

A personal development framework on core values for catholic school teachers

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To cite this article (APA): Castillo, M. H., & Barrameda, C. N. (2024). A personal development framework on core values for catholic school teachers. *Journal of Research, Policy & Practice of Teachers and Teacher Education*, 14(1), 10–20. <https://doi.org/10.37134/jrppte.vol14.1.2.2024>

Received: 03 October 2023; Accepted: 14 January 2024; Published: 01 March 2024

Abstract

This study identified the basic education Catholic School teachers' personal lived and desired core values as well as the challenges faced in living out those core values and how they faced those challenges. It probed how teachers envision their school community if core values are lived out and recognized the school programs, activities, and support needed to enhance their core values. Phenomenological research was conducted that applied Appreciative Inquiry and validated online interviews were utilized for data gathering which was participated by twenty-five (25) teachers and five (5) principals from five Catholic schools in Metro Manila. The results showed that the most lived core values are being *Maka-Diyos* (Love of God), *Makatao* (Love of Others), *Makakalikasan* (Love of Creation), *Makabansa* (Love of Country), and *Mahusay* (Excellence). In living out these core values, they experienced challenges, particularly in managing their human nature, conflicting values with others, as well as time, energy, and resource management. If core values are fully lived out, the teachers envision their school to be a happy community with a healthy work culture in attaining its vision, mission, and goals for the transformation of society. To enhance core values, the teachers recommended spiritual formation, mental health programs, ongoing formation, community building, community extension, staffing, succession, coaching, mentoring, recognition programs, environmental, and nationalism, with emphasis on proper planning, organizing, leading, and controlling. Based on these data, the 4-B Personal Development Framework on Core Values for Catholic School Teachers was designed which highlights the importance of Being, Becoming, Building, and Balancing in enhancing the teachers' core values.

Keywords: Catholic teachers' core values, personal development, personal development framework on core values

Introduction

Values and ethics-centered school leadership are very important nowadays in this era of societal complexity. With the advancement of technology, the proliferation of various misleading information that can be easily accessed on the internet, the bombardment of opposing views and ideas on moral issues through varied social media platforms, lies being accepted as truth, and cyber-bullying are some of the issues that values and ethics-centered school leaders need to consider in providing for the teachers' personal development. Strengthening the schools' programs for the teachers' personal development, especially on their core values will be beneficial not just for the teachers themselves and the whole school community, but to the nation as well, thus, this is a great responsibility on the part of school leaders. In his research on core values in education, Gökçe (2021) posits that values are at the core of education not just in their practical applications through different school activities but with the schools' educational philosophy as well, which is why the teachers are considered as the most significant factors in shaping the future of the society. Whatever the teachers do or say, based on their values, impacts student learning. According to Pope Francis (2014), education as a true human development is the concern and task of the Church which is called to serve humankind from the heart of God, thus Catholic schools play important roles in human development. In making a difference in the lives of pupils as the main purpose of schools, Arthur et al. (2005) made it clear that teachers provide core value context to moral and ethical dimensions of teaching by helping form human beings, thus teachers need to have a broader view on human values. Wajeha Thabit Al-Ani (2014) shared that values play a significant role in resolving conflicts and in the process of making decisions within the administrative structures in Secondary Schools in the Sultanate of Oman. Brage and Lövkrona (2016) assert that core values can be considered an organizational tool that commenced from educational managers' training because

they are responsible for leading through the guidance of the core values. Further, they reiterated that even though most organizational problems can be responded to through the help of core values, research on core values is quite rare in a worldwide context.

The school heads, as educational managers, have the authority, accountability, and responsibility to encourage and enhance staff development as stipulated by the Republic Act (2001) through the Republic Act 9155. The Philippine Professional Standards for Teachers (PPST), specifically that of Domain Seven on Personal Growth and Professional Development, with the strand on the Dignity of the Teaching Profession, posits that one of the expected qualities of a teacher is to value not just the professional development but the personal growth as well and exhibit high personal regard for the profession by maintaining qualities that uphold the dignity of teaching such as caring attitude, respect, and integrity and that they value personal and professional reflection and learning to improve their practice (Republic of the Philippines Department of Education, 2017). In Republic Act 8491, the National Motto of the Philippines is stated as “*Maka-Diyos* (Love of God), *Makatao* (Love of Others), *Makakalikasan* (Love of Creation), *at Makabansa*” (Love of Country) (Republic Act, 1998). Likewise, the Department of Education (DepEd) mandated the Core Values that the department upholds which are “*Maka-Diyos*”, “*Makatao*”, “*Makakalikasan*”, and “*Makabansa*” (Republic of the Philippines Department of Education, 2013). Further, Paragraph 2 Section 3 Article XIV of the Constitution of the Republic of the Philippines states that educational institutions shall inculcate patriotism and nationalism as well as strengthen ethical and spiritual values (The Constitutional of the Republic of the Philippines, 1987). It is just but fitting to ensure that educators themselves are inspired to live out the above-mentioned core values and guided by the Philippine Constitution and national motto so that they affect positive change in the students entrusted to them who in turn will be productive citizens of the country.

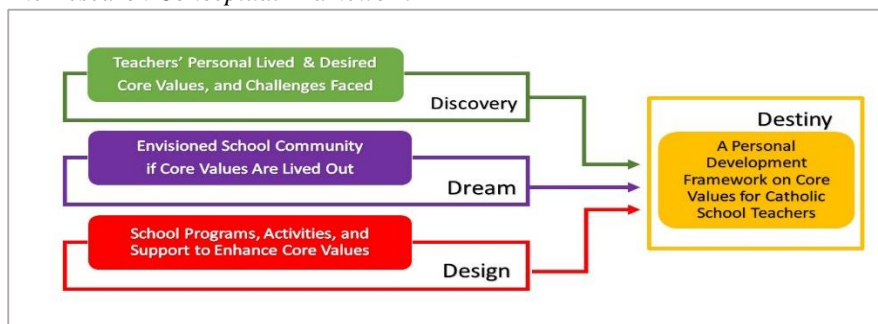
This study aimed to investigate the lived core values of basic education teachers of selected Catholic schools and from the teachers’ valuable contribution, the researcher developed a personal development framework on core values for Catholic school teachers. The researcher chose five member schools of the Catholic Educational Association of the Philippines (CEAP), offering basic education within Metro Manila. Aligned with the national development goals as expressed in the Philippine Constitution, the CEAP is commissioned to advance and promote the teaching function of the Catholic Church as it contributes towards the attainment of the objective the total development of the human person (Catholic Educational Association of the Philippines, 2017).

Conceptual framework

This research adopted the Appreciative Inquiry (AI) framework developed by David Cooperrider and Diana Whitney (Cooperrider et al., 2008). As defined by Cooperrider, AI is an approach based on collaboration that focuses on organizational strengths to manage change in organizations and other human systems. Instead of focusing on problem-solving, the positive core of an organization is the main focus of the AI approach which can be done by emphasizing the strengths of the organization, and from there, the hopes and dreams of the organization can be turned into opportunities for growth.

Figure 1

The Research Conceptual Framework



The four phases of AI are Discovery, Dream, Design, and Destiny. Being guided by Cooperrider et al. (2008) Four-D Cycle, the personal development framework on core values for teachers in the destiny phase was very much dependent on the discovery, dream, and design phases. Capitalizing on the teachers’ lived core values as shared in their personal stories, the challenges they faced, and how they overcame those challenges were the focus of the researcher in the discovery phase. Further, as part of the Discovery Phase and believing that there is always room for improvement, the researcher invited the participants to look deeper into themselves to reflect on what core values they still hope to improve more in themselves which will contribute to the growth of their

organization. This was followed by the Dream Phase or the envisioning of one's school community, specifically, envisioning a community wherein all teachers are consistently living out their core values. From the sharing of the teachers, the researcher identified existing school programs and activities that help sustain their lived core values and the support they need from their school leader to enhance the core values they still hope to develop in themselves. These were incorporated in the Design Phase. Finally, this research attempted to develop a Personal Development Framework on Core Values for Catholic schools' basic education teachers based on the findings of the discovery, dream, and design phases. This Framework is hoped to serve as a blueprint that will guide educational leaders in planning, organizing, leading, and controlling their programs and activities for the development of the teachers' core values. The important components of the teachers' personal development on core values were identified and clearly defined and the relationship of one to the other was given emphasis. Further, implications for school leaders were included after the discussion of each component to emphasize the great role of school leaders in teacher development.

Research problems

This study aimed to develop a Personal Development Framework on Core Values for Catholic School Teachers. Specifically, this study sought to answer the following questions:

1. What do teachers of selected Catholic Schools consider as their most lived or practiced personal core values?
2. What do teachers of selected Catholic Schools consider as their challenges in living out the core values and how are these addressed?
3. What do teachers of selected Catholic Schools consider as their desired core values to enhance in themselves?
4. How do teachers envision their school community if all teachers are consistently living out their core values?
5. What programs, activities, and support from the school leaders can be recommended to help teachers develop their core values?
6. Based on the findings of the study, what personal development framework on core values for Catholic school teachers can be developed?

Methodology

Research design

This qualitative study employed a phenomenological research methodology. In phenomenological research, the participants are asked about their experiences and the perceptions and meanings associated with their experiences (Ariola, 2006). According to Fraenkel et al. (2012), interview transcripts and other sources convey the actual words or actions of people, words, or pictures which are the sources of data in qualitative research. Teherani et al. (2015) assert that the description of the "what" and the "how" of one's experience is the primary output of phenomenology. By examining an experience as it is subjectively lived, Laverly (2003) shares that new meanings and appreciations can be developed to give information or even a reorientation on the understanding of an experience.

Participants and sampling

The participants of this research were chosen using purposive sampling. Creswell (2008) highlights that researchers intentionally select participants and research sites to learn or understand the central phenomenon in purposive sampling. Specifically, this research applied homogenous sampling. As Creswell explained in homogenous sampling the researcher purposefully samples individuals based on membership in a subgroup that has defining characteristics. Since the main focus of this research is the lived experiences of the core values of basic education teachers, the participants are basic education teachers with at least five years of service in the selected research sites. The research sites were identified using a homogenous sampling strategy and the main criteria is that the schools offer Catholic basic education in Metro Manila and are members of CEAP.

Data gathering and analysis

It was pointed out by Fraenkel et al. (2012) that in qualitative research, the three main techniques that researchers use in data collection and analysis are observation, interview, and content analysis. For this research the main technique used is interview. To draft the interview schedule as the main instrument of this research and to assure its validity, focus group discussions (FGD) were facilitated with teachers and principals of three Catholic schools

that are not included in the research sites. FGD was utilized to be the source of questions for the interview schedule. Each FGD lasted for one hour to one hour and fifteen minutes. From the FGD process and the data gathered, the researcher was able to craft the one-on-one interview schedules for the teachers and principals. In drafting the interview schedules, the researcher ensured the absence of any form of bias. As defined by Ariola (2006), an interview schedule is a research instrument made up of a set of carefully prepared and logically ordered questions that the researcher asks of the respondents. For the one-on-one interviews, the researcher prepared interview schedules for both the principals and teachers. The interview schedules were likewise validated by experts in the field. To ensure reliability, the interview schedules were pilot-tested on two teachers and two principals of two different Catholic schools who were not participants in this research. Each interview lasted 45 minutes to one hour. The researcher conducted in-depth interviews with basic education principals and teachers of select Catholic Schools about their ideas, opinions, and experiences in living out their core values. The researcher specifically used online one-on-one interviews which lasted for 45 minutes to one hour per participant. The researcher primarily gathered data using interviews. With the Corona Virus Pandemic that limited the mobility of people, an online one-on-one interview via Zoom was the safest to use.

In the process of data analysis in the phenomenological study, the researcher makes sense of the lived experiences of the research participants by reading the data and reducing the data to meaningful units, clustering the data in themes, comparing the data, writing descriptions, doing reflections and summarizing (Neubauer et al., 2019). For this research, the researcher transcribed verbatim the video-recorded one-on-one online interviews. After transcription, to ensure accuracy and correctness, the researcher listened again to the recorded interviews while reading the transcriptions. This was followed by thorough reading and rereading of the transcriptions. To facilitate the analysis of the collected data, coding was done to identify topics, issues, similarities, and differences based on the shared experiences of the participants and the interpretation of the researcher. The researcher did a hand analysis of qualitative data. Saturation is the term used when major themes have been identified and no new information can be added to the existing themes (Creswell, 2008). Finally, the researcher integrated the themes into a narrative description of the phenomenon.

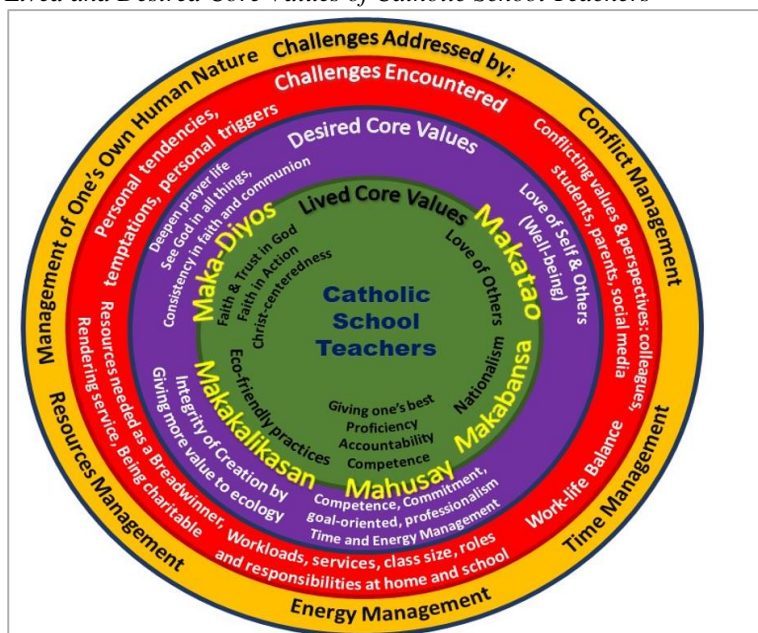
Findings and discussions

Core values of Catholic school teachers

The most lived core values, the challenges, and how teachers faced those challenges in living out those core values are summarized in Figure 2 below. Figure 2 highlights what selected Catholic school teachers consider as important in their lives as individual persons and as members of their respective school communities and families. In the discovery phase of this research, based on the responses of the majority of the teacher participants and as observed by their respective principals, the most practiced or lived core values of the select Catholic school teachers are being *Maka-Diyos* and *Makatao*. This shows that they are being true to what the Philippines' Code of Ethics for Professional Teachers stated that a teacher shall always recognize the Almighty God as a guide of their destiny and the destinies of humans and the nation (Republic Act, 1998). These were followed by being *Mahusay*. This proves that Catholic schools in the Philippines value excellence. Among the DepEd's mandated core values the least mentioned core values are related to being *Makakalikasan* and being *Makabansa*. According to Gökçe (2021), patriotism is one of the dominant values that educators should live out. The teachers' stories of their struggles in living out the core values allowed the researcher to identify the challenges in managing one's human nature and the management of conflicts, time, energy, and resources. It is worth mentioning that aside from the support they received from others, they handled those challenges by doing self-help activities like praying, journal writing, having quiet time, and reading self-help books. Their coping on how they address the challenges they faced in living out their core values affirmed what Peschke (2012) elaborated that personal development is a more immediate obligation of oneself than that of others.

Figure 2

Lived and Desired Core Values of Catholic School Teachers



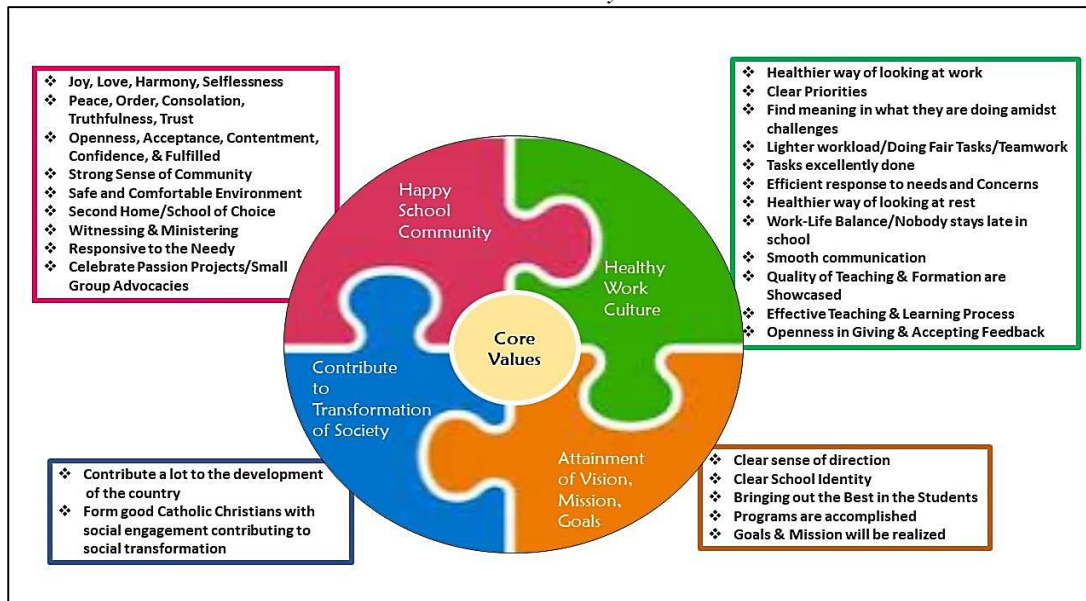
It was defined that being *Makatao* in this research refers not only to love for others but to love of self as well. Therefore, the teachers hope to develop more of their being *Makatao* expressed as loving oneself by boosting their self-esteem, and confidence, and giving time for self-care. Mental health care was emphasized as well due to the challenges they faced caused by the pandemic, losses of loved ones, changes in teaching modalities, and various transitions happening in schools. In line with what Tusin (1999) highlighted, the teacher “self” is constantly present as an additional private curriculum in the classroom, teachers must receive the necessary help in their esteem needs, mental health needs, and time for self-care because the students look up to them as their role models. As a role model, a teacher’s well-being is very significant. Empathy is the most specific value that they hope to enhance more as regards the love for others component of being *Makatao*. Houston (2018), reiterated the importance of being grounded in a fundamental respect for the dignity of the human person, and that respect becomes the heart of all relationships. Further, he reiterated that not being gentle with others implies that a person is likely not being gentle with oneself, and that lacks respect on both counts. Therefore, the practice of empathy for others is likewise a reflection of one’s respect for oneself.

Envisioned school community

The dream phase of this research led the teachers to envision their school community if all teachers are consistently living out their core values. Figure 3 below shows a visual presentation of the Catholic School teachers’ dream school community if all teachers are consistently living out their core values. The four important characteristics that were highlighted in their envisioning of their community are having a (1) happy school community with the presence of kindness; peacefulness; passion projects are celebrated; a safe and comfortable environment; peace, order, and consolation; a stronger sense of community; strong faith in God; happy, contentment, fulfillment, and confidence; empathy; acceptance; open communication; selflessness; living harmoniously; there is joy, love, and trust; and responsive to the needy; (2) with healthy work culture made visible by healthier way of looking at work, clear priorities, finding meaning in what they are doing amidst challenges, lighter workload, doing fair tasks, there is teamwork, efficient response to needs and concerns, healthier way of looking at rest, nobody stays late in school, smooth communication, effective teaching and learning processes are showcased, and openness in giving and receiving feedback; (3) attainment of their school’s vision, mission, goals by having a clear sense of direction, bringing out the best in every student, and accomplishing programs in harmonious way; and lastly (4) transformation of society by envisioning their school contributing a lot to the development of the country and forming good Catholic Christians with social engagement contributing to social transformation.

Figure 3

Catholic School Teachers' Envisioned School Community



Based on the responses of the teacher participants, the researcher identified four themes of their envisioned school community if all teachers are consistently living out their core values. They envisioned having a (1) happy school community; (2) a healthy work culture; (3) working towards the attainment of their school’s vision, mission, and goals; and (4) contributing to the transformation of society. The teachers’ envisioning of their school community affirmed that core values are principles or standards of behavior representing an organization’s main priorities, profoundly held beliefs, and vital driving forces (Lampton, 2020). Further, their sharing confirmed how Jackson (2020) defined a school's core values as terms of practice, collectively acted upon, in attaining the school's vision and carrying out its mission.

Support to school teachers

The teachers named different programs that help develop their core values of being *Maka-Diyos*, *Makatao*, *Mahusay*, *Makalikasan*, and *Makabansa*. These programs are Spiritual Formation, Mental Health Program, Institutional Formation, Community Building, Community Extension, Staffing, Succession, Coaching and Mentoring, Recognition Programs for Teachers, Nationalism, and Programs for the Environment. The specific activities for these programs are shown in Table 1 below.

Table 1

Programs and Activities on Core Values

Core values	Programs	Activities
Being <i>Maka-Diyos</i>	Spiritual formation	Eucharistic celebration Recollections/Retreats Prayer meetings/ Small community faith sharing Spiritual sessions/Talks Spiritual direction Prayer activities Basic catechism Mindfulness exercises
Being <i>Makatao</i>	Mental health program	Mental wellness activities Mindfulness activities Joyful activities to uplift one’s morale Physical activities Workshop on rest Rest and recreation Online “Kumustahan”

continued

		<p>Online weekly check-in Counseling service Regular formation sessions on well-being Genius hour/Passion hour Sessions on time management Sessions on energy management Sessions on resilience and grit</p>
	Institutional formation program	<p>Needs assessment Formation sessions based on 1) psycho-social stages, 2) family life and 3) level of formation Assessment and alignment with the school's core values Creating teams that promote complementarity Empathy exercises Formation of school's core values</p>
	Community building program	<p>Small community group activities Formation sessions on gender sensitivity/Sessions on understanding LGBTQIA Team building activities Bonding activities in small units/groups Community dialogue Formation sessions with parents and students Extending help to the needy members of the community</p>
	Community building program (continued)	<p>Supporting and celebrating passion projects Positivity cups-thank you notes for teachers School leaders check in with teachers on a more personal level Focus group discussions Town hall meetings Making the school more gender friendly</p>
	Community extension program	<p>Immersion Exposure Community outreach services -feeding programs, scholarships, livelihood programs, prison visits, tutorial services, livelihood programs, and scholarship programs. Alumni outreach activities</p>
Being <i>Mahusay</i>	Staffing	<p>Active and deliberate recruitment Revisit teacher's profile upon hiring Training and development Alignment of personal core values to the school's core values Code of discipline Plenary workshop on work ethics and its indicators Sessions on the development of perseverance and commitment among young teachers Skills development sessions Technological capability training</p>
	Succession program	<p>Intensify programs on mission and identity Preparing lay leaders formed in the founder's spirituality</p>
	Coaching/Mentoring programs	<p>Work-life balance sessions/Sharing Sessions on the school culture and charism Sessions on the mission and identity of the school</p>
	Recognition programs for teachers	<p>Awarding of teachers who are living exemplarily the mission and identity of the school Performance appraisal-promotion based on merit and performance</p>
Being <i>Makalikasan</i>	Environmental programs	<p>Sessions on environmental principles trips to partner communities to help Rehabilitate their environment Planting trees, seeing trees grow Sessions on ecological awareness Eco-friendly practices at home and in school</p>

continued

Being <i>Makabansa</i>	Program for nationalism	Voters' education Current issues Social media engagement to combat fake news
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Aside from the programs and activities, there is recommended support from school leaders to help the teachers enhance their core values. Table 2 below shows the recommended support from the school leaders which can be summed up into proper planning, organizing, leading, and controlling. The needed support of teachers from their school leaders is summed up into proper management of school programs that enhance their core values. Bateman and Snell (2013) defined management as the process of using organizational resources to achieve organizational goals. Lloyd and Aho (2020) presented a short description of the four functions of management wherein the planning process gives focus and context; organizing stands for the proper use and allocation of resources; leading is motivating people to achieve the same purpose, and controlling is the process of keeping track. School leaders, especially principals, play important roles in teacher development (Bredeson, 2006; Holland, 2008).

Table 2

Support of School Leaders

Support	Areas	Specific concerns
Proper planning for personal development on core values for teachers	Time management	Proper scheduling of activities
	Resources	Budget allocation
	Management	Financial support
	Avenues	Focus group discussions Town hall meetings Small group sharing
	Venue	Appropriateness Safety
	Depth	Building smaller group communities
Organizing	Structures/Networks and peripherals	Designated office in charge of core values Personnel-in-charge Annual school theme Core values in the curriculum Core values' visibility on the school campus Faculty club Safe spaces
Leading	The person of a school leader	Role models of core values Genuine concern and personal care
Controlling	System of monitoring & evaluation/ Follow through	Faculty rating system Check-in with the teachers Follow-up in the practice of the core values Feedback
	Culture bearers	Recognizing role models of core Values
	Balance	Work and Life Balance Balance on Being Task-Oriented and People-oriented Balance on Excellence and Personal Care

This was highlighted by the teachers when they shared about the person of a leader who could help them enhance their core values. Leading, as defined by Bateman and Snell (2013), is the process of inspiring the members of the organization to high performance. From the sharing of the teachers, they expressed their desire to see their leaders as role models of core values and that they show genuine concern and personal care to the teachers. The last and equally important function of management is controlling. Bateman and Snell (2013) defined

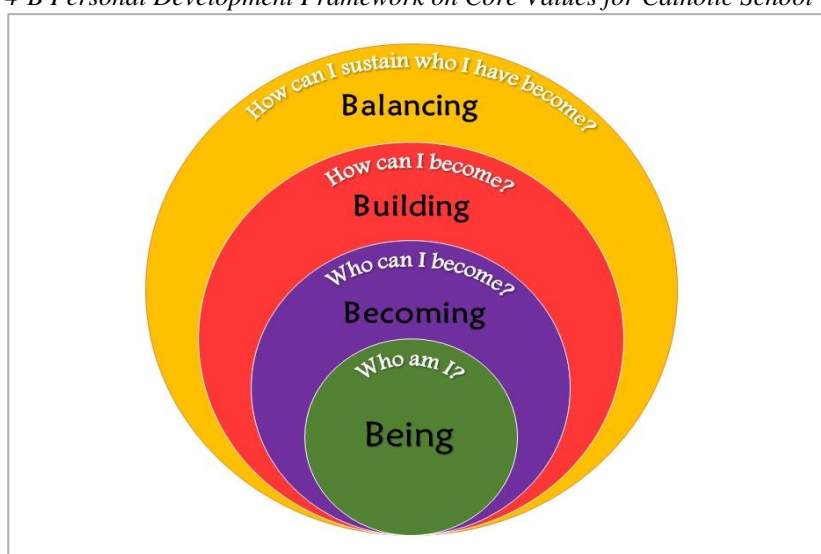
controlling as the process of guiding the members of the organization and monitoring performance towards the set goals. The teachers reiterated the importance of systems of monitoring and evaluation or follow through when they shared about the core values being part of the faculty rating system, check-in with the teachers, follow-up in the practice of the core values, and feedback. They likewise mentioned the significance of recognizing culture bearers and balance. Specifically, the balance that they are referring to are work and life balance, balance on being task-oriented and people-oriented, and balance on excellence and personal care.

Personal development framework on core values

Putting into consideration the findings of this research the 4-B Personal Development Framework on Core Values for Catholic School Teachers is proposed with emphasis on the “Being” or the core values lived individually, “Becoming” or the collectively lived core values as a school community, “Building” or the programs, activities, and support that help enhance more the teachers’ core values which are guided by “Balancing” or the mechanisms for sustainability. Figure 4 below shows the 4-B Personal Development Framework on Core Values for Teachers.

Figure 4

4-B Personal Development Framework on Core Values for Catholic School Teachers



The 4-B Framework on Personal Development on Core Values for Catholic School Teachers recognizes the importance of the “being” of every person in the organization. It identifies the personal and professional aspects of an individual and respects both to ensure the work-life balance that the teachers long for. Secondly, this framework highlights the big contribution of each individual “being” in helping their school in the process of “becoming” their second home and the school of choice not just for the students but for the teachers as well. This framework shows that personal development is not a personal or individual endeavor alone but a collective and communal responsibility as well. Further, since personal development is a life-long process, programs and activities in the “building” component of this framework are essential. Guided by the “balancing” component in planning for the programs and activities, the presence of firm yet loving leaders, and the structures, monitoring, and evaluation mechanisms in place, if properly used, this framework will be beneficial to educational institutions.

Conclusions and recommendations

As presented in the findings of this study, it is concluded that other than the four mandated core values of the Department of Education, Filipino Catholic school teachers likewise consider being *Mahusay* or excellence as one of their core values. It likewise shows that if all teachers are consistently living out their core values, the envisioned school community of the Catholic school teachers touched on the kind of community atmosphere, work culture, success in the fulfillment of the vision, mission, goals, and even the school’s contribution to society. This implies the vital contribution of core values in an organization as it affects all its areas, therefore, school leaders have to ensure that their organization’s core values are being lived out in their institutions. The resounding sentiments of the teachers for self-care, well-being, and wellness show that the most recommended and newly needed program of the teachers in their school is the Mental Health Program. This is due to the challenges brought about by the coronavirus pandemic that affect the personal/family and professional/work life of the teachers. As

regards the ongoing formation program for teachers, there is a need for more sessions on perseverance and commitment particularly for young teachers, and strengthening the mentoring and coaching programs both for new and tenured teachers. Lastly, the balancing component is necessary for all aspects of organizational planning, leadership, and mechanisms for the sustainability of the teachers' personal development program on core values. The crafted 4-B Personal Development Framework on Core Values for Filipino Catholic School Teachers recognizes that balance is important. This topic on personal development framework on core values for teachers opened up almost all aspects and areas of a school organization. The researcher concludes the centrality of core values in an organization; therefore, this topic requires significant attention from school leaders.

In consideration of the above-mentioned findings and conclusions, the researcher recommends that other than *Maka-Diyos, Makatao, Makakalikasan, and Makabansa*, the Department of Education may consider *Mahusay* or excellence to be included as one of its mandated core values. To have a better understanding of how the basic education teachers live out the mandated core values of the Department of Education, the same research may be conducted in other Catholic schools outside Metro Manila as well as in public schools in the Philippines. More researches may be conducted regarding the core values of teachers, especially among young teachers, because of the vital contribution of such studies in shaping educational institutions. The identification of and reflection on one's core values may be part of the course "Understanding the Self" in Teacher Education. Further, Catholic school leaders take serious consideration of the teachers' recommended programs, activities, and support to enhance their core values. The well-being and wellness of the teachers be prioritized and incorporate the value of balance when planning for their personal development programs for teachers. For integration and sustainability, the proposed 4-B Personal Development Framework may be utilized as a reference for Graduate Teacher Education and by Education policymakers in evaluating the teachers' growth after the teachers complete the graduate program. This research study may be a discussion reference for a qualitative method that uses Appreciative Inquiry for graduate students, especially for Educational Leadership and Management and Values Education majors. Moreover, the proposed 4-B Personal Development Framework on Core Values for Catholic School Teachers may be used as a tool by Catholic School leaders in crafting their programs for teachers' development and as a reference for other sectarian organizations or denominations in crafting their framework on their core values.

Ethical considerations

The researcher ensured that the participants in this study were respected and well informed about the topic of the study, the aims, and purposes of the study, how the results will be used, and the implications of the result to basic education teachers specifically in their school community. The researcher never subjected anyone to data collection without their consent and a consent form was prepared and signed by both parties before the study began. The researcher informed the participants that their names and school names would not be included in the research study presentation and that code names would be used instead. Further, ethical considerations such as honesty, integrity, carefulness, respect for intellectual property, and social responsibility were of utmost value while conducting the research. The researcher assures the absence of conflict of interest and that there were no monetary rewards given or obligations from the participants.

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