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Research Article

Filipino Work Values and Job Satisfaction among Teachers of Selected Elementary Schools in the Division of Zambales

Welmer A. Laurenio Jr.*, Esmen M. Cabal

¹Department of Education, Lupang Pangako Resettlement School, Zambales, Philippines

²Commission on Higher Education, President Ramon Magsaysay State University, Zambales, Philippines

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*Corresponding author:

E-mail:

welmer.laurenio@deped.gov.ph

ABSTRACT

The study investigates the relationship between work values and job satisfaction among teachers, aiming to understand how teachers' values influence their overall job satisfaction. Specifically, the focus is on Filipino work values among elementary school teachers in the Division of Zambales. A survey questionnaire was employed to assess the work values and job satisfaction of teacher-respondents. Results revealed a demographic profile of primarily female teachers in the early middle-aged group, married, Roman Catholic, Master's degree holders, with substantial teaching experience, occupying the position of Teacher I, and earning an entry-level monthly income. Filipino work values received high ratings, emphasizing their significance in shaping professional attitudes. Teacher-respondents expressed a high level of job satisfaction. Significant differences in Filipino work values were identified, including intellectual achievement orientation, interpersonal values, managerial values, material values, occupational values, religious values, organizational values, and variety values, based on various demographic factors. Similarly, significant differences in job satisfaction were noted concerning job security and job responsibilities. The study established a significant relationship between Filipino work values and job satisfaction among elementary teacher-respondents. Recommendations include a thorough evaluation of work values by the Human Resource Management (HRM) Office before employee promotion. Future research should expand the scope to validate and generalize findings, contributing to a more comprehensive understanding of Filipino work values and job satisfaction among teachers.

Keywords: *Filipino Work Values, Job Satisfaction, Elementary Teachers, SDO Zambales*

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Introduction

Work plays a vital role in the lives of employees across various industries and professions. It is not just a means to earn a living, but a significant part of their identity and purpose. As individuals step into the workforce, they bring with them their unique set of work values, shaped by their upbringing, culture, and personal beliefs.

Job satisfaction, denoted as the emotional response individuals have to their work situations, encompasses a range of personal sentiments related to various aspects of their jobs (Spector, 1997). This all-encompassing concept involves factors such as the work environment, nature of work, compensation and benefits, opportunities for advancement, supervision, and relationships with co-workers, among other crucial elements (Moniarou-Papaconstantinou & Triantafyllou, 2015).

In defining an individual's professional life, work values constitute beliefs associated with positive outcomes or behaviors, such as high pay or positive interpersonal interactions (Ros, Schwartz, & Surkiss, 1999, as cited by Moniarou-Papaconstantinou & Triantafyllou, 2015). The theory of work values acts as a valuable conceptual framework for exploring the primary sources of professional satisfaction, revealing the perceived worth, significance, and desirability within the work context (Elizur, Borg, Hunt, & Beck, 1991; Knoop, 1991). Moreover, work values significantly contribute to molding individuals' choices and emotional responses (Locke, 1976). Additionally, values may emerge as more dependable and valid indicators of job satisfaction than considerations such as interests, abilities, and personalities (Rounds, 1990).

Recent research has highlighted a strong relationship between work values and job satisfaction. Work values encompass individuals' beliefs and attitudes regarding their jobs, encompassing their job's importance, rewards, and the satisfaction derived from it (Nystrom, 2020; Pryce, 2014). On the other hand, job satisfaction reflects an employee's positive affective reaction to their job as a consequence of comparing actual outcomes with intended results (Judge, Zhang, and Glerum, 2020). Studies have consistently shown that employees with

well-aligned work values are more likely to experience higher levels of job satisfaction (Kumar, 2019; Nohari, 2013; Froese & Xiao, 2012).

In the Philippines context, Filipino employees often exhibit their own set of work values that are deeply rooted in the country's cultural and societal norms (Par, 2021). Filipino work values are characterized by traits such as dedication, loyalty, adaptability, and a strong sense of responsibility towards their jobs. Filipino employees take pride in their work and often demonstrate a willingness to go the extra mile to achieve their professional goals and contribute to their organization's success. For many Filipinos, work is not solely a means of earning a living but is viewed as a source of personal fulfillment and a reflection of their identity and purpose. Family, community, and the value of collective effort are vital aspects of Filipino culture, which often translate into strong teamwork and cooperation among employees in the workplace.

According to the Basic Education Development Plan 2030 (DepEd, 2022) as of January 2021, the Department of Education boasts a staggering workforce of 965,660 regular teaching and non-teaching employees, solidifying its position as the largest bureaucracy within the Philippine Government. Filipino teachers stand as the primary instruments of DepEd, entrusted with the pivotal task of promoting and ensuring quality education across the Philippines. Their role encompasses executing instructional plans, imparting knowledge to students, and engaging in various school-related activities (DepEd Memorandum No. 291, 2008). Teachers fulfil unique roles in the educational system. They have specific work values they must abide by to effectively carry out their duties and responsibilities. The government provides them a variety of rewards and incentives, such as the opportunity to attend trainings, seminars, and workshops pertinent to their work, the chance to join rankings, ERF, and reclassification for promotion, and an annual salary increase based on the Salary Standardization Law. Through these efforts, teachers demonstrate their commitment to quality education, and their ongoing dedication is recognized and supported by the Department of Education and the government.

With these insights, the researcher tries to explore whether work values can enhance job satisfaction among elementary teachers. The study will utilize the Filipino Work Values Scale (FWVS), authored by Vicentita M. Cervera, Ed. D. (1988), to assess the work values of teachers. Additionally, job responsibilities, working environment, job security, and community linkages/attachments will be considered as factors affecting job satisfaction, based on the Minnesota Satisfaction Questionnaire (MSQ) authored by Weiss, Dawis, England, & Lofquist (1967). This study also aimed to illuminate how elementary teachers experience their work within the school organization and the impact it has on their lives.

Methods

Research Design

The study employed a descriptive research design to elucidate the characteristics of the population or phenomenon under investigation (McCombes, 2022). Additionally, a quantitative research design was utilized to explore potential connections between Filipino work values and job satisfaction among teachers. Furthermore, the study aimed to examine demographic factors that could be correlated with job satisfaction and work values."

Respondents and Location

The research study was specifically conducted among selected elementary school teachers in the Division of Zambales. A total of eight hundred sixty-three (863) elementary teachers were chosen as respondents for the study. The selected sample size was deemed appropriate to provide valuable insights into the relationship between Filipino work values and job satisfaction among this specific group of educational leaders. By focusing on this carefully chosen population, the study aimed to gain a comprehensive understanding of the work values and job satisfaction factors within the context of elementary education in the said division.

Instrument

The survey questionnaire served as the primary tool for data collection. An unstructured interview was conducted with the same

respondents to further enhance and validate the data and information gathered from the questionnaire.

In this research, the Filipino Work Values Scale (FWVS) authored by Cervera (1988) and the Minnesota Satisfaction Questionnaire (MSQ) authored by Weiss, Dawis, England, & Lofquist (1967) were adopted. The FWVS was found to be an effective tool for measuring Filipino work values, and the MSQ was an effective tool for measuring job satisfaction. Furthermore, the use of these questionnaires was done in accordance with ethical considerations.

The questionnaire for this research consisted of three (3) parts. The first part determined the demographic profiles of the elementary teacher respondents. The second part determined the level of work values of the respondents using the 80-item questionnaire adopted from Filipino Work Value Scale (FWVS). These Filipino work values included environmental, intellectual, familial, managerial, interpersonal, material, occupational, religious, organizational, and variety. Each subscale had a related subject of items, and the respondents indicated the importance of each item using the five-point Likert scale from (5) Very Important, (4) Important, (3) Moderately Important, (2) Unimportant, and (1) Very Unimportant. The third part determined the respondents' job satisfaction level using the 40-item questionnaire adopted from Minnesota Satisfaction Questionnaire (MSQ), a standardized instrument used to measure an employee's satisfaction with his or her job. In this part of the questionnaire, the job satisfaction level regarding job security, work environment, job responsibilities, and community attachments/linkages were used as factors. The respondents indicated their satisfaction using the five-point Likert scale from (4) Very satisfied, (3) Satisfied, (2) Fairly satisfied, and (1) Not Satisfied.

Data Collection

To ensure proper administration of the survey questionnaire, the researcher strictly followed standard procedures. Firstly, a formal letter requesting permission to collect data was sent to the Schools Division Superintendent of DepEd Division of Zambales. Once the request

was approved, the researcher drafted a letter addressed to the Public Schools District Supervisors for the conduct of the study in their respective school districts, and a separate letter addressed to the Principals/School Heads of the selected schools requesting their cooperation in the distribution and retrieval of the survey questionnaire. The researcher personally facilitated the distribution and collection of the survey questionnaire, taking great care to ensure accurate and complete responses were collected. The study was conducted during the 3rd Quarter of the school year 2022-2023. Prior to administering the survey questionnaire, the researcher thoroughly explained the objectives of the study to the respondents and allotted sufficient time for them to complete the research instrument. The respondents were also assured of strict confidentiality of their personal information.

Data Analysis

The statistical tools used for data analysis and interpretation were the Statistical Package for Social Sciences (SPSS) computer software and MS Excel. The following statistical methods were applied:

1. **Frequency Distribution:** Used to determine the frequency counts and percentage distribution of personal-related variables of the respondents.

Table 1. Distribution of Respondent's Sex

Sex	Frequency	Percentage
Male	119	13.80
Female	744	86.20
Total	863	100.00

Majority of the teacher-respondents with seven hundred forty-four (744) or 86.20% are female while only one hundred nineteen (119) or 13.80% are male.

The dominance of female teachers in the Schools Division of Zambales, over its male counterpart is claimed in this study.

The findings of the current study are substantiated by the assertion made by de Guzman, Orge, Borje, and Ganaden (2017). Their research revealed that within the context of

2. **Mean:** Utilized to measure the level of work values and job satisfaction based on various dimensions.
3. **Likert Scale:** Used to interpret the levels of work values and job satisfaction, with specific qualitative interpretations assigned to different point scales.
4. **Analysis of Variance (ANOVA):** Employed to test for significant differences in responses when respondents were grouped according to profile variables, such as work values and job satisfaction.
5. **Correlation Analysis:** Used to investigate the relationship between work values and job satisfaction, with the Pearson Product Moment Correlation Coefficient (Pearson r) as the statistical tool. The interpretation of results for correlation coefficient values was based on qualitative descriptions ranging from perfect positive or negative correlation to no correlation.

Result and Discussion

1. Profile of elementary teacher-respondents

1.1 Sex

Table 1 presents the frequency and percentage distribution of the elementary teacher-respondents' profile based on sex.

public elementary schools in Zambales, women constitute a substantial majority within the teaching workforce. This alignment between our study's results and their prior findings underscores the consistency and robustness of the observed trend.

1.2 Age

Table 2 presents the frequency and percentage distribution of the elementary teacher-respondents' profile based on age.

Table 2. Distribution of Respondent's Age

Age	Frequency	Percentage
58 - 62	43	5.00
53 - 57	66	7.60
48 - 52	127	14.70
43 - 47	147	17.00
38 - 42	125	14.50
33 - 37	124	14.40
28 - 32	129	14.90
23 - 27	102	11.80
Total	863	100.00
Mean = 40.48 or 40 years old		

In terms of age, the highest frequency is rated for teacher-respondents whose age ranged from 43-47 years old, with one hundred forty-seven (147) or 17.00%. This is followed by respondents whose age ranged from 28-32 years old, with one hundred twenty-nine (129) or 14.90%; one hundred twenty-seven (127) or 14.70% teacher-respondents are 48-52 years old; one hundred twenty-five (125) or 14.50% teacher-respondents are 38-42 years old; one hundred twenty-four (124) or 14.40% teacher-respondents are 33-37 years old; one hundred two (102) or 11.80% teacher-respondents are 23-27 years old; sixty-six (66) or 7.60% are 53-57 years old; and forty-three (43) or 5.00% are 58-62 years old.

The computed mean age of teacher-respondents was 40.48 or 40 years old. The findings signify that the respondents are in their early middle-aged. This age range calls for a time of reflection to their values, friendships, jobs and relationships.

Marcial (2017) highlighted in his study that young adult teachers normally are creative in finding ways and implement strategies to become effective in their teaching.

1.3 Civil Status

Table 3 presents the frequency and percentage distribution of the elementary teacher-respondents' profile based on civil status.

Table 3. Distribution of Respondent's Civil Status

Civil Status	Frequency	Percentage
Single	216	25.00
Married	621	72.00
Separated	6	0.70
Widow/Widower	20	2.30
Total	863	100.00

Out of eight hundred sixty-three (863) teacher-respondents, most with six hundred twenty-one (621) or 72.00% are married. This is followed by the frequency of single teacher-respondents, with two hundred sixteen (216) or 25.00%; twenty (20) or 2.30% are widow/widower; while only six (6) or 0.70% are separated.

Elementary school teachers should provide leadership and initiative to actively participate

in community movements for moral, social, educational, economic and civic betterment.

According to the study of Abarro (2018) that married female teachers should maintain family and work-life balance.

1.4 Religious Affiliation

Table 4 presents the frequency and percentage distribution of the elementary teacher-respondents' profile based on religious affiliation.

Table 4. Distribution of Respondent's Religious Affiliation

Religious Affiliation	Frequency	Percentage
Roman Catholic	617	71.50
Iglesia ni Cristo	62	7.20
Islam	2	0.20
Evangelical	27	3.10
Aglipayan	59	6.80
Protestant	11	1.30
Baptist	23	2.70
Pentecostal	5	0.60
Orthodox	1	0.10
Methodist	16	1.90
7th Day Adventist	5	0.60
Crusaders	3	0.30
Born Again	7	0.80
Church of God	19	2.20
Latter Day Saints	3	0.30
Church of Christ	1	0.10
Iglesia ng Dios	1	0.10
Jehovah's Witness	1	0.10
Total	863	100.00

The religious affiliation of the majority of the teacher-respondents is Roman Catholic, with six hundred seventeen (617) or 71.50%. This is followed by Iglesia ni Cristo (INC) with sixty-two (62) or 7.20%; fifty-nine (59) or 6.80% are Aglipayan; twenty-seven (27) or 3.10% are Eveangelical; twenty-three (23) or 2.70% are Baptist; nineteen (19) or 2.20% are Church of God; sixteen (16) or 1.90% are Methodist; eleven (11) or 1.30% are Protestant; seven (7) or 0.80% are Born Again; five (5) or 0.60% are Pentecostal and Seventh Day Adventist, respectively; three (3) or 0.30% are Latter Day Saints and Crusaders, respectively; two (2) or 0.20% are Islam; while only one (1) or 0.10% is Orthodox; Church of Christ; Iglesia ng Dios; and Jehovah's Witness, respectively.

Catholic teachers bear witness to Christ and Christian values in their lives and by personally supporting, evaluating, developing and disseminating the catholic philosophy.

Based on the study by Bual & Madrigal (2021), it can be concluded that Catholic teachers are supportive in their school environment, which is essential in maintaining a positive school climate and mobilizing teachers towards achieving shared goals.

1.5 Highest Educational Attainment

Table 5 presents the frequency and percentage distribution of the elementary teacher-respondents' profile based on highest educational attainment.

Table 5. Distribution of Respondent's Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
Doctoral degree	7	0.80
Master's degree with Doctorate units	30	3.50
Master's degree	188	21.80
Baccalaureate degree with Master's units	395	45.80
Baccalaureate degree	243	28.20
Total	863	100.00

Majority of the teacher-respondents earned units in Master's degree, with three hundred ninety-five (395) or 45.80%; two hundred forty-three (243) or 28.20% are Baccalaureate degree holders; one hundred eighty-eight (188) or 21.80% are Master's degree holders; thirty (30) or 3.50% earned Doctoral units; while only seven (7) or 0.80% are Doctoral degree holders.

Teachers enroll in Graduate School programs to get the tools they need to reach students and better engage and manage their classroom for their growth and development as

well as improve educational outcomes for their students.

The study conformed with the findings of Usop, Askandar, Langguyuan-Kadtong & Usop (2013) which revealed that teachers enroll in the graduate programs to continue upgrading their qualifications, become effective and a way for promotion.

1.6 Position/Designation

Table 6 presents the frequency and percentage distribution of the elementary teacher-respondents' profile based on position/designation.

Table 6. Distribution of Respondent's Position/Designation

Position/Designation	Frequency	Percentage
Master Teacher II	25	2.90
Master Teacher I	36	4.20
Teacher III	229	26.50
Teacher II	133	15.40
Teacher I	440	51.00
Total	863	100.00

The position/designation of majority of the respondents is Teacher I, with four hundred forty (440) or 51.00%; two hundred twenty-nine (229) or 26.50% are Teacher III; one hundred thirty-three (133) or 15.40% are Teacher II; thirty-six (36) or 4.20% are Master Teacher I; while only twenty-five (25) or 2.90% are Master Teacher II.

Teacher I is an entry level of teaching position in the Department of Education, this requires more trainings, experiences, and degree advancement for further promotion and ranking.

Tien & Blackburn (2016) stated that a system of faculty ranks serves as a hierarchical

structure for faculty members to pass through during their careers. In general, faculty performances on institutional criteria determine a faculty member's rank. Educational attainment, seniority, teaching, and service are some of the criteria. Some believe that the possibility of promotion has a motivating effect on faculty research behavior.

1.7 Number of Years in Position

Table 7 presents the frequency and percentage distribution of the elementary teacher-respondents' profile based on number of years in position.

Table 7. Distribution of Respondent's Number of Years in Position

Length of Service (Years)	Frequency	Percentage
36 - 40	17	2.00
31 - 35	23	2.70
26 - 30	75	8.70
21 - 25	100	11.60
16 - 20	91	10.50
11 - 15	141	16.30
6 - 10	214	24.80
0 - 5	202	23.40
Total	863	100.00
Mean = 13.32 or 13 years		

The length of service of majority of the teacher-respondents ranged from 6-10 years, with two hundred fourteen (214) or 24.80%; two hundred two (202) or 23.40% of the teacher-respondents whose length of service ranged from 0-5 year/s; one hundred forty-one (141) or 16.30% of the teacher-respondents whose length of service ranged from 11-15 years; one hundred (100) or 11.60% of the teacher-respondents whose length of service ranged from 21-25 years; ninety-one (91) or 10.50% of the teacher-respondents whose length of service ranged from 16-20 years; seventy-five (75) or 8.70% of the teacher-respondents whose length of service ranged from 26-30 years; while twenty-three (23) or 2.70% of the teacher-respondents whose length of service ranged from 31-35 years. The lowest frequency

on the length of service of teacher-respondents ranged from 36-40 years, with seventeen (17) or 2.00%.

The computed length of service of teacher-respondents was 13.32 or 13 years. The findings imply that the respondent earned enough experience in the teaching profession.

Interestingly, the findings of Tang & Chamberlain (2013) revealed that the length of service of teachers had a significant effect on faculty perceptions regarding research orientation and how rewards influence teaching, whereas rank and tenure did not.

1.8 Monthly Income

Table 8 presents the frequency and percentage distribution of the elementary teacher-respondents' profile based on monthly income.

Table 8. Distribution of Respondent's Monthly Income

Monthly Income	Frequency	Percentage
49,001.00 – 54,000.00	25	2.90
44,001.00 – 49,000.00	37	4.30
29,001.00 – 34,000.00	374	43.30
25,000.00 – 29,000.00	427	49.50
Total	863	100.00
Mean= Php 30,496.20		

Majority with four hundred twenty-seven (427) or 49.50% whose monthly income ranged from Php 25,000.00 – Php 29,000.00; three hundred seventy-four (374) or 43.30% whose monthly income ranged from Php 29,001.00 – 34,000.00; thirty-seven (37) or 4.30% whose monthly income ranged from Php 44,001.00 – Php 49,000.00; while only twenty-five (25) or 2.90% whose monthly income ranged from Php 49,001 – Php 54,000.00

The computed mean monthly income of teacher-respondents was Php 30,496.20 which signifies that they are receiving entry level monthly income of teachers.

The study of Comighud & Arevalo (2021) found out that the monthly income of teachers plays a significant factor in driving their motivation to become effective.

2. Summary: Level of Work Values of Elementary Teacher-respondents in terms of Filipino Work Values Scale (FWVS)

Table 9 shows summary on the level of work values of elementary teacher-respondents in terms of Filipino Work Values Scale (FWVS).

Table 9. Summary on the Level of Work Values of Elementary teacher-respondents in terms of Filipino Work Values Scale (FWVS)

Dimensions	Elementary Teacher-respondents		
	OWM	DE	Rank
1 Environmental Work Values	4.76	VI	1
2 Intellectual Achievement Orientation	4.67	VI	4
3 Familial Work Values	4.35	VI	10

Dimensions	Elementary Teacher-respondents		
	OWM	DE	Rank
4 Inter-Personal Work Values	4.67	VI	4
5 Managerial Work Values	4.54	VI	8
6 Material Work Values	4.66	VI	6
7 Occupational Work Values	4.67	VI	4
8 Religious Work Values	4.58	VI	7
9 Organizational Work Values	4.68	VI	2
10 Variety Work Values	4.48	VI	9
Grand Mean	4.67	VI	

The data revealed that teacher-respondents rated Filipino Work Values Scales (FWVS) as very important important as to environmental work values, as manifested with the highest overall weighted mean of 4.76 (rank 1). This is followed by organizational work values, with an overall weighted mean of 4.68 (rank 2); intellectual achievement orientation, inter-personal work values and occupational work values, with an overall weighted mean of 4.72 (tied at rank 4); material work values, with an overall weighted mean of 4.66 (rank 6); religious work values, with an overall weighted mean of 4.58 (rank 7); managerial work values, with an overall weighted mean of 4.54 (rank 8); variety work values, with an overall weighted mean of 4.48 (rank 9); while familial work values, had the lowest overall weighted mean of 4.35 (rank 10).

Overall, elementary teachers-respondents rated their work values as very important manifested on the computed grand mean of 4.61. The overall result implies that the respondents highly value their work. These work values play a pivotal role in shaping the teachers' approach to their roles within the school system. Work values serve as guiding principles that help

teachers distinguish between appropriate and inappropriate ways of conducting their work, and they play a vital role in influencing crucial decisions and career trajectories. Teachers with strong work ethics are known for their dedication, as they approach their responsibilities with utmost seriousness and go the extra mile to exceed the expected standards. Their passion for their profession drives them to complete tasks efficiently and to the best of their abilities.

Indeed, as Castrillon (2020) suggests, aligning one's value system with their job can significantly contribute to overall happiness and job satisfaction. This principle holds true for elementary teachers as well. The earlier discussion on teachers' work values underscores the importance of these values in shaping their approach to their profession within the school system.

3. Summary: Level of Job Satisfaction of Elementary Teacher-respondents.

Table 10 shows summary on the level of job satisfaction of elementary school head-respondents.

Table 10. Summary on the Level of Job Satisfaction of Elementary Teacher-Respondents

Dimensions	Elementary Teacher-respondents		
	OWM	DE	Rank
1 Job Security	3.15	VS	4
2 Work Environment	3.47	VS	1.5
3 Job Responsibilities	3.40	VS	3
4 Community Linkages/Attachments	3.47	VS	1.5
Grand Mean	3.37	VS	

It can be noted that the teacher-respondents were very satisfied on their job in terms of work environment and community

linkages/attachments, manifested on the highest overall weighted mean of 3.47 (tied at rank 1.5); job responsibilities, with an overall

weighted mean of 3.40 (rank 3); and satisfied in terms of job security, had the lowest overall weighted mean of 3.15 (rank 4).

Overall, the elementary teacher-respondents were very satisfied in their job, manifested on the computed grand mean of 3.37. This level of job satisfaction indicates that they find their work rewarding, are content with their interactions with colleagues, and perceive the organizational policies as conducive to their well-being. Additionally, they likely perceive their work as positively influencing their personal lives, which is an important dimension of job satisfaction.

As per Demirtas (2010), emphasizing the job satisfaction of teachers carries benefits not

only for the teachers themselves but also for the quality of education and the success of students. By placing a strong focus on the well-being of educators and fostering a positive work environment, schools have the potential to enhance the overall educational experience for all stakeholders involved.

4. Test of Difference on Filipino Work Values of Elementary Teacher-respondents when Grouped According to Profile

4.1 Environmental Work Values

Table 11 shows the analysis of variance to test difference on Filipino work values of elementary teachers as to environmental work values when grouped according to profile.

Table 11. Analysis of Variance to test difference on Filipino Work Values of Elementary Teachers as to Environmental Work Values when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.410	1	0.410	2.823	0.093	Do Not Reject Ho (Not Significant)
	Within Groups	124.978	861	0.145			
	Total	125.388	862				
Age	Between Groups	1.238	7	0.177	1.218	0.290	Do Not Reject Ho (Not Significant)
	Within Groups	124.150	855	0.145			
	Total	125.388	862				
Civil Status	Between Groups	0.288	3	0.096	0.660	0.577	Do Not Reject Ho (Not Significant)
	Within Groups	125.100	859	0.146			
	Total	125.388	862				
Religious Affiliation	Between Groups	3.429	17	0.202	1.398	0.130	Do Not Reject Ho (Not Significant)
	Within Groups	121.959	845	0.144			
	Total	125.388	862				
Highest Educational Attainment	Between Groups	1.345	4	0.336	2.326	0.055	Do Not Reject Ho (Not Significant)
	Within Groups	124.043	858	0.145			
	Total	125.388	862				
Position/Designation	Between Groups	1.149	4	0.287	1.984	0.095	Do Not Reject Ho (Not Significant)
	Within Groups	124.239	858	0.145			
	Total	125.388	862				
No. of Years in the Position	Between Groups	0.793	7	0.113	0.777	0.607	Do Not Reject Ho (Not Significant)
	Within Groups	124.595	855	0.146			
	Total	125.388	862				
Monthly Income	Between Groups	1.135	3	0.378	2.616	0.056	Do Not Reject Ho (Not Significant)
	Within Groups	124.253	859	0.145			
	Total	125.388	862				

The computed P-value for sex (0.093), age (0.290), civil status (0.577), religious affiliation (0.130), highest educational attainment (0.055), position/designation (0.095), length of

service (0.607) and monthly income (0.056) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant

difference on Filipino work values of teachers as to environmental work values when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, position/designation, length of service and monthly income.

The result implies that there was no substantial statistically detected difference on the Filipino work values of teachers as to environmental work values in terms of sex, age, civil status, religious affiliation, highest educational attainment, position/designation, length of service and monthly income. Environmental work values, as defined by Del Castillo, Fresco, Mata, Ramos, and Untalan (2022), encompass a broad spectrum of factors related to the physical work environment. This includes considerations such as the comfort of the workspace, its proximity to one's home, cleanliness, and temperature control. Moreover, these values ex-

tend to a deep commitment to protecting nature and natural resources and ensuring healthy and safe working conditions for employees. The emphasis on environmental work values within the teaching profession holds significant implications. It highlights the importance of organizations, including educational institutions, in creating and sustaining work environments that align with these values. A clean, comfortable, and environmentally friendly workplace is not only conducive to teacher satisfaction but can also enhance overall productivity and well-being.

4.2 Intellectual Achievement Orientation

Table 12 shows the analysis of variance to test difference on Filipino work values of elementary teachers as to intellectual achievement orientation when grouped according to profile.

Table 12. Analysis of Variance to test difference on Filipino Work Values of Elementary teachers as to Intellectual Achievement Orientation when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.011	1	0.011	0.060	0.806	Do Not Reject Ho (Not Significant)
	Within Groups	154.296	861	0.179			
	Total	154.306	862				
Age	Between Groups	5.722	7	0.817	4.704	0.000	Ho is Rejected (Significant)
	Within Groups	148.584	855	0.174			
	Total	154.306	862				
Civil Status	Between Groups	0.763	3	0.254	1.423	0.235	Do Not Reject Ho (Not Significant)
	Within Groups	153.543	859	0.179			
	Total	154.306	862				
Religious Affiliation	Between Groups	3.790	17	0.223	1.252	0.218	Do Not Reject Ho (Not Significant)
	Within Groups	150.517	845	0.178			
	Total	154.306	862				
Highest Educational Attainment	Between Groups	2.435	4	0.609	3.439	0.008	Ho is Rejected (Significant)
	Within Groups	151.871	858	0.177			
	Total	154.306	862				
Position/Designation	Between Groups	0.969	4	0.242	1.355	0.248	Do Not Reject Ho (Not Significant)
	Within Groups	153.338	858	0.179			
	Total	154.306	862				
No. of Years in the Position	Between Groups	1.507	7	0.215	1.204	0.298	Do Not Reject Ho (Not Significant)
	Within Groups	152.800	855	0.179			
	Total	154.306	862				
Monthly Income	Between Groups	0.663	3	0.221	1.236	0.296	Do Not Reject Ho (Not Significant)
	Within Groups	153.643	859	0.179			
	Total	154.306	862				

The computed P-value for sex (0.806), civil status (0.235), religious affiliation (0.218), position/designation (0.248), length of service (0.298) and monthly income (0.296) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on Filipino work values of teachers as to intellectual achievement orientation when grouped according to sex, civil status, religious affiliation, position/designation, length of service and monthly income.

On the other hand, the P-value for age (0.000) and highest educational attainment (0.008) were lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on Filipino work values of teachers as to intellectual achievement orientation when grouped according to age and highest educational attainment.

The result implies that the Filipino work values of teachers as to intellectual

achievement orientation differs according to age and highest educational attainment; while no substantial statistically detected difference in terms of sex, civil status, religious affiliation, position/designation, length of service and monthly income.

Intellectual achievement orientation, as defined by Del Castillo et al. (2022), encompasses essential organizational components that encourage autonomy in decision-making, result ownership, and a profound sense of accomplishment. This concept underscores the significance of cognitive advancement, skill enhancement, and intellectual pursuits within the workplace. It offers crucial insights into the work values of teachers, particularly in the context of intellectual achievement orientation.

Figure 1 presents post hoc using Scheffe test and means plot in determining where the difference lies on filipino work values of teachers as to intellectual achievement orientation when grouped according to age.

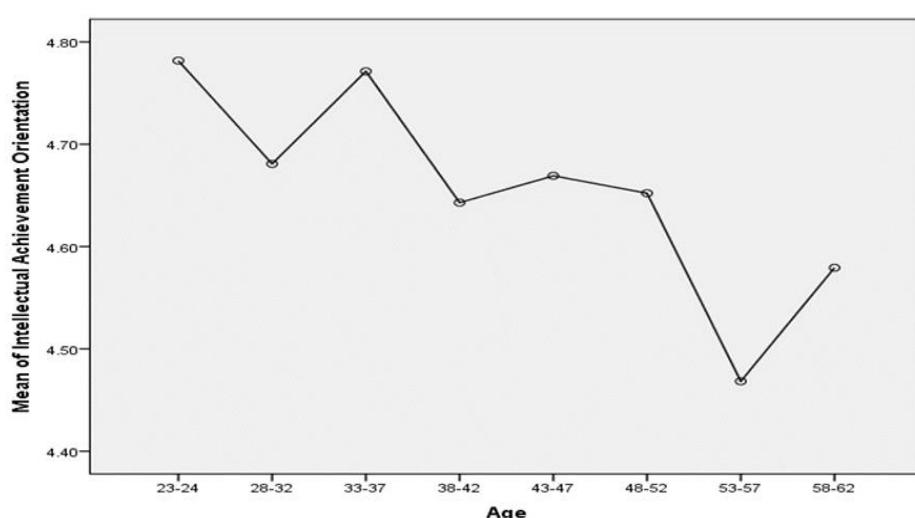


Figure 1. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of Teachers as to Intellectual Achievement Orientation when Grouped According to Age

The figure clearly illustrates the means plot that the difference lies between respondents whose age ranged from 23-24 years old and 53-57 years old, as manifested on the highest and lowest mean values of age profile variable. This means that there is a statistically significant difference in the Filipino work values of teachers

as to intellectual achievement orientation between those who are in their early twenties and those who are in their mid-fifties. This finding suggests that age may have an influence on the way teachers perceive the importance of intellectual achievement in their work.

According to Gajewski and Falkenstein (2011), their study examined the neurocognitive functioning of individuals in middle and older age within working environments. They focused specifically on fluid cognitive functions, which are essential for various types of occupations. The research highlighted that the efficiency of these functions can vary significantly between individuals, influenced by genetic and environmental factors throughout their life history. The findings of Gajewski and Falkenstein's study support the notion that age-related changes in cognitive functioning, including fluid cognitive functions, can be influenced by the working environment. This information can be used to support the idea that age

may affect the intellectual achievement orientation of employees, as cognitive abilities and engagement with intellectually challenging tasks can be impacted by age-related factors. Implementing interventions that promote cognitive health and create intellectually stimulating work environments can help mitigate age-related cognitive declines and foster a positive intellectual achievement orientation among employees.

Figure 2 presents post hoc using Scheffe test and means plot in determining where the difference lies on Filipino work values of teachers as to intellectual achievement orientation when grouped according to highest educational attainment.

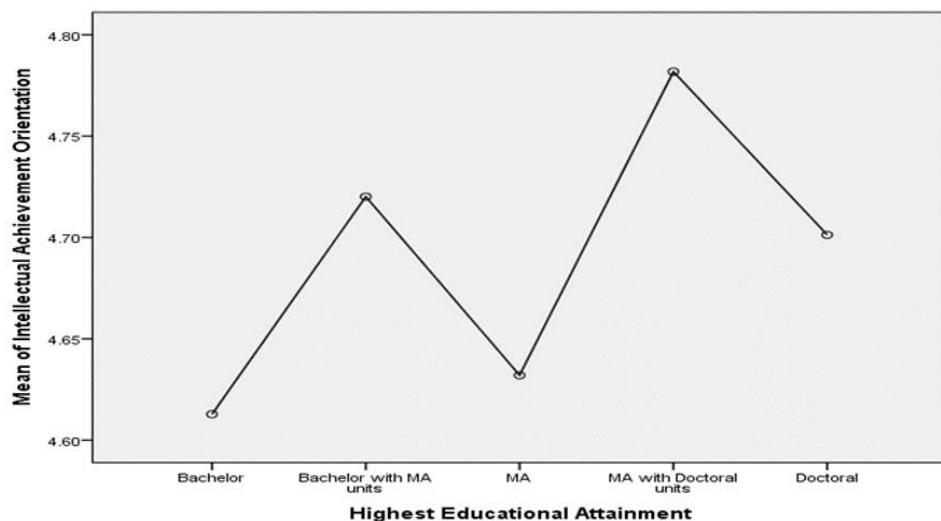


Figure 2. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of Teachers as to Intellectual Achievement Orientation when Grouped According to Highest Educational Attainment

The figure clearly illustrates the means plot that the difference lies between MA with Doctoral units respondents and Bachelor degree holders, as manifested on the highest and lowest mean values of highest educational attainment profile variable. This means that there is a significant difference in the Filipino work values of teachers with respect to intellectual achievement orientation between those who hold a Master's degree with doctoral units and those who only hold a Bachelor's degree. The means plot suggests that the former group has a higher value for intellectual achievement orientation compared to the latter.

According to Liu (2021a), higher educational qualifications serve as indicators of a teacher's enhanced human capital development, innate ability, academic motivation, and cognitive skills development. These factors can contribute to more effective instructional practices, greater efficiency in classroom management, and increased creativity in promoting learning. Applying Liu's study to the current findings, it further reinforces the idea that the highest educational attainment significantly influences the Intellectual Achievement Orientation of teachers. Teachers with higher educational qualifications are more inclined to value

intellectual growth, demonstrate effective instructional practices, and exhibit higher levels of creativity in promoting learning. This finding aligns with the notion that educational attainment acts as a catalyst for the development of a teacher's intellectual orientation and their ability to foster intellectual achievement among students.

Table 13. Analysis of Variance to test difference on Filipino Work Values of Elementary Teachers as to Familial Work Values when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.605	1	0.605	1.290	0.256	Do Not Reject Ho (Not Significant)
	Within Groups	403.591	861	0.469			
	Total	404.196	862				
Age	Between Groups	2.306	7	0.329	0.701	0.671	Do Not Reject Ho (Not Significant)
	Within Groups	401.889	855	0.470			
	Total	404.196	862				
Civil Status	Between Groups	1.166	3	0.389	0.829	0.478	Do Not Reject Ho (Not Significant)
	Within Groups	403.029	859	0.469			
	Total	404.196	862				
Religious Affiliation	Between Groups	10.182	17	0.599	1.285	0.195	Do Not Reject Ho (Not Significant)
	Within Groups	394.013	845	0.466			
	Total	404.196	862				
Highest Educational Attainment	Between Groups	3.601	4	0.900	1.928	0.104	Do Not Reject Ho (Not Significant)
	Within Groups	400.595	858	0.467			
	Total	404.196	862				
Position/Designation	Between Groups	2.873	4	0.718	1.536	0.190	Do Not Reject Ho (Not Significant)
	Within Groups	401.323	858	0.468			
	Total	404.196	862				
No. of Years in the Position	Between Groups	5.721	7	0.817	1.753	0.093	Do Not Reject Ho (Not Significant)
	Within Groups	398.475	855	0.466			
	Total	404.196	862				
Monthly Income	Between Groups	2.134	3	0.711	1.520	0.208	Do Not Reject Ho (Not Significant)
	Within Groups	402.062	859	0.468			
	Total	404.196	862				

The computed P-value for sex (0.256), age (0.671), civil status (0.478), religious affiliation (0.195), highest educational attainment (0.104), position/designation (0.190), length of service (0.093) and monthly income (0.208) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on Filipino work values of teachers as to familial work values when grouped according to sex, age, civil status, religious affiliation,

4.3 Familial Work Values

Table 13 shows the analysis of variance to test difference on Filipino work values of elementary teachers as to familial work values when grouped according to profile.

highest educational attainment, position/designation, length of service and monthly income.

The result implies that there was no substantial statistically detected difference on the Filipino work values of teachers as to familial work values in terms of sex, age, civil status, religious affiliation, highest educational attainment, position/designation, length of service and monthly income.

Familial work values, as defined by Del Castillo et al. (2022), encompass a range of

working circumstances that enable employees to foster and maintain strong connections with their families. These circumstances promote unity, closeness, and loyalty within the family unit. For Filipino employees, including teachers, this work value emphasizes the significance of prioritizing their families and understanding the vital role of nurturing family

bonds while achieving a healthy work-life balance.

4.4 Inter-Personal Work Values

Table 14 shows the analysis of variance to test difference on Filipino work values of elementary teachers as to inter-personal work values when grouped according to profile.

Table 14. Analysis of Variance to test difference on Filipino Work Values of Elementary Teachers as to Inter-Personal Work Values when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.708	1	0.708	3.836	0.049	Ho is Rejected (Significant)
	Within Groups	158.738	861	0.185			
	Total	159.446	862				
Age	Between Groups	3.539	7	0.506	2.769	0.008	Ho is Rejected (Significant)
	Within Groups	155.907	855	0.183			
	Total	159.446	862				
Civil Status	Between Groups	2.697	3	0.899	4.921	0.002	Ho is Rejected (Significant)
	Within Groups	156.749	859	0.183			
	Total	159.446	862				
Religious Affiliation	Between Groups	5.125	17	0.301	1.649	0.057	Do Not Reject Ho (Not Significant)
	Within Groups	154.321	845	0.183			
	Total	159.446	862				
Highest Educational Attainment	Between Groups	1.392	4	0.348	1.887	0.111	Do Not Reject Ho (Not Significant)
	Within Groups	158.054	858	0.184			
	Total	159.446	862				
Position/Designation	Between Groups	1.602	4	0.401	2.175	0.070	Do Not Reject Ho (Not Significant)
	Within Groups	157.844	858	0.184			
	Total	159.446	862				
No. of Years in the Position	Between Groups	2.068	7	0.295	1.603	0.131	Do Not Reject Ho (Not Significant)
	Within Groups	157.378	855	0.184			
	Total	159.446	862				
Monthly Income	Between Groups	0.782	3	0.261	1.410	0.238	Do Not Reject Ho (Not Significant)
	Within Groups	158.664	859	0.185			
	Total	159.446	862				

The computed P-value for religious affiliation (0.057), highest educational attainment (0.111), position/designation (0.070), length of service (0.131) and monthly income (0.238) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on Filipino work values of teachers as to inter-personal work values when grouped according to religious affiliation, highest educational attainment, position/designation, length of service and monthly income.

On the other hand, the P-value for sex (0.049), age (0.008) and civil status (0.002) were lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on Filipino work values of teachers as to inter-personal work values when grouped according to sex, age and civil status.

The result implies that the Filipino work values of teachers as to inter-personal work values differs according to sex, age and civil status; while no substantial statistically detected

difference in terms of religious affiliation, highest educational attainment, position/designation, length of service and monthly income. Interpersonal work values, as defined by Del Castillo et al. (2022), promote camaraderie, loyalty, and friendships among co-workers. This highlights the importance of social relationships in the workplace, including effective communication, teamwork, and customer service. Recognizing the significance of these values

among teachers can help educational institutions prioritize communication skills, teamwork, and a positive work culture. This, in turn, fosters job satisfaction, collaboration, and overall organizational success.

Figure 3 illustrates post hoc using Scheffe test and means plot in determining where the difference lies on Filipino work values of teachers as to inter-personal work values when grouped according to sex.

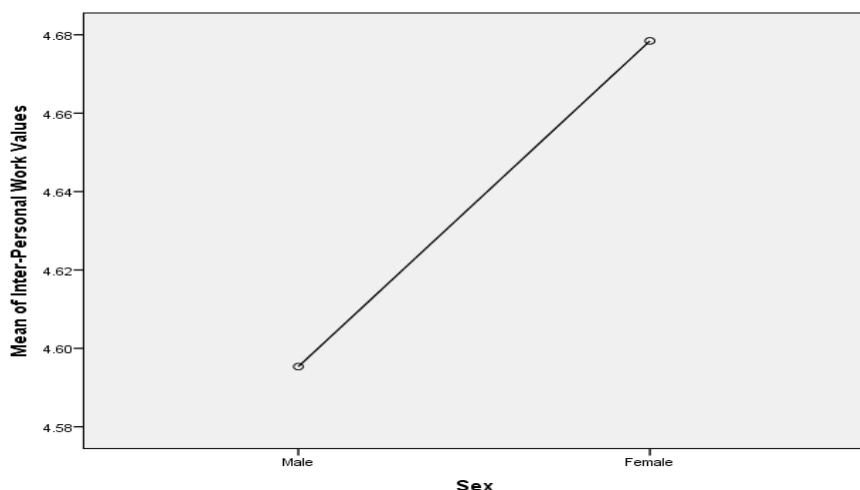


Figure 3. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of Teachers as to Inter-Personal Work Values when Grouped According to Sex

The figure clearly illustrates the means plot that the difference lies between female and male respondents, as manifested on the highest and lowest mean values of sex profile variable. This means that the difference in the Filipino work values of teachers as to inter-personal work values can be attributed to their sex, with female teachers exhibiting higher inter-personal work values than male teachers.

The findings of the study provide substantial evidence that sex significantly influences the Inter-Personal Work Values of teachers. This result is in line with previous research highlighting gender differences in social skills and interpersonal functioning. Numerous studies consistently demonstrate that women tend to exhibit higher scores on social skills tests, display greater proficiency in establishing

interpersonal relationships, and prioritize the quality of their interactions (Salavera, Usán, & Teruel, 2019). These findings emphasize the significance of considering gender as a crucial factor in understanding and fostering positive interpersonal work values among teachers. By recognizing and leveraging these gender-related differences, educational institutions can create an inclusive and supportive environment that enhances both the professional performance and subjective well-being of teachers and students alike.

Figure 4 presents post hoc using Scheffe test and means plot in determining where the difference lies on Filipino work values of teachers as to inter-personal work values when grouped according to age.

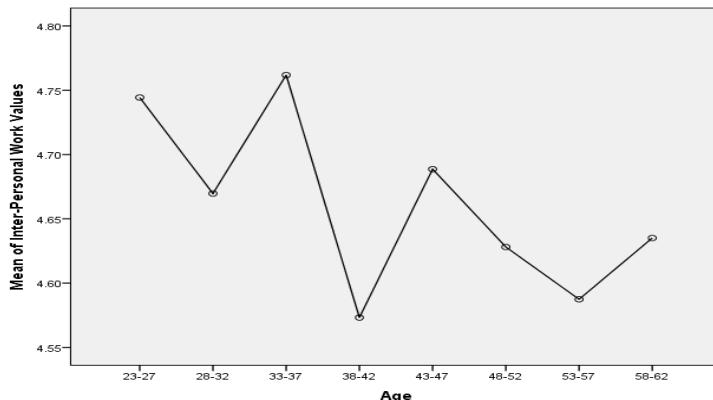


Figure 4. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of Teachers as to Inter-Personal Work Values when Grouped According to Age

The figure clearly illustrates the means plot that the difference lies between respondents whose age ranged from 33-37 years old and 38-42 years old, as manifested on the highest and lowest mean values of age profile variable. This means that there is a significant difference in the inter-personal work values of teachers between these two age groups. It suggests that teachers in their early 30s to mid-40s may prioritize different inter-personal work values compared to their younger or older counterparts.

This finding is consistent with the research conducted by Quarmyne (2018), which suggests that age can have a notable impact on interpersonal relationships within work settings. Quarmyne (2018) investigated the influence of age on interpersonal relationships and found that while age was not identified as a major determinant, it did exert an influence to some

degree. The study observed that individuals who interacted with older co-workers tended to demonstrate respect and politeness towards them. This finding highlights the potential role of age in shaping interpersonal dynamics and social interactions in the workplace. By considering the findings of Quarmyne (2018) alongside our own results, it becomes apparent that age plays a significant role in shaping Inter-Personal Work Values among teachers. The diverse perspectives, experiences, and communication styles associated with different age groups may contribute to variations in how individuals prioritize and value interpersonal interactions in their work.

Figure 5 presents post hoc using Scheffe test and means plot in determining where the difference lies on Filipino work values of teachers as to inter-personal work values when grouped according to civil status.

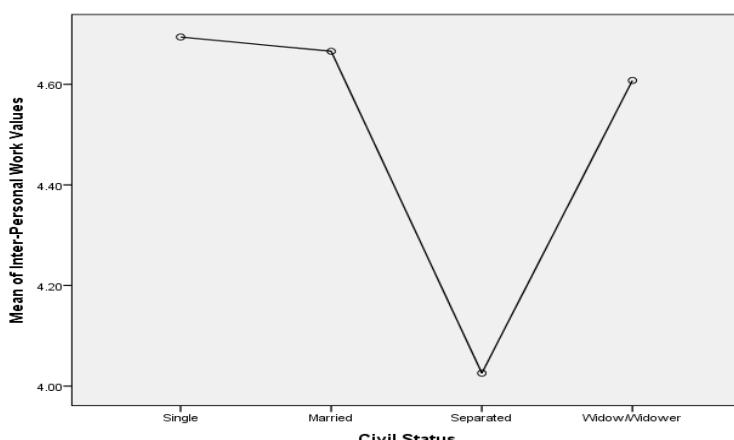


Figure 5. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of Teachers as to Inter-Personal Work Values when Grouped According to Civil Status

The figure clearly illustrates the means plot that the difference lies between single and separated respondents, as manifested on the highest and lowest mean values of civil status profile variable. This means that there is a significant difference in the inter-personal work values of Filipino teachers between those who are single and those who are separated. The means plot suggests that the single respondents have a higher mean value for inter-personal work values compared to the separated respondents. This implies that marital status could be a factor that affects the inter-personal work values of Filipino teachers.

In support of the findings from the post hoc analysis, Ayap and Macalalad (2016) conducted a study on Filipino seafarers and found that various demographic factors, including age, civil status, length of service, monthly income, and educational attainment, were moderately related to respondents' work values. Specifically, the data presented indicated a sig-

nificant difference in interpersonal work values based on these profile variables. The study emphasized that individuals, depending on their profile, make a point to live and work in harmony with others and consider working in unity as more important. Drawing from the insights of Ayap and Macalalad's research, which explored the relationship between work values and job satisfaction among seafarers, we can infer that civil status, as a demographic factor, can influence the interpersonal work values of teachers. This suggests that teachers with different civil statuses may approach interpersonal relationships and teamwork in diverse ways, highlighting the significance of civil status in shaping their work values.

4.5 Managerial Work Values

Table 15 shows the analysis of variance to test difference on Filipino work values of elementary teachers as to managerial work values when grouped according to profile.

Table 15. Analysis of Variance to test difference on Filipino Work Values of School Heads as to Managerial Work Values when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.116	1	0.116	0.464	0.496	Do Not Reject Ho (Not Significant)
	Within Groups	213.965	861	0.251			
	Total	214.081	862				
Age	Between Groups	4.693	7	0.670	2.715	0.009	Ho is Rejected (Significant)
	Within Groups	209.389	855	0.247			
	Total	214.081	862				
Civil Status	Between Groups	0.180	3	0.060	0.239	0.869	Do Not Reject Ho (Not Significant)
	Within Groups	213.901	859	0.251			
	Total	214.081	862				
Religious Affiliation	Between Groups	6.849	17	0.403	1.629	0.051	Do Not Reject Ho (Not Significant)
	Within Groups	207.232	845	0.247			
	Total	214.081	862				
Highest Educational Attainment	Between Groups	2.105	4	0.526	2.113	0.077	Do Not Reject Ho (Not Significant)
	Within Groups	211.976	858	0.249			
	Total	214.081	862				
Position/Designation	Between Groups	4.466	4	1.116	4.533	0.001	Ho is Rejected (Significant)
	Within Groups	209.615	858	0.246			
	Total	214.081	862				
No. of Years in the Position	Between Groups	2.146	7	0.307	1.227	0.285	Do Not Reject Ho (Not Significant)
	Within Groups	211.936	855	0.250			
	Total	214.081	862				
Monthly Income	Between Groups	1.917	3	0.639	2.566	0.053	Do Not Reject Ho (Not Significant)
	Within Groups	212.164	859	0.249			
	Total	214.081	862				

The computed P-value for sex (0.496), civil status (0.869), religious affiliation (0.051), highest educational attainment (0.077), length of service (0.285) and monthly income (0.053) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on Filipino work values of teachers as to managerial work values when grouped according to sex, civil status, religious affiliation, highest educational attainment, length of service and monthly income.

On the other hand, the P-value for age (0.009) and position/designation (0.001) were lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on Filipino work values of teachers as to managerial work values when grouped according to age and position/designation.

The result implies that the Filipino work values of teachers as to managerial work values differs according to age and position/designation; while no substantial statistically detected difference in terms of sex, civil status, religious affiliation, highest educational attainment,

length of service and monthly income. Managerial work values, as outlined by Del Castillo et al. (2022), encompass a range of working conditions that revolve around the effective management of people and resources to attain organizational objectives. This work value underscores the significance of proficient leadership, well-defined policies and procedures, and other managerial practices within the workplace. When considering the teaching profession, these managerial work values hold particular relevance.

Teachers, often acting as educational leaders in their classrooms, benefit from an environment that prioritizes effective leadership and structured policies. These elements facilitate classroom management, curriculum planning, and the overall execution of teaching responsibilities. Furthermore, they contribute to a well-organized and efficient educational environment.

Figure 6 presents post hoc using Scheffe test and means plot in determining where the difference lies on filipino work values of teachers as to managerial work values when grouped according to age.

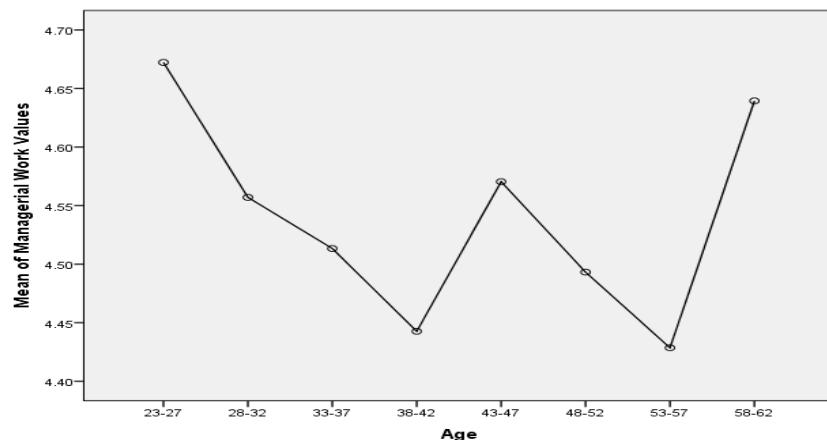


Figure 6. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of Teachers as to Managerial Work Values when Grouped According to Age

The figure clearly illustrates the means plot that the difference lies between respondents whose age ranged from 23-27 years old and 53-57 years old, as manifested on the highest and lowest mean values of age profile variable. This means that there is a significant difference in the managerial work values of Filipino teachers

between the youngest and oldest age groups in the study. Teachers who are 23-27 years old and those who are 53-57 years old have different perspectives and attitudes towards managerial work values. The exact nature of these differences would require further analysis, but

it is clear that age is a significant factor in influencing how teachers approach their managerial responsibilities.

The findings from Ayap and Macalalad's study (2016) on work values among seafarers provide support for the significant impact of age on Managerial Work Values observed in the post hoc analysis. According to their research, age was identified as a highly significant factor influencing work values in terms of managerial

aspects. This suggests that age plays a crucial role in shaping individuals' perspectives and preferences regarding coordination, resource management, and goal achievement within work organizations.

Figure 7 presents post hoc using Scheffe test and means plot in determining where the difference lies on Filipino work values of teachers as to managerial work values when grouped according to designation.

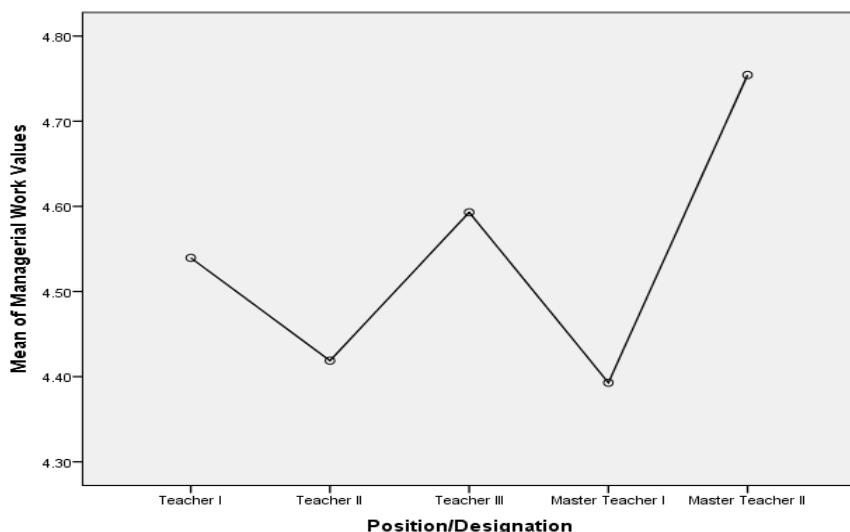


Figure 7. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of Teachers as to Managerial Work Values when Grouped According to Designation

The figure clearly illustrates the means plot that the difference lies between Master Teacher II and Master Teacher I, as manifested on the highest and lowest mean values of position/designation profile variable. This means that there is a significant difference in the managerial work values of Filipino teachers between Master Teacher II and Master Teacher I. The Master Teacher II respondents have higher mean values for managerial work values compared to the Master Teacher I respondents. However, it is important to note that further research is needed to determine the underlying factors contributing to this difference, such as differences in job responsibilities or opportunities for professional development.

The works of Raundonyte, Chimier and Tournier (2018) and Crehan (2016) emphasize the significance of providing teachers with

diverse career options, including both horizontal mobility through senior teaching positions and traditional vertical mobility that leads to leadership and management roles. These options offer teachers greater self-determination and the opportunity for advancement. Moreover, Martin (2018) and Tournier et al. (2019) propose that promotions to managerial positions should be accompanied by incentives such as salary increases and additional responsibilities. These incentives can serve as motivational factors for teachers to pursue and excel in managerial roles. By recognizing the value of these incentives, it becomes evident that Designation holds a substantial influence on the Managerial Work Values of teachers. By recognizing the value of designation in terms of managerial work values, it becomes clear that the role and responsibilities associated with

managerial positions can significantly influence teachers' perceptions, attitudes, and behaviors related to their work.

4.6 Material Work Values

Table 16 shows the analysis of variance to test difference on Filipino work values of elementary teachers as to material work values when grouped according to profile.

Table 16. Analysis of Variance to test difference on Filipino Work Values of Elementary Teachers as to Material Work Values when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.000	1	0.000	0.001	0.980	Do Not Reject Ho (Not Significant)
	Within Groups	195.099	861	0.227			
	Total	195.099	862				
Age	Between Groups	2.639	7	0.377	1.675	0.112	Do Not Reject Ho (Not Significant)
	Within Groups	192.460	855	0.225			
	Total	195.099	862				
Civil Status	Between Groups	0.498	3	0.166	0.732	0.533	Do Not Reject Ho (Not Significant)
	Within Groups	194.601	859	0.227			
	Total	195.099	862				
Religious Affiliation	Between Groups	4.651	17	0.274	1.214	0.246	Do Not Reject Ho (Not Significant)
	Within Groups	190.448	845	0.225			
	Total	195.099	862				
Highest Educational Attainment	Between Groups	2.316	4	0.579	2.576	0.036	Ho is Rejected (Significant)
	Within Groups	192.783	858	0.225			
	Total	195.099	862				
Position/ Designation	Between Groups	1.658	4	0.415	1.839	0.119	Do Not Reject Ho (Not Significant)
	Within Groups	193.441	858	0.225			
	Total	195.099	862				
No. of Years in the Position	Between Groups	2.303	7	0.329	1.459	0.179	Do Not Reject Ho (Not Significant)
	Within Groups	192.797	855	0.225			
	Total	195.099	862				
Monthly Income	Between Groups	1.780	3	0.593	2.636	0.049	Ho is Rejected (Significant)
	Within Groups	193.319	859	0.225			
	Total	195.099	862				

The computed P-value for sex (0.980), age (0.112), civil status (0.533), religious affiliation (0.246), position/designation (0.119) and length of service (0.179) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on Filipino work values of teachers as to material work values when grouped according to sex, age, civil status, religious affiliation, position/designation and length of service.

On the other hand, the P-value for highest educational attainment (0.036) and monthly income (0.049) were lower than (<) 0.05 Alpha

Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on Filipino work values of teachers as to material work values when grouped according to highest educational attainment and monthly income.

The result implies that the Filipino work values of teachers as to material work values differs according to highest educational attainment and monthly income; while no substantial statistically detected difference in terms of sex, age, civil status, religious affiliation, position/designation and length of service. Material work values, as defined by Del Castillo et al.

(2022), encompass work conditions that encompass job security, competitive compensation, attractive benefits, and the attainment of prestige. These values underscore the importance of financial stability and success, serving as motivational factors for employees to strive for productivity, performance bonuses, and career advancements. When it comes to teachers, understanding the relevance of material work values holds significant insights.

For teachers, who play a vital role in the education system, the recognition of these

material work values is crucial. Job security, fair compensation, attractive benefits, and the pursuit of professional prestige can significantly impact their job satisfaction and motivation. It can also influence their dedication to delivering quality education to their students.

Figure 8 presents post hoc using Scheffe test and means plot in determining where the difference lies on Filipino work values of teachers as to material work values when grouped according to highest educational attainment.

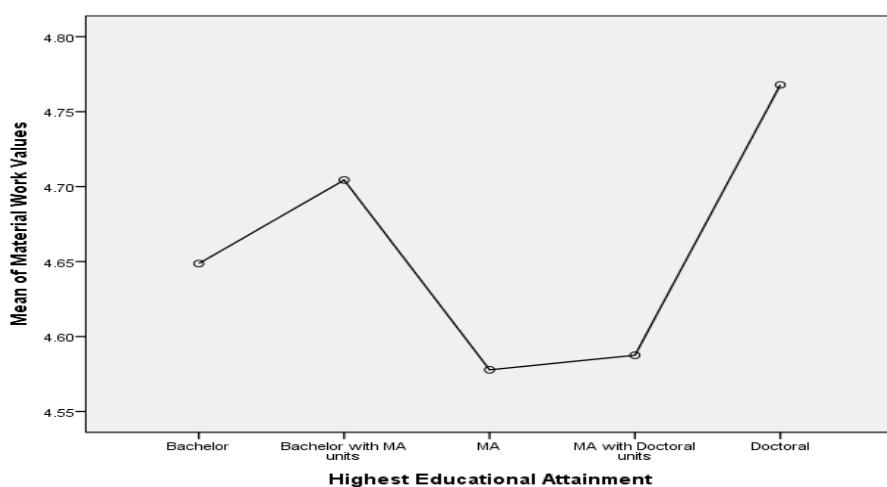


Figure 8. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of Teachers as to Material Work Values when Grouped According to Highest Educational Attainment

The figure clearly illustrates the means plot that the difference lies between Doctoral and Master's degree holder respondents, as manifested on the highest and lowest mean values of highest educational attainment profile variable. This means that there is a significant difference in the material work values of Filipino teachers when grouped according to their highest educational attainment. Specifically, those with a doctoral degree have higher material work values compared to those with a master's degree. This may be attributed to the fact that individuals with higher educational attainment may have better job opportunities and higher salaries, which could affect their perception of the importance of material rewards in their work.

The findings of Ayap and Macalalad (2016) indicate that educational attainment is slightly

related to the values responses of the J-Phil marine respondents. This suggests that individuals with higher educational attainment, such as advanced degrees or specialized certifications, tend to place greater importance on material aspects in their work values. They perceive good paying and steady employment not only as a means to survive but also as a source of pride and accomplishment. Applying these insights to the context of Filipino teachers, it is reasonable to argue that teachers with higher educational attainment may also prioritize material aspects in their work values. They may value financial stability, job security, and the recognition that comes with their educational achievements. Therefore, the study by Ayap and Macalalad (2016) provides supporting evidence for the significant influence of Highest Educational Attainment on Material Work Val-

ues among teachers. It underscores the association between educational attainment and the importance placed on material factors in the workplace, reinforcing the significance of educational qualifications in shaping teachers' perspectives on material work values.

Figure 9 presents post hoc using Scheffe test and means plot in determining where the difference lies on Filipino work values of teachers as to material work values when grouped according to monthly income.

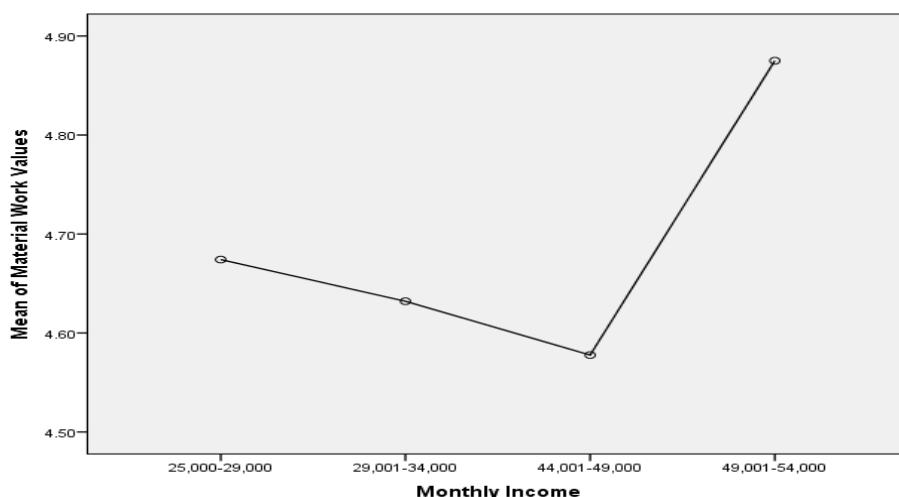


Figure 9. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of Teachers as to Material Work Values when Grouped According to Monthly Income

The figure clearly illustrates the means plot that the difference lies between those with monthly income ranged of Php 49,001 – Php 54,000 and Php 44,001 - Php 49,000, as manifested on the highest and lowest mean values of monthly income profile variable. This means that teachers with a higher monthly income tend to value material rewards more than those with a lower monthly income. However, it is important to note that this finding does not imply that teachers with a lower monthly income do not value material rewards at all, but rather that there is a significant difference in how these values are prioritized based on income level.

According to Ayap and Macalalad (2016), monthly income is slightly related to the values responses of the J-Phil marine respondents. The study suggests that individuals perceive having a good paying and steady employment not only as a means to survive but also as a source of pride and accomplishment. This implies that the level of monthly income is associated with the importance placed on material

aspects in work values. Applying these findings to the context of Filipino teachers, it is reasonable to argue that teachers' Material Work Values may be influenced by their Monthly Income. Teachers who receive higher monthly incomes may attach greater significance to material factors in their work values, such as financial stability and the sense of accomplishment associated with their income level. Therefore, the study by Ayap and Macalalad (2016) supports the notion that monthly income has a significant effect on Material Work Values among teachers. It highlights the connection between income level and the importance assigned to material aspects in the workplace, suggesting that teachers' perceptions of material work values are influenced by their monthly earnings.

4.7 Occupational Work Values

Table 17 shows the analysis of variance to test difference on Filipino work values of elementary teachers as to occupational work values when grouped according to profile.

Table 17. Analysis of Variance to test difference on Filipino Work Values of Elementary Teachers as to Occupational Work Values when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.174	1	0.174	0.923	0.337	Do Not Reject Ho (Not Significant)
	Within Groups	162.736	861	0.189			
	Total	162.911	862				
Age	Between Groups	2.192	7	0.313	1.666	0.114	Do Not Reject Ho (Not Significant)
	Within Groups	160.718	855	0.188			
	Total	162.911	862				
Civil Status	Between Groups	0.778	3	0.259	1.374	0.249	Do Not Reject Ho (Not Significant)
	Within Groups	162.133	859	0.189			
	Total	162.911	862				
Religious Affiliation	Between Groups	2.786	17	0.164	0.865	0.617	Do Not Reject Ho (Not Significant)
	Within Groups	160.125	845	0.189			
	Total	162.911	862				
Highest Educational Attainment	Between Groups	3.302	4	0.826	4.438	0.001	Ho is Rejected (Significant)
	Within Groups	159.608	858	0.186			
	Total	162.911	862				
Position/ Designation	Between Groups	1.008	4	0.252	1.336	0.255	Do Not Reject Ho (Not Significant)
	Within Groups	161.902	858	0.189			
	Total	162.911	862				
No. of Years in the Position	Between Groups	1.147	7	0.164	0.866	0.533	Do Not Reject Ho (Not Significant)
	Within Groups	161.764	855	0.189			
	Total	162.911	862				
Monthly Income	Between Groups	0.429	3	0.143	0.756	0.519	Do Not Reject Ho (Not Significant)
	Within Groups	162.481	859	0.189			
	Total	162.911	862				

The computed P-value for sex (0.337), age (0.114), civil status (0.249), religious affiliation (0.617), position/designation (0.255), length of service (0.533) and monthly income (0.519) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on Filipino work values of teachers as to occupational work values when grouped according to sex, age, civil status, religious affiliation, position/designation, length of service and monthly income.

On the other hand, the P-value for highest educational attainment (0.001) was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on Filipino work values of teachers as to occupational work values when grouped according to highest educational attainment.

The result implies that the Filipino work values of teachers as to occupational work values differs according to highest educational attainment; while no substantial statistically detected difference in terms of sex, age, civil status, religious affiliation, position/designation, length of service and monthly income. The findings of the study suggest that there is a significant difference in the occupational work values of teachers based on their highest educational attainment. Occupational work values, as outlined by Del Castillo et al. (2022), encompass a range of factors that contribute to occupational growth, competence, and the effective application of education in the workplace. This work value emphasizes the importance of finding and maintaining a stable, safe, and secure job while also striving for excellence in one's current role. For teachers, the recognition of the significance of occupational work values holds particular importance.

Teachers, like any professionals, seek opportunities for occupational growth, competence development, and job security. They value the ability to continually improve their skills and knowledge, which ultimately benefits their students and the educational institution as a whole.

Figure 10 presents post hoc using Scheffe test and means plot in determining where the difference lies on Filipino work values of teachers as to occupational work values when grouped according to highest educational attainment.

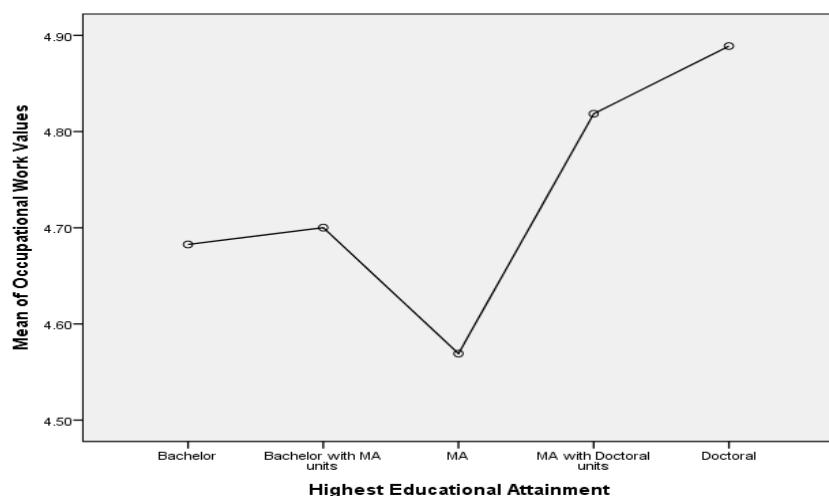


Figure 10. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of Teachers as to Occupational Work Values when Grouped According to Highest Educational Attainment

The figure clearly illustrates the means plot that the difference lies between Doctorate and Master's degree holders, as manifested on the highest and lowest mean values of highest educational attainment profile variable. This mean that there is a significant difference in the occupational work values of Filipino teachers depending on their level of educational attainment. Specifically, those who hold a Doctorate degree have a higher mean value for occupational work values compared to those who hold a Master's degree. This suggests that higher educational attainment may be associated with a stronger commitment to work-related values in the occupational domain among Filipino teachers.

According to Ayap and Macalalad (2016), educational attainment is slightly related to the values of the J-Phil marine respondents. This implies that individuals with higher levels of educational attainment may place different importance on various aspects of their work, including their occupational values. Applying these findings to the context of Filipino

teachers, it is reasonable to argue that teachers' Occupational Work Values may be influenced by their highest educational attainment. Teachers who have achieved higher levels of education may prioritize different aspects of their occupation, such as professional growth, intellectual stimulation, or career advancement. Therefore, the study by Ayap and Macalalad (2016) supports the notion that Highest Educational Attainment has a significant effect on Occupational Work Values among teachers. It suggests that educational attainment plays a role in shaping individuals' values and priorities in their occupation, highlighting the importance of considering educational backgrounds when examining occupational work values among Filipino teachers.

4.8 Religious Work Values

Table 18 shows the analysis of variance to test difference on Filipino work values of elementary teachers as to religious work values when grouped according to profile.

Table 18. Analysis of Variance to test difference on Filipino Work Values of Elementary Teachers as to Religious Work Values when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.019	1	0.019	0.069	0.793	Do Not Reject Ho (Not Significant)
	Within Groups	238.225	861	0.277			
	Total	238.244	862				
Age	Between Groups	2.616	7	0.374	1.353	0.222	Do Not Reject Ho (Not Significant)
	Within Groups	235.628	855	0.276			
	Total	238.244	862				
Civil Status	Between Groups	0.619	3	0.206	0.744	0.526	Do Not Reject Ho (Not Significant)
	Within Groups	237.625	859	0.277			
	Total	238.244	862				
Religious Affiliation	Between Groups	6.038	17	0.355	1.289	0.191	Do Not Reject Ho (Not Significant)
	Within Groups	232.206	845	0.275			
	Total	238.244	862				
Highest Educational Attainment	Between Groups	1.769	4	0.442	1.601	0.172	Do Not Reject Ho (Not Significant)
	Within Groups	236.475	858	0.276			
	Total	238.244	862				
Position/ Designation	Between Groups	3.574	4	0.894	3.260	0.011	Ho is Rejected (Significant)
	Within Groups	234.670	858	0.274			
	Total	238.244	862				
No. of Years in the Position	Between Groups	3.472	7	0.496	1.802	0.084	Do Not Reject Ho (Not Significant)
	Within Groups	234.772	855	0.275			
	Total	238.244	862				
Monthly Income	Between Groups	.986	3	0.329	1.188	0.313	Do Not Reject Ho (Not Significant)
	Within Groups	237.258	859	0.277			
	Total	238.244	862				

The computed P-value for sex (0.793), age (0.222), civil status (0.526), religious affiliation (0.191), highest educational attainment (0.172), length of service (0.084) and monthly income (0.313) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on Filipino work values of teachers as to religious work values when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, length of service and monthly income.

On the other hand, the P-value for position/designation (0.011) was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on Filipino work values of teachers as to religious work values when grouped according to position/designation.

The result implies that the Filipino work values of teachers as to religious work values

differs according to position/designation; while no substantial statistically detected difference in terms of sex, age, civil status, religious affiliation, highest educational attainment, length of service and monthly income. Religious work values, as defined by Del Castillo et al. (2022), revolve around creating a work environment that respects an individual's religious beliefs and encourages the expression of one's religious identity. This work value underscores the importance of integrating Christian values into the workplace, which includes behavior guided by faith, mutual respect, and ethical conduct. Understanding the relevance of religious work values is essential for teachers, particularly in relation to their Christian faith.

For teachers who are guided by Christian principles, recognizing and respecting their religious beliefs is crucial. An inclusive and re-

spectful work environment that upholds Christian values can foster a sense of belonging and support among educators to freely express their religious identity.

Figure 11 presents post hoc using Scheffe test and means plot in determining where the difference lies on Filipino work values of teachers as to religious work values when grouped according to position/designation.

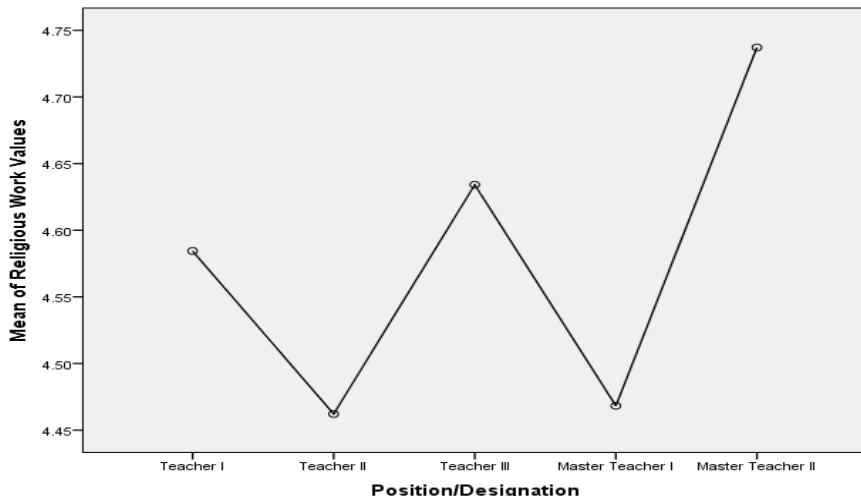


Figure 11. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of Teachers as to Religious Work Values when Grouped According to Position/Designation

The figure clearly illustrates the means plot that the difference lies between Master Teacher II and Teacher II, as manifested on the highest and lowest mean values of position/designation profile variable. This means that there is a significant difference in the religious work values of teachers depending on their position or designation, with Master Teacher II having higher mean values compared to Teacher II.

Accommodating diverse religious beliefs and practices within an organization is crucial for fostering inclusivity and understanding (Gümüşay, 2021). When examining the impact of Position/Designation on religious work values, it is important to consider several key factors. These include the alignment between an individual's religious identity and job-related concerns, the influence of organizational culture and policies, and the expectations placed on employees in their roles (Héliot, Gleibs, Coyle, Rousseau & Rojon 2019).

By exploring the relationship between Position/Designation and religious work values

among teachers, we gain valuable insights into how individuals' positions within the organization can shape their religious perspectives and experiences. Moreover, it is vital for employers to be mindful of the impact of any changes on employees with diverse religious beliefs, ensuring fair and consistent work policies that promote inclusivity (Equality and Human Rights Commission, 2013). Through this literature review, it aim to enhance the understanding of the complex interplay between Position/Designation and religious work values, shedding light on the experiences of teachers in relation to their religious beliefs in the workplace.

4.9 Organizational Work Values

Table 19 shows the analysis of variance to test difference on Filipino work values of elementary teachers as to organizational work values when grouped according to profile.

Table 19. Analysis of Variance to test difference on Filipino Work Values of Elementary Teachers as to Organizational Work Values when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.158	1	0.158	0.743	0.389	Do Not Reject Ho (Not Significant)
	Within Groups	183.255	861	0.213			
	Total	183.413	862				
Age	Between Groups	2.464	7	0.352	1.661	0.115	Do Not Reject Ho (Not Significant)
	Within Groups	180.949	855	0.212			
	Total	183.413	862				
Civil Status	Between Groups	0.217	3	0.072	0.339	0.797	Do Not Reject Ho (Not Significant)
	Within Groups	183.196	859	0.214			
	Total	183.413	862				
Religious Affiliation	Between Groups	4.097	17	0.241	1.134	0.315	Do Not Reject Ho (Not Significant)
	Within Groups	179.316	845	0.212			
	Total	183.413	862				
Highest Educational Attainment	Between Groups	3.553	4	0.888	4.232	0.002	Ho is Rejected (Significant)
	Within Groups	179.860	858	0.210			
	Total	183.413	862				
Position/ Designation	Between Groups	1.306	4	0.327	1.537	0.190	Do Not Reject Ho (Not Significant)
	Within Groups	182.107	858	0.212			
	Total	183.413	862				
No. of Years in the Position	Between Groups	0.648	7	0.093	0.433	0.882	Do Not Reject Ho (Not Significant)
	Within Groups	182.765	855	0.214			
	Total	183.413	862				
Monthly Income	Between Groups	0.429	3	0.143	0.670	0.570	Do Not Reject Ho (Not Significant)
	Within Groups	182.984	859	0.213			
	Total	183.413	862				

The computed P-value for sex (0.389), age (0.115), civil status (0.797), religious affiliation (0.315), position/designation (0.190), length of service (0.882) and monthly income (0.570) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on Filipino work values of teachers as to organizational work values when grouped according to sex, age, civil status, religious affiliation, position/designation, length of service and monthly income.

On the other hand, the P-value for highest educational attainment (0.002) was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on Filipino work values of teachers as to organizational work values when grouped according to highest educational attainment.

The result implies that the Filipino work values of teachers as to organizational work values differs according to highest educational attainment; while no substantial statistically detected difference in terms of sex, age, civil status, religious affiliation, position/designation, length of service and monthly income. Organizational work values, as defined by Del Castillo et al. (2022), encompass the presence of nurturing and supportive work conditions that cultivate employee commitment to the organization. This work value emphasizes the importance of employees being dedicated to the company, actively promoting the interests of the workplace, and remaining loyal to the organization and its objectives.

For teachers, recognizing the significance of organizational work values is crucial. A caring and nurturing work environment that fosters

commitment, cooperation, and alignment with organizational goals is vital. When teachers feel supported and valued by their organization, they are more likely to be dedicated to their roles and actively contribute to the institution's success.

Figure 12 presents post hoc using Scheffe test and means plot in determining where the difference lies on Filipino work values of teachers as to organizational work values when grouped according to highest educational attainment.

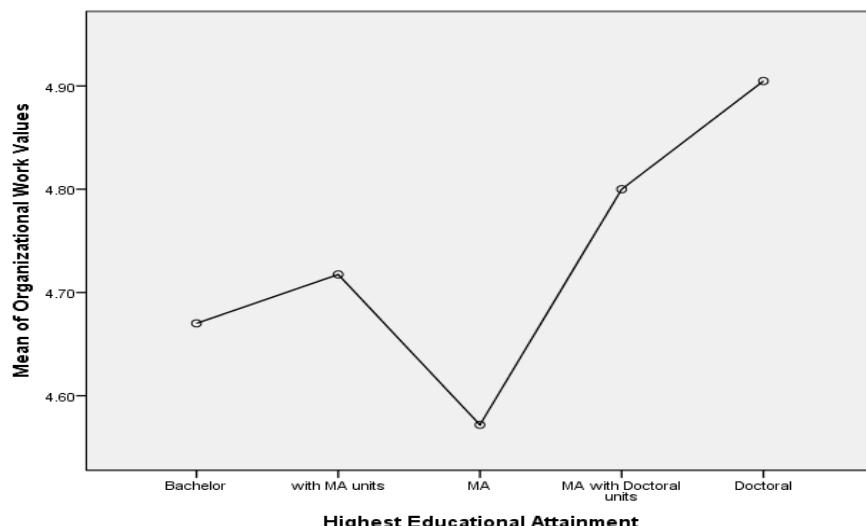


Figure 12. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of Teachers as to Organizational Work Values when Grouped According to Highest Educational Attainment

The figure clearly illustrates the means plot that the difference lies between Doctorate and Master's degree holder respondents, as manifested on the highest and lowest mean values of highest educational attainment profile variable. This means that teachers with a Doctorate degree have higher organizational work values compared to those with a Master's degree. This suggests that higher education levels may influence how teachers perceive and prioritize organizational work values in their profession.

This finding aligns with the results of previous research conducted by Ayap and Macalalad (2016) in their study on seafarers at J-Phil Marine Incorporated. Their research also revealed a significant relationship between educational

attainment and organizational work values, supporting the conclusions drawn from the post hoc analysis of the current study. In essence, it further validates the notion that the highest educational attainment level has a meaningful impact on how teachers perceive and value organizational work values, indicating that higher education levels may be associated with a stronger commitment to these values in the teaching profession.

4.10 Variety Work Values

Table 20 shows the analysis of variance to test difference on Filipino work values of elementary Teachers as to variety work values when grouped according to profile.

Table 20. Analysis of Variance to test difference on Filipino Work Values of Elementary Teachers as to Variety Work Values when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.557	1	0.557	1.752	0.186	Do Not Reject Ho (Not Significant)
	Within Groups	273.680	861	0.318			
	Total	274.237	862				

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	1.662	7	0.237	0.745	0.634	Do Not Reject Ho (Not Significant)
	Within Groups	272.576	855	0.319			
	Total	274.237	862				
Civil Status	Between Groups	1.054	3	0.351	1.104	0.346	Do Not Reject Ho (Not Significant)
	Within Groups	273.184	859	0.318			
	Total	274.237	862				
Religious Affiliation	Between Groups	8.153	17	0.480	1.523	0.080	Do Not Reject Ho (Not Significant)
	Within Groups	266.084	845	0.315			
	Total	274.237	862				
Highest Educational Attainment	Between Groups	3.529	4	0.882	2.796	0.025	Ho is Rejected (Significant)
	Within Groups	270.708	858	0.316			
	Total	274.237	862				
Position/ Designation	Between Groups	1.587	4	0.397	1.249	0.289	Do Not Reject Ho (Not Significant)
	Within Groups	272.650	858	0.318			
	Total	274.237	862				
No. of Years in the Position	Between Groups	1.048	7	0.150	0.469	0.858	Do Not Reject Ho (Not Significant)
	Within Groups	273.189	855	0.320			
	Total	274.237	862				
Monthly Income	Between Groups	0.113	3	0.038	0.118	0.950	Do Not Reject Ho (Not Significant)
	Within Groups	274.125	859	0.319			
	Total	274.237	862				

The computed P-value for sex (0.186), age (0.634), civil status (0.346), religious affiliation (0.080), position/designation (0.289), length of service (0.858) and monthly income (0.950) were greater than ($>$) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on Filipino work values of teachers as to variety work values when grouped according to sex, age, civil status, religious affiliation, position/designation, length of service and monthly income.

On the other hand, the P-value for highest educational attainment (0.025) was lower than ($<$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on Filipino work values of teachers as to variety work values when grouped according to highest educational attainment.

The result implies that the Filipino work values of teachers as to variety work values differs according to highest educational attainment; while no substantial statistically detected difference in terms of sex, age, civil

status, religious affiliation, position/designation, length of service and monthly income. Based on the result of this study, it can be inferred that there is a significant difference in Filipino teachers' work values with regards to variety work values based on their highest educational attainment. This means that those who have attained higher education have a stronger preference for variety in their work. However, there was no significant difference found in terms of other demographic variables, such as sex, age, civil status, religious affiliation, position/designation, length of service, and monthly income. Variety work values, as defined by Del Castillo et al. (2022), emphasize the importance of working conditions that offer diversity rather than monotonous tasks that can make work tedious and unchallenging. This work value encourages Filipino employees, including teachers, to actively seek opportunities for growth and development, both professionally and personally, and to embrace different types of tasks, projects, and assignments.

For teachers, recognizing the significance of variety work values is crucial. Teachers who

have opportunities for diverse and challenging tasks are more likely to stay engaged and satisfied in their roles. These opportunities can lead to personal and professional growth, making their work more stimulating and meaningful.

Figure 13 presents post hoc using Scheffe test and means plot in determining where the difference lies on Filipino work values of teachers as to variety work values when grouped according to highest educational attainment.

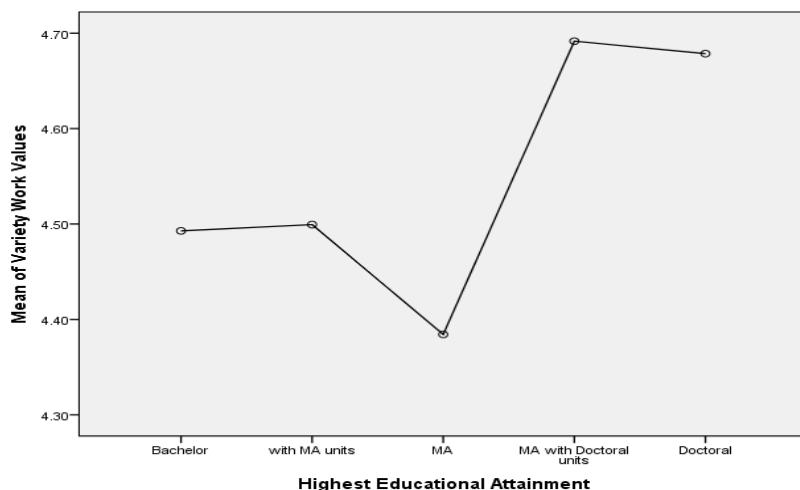


Figure 13. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of Teachers as to Variety Work values when Grouped According to Highest Educational Attainment

The figure clearly illustrates the means plot that the difference lies between those with units in doctorate and Master's degree holder respondents, as manifested on the highest and lowest mean values of highest educational attainment profile variable. This means that there is a significant difference in the variety work values of Filipino teachers between those who have completed units in a doctoral program and those who hold a master's degree. Specifically, those with units in a doctoral program have higher mean scores in variety work values compared to those with a master's degree. This suggests that higher levels of educational attainment may influence the value that Filipino teachers place on having a diverse range of tasks in their work.

This finding is supported by a study conducted by Giray (2021) that examined the work values of secondary school teachers in Taguig City, Philippines. The study specifically investigated the relationship between work values and the degree earned by teachers. The results revealed a significant difference in work values

between teachers with higher degrees and those without. Teachers who had attained higher degrees exhibited stronger work values, indicating a greater appreciation for diverse and challenging work tasks. Therefore, the present study's findings align with previous research, suggesting that the highest educational attainment of Filipino teachers plays a significant role in influencing their Variety Work values. This highlights the importance of considering educational achievements when examining the work values of teachers and designing work environments that provide a variety of tasks to engage and motivate educators.

5. Test of Difference on Job Satisfaction of Elementary Teacher-respondents when Grouped According to Profile

5.1 Job Security

Table 21 shows the analysis of variance to test difference on job satisfaction of elementary teachers as to job security when grouped according to profile.

Table 21. Analysis of Variance to test difference on Job Satisfaction of Elementary Teachers as to Job Security when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.068	1	0.068	0.168	0.682	Do Not Reject Ho (Not Significant)
	Within Groups	347.945	861	0.405			
	Total	348.013	862				
Age	Between Groups	2.314	7	0.331	0.817	0.573	Do Not Reject Ho (Not Significant)
	Within Groups	345.698	855	0.405			
	Total	348.013	862				
Civil Status	Between Groups	1.420	3	0.473	1.171	0.320	Do Not Reject Ho (Not Significant)
	Within Groups	346.593	859	0.404			
	Total	348.013	862				
Religious Affiliation	Between Groups	9.255	17	0.544	1.356	0.151	Do Not Reject Ho (Not Significant)
	Within Groups	338.758	845	0.401			
	Total	348.013	862				
Highest Educational Attainment	Between Groups	0.806	4	0.201	0.497	0.738	Do Not Reject Ho (Not Significant)
	Within Groups	347.207	858	0.405			
	Total	348.013	862				
Position/ Designation	Between Groups	2.951	4	0.738	1.833	0.121	Do Not Reject Ho (Not Significant)
	Within Groups	345.061	858	0.403			
	Total	348.013	862				
No. of Years in the Position	Between Groups	3.698	7	0.528	1.310	0.242	Do Not Reject Ho (Not Significant)
	Within Groups	344.315	855	0.403			
	Total	348.013	862				
Monthly Income	Between Groups	3.777	3	1.259	3.138	0.025	Ho is Rejected (Significant)
	Within Groups	344.235	859	0.401			
	Total	348.013	862				

The computed P-value for sex (0.682), age (0.573), civil status (0.320), religious affiliation (0.151), highest educational attainment (0.738), position/designation (0.121), and length of service (0.242) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on job satisfaction of teachers as to job security when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, position/designation and length of service.

On the other hand, the P-value for monthly income (0.025) was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on job satisfaction of teachers as to job security when grouped according to monthly income.

The result implies that the job satisfaction of teachers as to job security differs according to monthly income; while no substantial statistically detected difference in terms of sex, age, civil status, religious affiliation, highest educational attainment, position/designation and length of service.

This finding supports the observation that K to 12 teachers generally express satisfaction with their job performance, but have concerns about their career advancement. In fact, a study conducted by City (2017) revealed that many K to 12 teachers have a sense of hopelessness regarding promotion or reclassification opportunities. Therefore, it can be concluded that while job security is a crucial factor in teachers' job satisfaction, their desire for career growth and development also plays a significant role in their overall job satisfaction (City, 2017).

Figure 14 presents post hoc using Scheffe test and means plot in determining where the difference lies on job satisfaction of teachers as

to job security when grouped according to monthly income.

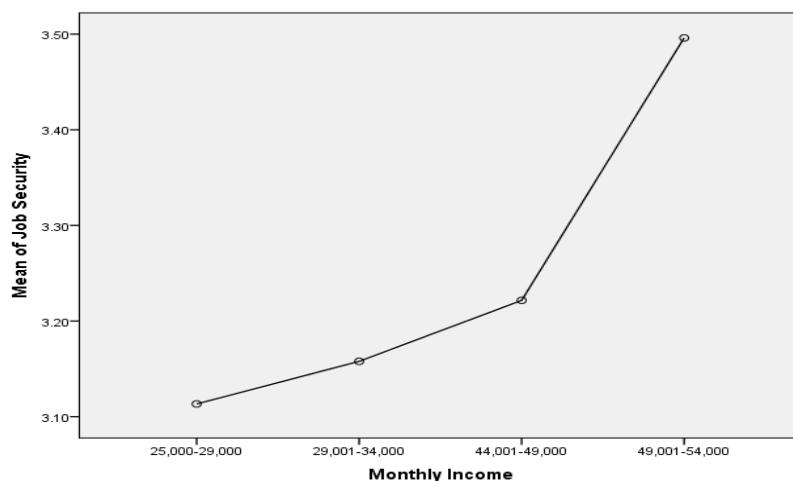


Figure 14. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Job Satisfaction of Teachers as to Job Security when Grouped According to Monthly Income

The figure clearly illustrates the means plot that the difference lies between those with monthly income ranged of Php 49,001 – Php 54,000 and Php 25,000 - Php 29,000, as manifested on the highest and lowest mean values of monthly income profile variable.

The results imply that income is a critical factor in determining job satisfaction among teachers, with those earning higher incomes reporting greater levels of satisfaction. This finding may have implications for policymakers and school administrators who may need to consider offering higher salaries to teachers to improve their job satisfaction and ultimately, their overall performance in the classroom.

Job security refers to employees' belief in the permanence of their employment and the availability of attractive job benefits. Monthly income is a crucial factor in job security and its

association with job satisfaction. Research by Subramanian and Parthipa (2021) found a significant link between monthly income and job satisfaction among secondary school teachers. Additionally, a study by Badrolhisam, Achim, and Zulkipli (2019) revealed that salary and job security are related to employees' career decisions. When employees feel secure in their jobs, they can focus better and produce high-quality work. Thus, the current study's findings on the significance of monthly income for job satisfaction and job security align with previous research.

5.2 Work Environment

Table 22 shows the analysis of variance to test difference on job satisfaction of elementary teachers as to work environment when grouped according to profile.

Table 22. Analysis of Variance to test difference on Job Satisfaction of Elementary Teachers as to Work Environment when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.563	1	0.563	2.241	0.135	Do Not Reject Ho (Not Significant)
	Within Groups	215.582	861	0.251			
	Total	216.145	862				
Age	Between Groups	2.003	7	0.286	1.138	0.337	Do Not Reject Ho (Not Significant)
	Within Groups	214.142	855	0.251			
	Total	216.145	862				

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Civil Status	Between Groups	0.678	3	0.226	0.898	0.442	Do Not Reject Ho (Not Significant)
	Within Groups	215.467	859	0.252			
	Total	216.145	862				
Religious Affiliation	Between Groups	6.757	17	0.397	1.598	0.058	Do Not Reject Ho (Not Significant)
	Within Groups	209.388	845	0.249			
	Total	216.145	862				
Highest Educational Attainment	Between Groups	1.701	4	0.425	1.695	0.149	Do Not Reject Ho (Not Significant)
	Within Groups	214.444	858	0.251			
	Total	216.145	862				
Position/ Designation	Between Groups	0.884	4	0.221	0.878	0.477	Do Not Reject Ho (Not Significant)
	Within Groups	215.261	858	0.252			
	Total	216.145	862				
No. of Years in the Position	Between Groups	2.404	7	0.343	1.369	0.215	Do Not Reject Ho (Not Significant)
	Within Groups	213.741	855	0.251			
	Total	216.145	862				
Monthly Income	Between Groups	0.931	3	0.310	1.234	0.296	Do Not Reject Ho (Not Significant)
	Within Groups	215.214	859	0.251			
	Total	216.145	862				

The computed P-value for sex (0.135), age (0.337), civil status (0.442), religious affiliation (0.058), highest educational attainment (0.149), position/designation (0.477), length of service (0.215), and monthly income (0.296) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on job satisfaction of teachers as to work environment when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, position/designation, length of service and monthly income.

The result implies that there was no substantial statistically detected difference on job satisfaction of teachers as to work environment in terms of sex, age, civil status, religious affiliation, highest educational attainment, position/designation, length of service and monthly income.

The findings of the study by Toropova, Myrberg, and Johansson (2021) suggest that

age, gender, and education level are significant predictors of teacher job satisfaction in relation to school working conditions. This contradicts the result of the current study, which found no substantial statistically detected difference in job satisfaction of teachers based on profile variables such as sex, age, civil status, religious affiliation, highest educational attainment, position/designation, length of service, and monthly income. These discrepancies highlight the need for further research to understand the factors that influence teacher job satisfaction and the importance of creating supportive working environments in schools.

5.3 Job Responsibility

Table 23 shows the analysis of variance to test difference on job satisfaction of elementary teachers as to job responsibility when grouped according to profile.

Table 23. Analysis of Variance to test difference on Job Satisfaction of Elementary Teachers as to Job Responsibilities when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.614	1	0.614	2.385	0.123	Do Not Reject Ho (Not Significant)
	Within Groups	221.017	861	0.257			
	Total	221.630	862				
Age	Between Groups	2.570	7	0.367	1.430	0.190	Do Not Reject Ho (Not Significant)
	Within Groups	219.061	855	0.257			
	Total	221.630	862				
Civil Status	Between Groups	0.320	3	0.107	0.414	0.743	Do Not Reject Ho (Not Significant)
	Within Groups	221.310	859	0.258			
	Total	221.630	862				
Religious Affiliation	Between Groups	5.094	17	0.300	1.167	0.286	Do Not Reject Ho (Not Significant)
	Within Groups	216.536	845	0.257			
	Total	221.630	862				
Highest Educational Attainment	Between Groups	1.077	4	0.269	1.045	0.383	Do Not Reject Ho (Not Significant)
	Within Groups	220.553	858	0.258			
	Total	221.630	862				
Position/Designation	Between Groups	1.937	4	0.484	1.887	0.111	Do Not Reject Ho (Not Significant)
	Within Groups	219.693	858	0.257			
	Total	221.630	862				
No. of Years in the Position	Between Groups	4.254	7	0.608	2.385	0.020	Ho is Rejected (Significant)
	Within Groups	217.377	855	0.255			
	Total	221.630	862				
Monthly Income	Between Groups	1.075	3	0.358	1.393	0.244	Do Not Reject Ho (Not Significant)
	Within Groups	220.555	859	0.257			
	Total	221.630	862				

The computed P-value for sex (0.123), age (0.190), civil status (0.743), religious affiliation (0.286), highest educational attainment (0.383), position/designation (0.111), and monthly income (0.244) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on job satisfaction of teachers as to job responsibilities when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, position/designation and monthly income.

On the other hand, the P-value for length of service (0.020) was lower than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference on job satisfaction of teachers as to job responsibilities when grouped according to length of service.

The result implies that the job satisfaction of teachers as to job responsibilities differs according to length of service; while no substantial statistically detected difference in terms of sex, age, civil status, religious affiliation, highest educational attainment, position/designation and monthly income.

A study by Ingersoll and Strong (2011) found that job satisfaction of teachers was significantly correlated with their perceptions of job responsibilities, particularly their workload and time spent on administrative tasks. The study found that teachers who perceived their workload and administrative responsibilities as manageable reported higher levels of job satisfaction.

Figure 15 presents post hoc using Scheffe test and means plot in determining where the difference lies on job satisfaction of teachers as to job responsibilities when grouped according to length of service.

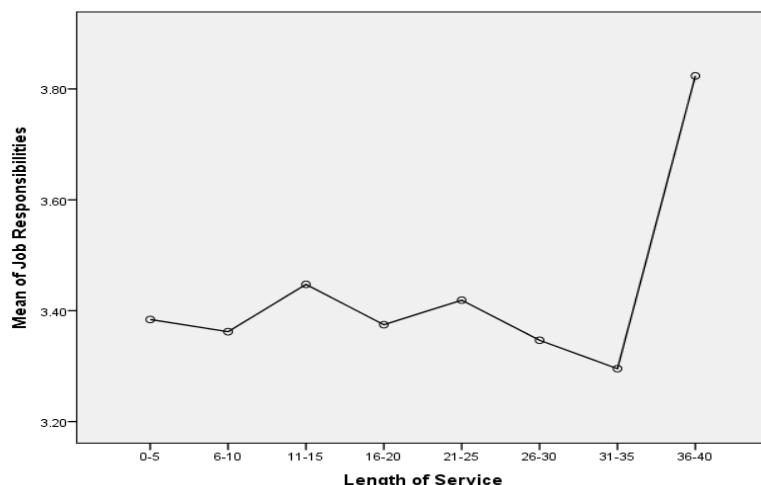


Figure 15. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Job Satisfaction of Teachers as to Job Responsibilities when Grouped According to Length of Service

The figure clearly illustrates the means plot that the difference lies between those whose age ranged from 36-40 years old and 31-35 years old, as manifested on the highest and lowest mean values of length of service variable.

This finding implies that teachers who have been in service for longer durations are likely to have different levels of job satisfaction with their job responsibilities than those who have been in service for shorter periods.

The research conducted by Kadong, Unos, and Midzid (2017) highlights the importance of employee responsibility and ownership in motivating individuals to perform their jobs effectively. When employees feel a sense of ownership over their work, they are more likely to be motivated and satisfied with their job responsibilities. Additionally, the study conducted by Usop, Kadong, and Usop (2013) reveals a

significant relationship between length of service and job satisfaction among teachers. This suggests that as teachers accumulate more years of experience in their profession, they tend to experience higher levels of job satisfaction. Drawing upon these findings, it is reasonable to infer that length of service plays a significant role in shaping the job satisfaction of teachers with regard to their job responsibilities. As teachers gain more experience and tenure, they may develop a stronger sense of ownership and responsibility, leading to increased job satisfaction in relation to their work.

7.4 Community Linkages/Attachments

Table 24 shows the analysis of variance to test difference on job satisfaction of elementary teachers as to community linkages/attachments when grouped according to profile.

Table 24. Analysis of Variance to test difference on Job Satisfaction of Elementary Teachers as to Community Linkages/Attachments when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.341	1	0.341	1.443	0.230	Do Not Reject Ho (Not Significant)
	Within Groups	202.891	861	0.236			
	Total	203.232	862				
Age	Between Groups	2.324	7	0.332	1.408	0.199	Do Not Reject Ho (Not Significant)
	Within Groups	200.908	855	0.236			
	Total	203.232	862				

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Civil Status	Between Groups	0.110	3	0.037	0.155	0.927	Do Not Reject Ho (Not Significant)
	Within Groups	203.121	859	0.237			
	Total	203.232	862				
Religious Affiliation	Between Groups	3.752	17	0.221	0.932	0.536	Do Not Reject Ho (Not Significant)
	Within Groups	199.479	845	0.237			
	Total	203.232	862				
Highest Educational Attainment	Between Groups	1.770	4	0.442	1.878	0.112	Do Not Reject Ho (Not Significant)
	Within Groups	201.462	858	0.236			
	Total	203.232	862				
Position/ Designation	Between Groups	1.789	4	0.447	1.899	0.109	Do Not Reject Ho (Not Significant)
	Within Groups	201.442	858	0.236			
	Total	203.232	862				
No. of Years in the Position	Between Groups	3.179	7	0.454	1.934	0.061	Do Not Reject Ho (Not Significant)
	Within Groups	200.053	855	0.235			
	Total	203.232	862				
Monthly Income	Between Groups	1.510	3	0.503	2.136	0.094	Do Not Reject Ho (Not Significant)
	Within Groups	201.722	859	0.236			
	Total	203.232	862				

The computed P-value for sex (0.230), age (0.199), civil status (0.927), religious affiliation (0.536), highest educational attainment (0.112), position/designation (0.109), length of service (0.061), and monthly income (0.094) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on job satisfaction of teachers as to community linkages/attachments when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, position/designation, length of service and monthly income.

The result implies that there was no substantial statistically detected difference on job satisfaction of teachers as to community linkages/attachments in terms of sex, age, civil status, religious affiliation, highest educational attainment, position/designation, length of service and monthly income. In other words, regardless of these demographic factors, teachers' satisfaction with their relationships with the community does not differ significantly.

However, further research is needed to explore the underlying factors contributing to this difference.

In the study by Kadong, Unos, Antok, & Midzid (2017), the authors found that there was a significant relationship between job satisfaction and community linkages/attachments. Specifically, they found that teachers who reported higher levels of community involvement and attachment also reported higher levels of job satisfaction. This finding is in contrast to the result of the Analysis of Variance, which did not find a significant relationship between job satisfaction and community linkages/attachments when teachers were grouped according to profile variables.

6. Test of Relationship between Filipino Work Values and Job Satisfaction of Elementary Teacher-respondents

Table 25 shows the Pearson Product Moment Coefficient of Correlation to test relationship between Filipino work values and job satisfaction of elementary teacher-respondents.

Table 25. Pearson Product Moment Coefficient of Correlation to test Relationship between Filipino Work Values and Job Satisfaction of Elementary Teacher-respondents

Sources of Correlations		Work Values	Job Satisfaction	Decision/ Interpretation
Work Values	Pearson Correlation	1	0.499**	Low Positive Correlation Ho is Rejected
	Sig. (2-tailed)		0.000	
	N	863	863	
Job Satisfaction	Pearson Correlation	0.499**	1	Low Positive Correlation Ho is Rejected
	Sig. (2-tailed)	0.000		
	N	863	863	

**. Correlation is significant at the 0.01 level (2-tailed).

The computed Pearson r value of 0.499 denotes low positive correlation. The computed P-value 0.000 is less than (<) 0.01 level of significance, therefore the null hypothesis was rejected. Hence, there was a significant relationship between Filipino work values and job satisfaction of elementary teacher-respondents.

The findings signify that as the level of work values of teachers increases, there is a low tendency that their job satisfaction also increases.

The study's findings support the presence of a significant but relatively weak positive relationship between Filipino work values and job satisfaction among elementary teachers. It underscores the importance of considering multiple factors and variables that contribute to teachers' job satisfaction in order to gain a comprehensive understanding of this complex relationship. Similarly, Moniarou-Papaconstantinou & Triantafyllou (2015) found out that job satisfaction is critical to life satisfaction, to the quality of employees' working life, values, and to their performance and organizational commitment.

In the study conducted by Quines & Piñero (2022) about the mediating effect of job satisfaction on the relationship between team work skills and work values of teachers they found out that there is a significant relationship between job satisfaction and work values. This implies that job satisfaction is positively associated with work values. This claim is in line with various authors (Kasbuntoro, Maemunah, Mahfud, Fahlevi & Parashakti, 2020; Wulandari, Hertati, Antasari, & Nazarudin, 2021) wherein work values and basic needs are two essential factors in determining job satis-

faction. The objectives of performing work-related duties are to uphold work values. Having work values that people value is what is hoped to be accomplished, and that work values must coincide with or contribute to the satisfaction of fundamental requirements. Job satisfaction is a product of employee motivation in the workplace.

Conclusion

Based on the foregoing results of the study, the researcher concluded that the teacher-respondents are female, early middle-aged, married, Roman Catholic, units earner in Masteral, earned enough experience in the teaching profession, Teacher I, earning entry level of monthly income. The teacher-respondents rated the Filipino work values as very important. The teacher-respondents were very satisfied in their job. There was a significant difference on Filipino work values of teachers as to intellectual achievement orientation when grouped according to age and highest educational attainment; significant as to interpersonal work values when grouped according to sex, age and civil status; significant as to managerial work values when grouped according to age and position/designation; significant as to material work values when grouped according to highest educational attainment and monthly income; significant as to occupational work values when grouped according to highest educational attainment; significant as to religious work values when grouped according to position/designation; significant as to organizational work values when grouped according to highest educational attainment; and significant as to variety work values when grouped

according to highest educational attainment. There was a significant difference on job satisfaction of teachers as to job security when grouped according to monthly income; and significant as to job responsibilities when grouped according to length of service. There was a significant relationship between Filipino work values and job satisfaction of elementary teacher-respondents.

In light of these findings, it is recommended that the Human Resource Management (HRM) Office consider a thorough evaluation of work values when promoting employees, as these values play a pivotal role in job satisfaction and performance. The research study's findings offer valuable insights into the complex interplay between work values and job satisfaction in the teaching profession and can inform policies and practices aimed at enhancing the well-being and effectiveness of educators in the educational setting.

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