

Work Values of Public Secondary School Teachers

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Abstract — The main objective of this study was to determine the work values of teachers in public secondary schools in Urdaneta City. It also looked into the extent of practice of the work values of public secondary school teachers along with intrinsic, extrinsic, and life style values and the relationship between the work values and profile variables of public secondary school teachers. Further, it determined significant difference between the work values of public secondary school teachers across their profile variables. This study made use of descriptive-normative survey method of research. The subjects of the study were 146 teachers from twenty-two public secondary schools in Urdaneta City. Statistical tools employed were frequency counts, percentage distribution, average weighted mean, rank, Pearson Product Moment Coefficient of Correlation or Pearson r , and t -test. The highly important extrinsic values are observing regular work hours, working as a team, working in an aesthetically pleasing environment and setting own hours/having flexibility. Teachers give high importance to working as a team. Teachers also showed high valuation to aesthetically pleasing environment and setting own hours/having flexibility. The most exemplified lifestyle values of public secondary school teachers were living simply, spending time with family, and making fun in life and at work and the least exemplified lifestyle values of teachers were to live abroad, to live in a big city and to involve in politics.

Further, the researcher recommended that the school administrators especially the guidance counselors must conduct values orientation program every year which should inculcate values clarification. Since teachers exemplified the values of working for a good cause, observing regular work hours and living simply, varied special provisions on learning-to-value activities should be accorded to all teachers in order to maintain very high degree of valuing. School heads should ensure that values education is always integrated to all subject areas. Administrators should examine the values of their respective teachers to determine their strengths and weaknesses for them to identify the needed approaches to their varied work values and adopt the values intervention program to enhance the work values of public secondary school teachers.

Keywords — *Work Values, Intrinsic Values Extrinsic Values, Lifestyle Values*

I. Introduction

Teaching is a self-sacrificing profession. Aside from the magnanimous tasks of classroom preparations, dealing personally with diversity of learners and determining each of the learners' performance through variety of assessments, there are different kinds of activities which teachers have to be engaged in, both in-school and out-of-school assignments. Unlike any other profession, the bulk of work is not only confined in the four corners of the classroom. Notwithstanding the colossal responsibility, some teachers find satisfaction in performing their tasks. Their passion for teaching keeps them working even beyond working hours. They find love for teaching that they consider it more than just a profession but a lifetime commitment. Nevertheless, other teachers are

reluctant that they complain when given extra responsibility. Thus, work values of teachers differ and directly affect their job satisfaction in the work place.

Work values reflect teachers' perception of right and wrong. Values tend to influence their attitudes and behavior in the school. They serve as parameters in any situation and the driving force behind purposeful action. Teachers are motivated to perform action or accomplish task based on what they value or give importance. These values are sustained and remain to be the standpoint of teachers' standard of valuation.

DepEd Order No. 36, s. 2013 states the Vision, thus, "We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full-potential and contribute meaningfully to building the nation. Teachers' work values should be anchored to the DepEd's vision to ensure an enabling and supportive environment for effective learning to happen. Like any other schools, public secondary school teachers in SDO Urdaneta City have their own individual work values. These work values are put in one umbrella of the academe which amalgamate with the school's policies and guidelines, work environment and other interrelated school activities. Thus, variation in the attitude and work values of teachers may be anticipated and job satisfaction or dissatisfaction may follow. Despite these conflicting and varying work values teachers, like other public officials and employees, shall perform and discharge their duties and with highest degree of excellence, professionalism, intelligence and skill. They shall enter public service with utmost devotion and dedication to duty (Republic Act 6713). Junior High School (JHS) students have Edukasyon sa Pagpapakatao (EsP) subject which is taken twice a week for two hours. Being the forefront in teaching EsP, teachers' values are deemed important to determine for they mirror their souls to the students as they deliver instruction. Teachers serve as role models that whatever teachings they convey may come from what they personally view, they believe in and what they value.

Thus, this study was conducted to determine the Work Values of Edukasyon sa Pagpapakatao (EsP) Teachers in Urdaneta City.

Literature Review

Work values exercise a lasting influence on teachers' career development. Success in achieving a high level of job satisfaction, a sense of self-fulfilment and happy work adjustment depend largely upon the degree of compatibility between teachers' work values and the requirements of a working environment.

Values of teachers are evaluated in different perspectives. On a study of Bhuyan, et. al (2012) on value pattern of teachers, it is found that most teachers respect religious value and second highest on social values. From the observation it is assumed that more or less the teachers of urban secondary school values of teachers emanate in the classroom. They reflect who they are as they come in contact with students.

According to Hassan, et. al. (2011), in order for a nation to develop its fullest potentials, education sector should be the main thrust in molding citizen literacy and character. As such, Hassan's study was focused on emotional health or emotional stability, also called emotional intelligence which aims to identify whether emotional intelligence influences work values among secondary school educators in Malaysia. The seven domains of emotional intelligence being measured in this study are self-awareness, self-regulation, self-motivation, empathy, social skills, maturity and spirituality. Result from the study shows that there are four (4) domains that significantly influence work values among educators: self-motivation, empathy, social skills and spirituality.

Ercan (2011) worked on a study entitled, *An Investigation of Teacher Values and Job Satisfaction*. The study indicated a meaningful relationship between job satisfaction and humanitarian value and power, success, hedonism, excitation, self-control, universality, charitableness, traditionality, and safety submagnitudes.

Due to individual differences and preferences, teachers have different work values within schools, different schools, and most especially, different nations. A comparative study was administered by Jolideah and Yeshodra (2011) between Indian and Iranian teachers. The study showed that there is a significant difference between Indian and Iranian teachers in their work values. The differences between the salaries and lack of facilities for a teacher in comparison with other jobs are some of the reasons.

Clark (2016) conducted a study on job satisfaction and gender. The study showed that by most objective standards, women's jobs are worse than men's, yet women report higher levels of job satisfaction than do men.

To test Herzberg's motivator-hygiene theory, Knoop (2010) examined the relationship between work values and job satisfaction. Factor analysis suggested five sets of work values: intrinsic work-related, intrinsic work-outcome, extrinsic job-related, extrinsic job-outcome, and extrinsic people-related. Regression analyses identified the best predictors for each of the five dimensions of job satisfaction. The results support and extend Herzberg's theory.

In the Philippines, Bardonado (2012) has undergone a research on *Values Development of Grade Four Pupils*. The study dealt with values development in the pupils through integration across curriculum and parents' extent of developing values in their children. The study yielded salient results which can be stated by this passage "Nemo Quod Non Habet" which means "You can not give what you do not have."

Another study conducted by Valdez (nd) on the values upheld by the Ilocos in the Ilocos region revealed that the most cherished values manifested in the life of the Ilocanos are in the following order: spiritual, economic, political, physical, intellectual, social, and moral. All the seven core values are strongly upheld in the life of the Ilocanos.

On the present study, it determined the extrinsic, intrinsic and lifestyle work values of public secondary school teachers in Urdaneta City.

II. Methodology

This part the research study includes sampling and data collection.

Sampling

The subjects of the study were 146 EsP teachers from twenty-two public secondary schools in Urdaneta City. To ensure more reliable result, a complete enumeration of all the public secondary school teachers was obtained as the subjects of the study. The respondents were broken down into the following:

NO.	SCHOOL	RESPONDENTS
1	Urdaneta City National High School	22
2	Lananpin National High School	14
3	Anonas National High School	4
4	Catablan Integrated School	10
5	Mariano Q. Umipig National HS	6
6	Pedro T. Orata NHS	5
7	Palina East NHs	4
8	Palina West NHS	4
9	Cabaruan NHS	3
10	DAFSIS	2
11	San Jose Leet IS	7
12	Don Antonio Bongolan NHS	5
13	Camabu NHS	7
14	Cabuloan NHS	3
15	Camantiles NHs	6
16	Casabula NHS	7
17	Badipa NHS	13
18	Nancalobasaan NHS	4
19	Calegu IS	3
20.	Labit National High Schol	10
21.	Cayambanan National High School	4
22.	Bactad East NHs	3
	TOTAL	146

Data Collection

The main data gathering instrument was a questionnaire survey which is divided into two parts. The first part consisted of the profile variables of the respondents. The second part is the list of work values checklist classified as intrinsic, extrinsic and lifestyle values derived from the work of Boer (n.d.). Administration of the survey questionnaires was personally done by the researcher.

III. Results and Discussion

The Profile of the Respondents

Table 1 presents the profile of the respondents which includes age, sex, civil status, educational attainment, academic rank and length of service.

Table 1

Profile of Public Secondary School Teachers

Attributes		Frequency	Percentage
AGE	21-30	49	34%
	31-40	42	29%
	41-50	23	16%
	51-60	32	22%
	61 & above	0	0%
SEX	Male	47	32%
	Female	99	68%
CIVIL STATUS	Single	44	30%
	Married	96	66%
	Single Parent	4	3%
	Widow/er	2	1%
HIGHEST EDUCATIONAL ATTAINMENT	Baccalaureate	35	24%
	BS with MA units	96	66%
	Masterate Degree Holder	13	9%
	With Doctoral Units	2	1%
	Doctorate Degree Holder	0	0%
ACADEMIC RANK	Substitute	5	3%
	Teacher 1	64	44%
	Teacher 2	20	14%
	Teacher 3	52	36%
	Master Teacher 1	5	3%
	Master Teacher 2	0	0%
LENGTH OF SERVICE	below 5 years	70	48%
	6-10 years	18	12%
	11-15 years	12	8%
	16-20 years	17	11%
	21 years and above	29	20%

Age

Majority of the public secondary school teachers are 21-30 years old which comprised of 33% of the total respondents. No teacher is senior citizen though many are within the range of 51-60 or 22%. The influx of the younger generation of teachers might be due to the attractive salaries of teachers which motivate even the non-education graduates to go into the teaching profession.

Sex

The data clearly states that public secondary school teachers are dominated by females (99 or 68%). The opposite gender of respondents is 47 or 32%. The result is generally true to most of the schools where the teaching force is dominated by females.

Civil Status

Most of the teachers are married (96 or 66%), followed by single (44 or 30%), single parent (4 or 3%) and only 2 or 1% are widow/er. The result justifies the age bracket of the respondents. The 33% which comprised of the youngest generation is leaving 64% of the other generation. This means that most of these percentages belong to married teachers. There is also a big bulk of teachers who are single because majority of them belong to age bracket 21-30 who just graduated in college while others are still starting to make a career path.

Highest Educational Attainment

In terms of educational attainment, the highest percentage goes to teachers with MA units (96 or 66%), followed by Baccalaureate degree holders (35 or 24%). Only few are Masterate degree holders (13 or 9%) while only 2 or 1% have Doctorate units. Education plays one of the salient factors in earning points for promotion. With the stiff competition in the teaching force, teachers are motivated to enroll in the graduate school to further their studies.

Academic Rank

Most of the teachers are holding Teacher 1 position (64 or 44%) and the lowest are Master Teacher 1 and Substitute (5 or 3%). The academic rank might be due to the educational attainment where many have acquired MA units and Baccalaureate degrees, while only few are Masterate degree holders. The influx of the younger generation in the teaching profession justifies the large percentage of Teacher 1 position since they are just new in the service.

Length of Service

Most of the teachers are new in the service which ranges below 5 years (70 or 48%). The result runs parallel with the age bracket of the teachers where many of them belong to age 21-30. This is followed by teachers serving 21 years and above (29 or 20%). Majority is on extreme ends, that is, teachers serve the shortest and longest years in service.

Extent of Practice of the Work Values**Public of Secondary School Teachers**

The extent of practice of work values of public secondary school teachers which are classified as intrinsic, extrinsic and lifestyle values are presented in Tables 2, 3 and 4.

Table 2
Intrinsic Values of Public Secondary School Teachers

A. INTRINSIC VALUES		MEAN	INTERPRETATION	RANK
1	Make variety and change at work	3.66	Important	12
2	Work as an expert	3.69	Important	10.5
3	Work on the frontiers of knowledge	3.92	Important	4.5
4	Help students in their daily lives and needs	3.83	Important	7
5	Help improve the community and society	3.80	Important	8
6	Experience adventure and excitement	3.88	Important	6
7	Take risks/ having physical challenges	3.65	Important	13
8	Feel respected for work	4.10	Important	2
9	Compete with others	3.02	Moderately Important	15
10	Have a lot of public contact	3.40	Important	14
11	Influence other people	3.69	Important	10.5
12	Engage in precision work	3.75	Important	9
13	Gain a sense of achievement	3.92	Important	4.5
14	Use opportunities to express creativity	3.95	Important	3
15	Work for a good cause	4.29	Highly Important	1

It is revealed from the data that intrinsic values such as working for a good cause, feeling respected for work and using opportunities to express creativity are highly important to public secondary school teachers. In the hands of teachers lay a great responsibility in educating the young. Teachers mold lives beyond borders. It is innate in the nature of work of teachers to work for a good cause. They are not confined in the corners of their classroom. Rather, they extend their services in the community. They communicate with parents and other stakeholders. They express creativity in designing their classrooms and in conducting school and community programs. They have the art of expressing themselves through their pieces of work. High regard is given to teachers and they earn respect from the nature of their tasks.

Teachers least exemplify the intrinsic value of competing with others, having a lot of public contact and taking risks/ having physical challenges. Teachers usually build teamwork with other teachers especially those in the same department. They do not actually compete, albeit help one other to realize their objectives. Teachers are not into politics that they do not like having a lot of public contact. With the burgeoning tasks and substantial services they face, they prefer to have contact within their umbrella of profession. Taking risks or having physical challenges would be

too much for teachers to think about. Teaching does not involve considerable risk-taking for the task is almost routinary.

Table 3

Extrinsic Values of Public Secondary School Teachers

B. EXTRINSIC VALUES		MEAN	INTERPRETATION	RANK
1	Control power in the workplace	3.78	Important	7
2	Travel very often	3.12	Moderately Important	12
3	Like to be rewarded monetarily	3.07	Moderately Important	13.5
4	Love being an entrepreneur	3.07	Moderately Important	13.5
5	Work as a team	3.92	Important	2
6	Work in a fast-paced environment	3.67	Important	8
7	Observe regular work hours	4.23	Highly Important	1
8	Set own hours/ have flexibility	3.83	Important	3.5
9	Use authority to others	3.22	Moderately Important	11
10	Maintain prestige on social status	3.53	Important	9
11	Have intellectual status	3.78	Important	6
12	Have recognition through awards/ honors/ bonuses	3.51	Important	10
13	Always wear proper uniform	3.79	Important	5
14	Work in an aesthetically pleasing environment	3.83	Important	3.5
15	Work on the edge, in a high-risk environment	2.75	Moderately Important	15

The highly important extrinsic values are observing regular work hours, working as a team, working in an aesthetically pleasing environment and setting own hours/having flexibility. It implies that teachers imbibe the value of punctuality. They strictly follow the regular work hours. One reason might be their teaching commitment which starts at 7:30 in the morning. Another is that they have to fill in their daily time record which will reflect their logging in and out. Most of the schools, especially the mother schools, biometrics machines are already used.

Teachers give high importance to working as a team. There are lots of school activities which call for cooperation among faculty members especially those working within a department. Thus, teachers work as a team to carry out these activities.

Teachers also showed high valuation to aesthetically pleasing environment and setting own hours/having flexibility. It would be easier to work in a conducive environment and when time is flexible. With the many paper works and school forms prepared by teachers, they really need a

good working environment. They can easily manage their working schedule if they work based on their convenient time.

Teachers least exemplify the value of working on the edge in a high risk environment, being rewarded monetarily and being an entrepreneur. The result justifies the least exemplified intrinsic value of teachers on taking risks or having physical challenges. Teachers prefer being reward with appreciation and recognition than being rewarded monetarily. Seeing how learners are transformed into responsible adults and becoming professionals are too much a prize for teachers to appreciate. With the high salaries of teachers now, they do not go into entrepreneurship to augment their income. Unlike before when teachers earn a meager salary, they provide additional income for their families by selling goods and delicacies to students and to the community.

Table 4
Lifestyle Values of Public Secondary School Teachers

C. LIFESTYLE VALUES		MEAN	INTERPRETATION	RANK
1	Always save money	3.77	Important	6
2	Go on vacation	3.00	Moderately Important	12
3	Have access to educational/ cultural opportunities	3.56	Important	8
4	Live close to sports/ recreational facilities	3.18	Moderately Important	11
5	Active in the community	3.41	Important	10
6	Do entertainment at home	3.55	Important	9
7	Involve in politics	2.01	Slightly Important	13
8	Live simply	4.36	Highly Important	1
9	Spend time with family	4.32	Highly Important	2
10	Live in a big city	1.87	Slightly Important	14
11	Live abroad	1.47	Not Important	15
12	Have time for spirituality/ personal growth	4.04	Important	4.5
13	Help/Cooperate being a home owner	3.75	Important	7
14	Live in rural setting	4.04	Important	4.5
15	Make fun in life and at work	4.11	Important	3

The most exemplified lifestyle values of public secondary school teachers are living simply, spending time with family, and making fun in life and at work. In general, teachers are

simple professionals making a simple living. They prefer spending time with the family to make fun.

The least exemplified lifestyle values of teachers are to live abroad, to live in a big city and to involve in politics. Living abroad does not manifest in their value because with the attractive salaries of teachers now, they do not have to leave their families to find better salaries abroad.

Teachers do not prefer living in a big city. There is so much difference living in a big city where one can find lots of establishments, business ventures and night life. There is big bulk of people from other places who come to migrate, study or do businesses. However, teachers prefer living peacefully in their respective places.

It is also manifested in the study that teachers least exemplify the value of getting involved into politics. It is a part of the code of ethics of teachers to do away from politics and should not interfere into political agenda. They are not permitted to campaign for or against any politician. Though they are the main instruments in the conduct of election where their services are topped, they are not allowed to express their political partisan.

Significant Relationship between the Work

Values and Profile Variables of Public

Secondary School Teachers

The result of test for significant relationship between the work values and profile variables of public secondary school teachers is presented in Tables 5 to 7.

Table 5

Significant Relationship between the Intrinsic Values and Profile Variables of Public Secondary School Teachers

Profile Variables	r value	sig
Age	-0.092	0.268
Sex	-0.068	0.414
Civil Status	0.017	0.835
Highest Educational Attainment	-0.054	0.514
Academic Rank	-0.036	0.670
Length of Service	-0.068	0.412

It could be gleaned from the table that the corresponding significance values are all higher than the set 0.05 level. Thus, the null hypothesis which states that there is no significant relationship between the work values and profile variables of public secondary school teachers is accepted. This implies that there is no relationship in their profile variables in the manner by which they give importance to their values. Their profile variables do not necessarily dictate what they value. Valuing something has no effect to being young or adult, being male or female, being single and married, among others. It lies mainly in the innate individuality of the teachers.

Table 6
Significant Relationship between the Extrinsic Values and Profile Variables
of Public Secondary School Teachers

Profile Variables	r value	sig
Age	0.086	0.316
Sex	-0.057	0.524
Civil Status	0.025	0.827
Highest Educational Attainment	0.064	0.618
Academic Rank	-0.058	0.580
Length of Service	-0.087	0.468

It could be surmised from the table that the corresponding significance values are all higher than the set 0.05 level. Hence, the null hypothesis which states that there is no significant relationship between the extrinsic values and profile variables of public secondary school teachers is accepted. This suggests that there is no relationship in their profile variables in the manner by which they give importance to their extrinsic values. Their profile variables do not have any connection with what they value.

Table 7**Significant Relationship between the Lifestyle Values and Profile Variables of Public Secondary School Teachers**

Profile Variables	r value	sig
Age	0.065	0.248
Sex	-0.088	0.512
Civil Status	-0.034	0.758
Highest Educational Attainment	0.064	0.623
Academic Rank	0.076	0.861
Length of Service	-0.058	0.542

The table shows that the corresponding significance values are all higher than the set 0.05 level. Hence, the null hypothesis which states that there is no significant relationship between the lifestyle values and profile variables of public secondary school teachers is accepted. This indicates that teachers do not differ in their lifestyle values according to their age, sex, civil status, educational attainment, academic rank and length of service.

Significant Difference between the Work Values and Profile Variables of Public Secondary School Teachers

The result of test for significant difference between the work values and profile variables of public secondary school teachers is presented in Table 8.

Table 8
**Significant Difference between the Work Values and Profile Variables
of Public Secondary School Teachers**

Profile Variables	Intrinsic value		Extrinsic value		Lifestyle value	
	t-value	sig	t-value	sig	t-value	sig
Age	3.540	0.316	0.837	0.841	2.828	0.419
Sex	0.051	0.821	0.205	0.651	0.286	0.593
Civil Status	2.757	0.431	5.666	0.129	3.602	0.308
Highest Educational Attainment	4.734	0.192	3.486	0.323	1.901	0.593
Academic Rank	6.620	0.157	6.444	0.168	2.130	0.712
Length of Service	2.600	0.627	3.618	0.460	6.487	0.167

It could be seen from the table that all significance values of the different profile variables are higher than the set 0.05 level of confidence. Thus, the null hypothesis which states that there is no significant difference between the work values of public secondary school teachers across their profile variables is accepted. This implies that profile variables are not significant to note differences on the values of the public secondary school teachers. That is, the selected profile variables have nothing to do with the intrinsic, extrinsic and lifestyle values of teachers. The findings support the study conducted by Morrow and McElroy (n.d.) on Measures of Work Commitment, Job Satisfaction Facets and Personal Characteristics which are examined under three career stage operationalizations namely age, organizational tenure, and positional tenure. Results indicated the overall levels of explained variation are low.

The research study showed that no matter what age bracket the public secondary school teachers in Urdaneta City belong, they exhibit no difference on their values. Young and old alike, teachers prefer the same values. In a workplace, teachers imbibe values which are the same with one another. The finding of the study is supported by the work of Fernandes, et.al (2010) where results were compared over two different generations to determine any difference of work values as times changed. Findings showed no statistically significant difference between generations in terms of work values measured. In a similar study conducted by Jolideah and Yeshodra (2011) on Work Values among High School Teachers of India and Iran, age groups do not have any influence over work value.

IV. Conclusion

The study also reveals that result does not also show difference on the values preferences of male and female teachers. Their sex does not imply any difference when it comes to giving importance to intrinsic, extrinsic and lifestyle values. The result is supported by the research of Cheung and Scherling (2010). Their study attempted to explain job satisfaction and sex differences with reference to work values. Findings showed that male employees had higher rank and higher task, team, and status satisfaction than did female employees. However, differences in work values were not attributable sex difference. In another study, Witt (n.d.) noted that men value achievement and prestige more than women. Another study conducted by Bhuyan, et.al (2012) on Value Pattern of Teachers Working in Urban High School of Nagaon District showed different score of the teachers' value in terms of their sex. From the observation, it is found that in case of male teachers, they gave more preference on economic value, aesthetic value and religious value. On the other hand female teachers gave more preference on religious value than social value and political value.

This study indicates that civil status does not influence a difference on the values of teachers. Their valuation is not affected by being single, married, single parent or widow/er. The result runs counter with the study conducted by Lips and Lawson (2009) about Work Values, Commitment and Pay. The findings of the study showed that gender seriously affect women with children. One common explanation is that mothers value family more than employment, leading to reduced work commitment. Men expected higher peak salaries, valued power more and family less than women. For both genders, valuing power predicted higher expected peak salary and valuing family predicted lower anticipated work commitment. For women, reduced work commitment, in turn, predicted lower anticipated peak pay. For men, valuing family predicted higher peak salary.

Though teachers do not have the same educational attainment, they exhibit the same values. As some of them move to higher learning and obtain higher education, still, their values are already innate in them that no difference can be noted.

Academic rank of teachers does not denote any difference on the manifestation of intrinsic, extrinsic and lifestyle values. Being a substitute teacher, a teacher or a master teacher, teachers still value the same. Number of years in service does not indicate differences on the values of teachers. Number of years does not quantify teachers' value preferences. They may be serving for quite too short in service or too long a number of years, time element is not a factor for their values to differ.

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