

The Impact of Work Values on the Satisfaction of Teachers in a Normal University in China

Chaudhary Kumar Alok

Emilio Aguinaldo College, Manila, Philippines

chaudhary@gmail.com

Abstract: *This study aims to explore the impact of instructors' work values on their levels of job satisfaction. Taking instructors and educational management workers from a normal university in China as the research objects, through sorting out relevant literature and constructing a theoretical framework, we put forward several hypotheses, and collected data through questionnaire surveys and in-depth interviews, and conduct empirical analysis. The study found that instructors' work values were not found to be significantly correlated with their level of job satisfaction. However, the results of this paper not only provide a theoretical basis for teachers' professional development, but also provide practical guidance for school management to improve teacher satisfaction levels.*

Keywords: Work Values, Instructors, Level of Satisfaction, Normal University

1. Introduction

With the continuous development of education, educational administrators play an increasingly important role in the operation and development of schools. Instructors as professionals belong to the noblest profession. A profession that calls for public service. Teaching is a public trust and such a instructor should render service as molders of the youth both in all levels. The instructors should be the symbol of dignity and honor both in their words and actions for the youth to try to do as well.

Despite all these, there are those who show unpleasing character and negative work attitude. These are instructors who consider teaching as their career not as their vocation. In this premise, they do not feel committed and sincere for the improvement of the staff and personnel services, and improvement of the student - personnel relationships. They are hesitant to attend trainings and seminars as well. They do not realize that these can be useful to their profession, to develop them as versatile, well disciplined, productive individual ready to help for nation building. More so, some of them shows noticeable signs of displeasure on their work. This is one of the reasons why China had to administer a national examination for any professionals who may want to venture into the teaching field.

In this regard, the researcher undertakes this study in assessing the instructors' work values and its interplay with

their level of work satisfaction with the end goal of inculcating positive values among instructors.

All the data and answers were obtained wherein the instructors and superiors from a normal university in China responded to the survey questionnaires that was conducted by the researcher.

2. Methodology

2.1 Theoretical Framework

The instructors' work values are founded on certain hypotheses. Brian Hall's theories emphasized the growth of individuals work values and awareness that determines whose values are ideals that apply the significance to our spirits, expressed through priorities. For more or less people, security and survival are ideals. For the more fortunate, they will be valued like family and leisure.

The emphasis on priorities points out that we all function on a number of values. It is a circle of priorities that we live by on a daily basis that underpin our behavior. In Hall's book "The Development of Consciousness", a number of theories of personal growth are reflected and it registers how the works of Hall coincide with the growth of the individual's work values and consciousness that finds out the commitment, achievement, creativity, independence, challenge, and interpersonal relationship towards other people (see Figure 1 below).

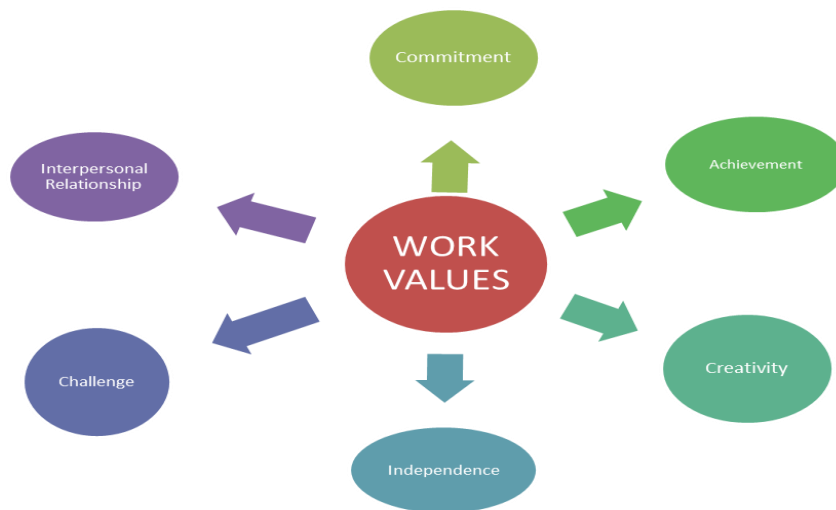


Figure 1: Brian P. Halls', a theoretical framework diagram on work values

The researcher found the importance of the work values in terms of six parameters, namely commitment, achievement, creativity, independence, challenge, and interpersonal relationship, and the level of satisfaction in terms of orientation and training, supervision and compensation and benefits. The results were the basis for the development of values orientation program.

2.2 Scope and Delimitations of the Study

This study will concentrate on the work values and level of satisfaction of instructors in a normal university in China. There are two groups of respondents which comprised of the immediate superiors (Deans, Vice deans, Department Heads) and the university instructors for school year 2022 - 2023. This survey will define the variables concerning the personal profile, level of satisfaction and work values of the instructors.

2.3 Hypothesis

The following hypotheses will be tested:

- 1) There is no significant difference in the assessment of the immediate superior respondents on the work values of the instructors when their profiles are taken as test factors.
- 2) There is no significant difference in the assessment of the instructors on their work values when their profiles are taken as test factors.
- 3) There is no significant relationship between the work values of instructors and their level of satisfaction.

2.4 Research Design

The study used the descriptive - comparative - correlation method with the questionnaire as the main instrument for gathering the needed data. According to Sevilla (2020), this method involves collection of data in order to test hypothesis or to answer questions concerning the current status of a subject of the study. It described the nature of the situation as it exists and explores the causes of this phenomena. Thus,

this method is deemed appropriate for this as it deals with the existing values of university instructors.

2.5 The Sample and Sampling Technique of the Study

Purposive Sampling technique was used in this study. The respondents were taken regardless of age but at least required to have signed up as an instructor or superior at the normal university.

The researcher was tallied and coded the responses using the Microsoft Excel. The raw data was then be transferred or pasted into the Statistical Program for Social Sciences (SPSS) version 27.0 spreadsheet to treat the data using appropriate statistical tools.

2.6 Statistical Treatment of Data

In the treatment of data concerning the instructors' and superiors' personal profile and their work values, the frequency distribution was computed. In describing the instructors' work values.

The weighted value assigned to the different dimensions of work values of the instructors to be assessed by the superiors was patterned after the Four Point Likert Scale as presented by Best (1981) with the concept of boundary of numerals as follows:

Point	Weight	Descriptive Rating
4	3.51 – 4.00	Strongly Agree (SA)
3	2.51 – 3.50	Agree (A)
2	1.51 – 2.50	Disagree (D)
1	1.00 – 1.50	Strongly Disagree (SA)

To assess the relationship of work values and the level of satisfaction, the 4 - likert scale shown above was used.

3. Results and Analysis

This chapter presents the results of the gathered data with the analysis and interpretation according to the statement of

the problem. The profile of the instructor and immediate superior respondents in terms of sex, age, civil status, educational attainment, and length of service, the immediate superior respondents' assessment on the instructors' work values, the instructors' self - assessment on their level of satisfaction, and the relationship between the work values of

instructors and their level of satisfaction are hereby presented with the end view of the values orientation program to enhance the instructors' satisfaction.

3.1 Profile of the Respondents

Table 1: Frequency Distribution of Respondents' Profile

Profile	Immediate Superiors		Instructors		Over - all	
	f	%	f	%	f	%
Age						
20 - 29 years old	2	2.10%	54	31.95%	56	21.21%
30 - 39 years old	40	42.11%	71	42.01%	111	42.05%
40 years old and above	53	55.79%	44	26.04%	97	36.74%
Total	95	100%	169	100%	264	100%
Sex						
Male	50	52.63%	70	41.42%	120	45.45%
Female	45	47.37%	99	58.58%	144	54.55%
Total	95	100%	169	100%	264	100%
Civil Status						
Single	3	3.16%	12	7.10%	15	5.68%
Married	92	96.84%	144	85.21%	236	89.39%
Separated	0	0%	13	7.69%	13	4.93%
Total	95	100%	169	100%	264	100%
Educational Attainment						
Bachelor's degree	20	21.05%	34	20.12%	54	20.45%
Master's degree	63	66.32%	95	56.21%	158	59.85%
Doctorate degree	12	12.63%	40	23.67%	52	19.70%
Total	95	100%	169	100%	264	100%
Length of Service						
Less than 1 year	1	1.05%	2	1.18%	3	1.14%
1 - 10 years	27	28.42%	56	33.14%	83	31.44%
11 - 20 years	36	37.90%	68	40.24%	104	39.39%
21 - 25 years	19	20.00%	12	7.10%	31	11.74%
Above 26 years	12	12.63%	31	18.34%	43	16.29%
Total	95	100%	169	100%	264	100%

Table 1 presents the frequency distribution of the immediate superior and instructor respondents' profile in terms of age, sex, civil status, educational attainment, and length of service.

3.2 Instructors' Work Values as Assessed by the Immediate Superiors

Tables 2 - 8 present the assessments of the immediate superiors on the instructors' work values in terms of commitment, achievement, creativity, independence, challenge, and interpersonal relationships.

Table 2: Immediate Superior Respondents' Assessment on the Work Values of Instructors in Terms of Commitment

Commitment	Mean	SD	Qualitative Description	Interpretation	Rank
The instructors....					
are proud to be part of the school	3.46	0.63	Agree	Manifested	2
can work without being told with or without the superior	3.11	0.75	Agree	Manifested	4
perform beyond expectations.	3.00	0.60	Agree	Manifested	5
work beyond the number of hours.	3.27	0.55	Agree	Manifested	3
adhere to the ethical standards of the teaching profession.	3.53	0.52	Strongly Agree	Highly Manifested	1
Composite Mean	3.27	0.61	Agree	Manifested	

Legend: 3.51 - 4.00 Strongly Agree (SA) /Highly Manifested (HM); 2.51 - 3.50 Agree (A) /Manifested (M); 1.51 - 2.50 Disagree (D) /Less Manifested (LM); 1.00 - 1.50 Strongly Disagree (SD) /Not Manifested (NM)

Table 3: Immediate Superior Respondents' Assessment on the Work Values of Instructors in Terms of Achievement

Achievement The instructors....	Mean	SD	Qualitative Description	Interpretation	Rank
gain the respect of the academic community, parents and students for his/her contribution to the success of the school	3.43	0.54	Agree	Manifested	4
grow professionally through in - service - trainings and advanced studies.	3.44	0.54	Agree	Manifested	2.5
share my expertise with others for their improvement	3.44	0.56	Agree	Manifested	2.5
keep himself updated on the different methods and strategies of teaching to make the teaching learning process more effective.	3.42	0.53	Agree	Manifested	5
Are Happy when most students are able to learn and apply their lessons in everyday life.	3.53	0.50	Strongly Agree	Highly Manifested	1
Composite Mean	3.45	0.53	Agree	Manifested	

Legend: 3.51 - 4.00 Strongly Agree (SA) /Highly Manifested (HM); 2.51 - 3.50 Agree (A) /Manifested (M); 1.51 - 2.50 Disagree (D) /Less Manifested (LM); 1.00 - 1.50 Strongly Disagree (SD) /Not Manifested (NM)

Table 4: Immediate Superior Respondents' Assessment on the Work Values of Instructors in Terms of Creativity

Creativity The instructors....	Mean	SD	Qualitative Description	Interpretation	Rank
develop and use creativity in accomplishing school activities.	3.29	0.54	Agree	Manifested	1.5
contribute new ideas in work situations that call for change/innovations.	3.29	0.58	Agree	Manifested	1.5
May use indigenous/recycled materials for my teaching aid and devices.	3.28	0.57	Agree	Manifested	3
Can apply original and appropriate solution in solving classroom management problems rather rely on old/routine procedures.	3.26	0.62	Agree	Manifested	4
Are apply varied techniques to motivate students do their best.	3.24	0.63	Agree	Manifested	5
Composite Mean	3.27	0.59	Agree	Manifested	

Legend: 3.51 - 4.00 Strongly Agree (SA) /Highly Manifested (HM); 2.51 - 3.50 Agree (A) /Manifested (M); 1.51 - 2.50 Disagree (D) /Less Manifested (LM); 1.00 - 1.50 Strongly Disagree (SD) /Not Manifested (NM)

Table 5: Immediate Superior Respondents' Assessment on the Work Values of Instructors in Terms of Independence

Independence The instructors....	Mean	SD	Qualitative Description	Interpretation	Rank
work independently without close supervision.	3.36	0.60	Agree	Manifested	1
Plan work according to priorities and accomplishes theme without help from others.	3.27	0.57	Agree	Manifested	2
Has sound decision making and judgment.	3.24	0.59	Agree	Manifested	3
Measure will be on dependency.	3.00	0.68	Agree	Manifested	5
Can weigh things in all their angles before commenting or acting on them.	3.23	0.59	Agree	Manifested	4
Composite Mean	3.22	0.61	Agree	Manifested	

Legend: 3.51 - 4.00 Strongly Agree (SA) /Highly Manifested (HM); 2.51 - 3.50 Agree (A) /Manifested (M); 1.51 - 2.50 Disagree (D) /Less Manifested (LM); 1.00 - 1.50 Strongly Disagree (SD) /Not Manifested (NM)

Table 6: Immediate Superior Respondents' Assessment on the Work Values of Instructors in Terms of Challenge

Challenge The instructors....	Mean	SD	Qualitative Description	Interpretation	Rank
Are open to changes and innovations to improve his/her performance.	3.21	0.54	Agree	Manifested	2
Can do their best to improve the achievement of students.	3.26	0.64	Agree	Manifested	1
participate in solving difficult problems in school.	3.06	0.63	Agree	Manifested	5
accept teaching tasks that challenge my mental and physical capabilities.	3.20	0.55	Agree	Manifested	3
participate in school - community involvement activities.	3.15	0.58	Agree	Manifested	4
Composite Mean	3.18	0.59	Agree	Manifested	

Legend: 3.51 - 4.00 Strongly Agree (SA) /Highly Manifested (HM); 2.51 - 3.50 Agree (A) /Manifested (M); 1.51 - 2.50 Disagree (D) /Less Manifested (LM); 1.00 - 1.50 Strongly Disagree (SD) /Not Manifested (NM)

Table 7: Immediate Superior Respondents' Assessment on the Work Values of Instructors in Terms of Interpersonal Relationship

Interpersonal Relationship The instructors....	Mean	SD	Qualitative Description	Interpretation	Rank
value and respect each instructor, supervisor, students in each school.	3.40	0.51	Agree	Manifested	3
avoid personal and professional conflict with colleagues and supervisors.	3.31	0.52	Agree	Manifested	5
maintain the school spirit in the workplace.	3.32	0.57	Agree	Manifested	4
extend my assistance to colleagues as the need arises.	3.41	0.53	Agree	Manifested	2
sustain cooperation, teamwork and harmony with colleagues and supervisors.	3.42	0.55	Agree	Manifested	1
Composite Mean	3.37	0.54	Agree	Manifested	

Legend: 3.51 - 4.00 Strongly Agree (SA) /Highly Manifested (HM); 2.51 - 3.50 Agree (A) /Manifested (M); 1.51 - 2.50 Disagree (D) /Less Manifested (LM); 1.00 - 1.50 Strongly Disagree (SD) /Not Manifested (NM)

Table 8: Summary of the Immediate Superior Respondents' Assessment on the Work Values of Instructors

Work Values Indicators	Mean	SD	Qualitative Description	Interpretation	Rank
Commitment	3.27	0.61	Agree	Manifested	4
Achievement	3.45	0.53	Agree	Manifested	1
Creativity	3.28	0.59	Agree	Manifested	3
Independence	3.22	0.61	Agree	Manifested	5
Challenge	3.18	0.59	Agree	Manifested	6
Interpersonal Relationship	3.37	0.54	Agree	Manifested	2
Over - all Mean	3.30	0.58	Agree	Manifested	

Based from the result, the most manifested work values of instructors were found to be on achievement as this ranked first among the six identified work values indicators as assessed by their immediate superiors. Second in rank was on interpersonal relationships, followed by creativity, commitment, independence, and challenge. On the other hand, challenge resulted to be the least manifested work values of instructors based on the assessment of their immediate superiors. Generally, the work values of instructors have been observed by their immediate superiors interpreted to be manifested among them. According to Balmores (2018), work values are significant in one's flight. The quality of values the person possesses will describe the quality of work the individual does. If a person puts value in his work, then he will do better in his task. Thus, instructors' values towards teaching can affect their teaching performance and satisfaction. Balmores found out that regardless of their divergences in their perception of the

school's organizational climate, instructors are more often than not motivated by intrinsic work values such as positive feelings towards work, the work that one loves. But this requires the instructor's work value system of what they believe in the ideas of the untried. The instructor's work value system of what they have believed in and the values they hold. The behavior of the instructor should adapt to the accepted patterns of behavior of the most wholesome numbers of the community.

3.3 Instructors' Self - Assessment on their Level of Satisfaction

Tables 9 - 12 present the self - assessments of instructor respondents on their level of satisfaction in terms of orientation and training, supervision, and compensation and benefits.

Table 9: Instructor Respondents' Self - Assessment on their Level of Satisfaction in Terms of Orientation and Training

Orientation and Training	Mean	SD	Interpretation	Rank
Availability of a clear job description for the problem.	2.34	1.10	Slightly Satisfied	2
Communication of expectations about our job performance.	2.30	1.07	Slightly Satisfied	4
Completeness of orientation about our organization in general and the workplace in particular.	2.36	1.04	Slightly Satisfied	1
Timeliness of orientation about our organization in general and the workplace in particular.	2.28	1.08	Slightly Satisfied	5
Sufficient training materials to allow one to perform the job well.	2.32	1.02	Slightly Satisfied	3
Sufficient training opportunities to allow one to perform the job well.	2.17	1.03	Slightly Satisfied	7
Availability of follow - up training.	2.24	1.00	Slightly Satisfied	6
Composite Mean	2.29	1.05	Slightly Satisfied	

Legend: 3.51 - 4.00 Highly Satisfied (HS); 2.51 - 3.50 Satisfied (S); 1.51 - 2.50 Slightly Satisfied (SS); 1.00 - 1.50 Not Satisfied (NS)

As shown in Table 9, instructor respondents are satisfied on the completeness of orientation about their organization in general and the workplace in particular with the highest assessment of 2.36 given by the instructors themselves. Similarly, they are also satisfied on the availability of a clear job description for the problem, on sufficient training materials to allow one to perform the job well, on the communication of expectations about their job performance, on timeliness of orientation about their organization in

general and the workplace in particular, and on availability of follow - up training, with the mean values of 2.34, 2.32, 2.30, 2.28 and 2.24 respectively. Though they are also satisfied on sufficient training opportunities to allow one to perform the job well, however it was given the lowest assessment of 2.17. A composite mean value of 2.29 shows that instructor respondents are generally satisfied on their job in terms of orientation and training based on their own assessment.

Table 10: Instructor Respondents' Self - Assessment on their Level of Satisfaction in Terms of Supervision

Supervision	Mean	SD	Interpretation	Rank
Availability of a supervision to answer the questions.	2.25	1.06	Slightly Satisfied	7
To assist one to carry out the duties.	2.34	1.05	Slightly Satisfied	1.5
Feedback regarding the performance.	2.31	1.04	Slightly Satisfied	3.5
Evaluation regarding the performance.	2.31	1.06	Slightly Satisfied	3.5
Recognition by the supervisor for the accomplishments.	2.27	1.04	Slightly Satisfied	6
Fairness in supervision.	2.23	1.01	Slightly Satisfied	8
Employment opportunities.	2.34	1.01	Slightly Satisfied	1.5
Relationship with the supervisor.	2.30	1.01	Slightly Satisfied	5
Composite Mean	2.29	1.04	Slightly Satisfied	

Legend: 3.51 - 4.00 Highly Satisfied (HS); 2.51 - 3.50 Satisfied (S); 1.51 - 2.50 Slightly Satisfied (SS); 1.00 - 1.50 Not Satisfied (NS)

As shown in Table 10, instructor respondents are satisfied in assisting one to carry out the duties, and on employment opportunities with the highest assessment of 2.34 based on their own assessment. Likewise, instructors are also satisfied on feedback regarding the performance, in the evaluation regarding the performance, on the relationship with the supervisor, in recognition by the supervisor for the accomplishments, and on availability of a supervision to

answer the questions with the mean values of 2.31, 2.31, 2.30, 2.27, and 2.25 respectively. On the other hand, instructors are slightly satisfied on the fairness in supervision with the lowest assessment of 2.23. A composite mean value of 2.29 indicates that instructors are generally satisfied on their job in terms of supervision based on their own assessment.

Table 11: Instructor Respondents' Self - Assessment on their Level of Satisfaction in Terms of Compensation and Benefits

Compensation and Benefits	Mean	SD	Interpretation	Rank
The rate of pay for the job	2.20	0.99	Slightly Satisfied	5
Paid time off you receive	2.29	1.06	Slightly Satisfied	1.5
Our policy regarding eligibility for paid time off.	2.29	1.00	Slightly Satisfied	1.5
Benefits you receive for health, insurance and retirement.	2.21	0.99	Slightly Satisfied	4
The policy regarding eligibility for benefits.	2.25	1.00	Slightly Satisfied	3
Composite Mean	2.25	1.01	Slightly Satisfied	

Legend: 3.51 - 4.00 Highly Satisfied (HS); 2.51 - 3.50 Satisfied (S); 1.51 - 2.50 Slightly Satisfied (SS); 1.00 - 1.50 Not Satisfied (NS)

As shown in Table 11, instructor respondents are satisfied on the paid time off they receive and their policy regarding eligibility for paid time off with the highest assessment of 2.29. Similarly, they are also satisfied on the policy regarding eligibility for benefits, and on benefits they receive for health, insurance and retirement with the mean values of 2.25 and 2.21 respectively. Though instructors are also satisfied on the rate of pay for the job, however, it was given the lowest assessment of 2.20. A composite mean value of 2.25 indicates that instructor respondents are generally satisfied on their job in terms of compensation and benefits.

Legend: 3.51 - 4.00 Highly Satisfied (HS); 2.51 - 3.50 Satisfied (S); 1.51 - 2.50 Slightly Satisfied (SS); 1.00 - 1.50 Not Satisfied (NS)

As shown in Table 12, instructor respondents are mostly satisfied on their job in terms of orientation and training, and supervision which was given the highest assessment with 2.29 and ranked first among the three indicators of job satisfaction. Compensation and benefits was given the lowest assessment by the instructors themselves. An over - all mean value of 2.28 reveals that instructors are generally satisfied on their job based on their own assessment.

Table 12: Summary of the Instructor Respondents' Self - Assessment on their Level of Satisfaction

Satisfaction Indicators	Mean	SD	Interpretation	Rank
Orientation and Training	2.29	1.05	Satisfied	1.5
Supervision	2.29	1.04	Satisfied	1.5
Compensation and Benefits	2.25	1.01	Satisfied	3
Over - all	2.28	1.03	Satisfied	

3.3 Relationship Between the Work Values of Instructors and their Level of Satisfaction

Table 13 presents the relationship between the work values of instructors as assessed by their immediate superiors and their level of satisfaction as assessed by themselves.

Table 13: Relationship Between the Instructors' Work Values and their Level of Satisfaction

Work Values	Satisfaction	Computed r	Sig	Decision on Ho	Interpretation
Commitment	Orientation & Training	- 0.10	0.96	Accepted	Not Significant
	Supervision	- 0.04	0.71	Accepted	Not Significant
	Compensation & Benefits	- 0.01	0.93	Accepted	Not Significant
	Average	- 0.02	0.85	Accepted	Not Significant
Achievement	Orientation & Training	- 0.02	0.83	Accepted	Not Significant
	Supervision	- 0.05	0.65	Accepted	Not Significant
	Compensation & Benefits	- 0.02	0.82	Accepted	Not Significant
	Average	- 0.03	0.75	Accepted	Not Significant
Creativity	Orientation & Training	- 0.01	0.96	Accepted	Not Significant
	Supervision	- 0.11	0.92	Accepted	Not Significant
	Compensation & Benefits	0.01	0.95	Accepted	Not Significant
	Average	0	0.97	Accepted	Not Significant
Independence	Orientation & Training	0.03	0.78	Accepted	Not Significant
	Supervision	0.01	0.90	Accepted	Not Significant
	Compensation & Benefits	0.03	0.74	Accepted	Not Significant
	Average	0.03	0.81	Accepted	Not Significant
Challenge	Orientation & Training	0.08	0.42	Accepted	Not Significant
	Supervision	0.08	0.42	Accepted	Not Significant
	Compensation & Benefits	0.07	0.49	Accepted	Not Significant
	Average	0.08	0.42	Accepted	Not Significant
Interpersonal Relationships	Orientation & Training	- 0.02	0.82	Accepted	Not Significant
	Supervision	- 0.04	0.68	Accepted	Not Significant
	Compensation & Benefits	- 0.04	0.71	Accepted	Not Significant
	Average	- 0.04	0.73	Accepted	Not Significant
Over - all	Orientation & Training	0.01	0.91	Accepted	Not Significant
	Supervision	- 0.01	0.95	Accepted	Not Significant
	Compensation & Benefits	0.01	0.94	Accepted	Not Significant
	Average	0	0.97	Accepted	Not Significant

As shown in Table 13, the work values of instructors in terms of commitment was not found to be significantly correlated with their job satisfaction in terms of orientation and training, supervision, and compensation and benefits. This goes to show that instructors' commitment did not give significant impact on their level of job satisfaction.

The work values of instructors in terms of achievement was not found to be significantly correlated with their level of job satisfaction in terms of orientation and training, and compensation and benefits.

The work values of instructors in terms of creativity was not found to be significantly correlated with their job satisfaction in terms of orientation and training, supervision, and compensation and benefits. This goes to show that instructors' creativity did not give significant impact on their level of job satisfaction.

Similarly, the work values of instructors in terms of independence was not found to be significantly correlated with their job satisfaction in terms of orientation and training, supervision, and compensation and benefits. This is taken to mean that instructors' independence did not give significant impact on their level of job satisfaction.

Likewise, the work values of instructors in terms of challenge was not found to be significantly correlated with

their job satisfaction in terms of orientation and training, supervision, and compensation and benefits. The result shows that challenges of instructors did not give significant impact on their level of job satisfaction.

The work values of instructors in terms of interpersonal relationships was not found to be significantly correlated with their level of job satisfaction in terms of orientation and training, and compensation and benefits.

Generally, the result reveals that the work values of instructors were not found to be significantly correlated with their level of job satisfaction. This further reveals that their work values could not significantly affect their level of job satisfaction. Espolong (2018) investigated the interrelationships of work satisfaction and work values through work performance of the school administrators and instructors. On the hierarchy of work values, relationship existed between the perceived self - importance in both the public and private high school administrators. A substantial relationship existed between the public and private high school administrators on the perceived self - importance, as fair relationship existed between the perceived self - importance in both the public and private school instructors.

4. Conclusions and Recommendations

This study determined the work values of instructors as assessed by their immediate superiors, and the instructors' level of job satisfaction as assessed by themselves. Profile of the respondents, and relationships between the instructors' work values and their level of job satisfaction were also determined. The findings of this study helped the researcher to develop values orientation program to enhance the instructors' satisfaction.

4.1 Profile of the Respondents

Immediate superior respondents are mostly from the age group above 40 years old (55.79%), and have been in the service for about 11 - 20 years (37.90%), while majority of them are male (52.63%), married (96.84%), and holding a Master's degree (66.32%).

On the other hand, instructor respondents are mostly from the age group of 30 - 39 years old (42.01%), and have been in the service for about 11 - 20 years (40.25%), while majority of them are female (58.58%), married (85.2%), and holding a Master's degree (56.2%).

4.2 Instructors' Work Values as Assessed by the Immediate Superiors

Based from the result, the most manifested work values of instructors were found to be on achievement as this ranked first among the six identified work values indicators as assessed by their immediate superiors. Second in rank was on interpersonal relationships, followed by creativity, commitment, independence, and challenge. On the other hand, challenge resulted to be the least manifested work values of instructors based on the assessment of their immediate superiors. Generally, the work values of instructors have been observed by their immediate superiors to be manifested among them.

4.2.1 On Commitment

Immediate superiors agree that instructors adhere to the ethical standards of the teaching profession with the highest assessment as manifested. Similarly, immediate superiors agree that instructors are proud to be part of the school, that they work beyond the number of hours, that they can work without being told with or without the superior, all interpreted as manifested. While immediate superiors also agree that instructors perform beyond expectations, however, it was given the lowest assessment but still interpreted to be manifested. A composite mean value of 3.27 indicates that the work values of instructors in terms of commitment is manifested among them as perceived by their immediate superiors.

4.2.2 On Achievement

Immediate superiors agree that the instructors are happy when most students are able to learn and apply their lessons in everyday life with the highest assessment given interpreted as highly manifested. Likewise, immediate superiors agree that the instructors share their expertise with

others for their improvement, that they grow professionally through in-service trainings and advanced studies, and that they gain the respect of the academic community, parents and students for their contribution to the success of the school all interpreted as manifested. Though immediate superiors also agree that the instructors keep themselves updated on the different methods and strategies of teaching to make the teaching learning process more effective, however, it was given the lowest assessment but still interpreted to be manifested. A composite mean value of 3.45 shows that the work values of instructors in terms of achievement is manifested among them as perceived by their immediate superiors.

4.2.3 On Creativity

Immediate superiors agree that instructors develop and use creativity in accomplishing school activities, and that they contribute new ideas in work situations that call for change/innovations with the highest assessment given interpreted as manifested. Similarly, immediate superiors agree that instructors may use indigenous/recycled materials for their teaching aid and devices, and that they can apply original and appropriate solution in solving classroom management problems rather rely on old/routine procedures all interpreted as manifested. Though immediate superiors also agree that instructors apply varied techniques to motivate students do their best, however, it was given the lowest assessment but still interpreted as manifested. A composite mean value of 3.28 shows that the work values of instructors in terms of creativity is manifested among them as perceived by their immediate superiors.

4.2.4 On Independence

Immediate superiors agree that instructors work independently without close supervision, with the highest assessment given interpreted as manifested. Similarly, immediate superiors agree that instructors plan work according to priorities and accomplishes them without help from others, that they have sound decision making and judgement, and that they can weigh things in all their angles before commenting or acting on them interpreted as manifested. Though immediate superiors also agree that instructors' measure will be on dependency, however, it was given the lowest assessment also as manifested. A composite mean value of 3.22 indicates that the instructors' work values in terms of independence is manifested as perceived by their immediate superiors.

4.2.5 On Challenge

Immediate superiors agree that instructors can do their best to improve the achievement of students with the highest assessment given interpreted as manifested. Likewise, immediate superiors agree that instructors are open to changes and innovations to improve their performance, that they accept teaching tasks that challenge their mental and physical capabilities, and that they participate in school-community involvement activities all interpreted as manifested. Though immediate superiors also agree that instructors participate in solving difficult problems in school, however it was given the lowest assessment, also interpreted as manifested. A composite mean value of 3.18

indicates that the work values of instructors in terms of challenges are manifested among them as perceived by their immediate superiors.

4.2.6 On Interpersonal Relationships

Immediate superiors agree that instructors sustain cooperation, teamwork and harmony with colleagues and supervisors with the highest assessment given interpreted manifested. Similarly, immediate superiors agree that instructors extend assistance to colleagues as the need arises, that they value and respect each instructor, supervisor, and students in each school, and that they maintain the school spirit in the workplace interpreted as manifested. Though immediate superiors also agree instructors avoid personal and professional conflict with colleagues and supervisors, however, it was given the lowest assessment interpreted as manifested. A composite mean value of 3.37 shows that the work values of instructors in terms of interpersonal relationships are manifested among them as perceived by their immediate superiors.

4.3 Instructors' Self - Assessment on their Level of Satisfaction

Based from the results, instructor respondents are mostly satisfied on their job in terms of orientation and training, and supervision which are given the highest assessment with 2.29 and ranked first among the three indicators of job satisfaction. Compensation and benefits was given the lowest assessment by the instructors themselves. An overall mean value of 2.28 reveals that instructors are generally satisfied on their job based on their own assessment.

4.3.1 On Orientation and Training

Based from the result, instructor respondents are satisfied on the completeness of orientation about their organization in general and the workplace in particular given by the instructors themselves. Similarly, they are also satisfied on the availability of a clear job description for the problem, on sufficient training materials to allow one to perform the job well, on the communication of expectations about their job performance, on timeliness of orientation about their organization in general and the workplace in particular, and on availability of follow - up training. Though they are also satisfied on sufficient training opportunities to allow one to perform the job well, however it was given the lowest assessment. A composite mean value of 2.29 shows that instructor respondents are generally satisfied on their job in terms of orientation and training based on their own assessment.

4.3.2 On Supervision

Based from the result, instructor respondents are satisfied in assisting one to carry out the duties, and on employment opportunities with the highest assessment based on their own assessment. Likewise, instructors are also satisfied on feedback regarding the performance, in the evaluation regarding the performance, on the relationship with the supervisor, in recognition by the supervisor for the accomplishments, and on availability of a supervision to answer the questions. Instructors are slightly satisfied on the

fairness in supervision with the lowest assessment. A composite mean value of 2.29 indicates that instructors are generally satisfied on their job in terms of supervision based on their own assessment.

4.3.3 On Compensation and Benefits

Based from the result, instructor respondents are satisfied on the paid time off they receive and their policy regarding eligibility for paid time off with the highest assessment. Similarly, they are also satisfied on the policy regarding eligibility for benefits, and on benefits they receive for health, insurance and retirement. Though instructors are also satisfied on the rate of pay for the job, however, it was given the lowest assessment. A composite mean value of 2.25 indicates that instructor respondents are generally satisfied on their job in terms of compensation and benefits.

4.4 Relationship Between the Work Values of Instructors and their Level of Satisfaction

Generally, the result shows no significant relationship between the work values of instructors as perceived by their immediate superiors in terms of commitment, achievement, creativity, independence, challenge, and interpersonal relationships, and their level of job satisfaction based on their own assessment in terms of orientation and training, supervision, and compensation and benefits.

5. Conclusions

Based on the findings, the following have been concluded:

- 1) Both the instructors and immediate superiors came from different age groups, majority are married, holders of Master's degree, and have been in the service for more than ten years. Most of the immediate superior respondents are male, 40 years old and above while most of the instructor respondents are female, less than 40 years of age.
- 2) Achievement of instructors was the most observed work values among them by their immediate superiors, while challenge tend to be the least.
- 3) Instructors have seen themselves to be generally satisfied on their work. However, while instructors tend to have the least satisfaction level on compensation benefits, it is important to note that they are slightly satisfied on the rate of pay for their job.
- 4) 4.40 years old and above's instructor respondents have the better level of satisfaction than the other age.
- 5) Work values of instructors as perceived by their immediate superiors did not make significant impact to their level of satisfaction in general.

6. Recommendations

In view of the summary of findings and the conclusions, the researcher highly /recommends the following.

- 1) May consider to revisit the existing faculty development program to improve the number of teachers as well as the immediate superiors who have earned the Doctorate degree.

- 2) Provide more opportunities for teachers' growth and development specifically for learning, mentoring, and skills enhancement.
- 3) Continuously improve the relationship between teachers and management by maintaining or improving a harmonious work environment and boosting teacher productivity and satisfaction.
- 4) Review the existing compensation and benefits for teachers for further improvement as this is one of the best ways to show them that they are valued and to improve their level of satisfaction.
- 5) Sustain teachers' participation in activities that hone their work - related values like attending seminars, self - reflection, mentoring, and seeking for feedback from colleagues.

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