

WORK VALUES OF FACULTY MEMBERS IN COLLEGE OF EDUCATION ISABELA STATE UNIVERSITY-MAIN CAMPUS

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Abstract

This descriptive-correlation study primarily aimed to determine the work values of the faculty members of the College of Education at Isabela State University-Main Campus. Specifically, it sought to (1) determine the profile of the faculty based on their sex, age; and number of years in teaching; (2) determine the perceived work values of the faculty as to their professional growth, interpersonal relationship; and Social Environment; and (3) analyze the relationship between the profile of the faculty and their perceived work values. The research instrument was adapted from the study of Recobo (2017). Frequency counts, percentage and mean and Pearson r were used in treating the gathered data. The following conclusions were derived (1) the respondents were dominated by female, most of the respondents belong to the age bracket from 31-40 or 39.4%, Most of the respondents were in the teaching profession for 11-15 years. All the indicators under professional growth were rated “Very Important” by the faculty in college of education. Most of the statement-indicators under interpersonal relationship were perceived “very important” by the respondents. Majority of the statement-indicators under social environment perceived “Very important “by the respondents. The age, and number of years in teaching profession of the faculty made a significant impact on some of the faculty’s work values. However, their sex as related to work values has no significant relationship with most of the faculty work values. Based on the findings, the study recommends the faculty of the College of Education to continue working on the areas which need more output for continuous improvement of the college’ performance and other mechanism in the college. Likewise, the university may spearhead activities or programs that may further enhance the performance of the work values of their faculty and future researchers may replicate this study, the profile other than those used in this study like recognitions and number of seminars attended by the respondents may be used to better understand its relationship to the work values of the faculty.

Keywords: work values, interpersonal relationship, professional growth, social environment

INTRODUCTION

Values as social standards are fundamental beliefs that help people distinguish between right or wrong. Adding balance and meaning in life, values enable individuals to live together within a society. Values are not innate; however, they are learned and transmitted through observation and

interaction, which puts forward the responsibility of schools for values education (Turkkahraman, 2014).

Values have been defined as desirable goals which serve as guiding principles in people's life, and influence people's perceptions, feelings, and behaviors (Roccas & Sagiv, 2010). Values vary from person to person as they depend on personal judgment, upbringing, culture and traditions. Values are of extreme importance as they stir and shape most of the things around them such as relationships, behavior, choices and personal identity are all affected by a person's values. When actions and words are aligned with values, people feel contented, happy, confident and satisfied. But when behaviors do not match with values, they begin to sense uneasiness that will grow inside them which create negative energy. A person's life becomes less stressful and more productive, when acknowledging their personal values – and then make the attempt to live by and honor these values regardless of the circumstances the client will encounter (Kropp, 2015).

Work values serve as an evaluative standard relating to work or the work environment by which individuals discern what is right or assess the importance of preferences (Pryce, 2014). Work values are aspects of individuals' working lives which are important and relevant to them. It is agreed that work values are a subset of general human values and argued that work values are hierarchically ordered in individuals' minds according to their importance to the individual.

Work values influence perceptions regarding what occurs in the work environment, in particular, in highly uncertain contexts. They also act as an influence on behavioral decisions. Work values act as motivational elements in that they indicate which behaviors are more desirable to perform than others from an ideal perspective, either because the behavior itself is valued, or because the behavior moves the actor toward a valued object or event. Acting on values may or may not fulfill innate needs.

Organizations and institutions in the Philippines recognize the value of their employee in the success of the organization. This is why they take in account the culture, work values and practices of their employees. The Philippine national culture is identified as a collective culture, indicated by close family and community ties in the society. Filipino professionals like teachers can easily integrate and work together in groups, and do not mind working for the extra mile as long as their time and efforts is well-rewarded and appreciated by their employees. Organizations can consider these unique work values in working with teachers in designing engagement programs, and strategies for motivating their employees.

All organizations are unique, practicing different work values within the organization. Work values have a significant impact on the employees' values. Work values can be a good indicator in personnel management and organizational productivity. Leaders who have good leadership management and styles could help in improving employees' performances, and employees' devotion to their work or job (Lin et al., 2015).

From the viewpoints and observations of the researchers as an educator, this study was conceptualized to determine the most and least dominant work values, and its importance to the faculty members in College of Education at Isabela State University-Echague. The result of this study will serve as basis in strengthening faculty development program through enhancing the

work environment and organizational performance of the faculty to attain high level of performance through strong development of unified work values resulting into a healthy working environment among faculty members in the educational institutions.

STATEMENT OF THE PROBLEM

Generally, this study aimed to determine the work values of the faculty members in College of Education at Isabela State University-Echague.

Specifically, it seeks answers to the following questions:

1. What is the profile of the faculty based on the following:
 - a. sex;
 - b. age;
 - c. number of years in teaching?
2. What is the work values of the faculty as to the following aspects:
 - a. Professional Growth;
 - b. Interpersonal Relationship; and
 - c. Social Environment
3. What is the relationship between the profile of the faculty and their perceived work values?

RELATED LITERATURE

Over the years, a great deal of research has been devoted to the study of values in relation to work. The fact that work has attracted relatively more research attention than other life domains, such as family, leisure, community and religion, can be explained by the key role that work plays in social life, not only as the primary source of income, but also as a base for social participation, social status, consumption, health, family life, and so on.

Values play an important role in individual's life as well as among employees in the organization. Values are related to the human needs and desire towards any situation that happen in their life. It also involves the concepts and beliefs that will affect emotions and attitudes, any situation and guiding the selection and assessment of human behavior (Ali & Panatik, 2013).

Work values are the awareness, affective desires, individual needs or wants of people which guide their behavior (Pandey & Sharma, 2012) toward work. It makes a set of goals that an individual sought from an environment which plays a vital role in one's professional growth and career development (Liu & Lei, 2012). It is the satisfactory outcomes that individuals expect to achieve or should be attained through their engagement, involvement and active participation in work activities. It also drives the motivation of people to pursue certain task and contribute to the achievement of vision and mission of an organization (Aguado et al., 2017).

In an organization, work values play an important role to enhance work attitudes and performance among employees. In terms of academician, the implement of work values can help to increase academician's level of satisfaction and also producing excellent achievement that fits with current

globalization of technology. Previous studies stated that there are two common types of work values in organization which are terminal and instrumental values. Terminal and instrumental work values among academicians helps organization enhance productivity. Hence, work values become a good contributor in achieving the goals of organization and increase the level of job satisfaction among academicians.

In addition, employees in both public and private sectors have differences in terms of their work values. Previous research in work values has found that the employees in public and private sectors have their own perceptions, needs, and desires towards the value of their work. Generally, private sector employees focus more on external factors in work values, such as good payment and salary (Kumar & Koh, 2011), while public sector employees focus more on internal factors in work values, such as motivation and job security (Makhbul, Rahid & Hasun, 2011).

Liao et al. (2012), studied the relations among work values, work attitude including job involvement and organizational commitment and job performance, and explore how the director's leadership may be a moderator between the work values and work attitude of green industry employees in Taiwan. They found out that there is a positive correlation between work values and job attitude (including job involvement and organizational commitment). A mediated effect was shown in work attitude and job involvement toward work value and job performance. Directors with a supportive and directive leadership style had a moderate effect on the relations between work values and work attitude (including job involvement and organizational commitment).

Based on the study of Sortheix et al. (2015), career development has shown that work values play a key motivational role in job selection and career development. In the context of the current economic crisis, it is of particular relevance to examine the role of work values for employment in the transition from school to work. They also examine the role of intrinsic (perceived importance of having a job that is interesting and matches one's own competences), rewards (having a good salary and high chance for promotion), and security (having a stable job) work values on subsequent employment status and person-job fit (how an individual's job matches one's own characteristics such as education and job preferences). Intrinsic work values predicted a higher degree of person-job fit two years later. Rewards work values predicted lower chances of being unemployed; and security work values predicted higher chances of being unemployed later on, and family socio-economic status was not related to employment outcomes.

Furthermore, Susa (2018), also examined the relationship of work values and teaching performance of early childhood educators in Tuguegarao City, Cagayan. Her study revealed that there is no significant difference in the work values of the teachers when grouped according to profile variables, implying that early childhood educators have comparable work values. Moreover, correlation indicated that generally, work value patterns of the respondents do not affect their teaching performance. Only the "teaching learning process" as a dimension of teaching performance is significantly associated to the work values of the respondents.

Moreover, Recobo (2017), studied the work values and teaching performance of junior high school teachers in Alicia, Isabela. He revealed in his study that a good number of the teacher-respondents were females, married, young as to chronological age and teaching experience and have attained higher level of educational background. Majority of them had a very satisfactory

level of performance. Considered most important to the respondents were work values having freedom in their own work area, following safety precautions and procedures, helping others, forming friendship with their fellow employees, trying out new ideas and suggestions, the need to be mentally alert, contributing new ideas, and having opportunity to learn new things (Taguiam, 2022). There were significant differences in the work values of the respondents in relation to physical facilities, professional growth, interpersonal relationship, social environment and personal gratification, except on new challenges. As a general observation, the work values in relation to professional growth were considered very important to the respondents. Work values in relationship to interpersonal relationship and social environment showed significant difference with the performance level of the respondents. There is no significant relationship between the respondents work values and their profile.

Also, Simbran (2020), studied the work values and teaching performance of senior high school teachers of Legislative District III in the Schools Division of Isabela. It was revealed in his study that there is a significant relationship between the work values of the respondents and their profile. There is also a significant relationship between the respondents' work values and their teaching performance. Considered most important to the respondents were work values looking forward to changes in their job and having a close working relationship with a group. Work values recognized for quality of work in some variable or public way was considered as least important by the respondents.

METHODOLOGY

Research Design

The descriptive-correlation method of research was utilized to determine the work values of the faculty members of the College of Education at Isabela State University-Echague. respondents were chosen using probability sampling with a 95% level of confidence at 5% margin of error. The respondents per academic program were proportionally allocated.

Respondents of the Study

The respondents of the study were the faculty members of the College of Education at Isabela State University-Main Campus.

The Instrument of the Study

The research instrument was adapted from the study of Recobo (2017) which consist of three areas of investigation. It is made up of two parts. Part I covers the profile of the respondents while Part II focuses on the work values statements which includes Professional Growth, Interpersonal Relationship, and Social Environment.

Statistical Tools

Frequency counts, percentage and means were used to describe the profile and the work values of the respondents. Kruskal-Wallis H-test and Mann-Whitney U-test were used for the test of difference on the perception of the respondents on their work values and when they are grouped according to their profile and Kendal tau b was used to determine the relationship between the work values and the respondents' profile.

RESULTS AND DISCUSSIONS

Table 1. Profile of the Respondents

	Frequency (n=33)	Percent (100.0)
Sex		
Male	16	48.5
Female	17	51.5
Age		
21-30	10	30.3
31-40	13	39.4
41-50	5	15.2
51-60	5	15.2
Number of Years in Teaching		
5 years and below	7	21.2
6-10 years	7	21.2
11-15 years	12	36.4
16-20 years	2	6.1
21 years and above	5	15.2

As to sex, the study was dominated by female respondents. There were 17 or 51.5% who are female faculty. On the other hand, there were 16 or 48.5% male faculty who participated in the study.

As to age, it can be noticed that most of the respondents belong to the age bracket from 31-40 or 39.4%. Also, there were 10 or 30.3% of the respondents belong to the age bracket of 21-30. Moreover, there were 5 or 15.2% belong to age bracket of 41-50 and 51-60.

The number of years in teaching of the respondents is also presented in the table. Based on the table, there were 12 respondents or 36.4% were in the teaching profession for 11-15 years, 7 or 21.2% were staying in their profession for 5 years and below. There were also 7 respondents who participated in the study who are in the teaching position for 6-10 years. Further, the study was participated by 5 or 15.2 % respondents who already have 21 years in the teaching profession. In addition, 2 or 6.1% of the respondents are teachers for 16-20 years already.

Table 2. Perceived Work Values of the Faculty in Terms of Professional Growth

	Mean	Descriptive Equivalent
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A. Professional Growth		
Work in which you...		
1. gain prestige in your field	4.12	Very Important
2. look forward to changes in your job	3.66	Very Important
3. know your job will last	4.39	Very Important
4. use leadership abilities	4.45	Very Important
5. need to have artistic ability	4.36	Very Important
6. have the power to set policy and determine a course of action	4.30	Very Important
7. feel that your work is contributing to a set of moral standards that you feel is very important	4.48	Very Important

Legend: 3.50-4.49 = Very Important

As reflected in table 2. It is disclosed that all the indicators under professional growth were rated “Very Important” by the faculty. The respondents perceived that it is very important to gain prestige in their own field, they look forward to changes in their job, they believe that their job will last, they use their leadership abilities, have the power to set policy and determine a course of action and they feel that their work is contributing to a set of moral standards.

This implies that professional growth among the faculty members in the College of education is very important.

Table 3. Perceived Work Values of the Faculty in Terms of Interpersonal Relationship

B. Interpersonal Relationship	Mean	Descriptive Equivalent
Work in which you...		
1. help others	4.66	Very Important
2. have authority over others	3.24	Somewhat Important
3. add to the well-being of other people	4.36	Very Important
4. have good contacts with fellow workers	4.63	Most Important
5. plan and organize the work of others	3.96	Very Important
6. feel you have helped another person	4.36	Very Important
7. have lots of daily contact with people	4.27	Very Important
8. have close working relationships with a group	4.42	Very Important
9. work in a situation where deadlines and high quality of works is required by your superior	4.51	Most Important
10. control other people’s work activities	2.93	Somewhat Important
11. are in a position to change people’s attitudes and opinion	3.30	Somewhat Important
12. seek knowledge, truth, and understanding to others	4.54	Most Important
13. are regarded by others as an expert or a person of intellectual achievement	3.81	Very Important
14. do work that allows little tolerance for error	4.06	Very Important

15. have a job in which you guide other people in their work	4.24	Very Important
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Legend: 2.50-3.49 = Somewhat Important; 3.50-4.49 = Very Important; 4.50-5.00 = Most Important

As to interpersonal relationship, the faculty of the college of education rated “most important” on the following statements: having good contacts with fellow workers, work in a situation where deadlines and high quality of works are required by the superior and seeking knowledge, truth, and understanding to others. On the other hand, nine statement-indicators were perceived “Very important by the respondents such as helping others, add to the well-being of other people, plan and organized the work of others, feel you have helped other person, have lots of daily contact with people, have close working relationships with a group, being regarded by others as an expert or a person of intellectual achievement, doing some work that allows little tolerance for error and having a job in which you guide other people in their work. Finally, two statement indicators were perceived “Somewhat important” by the faculty such as controlling other people’s work activities and being in a position to change people’s attitudes and opinion.

This implies that most of the statement-indicators under interpersonal relationship were perceived “very important” by the respondents.

Table 4. Perceived Work Values of the Faculty in Terms of Social Environment

C. Social Environment	Mean	Descriptive Equivalent
Work in which you...		
1. can be the kind of person you would like to be	4.48	Very Important
2. have a boss who is reasonable/considerate	4.15	Very Important
3. form friendship with their fellow employees	4.63	Most Important
4. know what others consider your work important	4.33	Very Important
5. contribute to the betterment of the place you live in	4.57	Most Important
6. help others directly, either individually or in group	4.54	Most Important
7. compare your abilities against others	2.96	Somewhat Important
8. recognized as a member of an organization whose type of work is important to you	4.15	Very Important
9. have job/duties that are largely predictable and not likely to change over long periods of time	3.87	Very Important
10. recognized for the quality of your work in some visible or public way	4.03	Very Important
11. decide for yourself what kind of work you will do and how you will go about it, not have to do what others tell you to do	4.27	Very Important

Legend: 2.50-3.49 = Somewhat Important; 3.50-4.49 = Very Important; 4.50-5.00 = Most Important

As to social environment, the faculty of the college of education considered “Most Important” to form friendship with their fellow employees, also to contribute to the betterment of the place where they live and to help others directly, either individually or in a group. Meanwhile, seven statement

indicators under social environment were considered “very important by the respondents such as being the kind of person they would like to be, having a boss who is reasonable, knowing what others consider your work important, recognized as a member of an organization whose type of work is important to you, having a job that are largely predictable and not likely to change over a long periods of time, recognize for the quality of you work in some visible or public way and to decide for yourself what kind of work they will do and how they will do it. Furthermore, the respondents considered “somewhat important” to compare their abilities against others.

This implies that majority of the statement-indicators under social environment perceived “Very important “by the faculty in college of education. While it is “most important” to help others, form friendship and contribute for the betterment of the place where they live. Comparing their abilities to others were rated “somewhat important” by the respondents.

Table 5. Relationship between Sex of the Faculty and their Perceived Work Values in terms of Professional Growth

	Correlation Coefficient	p-value
A. Professional Growth		
Work in which you...		
1. gain prestige in your field	-.004 ^{ns}	.981
2. look forward to changes in your job	.209 ^{ns}	.243
3. know your job will last	-.289 ^{ns}	.103
4. use leadership abilities	-.150 ^{ns}	.406
5. need to have artistic ability	.064 ^{ns}	.722
6. have the power to set policy and determine a course of action	.076 ^{ns}	.673
7. feel that your work is contributing to a set of moral standards that you feel is very important	-.022 ^{ns}	.902

Legend: ns = not significant

Table 5 presents the relationship between the perceived work values of the faculty from college of education as to Professional Growth and Sex. It can be seen from the table that the respondents’ sex has no significant relationship in any of the statements related to professional growth of the respondents. Hence, the null hypothesis of the study is hereby accepted.

This implies that regardless of sex, the faculty work with prestige, use their leadership abilities and new experiences and skills to positively impact their current work.

Table 6. Relationship between Sex of the Faculty and their Perceived Work Values in terms of Interpersonal Relationship

	Correlation Coefficient	p-value
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B. Interpersonal Relationship		
Work in which you...		
1. help others	-.043 ^{ns}	.813
2. have authority over others	-.008 ^{ns}	.966
3. add to the well-being of other people	.160 ^{ns}	.373
4. have good contacts with fellow workers	.020 ^{ns}	.910
5. plan and organize the work of others	-.301 ^{ns}	.089
6. feel you have helped another person	.248 ^{ns}	.164
7. have lots of daily contact with people	.100 ^{ns}	.580
8. have close working relationships with a group	.061 ^{ns}	.735
9. work in a situation where deadlines and high quality of works are required by your superior	-.092 ^{ns}	.611
10. control other people's work activities	-.144 ^{ns}	.425
11. are in a position to change people's attitudes and opinion	-.009 ^{ns}	.961
12. seek knowledge, truth, and understanding to others	-.155 ^{ns}	.389
13. are regarded by others as an expert or a person of intellectual achievement	-.182 ^{ns}	.310
14. do work that allows little tolerance for error	-.177 ^{ns}	.323
15. have a job in which you guide other people in their work	-.233 ^{ns}	.192

Legend: ns = not significant

As can be deduced from the table, the faculty of the college of education considered that sex has nothing to do in any of the statement -indicators related to interpersonal relationship of the respondents. Hence, the null hypothesis of the study is hereby accepted.

This implies that the sex of the faculty in college of education has nothing to do with their ability to connect themselves to others, add to the well-being of other people, maintain good contacts with fellow workers and to work with little tolerance while doing their work in the organization.

Table 7. Relationship between Sex of the Faculty and their Perceived Work Values in terms of Social Environment

	Correlation Coefficient	p-value
C. Social Environment		
Work in which you...		
1. can be the kind of person you would like to be	-.299 ^{ns}	.091
2. have a boss who is reasonable/considerate	.137 ^{ns}	.449
3. form friendship with their fellow employees	.019 ^{ns}	.918
4. know what others consider your work important	-.237 ^{ns}	.184
5. contribute to the betterment of the place you live in	.023 ^{ns}	.898

6. help others directly, either individually or in group	.189 ^{ns}	.293
7. compare your abilities against others	-.097 ^{ns}	.590
8. recognized as a member of an organization whose type of work is important to you	-.175 ^{ns}	.330
9. have job/duties that are largely predictable and not likely to change over long periods of time	-.328 ^{ns}	.062
10. recognized for the quality of your work in some visible or public way	-.259 ^{ns}	.146
11. decide for yourself what kind of work you will do and how you will go about it, not have to do what others tell you to do	-.332 ^{ns}	.059

Legend: ns = not significant

Table 7 shows the relationship between sex of the faculty and their perceived work values in terms of social environment. As can be deduced from the table, the faculty of the college of education considered that there is no significant relationship in any of the statement -indicators related to social environment and their sex. Hence, the null hypothesis of the study is hereby accepted.

Table 8. Relationship between Age of the Faculty and their Perceived Work Values in terms of Professional Growth

	Correlation Coefficient	p-value
A. Professional Growth		
Work in which you...		
1. gain prestige in your field	-.021 ^{ns}	.906
2. look forward to changes in your job	-.177 ^{ns}	.324
3. know your job will last	.346*	.048
4. use leadership abilities	-.097 ^{ns}	.593
5. need to have artistic ability	-.147 ^{ns}	.414
6. have the power to set policy and determine a course of action	.066 ^{ns}	.717
7. feel that your work is contributing to a set of moral standards that you feel is very important	-.110 ^{ns}	.543

Legend: * = significant; ns = not significant

Result show in table 8 that there is no significant relationship exist between the age of the faculty and their perceived work values in terms of professional growth. Furthermore, the age of the

respondents significantly differs in one indicator on the professional growth with a corresponding significant value of 0.048 which is lesser than 0.05 level of significance signifying the rejection of the null hypothesis. This implies that the age of the respondents has something to do with their ability to know that their job will last.

Table 9. Relationship between Age of the Faculty and their Perceived Work Values in terms of Interpersonal Relationship

	Correlation Coefficient	p-value
B. Interpersonal Relationship		
Work in which you...		
1. help others	-.147 ^{ns}	.414
2. have authority over others	-.131 ^{ns}	.466
3. add to the well-being of other people	.094 ^{ns}	.602
4. have good contacts with fellow workers	.265 ^{ns}	.136
5. plan and organize the work of others	.038 ^{ns}	.834
6. feel you have helped another person	.267 ^{ns}	.133
7. have lots of daily contact with people	.095 ^{ns}	.599
8. have close working relationships with a group	-.043 ^{ns}	.813
9. work in a situation where deadlines and high quality of works are required by your superior	.025 ^{ns}	.889
10. control other people's work activities	-.064 ^{ns}	.724
11. are in a position to change people's attitudes and opinion	-.044 ^{ns}	.809
12. seek knowledge, truth, and understanding to others	-.163 ^{ns}	.365
13. are regarded by others as an expert or a person of intellectual achievement	-.187 ^{ns}	.297
14. do work that allows little tolerance for error	-.056 ^{ns}	.757
15. have a job in which you guide other people in their work	.312 ^{ns}	.077

Legend: ns = not significant

Table 9 disclosed the relationship between Age of the faculty and their perceived work values in terms of Interpersonal relationship.

It is revealed in the table that there is no significant relationship between the age of the respondents and their perceived work values in terms of interpersonal relationship. This is because of the significant values that are greater than 0.05 level of significance which led to the acceptance of the null hypothesis that there is no significant relationship between age of the respondents and their perceived work values in terms of interpersonal relationship.

This implies that age of the faculty does not affect their ability to socialize and work with others harmoniously.

Table 10. Relationship between Age of the Faculty and their Perceived Work Values in terms of Social Environment

	Correlation Coefficient	p-value
C. Social Environment		
Work in which you...		
1. can be the kind of person you would like to be	-.200 ^{ns}	.264
2. have a boss who is reasonable/considerate	-.187 ^{ns}	.298
3. form friendship with their fellow employees	.291 ^{ns}	.100
4. know what others consider your work important	-.291 ^{ns}	.100
5. contribute to the betterment of the place you live in	-.155 ^{ns}	.389
6. help others directly, either individually or in group	.068 ^{ns}	.706
7. compare your abilities against others	-.247 ^{ns}	.166
8. recognized as a member of an organization whose type of work is important to you	-.426*	.014
9. have job/duties that are largely predictable and not likely to change over long periods of time	-.241 ^{ns}	.177
10. recognized for the quality of your work in some visible or public way	-.285 ^{ns}	.108
11. decide for yourself what kind of work you will do and how you will go about it, not have to do what others tell you to do	-.240 ^{ns}	.178

Legend: * = significant; ns = not significant

Result show in table 10 that there is no significant relationship exist between the age of the faculty and their perceived work values in terms of social environment. Furthermore, the age of the respondents significantly differs in one statement-indicator on the social environment with a corresponding significant value of 0.014 which is lesser than 0.05 level of significance signifying the rejection of the null hypothesis.

This implies that the age of the respondents has something to do with their ability to recognize that as a member of an organization their type of work is important in the organization.

Table 11. Relationship between Number of Years in Teaching of the Faculty and their Perceived Work Values in terms of Professional Growth

	Correlation Coefficient	p-value
A. Professional Growth		
Work in which you...		
1. gain prestige in your field	.058 ^{ns}	.747
2. look forward to changes in your job	-.222 ^{ns}	.215
3. know your job will last	.260 ^{ns}	.145
4. use leadership abilities	-.098 ^{ns}	.588
5. need to have artistic ability	.039 ^{ns}	.830
6. have the power to set policy and determine a course of action	.060 ^{ns}	.738

7. feel that your work is contributing to a set of moral standards that you feel is very important	-.059 ^{ns}	.746
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Legend: ns = not significant

Table 11 displays the relationship between number of years in teaching of the faculty and their perceived work values in terms of Professional growth.

With a p-value of 0.145 to 0.830 and a corresponding significance value that are greater than 0.05 significance level, the null hypothesis was accepted that there is no significant relationship between the number of years of the faculty and their perceived work values in terms of professional growth.

This implies that regardless of their years in service the faculty work with prestige, use their leadership abilities and new experiences and skills to positively impact their current work.

Table 12. Relationship between Number of Years in Teaching of the Faculty and their Perceived Work Values in terms of Interpersonal Relationship

	Correlation Coefficient	p-value
B. Interpersonal Relationship		
Work in which you...		
1. help others	-.250 ^{ns}	.161
2. have authority over others	-.144 ^{ns}	.425
3. add to the well-being of other people	.044 ^{ns}	.810
4. have good contacts with fellow workers	.163 ^{ns}	.366
5. plan and organize the work of others	-.164 ^{ns}	.363
6. feel you have helped another person	.249 ^{ns}	.162
7. have lots of daily contact with people	.099 ^{ns}	.585
8. have close working relationships with a group	-.308 ^{ns}	.081
9. work in a situation where deadlines and high quality of works are required by your superior	-.111 ^{ns}	.537
10. control other people's work activities	-.104 ^{ns}	.564
11. are in a position to change people's attitudes and opinion	-.144 ^{ns}	.425
12. seek knowledge, truth, and understanding to others	-.288 ^{ns}	.104
13. are regarded by others as an expert or a person of intellectual achievement	.009 ^{ns}	.961
14. do work that allows little tolerance for error	-.015 ^{ns}	.932
15. have a job in which you guide other people in their work	.264 ^{ns}	.138

Legend: ns = not significant

Table 12 presents the relationship between the number of years in teaching of the respondents and their perceived work values in terms of Interpersonal relationship.

Results show in table 18 that there is no significant relationship exist between the number of years of the faculty and their perceived work values in terms of Interpersonal relationship. With a p-value of 0.081 to 0.961 and a corresponding significance value that are greater than 0.05 significance level, the null hypothesis was accepted that there is no significant relationship between the number of years in teaching of the faculty and their perceived work values in terms of interpersonal relationship.

This implies that the number of years in teaching of the faculty in college of education has nothing to do with their ability to connect themselves to others, add to the well-being of other people, maintain good contacts with fellow workers and to work with little tolerance while doing their work in the organization.

Table 13. Relationship between Number of Years in Teaching of the Faculty and their Perceived Work Values in terms of Social Environment

	Correlation Coefficient	p-value
C. Social Environment		
Work in which you...		
1. can be the kind of person you would like to be	-.023 ^{ns}	.900
2. have a boss who is reasonable/considerate	-.320 ^{ns}	.069
3. form friendship with their fellow employees	.029 ^{ns}	.873
4. know what others consider your work important	-.346*	.049
5. contribute to the betterment of the place you live in	-.078 ^{ns}	.668
6. help others directly, either individually or in group	-.089 ^{ns}	.623
7. compare your abilities against others	-.172 ^{ns}	.339
8. recognized as a member of an organization whose type of work is important to you	-.175 ^{ns}	.329
9. have job/duties that are largely predictable and not likely to change over long periods of time	-.260 ^{ns}	.143
10. recognized for the quality of your work in some visible or public way	-.283 ^{ns}	.110
11. decide for yourself what kind of work you will do and how you will go about it, not have to do what others tell you to do	-.055 ^{ns}	.762

*Legend: * = significant; ns = not significant*

Table 13 reveals the relationship between number of years in teaching of the faculty and their perceived work values in terms of social environment.

Results show in table 19 that there is no significant relationship exist between the number of years of the faculty and their perceived work values in terms of social environment. Furthermore, the number of years in teaching among the faculty in college of education significantly differs in one statement-indicators on social environment with a corresponding significant value of 0.049 which is lesser to 0.05 level of significance signifying the rejection of the null hypothesis.

This implies that the number of years in teaching among faculty members in college of education has something to do with their ability to know and consider that their work is important.

Conclusions

1. There are more female than male respondents.
2. most of the respondents belong to the age bracket from 31-40 or 39.4%.
3. Majority of the respondents were in the teaching profession for 11-15 years.
4. All the indicators under professional growth were rated “Very Important” by the faculty in college of education.
5. Most of the statement-indicators under interpersonal relationship were perceived “very important” by the respondents.
6. Majority of the statement-indicators under social environment perceived “Very important” by the faculty in college of education.
7. there is no significant relationship between the sex of the faculty and their perceived work values in terms of professional growth, interpersonal relationship and social environment.
8. There is no significant relationship between the age of the respondents in term of interpersonal relationship. However, Significant relationship was found in professional growth and social environment of the respondents. This implies that the age of the respondents has something to do with their ability to know that their job will last. Also, the age of the respondents has something to do with their ability to recognize that as a member of an organization their type of work is important in the organization.
9. There is no significant relationship between the number of years in teaching of the respondents in terms of professional growth and interpersonal relationship. However, Significant relationship was found in social environment of the respondents.

Recommendations

In light of the findings, the following are recommended:

1. The faculty of the college of education are recommended to continue working on the areas which need more output for continuous improvement of the college’ performance and other mechanism in the college.
2. The university may spearhead activities or programs that may further enhance the performance of the work values of their faculty.
3. Future researchers may replicate this study, the profile other than those used in this study like recognitions and number of seminars attended by the respondents may be used to better understand its relationship to the work values of the faculty.

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