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# TEACHER'S WORK VALUES: A KEY TO ENHANCING WORK ENGAGEMENT

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## ABSTRACT

The school is the cornerstone of the global education system, with educators crucial to providing high-quality education. Outstanding teacher performance leads to positive student experiences, and teacher engagement is key to stakeholder satisfaction. However, there is a gap in understanding how specific work values influence teacher engagement. This study investigates the relationship between teachers' work values and their engagement levels at the College of Business and Public Administration, Eulogio "Amang" Rodriguez Institute of Science and Technology (Manila Campus). Using purposive sampling, 69 full-time and 21 part-time faculty members participated. Key findings indicate that both full-time and part-time faculty rated their overall engagement as "Engaged," particularly in areas like work-life balance, growth opportunities, and feedback. However, a significant difference in work-life balance was observed between full-time and part-time faculty, while other areas showed no such difference. Teachers rated their work values—such as

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economic returns, achievement, and job security—as "Observed," with no significant variation between the two groups. A strong relationship between work values and engagement was found. This study highlights the need to align work values with professional practices to enhance teacher engagement. By fostering an environment that supports autonomy, growth, and feedback, schools can reduce absenteeism, lower turnover, and improve overall performance. Ultimately, the research provides evidence-based strategies to create a positive educational environment, enhance stakeholder satisfaction, and ensure the long-term success of educational institutions.

**Keywords:** teacher, work values, work engagement, school, educational environment

## 1. Introduction

The school is the cornerstone of the global education system, and educators are essential to providing learners with a high-quality education (Amenabarro, 2024). Outstanding service from teachers can result in enduringly positive experiences for students. Therefore, achieving high satisfaction among stakeholders depends critically on the unique motivational constructions of educators.

The effective teacher engagement requires a strong foundation in work values. Beyond being merely catchphrases, these principles serve as the cornerstone of schools, supporting their mission, vision, and the plan of action. The organization's work values serve as the impetus for employees' decisions and actions (Dorkenoo, 2015). Thus, a strong work ethic is essential for encouraging employee engagement.

Teachers who align with their work values gain confidence in their decision-making abilities and a clear awareness of what matters. Active educators match their actions with the school's principles, voluntarily giving discretionary effort and dedicated labor for the school's benefit (Tabroni, 2023). These educators are committed to the school's success in addition to their personal achievements, demonstrating a strong emotional investment in the school's future.

Despite the importance of these dynamics, there is a notable gap in understanding how specific work values impact of the teacher engagement. While extensive research has explored on employee engagement and satisfaction in general, but there has been limited focus on the unique context of educational institutions. This study seeks to bridge this gap by investigating the relationship between the teachers' work values and their engagement levels within schools, providing insights that could inform policies and practices in educational settings.

The rationale for this study is multifaceted. First, it seeks to enrich the field of organizational behavior by examining its application within the educational sector. Second, understanding how work values influence teacher engagement can help schools develop strategies to enhance teacher satisfaction and performance. Finally, the research intends to present actionable recommendations for school administrators to cultivate a more motivated and engaged teaching workforce, ultimately leading to improved outcomes for students and the broader educational community.

By prioritizing teacher engagement and aligning it with core work values, schools can develop a dedicated and enthusiastic staff. This, in turn, leads to measurable organizational benefits such as reduced absenteeism, lower turnover, higher stakeholder satisfaction, and improved performance. Consequently, the ultimate goal is to maintain competitiveness in today's intensely competitive the global workplace, ensuring the long-term success and sustainability of educational institutions.

## 2. Methods

The researchers employed purposive sampling to select the study's respondents, relying on their judgment to choose units that are deemed representative of the population. This non-probability sampling technique was chosen for its ability to strategically select participants based on specific characteristics known to be relevant to the research objectives.

The target respondents consisted of 69 full-time and 21 part-time faculty members from the College of Business and Public Administration at Eulogio "Amang" Rodriguez Institute of Science and Technology (Manila Campus).

These faculty members were selected due to their direct involvement and experience in the academic environment under investigation, which aligns with the study's focus on work values and work engagement. The inclusion of both full-time and part-time faculty aimed to provide a comprehensive understanding of these factors across different employment positions within the institution.

Data was collected through a survey method, using questionnaires designed to measure various aspects of work values and work engagement, capturing both quantitative and qualitative data. Purposive sampling was chosen to ensure that the study focused on individuals most likely to contribute valuable insights, thereby enhancing the overall quality and relevance of the research findings.

### **3. Results and Discussion**

The study produced several notable findings that reinforce the research objectives and initial hypotheses. The key findings are summarized as follows:

#### **3.1 The level of teacher's work engagement as assessed by full-time and part-time faculty members in terms of:**

##### **3.1.1 Work-Life Balance**

Teachers reported high levels of engagement due to their ability to manage both family and work responsibilities, although sometimes at a slower pace than usual. Balancing work and personal life led to improved job satisfaction and a stronger commitment to the organization for both full-time and part-time faculty members. Whittington, Maellaro, and Galpin (2016) support these findings, emphasizing that employers who support work-life balance benefit from recruitment advantages and enhanced employer branding. Ultimately, work-life balance positively influences employees' behaviors and attitudes, benefiting the organization as a whole.

##### **3.1.2 Opportunities for Growth and Development.**

Teachers felt engaged due to the opportunities for growth and development, such as training. However, immediate superiors often did not fully recommend further professional growth. Noe and Wilk (2014) highlight that employees who actively seek to learn and apply new knowledge and skills enhance organizational job performance. Opportunities for growth lead to increased productivity, customer satisfaction, and employability, playing a crucial role in maintaining employee effectiveness within the institution.

##### **3.1.3 Health and Safety.**

The school demonstrated consideration and care for teachers' health and safety, fostering a team atmosphere and providing positive solutions to health and safety concerns. Wilhite (2018) suggests that workplace safety and employee engagement are interlinked, with engaged employees being safer employees. Implementing safety practices promotes safe work habits and boosts morale, thereby enhancing employee engagement.

##### **3.1.4 Autonomy.**

Teachers experienced work autonomy, allowing them to decide how and when to perform their tasks, use personal judgment, and take responsibility for their work outcomes. Zhang et al. (2016) validated that work autonomy allows employees to experience a sense of freedom from control and external

obstacles. Autonomy serves as a crucial work resource that promotes engagement, as the motivation process involving autonomy influences work engagement. Furthermore, team members with high autonomy are more likely to engage in risk-taking, alternative thinking, and creativity.

#### 3.1.5 Feedback.

Constructive feedback from the school and recognition of teachers' good work increased their engagement. Byrne (2014) concluded that employees become more engaged when they know their work is valued. Highlighting the meaningfulness of their job and showing how their efforts contribute to organizational goals can significantly enhance the engagement.

### **3.2 The teacher's work values assessed by respondents as to:**

#### 3.2.1 Economic Returns.

Teachers expressed satisfaction with their economic returns, indicating that the organization provided adequate compensation and benefits. Armstrong and Murlis (2016) suggest that the effort of individuals invest in their jobs is determined by two key factors: the importance they place on rewards that satisfy their needs for security, social esteem, autonomy, and self-actualization, and their perception of the likelihood that these rewards are directly linked to their effort. The more valuable the rewards and the higher the perceived likelihood of achieving them through effort, the more motivated individuals will be to invest greater effort into their work.

#### 3.2.2 Achievement.

Teachers were aware of their performance due to constant feedback from school heads. Kinnunen, Feldt, and Mäkikangas (2018) confirmed that employees value a sense of achievement, which contributes to their sense of self-worth in achieving job-related goals. Achievements represent the results that employees bring about while fulfilling their roles, and employees want to recognize that their extra efforts benefit the organization.

#### 3.2.3 Prestige.

Teachers felt respected and admired by others, denoting a sense of prestige. While pay and fame may have minimal influence on occupational prestige, it remains an important element of socioeconomic status. Fuller et al. (2016) found out that the high-prestige occupations tend to provide greater pay stability, enhanced opportunities for lateral career mobility, and access to well-established professional networks.

#### 3.2.4 Ways of Life.

Many employees enjoy their jobs because they see them as integral to their way of life. Management can enhance this by offering rewards that employees personally value.

#### 3.2.5 Security.

Teachers considered job security crucial, which positively influenced their overall job satisfaction and performance. Wiley (2017) highlighted that job security is increasingly important to employees, especially in industries where workforce reductions are common, such as hospitality. Employees' reactions to job security are therefore significant.

#### 3.2.6 Supervisory Relations.

Supervisory relationships were found to be vital for work engagement. Mustapha (2018) emphasized that these relationships are critical for developing and maintaining trust and positive feelings among workers. Enhancing relationships between school heads and subordinates, as well as among co-workers, influences work engagement positively.

#### 3.2.7 Associates.

Harmonious relationships with peers were a significant reason why teachers remained in the organization. Ghazzawi et al. (2017) corroborated that a supportive working environment, offering opportunities to socialize with peers, superiors, and clients, is beneficial.

#### 3.2.8 Variety.

Teachers have consistently expressed a strong desire for diversity in their job roles. They are interested in exploring a range of tasks and responsibilities beyond their traditional duties. This includes the opportunity to engage in different types of activities, projects, or roles within the educational environment. Such variety is seen as a way to enhance job satisfaction, prevent burnout, and maintain high levels of motivation and engagement.

#### 3.2.9 Surroundings.

The work environment is considered a crucial factor influencing work engagement among employees. Teachers view their physical and social surroundings as integral to their job satisfaction. This includes the condition and layout of their workspace, the quality of interactions with colleagues, and the overall atmosphere of the school or institution. A supportive, well-maintained, and positive environment is essential for fostering a high level of engagement and commitment to their work.

### **3.3 The significant difference between Teacher's Work Engagement and Work Values as assessed by respondents.**

The examination of significant differences in the teacher's work engagement and work values, as assessed by different groups of respondents, revealed that the comparative assessment of the teacher's work engagement in work-life balance yielded a result exceeding the critical value of 1.860, with 8 degrees of freedom at a 0.05 level of significance. This suggests a significant difference in the work-life balance engagement between full-time and part-time faculty members, resulting in the rejection of the null hypothesis. On the other hand, the assessment for opportunities for growth and development, health and safety, autonomy, and feedback showed values lower than the critical value of 1.860, indicating no significant difference in these aspects of work engagement between full-time and part-time faculty members, thus accepting the null hypothesis.

Regarding the teacher's work values, the comparative assessment of economic returns, achievement, prestige, ways of life, security, supervisory relations, associates, variety, and surroundings all resulted in values below the critical value of 2.132, with 4 degrees of freedom and a 0.05 level of significance. This denotes no significant difference in work values between full-time and part-time faculty members, leading to the acceptance of the null hypothesis.

These findings highlight several important aspects of teacher work engagement and work values. The significant difference in the work-life balance engagement between full-time and part-time faculty members may reflect the distinct challenges and demands faced by these groups. The full-time faculty may experience greater pressure to balance professional responsibilities with personal life, affecting their overall

engagement. The lack of significant differences in opportunities for growth and development, health and safety, autonomy, and feedback suggests that both full-time and part-time faculty members perceive these aspects of their work environment similarly. This could indicate consistent institutional policies and practices in these areas.

The uniformity in work values across full-time and part-time faculty members suggests a shared understanding and prioritization of these values within the institution, fostering a cohesive and supportive work environment. The study's results provide valuable insights for educational institutions aiming to enhance teacher engagement and align work values across different roles. Strategies to support work-life balance for full-time faculty, alongside maintaining consistent opportunities and conditions for all teachers, are crucial. Understanding and addressing the specific needs and values of both administrators and teachers can further promote a positive and productive educational environment.

These findings collectively underscore the critical role of work-life balance, opportunities for professional growth and development, health and safety, autonomy, and feedback in enhancing teachers' work engagement. By addressing these areas, educational institutions can foster a more engaged, productive, and a satisfied teaching workforce.

### **3.4 The significant relationship between Teacher's work values and their level of work engagement.**

An analysis revealed a substantial relationship between different aspects of work values and teachers' level of work engagement. Teachers who value work-life balance exhibit higher levels of engagement in their work, highlighting the importance of policies and practices that support balancing professional and personal responsibilities. Similarly, a strong correlation was found between teachers' engagement levels and their perception of opportunities for growth and development. Teachers who place high value on career advancement and skill development tend to be more engaged, underscoring the need for continuous professional development and career progression opportunities within educational institutions.

Furthermore, the study found that teachers who prioritize health and safety as part of their work values demonstrate higher engagement levels, emphasizing the necessity of a safe and healthy work environment. Autonomy was another critical factor; teachers who value autonomy in their work show greater engagement, suggesting that greater control over teaching methods and decision-making processes can enhance the engagement.

Additionally, teachers who value constructive feedback are more engaged, indicating that regular, meaningful feedback supports professional growth and overall engagement. These findings support the hypothesis that work values significantly influence the work engagement. However, the relationship is complex and multifaceted, suggesting that while work values play a critical role, other factors may also impact work engagement. The practical implications of these findings are significant for educational institutions. Developing policies that promote work-life balance, supporting professional development, and ensuring a safe work environment are crucial for enhancing teacher engagement. Encouraging teacher the autonomy and providing regular feedback are also effective strategies to improve engagement and job satisfaction.

Despite these insights, the study has limitations, including its cross-sectional design, which limits the ability to establish causal relationships. Future research could overcome this limitation by utilizing longitudinal designs to explore how shifts in work values over time affect work engagement. Furthermore, examining other factors that may interact with work values to effect the engagement could offer a more comprehensive understanding. Research in diverse educational settings could also

enhance the generalizability of the findings. In conclusion, this study reinforces the importance of aligning work values with practices that support work engagement, suggesting that educational institutions should focus on these areas to foster a more engaged and motivated teaching workforce.

### 3.5 Proposed Intervention Program

The study resulted in the development of an intervention program designed to enhance teachers' work engagement and work values. This program was based on a thorough analysis of the data from the study's problem statement. It aims to offer both full-time and part-time faculty members opportunities for professional growth, preparing them for new roles while ensuring their qualifications are recognized and valued by the institution. The program features several key components, including professional development workshops to build relevant skills, mentorship and coaching for career guidance, recognition and reward systems to celebrate achievements, and feedback mechanisms to address teachers' experiences and suggestions. The anticipated outcomes of implementing this intervention include increased work engagement, as teachers become more committed and enthusiastic, enhanced work values, leading to greater motivation, and improved job satisfaction by creating a supportive work environment. This intervention is expected to provide valuable insights into effective strategies for improving faculty experience and could potentially serve as a benchmark for other institutions seeking to implement similar improvements. Future research should evaluate the program's long-term effects and explore its effectiveness in different educational contexts and among diverse faculty groups.

## 4. Conclusion And Recommendation

The study found that teachers' work engagement is influenced by factors like work-life balance, growth opportunities, health and safety, autonomy, and feedback. Key work values identified include economic returns, achievement, prestige, security, and supervisory relations. Both full-time and part-time faculty shared similar perspectives on engagement and values. The proposed intervention program has the potential to improve teachers' engagement and work values, fostering a more positive work environment.

Develop strategies that enhance key drivers of work engagement such as work-life balance, autonomy, health and safety, and growth opportunities. Align organizational values with teachers' deeply held work values to foster motivation. Create a positive and supportive workplace culture that encourages collaboration and reduces stress. Implement an intervention program that actively incorporates teacher feedback to improve retention and satisfaction. Lastly, conduct further research to examine work values that influence engagement across various educational contexts for a broader understanding.

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