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WORK VALUES OF ILOCOS SUR POLYTECHNIC STATE COLLEGE – CERVANTES CAMPUS TEACHING STAFF**GEREMY G. SANCHEZ***Department of Bachelor of Elementary Education, Ilocos Sur Polytechnic State College- Cervantes Campus.***Corresponding Author***

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Abstract: This research aimed to determine the work values of the Ilocos Sur Polytechnic State College, Cervantes Campus teaching staff considering their age, sex, civil status, and highest educational attainment, and if significant differences exist between and among these variables.

The descriptive correlational design was used in the study. The data were gathered among the 20 teaching staff of the campus through an adopted questionnaire used by Cervera (1987), Aguado et al (2015), Gannaban (2016), and Susa (2018). The findings reveal that teachers of ISPSC – Cervantes Campus represent a variety of variables like, age, civil status, gender, academic rank, and highest educational attainment. Teachers professed the 10 dimension of work values namely, organizational, occupational, intellectual, managerial, religion, material, variety familial, interpersonal, and environmental as very important in the performance of their works. Age and civil status are indicators of the teachers` work values

while their educational attainment, academic ranks, and gender are not. With the result, the paper recommends the need for teachers to attend relevant seminars and pursue advance studies to learn more of embracing diversity. The 10 dimensions of work values may incorporate in the development program of the College. Future studies may be conducted to include a larger number of respondents and additional variables which were not include in the study.

Keywords: *Ilocos Sur Polytechnic State College, Work Values, descriptive correlational design*

INTRODUCTION.

The dedication and commitment to perform one`s duty is greatly influenced by one`s sets of values and attitudes. These sets of values and attitudes may either favorable or unfavorable which positively, or the other way around affects his/her performance, or the system in general. These sets of values and attitudes are termed as work values.

Work values are defined as employees' wants, values, and expectations of the actual job (Dajani, 2018; Zytowski, 1970). This includes job characteristics such as work environment, pay, job security, work hours, recognition, and self-fulfillment needs (Dose, 1997; Ros, Schwartz, & Surkiss, 1999). In other words, work values answer the basic question of what people perceived as important in their jobs.

The overarching significance of work values to the attainment of each employee's goals, and to the institutional goals, in general only means the imperativeness of considering these in management. In fact, Gannaban (2016) has asserted that the work values of every worker demand more than mere supervision and simple motivation for these to be assessed in consideration to the value system he/she lives. In so doing, the development of his/her positive values can lead him/her to develop innate motivation to perform his/her tasks.

Having the motivation to perform tasks requires ranges of considerations. According to Ilagan et al. (2014), there are four motivating needs for employee to be productive, namely: work-related needs which include skill, variety, task identity, task significance, autonomy, work feedback, specifically from a co-worker; organizational needs which covers the collective identity and social acceptance, for instance, concerns for co-worker's loyalty and sense of responsibility to the organization; Career-related needs to reflect on achievement, affiliation, and power, for example, promotion, acquiring personal possession, and leaving a legacy; and, family needs, such as time to attend family activities and provide economic needs.

House Bill 8188 and Senate Bill 2120 Converting the Ilocos Sur Polytechnic State College (ISPSC) into a State University has been approved by the Senate Committee on Higher, Technical and Vocational Education Committee. This bright movement of the College requires a great effort of every employee of the College to bring changes that is consistent to its name – university. These changes may materialize start from having self-motivation and a positive outlook towards everything which may depend on their work values and attitudes. This is what every leader has to consider to keep the stride to excellence blazes. In fact, Magbojos (2012) said while an institution embraces changes, it is the task of academic leaders to revitalize and energize their colleagues to meet the challenge of tough times with eagerness and with passion which this research sees itself the merit.

The fact that every teacher is unique, the differences among them shall be understood and considered in an organization as management inputs. As support, Cervera (1987) as cited by Gannaban (2016) posited that employees differ in work values because they come from different parts of the Country and were raised by families with different values. With this, they tend to differ in the importance they attach to their work and to the work environment as well.

A number of studies were conducted looking at what variable does work values is closely related, or if it bears discrepancies between or among variables like profiles and performance. While the study of Aguado et.al (2015) found out that the work performance of members of the Asian Maritime Community is not related to their work values, and Susa (2018) discovered the same along with age, civil status, highest educational attainment, and teaching performance, Gannaban (2016) has found out that age, highest educational attainment, religion, and ethnic grouping as factors affecting work values of AM radio Broadcasters in Tuguegarao City.

On the same parameter, findings of Llenares (2015) on his paper titled Contribution of Demographics and Human Resource Management Practices to Work Values of Employees in the Philippines revealed that the Filipino employees work values is shaped by civil status and work-related experiences such as training and performance appraisal practices in the school. Gender was, on the other hand, found to shape

individual orientation on work values (Dajani, 2018; Hüttges & Fay, 2015). Men tend to give more importance on extrinsic reward-oriented values like salary, career advancement, prestige, and authority while women preferred accessibility of workplace, feedback, job security, and work hours (Dajani, 2018; Duffy & Sedlacek, 2007; Hüttges & Fay, 2015; Konrad, Ritchie Jr, Lieb, & Corrigall, 2000).

The inconsistent research findings imply that predictors of work values are not constant. It is along this side that profiles like age, gender, civil status, academic rank, and highest educational attainment were considered by the study.

With the aforesaid premises, the researcher deemed it necessary to investigate the extent of work values of the teaching staff of ISPSC – Cervantes Campus considering their profiles. Specifically, the research aimed to determine the profile of the teaching staff in terms of age, sex, civil status, highest educational attainment, and academic rank; determine the work values of the teaching staff along: Environmental; Familial; intellectual – achievement-oriented; interpersonal; managerial; material; occupational; organizational; religion, and variety; determine the over-all work values level of the respondents; and, determine if there is a significant difference in the work values of the respondents with their identified personal profile.

Findings of the study may be utilized to strengthen the faculty development program through enhancing the work environment and social interactions among teaching faculty members leading towards the achievement of the vision and mission of the College.

Hypothesis

There is no significant difference in the work values of the respondents with their personal profiles.

METHOD

The research utilized the Descriptive Method with the descriptive–correlation design as its design. According to Rosario (2013), a descriptive – correlation study determines the extent to which different variables are related to one another in the population of interest. Martinez (2013) explains that the descriptive – correlational design is used mainly to describe contemporary events and that the research questions and the problems are on appreciation of the present state of affairs, albeit, they are rooted in the past and may affect the future. The distinct characteristic is the effort to estimate a relationship as distinguished from a simple description.

The data were gathered from the 20-teaching staff of ISPSC – Cervantes Campus through an adopted Questionnaire of Cervera (1987) which was used by Aguado et.al (2015), Gannaban (2016), and Susa (2018). The Questionnaire contained the profile of the respondents, and the 10 dimensions of investigation namely: environmental, familial, intellectual – achievement-oriented, interpersonal, managerial, material, occupational, organizational, religious, and variety. The respondents are broken down as follows:

To determine the personal profile of the respondents, the frequency count, and percentage were used. T-Test and f – test were employed to obtain the level of significant difference between the level of work values and the profile of the respondents through SPSS. Turkey`s HSD was used to determine where the

significant differences lie between/among variables. The null hypothesis was tested at .05 level of significance.

To descriptively analyze and interpret the data, the scale below was considered:

Scale	Range	Descriptive Interpretation	Action to be taken
1	1.00 – 1.75	Not Important (NI)	This positively and highly motivates me work.
2	1.76 – 2.50	Not So Important (NSI)	This motivates me work.
3	2.51 – 3.25	Important (I)	This does somewhat motivates me work.
4	3.26 – 4.00	Very Important (VI)	The does not motivate me work.

The researcher has considered a 4 – point scale instead of 5 – point Likert scale which has been commonly used by similar studies like of Aguado et.al (2015), Gannaban (2016), and Susa (2018). This is to easily get the picture of whether they find each statement (work value) significant or not, and not to stay neutral.

To determine the overall work value level of the respondents, the following scale was used:

Scale	Range	Descriptive Interpretation	Action to be taken
1	1.00 – 1.75	Very High	The College may not consider this as this has nothing to do with the performance of the employees.
2	1.76 – 2.50	High	The College may consider this.
3	2.51 – 3.25	Low	The College may give priority on this as this motivates me to perform my task.
4	3.26 – 4.00	Very low	The College should highly consider this as this greatly motivates me to perform my tasks well.

Before floating the questionnaires to the respondents, a letter of request to conduct the study was forwarded to authorities Consent of the respondents to be involved in the study were taken and were assured to be treated confidentially.

RESULTS AND DISCUSSION

This chapter presents the results and discussions of the findings.

1. PROFILE OF THE RESPONDENTS

The table presents the profile of the respondents in terms of:

a. Age

Age Range	Frequency	Percentage
26 – 30	3	15%
31 – 35	3	15%
36 – 40	3	15%
41 - 45	4	20%
46 – 50	0	0
51 – 55	7	35%
Total	20	100%

As presented above 7 or 35% are within the age bracket of 51 – 55 years while 4 or 20% fall within the age bracket of 41 – 46 years. 3 or 15% are within the age brackets of 26 – 30 years, 31 – 35 years, and 36 - 40 years, respectively. A Mean age of 39 years was computed which implies that most of the respondents belong to middle – adulthood who have acquired particular vocational expertise that makes them uniquely more qualified and capable of performing their roles.

This means that most of them are at the height of their careers, which also means increased job responsibilities. However, though they are successful to their chosen careers, Agcon (2018) noted that teachers at this age are still in the age of improving themselves to be more effective and efficient teachers. Susa (2018) found out that most educators are relatively in their late adulthood where the respondents have already gained a considerable length of experiences as well as the youthful energy which would warrant them to become effective, skillful, and efficient in pedagogical task.

b. Gender

Gender	Frequency	Percentage
Male	10	50%
Female	10	50%
Total	20	100%

The table shows that 10 or 50% are males and the other half are females. This shows an excellent proportion of Gender in the College. This may mean that teaching in College could be well performed by both males and females.

This is consistent to the Survey of European Commission (2015) in the Netherlands where the proportions of women and men teachers are the same. While this is rare, much research studies have found out high proportional gender imbalance (Tasner et.al, 2017).

c. Civil Status

Civil Status	Frequency	Percentage
Single	8	40%
Married	12	60%
Total	20	100%

As seen on the table, 12 or 60% are married while 8 or 40% are single. This shows that most of the teachers in the College have families as also expected of their age mean of 40.

This means that other than the responsibilities of teachers at school are their great responsibilities to their families. This is consistent to the earlier findings that the respondents have a mean age of 40 who are at their height of their career but with increased responsibilities.

The findings is the same as the findings of Susa (2018) that most of the educators are married.

d. Highest Educational Attainment

Highest Educational Attainment Range	Frequency	Percentage
Masteral Graduate	12	60%
With Units in Doctorate	5	25%
Doctoral Graduate	3	15%
Total	20	100%

As shown above, 12 or 60% of the respondents are Master`s degree holders. 5 or 25% are with doctoral units while 15% of them are Doctoral degree holders.

The data show that all of the teachers met the basic requirements of CHED. This implies that teachers are hungry for more learning thus they engaged themselves in graduate studies to improve their skills and to equip themselves with the current trends in teaching vast technological advancement.

This is likewise consistent to their age mean of 40 who are expected successful in their vocational expertise.

The findings of Susa (2018) goes with the aforesaid where the majority of teachers are Master`s degree holders. Furthermore, Ilagan (2018) affirms in her study that teachers are opting to attain a higher level of education in order to grow efficiently and effectively; thus quality education is pursued and achieved.

e. Academic Ranks

Academic Rank Range	Frequency	Percentage
Contractual	3	15%
Instructor I – III	5	25%
Assistant Professor I – IV	9	45%
Associate Professor I - IV	2	10%
Professor I – IV	1	5%
Total	20	100%

Nine or 45% of the respondents are within assistant professor I – III. 5 or 25% are with Academic rank within Instructor I – III. 3 or 15% are contractual. 2 or 10% and 5% are within associate professors I – IV and Professors I – IV, respectively.

The data indicate that most of the teachers are kept on growing themselves professionally that`s why they are being promoted. It further reveals that some, if not all, are economically stable.

2. WORK VALUES OF THE RESPONDENTS IN TERMS OF THE DIFFERENT DIMENSIONS

The following tables present the work values of the respondents in terms of:

a. Environmental Dimension

ENVIRONMENTAL DIMENSION	Item Mean	DE	Rank
1. A place of work which is not far from where I live.	3.2	I	9
2. A place of work which is accessible to public transportation	3.3	VI	8
3. A place of work which is not polluted.	3.6	VI	6.5
4. A place of work with complete and updated modern facilities	3.8	VI	4.5
5. A spacious working place.	3.8	VI	4.5
6. A work with a relaxed atmosphere	4.0	VI	1
7. A place of work with good ventilation.	3.9	VI	2.5
8. A work which is located in a nice, clean environment.	3.9	VI	2.5
9. A place of work which is quiet.	3.6	VI	6.5
Category Mean	3.68	Very Important	

Environmental Dimension obtained a category mean of 3.68 which is described as Very Important. This means that the teachers are conscious to the environment of their workplace as this affects their work

performance. Hence, the College shall give priority on this to positively motivate the teachers to perform to their utmost productively and effectively.

Looking closely the table, the item “*A work with a relaxed atmosphere*” ranked the highest with a mean of 4.0, described as Very Important. This discloses the significance to teachers of a workplace free of pressure, intimidations, noise, intrigues, and problems. Since a relaxed atmosphere houses cooperation and oneness among members, goals are easily met.

Added to a relaxed atmosphere is a workplace with good ventilation and clean environment, which also ranked second, with an item mean of 3.9 or very important. This reveals that teachers are health conscious and so this affects their work performance. While it is true that a relaxed atmosphere encourages cooperation and oneness, a clean and well-ventilated working area is also a necessity to make them physically healthy for them to perform their assigned tasks well. Blessed are they because Cervantes Campus is pollution-free as it lies away from business districts.

Other work values that are important to teachers are “a spacious working place”, “*A place of work which is not polluted.*”, “*A place of work with complete and updated modern facilities*”, “and “*A place of work which is quiet*”.

Meanwhile, the item “*A place of work which is not far from where I live*” ranked the lowest with an item mean of 3.2 or important. This means that some teachers value the distance of the home to school so that they could go home to their families and attend to their needs. This is also economical to their part as they would not spend fares and boarding houses for themselves. However, the distance at times is not a problem to some although it is still considered important to other`s work values.

The findings are consistent to the findings of Gannaban (2016) that having a relaxed atmosphere and pollution-free work place are very important to the performance of the work among the AM Radio Broadcasters in Tuguegarao City. This is further strengthened by Sinnappan (2017) as he found out the same among the employees of an Oil and Gas Company in Malaysia.

b. Familial dimension

FAMILIAL DIMENSION	Item Mean	DE	Rank
1. A work which does not take me away from my family.	3.6	VI	4.5
2. A work which gives me enough time to attend to the needs of my family.	3.7	VI	2.5
3. Work assignments which do not pull me away from my family much of the time.	3.7	VI	2.5
4. A work which my family approves of.	3.6	VI	4.5
5. A work which spares my time to be with my family.	3.8	VI	1
Category Mean	3.70	Very important	

The table presents that teachers consider the Familial Dimension as very important to them as manifested by its category mean of 3.70. This reveals that teachers of the College are family-oriented, and are very much attached to their families and that they see this dimension as an area that greatly affects their work performance.

Notably, the item “*A work which spares my time to be with my family*” ranks number 1 with an item mean of 3.8, described as Very Important. This means that teachers value work which spares their time

to be with their family. Much more during this time of COVID – 19 Pandemic where there is higher possibilities of life`s uncertainties, teachers would want to have much more time with their loved ones to cherish life while looking after their children.

Likewise, the item “*A work which gives me enough time to attend to the needs of my family*” with a mean of 3.7 is described as very important. This only shows that teachers value work which gives them enough time to attend to the needs of their family. This may due to the fact that most (65%) of the teachers are married and that they have children to attend to.

Other work values that the College shall consider as these are very important to teachers are items “*A work which does not take me away from my family*” and “*A work which my family approves of*”.

The findings affirm the literature that Filipinos are known to have strong family ties. Children do not expect to leave their parents` house until they themselves get married; and even after then, many couples opt to stay with or close to their or their spouse`s parents. Also, they are expected to care for their aging parents instead of sending them to a retirement home. This is why it is common to see different generations or multiple families living in a single residence. Like for instance in our family, my younger sister got married and now have two sons, but still, we want to keep them with us (Agustin, 2016).

c. Intellectual – Achievement Oriented Dimension

INTELLECTUAL – ACHIEVEMENT-ORIENTED DIMENSION	Item Mean	DE	Rank
1. A work which maximizes my potential.	3.7	VI	7.25
2. A work organization where programs are conducted for the empowerment an occupational advancement of the employees.	3.8	VI	6
3. Membership in professional organizations which provide a greater chance for intellectual advancement.	3.7	VI	7.25
4. A work which gives me opportunity for independent thought and actions.	3.7	VI	7.25
5. Work assignments which are challenging enough to motivate my study continuously.	3.7	VI	7.25
6. A work which helps me gain maturity in decision making.	4.0	VI	1.2
7. A leader who gets my opinion about my work.	4.0	VI	1.2
8. A work which gives me a feeling of worthwhile accomplishment.	4.0	VI	1.2
9. Work assignments which give me a feeling of worthwhile accomplishment.	4.0	VI	1.2
10. Feeling of self-worth in my work.	4.0	VI	1.2
Category Mean	3.88	Very Important	

A category means of 3.88 manifests that teachers have displayed very importance along this dimension. This means teachers value work which they know themselves they would grow professionally. These intellectual or mental–related activities are motivating in the parts of the teachers as their potentials would be maximized. Hence, the College shall consider these in the planning of faculty empowerment-related activities like training and seminars.

Interestingly, items “*a work which gives me a feeling of worthwhile accomplishment*”, “*work assignments which give me a feeling of worthwhile accomplishment*”, “*feeling of self-worth in my work*”, and “*a work which helps me gain maturity in decision making*” with an item mean of 4.0 ranked first or very important. These only mean that teachers are more interested to work when they know the work

would give them valuable and useful something in return. As to the context of their teaching career, teachers do value the teaching profession so much because this gives them realization of their self – worth especially when they see their students learning well, and much more when they see their students graduate and land into a job.

Similarly, the item “*A leader who gets my opinion about my work*” which ranked 1 with the same means is noteworthy. This reveals that teachers value works with a leader who solicits and acknowledges their opinion. Likewise, they value a leader who confers with them on their needs and problems. Being consulted gives them moral support, honor, and prestige on their work. More than these, they would feel their worth in the organization which could make them develop their self–confidence in bringing out brand ideas for the organization.

Other items that the College should consider as these are significant to the teachers include “*Membership in professional organizations which provide a greater chance for intellectual advancement*”, “*A work which gives me the opportunity for independent thought and actions*”, and “*Work assignments which are challenging enough to motivate my study continuously.*”

d. Interpersonal Dimension

INTERPERSONAL DIMENSION		Item Mean	DE	Rank
1.	A work organization which provides opportunity for social interaction.	3.7	VI	6.33
2.	A place of work where everybody is friendly.	3.8	VI	3.33
3.	Membership in work which satisfies my need for acceptance.	3.8	VI	3.33
4.	Working with people where the superiors have a personal concern for me.	3.6	VI	9.33
5.	A place of work where the superiors have a personal concern for me.	3.7	VI	6.33
6.	A work which gives me the opportunity to know more people and gain more friends.	3.6	VI	9.33
7.	Working with people who do not gossip.	3.6	VI	9.33
8.	Working with people who have <i>pakikisama</i> , i.e. who are yielding to the will of the leader or majority so as to make the group completely agree in decisions.	3.9	VI	1.5
9.	Working with people who hold values which to a large extent is similar to mine.	3.5	VI	12
10.	A work which enables me to develop close friendship with my colleagues.	3.7	VI	6.33
11.	Working with people who mingle freely with most of the employees.	3.8	VI	3.33
12.	Working with people who are easy to get along with.	3.9	VI	1.5
Category Mean		3.70	Very Important	

As presented by the table, Interpersonal Dimension received a category mean of 3.70 or very important. This shows that teachers of the College value the significance of socialization – camaraderie, oneness, and belongingness. They acknowledge the presence of everyone as one factor that affects their work performance; hence, a healthy bond shall at all times be sustained.

The items “*working with people who are easy to get along with*” and “*Working with people who have pakikisama, i.e. who are yielding to the will of the leader or majority so as to make the group completely agree in decisions*” ranked first with an item mean of 3.9 or very important. This means that teachers prefer to be with people who are friendly and understanding, and supportive and cooperative to decisions and actions, respectively. The Vision of the College is “a vibrant and nurturing Polytechnic Service College in transforming lives and communities”. This needs collective efforts of each to materialize, hence this rating.

The finding above is consistent to the earlier findings in the Environmental dimension in which the respondents value a workplace with a relaxed atmosphere surrounded with friendly and understanding workmates. Truly, having workmates who are easy to get along with are contributors to quick and smart decision-making.

Other interpersonal work value dimensions considered very important are: Working with people where the superiors have a personal concern for me; A work which gives me the opportunity to know more people and gain more friends; Working with people who do not gossip; Working with people who mingle freely with most of the employees; and, Membership in work which satisfies my need for acceptance.

e. Managerial Dimension

MANAGERIAL DIMENSION	Item Mean	DE	Rank
1. Work organization which gives me freedom to make decision on matters of which I am responsible.	3.9	VI	1.16
2. Working with superiors who train me to integrate and coordinate organization’s resources toward the accomplishment of objectives.	3.9	VI	1.16
3. A leader who tells me about the overall plans of the organization and allows me to be involved in the implementation of this plan.	3.9	VI	1.16
4. A work that requires me to integrate the activities of people	3.8	VI	7
5. A place of work which recognizes my ability to make human and physical resources of the work organization productive.	3.9	VI	1.16
6. A work which offers me opportunities to direct and implement tasks.	3.9	VI	1.16
7. A work which gives me more right and power over others.	3.5	VI	8
8. Working with superiors who make me feel that I am an important part of the organization.	3.9	VI	1.16
Category Mean	3.82	Very Important	

Managerial Dimension obtained a category mean of 3.82 or very important. This reveals that teachers manifest potentials for effective managership. The teachers prefer a workplace where they are given the opportunity to develop their managerial skills. This positive attitude may serve as offshoots to giving of assignments/designations by the College administrators.

Based from the table, the teachers also prefer a democratic leader who shares plans and solicit ideas, a leader who tells me about the overall plans of the organization and allows me to be involved in the implementation of this plan, who trains them to integrate and coordinate organization’s resources towards the achievement of the College, working with superiors who train me to integrate and coordinate organization’s resources toward

the accomplishment of objectives, and one who has the heart to recognize and communicate openly the importance of each in the system, *working with superiors who make me feel that I am an important part of the organization*. More than democracy in the organization is the care, concern, and trust of the leader to teachers that count for teachers.

With the findings, teachers see the importance of a leader who has optimum leadership styles in the success of organizations. Corroboratively, a good leadership can make academic work a more enjoyable and more productive experience for everyone. The lack of managerial abilities, a complete understanding of the needs and objectives of the human resources and the institutions, respectively, and a selfless dedication to achieving these objectives can leave an institution floundering and defenseless (Eliseeva, 2010).

The item “*A work which gives me more right and power over others*” ranked the lowest but with an item mean of 3.5 or very important. This means that it is very important for teachers a work that gives her more rights and power over others at some respect. For instance, in the classroom, he shall have the right and the power to discipline his students as he is given a special right termed as *loco parentis*.

f. Material Dimension

MATERIAL DIMENSION	Item Mean	DE	Rank
1. A high salary.	3.5	VI	7
2. A work which offers me many opportunities to earn extra money.	3.3	VI	8
3. Work security.	4	VI	1.5
4. A work organization which has a program for promotions and salary increases.	3.9	VI	3.5
5. A work which has security of tenure.	4	VI	1.5
6. Fringe benefits such as housing, SSS/GSIS, insurance, vacation leave, sick or study leave with pay, free sack of rice and others.	3.8	VI	5
7. A work which gives me prestige.	3.6	VI	6
8. A work which compensates my efforts well.	3.9	VI	3.5
Category Mean	3.76	Very Important	

The table shows that Material Dimension got a category mean of 3.76 or very important. This reveals that teachers have a strong attachment to material values which is essential for physiological survival. The items “*work security*” and “*a work which has the security of tenure*” ranked first with an item mean of 3.9 or very important. This means that attached to teachers` dedication of work is the assurance of tenure and financial security. This may have something to do with the earlier findings where 60% of the respondents are married so their financial responsibility to their family is essential. This may be further due to the family-orientedness of Filipinos like attending to their family needs, as revealed earlier.

Second in rank are items “*a work organization which has a program for promotions and salary increases*” and “*a work which compensates my efforts well*” with a similar item mean of 3.9 or very important. The earlier shows that teachers value promotion and salary increase. This motivates them to perform their tasks of quality and excellence. In the College, the quality of teachers` performance is assessed through the Individual Performance Commit and Review Form (IPCRF) by administrators. Since the result of the said Form has a bearing to the promotion, teachers are monitored and evaluated

well for an objective rating and likewise quality delivery of their tasks. Meanwhile, the latter discloses that teachers want recognition and monetary equivalent commensurate to their efforts in upgrading their efficiency.

Other work values on Material Dimension include Fringe benefits such as housing, SSS/GSIS, insurance, vacation leave, sick or study leave with pay, the free sack of rice and others; a high salary; and, a work which gives me prestige.

The lowest in rank is “*a work which offers me many opportunities to earn extra money*” with an item mean of 3.3 or very important. This means that teachers are also making ways of earning extra income to augment other financial constraints of the family-like tuition fees of dependence especially during this time of COVID – 19 Pandemic where supplemental family resources were stopped.

g. Occupational Dimension

OCCUPATIONAL DIMENSION	Item Mean	DE	Rank
1. A work which allows me to help those in need of my service.	4	VI	1.20
2. A work which is in line with my education and training.	3.8	VI	8.5
3. A work of which I am fully knowledgeable.	3.8	VI	8.5
4. A work which is in line with my interest.	4	VI	1.20
5. Working with superiors who are fair in their dealing with their subordinates	4	VI	1.20
6. A work which gives authority proportionate to my position.	3.9	VI	6.5
7. Working with people who recognize my merit.	3.7	VI	10
8. Working with honest superiors.	4	VI	1.20
9. A work which gives me opportunities for occupational growths.	4	VI	1.20
10. A work which maximizes the use of my training and education.	3.9	VI	6.5
Category Mean	3.9	Very Important	

Occupational Dimension obtained a category mean of 3.9 or very important. This reveals that teachers are equipped with very important work values on the occupation dimension which could propel them to success. Due to their skills and interest, they could become world-class teachers who are capable of producing world-class graduates.

The item “*A work which allows me to help those in need of my service*” with an item mean of 4 or important ranked 1 together with the other three that follow. This reveals that teachers really see their profession as a vocation – service to the people. They offer services like “touching the hearts” – “transforming the minds” that no money could pay. They give more than what the job requires them to. However, to perform this effectively, the profession should be aligned to the teachers’ interests. The item “*A work which is in line with my interest*” which is very important to teachers, too, justifies the latter. One could not teach well if not his passion; if not his interest. With this, the profession should not be taken by anyone for granted.

Still, on the same rank, the item “*Working with superiors who are fair in their dealing with their subordinates*” is very important to teachers. This reveals that teachers prefer leader who objectively observes fairness over his subordinates at all times. When fairness is objectively observed,

misunderstanding, factions, and unhealthy competitions would not rise. Likewise, fairness propels everyone to opportunities of learning.

“*A work of which I am fully knowledgeable*” also ranked 1 with an item mean of 4.0 or important. This reveals that teachers value the importance of being knowledgeable to their occupation. This may be one reason why all the teachers are Master`s degree holders, with doctoral units, and doctoral graduates. This also supports the adage that goes “one cannot give what he does not have.”

Other work values under the occupational dimension which are very important to teachers include work that is in line with my education and training; a work that gives authority proportionate to my position; working with people who recognize my merit; working with honest superiors; and, a work which maximizes the use of my training and education.

h. Organizational Dimension

ORGANIZATIONAL DIMENSION	Item Mean	DE	Rank
1. A work organization which is able to motivate its employees to follow policies.	4	VI	1.25
2. A work organization where management exerts effort to make employees be aware of issues affecting them.	4	VI	1.25
3. A work organization of which I are proud of being a member	3.9	VI	5.5
4. Membership in organizations to direct and implement tasks	4	VI	1.25
5. Working with people who show concern for my well-being.	3.9	VI	5.5
6. Working with superiors who are aware of issues affecting workers.	4	VI	1.25
Category Mean	3.95	Very Important	

A category mean of 3.95 or very important reveals that teachers have very important work values along the Organizational dimension that could make the College an efficient public service which will ultimately in the acceptance of public service as a public trust.

The item “*A work organization which is able to motivate its employees to follow policies*” ranked first with an item mean of 4.0. This means that teachers prefer a work organization that imposes and at the same time motivates them to follow policies. This may bring order between and among members, or to the organization as a whole. This further supports the earlier findings that teachers could work well with a relaxed and conducive atmosphere.

Likewise, item “*A work organization where management exerts effort to make employees be aware of issues affecting them*” with an item mean of 4.0 or very important reveals that teachers value orientation programs or awareness programs on their rights, privileges, and limitations, and possible issues that may affect them. This is to assure them of safety. To do this requires a leader who shows concerns to colleagues` well-being, *working with people who show concern for my well-being*, and initiates such, *working with superiors who are aware of issues affecting workers*. This shows that it is all up to the management and leadership styles of the leader.

Other work values that are important to teachers include a work organization of which I are proud of being a member; and working with superiors who are aware of issues affecting workers.

The findings is consistent to the research findings of Susa (2018) on Work Values and Teaching Performance of Early Childhood Educators in Tuguegarao City, Philippines that early childhood educators have “very strong” organizational and religious dimension of work value pattern.

i. Religion Dimension

RELIGION DIMENSION	Item Mean	DE	Rank
1. A work which gives me time to attend to my church and other religious activities.	3.8	VI	2.33
2. Working with God-fearing superiors.	3.9	VI	1
3. A work which does not place me into situations which I am in conflict with my religious convictions.		VI	2.33
4. A work organization where me are able to stand for my religious principles regardless of the consequences.	3.7	VI	5.5
5. A work which offers me opportunities to serve God and be close to Him.	3.8	VI	2.33
6. Working with people who have the same religious beliefs as I have.	3.5	VI	7
7. A place of work where I am allowed to exercise my religious beliefs.	3.7	VI	5.5
Category Mean	3.79	Very Important	

As presented by the table, Religion Dimension obtained a category mean of 3.79 or very important. This reveals how religious and faithful the College teachers are. They maintain their close relationship with their God Who is responsible for their safety morality and spiritual well-being.

The item “*Working with God-fearing superiors*” ranked first with an item mean of 3.9 or very important. The findings reveal that the teachers of the College prefer a leader who lives in a way that is morally right, and with strong faith. Having this type of leader who does not only observes school policies, but even nature’s law may promise less evil management.

Other very important work values to teachers that the College should look after include: a work which gives me time to attend to my church and other religious activities; a work which does not place me into situations in which I am in conflict with my religious convictions; A work which offers me opportunities to serve God and be close to Him; and, a place of work where me are allowed to exercise my religious beliefs.

The lowest in rank is the item “*Working with people who have the same religious beliefs as I have*” with an item mean of 3.5 or very important. This was rated lowest because teachers are aware of the diversity of Religion in the Philippines and they are professionally prepared for it. Besides, it is not important whether teachers have different religious beliefs, for as long as they can get easily along with each other.

j. Variety Dimension

VARIETY DIMENSION	Item Mean	DE	Rank
1. A work which requires me to deal with different kinds of people.	3.9	VI	1
2. Work assignments which are not boring and tedious	3.7	VI	3.5
3. Varied work assignments.	3.8	VI	2
4. A work organization which encourages employees to engage in recreational activities to break the monotony of work routine.	3.7	VI	3.5
Category Mean	3.73	Very Important	

Variety Dimension got a category mean of 3.73 or very important. This reveals that teachers are multi-talented, flexible, and multi-asking. Hence, possess a variety of work values essential for a well-rounded family.

Ranked 1 is the item “*A work which requires me to deal with different kinds of people*” with an item mean of 3.9 or very important. This means that teachers value work which requires them to deal with a different personality. As said earlier, since teachers` nature of work is to deal with children possessing different personalities, it is assumed that teachers are well-versed on training and seminars on how to handle diversity. This value is relevant because Cervantes Campus is a melting point of Cultures as it caters to students from Ilocos Sur, Mountain Province, and Benguet.

Ranked 2 is item “*varied work assignments*” with an item mean of 3.8 or very important. This means that teachers are used of performing varied work assignments, especially that Cervantes Campus` faculty is small. One handles varied designations. At its bright side, teachers learn more of their designations as they are exposed to varried learning opportunities.

Other work values of teachers which are important to them along a variety of dimension include “*Work assignments which are not boring and tedious*”, and “*A work organization which encourages employees to engage in recreational activities to break the monotony of work routine.*”

1. OVERL – ALL WORK VALUE LEVEL OF THE RESPONDENTS

The table below presents the overall work value level of the respondents.

WORK VALUE SCALE	CAT. MEAN	RANK
Environmental	3.68	10
Familial	3.70	8.5
Intellectual	3.88	3
Interpersonal	3.70	8.5
Managerial	3.82	4
Material	3.76	6
Occupational	3.90	2
Organizational	3.95	1
Religion	3.79	5
Variety	3.73	7
Over-all Mean	3.79	

The overall work values of the respondents obtained a mean of 3.79 or very high. This means that teachers are highly imbued with the Filipino Work Values which are necessary to be effective and productive. They see and consider these very important in all the facets of their organization. Generally, teachers' work values is wholesome that could spur effective and productive organizational performance.

From the table, Organizational Dimension ranked 1 with a category mean of 3.95 or very important. This means that among the dimensions of values, Organizational Dimension counts the most. This reveals the teachers' desire of being proud of to their work organization. However, this is highly influenced by the type of leader they are with.

According to the statements along the different dimensions of values rated, teachers value a leader who motivates his employees to follow policies, exerts effort to make employees be aware of issues affecting teachers, show concern for teachers' well-being, aware of issues affecting teachers, gets teachers' opinion about their work, trains teachers to integrate and coordinate organization's resources of the work organization productive, makes teachers feel that they are an important part of the organization, honest, and god-fearing.

ISPSC is a centralized College. Its structure is organizational where sets of leaders are in positions to look after every facet of the College whether policies are being implemented or not. As to the results, these leaders should be imbued with the aforesaid values and styles for them to easily perform their duties in the organization.

Second in rank is the occupational dimension with a category mean of 3.9 or very important. This reveals that teachers see the significance of pieces of training and seminars to improve further their performance. They also value a work they are knowledgeable with and in line to their interest. It also implies the need of having a fair leader who recognizes one's merit.

Third, in rank is the intellectual dimension with a mean of 3.88 or very important. This reveals that teachers value work which helps them gain maturity in decision-making and gives them a feeling of worthwhile accomplishments. It further implies the need to consider a leader who considers everyone's opinion on their works.

The lowest in rank is environmental though it earned a rating of 3.68 or very important. This means that teachers value this very much but this could be attained along the other dimensions.

As to the tool used, with high ratings shall take actions that goes "*The College should highly consider this as this greatly motivates me to perform my tasks well*". This means that all the Dimensions of work values shall be observed by the College because these highly and positively affect the performance of the teachers.

Teachers are the primary agents in the realization of the College vision. To make them function very well, their needs and voices shall at all times be considered more so their work values. According to Ilagan et al. (2014), to motivate employees to become productive, the organization shall consider the following which the study has justified: work-related needs which include skill, variety, task identity, task significance, autonomy, work feedback, specifically from a co-worker; organizational needs which covers the collective identity and social acceptance, for instance, concerns for co-worker's loyalty and

sense of responsibility to the organization; Career-related needs to reflect on achievement, affiliation, and power, for example, promotion, acquiring personal possession, and leaving a legacy; and, family needs, such as time to attend family activities and provide economic needs.

2. DIFFERENCE OF WORK VALUES OF RESPONDENTS GROUPED ACCORDING TO:

I. Age

DIMENSIONS OF VALUES	26-30	31-35	36-40	41-45	51-55
Environmental	3.33	3.58	4.00	3.79	3.79
Familial	4.00	3.67	4.00	3.83	3.83
Intellectual	3.20	3.77	4.00	3.88	3.88
Interpersonal	4.00	3.39	3.80	3.59	3.59
Managerial	4.00	3.67	4.00	3.83	3.83
Material	3.50	3.71	4.00	3.85	3.85
Occupational	4.00	3.80	4.00	3.90	3.90
Organizational	4.00	3.87	4.00	3.93	3.93
Religion	4.00	3.50	4.00	3.75	3.75
Variety	3.50	3.58	4.00	3.79	3.79
Mean	3.75	3.65	3.98	3.82	3.82

Critical value – 2.58 F – value: 5.4

The f – test computed value is 5.4 which is greater than the tabular value of 2.58 at 0.05 level of significance. Since the f – test computed is greater than the tabular value at 0.05 level of significance, then the hypothesis is rejected, hence there is a significant difference of work values of teachers between and among ages. As to Turkey's SHD test, significant differences exist between age brackets 26 – 30 and 36 – 40, and 31 – 35 and 36 – 40. This means that age influences the work values of teachers.

Teachers within age bracket 36 – 40 have much higher work values compared to age brackets 26 – 30 and 31 – 35. Simply, middle adulthood has higher work values compared to younger ones. This may be due to the earlier findings that most of the teachers at this stage are more mature and more capable of performing their roles. Furthermore, they are considered middle – adults with increased responsibilities compared to the latter, hence the findings.

This is in contrast to the findings of Susan (2018) where she observed no discrepancies of work values between and/or among age brackets.

2. Civil Status

DIMENSIONS OF VALUES	SINGLE	MARRIED
Environmental	3.20	3.75
Familial	3.00	3.80
Intellectual	3.80	3.86
Interpersonal	3.16	3.59
Managerial	4.00	3.80
Material	3.25	3.77
Occupational	3.90	3.82
Organizational	3.60	3.92
Religion	2.80	3.61
Variety	2.75	3.70
Mean	3.35	3.76

$CV - 2.22$ $T - value - 3.77$

The computed t – the value of 3.77 which is greater than the tabular value of 2.22 at 0.05 level of significance. Since the t – value is greater than the tabular value at 0.05 level of significance, the hypothesis is rejected, and hence there is a significant difference between the work values of teachers to their civil status.

Looking closely at the category means, married teachers possess higher work values compared to single as manifested by the means of 3.37 and 3.55, respectively. Contrastingly, married teachers have more positive values towards their work as this is the bread and butter of their family. They work diligently for their children`s future and parentally care of their work and thus have a high work value, in return. The findings are consistent to the study of Dajani (2018) and Hüttges & Fay (2015) where Gender was found to shape individual orientation on work values. Men tend to give more importance on extrinsic reward-oriented values like salary, career advancement, prestige, and authority while women preferred accessibility of workplace, feedback, job security, and work hours.

On the other hand, the findings of Gannaban (2016) that there is no significant difference between work values of single and married AM radio broadcasters.

3. Gender

DIMENSIONS OF VALUES	MALE	FEMALE
Environmental	3.69	3.51
Familial	3.60	4.00
Intellectual	3.84	3.70
Interpersonal	3.56	4.00
Managerial	3.76	4.00
Material	3.78	3.70
Occupational	3.87	4.00
Organizational	3.94	4.00
Religion	3.61	4.00
Variety	3.71	3.83
Mean	3.74	3.87

$CV - 2.22$ $T - value - 1.32$

The t-test value computed is 1.32 which is lesser than the tabular value of 2.22 at 0.05 level of significance. Since the t – value computed is less than the tabular value at 0.05 level of confidence, the hypothesis is accepted, and hence there is no significant difference between the work values of male and female teachers. This shows that the work values of males and females has no discrepancy. This implies that regardless of gender, teachers possess high work values.

This is consistent to the findings of Gannaban (2016) that there is no significant difference between the work values of male and female AM radio broadcasters.

In contrastingly, Llenares (2016) have spotted significant differences of Gender along with intellectual-achievement orientation but not in the other dimensions like environmental, family, interpersonal, managerial, occupational, organizational, and religious work values. Men and women do have similar work values orientation on the rest of the work values subscales.

4. Academic Rank

DIMENSIONS OF VALUES	CON	INST I – III	ASST I – IV	ASSO I – IV	PROF I – IV
Environmental	3.33	3.73	3.53	4.00	3.20
Familial	4.00	3.80	3.90	4.00	4.00
Intellectual	3.20	3.78	3.49	4.00	3.90
Interpersonal	4.00	3.46	3.73	4.00	4.00
Managerial	4.00	3.75	3.88	4.00	4.00
Material	3.50	3.77	3.64	3.75	3.60
Occupational	4.00	3.92	3.96	3.70	4.00
Organizational	4.00	3.92	3.96	4.00	4.00
Religion	4.00	3.54	3.77	3.57	4.00
Variety	3.50	3.65	3.58	3.75	4.00
MEAN	3.75	3.73	3.74	3.88	3.87

CV – 2.56 f – value – 1.21

The f – test computed value is 1.21 which is lesser than the tabular value of 2.56 at 0.05 level of significance. Since the f – test value computed is lesser than the tabular value at 0.05 level of significance, then the hypothesis is accepted. Hence, there is no significant difference on the work values of teachers considering their academic ranks. This shows that academic ranks is not an indicator of the level of work values of the teachers. No matter what their academic rank is, they all possess the same high level of work values.

5. Highest Educational Attainment

DIMENSIONS OF VALUES	MA Graduate	Doctoral Graduate	With doctoral units
Environmental	3.62	3.60	3.55
Familial	3.47	4.00	3.10
Intellectual	3.78	3.95	3.80
Interpersonal	3.58	4.00	3.50
Managerial	3.75	4.00	3.68
Material	3.79	3.68	3.81
Occupational	3.95	3.85	4.00
Organizational	3.97	4.00	4.00
Religion	3.68	3.79	3.60
Variety	3.73	3.88	3.75
Mean	3.73	3.87	3.68

CV – 3.32 T – value – 3.24

The f – test computed value is 3.24 which is less than the tabular value of 3.32 at 0.05 degree of significance. Since the computed f – test is lesser than the tabular value at 0.05 level of significance, then the hypothesis is accepted. Hence, there is no significant difference on the work values of teachers that exist between and among their highest educational attainment.

The findings mean that the educational attainment of teachers is not indicative to the high level of their work values. This implies that pursuing higher studies would make teachers grow professionally but would not at all affect their work values. This is in contradiction to the findings of Gannaban (2016) where she concluded that the educational attainment of the AM radio broadcaster affects and influences their work values.

CONCLUSIONS AND RECOMMENDATIONS

In the pursuit of this investigation, the following conclusions were forwarded:

1. Teachers of ISPSC – Cervantes campus represent a variety of variables like, age, civil status, gender, academic rank, and highest educational attainment.
2. Teachers professed the 10 dimensions of values namely, organizational, occupational, intellectual, managerial, religion, material, variety familial, interpersonal, and environmental, as very important in the performance of their works/jobs.
3. The teachers have wholesome work values.
4. Age and civil status are indicators of the teachers` work values while their educational attainment, academic ranks, and gender are not.

The following are highly recommended based on the formulated conclusions.

1. Teachers may be encouraged to attend more seminars or pursue advance studies to learn more on embracing diversity thus enhancing more their dealings with colleagues to always welcome camaraderie, oneness, and belongingness in the organization.
2. The 10 dimensions of work values should be highly incorporated in the development program of the College as these greatly improve the performance of the teachers. Specifically:
 - a. The College may conduct team building activities to strengthen the bonds among the teachers to therefore sustain an atmosphere free of pressure, intimidations, noise, intrigues, and problems.
 - b. The Human Resource Management (HRM) Office may consider thorough evaluation of work value in the selection of College leaders.
 - c. The HRM Programs on values formation may be regularly conducted.
 - d. The administrators may consider the interest and area of specializations of teachers in giving of assignments/designations.
3. Administrators may encourage preferably teachers belong to the age bracket 35 – 40, married, to share their wholesome work values or their best work practices to colleagues or other organizations through the Radio Station in the Campus.
4. Future studies may be conducted to include a larger number of respondents and additional variables which were not included in the study.

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