

**TEACHERS' PAULINIAN VALUES AND WORK PATTERNS**

**Maria B. Laddaran**

*Master of Arts in Education*

**ABSTRACT**

*This descriptive research sought to determine the relationship between the extent to which the Paulinian Core Values are imbibed and the teachers' working patterns. Work patterns were assessed according to their organizational commitment, organizational citizenship behavior, and job satisfaction. Results reveal that the participants manifest the Paulinian values to a "very great extent." As to work patterns, they manifest a high level of organizational commitment, a very high level of organizational citizenship behavior, and a very high level of job satisfaction. Correlational analysis reveals that there is a strong positive correlation between Paulinian Values and organizational commitment, organizational citizenship behavior, and job satisfaction. Among the work-related challenges encountered by the participants are their heavy teaching schedules and loads, their students' poor learning behavior, and the limitations on instructional resources.*

---

**Keywords:** *core values, job satisfaction, organizational behavior, organizational commitment, work patterns*

## INTRODUCTION

In formal education, the teacher has a significant role in the improvement of education. The teacher is the prerequisite for the success of educational programs. By developing teachers with desirable attitudes or by shaping their attitudes to be sensible, effective, and productive, institutions enable students to learn (Dhull & Rohtash, 2017).

School is one of the first places where children's behavior, morals, and character are molded and shaped. Teachers play multiple roles, and their working patterns contribute to their performance. Teaching connotes more than merely standing in front of the class and lecturing. To be effective, they must ensure that children receive a quality education. Teachers undoubtedly are the key to what a young child will become in the future. Despite their various roles, they must guide their students in their route for them to grow and develop. They are worthy of appreciation not only because they try to inculcate various problem-solving skills or communication skills in their students, but also because they teach children how to love and value learning (Renninger et al., 2004; Hinchliffe, 2006).

Teachers' work patterns differ from those of many other professionals. In addition to teaching, they grade assignments, develop lesson plans, and perform other tasks in which they have some flexibility in determining when and where they work. Teachers' work schedules are also unique because they often have a traditional school year with an extended break in the summer.

Meador (2019) described teaching as a difficult profession. However, Güneyli and Aslan (2009) stated that prospective teachers posited to be happy to teach even under difficult conditions. Other teachers grumble, complain, and avoid their tasks. In contrast, other teachers find additional work assignments as a source of joy and self-fulfillment. They regard teaching as rewarding and would even commit their lifetime to the teaching profession. Their love and passion for teaching prevail over their concerns. How teachers handle their responsibilities depends on their attitudes and work values.

Variations in the attitudes and work values of teachers may be expected. Attitude is an acquired internal state that affects individuals' personal activity preferences towards a group of things, individuals, events, and various situations (Torres & Ballado, 2014). Meanwhile, work values are seen as the hierarchical organization of relatively stable needs, desires, and goals as applied to the world of work (Super, 1995). Meanwhile, Joolideh and Yeshodhara (2009) stated that work values are generalized beliefs about certain desired attributes of work and work-related outcomes. Like general values, work values act as the criteria an individual uses in selecting appropriate work-related behaviors and goals.

In St. Paul University Philippines, teachers are one of the Paulinian formators who collaborate with students. Mother Gabriel Marie said that the essential for now is to train students for life. Life in time and eternity institution has five Paulinian Core Values: Christ-centeredness, Commission, Community, Charism, and Charity, which contribute much to the teachers' work values. These core values are imbibed to deepen the Catholic faith of each Paulinian in terms of knowledge of doctrine, conviction, and living moral values and worship practices. It guides them to live the gifts of life righteously. Moreover, Paulinians are animated by certain values which guide their actions and decisions. Hence, these core values direct and shape their training and formation.

The teachers at St. Paul University Philippines perceive teaching as a calling beyond their working hours. It is accomplished with devotion, passion, and love to sustain the future of their learners. They believe that teachers are not the unborn hopes but the molders of the hopes of the future and catalysts of change. Teachers play vital roles in the lives of every Paulinian student as designers, facilitators, assessors, innovators, guidance counselors, and researchers. They set the tone of their classrooms, build a warm and caring environment, mentor and nurture students, become role models and leaders, and establish strong relationships with other stakeholders. Their job is not limited solely to transmitting knowledge and information to their students. They also influence their students with moral values and guide them to be good citizens. Teachers ensure that the students can achieve the aimed performance level by providing them opportunities geared toward their

success. As a Paulinian teacher, the researcher observed that there are taxing challenges brought by the rapid changing of the world as there are meaningful victories in the academe. Like the other schools, the teachers in this institution have gotten themselves into predicaments. They were pressed with various difficulties in terms of their physical, emotional, intellectual, moral, and spiritual aspects. These difficulties test the teachers' Paulinian values and working patterns. However, with the constant providence and mercy of the Lord, the teachers are continuously promoting quality life and education.

The paper aimed to determine the relationship between the Paulinian values and working patterns of the Basic Education Unit teachers in St. Paul University Philippines. It was developed to examine the level of teachers' working patterns and the extent to which the Paulinian Core Values are imbibed, the challenges they encountered in their working patterns, and the plan of action taken to deepen their Paulinian values and to enhance the teachers' working patterns.

### **Conceptual Framework**

The missionary zeal of the Sisters of St. Paul of Chartres has resulted accordingly in the Philippines through the three interlinked apostolates of teaching, health care, and pastoral care. The charism was inspired by Father Louis Chauvet, founder of the Congregation and a parish priest in Levesville, La Chenard, France, whose compassion for the poor, the sick, and the ignorant of his flock inspired him to establish the Daughters of the School in 1696, now known as Sisters of St. Paul of Chartres.

Upon the invitation of Bishop Frederick Z. Rooker, Bishop of Jaro, Iloilo "for the religious instruction of the children and protection of the faith," the Sisters of St. Paul of Chartres came to the Philippines at the onset of the American regime. On October 29, 1904, seven Sisters from Saigon arrived in Dumaguete, Negros Oriental. On January 9, 1905, the Sisters founded a boarding school called St. Paul Academy, which later expanded and is presently known as St. Paul University Dumaguete. The teaching apostolate of the SPC Sisters in Dumaguete caught the attention of other bishops who wanted to have the Sisters in their dioceses. In

1905, Bishop Dennis J. Dougherty invited the SPC Sisters to Vigan, Ilocos Sur, where they managed the Our Lady of the Rosary College, which had been started by the Dominican Sisters. The Sisters taught catechism to the poor children in the barrios and prepared them for the first holy communion (Deza & Quitariano, 2004). With the dedication of the Sisters, the school became a reputable learning institution now known as St. Paul College of Ilocos Sur.

In 1907, the SPC arrived in Tuguegarao, Cagayan, upon the invitation of Bishop Dennis Dougherty and Archbishop Ambrose Agius, the Apostolic Delegate to the Philippines. The Colegio de San Pablo, later called Sacred Heart of Jesus Institution, started in June 1907. In 1949 the school was renamed St. Paul College of Tuguegarao and granted university status in 1982 (Santiago, 2003). The university is now a leading institution of learning known as St. Paul University Philippines.

The SPC Education Ministry in the Philippines had a simple start. The pioneer sisters of the first Paulinian schools were challenged with material difficulties and a shortage of personnel. The struggle to survive was arduous and entailed hard work and suffering. However, with God's amazing grace and manifold blessings, the teaching apostolate of the SPC Sisters has progressed with more schools established in Luzon, Visayas, and Mindanao. The Sisters demonstrated that the ultimate goal of the catholic school is to use education as an instrument to spread the word of God. Beyond the acquisition of knowledge and skills, the true value of education from the SPC perspective is gauged on how it eventually leads the students to God the Creator, and thus experience the fullness of life in love. The characteristics of the Paulinian mission of education were explained by Mother Gabriel de Marie McGrath in her talk during the Accreditation of St. Paul College Manila in 1957:

“St. Paul's is Catholic. This is the chief characteristic that distinguishes us from secular schools. We believe that education is the complete and harmonious development of the physical, mental, and moral faculties of a person that this life is only a preparation for the next, and therefore, the most important thing is not how one is judged by men, but how one is judged by God. Because of our private history,

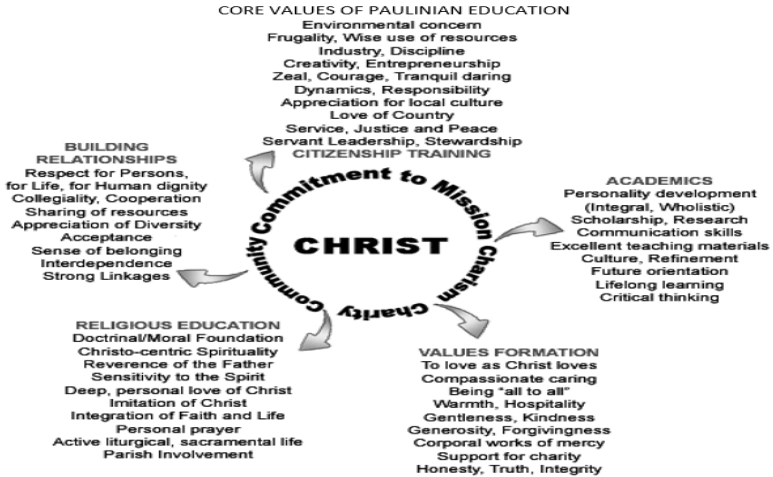
we could set down the following as peculiar marks of Paulinian education: It is warm – we lay great stress on the love of God, rather than fear of Him. Warmth characterizes the relationships we build in school. It is simple, warm, active, and prayerful. We put stress on the distinctive Filipino virtues of gentleness, patience, tolerance, modesty, the ability to sacrifice, and close family ties. God, in His wisdom, has given unique gifts for each country; we respect these. We train Filipino girls for life in the Philippines. It is not our object to make French women out of them. We do not transplant, we develop. Permeating all our efforts, giving life and reason to our untiring search for improvement, is the guiding principle of our community – *Caritas Christi Urget Nos!*” (Santiago, 2003. pp.74-78)

The mission of evangelization through education stirred the SPC educators to make the St. Paul schools a haven of spirituality and holistic development and learning for the children. As Bishop Rooker wrote to the sisters, “I have asked you to come for the protection of the faith in this country where for three hundred years, religion is not yet developed. It is the good God who has chosen you for the work. Make religion loved and put into practice as it should be.” (Letter dated August 10, 1904, cited in Deza & Quitariano, 2004. p.39)

The Five C’s of St. Paul were also recognized as the core values of Paulinian education: Christ-centeredness, Charism, Community, Commitment to Mission, and Charity. The diagram below captures the core values of Paulinian education and the areas of implementation (taken from the Faculty and Staff Manual for Paulinian schools).

**Figure 1**

*Core Values of Paulinian Education Taken from the Faculty and Staff Manual for Paulinian Schools*



The St. Paul schools adhere to a curriculum of excellence that is value-oriented, student-centered, holistic, meaningful, socially responsible, reflective, global, open-ended, competency-based, technology-aided, and Christ-centered. Through the Paulinian Core Values, the educators and administrators know how to deal with the underlying responsibilities tapped on them.

This study also focuses on the teachers' working patterns which are defined based on their organizational commitment, organizational citizenship, and job satisfaction. Meyer et al. (1993) defined commitment as a 1) feeling commitment: members through to stay within and work for an organization; 2) continuance commitment: cost perception for leaving an organization leads to the commitment of members staying in an organization; and 3) normative commitment: maintaining loyalty to an organization is the result of socialization, experience, the responsibility of repaying the organization can be constructed in a member's mind through organization profits.

From the review of a different dimension, this study focuses on the model developed by Meyer et al. To understand the psychological state of employees, Meyer et al. described three components of commitment: affective, continuance, and normative. According to Meyer et al. (1993), affective commitment refers to the employee's emotional attachment to, identification with, and involvement with the organization. This commitment is based on how much an individual wants to remain in the organization. Continuance commitment refers to an awareness of the costs associated with leaving the organization. This commitment is based on an individual feeling the need to stay in the organization because he may feel that his loss from leaving his current organization outweighs the future benefits he will gain from his new organization. Normative commitment reflects a feeling of obligation to continue employment. Employees with a high level of normative commitment feel that they ought to remain with the organization.

In addition, Organ was the first to use the phrase "Organizational Citizenship Behavior" (OCB) to denote organizationally beneficial behavior of workers that was not prescribed but occurred freely to help others achieve the task at hand (Bateman & Organ, 1983). Research on organizational citizenship behavior has produced some intriguing insights in multiple organizational settings (Organ, 1988; Organ & Ryan, 1995), but it has been neglected in the study of schools. Organizational citizenship behavior is an especially important aspect of the performance of faculty in schools. Organizational citizenship behavior (OCB) is defined as "performance that supports the social and psychological environment in which task performance takes place" (Organ, 1997, p. 95). Such behavior is said to "lubricate the social machinery of the organization" (Bateman & Organ, 1983, p. 588). The willingness of participants to exert effort beyond the formal obligations of their positions has long been recognized as an essential component of effective organizational performance. More than a half-century ago, Barnard (1938) stated that the willingness of individuals to contribute cooperative efforts to the organization was indispensable to the effective attainment of organizational goals.



A theory popularized by Edwin A. Locke is the "Range of Affect Theory (1976)." It is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Furthermore, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are/are not met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who does not value that facet. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

Obtaining information on these elements provides significant inputs in addressing the challenges faced by the teachers on their working patterns, and at the same time, it gives additional plans for future use.

### **Statement of the Problem**

This study sought to determine the relationship between the extent to which the Paulinian Core Values are imbibed and the teachers' working patterns.

Specifically, this study sought to answer the following questions:

1. What is the extent to which the faculty participants imbibed the Paulinian Core Values concerning the following:
  - 1.1. Christ-centeredness;
  - 1.2. Commission;
  - 1.3. Community;
  - 1.4. Charism; and
  - 1.5. Charity?
2. What is the level of teachers' working patterns in terms of:
  - 2.1. organizational commitment;
  - 2.2. organizational citizenship behavior; and
  - 2.3. job satisfaction?

3. What are the work-related challenges faced by the faculty participants?

## **METHODOLOGY**

### **Research Design**

This study utilized a descriptive survey. The study aimed to determine the relationship between the teachers' Paulinian values and working patterns in St. Paul University Philippines, particularly in Basic Education Unit on the Paulinian Core Values: Christ-centeredness, Commission, Community, Charism, and Charity. Teachers' work patterns were in terms of organizational commitment, organizational citizenship behavior, and job satisfaction.

### **Participants of the Study**

This study had a 100 total population of Basic Education Unit teachers (N=101) in St. Paul University Philippines, who were willing to answer the questionnaire.

### **Instrumentation**

The study employed a questionnaire as its main instrument in gathering the needed data for the research. The questionnaire, a combination of four separate instruments designed by different researchers in Paulinian core values, organizational commitment, organizational citizenship behaviors, and job satisfaction, was standardized and suitable for the study.

A set of questionnaires was divided into five parts in the study for the teacher-participants. The first part includes 25 behaviors that embody Paulinian Core Values. The second part, patterned from the instrument developed by Mowday (1998), focuses on the teachers' organizational commitment. It measures the participants' level of organizational commitment to their current position using a four-point Likert Scale. The third part elicits the teachers' organizational citizenship behavior based

on the survey developed by Smith et al. (1983) using a four-point Likert Scale. The fourth part examines the teachers' job satisfaction patterned from the teacher satisfaction survey developed by Evans and Johnson (1990). The fifth part surveys the challenges encountered by the teacher-participants in their working patterns and plans of actions to enhance their working patterns and to deepen their Paulinian values.

### **Data Gathering Procedure**

In gathering the data for this study, the researcher had undertaken the following procedures:

First, to ensure compliance with ethical standards, the study was reviewed by the Research Ethics Committee.

Second, the researcher sought a letter of permission from the principal of the school to survey the teachers in the Basic Education Unit.

Third, the researcher requested permission and confirmation from the participants for the conduct of the study. Informed consent was given to the teacher-participants.

Fourth, the questionnaires were floated and answered by the teacher-participants subsequently.

Lastly, the responses of the participants in the questionnaires were recorded for statistical treatment.

### **Data Analysis**

The researcher utilized the following statistical tools to analyze and interpret the data gathered.

*Mean.* This was used to determine the level of the teachers' working patterns and the extent to which the Paulinian values are imbibed.

To interpret the means, the following scale was used:

**Table 1**

*Scale of Interpretation*

Mean Range	Qualitative Description Teachers' Paulinian Values	Qualitative Description Teachers' Working Patterns
3.25 – 4.00	Very Great Extent	Very High
2.50 – 3.24	Great Extent	High
1.75 – 2.49	Moderate Extent	Moderate
1.00 – 1.74	Low Extent	Low

*Pearson Product Moment Correlation Coefficient (r)*. It was used to test the relationship between Paulinian core values and the working patterns of the teachers.

*Thematic Analysis*. It was used to determine the challenges faced by the teachers on their working patterns.

## RESULTS AND DISCUSSION

### I. The extent to which the Paulinian Values are Imbided

#### 1.1 Christ-centeredness

**Table 2**

*Participants' Assessment Relevant to the Paulinian Core Value of Christ-centeredness*

Indicator	Mean	DI
1. Living, thinking, speaking, and acting consciously in imitation of and obedience to Christ.	3.35	Very Great Extent
2. Striving to grow in knowledge and practice of faith.	3.58	Very Great Extent
3. Spending time for reflection and prayer.	3.32	Very Great Extent

4. Attending mass regularly and participate actively in community prayer and liturgy.	3.10	Great Extent
5. Being honest and truthful in relationships, ethical and moral in transactions.	3.50	Very Great Extent
<b>Category Mean</b>	<b>3.37</b>	<b>Very Great Extent</b>

Table 2 shows behaviors relevant to the Paulinian Core Values of Christ-centeredness. It shows that among the five indicators, “Striving to grow in knowledge and practice of faith” got the highest mean of 3.58, and it is interpreted as a "Very Great Extent." It implies that participants endeavor to practice faith and grow in the grace and knowledge of the One who provides and saves humanity from their sins.

Moreover, the table reveals that the participants rated the PCV of Christ-centeredness “Very Great Extent,” as indicated by the overall mean of 3.37. It further implies that the participants place Christ as the center of Paulinian life.

God is the source of all knowledge and truth. As the Creator of heaven and earth, God is the truth to all. He is the greatest teacher. He created humans in His image to proclaim goodness on earth. He destined educators to be the instruments in instilling right conduct and fear of Him. They are assigned to educate, lead, stimulate and monitor the students in their care towards the proper values a Catholic must possess. Teachers should then strive to live by the biblical standards to realize these missions.

One thing that is very clear in the Word of God is that teachers who know Him well reflect His character. The same God who dwells within teachers conforms their character to His. A teacher may have amazing insight about the aspects of creation and even the Creator but knowing things about Him is not nearly enough to warrant identification as a Christian teacher. Revering and striving to exhibit the personal character of Christ is an essential characteristic of sound biblical teachers. This is a manifestation of Christ-centeredness. Furthermore, committed teachers who use biblical methods to bring forth disciples who hold the biblical

worldview and possess the godly character and academic skills necessary to fulfill God’s calling and live for His glory.

## 1.2 Commission

**Table 3**

*Participants’ Assessment Relevant to the Paulinian Core Value of Commission*

<b>Indicator</b>	<b>Mean</b>	<b>DI</b>
1. Having a sense of purpose and mission in life.	3.65	Very Great Extent
2. Serving freely and generously, without thought of reward or position.	3.43	Very Great Extent
3. Participating in the life and projects of the local church, especially those that benefit the poor.	3.04	Great Extent
4. Initiating worthy projects, work hard, and see projects to their completion.	3.04	Great Extent
5. Persevering despite difficulties and suffering.	3.54	Very Great Extent
<b>Category Mean</b>	<b>3.34</b>	<b>Very Great Extent</b>

Table 3 exhibits the assessment of the participants on the Paulinian Core Values of Commission. The indicator “Having a sense of purpose and mission in life” got a mean score of 3.65, described as a “Very Great Extent.” Two of the indicators, “Participating in the life and projects of the local church, especially those that benefit the poor” and “Initiating worthy projects, work hard and see projects to their completion” were evaluated the lowest and have the same mean of 3.04, interpreted as a “Great Extent.” The participants’ overall rating on the PCV of Commission is a “Very Great Extent” with a mean of 3.34. These findings signify that the teachers imbibed the PCV of Commission.

Every teacher is commissioned as a minister to fulfill the Church’s educational mission. Each has a special responsibility to transmit the teachings of the church to the students. Faculty and other stakeholders set the tone for student participation in liturgical and prayer experiences.

A teacher is said to be commissioned to Christ when they pray with their students during each class. They find a way to make classroom prayer both an expression of their faith and a means to reflect in the presence of God according to the truths of their discipline. They help students to reflect critically on values, particularly those present in their culture, giving prominence in all discussions to Christian and Catholic values, which are often counter to the prevailing culture. When they are reflecting with students regarding values, the teacher is careful to promote respect for the religious traditions and beliefs of other faiths. The emphasis in teaching the Catholic faith should be on true evangelization to share the good news of the Gospel rather than on proselytizing to force conversion.

### 1.3 Community

**Table 4**

*Participants' Assessment Relevant to the Paulinian Core Value of Community*

<b>Indicator</b>	<b>Mean</b>	<b>DI</b>
1. Showing a deep sense of community and social commitment.	3.41	Very Great Extent
2. Taking pride in my identity and heritage as a Filipino.	3.59	Very Great Extent
3. Keeping myself informed of social issues and concerns, participate in their solution.	3.17	Great Extent
4. Sharing, cooperating and working well with others.	3.48	Very Great Extent
5. Working for the promotion of life, human rights, unity, justice, peace, and environmental care.	3.51	Very Great Extent
<b>Category Mean</b>	<b>3.43</b>	<b>Very Great Extent</b>

Table 4 displays the attitudes related to the Paulinian Core Values of Community. The participants deemed all behaviors as “Very Great Extent,” apart from indicator number 3, which they believed to be a “Great Extent,” with a mean score of 3.17.

The category mean of 3.43 indicates that the teacher-participants have a "Very Great Extent" to which the PCV of Community is imbibed. It implies that the participants are responsible family members and citizens.

Alrubail (2015) stated that "Kindness, empathy and a focus on building community are among the qualities of a great teacher." A great teacher bridges gaps and builds relationships, friendships, and a community. Teachers always look to improve things in and outside the school. Being able to put themselves in someone's shoes and see things from their perspective can have a powerful impact on teachers' decisions and actions.

In the context of education, it is the teacher's responsibility to provide a nurturing and welcoming learning environment for all students. It is also their responsibility to take seriously the position of influence that she is in because a teacher can influence what her students talk about, how they think, and what they become. Social responsibility demands a teacher not only to care about actual students, but they must also understand, prepare, and show them how to fit into the community (Sihem, 2012).

Teachers are trained to accomplish their mission. They are expected to act as vibrant citizen models and molders to prepare students to be good members of the country who have a positive attitude, self-discipline, and concern for other people.

#### 1.4 Charism

**Table 5**

*Participants' Assessment Relevant to the Paulinian Core Value of Charism*

<b>Indicator</b>	<b>Mean</b>	<b>DI</b>
1. Being aware of/grateful for one's gifts as a person and respectful of the gifts of others.	3.55	Very Great Extent
2. Exerting effort to come to my full potential as a person.	3.60	Very Great Extent



<b>Indicator</b>	<b>Mean</b>	<b>DI</b>
3. Assisting in the development and empowerment of others.	3.19	Great Extent
4. Sharing openly, generously, putting talents at the service of the community.	3.33	Very Great Extent
5. Bringing the best of myself in every task, project, and endeavor.	3.54	Very Great Extent
<b>Category Mean</b>	<b>3.44</b>	<b>Very Great Extent</b>

Table 5 presents the different conducts along with the Paulinian Core Value of Charism. The said core value is assessed by the teacher-participants as a “Very Great Extent,” with a mean score of 3.44. This result means that the participants develop their talents and gifts for the service of the community.

The majestic God blessed everyone with unique abilities and talents to help serve his and her brothers and sisters in Christ. These talents are God’s gifts to them, and what they do with them is their gift back to God. In Matthew 25:14-30, Jesus used the Parable of Talents to emphasize the use of God-given talents. As servants of Christ, teachers are called to be productive. It is not enough to say that they did not waste what He had given to them. They should also demonstrate how they have used the gifts and talents He bestowed on them. The art of inculcating knowledge, skills, and values is another means of showing one’s charism. Thus, teaching is also God’s gift.

One’s gifts or talents are purposely created not just for oneself but to help those around him. There is no sense of delight when one wants to serve only himself. Sharing one’s talents with other people can create a more lasting fulfillment (Ramos, 2017). Hence, people should not hide their talents, for these talents are precious from above.

1.5 Charity

**Table 6**

*Participants' Assessment Relevant to the Paulinian Core Value of Charity*

<b>Indicator</b>	<b>Mean</b>	<b>DI</b>
1. Showing great sensitivity to the needs and feelings of others.	3.41	Very Great Extent
2. Transcending material giving to sharing God's love.	3.48	Very Great Extent
3. Relating with all warmly and graciously without bias.	3.31	Very Great Extent
4. Taking time to listen or to reach out to others.	3.45	Very Great Extent
5. Being warm, loving, and compassionate, especially to the poor and others.	3.52	Very Great Extent
<b>Category Mean</b>	<b>3.43</b>	<b>Very Great Extent</b>

Table 6 illustrates the evaluation of the participants on the Paulinian Core Value of Charity. The data reveal that all the indicators are evaluated with a "Very Great Extent." It implies that participants manifest the depth of the love of God and the love of man.

Thomas Aquinas elucidated that charity brings to life again those who are spiritually dead. Charity is the act of extending love and kindness to others unconditionally without expecting a reward. It begins with the inward recognition of a need to show compassion to others, consciously or unconsciously. It is not solely about giving donations but forgetting your pains to relieve the burdens of others.

---

---

## II. Level of Teachers' Working Patterns

### 2.1 Organizational Commitment

**Table 7**

*Level of Organizational Commitment of the Teacher-participants*

<b>Indicator</b>	<b>Mean</b>	<b>DI</b>
1. A teacher feels like part of the organization.	3.27	Very High
2. The teacher would not leave the organization because they have obligation to the people.	3.35	Very High
3. Much of life would be disrupted if a teacher leaves the organization.	3.13	High
4. The organization has a great deal of personal meaning for the teacher.	3.40	Very High
5. Even if it were disadvantageous, the teacher feels it would not be right to leave the organization.	3.16	High
6. Trust is violated if a teacher quits job.	3.82	Very High
7. A teacher feels guilty if they leave the organization.	2.76	High
8. This organization has a mission that the teacher believes in and is committed to.	3.37	Very High
9. Jumping from organization to organization does not seem at all unethical to the teacher.	2.88	High
10. The organization deserves loyalty because of its treatment of the teacher.	3.09	High
<b>Category Mean</b>	<b>3.13</b>	<b>High</b>

Table 7 reflects the evaluation of the participants on the level of working patterns in terms of the organizational commitment of teacher-participants. It can be gleaned from the table that the indicators 1, 2, 4, 6, and 8 got mean scores of 3.27, 3.35, 3.40, 3.82, 3.37, respectively, and interpreted as "Very High."

The category mean of 3.13 indicates that the teacher participants have a high level of organizational commitment. It implies that teacher-participants are committed to the organization they belong to.

These findings conform to the study of Peretomode and Bello (2018), where they reported that teachers in Edo State were highly committed to their work across the three components of organizational commitment. With this high level of commitment among teachers, individual teachers in Edo State are more likely to identify with the school and subject matter, show more desire to carry out the goals of teaching, be willing to take on the tasks assigned, and acquire the knowledge necessary to do the job. Committed teachers were likely also to develop sustained energy and efforts (Nwosu, 2012).

The commitment may also be a basic source of motivation. Teachers' commitment to efficiency, productivity, and effectiveness in teaching and learning would translate into better school examination results and higher pass rates for learners. Thus, schools that seek to retain their teachers by building strong organizational commitment are in a favorable position to reap the benefits of more dedicated, motivated, punctual, and reliable teaching staff (Karluke et al., 2014). Thus, teachers are considered the most important resource in the education sector, and an important variable in teacher quality in schools is teacher commitment.

## 2.2 Organizational Citizenship Behavior

**Table 8**

*Level of Organizational Citizenship Behavior of the Teacher-participants*

<b>Indicator</b>	<b>Mean</b>	<b>DI</b>
1. Willing to teach classes of absent teachers.	3.42	Very High
2. Willing to do non-teaching duties of absent teachers.	2.99	High
3. Volunteers to do other school-related duties.	3.22	High
4. Volunteers to orient and guide new teachers.	3.25	Very High
5. Helps teachers having a heavy workload.	3.23	High
6. Evaluates accomplishment at the end of the day's work.	3.23	High
7. Informs school head of scheduled absence.	3.49	Very High

<b>Indicator</b>	<b>Mean</b>	<b>DI</b>
8. The teacher does not unnecessarily go out of the school compound during working hours.	3.45	Very High
9. Assists school head's work.	3.14	High
10. Suggests innovation for school improvement.	3.11	High
<b>Category Mean</b>	<b>3.27</b>	<b>Very High</b>

Table 8 shows the assessment of the teacher-participants on the level of working patterns in terms of their organizational citizenship behavior. Among the 10 indicators, "Informs school head of scheduled absence," "Teacher does not unnecessarily go out of school compound during working hours," and "Willing to teach classes of absent teachers" got the highest mean scores of 3.49, 3.45, 3.42 described as "Very High." On the other hand, the indicators rated the lowest are: "Willing to do non-teaching duties of absent teachers," "Suggests innovation for school improvement," and "Assists school head's work," with mean scores of 2.99, 3.11, 3.14, respectively, and are interpreted as "High."

The data reveal that the level of organizational citizenship behavior of teachers is "Very High," with a category mean of 3.27. It means that the teachers' willingness to go above and beyond the call of duty to attain their school's objectives and goals is very high.

Teachers possess helping behaviors extended to the school heads, colleagues, students, and other stakeholders. Within effective organizations, employees often go beyond formal job responsibilities, performing non-mandatory tasks with no expectation of recognition or compensation.

2.3 Job Satisfaction

**Table 9**

*Level of Job Satisfaction of the Teacher-participants*

<b>Indicator</b>	<b>Mean</b>	<b>DI</b>
1. Teaching job gets recognition from the community.	3.05	High
2. A teaching job is a secured employment.	3.17	High
3. Teaching job gives help to people.	3.62	Very High
4. Teaching job compensates salary received.	2.88	High
5. Teaching job gives opportunities for personal growth development.	3.27	Very High
6. Teaching job encourages to give extra effort.	3.52	Very High
7. Teaching job gives autonomy in making decisions about daily tasks.	3.34	Very High
8. Teaching job gives satisfaction on the implementation of rules and regulations within school.	3.34	Very High
9. Teaching job gives comfort with the present level of responsibility in their job.	3.32	Very High
10. Teaching job provides an opportunity to use all my skills and knowledge.	3.47	Very High
<b>Category Mean</b>	<b>3.32</b>	<b>Very High</b>

Table 9 displays the participants’ level of working patterns in terms of job satisfaction. Based on the table, out of 10 indicators, seven of them are remarked as "Very High." On the other hand, three are marked as "high." These indicators are “Teaching job gets recognition from the community,” “Teaching job is a secured employment,” and “Teaching job compensates salary received.” Moreover, the category mean expresses a "Very High" level of working patterns in terms of job satisfaction. It implies that the teachers in Basic Education Unit are well-satisfied with their job.

Job satisfaction concerns one’s feeling, or state of mind related to the work (Chughati & Perveen, 2013). It is “an employee’s positive attitude

towards the company, co-workers and, finally, the job” (Sypniewska, 2013). When the institution meets job expectations, the individual experience positive feelings, indicating one’s job satisfaction (Green, 2000).

Şirin (2009) states the factors affecting job satisfaction as follows: the feeling of success, relations with the management and employees, job safety, responsibility, recognition, high salary, promotion opportunity, clarity of roles, participation in decisions, freedom, well-coordinated work, lack of continuity, relocation, performance, life satisfaction, and perceived work stress (Çınar & Karcioğlu, 2012).

Furthermore, the level of job satisfaction increases, performance and organizational commitment improve, absenteeism and turnover decrease when employees are given proper participation in decision-making in any organization (Moorhead & Grifcin, 2004). In this way, employees can gain freedom regarding how to go about their daily activities. They can also acquire empowerment (Hass, 2010; Carless, 2004).

***Relationship between the Teachers’ Paulinian Values and Working Patterns***

**Table 10**

*Relationship between Teachers’ Paulinian Core Values and Working Patterns*

Paulinian Core Values	Organizational Commitment		Organizational Citizenship Behavior		Job Satisfaction	
	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>	<i>r</i>	<i>p-value</i>
Christ-centeredness	0.820	0.00	0.56	0.00	0.45	0.00
Commission	0.76	0.00	0.45	0.00	0.47	0.00
Community	0.80	0.00	0.53	0.00	0.49	0.00
Charism	0.85	0.00	0.66	0.00	0.45	0.00
Charity	1.00		0.60	0.00	0.49	0.00

Table 10 exhibits the relationship between the teachers’ Paulinian Core Values and working patterns. As shown in the table, the computed probability value is 0.00. It is lesser than the 0.05 level of significance, so the null hypothesis is rejected. There is a significant relationship between the Paulinian Core Values and the working patterns of teachers. Furthermore, the data suggest that the higher the Paulinian Core Values, the higher is the level of citizenship behavior.

According to the study of Lappay (2013), “Through the Paulinian Core Values, it is construed that SPUP works on values which are central to the University’s role of proclaiming the Good News of Jesus Christ. It promotes both human and spiritual values and virtues so that all in the school community can see that their ultimate purpose is to develop the divine potentialities within themselves, it also seeks to transform a person of virtue into a person of Christ.” In addition, through the Paulinian Core Values, teachers realize their key role as Paulinian formators.

### **III. Challenges/Difficulties encountered by the teacher-participants on Working Patterns**

**Table 11**

*Frequency Distribution of Teacher-Participants in terms of Challenges/Difficulties encountered by the teacher-participants on Working Patterns*

<b>Challenges/ Difficulties</b>	<b>Frequency (n=68)</b>	<b>Percentage</b>	<b>Rank</b>
1. Teaching schedules and loads	20	29.00	1
2. Students’ behavior	15	22.00	2
3. Instructional resources	10	15.00	3
4. Teacher-teacher relationship	9	13.00	4
5. School leader-teacher relationship	8	12.00	5
6. Faculty engagement	4	6.00	6
7. Class size	2	3.00	7
<b>Total</b>	<b>68</b>	<b>100.00</b>	



Table 11 illustrates the frequency and percentage distribution of teacher-participants in terms of the problems/difficulties encountered by the teachers in their working patterns and are ranked accordingly. The table indicates that out of the seven problems/difficulties, "teaching schedules and loads" ranked first. Many teachers also said that they have a hard time handling the "students' behavior" with a frequency of 15 which ranked second. Ten of the participants responded that "resources," which include facilities, salary, and benefits, are some of the problems that they encounter, while nine of them answered "teacher-teacher relationship." Meanwhile, "school leader-teacher relationship," "faculty engagement," and "class size" got a frequency of 8, 4, and 2, ranking fifth, sixth, and seventh, respectively.

The results indicate that the teacher-participants need to deepen and enhance their working patterns, notwithstanding that the above tables show that the teacher-participants have a "Very Great Extent" on Paulinian Core Values and a high level of job satisfaction.

## **CONCLUSION**

Based on the findings of the study, the following conclusions were drawn:

The Basic Education Unit teachers at St. Paul University Philippines greatly imbibed the Paulinian Core Values: Christ-centeredness, Commission, Community, Charism, and Charity. The level of their working patterns is at a high level. Moreover, their Paulinian Core Values have a relationship with their working patterns. Despite the problems/difficulties that they have encountered, they have imbibed the values among themselves, and they are committed and satisfied with the organization. Their organizational citizenship behavior is still evident. However, there is still a need to address the existing problems to empower the Paulinian teachers for the succeeding industrial revolutions.

## RECOMMENDATIONS

In the light of the findings and conclusions, the following recommendations are suggested:

1. The administrators may continue to support the acquisition of resources needed in the working patterns of the teachers.
2. The administration may consider reviewing their teachers' remuneration.
3. The Human Resources Department may give orientations concerning the compensation, especially to the newly hired teachers.
4. The Subject Team Leaders may review the assigned teaching schedules and loads to the faculty.
5. The BEU administration may consider the class size.
6. The teachers may be given equal opportunities to attend training/seminars/conferences either local, national, or international.
7. The Christian Formation team may expose teachers to various spiritual and social activities to deepen their Paulinian Values.
8. Future researchers may conduct research on working patterns, issues, concerns, and best practices that may affect the teaching and learning process.

## References

- Alrubail, R. (2015, January 14). *The heart of teaching: What it means to be a great teacher*. Edutopia. <https://www.edutopia.org/discussion/heart-teaching-what-it-means-be-great-teacher>
- Deza, F., & Quitoriano, F. (2004). *Bread for the world*. Manila: Libraire, Inc.

- Dhull, P., & Rohtash. (2017, May). Elements of learning styles and academic achievement of secondary school students. *International Journal of Research in Economics and Social Sciences*, 7(5), 136–140. <https://euroasiapub.org/wp-content/uploads/2017/06/17ESSMay-4793.pdf>
- Evans, V., & Johnson, D. J. (1990). The relationship of principals' leadership behavior and teachers' job satisfaction and job-related stress. *Journal of Instructional Psychology*, 17(1), 11–18.
- Güneyli, A., & Aslan, C. (2009). Evaluation of Turkish prospective teachers' attitudes towards teaching profession (Near East University case). *Procedia - Social and Behavioral Sciences*, 1(1), 313–319. <https://doi.org/10.1016/j.sbspro.2009.01.059>
- Hinchliffe, G. (2006, October). Plato and the love of learning. *Ethics and Education*, 1(2), 117–131. <https://doi.org/10.1080/17449640600950733>
- Joolideh, F., & Yeshodhara, K. (2009, January 30). Organizational commitment among high school teachers of India and Iran. *Journal of Educational Administration*, 47(1), 127–136. <https://doi.org/10.1108/09578230910928115>
- Meador, D. (2019, July 12). *Problems for teachers that limit their overall effectiveness*. ThoughtCo. <https://www.thoughtco.com/problems-for-teachers-that-limit-their-overall-effectiveness-3194679>
- Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, 78(4), 538–551. <https://doi.org/10.1037/0021-9010.78.4.538>

- Mowday, R. T. (1998, December). Reflections on the study and relevance of organizational commitment. *Human Resource Management Review*, 8(4), 387–401. [https://doi.org/10.1016/s1053-4822\(99\)00006-6](https://doi.org/10.1016/s1053-4822(99)00006-6)
- Nwosu, C. C. (2012, January). The role of Christian educational institutions in improving economic self-reliance. *Journal of Research on Christian Education*, 21(1), 24–45. <https://doi.org/10.1080/10656219.2012.661272>
- Peretomode, V. F., & Bello, S. O. (2018, September 1). Analysis of teachers' commitment and dimensions of organizational commitment in Edo state public secondary schools. *Journal of Educational and Social Research*, 8(3), 87–92. <https://doi.org/10.2478/jesr-2018-0034>
- Ramos, K. (2017). *7 inspiring reasons why you should use your talents or gifts*. Medium. <https://medium.com/thrive-global/7-inspiring-reasons-why-you-should-use-your-talents-or-gifts-79d5063d4c4e>
- Renninger, K. A., Sansone, C., & Smith, J. L. (2004). Love of learning. *Character Strengths And Virtues: A Handbook and Classification*, 161-179. <https://works.swarthmore.edu/fac-education/56>
- Santiago, T. (2003). *Ten decades of Passover*. Manila: St. Paul.
- Sihem, B. B. (2012). The social responsibility of teaching. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2180026>
- Smith, C. A., Organ, D. W., & Near, J. P. (1983, November). Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied Psychology*, 68(4), 653–663. <https://doi.org/10.1037/0021-9010.68.4.653>

Torres, T. C., & Ballado, R. S. (2014, December). Attitudes towards teaching and work values of preservice teacher education students. *International Journal of Education and Research*, 2(12), 33-42. <https://www.ijern.com/journal/2014/December-2014/03.pdf>