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Research Article

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

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ABSTRACT

Understanding work values and their impact on career behavior is crucial in organizational settings. This study aimed to investigate Filipino work values among school heads in selected elementary schools in the Division of Zambales and its relationship to job satisfaction. Utilizing survey questionnaires, data was collected from school head-respondents to assess their work values and job satisfaction levels. Result showed that Filipino work values were rated as highly important by the school head-respondents, and overall job satisfaction was reported to be high. Significant differences in Filipino work values were observed based on various factors. Specifically, environmental work values varied significantly when grouped according to monthly income, familial work values varied significantly based on position/designation and monthly income, and organizational work values differed significantly when grouped according to sex. However, no significant differences in job satisfaction were found when school head-respondents were grouped based on profile variables such as job security, work environment, job responsibilities, and community linkages/attachments. Based on these findings, it is recommended that the Human Resource Management (HRM) Office may consider thorough evaluation of work values prior to promotion of employees. Furthermore, future researchers may conduct further studies on the strategies on Filipino work values and job satisfaction among school heads involving a wider scope of sample and research locale to validate the findings obtained from this study. Understanding and promoting Filipino work values can lead to a more fulfilled and effective school leadership, ultimately benefiting the educational environment and overall school performance.

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

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Introduction

Nowadays, people place a greater emphasis on their work to fulfil their needs, desires, and aspirations for social and personal development. Work is important in life since it serves as a foundation for social interaction, social standing, consumption, health, family life, and many other aspects of daily living. As a result, it has an inherent connection to values (Mahalakshmi, Mahendraprabu, Mookkiah, & Kumar, 2020).

Work values are the guiding principles of every employee in any organization. Work values can differ not just between nations but also within nations, institutions, and even between people since work values are influenced by a particular setting or culture. (Nystrom, 2020 & Pryce, 2014). As such, people are happy when their values and their work are compatible. In fact, the degree to which personal beliefs and workplace culture overlap is the most important factor in determining job satisfaction (Castrillon, 2020).

Job satisfaction, characterized as the emotional response of individuals to their work situation, encompasses a spectrum of personal sentiments regarding diverse job facets (Spector, 1997). This comprehensive concept spans factors such as the work environment, nature of work, compensation and benefits, opportunities for advancement, supervision, and relationships with co-workers, among other critical elements (Moniarou-Papaconstantinou & Triantafyllou, 2015).

Defining an individual's professional life, work values are 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 serves as a valuable conceptual framework for exploring the primary sources of professional satisfaction, indicating perceived worth, significance, and desirability within the work context ((Elizur, Borg, Hunt, & Beck, 1991; Knoop, 1991). Additionally, work values significantly contribute to shaping individuals' choices and emotional responses (Locke, 1976). Furthermore, values may emerge as more reliable and valid indicators of

job satisfaction than considerations such as interests, abilities, and personalities (Rounds, 1990).

Many researchers in different countries conduct studies on work values and job satisfaction (Kumar, 2019; Nohari, 2013; Froese & Xiao, 2012). They supported the idea that work values play an important role to enhance job satisfaction. Aâ & Panatik (2015) noted that work values can contribute to the job satisfaction among employees in an organization. Employees will be more satisfied with their jobs if their organization meets their demands in terms of work values. Furthermore, prior research indicates that individual work values not only improve individual job performance but also promote job satisfaction (Nohari, 2013, Aâ & Panatik, 2015).

In the Philippine context, Filipino workers are known for having outstanding personalities and a rich culture that goes beyond being hospitable, friendly, and committed to their jobs (Par, 2021). Some common Filipino work values stand out while interacting with them, whether they are in the corporate world, digital marketing, the medical industry, or in the field of education. De Leon, Rollon, Corpuz, & Desepida (2022) discovered a substantial link between work values and job satisfaction among government employees, implying that if their satisfaction increases, their work values increase or vice versa. Hence, job satisfaction and good work values are important indicators of attaining the vision and mission of an organization (De Leon et. al, 2022).

Based on Basic Education Development Plan 2030 (DepEd, 2022) as of January 2021, the Department of Education has a total of 965,660 regular teaching and non-teaching employees, making it the largest bureaucracy in the Philippine Government. Filipino school heads play a crucial role in promoting quality education in the Philippines. They are responsible for the effective general management of the school, which includes both administrative and instructional supervision (DepEd Order No. 42, 2007).

School heads in the Philippines have distinct roles in the educational system and must adhere to specific work values to carry out their

responsibilities effectively. They work diligently with the community and stakeholders to enhance students' academic performance and school quality. The government offers various rewards and incentives, such as training opportunities, rankings, ERF, reclassification for promotion, and annual salary increases based on the Salary Standardization Law. These efforts showcase their dedication to quality education, and the Department of Education and the government acknowledge and support their ongoing commitment.

With these insights, the researcher tries to determine if work values can improve job satisfaction among elementary school heads. Furthermore, the researcher will use the Filipino work values among school heads based on the Filipino Work Values Scale (FWVS) authored by Vicentita M. Cervera, Ed. D. (1988). With their job satisfaction, the researcher will use job responsibilities, working environment, job security, and community linkages/attachments as factors. This research study also aimed to illuminate how elementary school heads experienced their work in school organization and what impact this work has on their lives.

Methods

Research Design

The study utilized a descriptive research design to describe the characteristics of the population or phenomenon being studied (McCombes, 2022). A quantitative research design was employed to identify possible relationships between Filipino work values and job satisfaction among school heads, as well as to understand demographic factors that may correlate with job satisfaction and work values.

Respondents and Location

The research study was specifically conducted among public elementary school heads in the Division of Zambales, with a total of forty (40) school heads serving as the respondents. The chosen 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 targeted 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 school head 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 sub-scale 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 the proper administration of the survey questionnaire, the researcher followed a series of standard procedures. Firstly, a formal letter was sent to the Schools Division Superintendent of DepEd Division of Zambales, seeking permission to collect data. Once the request was approved, separate letters were drafted for the Public Schools District Supervisors and the Principals/School Heads of the selected schools, requesting their cooperation as respondents. The researcher personally facilitated the distribution and collection of the survey questionnaire, emphasizing the importance of accurate and complete responses. The study was conducted during the 3rd Quarter of the school year 2022-2023. Before administering the survey questionnaire, the researcher thoroughly explained the study's objectives to the respondents and allowed sufficient time for them to complete the research instrument. The respondents were also assured of the strict confidentiality of their personal information, ensuring a secure and ethical research process.

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.

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 School Head-respondents

Table 1 shows the frequency and percentage distribution on the school head-respondent's profile of sex, age, civil status, religious affiliation, educational attainment, position, number of years in the position and monthly income.

Table 1. Frequency and Percentage Distribution on the School Head-respondents' Profile Variable

Profile Variables		Frequency (f)	Percentage (%)
Sex	Male	16	40.00
	Female	24	60.00
	Total	40	100.00
Age (Years) Mean = 50.25 or 50 years old	58 - 62	4	10.00
	53 - 57	10	25.00
	48 - 52	13	32.50
	43 - 47	10	25.00
	38 - 42	3	7.50
		Total	40
			100.00
Civil Status	Single	5	12.50
	Married	34	85.00
	Separated	1	2.50

Profile Variables		Frequency (f)	Percentage (%)
	Total	40	100.00
Religious Affiliation	Roman Catholic	31	77.50
	Iglesia ni Cristo	4	10.00
	Islam	1	2.50
	Aglipayan	2	5.00
	Protestant	1	2.50
	Seventh Day Adventist	1	2.50
	Total	40	100.00
Highest Educational Attainment	Doctoral degree	6	15.00
	Master's degree with Doctorate units	10	25.00
	Master's degree	13	32.50
	Baccalaureate degree with Master's units	10	25.00
	Baccalaureate degree	1	2.50
	Total	40	100.00
Position/Designation	Principal IV	9	22.50
	Principal III	9	22.50
	Principal II	11	27.50
	Principal I	8	20.00
	Head Teacher III	2	5.00
	Head Teacher I	1	2.50
	Total	40	100.00
No. of Years in the Position Mean = 11.55 or 12 years	26 - 30	1	2.50
	21 - 25	1	2.50
	16 - 20	6	15.00
	11 - 15	16	40.00
	6 - 10	10	25.00
	0 - 5	6	15.00
	Total	40	100.00
Monthly Income (Php) Mean = Php 58,500.50	69,001.00 - 74,000.00	9	22.50
	59,001.00 - 64,000.00	9	22.50
	54,001.00 - 59,000.00	11	27.50
	49,001.00 - 54,000.00	8	20.00
	39,001.00 - 44,000.00	1	2.50
	34,001.00 - 39,000.00	1	2.50
	Total	40	100.00

1.1 Sex

In terms of sex, the majority of the school heads who participated in this study are female, comprising twenty-four (24) or 60.00% of the total respondents. On the other hand, male school heads accounted for sixteen (16) or 40.00% of the participants. It is evident that female school heads dominate over male school heads in the Schools Division of Zambales.

Makura (2019) emphasized that organizational factors, culture and women's personalities are challenges in the effectiveness of females in school administration. Female primary school heads were cited as effective school administration. The study implores governments to continue appointing more women to school leadership positions.

1.2 Age

In terms of age, the majority of the school heads, comprising thirteen (13) or 32.50%, belong to the age group of 48-52 years old. The next two prominent age groups are 53-57 and 43-47, each with ten (10) or 25.00% of the school heads. Four (4) or 10.00% of the school heads fall within the age range of 58-62 years old, while only three (3) or 7.50% belong to the age group of 38-42 years old.

The computed mean age of school heads was 50.25 or 50 years old. The findings imply that the school heads are late middle-aged and are characterized by a sense of freedom and autonomy as well as self-reflection in their career.

Yerushalmi (2013) asserted that middle-aged people who interact with beginners and younger professionals, is likely to have implications on the supervision. Supervisees who are looking for professional parental figures for support, and to serve as models for identifications and internalizations, can in some cases encounter an atmosphere of stagnation in the supervision.

1.3 Civil Status

In terms of civil status, the majority of the school head-respondents are married, accounting for thirty-four (34) or 85.00% of the total. Five (5) or 12.50% of the respondents are single, while only one (1) or 2.50% is separated. The data indicates that a significant majority of the school heads in this study are married.

Married employees receive significantly higher performance ratings and are more likely to be promoted accounted in their decision making, capacity and experience in building their own family.

In the study conducted by Deligero and Laguador (2014), it was found that married employees demonstrated even higher levels of dedication to their work. The researchers suggested that this heightened dedication could be attributed to the matured roles and responsibilities that married employees hold within their families.

1.4 Religious Affiliation

In terms of religious affiliation, the majority of the school heads are Roman Catholic, comprising thirty-one (31) or 77.50% of the total

respondents. Four (4) or 10.00% of the school heads are affiliated with Iglesia ni Cristo (INC), two (2) or 5.00% with Aglipayan, and only one (1) or 2.50% each are affiliated with Islam, Protestantism, and Seventh Day Adventist, respectively.

Roman catholic leaders engage with stakeholders in a joyful communal compact.

Johnson & Castelli (2020) affirmed the importance of culture building in approaches to spiritual and moral development and the transmission of faith tradition in schools that is implied by a catholic school head.

1.5 Highest Educational Attainment

In terms of the highest educational attainment, the majority of the school heads, totalling thirteen (13) or 32.50%, hold a Master's degree. Additionally, ten (10) or 25.00% of the school heads have earned both Doctorate and Master's units, while another ten (10) or 25.00% have completed only Master's units. Six (6) or 15.00% of the school heads are Doctorate degree holders, and only one (1) or 2.50% holds a Baccalaureate degree.

School heads in the Schools Division of Zambales upgrade their qualification by enrolling in the Graduate programs to increase their career potential and professional credibility.

Amani, Myeya & Mhewa (2022) affirmed that quality of supervision is mentioned to be fundamental for quality postgraduate studies. This is the reason why supervisors enroll post graduate studies for growth in their supervision. Supervisors should not only possess knowledge of the discipline but also demonstrate ability to establish a sound relationship with their subordinates, which encompasses warmth, respect, understanding, acceptance, and trust, in order to prop up their professional development.

1.6 Position/Designation

In terms of position/designation, the majority of the school head-respondents hold the position of Principal II, comprising eleven (11) or 27.50% of the total. Following closely are school heads with the position/designation of Principal IV and Principal III, each with nine (9) or 22.50% of the respondents. Eight (8) or 20.00% are Principal I, while two (2) or 5.00%

are Head Teacher III. Only one (1) or 2.50% of the respondents hold the designation of Head Teacher I.

The position/designation of school heads in school manifests their responsibility for administrative and instructional supervision of the school or cluster of schools.

Mangulabnan, Dela Rosa & Vargas (2021) stated that principals in the Philippines have their capacity of providing instructional support to teachers.

1.7 Number of Years in Position

In terms of designation, the majority of the school heads have been in their position for 11-15 years, accounting for sixteen (16) or 40.00% of the total respondents. Ten (10) or 25.00% of school heads have served in their position for 6-10 years, while six (6) or 15.00% have been in their position for 16-20 and 0-5 years, respectively. Additionally, there is only one (1) respondent each in the categories of 26-30 and 21-25 years in their position, each comprising 2.50% of the total.

The computed mean no. of years in the position was 11.55 or 12 years. This signify that the school heads gained enough experience in their position. Effective school leaders focus on instruction and people as manifested in their years of experience. Through their day-to-day actions, they act in a professional manner and engage in regular self-reflection. They hold themselves and others accountable for student learning and create a safe, welcoming culture within their schools.

Zachariah (2013) argued that school administrators should be qualified and experienced in order to relate to other head teachers, teachers, and senior government education officers regarding the practices of internal

instructional supervision and staff development.

1.8 Monthly Income

In terms of monthly income, the majority of school head-respondents fell within the range of Php 54,001.00 – Php 59,000.00, comprising eleven (11) or 27.50% of the total. Nine (9) or 22.50% of the respondents earned a monthly income between Php 69,001.00 – Php 74,000.00 and Php 59,001.00 – Php 64,000.00, respectively. Eight (8) or 20.00% of the school heads earned a monthly income ranging from Php 49,001.00 – Php 54,000.00. Only one (1) or 2.50% of the respondents earned a monthly income between Php 39,001 – Php 44,000.00, Php 34,001.00 – Php 39,000.00, and Php 29,001 – Php 34,000.00, respectively.

The computed mean monthly income of school head-respondents was Php 58,500.50. The data implies that school heads are considered as middle class earners enough to sustain their family needs, as their job motivation.

The study of Rivera & Ibarra (2020) noted that principal's position is considered as the basis in salary adjustments wherein Principal I, II, and III receive basic monthly salaries of P40,637.00 under Salary Grade 18, P45,269.00 under Salary Grade 19 and P51,155.00 under Salary Grade 20 respectively. School Principal IV is compensated with Salary Grade 22 amounting to P65, 319.00.00 per month.

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

Table 2 shows summary on the level of work values of elementary school head-respondents in terms of Filipino Work Values Scale (FWVS).

Table 2. Summary on the Level of Work Values of Elementary School Head-respondents in terms of Filipino Work Values Scale (FWVS)

	Dimensions	School Head-respondents		
		OWM	DE	Rank
1	Environmental Work Values	4.67	VI	2
2	Intellectual Achievement Orientation	4.65	VI	4
3	Familial Work Values	4.17	I	10
4	Inter-Personal Work Values	4.64	VI	5
5	Managerial Work Values	4.63	VI	6

Dimensions	School Head-respondents		
	OWM	DE	Rank
6 Material Work Values	4.53	VI	8
7 Occupational Work Values	4.72	VI	1
8 Religious Work Values	4.56	VI	7
9 Organizational Work Values	4.66	VI	3
10 Variety Work Values	4.49	VI	9
Grand Mean	4.57	VI	

The data revealed that school head-respondents rated Filipino Work Values Scales (FWVS) as very important important as to occupational work values, as manifested with the highest overall weighted mean of 4.72 (rank 1). This is followed by environmental work values, with an overall weighted mean of 4.67 (rank 2); organizational work values, with an overall weighted mean of 4.66 (rank 3); intellectual achievement orientation, with an overall weighted mean of 4.65 (rank 4); inter-personal work values, with an overall weighted mean of 4.64 (rank 5); managerial work values, with an overall weighted mean of 4.63 (rank 6); religious work values, with an overall weighted mean of 4.56 (rank 7); material work values, with an overall weighted mean of 4.53 (rank 8); variety work values, with an overall weighted mean of 4.49 (rank 9); while rated important as to familial work values, had the lowest overall weighted mean of 4.17 (rank 10).

Overall, school head-respondents rated their work values as very important manifested on the computed grand mean of 4.57. The overall result implies that the respondents highly value their work. The work values of school heads define the way that they work in the school system. They use work-related to choose between right and wrong ways of working, and they guide important decisions and career choices. Employees with strong work ethics take their work seriously and devote their working hours to going above and beyond

what's required of them. Their passion for their job means that they'll complete tasks quickly and to the best of their ability.

The work values of school heads encompass a wide range of principles and ethics that shape their behavior and approach to leadership. According to the Philippine Professional Standards for School Heads (DepEd Order No. 20, 2020), professional standards that constitute a quality school head include integrity, accountability, dedication, collaboration, and a commitment to fostering a positive and productive educational environment. When school heads highly value these principles, it influences not only their own actions but also sets a standard for the entire school community to follow. In essence, the work values of school heads act as a compass, directing them in their decision-making processes, interactions with staff, and the overall management of the school. It's through these values that school leaders establish a culture and climate within the educational institution. When school heads consistently demonstrate and prioritize these values, it can lead to a more cohesive and effective school environment, ultimately benefiting both the educators and the students they serve.

3. Summary: Level of Job Satisfaction of Elementary School Head-respondents.

Table 3 shows summary on the level of job satisfaction of elementary school head-respondents.

Table 3. Summary on the Level of Job Satisfaction of Elementary School Head-Respondents

Dimensions	School Head-respondents		
	OWM	DE	Rank
1 Job Security	3.38	VS	4
2 Work Environment	3.62	VS	1
3 Job Responsibilities	3.59	VS	2.5
4 Community Linkages/Attachments	3.59	VS	2.5
Grand Mean	3.55	VS	

It can be noted that the school head-respondents were very satisfied on their job in terms of work environment, manifested on the highest overall weighted mean of 3.62 (rank 1); job responsibilities and community linkages/attachments, with an overall weighted mean of 3.59 (tied at rank 2.5); and job security, with the lowest overall weighted mean of 3.38 (rank 4).

Overall, the school head-respondents were very satisfied in their job, manifested on the computed grand mean of 3.55. Job satisfaction is defined as the level of contentment employees feel with their job. This goes beyond their daily duties to cover satisfaction with teachers or other school heads, satisfaction with organizational policies, and the impact of their job on employees' personal lives.

The study aligns with Wang, Pollock, and Hauseman's (2018) perspective on the significance of job satisfaction for school leaders, emphasizing that it influences their attitudes, behaviors, and overall well-being. The presence of high job satisfaction among the school heads, as indicated in the findings, can contribute to positive leadership practices and a supportive and thriving school environment.

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

4.1 Environmental Work Values

Table 4 shows the analysis of variance to test difference on Filipino work values of school heads as to environmental work values when grouped according to profile.

Table 4. Analysis of Variance to test difference on Filipino Work Values of School Heads as to Environmental Work Values when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.021	1	0.021	0.074	0.787	Do Not Reject Ho (Not Significant)
	Within Groups	10.572	38	0.278			
	Total	10.593	39				
Age	Between Groups	1.960	4	0.490	1.987	0.118	Do Not Reject Ho (Not Significant)
	Within Groups	8.633	35	0.247			
	Total	10.593	39				
Civil Status	Between Groups	0.501	2	0.250	0.918	0.408	Do Not Reject Ho (Not Significant)
	Within Groups	10.092	37	0.273			
	Total	10.593	39				
Religious Affiliation	Between Groups	1.223	5	0.245	0.887	0.500	Do Not Reject Ho (Not Significant)
	Within Groups	9.370	34	0.276			
	Total	10.593	39				
Highest Educational Attainment	Between Groups	1.028	4	0.257	0.940	0.452	Do Not Reject Ho (Not Significant)
	Within Groups	9.565	35	0.273			
	Total	10.593	39				
Position/ Designation	Between Groups	1.514	5	0.303	1.134	0.361	Do Not Reject Ho (Not Significant)
	Within Groups	9.078	34	0.267			
	Total	10.593	39				
No. of Years in the Position	Between Groups	1.376	5	0.275	1.016	0.424	Do Not Reject Ho (Not Significant)
	Within Groups	9.216	34	0.271			
	Total	10.593	39				
Monthly Income	Between Groups	3.514	6	0.586	2.731	0.029	Ho is Rejected (Significant)
	Within Groups	7.078	33	0.214			
	Total	10.593	39				

The computed P-value for sex (0.787), age (0.118), civil status (0.408), religious affiliation (0.500), highest educational attainment (0.452), position/designation (0.361) and no. of years in the position (0.424) 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 school heads as to environmental work values when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, position/designation and no. of years in the position.

On the other hand, the P-value for monthly income (0.029) 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 school heads as to environmental work values when grouped according to monthly income.

The result implies that the Filipino work values of school heads as to environmental work values 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 no. of years in the position. Environmental work values pertain to pleasant physical working circumstances, including tranquility, closeness to home, workplace cleanliness, and temperature (Del Castillo, Fresco, Mata, Ramos, & Untalan, 2022). This work value emphasizes the importance of protecting nature and natural resources, as well as maintaining healthy and safe working conditions. It provides valuable insights into the significance of environmental work values for Filipino school heads. It highlights the need for organizations to prioritize creating and maintaining work environments that are clean, comfortable, and conducive to productivity and well-being. Recognizing the impact of the physical work environment on employee satisfaction and performance can inform strategies for workplace design, facility management, and environmental sustainability practices.

Figure 1 presents the post hoc using Scheffe test and means plot in determining where the difference lies on Filipino work values of school heads as to environmental work values when grouped according to monthly income.

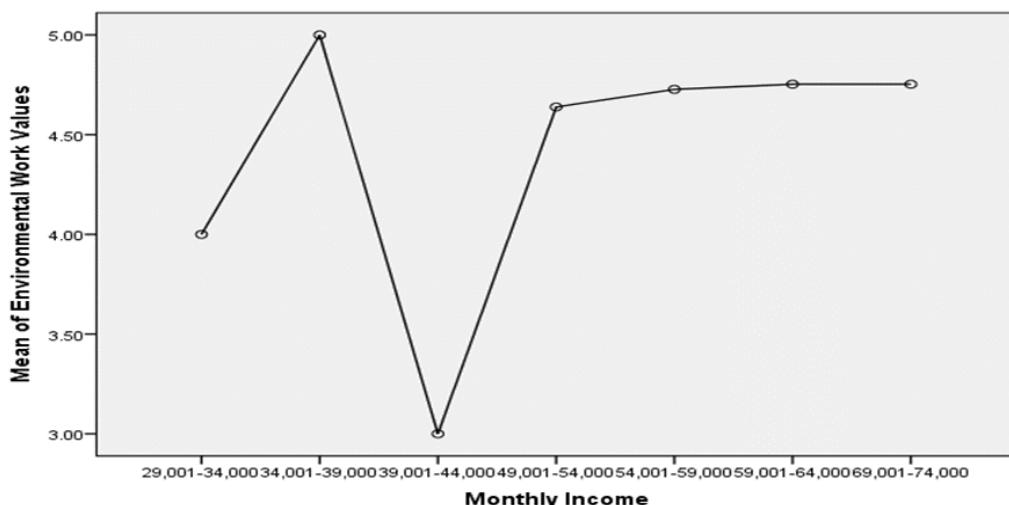


Figure 1. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of School Heads as to Environmental Work Values when Grouped According to Monthly Income

The figure clearly illustrates the means plot that the difference lies between those with monthly income ranged of Php34,001 – Php39,000 and Php39,001 - Php44,000, as

manifested on the highest and lowest mean values of monthly income profile variable. This means that school heads with monthly incomes in the mentioned ranges have varying

perspectives and attitudes towards environmental work values.

According to Owens and Valesky (2011), salary including monthly income is categorized as a hygiene factor in the work environment. They explain that hygiene factors are maintenance factors that have a preventive quality, meaning their absence can result in dissatisfaction. While a school head's monthly salary may not directly lead to higher motivation or job

satisfaction, its inadequacy or absence can contribute to feelings of undervaluation and dissatisfaction (Owens & Valesky, 2011).

4.2 Intellectual Achievement Orientation

Table 5 shows the analysis of variance to test difference on Filipino work values of school heads as to intellectual achievement orientation when grouped according to profile.

Table 5. Analysis of Variance to test difference on Filipino Work Values of School Heads as to Intellectual Achievement Orientation when Grouped According to Profile

Sources of Variations	SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups 0.220	1	0.220	1.785	0.189	Do Not Reject Ho (Not Significant)
	Within Groups 4.692	38	0.123			
	Total 4.912	39				
Age	Between Groups 0.675	4	0.169	1.393	0.256	Do Not Reject Ho (Not Significant)
	Within Groups 4.237	35	0.121			
	Total 4.912	39				
Civil Status	Between Groups 0.090	2	0.045	0.346	0.710	Do Not Reject Ho (Not Significant)
	Within Groups 4.822	37	0.130			
	Total 4.912	39				
Religious Affiliation	Between Groups 1.200	5	0.240	2.199	0.077	Do Not Reject Ho (Not Significant)
	Within Groups 3.712	34	0.109			
	Total 4.912	39				
Highest Educational Attainment	Between Groups 0.299	4	0.075	0.568	0.687	Do Not Reject Ho (Not Significant)
	Within Groups 4.613	35	0.132			
	Total 4.912	39				
Position/ Designation	Between Groups 0.495	5	0.099	0.762	0.584	Do Not Reject Ho (Not Significant)
	Within Groups 4.417	34	0.130			
	Total 4.912	39				
No. of Years in the Position	Between Groups 0.455	5	0.091	0.693	0.632	Do Not Reject Ho (Not Significant)
	Within Groups 4.458	34	0.131			
	Total 4.912	39				
Monthly Income	Between Groups 0.511	6	0.085	0.639	0.698	Do Not Reject Ho (Not Significant)
	Within Groups 4.401	33	0.133			
	Total 4.912	39				

The computed P-value for sex (0.189), age (0.256), civil status (0.710), religious affiliation (0.077), highest educational attainment (0.687), position/designation (0.584), no. of years in the position (0.632) and monthly income (0.698) 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 school

heads as to intellectual achievement orientation when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income.

The result implies that there was no substantial statistically detected difference on the Filipino work values of school heads as to intellectual achievement orientation in terms of sex,

age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income. Intellectual achievement orientation refers to organizational elements that promote autonomy in decision-making, result ownership, and a sense of success (Del Castillo et al., 2022). It highlights the significance of mental growth, skill development, and intellectual pursuits in the workplace. It provides valuable insights into the work values of school heads, particularly in relation to intellectual achievement orientation. By acknowledging the importance of

intellectual growth and promoting an environment that supports autonomy, result ownership, and a sense of success, educational institutions can create a conducive workplace that fosters job satisfaction and professional development among school heads.

4.3 Familial Work Values

Table 6 shows the analysis of variance to test difference on Filipino work values of school heads as to familial work values when grouped according to profile.

Table 6. Analysis of Variance to test difference on Filipino Work Values of School Heads as to Familial Work Values when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.323	1	0.323	0.857	0.360	Do Not Reject Ho (Not Significant)
	Within Groups	14.308	38	0.377			
	Total	14.631	39				
Age	Between Groups	2.781	4	0.695	2.054	0.108	Do Not Reject Ho (Not Significant)
	Within Groups	11.850	35	0.339			
	Total	14.631	39				
Civil Status	Between Groups	0.720	2	0.360	0.958	0.393	Do Not Reject Ho (Not Significant)
	Within Groups	13.911	37	0.376			
	Total	14.631	39				
Religious Affiliation	Between Groups	1.553	5	0.311	0.808	0.552	Do Not Reject Ho (Not Significant)
	Within Groups	13.078	34	0.385			
	Total	14.631	39				
Highest Educational Attainment	Between Groups	2.669	4	0.667	1.952	0.124	Do Not Reject Ho (Not Significant)
	Within Groups	11.962	35	0.342			
	Total	14.631	39				
Position/ Designation	Between Groups	5.070	5	1.014	3.606	0.010	Ho is Rejected (Significant)
	Within Groups	9.561	34	0.281			
	Total	14.631	39				
No. of Years in the Position	Between Groups	2.108	5	0.422	1.145	0.356	Do Not Reject Ho (Not Significant)
	Within Groups	12.523	34	0.368			
	Total	14.631	39				
Monthly Income	Between Groups	6.690	6	1.115	4.634	0.002	Ho is Rejected (Significant)
	Within Groups	7.941	33	0.241			
	Total	14.631	39				

The computed P-value for sex (0.360), age (0.108), civil status (0.393), religious affiliation (0.552), highest educational attainment (0.124) and no. of years in the position (0.356) were greater than (>) 0.05 Alpha Level of Sig-

nificance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference on Filipino work values of school heads as to familial work values when grouped according to sex, age, civil status, religious affiliation,

highest educational attainment and no. of years in the position.

On the other hand, the P-value for position/designation (0.010) and monthly income (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 school heads as to familial work values when grouped according to position/designation and monthly income.

The result implies that the Filipino work values of school heads as to familial work values differs according to position/designation and monthly income; while no substantial statistically detected difference in terms of sex, age, civil status, religious affiliation, highest educational attainment and no. of years in the position. Familial work values encompass working circumstances that allow employees to maintain contact with their families, preserving unity, closeness, and loyalty within the family unit (Del Castillo et al., 2022). This work value encourages Filipino employees, including school heads, to prioritize their families and recognize the importance of nurturing the

family unit while maintaining a healthy work-life balance. It sheds light on the specific dynamics of familial work values among school heads in the Filipino context. By acknowledging the importance of family and creating working conditions that enable employees to maintain strong family bonds, educational institutions can contribute to job satisfaction and overall well-being among school heads.

Conservation of Resources (COR) theory posits that individuals, driven by motivation to acquire and safeguard valued resources, extend this pursuit to both their work and family domains (Hobfoll, 1989, Hobfoll, 2002, as cited in Chen, Powell, Cui, 2014). This perspective suggests that people are inherently motivated to obtain and protect resources in various facets of their lives, including their roles in both professional and familial contexts (ten Brummelhuis & Bakker, 2012).

Figure 2 presents post hoc using Scheffe test and means plot in determining where the difference lies on Filipino work values of school heads as to familial work values when grouped according to position/designation.

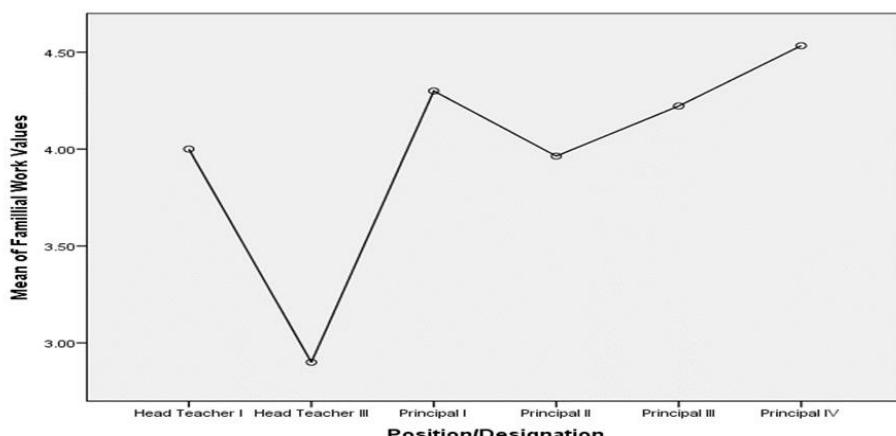


Figure 2. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of School Heads as to Familial Work Values when Grouped According to Position/Designation

The figure clearly illustrates the means plot that the difference lies between Principal IV and Head Teacher III, as manifested on the highest and lowest mean values of position/designation profile variable.

In the study by Žnidaršič and Bernik (2021) revealed that the organization's work-family

balance policies, support from leaders and co-workers, and family-friendly initiatives have a positive impact on individuals' work-family balance. This implies that individuals in different roles or positions within an organization may receive varying levels of support, which

affects their ability to achieve a satisfactory work-family balance. These findings support the idea that the specific roles or positions held by individuals can influence their attitudes, beliefs, and values regarding family and work.

Figure 3 presents post hoc using Scheffe test and means plot in determining where the difference lies on Filipino work values of school heads as to familial work values when grouped according to monthly income.

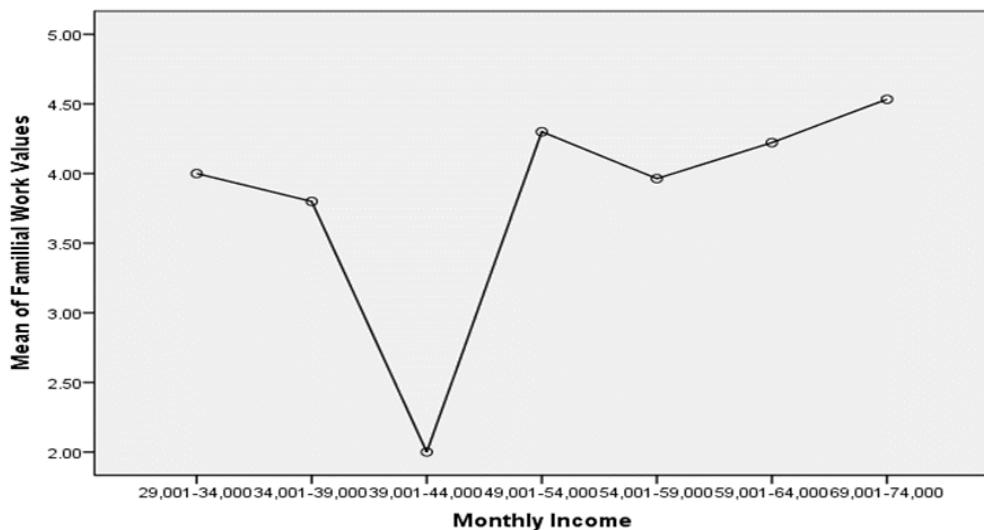


Figure 3 Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of School Heads as to Familial Work values when Grouped According to Monthly Income

The figure clearly illustrates the means plot that the difference lies between those with monthly income ranged of Php 69,001 – Php 74,000 and Php 39,001 - Php 44,000, as manifested on the highest and lowest mean values of monthly income profile variable. It means that school heads with different income levels may have distinct perspectives or priorities when it comes to familial work values.

According to Kengatharan (2017), their study found that income moderates the relationship between work-family conflict and

employee performance, with higher income levels positively influencing employee performance. This supports the notion that the level of monthly income plays a role in shaping the work values related to family among employees (Kengatharan, 2017).

4.4 Inter-Personal Work Values

Table 7 shows the analysis of variance to test difference on Filipino work values of school heads as to inter-personal work values when grouped according to profile.

Table 7. Analysis of Variance to test difference on Filipino Work Values of School Heads as to Inter-Personal Work Values when Grouped According to Profile

Sources of Variations	SS	df	MS	F	Sig.	Decision / Interpretation	
Sex	Between Groups	0.309	1	0.309	1.596	0.214	
	Within Groups	7.366	38	0.194		Do Not Reject Ho (Not Significant)	
	Total	7.675	39				
Age	Between Groups	1.127	4	0.282	1.506	0.222	
	Within Groups	6.548	35	0.187		Do Not Reject Ho (Not Significant)	
	Total	7.675	39				
Civil Status	Between Groups	0.801	2	0.401	2.157	0.130	Do Not Reject Ho

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Religious Affiliation	Within Groups	6.874	37	0.186			(Not Significant)
	Total	7.675	39				
	Between Groups	1.830	5	0.366	2.129	0.086	Do Not Reject Ho
Highest Educational Attainment	Within Groups	5.845	34	0.172			(Not Significant)
	Total	7.675	39				
	Between Groups	0.753	4	0.188	0.952	0.446	Do Not Reject Ho
Position/Designation	Within Groups	6.922	35	0.198			(Not Significant)
	Total	7.675	39				
	Between Groups	0.757	5	0.151	0.744	0.596	Do Not Reject Ho
No. of Years in the Position	Within Groups	6.918	34	0.203			(Not Significant)
	Total	7.675	39				
	Between Groups	1.585	5	0.317	1.769	0.146	Do Not Reject Ho
Monthly Income	Within Groups	6.091	34	0.179			(Not Significant)
	Total	7.675	39				
	Between Groups	0.760	6	0.127	0.605	0.725	Do Not Reject Ho
	Within Groups	6.915	33	0.210			(Not Significant)
	Total	7.675	39				

The computed P-value for sex (0.214), age (0.222), civil status (0.130), religious affiliation (0.086), highest educational attainment (0.446), position/designation (0.596), no. of years in the position (0.146) and monthly income (0.725) 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 school heads as to inter-personal work values when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income.

The result implies that there was no substantial statistically detected difference on the Filipino work values of school heads as to inter-personal work values in terms of sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income. Interpersonal work values encompass working

conditions that promote *pakikisama* (camaraderie), loyalty, and friendships among co-workers (Del Castillo et al., 2022). This work value highlights the significance of social relationships in the workplace, including effective communication, customer service, and teamwork. It provides valuable insights into the importance of interpersonal work values among school heads. By recognizing the significance of *pakikisama*, loyalty, and friendships in the workplace, educational institutions can emphasize the development of effective communication skills, teamwork, and a positive work culture. This can contribute to job satisfaction, collaboration, and overall organizational success.

4.5 Managerial Work Values

Table 8 shows the 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	0.136	1	0.136	0.775	0.384	Do Not Reject Ho
	Within Groups	6.668	38	0.175			(Not Significant)
	Total	6.804	39				

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Age	Between Groups	0.985	4	0.246	1.481	0.229	Do Not Reject Ho (Not Significant)
	Within Groups	5.819	35	0.166			
	Total	6.804	39				
Civil Status	Between Groups	0.121	2	0.061	0.336	0.717	Do Not Reject Ho (Not Significant)
	Within Groups	6.682	37	0.181			
	Total	6.804	39				
Religious Affiliation	Between Groups	1.618	5	0.324	2.121	0.087	Do Not Reject Ho (Not Significant)
	Within Groups	5.186	34	0.153			
	Total	6.804	39				
Highest Educational Attainment	Between Groups	0.758	4	0.189	1.096	0.374	Do Not Reject Ho (Not Significant)
	Within Groups	6.046	35	0.173			
	Total	6.804	39				
Position/Designation	Between Groups	0.676	5	0.135	0.751	0.591	Do Not Reject Ho (Not Significant)
	Within Groups	6.127	34	0.180			
	Total	6.804	39				
No. of Years in the Position	Between Groups	0.647	5	0.129	0.715	0.617	Do Not Reject Ho (Not Significant)
	Within Groups	6.157	34	0.181			
	Total	6.804	39				
Monthly Income	Between Groups	0.840	6	0.140	0.774	0.596	Do Not Reject Ho (Not Significant)
	Within Groups	5.964	33	0.181			
	Total	6.804	39				

The computed P-value for sex (0.384), age (0.229), civil status (0.717), religious affiliation (0.087), highest educational attainment (0.374), position/designation (0.591), no. of years in the position (0.617) and monthly income (0.596) 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 school heads as to managerial work values when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income.

The result implies that there was no substantial statistically detected difference on the Filipino work values of school heads as to managerial work values in terms of sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income. Managerial work values encompass working conditions that involve directing people and

efficiently utilizing various resources to achieve organizational goals (Del Castillo et al., 2022). This work value highlights the significance of effective leadership, structured policies and procedures, and other managerial practices in the workplace. It provides valuable insights into the importance of managerial work values among school heads. By recognizing the significance of leadership, structured policies, and other managerial practices, educational institutions can emphasize the development of effective management skills and promote a culture of efficiency and goal attainment. This can contribute to job satisfaction, organizational effectiveness, and overall success in the educational setting.

4.6 Material Work Values

Table 9 shows the analysis of variance to test difference on Filipino work values of school heads as to material work values when grouped according to profile.

Table 9. Analysis of Variance to test difference on Filipino Work Values of School Heads as to Material Work Values when Grouped According to Profile

Sources of Variations	SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups 0.001	1	0.001	0.005	0.946	Do Not Reject Ho (Not Significant)
	Within Groups 8.568	38	0.225			
	Total 8.569	39				
Age	Between Groups 1.048	4	0.262	1.219	0.321	Do Not Reject Ho (Not Significant)
	Within Groups 7.521	35	0.215			
	Total 8.569	39				
Civil Status	Between Groups 0.131	2	0.065	0.287	0.752	Do Not Reject Ho (Not Significant)
	Within Groups 8.438	37	0.228			
	Total 8.569	39				
Religious Affiliation	Between Groups 1.352	5	0.270	1.274	0.298	Do Not Reject Ho (Not Significant)
	Within Groups 7.217	34	0.212			
	Total 8.569	39				
Highest Educational Attainment	Between Groups 0.612	4	0.153	0.673	0.615	Do Not Reject Ho (Not Significant)
	Within Groups 7.957	35	0.227			
	Total 8.569	39				
Position/ Designation	Between Groups 1.162	5	0.232	1.067	0.396	Do Not Reject Ho (Not Significant)
	Within Groups 7.407	34	0.218			
	Total 8.569	39				
No. of Years in the Position	Between Groups 0.497	5	0.099	0.419	0.833	Do Not Reject Ho (Not Significant)
	Within Groups 8.072	34	0.237			
	Total 8.569	39				
Monthly Income	Between Groups 2.107	6	0.351	1.794	0.131	Do Not Reject Ho (Not Significant)
	Within Groups 6.461	33	0.196			
	Total 8.569	39				

The computed P-value for sex (0.946), age (0.321), civil status (0.752), religious affiliation (0.298), highest educational attainment (0.615), position/designation (0.396), no. of years in the position (0.833) and monthly income (0.131) 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 school heads as to material work values when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income.

The result implies that there was no substantial statistically detected difference on the Filipino work values of school heads as to material work values in terms of sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in

the position and monthly income. Material work values encompass work conditions that enable individuals to acquire job security, receive good pay, enjoy benefits, and attain prestige (Del Castillo et al., 2022). This work value emphasizes the importance of financial stability and prosperity, motivating employees to strive for productivity, bonuses, and promotions. It provides valuable insights into the importance of material work values among school heads. By recognizing the significance of job security, fair pay, benefits, and prestige, educational institutions can implement effective compensation and reward systems that align with the material work values of school heads. This can contribute to their job satisfaction, motivation, and overall well-being, ultimately leading to improved performance and organizational success.

4.7 Occupational Work Values

Table 10 shows the analysis of variance to test difference on Filipino work values of

school heads as to occupational work values when grouped according to profile.

Table 10. Analysis of Variance to test difference on Filipino Work Values of School Heads as to Occupational Work Values when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.167	1	0.167	1.179	0.284	Do Not Reject Ho (Not Significant)
	Within Groups	5.388	38	0.142			
	Total	5.555	39				
Age	Between Groups	0.581	4	0.145	1.021	0.410	Do Not Reject Ho (Not Significant)
	Within Groups	4.975	35	0.142			
	Total	5.555	39				
Civil Status	Between Groups	0.155	2	0.077	0.530	0.593	Do Not Reject Ho (Not Significant)
	Within Groups	5.400	37	0.146			
	Total	5.555	39				
Religious Affiliation	Between Groups	1.392	5	0.278	2.274	0.069	Do Not Reject Ho (Not Significant)
	Within Groups	4.163	34	0.122			
	Total	5.555	39				
Highest Educational Attainment	Between Groups	0.552	4	0.138	0.966	0.438	Do Not Reject Ho (Not Significant)
	Within Groups	5.003	35	0.143			
	Total	5.555	39				
Position/Designation	Between Groups	0.481	5	0.096	0.644	0.668	Do Not Reject Ho (Not Significant)
	Within Groups	5.075	34	0.149			
	Total	5.555	39				
No. of Years in the Position	Between Groups	0.548	5	0.110	0.745	0.596	Do Not Reject Ho (Not Significant)
	Within Groups	5.007	34	0.147			
	Total	5.555	39				
Monthly Income	Between Groups	0.487	6	0.081	0.528	0.783	Do Not Reject Ho (Not Significant)
	Within Groups	5.068	33	0.154			
	Total	5.555	39				

The computed P-value for sex (0.284), age (0.410), civil status (0.593), religious affiliation (0.069), highest educational attainment (0.438), position/designation (0.668), no. of years in the position (0.596) and monthly income (0.783) 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 school heads as to occupational work values when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income.

The result implies that there was no substantial statistically detected difference on the Filipino work values of school heads as to

occupational work values in terms of sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income. Occupational work values encompass factors that allow for occupational growth, competence, and the application of education to work (Del Castillo et al., 2022). This work value highlights the importance of finding and maintaining a stable, safe, and secure job, as well as striving to excel in one's current role. It offers valuable insights into the significance of occupational work values among school heads. By recognizing the importance of occupational growth, competence development, and job security, educational institutions can implement strategies to support the professional advancement of

school heads. This can include providing relevant training and development opportunities, creating a supportive work environment, and offering incentives for continuous improvement. By aligning with occupational work values, organizations can enhance job satisfaction, professional fulfillment, and overall success among school heads.

Table 11. Analysis of Variance to test difference on Filipino Work Values of School Heads as to Religious Work Values when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.316	1	0.316	1.677	0.203	Do Not Reject Ho (Not Significant)
	Within Groups	7.169	38	0.189			
	Total	7.485	39				
Age	Between Groups	0.523	4	0.131	0.658	0.625	Do Not Reject Ho (Not Significant)
	Within Groups	6.962	35	0.199			
	Total	7.485	39				
Civil Status	Between Groups	0.662	2	0.331	1.795	0.180	Do Not Reject Ho (Not Significant)
	Within Groups	6.823	37	0.184			
	Total	7.485	39				
Religious Affiliation	Between Groups	1.631	5	0.326	1.895	0.121	Do Not Reject Ho (Not Significant)
	Within Groups	5.854	34	0.172			
	Total	7.485	39				
Highest Educational Attainment	Between Groups	0.395	4	0.099	0.488	0.744	Do Not Reject Ho (Not Significant)
	Within Groups	7.090	35	0.203			
	Total	7.485	39				
Position/Designation	Between Groups	0.593	5	0.119	0.585	0.711	Do Not Reject Ho (Not Significant)
	Within Groups	6.892	34	0.203			
	Total	7.485	39				
No. of Years in the Position	Between Groups	0.334	5	0.067	0.317	0.899	Do Not Reject Ho (Not Significant)
	Within Groups	7.151	34	0.210			
	Total	7.485	39				
Monthly Income	Between Groups	0.756	6	0.126	0.618	0.714	Do Not Reject Ho (Not Significant)
	Within Groups	6.729	33	0.204			
	Total	7.485	39				

The computed P-value for sex (0.203), age (0.625), civil status (0.180), religious affiliation (0.121), highest educational attainment (0.744), position/designation (0.711), no. of years in the position (0.899) and monthly income (0.714) 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 school heads as to religious work values when grouped according to sex, age, civil status, reli-

gious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income.

The result implies that there was no substantial statistically detected difference on the Filipino work values of school heads as to religious work values in terms of sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income. Religious work values encompass a work environment

that does not discriminate against an individual's religious beliefs and promotes the expression of one's religious identity (Del Castillo et al., 2022). This work value highlights the significance of incorporating Christian values in the workplace, including behavior guided by faith, mutual respect, and ethical conduct. It provides valuable insights into the relevance of religious work values among school heads. By promoting an inclusive and respectful work environment that upholds Christian values, educational institutions can create a sense of

belonging and support for school heads to express their religious identity freely. This can contribute to their job satisfaction, well-being, and overall engagement in their roles, ultimately leading to a harmonious and productive work environment.

4.9 Organizational Work Values

Table 12 shows the analysis of variance to test difference on Filipino work values of school heads as to organizational work values when grouped according to profile.

Table 12. Analysis of Variance to test difference on Filipino Work Values of School Heads as to Organizational Work Values when Grouped According to Profile

Sources of Variations	SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.722	1	0.722	4.846	0.034
	Within Groups	5.664	38	0.149		Ho is Rejected (Significant)
	Total	6.386	39			
Age	Between Groups	0.853	4	0.213	1.349	0.271
	Within Groups	5.533	35	0.158		Do Not Reject Ho (Not Significant)
	Total	6.386	39			
Civil Status	Between Groups	0.116	2	0.058	0.341	0.713
	Within Groups	6.271	37	0.169		Do Not Reject Ho (Not Significant)
	Total	6.386	39			
Religious Affiliation	Between Groups	1.283	5	0.257	1.710	0.159
	Within Groups	5.103	34	0.150		Do Not Reject Ho (Not Significant)
	Total	6.386	39			
Highest Educational Attainment	Between Groups	1.121	4	0.280	1.864	0.139
	Within Groups	5.265	35	0.150		Do Not Reject Ho (Not Significant)
	Total	6.386	39			
Position/Designation	Between Groups	1.246	5	0.249	1.648	0.174
	Within Groups	5.140	34	0.151		Do Not Reject Ho (Not Significant)
	Total	6.386	39			
No. of Years in the Position	Between Groups	0.349	5	0.070	0.393	0.850
	Within Groups	6.037	34	0.178		Do Not Reject Ho (Not Significant)
	Total	6.386	39			
Monthly Income	Between Groups	1.746	6	0.291	2.069	0.084
	Within Groups	4.640	33	0.141		Do Not Reject Ho (Not Significant)
	Total	6.386	39			

The computed P-value for age (0.271), civil status (0.713), religious affiliation (0.159), highest educational attainment (0.139), position/designation (0.174), no. of years in the position (0.850) and monthly income (0.084) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is ac-

cepted. Therefore, there is no significant difference on Filipino work values of school heads as to organizational work values when grouped according to age, civil status, religious affiliation, highest educational attainment position/designation, no. of years in the position and monthly income.

On the other hand, the P-value for sex (0.034) 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 school heads as to organizational work values when grouped according to sex.

The result implies that the Filipino work values of school heads as to organizational work values differs according to sex; while no substantial statistically detected difference in terms of age, civil status, religious affiliation, highest educational attainment position/designation, no. of years in the position and monthly income. Organizational work values pertain to the presence of nurturing and supportive work conditions that foster employee commitment to the organization, openness, cooperation, and adherence to organizational goals and policies

(Del Castillo et al., 2022). This work value emphasizes the importance of employees being dedicated to the company, actively promoting the interests of the workplace, and maintaining loyalty to the organization and its objectives. This provides valuable insights into the significance of organizational work values among school heads. By fostering a caring and nurturing work environment, organizations can enhance employee commitment, cooperation, and alignment with organizational goals. This, in turn, can contribute to improved job satisfaction, employee well-being, and overall organizational performance.

Figure 6 presents post hoc using Scheffe test and means plot in determining where the difference lies on Filipino work values of school heads as to organizational work values when grouped according to sex.

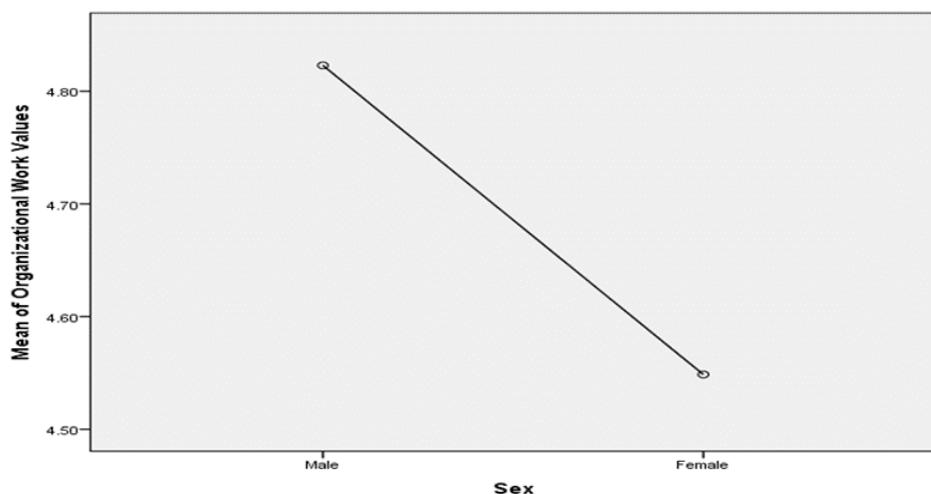


Figure 4. Post hoc using Scheffe Test and Means Plot in determining where the Difference lies on Filipino Work Values of School Heads as to Organizational Work values when Grouped According to Sex

The figure clearly illustrates the means plot that the difference lies between male and female, as manifested on the highest and lowest mean values of sex profile variable. This means that there is a significant difference in organizational work values between male and female school heads. The exact nature of this difference would require further investigation and analysis of the specific work values that contributed to the variation observed. The disparity in organizational work values based on sex

suggests that males and females may have distinct perspectives, priorities, or experiences regarding the importance of organizational values in the workplace.

According to Tan, Argate, & Barcoso (2020), the leadership styles of male and female school heads were influenced by their gender orientation, with male school heads displaying a leadership template different from female school heads. This difference in leadership styles is attributed to role expectations, experiences, and

cultural limitations that individuals may face based on their gender. Despite sharing similar goals and aspirations, the study suggests that male and female school heads execute and implement their leadership roles differently due to the influence of their respective social orientations.

4.10 Variety Work Values

Table 13 shows the analysis of variance to test difference on Filipino work values of school heads as to variety work values when grouped according to profile.

Table 13. Analysis of Variance to test difference on Filipino Work Values of School Heads as to Variety Work Values when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.032	1	0.032	0.174	0.679	Do Not Reject Ho (Not Significant)
	Within Groups	6.892	38	0.181			
	Total	6.923	39				
Age	Between Groups	1.109	4	0.277	1.670	0.179	Do Not Reject Ho (Not Significant)
	Within Groups	5.814	35	0.166			
	Total	6.923	39				
Civil Status	Between Groups	0.248	2	0.124	0.689	0.509	Do Not Reject Ho (Not Significant)
	Within Groups	6.675	37	0.180			
	Total	6.923	39				
Religious Affiliation	Between Groups	1.488	5	0.298	1.861	0.127	Do Not Reject Ho (Not Significant)
	Within Groups	5.435	34	0.160			
	Total	6.923	39				
Highest Educational Attainment	Between Groups	0.667	4	0.167	0.932	0.457	Do Not Reject Ho (Not Significant)
	Within Groups	6.257	35	0.179			
	Total	6.923	39				
Position/Designation	Between Groups	1.093	5	0.219	1.274	0.298	Do Not Reject Ho (Not Significant)
	Within Groups	5.831	34	0.171			
	Total	6.923	39				
No. of Years in the Position	Between Groups	0.434	5	0.087	0.454	0.807	Do Not Reject Ho (Not Significant)
	Within Groups	6.490	34	0.191			
	Total	6.923	39				
Monthly Income	Between Groups	1.093	6	0.182	1.031	0.423	Do Not Reject Ho (Not Significant)
	Within Groups	5.831	33	0.177			
	Total	6.923	39				

The computed P-value for sex (0.679), age (0.179), civil status (0.509), religious affiliation (0.127), highest educational attainment (0.457), position/designation (0.298), no. of years in the position (0.807) and monthly income (0.423) 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 school heads as to variety work values when grouped according to sex, age, civil status, religious affiliation, highest educational attainment,

position/designation, no. of years in the position and monthly income.

The result implies that there was no substantial statistically detected difference on the Filipino work values of school heads as to variety work values in terms of sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income. Variety work values refer to working conditions that provide variety instead of routinary work that may make work tedious, boring, and unchallenging

(Del Castillo, et al., 2022). This type of work value encourages Filipino employees to seek opportunities for growth and development, both professionally and personally, as well as to take on different types of tasks, projects, and assignments. provides valuable insights into the significance of variety work values for Filipino school heads. By acknowledging the importance of offering diverse and challenging tasks, organizations can enhance employee engagement, job satisfaction, and overall organizational effectiveness. Recognizing the universal desire for variety in the workplace can

inform human resource policies and practices aimed at creating job roles that are stimulating, meaningful, and aligned with employees' professional aspirations.

5. Test of Difference on Job Satisfaction of School Head-respondents when Grouped According to Profile

5.1 Job Security

Table 14 shows the analysis of variance to test difference on job satisfaction of school heads as to job security when grouped according to profile.

Table 14. Analysis of Variance to test difference on Job Satisfaction of School Heads as to Job Security when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.140	1	0.140	0.696	0.409	Do Not Reject Ho (Not Significant)
	Within Groups	7.650	38	0.201			
	Total	7.790	39				
Age	Between Groups	0.722	4	0.181	0.894	0.478	Do Not Reject Ho (Not Significant)
	Within Groups	7.068	35	0.202			
	Total	7.790	39				
Civil Status	Between Groups	0.089	2	0.045	0.215	0.808	Do Not Reject Ho (Not Significant)
	Within Groups	7.700	37	0.208			
	Total	7.790	39				
Religious Affiliation	Between Groups	1.669	5	0.334	1.854	0.129	Do Not Reject Ho (Not Significant)
	Within Groups	6.121	34	0.180			
	Total	7.790	39				
Highest Educational Attainment	Between Groups	0.714	4	0.178	0.882	0.485	Do Not Reject Ho (Not Significant)
	Within Groups	7.076	35	0.202			
	Total	7.790	39				
Position/ Designation	Between Groups	0.905	5	0.181	0.894	0.496	Do Not Reject Ho (Not Significant)
	Within Groups	6.885	34	0.203			
	Total	7.790	39				
No. of Years in the Position	Between Groups	0.612	5	0.122	0.580	0.715	Do Not Reject Ho (Not Significant)
	Within Groups	7.177	34	0.211			
	Total	7.790	39				
Monthly Income	Between Groups	0.905	6	0.151	0.723	0.634	Do Not Reject Ho (Not Significant)
	Within Groups	6.885	33	0.209			
	Total	7.790	39				

The computed P-value for sex (0.409), age (0.478), civil status (0.808), religious affiliation (0.129), highest educational attainment (0.485), position/designation (0.496), no. of years in the position (0.715) and monthly income (0.634) 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 school heads as to job security when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income.

The result implies that there was no substantial statistically detected difference on job satisfaction of school heads as to job security in terms of sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income. The concept of job security, as defined by Ogunbanjo (2021), encompasses several factors that affect employee attachment to their jobs and organizations. These include the fear of job loss, lack of career advancement opportunities, poor working conditions, and inadequate compensation. The study's finding that job security is a significant predictor of employee loyalty and commitment underscores the need for organizations to prioritize job security in their human resource policies. For school heads, this means that job security can play a significant role in their job satisfaction. Schools can ensure job security for

their heads by providing clear guidelines for job performance, providing opportunities for professional development and training, and offering competitive compensation packages. By ensuring job security, school heads are more likely to feel valued and invested in their work, which can lead to higher levels of job satisfaction. Additionally, providing job security can create a positive work environment that fosters trust and commitment between the school administration and the school heads, which can lead to increased organizational effectiveness and success.

5.2 Work Environment

Table 15 shows the analysis of variance to test difference on job satisfaction of school heads as to work environment when grouped according to profile.

Table 15. Analysis of Variance to test difference on Job Satisfaction of School Heads as to Work Environment when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.160	1	0.160	1.013	0.321	Do Not Reject Ho (Not Significant)
	Within Groups	6.010	38	0.158			
	Total	6.170	39				
Age	Between Groups	1.086	4	0.271	1.868	0.138	Do Not Reject Ho (Not Significant)
	Within Groups	5.084	35	0.145			
	Total	6.170	39				
Civil Status	Between Groups	0.121	2	0.061	0.371	0.692	Do Not Reject Ho (Not Significant)
	Within Groups	6.048	37	0.163			
	Total	6.170	39				
Religious Affiliation	Between Groups	1.209	5	0.242	1.657	0.172	Do Not Reject Ho (Not Significant)
	Within Groups	4.961	34	0.146			
	Total	6.170	39				
Highest Educational Attainment	Between Groups	0.672	4	0.168	1.069	0.387	Do Not Reject Ho (Not Significant)
	Within Groups	5.498	35	0.157			
	Total	6.170	39				
Position/Designation	Between Groups	1.040	5	0.208	1.379	0.257	Do Not Reject Ho (Not Significant)
	Within Groups	5.129	34	0.151			
	Total	6.170	39				
No. of Years in the Position	Between Groups	0.718	5	0.144	0.896	0.495	Do Not Reject Ho (Not Significant)
	Within Groups	5.452	34	0.160			
	Total	6.170	39				
Monthly Income	Between Groups	1.040	6	0.173	1.115	0.375	Do Not Reject Ho (Not Significant)
	Within Groups	5.129	33	0.155			
	Total	6.170	39				

The computed P-value for sex (0.321), age (0.138), civil status (0.692), religious affiliation (0.172), highest educational attainment (0.387), position/designation (0.257), no. of years in the position (0.495) and monthly income (0.375) 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 school heads as to work environment when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income.

In a recent study by Chen, Hirscheim, and O'Donnell (2019), it was discovered that both physical and social working conditions play crucial roles in determining job satisfaction. The study examined the impact of physical working conditions (e.g., temperature, air quality, and noise) and social working conditions

(e.g., colleagues' support and team dynamics) on job satisfaction. The results revealed a positive correlation between physical working conditions and job satisfaction, while social working conditions were found to have a negative correlation with job satisfaction (Chen, Hirscheim, & O'Donnell, 2019). This suggests the importance of providing a comfortable and supportive work environment for fostering job satisfaction. School heads can take proactive steps to enhance the work environment and, in turn, improve job satisfaction among their staff. This can lead to higher levels of motivation, productivity, and overall job satisfaction within the school.

5.3 Job Responsibility

Table 16 shows the analysis of variance to test difference on job satisfaction of school heads as to job responsibility when grouped according to profile.

Table 16. Analysis of Variance to test difference on Job Satisfaction of School Heads as to Job Responsibilities when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.442	1	0.442	2.437	0.127	Do Not Reject Ho (Not Significant)
	Within Groups	6.894	38	0.181			
	Total	7.336	39				
Age	Between Groups	1.358	4	0.339	1.987	0.118	Do Not Reject Ho (Not Significant)
	Within Groups	5.978	35	0.171			
	Total	7.336	39				
Civil Status	Between Groups	0.495	2	0.247	1.337	0.275	Do Not Reject Ho (Not Significant)
	Within Groups	6.841	37	0.185			
	Total	7.336	39				
Religious Affiliation	Between Groups	1.339	5	0.268	1.518	0.210	Do Not Reject Ho (Not Significant)
	Within Groups	5.997	34	0.176			
	Total	7.336	39				
Highest Educational Attainment	Between Groups	0.307	4	0.077	0.383	0.819	Do Not Reject Ho (Not Significant)
	Within Groups	7.029	35	0.201			
	Total	7.336	39				
Position/Designation	Between Groups	0.509	5	0.102	0.507	0.769	Do Not Reject Ho (Not Significant)
	Within Groups	6.827	34	0.201			
	Total	7.336	39				
No. of Years in the Position	Between Groups	1.035	5	0.207	1.117	0.370	Do Not Reject Ho (Not Significant)
	Within Groups	6.301	34	0.185			
	Total	7.336	39				
Monthly Income	Between Groups	0.829	6	0.138	0.701	0.651	Do Not Reject Ho (Not Significant)
	Within Groups	6.507	33	0.197			
	Total	7.336	39				

The computed P-value for sex (0.127), age (0.118), civil status (0.275), religious affiliation (0.210), highest educational attainment (0.819), position/designation (0.769), no. of years in the position (0.370) and monthly income (0.651) 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 school heads as to job responsibilities when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income.

The result implies that there was no substantial statistically detected difference on job satisfaction of school heads as to job responsibilities in terms of sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income.

Kadtong, Unos, and Midzid (2017) argue that giving employees a sense of ownership over their work can lead to higher levels of motivation and job satisfaction. This involves

providing employees with enough freedom and power to carry out their tasks and feel that they have control over the results. As employees gain more experience and maturity in their roles, managers should consider offering opportunities for added responsibility and challenge. When adding more work, school administrators should carefully consider how to make it meaningful and challenging, potentially giving employees greater freedom and authority (Kadtong, Unos, & Midzid, 2017). School heads can create an environment where employees feel a sense of ownership, have opportunities for growth, and engage in meaningful and challenging work. These factors contribute to higher levels of job satisfaction among school heads and ultimately foster a more productive and motivated workforce.

5.4 Community Linkages/Attachments

Table 17 shows the analysis of variance to test difference on job satisfaction of school heads as to community linkages/attachments when grouped according to profile.

Table 17. Analysis of Variance to test difference on Job Satisfaction of School Heads as to Community Linkages/Attachments when Grouped According to Profile

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.126	1	0.126	0.611	0.439	Do Not Reject Ho (Not Significant)
	Within Groups	7.838	38	0.206			
	Total	7.964	39				
Age	Between Groups	1.212	4	0.303	1.571	0.204	Do Not Reject Ho (Not Significant)
	Within Groups	6.751	35	0.193			
	Total	7.964	39				
Civil Status	Between Groups	0.292	2	0.146	0.704	0.501	Do Not Reject Ho (Not Significant)
	Within Groups	7.672	37	0.207			
	Total	7.964	39				
Religious Affiliation	Between Groups	1.766	5	0.353	1.938	0.114	Do Not Reject Ho (Not Significant)
	Within Groups	6.197	34	0.182			
	Total	7.964	39				
Highest Educational Attainment	Between Groups	0.827	4	0.207	1.014	0.413	Do Not Reject Ho (Not Significant)
	Within Groups	7.137	35	0.204			
	Total	7.964	39				
Position/ Designation	Between Groups	0.580	5	0.116	0.534	0.749	Do Not Reject Ho (Not Significant)
	Within Groups	7.384	34	0.217			
	Total	7.964	39				
No. of Years in the Position	Between Groups	0.721	5	0.144	0.677	0.644	Do Not Reject Ho (Not Significant)
	Within Groups	7.242	34	0.213			

Sources of Variations	SS	df	MS	F	Sig.	Decision / Interpretation
Total	7.964	39				
Monthly Income	Between Groups	0.760	6	0.127	0.580	0.743
	Within Groups	7.204	33	0.218		Do Not Reject Ho
	Total	7.964	39			(Not Significant)

The computed P-value for sex (0.439), age (0.204), civil status (0.501), religious affiliation (0.114), highest educational attainment (0.413), position/designation (0.749), no. of years in the position (0.644) and monthly income (0.743) 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 school heads as to community linkages/attachments when grouped according to sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income.

The result implies that there was no substantial statistically detected difference on job satisfaction of school heads as to community linkages/attachments in terms of sex, age, civil status, religious affiliation, highest educational attainment, position/designation, no. of years in the position and monthly income. The research findings indicate that there was no significant difference in job satisfaction among school heads based on community linkages/attachments and various factors such as sex, age, civil status, religious affiliation, highest educational attainment, position/designation, number of years in the position, and monthly income.

Community attachment, as defined by McCool and Martin (1994) and cited by Rosen-

thal and Ho (2020), refers to the extent and pattern of social participation and integration into the community, as well as the sentiment or affect towards the community. It reflects deep social bonds with other community members and is not solely determined by the length of an individual's residency in the community. While community attachment is related to social participation, it differs from community involvement. Involvement pertains to participating in community functions, whereas attachment is more about a sense of belonging (Sher, Bagul, & Din, 2015). School heads can leverage this understanding by actively participating in community events, building relationships with local stakeholders, and involving community members in decision-making processes. By doing so, school heads can create a collaborative and supportive environment that strengthens community linkages and enhances their own job satisfaction.

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

Table 18 shows the Pearson Product Moment Coefficient of Correlation to test relationship between Filipino work values and job satisfaction of elementary school head-respondents.

Table 18. Pearson Product Moment Coefficient of Correlation to test Relationship between Filipino Work Values and Job Satisfaction of Elementary School Head-respondents

Sources of Correlations	Work Values	Job Satisfaction	Decision/ Interpretation
Work Values	Pearson Correlation	1	0.816**
	Sig. (2-tailed)		0.000
	N	40	40
Job Satisfaction	Pearson Correlation	0.816**	1
	Sig. (2-tailed)	0.000	
	N	40	40

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

The computed Pearson r value of 0.816 denotes very high 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 school head-respondents.

The findings signify that as the level of work values of school heads increases, there is a very high tendency that their job satisfaction also increases.

This implies that school heads who hold strong Filipino work values are highly likely to also experience high levels of job satisfaction. This suggests that work values play a crucial role in shaping the job satisfaction of elementary school heads. Froese & Xiao (2012) highlighted that with job satisfaction influenced organizational commitment. Satisfied employees are committed employees as reflected to their values.

According to Mat (2013), positive work values among employees in organization are important in increasing job satisfaction and job involvement. Giving more attention on work values will help organization in developing the human resource management system that is able to attract, as well as enhance job satisfaction and job involvement among employees (Froese, et. al., 2012). In addition, supervisor and co-worker support in the organization could potentially increase work values, increase job satisfaction, and job involvement (Mat, 2013). From a practical perspective, identification of social support as a moderator is important to enhance the relationship between work values and work attitude (job satisfaction and job involvement) among the employees which in turn will contribute to enhance organizational effectiveness.

Conclusion

Based on the foregoing results of the study, the researcher concluded that the school head-respondents are female, late middle-aged, married, Roman Catholic, Master's degree holders, Principal II, gained experience for a number of years in their position and are middle income earners. The school head-respondents rated the Filipino work values as very important. The

school head-respondents were very satisfied in their job. There was a significant difference on Filipino work values of school heads as to environmental work values when grouped according to monthly income; significant as to familial work values when grouped according to position/designation and monthly income; significant as to organizational work values when grouped according to sex. There was no significant difference on job satisfaction of school heads as to job security, work environment, job responsibilities and community linkages/attachments when grouped according to profile. There was a significant relationship between Filipino work values and job satisfaction of elementary school head-respondents.

The research study's findings provide valuable insights into the characteristics and perceptions of school administrators concerning Filipino work values and job satisfaction. The implications of these conclusions underscore the significance of fostering a positive work culture that aligns with Filipino values, contributing to the overall well-being and effectiveness of school leaders. Policymakers and educational institutions can utilize these findings to develop strategies and programs that support the professional growth and satisfaction of school administrators, ultimately impacting the quality of education and school performance positively.

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