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PROFILE, WORK VALUES AND TEACHING STYLES OF  
PUBLIC AND PRIVATE HIGH SCHOOL TEACHERS  
IN TRECE MARTIREZ CITY, CAVITE

*Thesis*

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*April 2009*



**PROFILE, WORK VALUES AND TEACHING STYLES OF  
PUBLIC AND PRIVATE HIGH SCHOOL TEACHERS  
IN TRECE MARTIREZ CITY, CAVITE**

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## ABSTRACT

**ALMAZAR, ZARINA A. April 2009. Profile, Work Values and Teaching Styles of Public and Private High School Teachers in Trece Martirez City, Cavite** Descriptive-Correlational. Bachelor of Science in Psychology. Cavite State University, Indang, Cavite. April 2009. Adviser: Ms. Vivian D. Rogando.

The study entitled “Profile, Work Values and Teaching Styles of Public and Private High School Teachers in Trece Martirez City, Cavite” was conducted in Trece Martires City, Cavite from November 2008 to February 2009.

Ninety five respondents were utilized in the study; 50 public high school teachers and 45 private high school teachers. The developed questionnaire was validated and used to determine relationship of the level of work values and teachings styles of public and private high school teachers.

This study aimed to: 1.) identify the demographic profile of the respondents in terms of age, gender, civil status, monthly income, length of teaching. 2.) determine the level of work values of public and private high school teachers in Trece Martires City, Cavite. 3.) determine the teaching styles of public and private high school teachers in Trece Martires City, Cavite. 4.) determine if there a significant difference between the teaching styles of public and private high school teachers. 5.) determine if there a significant difference between the level of work values of public and private high school teachers. 6.) determine if demographic profile related to work values and teaching styles of public and private high school teachers. 7.) determine if there a significant relationship between teaching styles and level of work values of public a high school teachers. 8.)

determine if there a ignificant relationship between teaching styles and level of work values private high school teachers.

Percentage (%) formula used to compute the ratio of majority and minority of responses and to determine the proportion of the distribution of the respondents by demographic profile vrriable such as: age, gender, civil status, length of service, and monthly income. The data gathered were evaluated using chi-square, Mann Whitney - test and point biserial.

Result revealed that profile, level of work values and teaching styles of public and private high school teachers has no significant relationship.

## TABLE OF CONTENTS

	Page
TITLE PAGE .....	i
APPROVAL SHEET .....	ii
BIOGRAPHICAL DATA .....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	vi
LIST OF TABLES .....	x
LIST OF APPENDICES .....	xi
INTRODUCTION .....	1
Statement of the Problem .....	3
Objectives of the Study .....	5
Significance of the Study .....	6
Hypothesis of the Study .....	6
Time and Place of the Study .....	7
Scope and Limitations of the Study .....	7
Definition of Terms .....	8
Theoretical Framework .....	10
Conceptual Framework .....	11
REVIEW OF RELATED LITERATURE .....	12
Synthesis.....	27
METHODOLOGY .....	29

Research Design .....	29
Respondents of the Study .....	29
Population and Sampling Procedure .....	30
Research Instruments .....	30
Data Collection Procedure .....	32
Method of Analysis .....	32
RESULT AND DISCUSSION .....	36
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....	52
Summary .....	52
Conclusion .....	53
Recommendation .....	54
BIBLIOGRAPHY .....	56
APPENDICES .....	59

## LIST OF TABLES

Table	Page
1. Age distribution of the respondents .....	61
2. Gender distribution of the respondents .....	61
3. Civil Status distribution of the respondents .....	61
4. Length of Service distribution of the respondents .....	62
5. Monthly income distribution of the respondents .....	62
6. Level of work values of public and private high school teachers .....	63
7. Teaching styles of public and private high school teachers .....	64
8. Difference between teaching styles of public and private high school teachers .....	64
9. Difference between level of work values of public and private high school teachers .....	64
10. Relationship between demographic profile and teaching styles of public and private high school teachers .....	65
11. Relationship between demographic profile and level of work values of public and private high school teachers .....	65
12. Relationship between teaching styles and level of work values of public high school teachers .....	66
13. Relationship between teaching styles and level of work values of private high school teachers .....	66

**LIST OF APPENDICES**

<b>Appendix</b>	<b>Page</b>
A. Data table .....	60
B. Letter to the Respondents .....	67
C. Research Instrument .....	72
D. Curriculum Vitae .....	80



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**Zarina A. Almazar**

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**An undergraduate thesis presented in the Department of Social Sciences and Humanities, College of Arts and Sciences, in partial fulfillment of the requirements for graduation with degree of Bachelor of Science in Psychology with the Contribution No. \_\_\_\_\_. Prepared under the supervision of Ms. Vivian D. Rogando.**

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**INTRODUCTION**

Teachers today frequently require encouragement from administrators and colleagues to experiment with innovative ideas in their classrooms, to reinvent schooling. For instance, one state Commissioner of Education recently invited classrooms teachers, business teachers, school administrators and teacher educators to work collaboratively to develop innovative teaching system and is granting waivers from numerous state legislated dictates to help create a proper climate for change.

Teaching styles involves a highly complex sequence of ongoing actions. It can involve as many as a thousand or more teacher-student interactions in a single day. Each of these interactions require a decision what to do, what to say, how to react, where to go next. Much of what the teacher is required to do in the classroom is immediate, there is often a little time for careful reflection. Hence, many of the teacher's actions are based on