considering the researcher's unique theoretical perspective and biases in the analysis, holding the researcher accountable for any harm caused, and prioritizing maintaining confidentiality during the study. They also held the researcher accountable for any harm caused and prioritized maintaining confidentiality throughout the study.

3. Results and Discussion

Table 1. Assessment of Teachers and Administrators on the Work Values of Public Elementary School Heads in terms of Extrinsic Work Values

	<i>Administrator</i>		<i>Teacher</i>		<i>Composite</i>	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Individual Growth	3.87	Most Important	3.11	Important	3.49	Important
2. Learn new knowledge and skills	3.89	Most Important	3.29	Important	3.59	Most Important
3. Life meaning	3.91	Most Important	3.29	Important	3.60	Most Important
4. Creativity	3.78	Most Important	3.09	Important	3.43	Important
5. Autonomy	3.80	Most Important	3.29	Important	3.54	Most Important
6. Being useful to the society	3.71	Most Important	3.24	Important	3.48	Important
7. Pride in work	3.82	Most Important	3.29	Important	3.56	Most Important
8. Intellectual Stimulation	3.78	Most Important	3.29	Important	3.53	Most Important
9. Achievement	3.80	Most Important	3.18	Important	3.49	Important
10. Altruism	3.82	Most Important	3.20	Important	3.51	Most Important
Composite Mean	3.82	Most Important	3.23	Important	3.52	Most Important

4 3.50 - 4.00 Most Important 3 2.50 - 3.49 Important
 2 1.50 - 2.49 Least Important 1 1.00 - 1.49 Not Important

Table 1 shows teachers and administrators' perceptions of the work values of public elementary school heads. The mean values ranged from 3.71 to 3.91, with all interpreted as "Very Important." The most important values were life meaning, learning new skills, pride in work, autonomy, individual stimulation, and altruism. However, only four

items were considered "Important" by both respondents: individual growth, achievement, being useful to society, and creativity. Basisnka and Daderman's 2019 study posits that work not only fulfills physical or external needs but also psychological needs like growth.

Table 2. Assessment of Teachers and Administrators on the Work Values of Public Elementary School Heads in terms of Intrinsic Work Values

	Administrator		Teacher		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Salary	3.89	Most Important	3.44	Important	3.67	Most Important
2. Social Prestige	3.80	Most Important	3.27	Important	3.53	Most Important
3. Recognition /Awards	3.69	Most Important	3.33	Important	3.51	Most Important
4. Security	3.89	Most Important	3.42	Important	3.66	Most Important
5. Human relations	3.87	Most Important	3.31	Important	3.59	Most Important
6. Working condition	3.82	Most Important	3.36	Important	3.59	Most Important
7. Institutional Policies	3.87	Most Important	3.29	Important	3.58	Most Important
8. Resource Adequacy	3.84	Most Important	3.27	Important	3.56	Most Important
9. Benefits	3.89	Most Important	3.20	Important	3.54	Most Important
10. Peaceful Environment	3.93	Most Important	3.29	Important	3.61	Most Important
Composite Mean	3.85	Most Important	3.32	Important	3.58	Most Important

4 3.50 - 4.00 Most Important 3 2.50 - 3.49 Important
 2 1.50 - 2.49 Least Important 1 1.00 - 1.49 Not Important

The study reveals that school heads value intrinsic work values such as salary, security, a peaceful environment, human relations, working conditions, institutional policies, resource adequacy, benefits, social prestige, and recognition/awards. The mean value for these values ranges from 3.69 to 3.93, with administrators and teachers valuing these values as "Very Important" and "Important." The study suggests that a peaceful work environment

reduces stress and improves job satisfaction, with recognition or awards being a bonus. Abun et al. (2021) identified workplace values like interest, motivation, needs, and satisfaction as key factors in job choices. These values can influence individuals' pursuits of financial stability, status, accomplishment, self-realization, growth, and self-development.

Table 3. Composite Table on the Assessment of Teachers and Administrators on the Work Values of Public Elementary School Heads

Work Values	Administrator		Teacher		Composite	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. Extrinsic Work Values	3.82	Most Important	3.23	Important	3.52	Most Important
2. Intrinsic Work Values	3.85	Most Important	3.32	Important	3.58	Most Important
Composite Mean	3.84	Most Important	3.28	Important	3.55	Most Important

4 3.50 - 4.00 Most Important 3 2.50 - 3.49 Important
 2 1.50 - 2.49 Least Important 1 1.00 - 1.49 Not Important

Table 3 shows teachers and administrators' assessments of public elementary school heads' work values. Administrators rate intrinsic and extrinsic work values as "Most Important," while teachers rate intrinsic and extrinsic work values as "Important." School heads' intrinsic and extrinsic work values are rated as "Most

Important." Hyseni and Hoxha's (2021) study found that transformational leadership, idealized influence, inspirational motivation, individual consideration, and contingent reward significantly predict autonomous motivation in teachers.

Table 4. Professional Attributes of Public Elementary School Heads as Assessed by the Respondents in terms of Physical Characteristics

My school head has...	Administrator		Teacher		Composite	
	Mean	VI	Mean	VI	Mean	VI
1. healthy physical and mental characteristics	3.87	HM	3.27	M	3.57	HM
2. sufficient motor coordination and energy	3.84	HM	3.27	M	3.56	HM
3. adequate visual and auditory acuity	3.82	HM	3.38	M	3.60	HM
4. good health needed to effectively and independently implement the instructional and managerial duties associated with his duty	3.89	HM	3.33	M	3.61	HM
5. takes pride in his or her personal appearance	3.89	HM	3.40	M	3.64	HM

6. presents him/herself in manner of dress and hygiene professionally appropriate to the people he/she meets every day.	3.89	HM	3.44	M	3.67	HM
7. healthy mental condition, far from being anxious	3.93	HM	3.31	M	3.62	HM
8. confidence every time	3.93	HM	3.29	M	3.61	HM
9. dignified look.	3.91	HM	3.18	M	3.54	HM
10. prim and proper looks that makes him/her stand out.	3.91	HM	3.29	M	3.60	HM
Composite Mean	3.89	HM	3.32	M	3.60	HM

4 3.50 - 4.00 Highly Manifested (HM) 3 2.50 - 3.49 Manifested (M)
 2 1.50 - 2.49 Moderately Manifested (MM) 1 1.00 - 1.49 Not Manifested (NM)

Table 4 shows that school heads exhibit highly manifested professional attributes, with a mean range of 3.82 to 3.93. Teachers' assessment also indicates a similar range, with a mean range of 3.18 to 3.44. The highest means is for dress and hygiene, pride in appearance, healthy physical and mental characteristics, and a dignified appearance.

Friedman's (2020) research highlights inter-personal competence as emotional sensitivity, expressiveness, social expressiveness, social sensitivity, emotional control, and self-representation, demonstrating the ability to discern others' emotions and communicate effectively.

Table 5. Professional Attributes of Public Elementary School Heads as Assessed by the Respondents in terms of Personality Characteristics

My school head...	Administrator		Teacher		Composite	
	Mean	VI	Mean	VI	Mean	VI
1. works cooperatively with peers, teachers, parents, students, and staff;	3.93	HM	3.24	M	3.59	HM
2. contributes constructively to group objectives	3.93	HM	3.22	M	3.58	HM
3. disagrees courteously, avoids sarcasm, makes constructive suggestions	3.84	HM	3.24	M	3.54	HM
4. accepts suggestions and constructive criticism	3.89	HM	3.22	M	3.56	HM
5. modifies behavior appropriately	3.87	HM	3.33	M	3.60	HM
6. recognizes the implications of words and actions upon others	3.89	HM	3.31	M	3.60	HM
7. avoids situations which offend institutional and community norms.	3.87	HM	3.27	M	3.57	HM
8. willingness and ability to adapt to changes in events, conditions, activities, and tasks	3.84	HM	3.31	M	3.58	HM
9. an overall patient for circumstances and human interactions	3.87	HM	3.18	M	3.52	HM
10. monitors and controls time, materials, and product expectations.	3.89	HM	3.07	M	3.48	HM
Composite Mean	3.88	HM	3.24	M	3.56	HM

4 3.50 - 4.00 Highly Manifested (HM) 3 2.50 - 3.49 Manifested (M)
 2 1.50 - 2.49 Moderately Manifested (MM) 1 1.00 - 1.49 Not Manifested (NM)

Table 5 shows the professional attributes of public elementary school heads, assessed by respondents. Administrators believe school heads highly manifest professional attributes, while teachers interpret them as manifested. The highest mean is 3.60 for modifying behavior appropriately, recognizing the implications of words and actions, and working cooperatively. Teachers

rate these attributes as "Important." Outstanding principals possess clear vision, teamwork, leadership, lifelong learning, and strong interpersonal, organizational, communication, and goal-setting skills, fostering academic success and promoting lifelong learning (Stronge and Xu, 2021).

Table 6. Professional Attributes of Public Elementary School Heads as Assessed by the Respondents in terms of Responsibility Characteristics

My school head...	Administrator		Teacher		Composite	
	Mean	VI	Mean	VI	Mean	VI
1. undertakes and completes assigned tasks, meets university and program requirements and deadlines	3.96	HM	3.27	M	3.61	HM
2. anticipates problems and plans,	3.96	HM	3.33	M	3.64	HM
3. adapts to professional standards and policies	3.96	HM	3.42	M	3.69	HM
4. present and punctual for meetings, LAC, training, seminars, programs, activities, and appointments,	3.98	HM	3.40	M	3.69	HM
5. arranges ahead of time with all necessary individuals for unavoidable delays or absences	3.96	HM	3.44	M	3.70	HM
6. does not solicit exceptions for any but very special and legitimate circumstances.	3.91	HM	3.47	M	3.69	HM

7. displays poise in task completion and personal interactions,	3.93	HM	3.36	M	3.64	HM
8. acknowledges his or her own responsibility and culpability	3.96	HM	3.36	M	3.66	HM
9. does not attempt to transfer fault or blame to others or to rationalize his or her own inadequate or missing performance	3.89	HM	3.29	M	3.59	HM
10. establishes learning environments that are responsive to community contexts	3.93	HM	3.38	M	3.66	HM
Composite Mean	3.94	HM	3.37	M	3.66	HM

4 3.50 - 4.00 Highly Manifested (HM) 3 2.50 - 3.49 Manifested (M)
 2 1.50 - 2.49 Moderately Manifested (MM) 1 1.00 - 1.49 Not Manifested (NM)

Table 6 shows the professional attributes of public elementary school heads, based on respondents' assessments. The administrators believe school heads highly manifest all professional attributes, with an overall mean range of 3.59 to 3.70. The highest mean is 3.70, indicating proactive planning, adaptability to professional

standards, punctuality, acknowledging responsibility, and responsive learning environments. Karabacak and Korkmaz's 2021 study supports the notion that a comprehensive list of responsibilities is a suitable definition of professional values for educators.

Table 7. Professional Attributes of Public Elementary School Heads as Assessed by the Respondents in terms of Communication Skills

My school head...	Administrator		Teacher		Composite	
	Mean	VI	Mean	VI	Mean	VI
1. reflects appropriate voice and speech delivery	3.96	HM	3.22	M	3.59	HM
2. communicates with clarity, fluency, and grammatical correctness;	3.96	HM	3.29	M	3.62	HM
3. uses of standard English and understandable accent	3.89	HM	3.22	M	3.56	HM
4. uses appropriate formality to any situation;	3.91	HM	3.38	M	3.64	HM
5. uses verbal flexibility allowing rephrasing or translating of ideas or questions until instruction is clear to someone, he/she is talking to.	3.96	HM	3.40	M	3.68	HM
6. his/her written communication reflects appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage;	3.91	HM	3.31	M	3.61	HM
7. his/her written communication demonstrates organization and composition that effectively communicate ideas, directions, explanations, and other reports.	3.89	HM	3.31	M	3.60	HM
8. engages parents and the wider school community in the educative process	3.91	HM	3.42	M	3.67	HM
9. interacts with the national and local curriculum requirements.	3.87	HM	3.29	M	3.58	HM
10. communicates of learner needs, progress, and achievement to key stakeholders	3.96	HM	3.42	M	3.69	HM
Composite Mean	3.92	HM	3.33	M	3.62	HM

4 3.50 - 4.00 Highly Manifested (HM) 3 2.50 - 3.49 Manifested (M)
 2 1.50 - 2.49 Moderately Manifested (MM) 1 1.00 - 1.49 Not Manifested (NM)

Table 7 shows the professional attributes of public elementary school heads in terms of communication skills. School administrators believe they have highly manifested all indicators, while teachers' ratings are slightly lower. School heads communicate learner needs, progress, and achievement, use verbal flexibility, engage parents and the

community, and use appropriate formality. Manafa's (2018) research emphasizes the importance of teaching practical communication skills in classrooms to prevent misunderstandings, rumors, and suspicion, thereby enhancing educational quality and discipline.

Table 8. Professional Attributes of Public Elementary School Heads as Assessed by the Respondents in terms of Professional Relationship Skills

My school head...	Administrator		Teacher		Composite	
	Mean	VI	Mean	VI	Mean	VI
1. demonstrates positive attitudes in interactions with other professionals	3.96	HM	3.38	M	3.67	HM
2. collaborates with peers	3.93	HM	3.40	M	3.67	HM
3. relates easily and appropriately to those in authority	3.96	HM	3.51	M	3.73	HM
4. complies with rules and reports problems with school and school operations with reference to specific evidence and reasonable courtesy	3.93	HM	3.44	M	3.69	HM
5. relates easily and appropriately to children, youth, parents, stakeholders, staff, teachers and others associated to his/her duty.	3.96	HM	3.44	M	3.70	HM

6. providing leadership or direction while involving others and listening to and incorporating their desires and concerns	3.93	HM	3.40	M	3.67	HM
7. recognizes and empathizes with human differences in ethnicity, gender, physical ability and intellectual ability	3.91	HM	3.56	M	3.73	HM
8. demonstrates sensitivity to social expectations in varied environments.	3.87	HM	3.53	M	3.70	HM
9. shows professional ethics	3.93	HM	3.58	M	3.76	HM
10. adheres to school policies and procedures	3.91	HM	3.29	M	3.60	HM
Composite Mean	3.93	HM	3.45	M	3.69	HM

4 3.50 - 4.00 Highly Manifested (HM) 3 2.50 - 3.49 Manifested (M)
 2 1.50 - 2.49 Moderately Manifested (MM) 1 1.00 - 1.49 Not Manifested (NM)

Table 8 reveals that administrators believe school heads highly manifest professional relationship skills, while teachers perceive a lower level. The highest rating is 3.76, indicating professional ethics, relating easily to authority, empathizing with human differences, and demonstrating positive attitudes. The lowest rating is 3.60, indicating

adherence to school policies and procedures. This suggests a difference in perceptions between administrators and teachers. Black et al. (2021) emphasize the importance of professional emotional intelligence in school leadership and management to address job-related limitations and promote school reforms.

Table 9. Professional Attributes of Public Elementary School Heads as Assessed by the Respondents in terms of Commitment to the Profession

My school head...	Administrator		Teacher		Composite	
	Mean	VI	Mean	VI	Mean	VI
1. recognizes, seeks, and applies the best theory, research, and practice in professional activities	3.87	HM	3.27	M	3.57	HM
2. is proud to assert his or her intention of becoming a school head.	3.87	HM	3.49	M	3.68	HM
3. demonstrates a commitment to education as a career.	3.93	HM	3.42	M	3.68	HM
4. exhibits simultaneous awareness of all aspects of the school environment.	3.93	HM	3.53	M	3.73	HM
5. reflects and evaluates professional experiences with constructive criticism.	3.96	HM	3.47	M	3.71	HM
6. replicates dignity of a real professional	3.93	HM	3.44	M	3.69	HM
7. adheres to the philosophy of management and leadership	3.93	HM	3.53	M	3.73	HM
8. practices professional reflection to improve practice	3.91	HM	3.49	M	3.70	HM
9. sets professional development goals	3.89	HM	3.49	M	3.69	HM
10. ensures professional links with colleagues	3.91	HM	3.56	M	3.73	HM
Composite Mean	3.91	HM	3.47	M	3.69	HM

4 3.50 - 4.00 Highly Manifested (HM) 3 2.50 - 3.49 Manifested (M)
 2 1.50 - 2.49 Moderately Manifested (MM) 1 1.00 - 1.49 Not Manifested (NM)

Table 9 shows that public elementary school heads exhibit high commitment to their profession, with an average rating of "Highly Manifested" in professional relationship skills. School administrators believe they have manifested these attributes, while teachers rate them similarly. Key indicators include awareness of school environment, management philosophy, professional links, reflection,

professional development, and commitment to education. Arrieta and Ancho's (2020) study reveals inexperienced academic heads face significant problems in paperwork, culture, policies, and teacher monitoring, seeking advice, mentorship, and professional growth to improve leadership abilities.

Table 10. Composite Table on the Professional Attributes of Public Elementary School Heads as Assessed by the Respondents

Professional Attributes	Administrator		Teacher		Composite	
	Mean	VI	Mean	VI	Mean	VI
1. Physical Characteristics	3.89	HM	3.32	M	3.60	HM
2. Personality Characteristics	3.88	HM	3.24	M	3.56	HM
3. Responsibility Characteristics	3.94	HM	3.37	M	3.66	HM
4. Communication Skills	3.92	HM	3.33	M	3.62	HM
5. Professional Relationship Skills	3.93	HM	3.45	M	3.69	HM
6. Commitment to the Profession	3.91	HM	3.47	M	3.69	HM
Composite Mean	3.89	HM	3.28	M	3.58	HM

4 3.50 - 4.00 Highly Manifested (HM) 3 2.50 - 3.49 Manifested (M)
 2 1.50 - 2.49 Moderately Manifested (MM) 1 1.00 - 1.49 Not Manifested (NM)

Table 10 shows that school heads' professional attributes are highly manifested, with administrators rating them as "Highly Manifested" and teachers as "Manifested." The top-ranked attributes include building professional relationships, commitment to the profession, responsibility, communication skills, physical and personality characteristics. Marasan's (2021) study highlights the importance of positive, professionalism, and solidarity attributes in principals' leadership, highlighting their influence on student outcomes and school success.

Table 11. Test of Significant Differences in the Assessment of the Respondents on the Work Values of Public Elementary School Heads in the Division of Rizal

	<i>p value</i>	<i>t</i>	<i>Decision</i>	<i>Verbal Interpretation</i>
Work Values	0.001	13.51	Reject	Significant

Table 11 shows significant differences in respondents' assessments of public elementary school heads' work values in the Division of Rizal, with a 0.001 significant value, indicating a high level of confidence in the results. Baroudi et al. (2022) found that extrinsic factors, such as working conditions and professional development, have a stronger relationship with teachers' job satisfaction in less developed countries.

Table 12. Test of Significant Differences in the Assessment of the Respondents on the Professional Attributes of Public Elementary School Heads

	<i>p value</i>	<i>t</i>	<i>Decision</i>	<i>Verbal Interpretation</i>
Professional Attributes of School Heads	0.210	16.335	Accept	Not Significant

Table 12 shows no significant differences in respondents' assessment of professional attributes of public elementary school heads. The null hypothesis is accepted, indicating consistency in perception. This suggests a focus on other leadership aspects for effective leadership in schools. The results can guide policy development and implementation, focusing on preserving positive characteristics rather than correcting perceived differences in professional attributes.

Table 13. Correlation in the Assessment of Respondents Between Work Values and their Professional Attributes of Public Elementary School Heads

		Professional Attributes of School Heads
Work Values	Pearson Correlation	0.853**
	Sig. (2-tailed)	0.000
	N	90
**Correlation is significant at the 0.01 level (2-tailed).		

The study reveals a strong correlation between school heads' work values and their professional attributes, with a high coefficient of 0.853. This suggests that school heads' intrinsic and extrinsic work values are closely linked to

their professional attributes, leading to improved performance, dedication, and workplace satisfaction. This relationship extends globally and is not limited to any specific location or nation. Gesthuizen et al.'s 2019 study reveals that work values significantly impact job happiness and performance, and harmony between work and values leads to job fulfillment and happiness.

4. Conclusion

1.) The DepEd Division Office should initiate a series of enhancement training for school heads that will be focused on work values and professional attributes of school heads; 2.) The DepEd Division Office should provide a feedback mechanism to evaluate school heads' work values and professional attributes.; 3.) DepEd may issue additional guidelines through a DepEd Order for additional Team Building or values formation for school heads and teachers to strengthen their relationship and love for work; 4.) The Department of Education may provide a training plan and manual for the school heads to have a tool/guide in strengthening work values or improving professional attributes; and 5.) Further study is recommended for future researchers, considering more extensive settings and additional variables.

Value Leadership Program

Values in Action: Building a Culture of Ethical Leadership in Elementary School Heads

Introduction

The role that elementary school heads play in the constantly changing field of education is becoming increasingly complicated. These leaders are the guardians of the educational experience for the entire community; they are not merely administrators. Given this, the significance of moral leadership cannot be overstated. The program "Values in Action: Building a Culture of Ethical Leadership in Elementary Schools Heads" was created to address the growing demand for an ethical leadership culture in elementary schools. It is a thorough program created to equip elementary school principals with the knowledge and frame of mind needed to create a culture of moral leadership. This transformative journey aims to create a positive and moral school environment by incorporating values-driven principles into daily leadership practices.

Program Objectives

1. Enhance leadership skills among public elementary school heads.
2. Encourage a culture of positivity at work and values-based leadership.
3. Boost collaboration and communication in school communities.
4. Gain proficiency in making decisions and solving problems.

<i>Key Area</i>	<i>Objective/s</i>	<i>Topic</i>	<i>Training Activities</i>	<i>Duration</i>
Fundamental Principles of Leadership	Recognize the fundamental principles of leadership.	Foundations of Ethical Leadership	Creating a Philosophy of Personal Leadership Ethical Decision-Making Case Studies	1 day
Values in School Culture	Enclosed values in school culture.	Living Values Every Day	Interactive Workshops on Values Integration Role-Playing Scenarios for Real-life Application	1 day
Trust and Transparency	Build trust and transparency	Leadership Ethics in Action	Techniques for Moral Communication Resolving Ethical Conundrums in Educational Leadership	1 day
Stakeholders in Ethical Leadership	Engage stakeholders in ethical leadership.	Creating a Values-Centric Community	Collaborative Projects for Community Building Sharing Success Stories	1 day
Decision-Making Models	Create strategic decision - making model.	Inspired Decision Making	Ethical Leadership Simulation Exercises Group Reflection Sessions	1 day

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