

Values at Work: An Evaluation on the Work Values of Filipino Secondary Teachers

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Abstract

In any work setting, work values play an indispensable role in the success of an employee. Similarly, in the arena of education, the success of a teacher in his or her endeavor can be attributed on work values. The current study, which employs a descriptive research approach, builds on existing scholarly investigation on work values in the education industry by (1) assessing the work values of 155 secondary school teachers in Taguig City, Philippines; and (2) examining whether there is a significant difference between the work values and demographic variables. Results show that (1) all the work values—discipline, creativity, orderliness, patience, decisiveness, and achievement—are generally very much practiced; and (2) there is no significant difference between work values and each demographic variable. In light of the conclusions, schools should aid inspire secondary school teachers in developing their work values to improve oneself personally and professionally which can influence the performance of the school as a whole. It is also encouraged to broaden the subject matter's purview by expanding it to the regional and national levels.

Keywords: Secondary Teachers, High School, Work Values, Filipino Teachers, Philippines.

1. Introduction

1.1 Background

In any work setting, work values play a pivotal role in the success of an employee. Similarly, in the arena of education, the success of a teacher in his or her endeavor can be attributed also on work values. “Teaching is a noble profession,” says by many individuals (Angelista, 2018). Teaching requires dealing with different people with also different behaviors (Tran, 2020). It is not an easy job surrounding oneself with pressure to do well in one’s chosen field and most of all the unexpected situations that test his capability in dealing with it (Prabjandee, 2020; Rajendran, Watt, & Richardson, 2020). It depends on the teacher on how he or she can cope up with the stress that accompanies his or her work and this will show his work values while teaching.

It is claimed that teaching is a difficult profession. Aside from the time-consuming classroom preparations and the responsibility of dealing with a diverse range of learners (Woofter, 2019), teachers are also required to participate in a variety of local activities and other extracurricular programs (Epstein, 2018). As a result, the multiple tasks that teachers must play appear to be tiresome and difficult. Values are not the person’s capacity to deal with pressure, demands, and frustrations that happen in one’s life. Values are ideas or convictions that shape how we conduct our lives (Beach, 2010; Zhang, 2021). They have a big effect on how we approach work. In addition, values influence our decisions and motivate us to exert effort in order to protect what we believe in or what we wish to preserve (Hall, Yip, & Doiron, 2018).

These are straightforwardly defined as relatively time-resistant and extensive task interpretation patterns (Arieli, Sagiv, & Roccas, 2020). Finally, work values express our personal relationship to what we hope to accomplish via our job and career. Work values are beliefs about the specific qualities of work and work-related consequences (Gallie, 2019). Like general values, work values act as the criteria that an individual uses in selecting appropriate work-related behaviors and goals (Lichtenstein, Lichtenstein, & Higgs, 2017). With today’s fast paced life, many things have improved such as lifestyle, technology, and the likes. These changes influence peoples’ attitude in communication or interacting with other people. This can also be a factor that affects teachers’ work values.

Due to lack of studies conducted on this subject, many teachers do not know how to deal with stress and pressure that they feel towards their work that leads them to bad work values (Briggs & Hawkins, 2020). However, newspapers and televisions abound with news of teachers molesting and physically and mentally abusing the students (Geiger, 2017; Nearchou, 2018). Teachers who are abusing students show that they are not successful in achieving the tasks teaching was created and assigned for.

These scenarios point out that the researchers should clearly assess teachers’ work values and attitudes toward work. Work values have been connected to motivation and job satisfaction

(Kamdrón, 2005; Breugh, Ritz, & Alfes, 2018), while others have shown a strong correlation between obtaining a larger achievement value and being proactive and taking initiative in one's work (Söderlund, 2018; Soares & Mosquera, 2019). The success of teaching teachers' performance of their tasks. If teachers perform their responsibilities effectively and positively, then they will be able to achieve the desired goals they want for the students and advance education in general.

1.2 Objectives of the Study

Using a quantitative, descriptive research technique, the current study expanded on extant scholarly investigation on work values in the education sector by (1) assessing the work values of 155 secondary school teachers in Taguig City, Philippines; and (2) examining whether there is a significant difference between the work values and demographic variables.

The study tried to assess the present work values of secondary teachers in Taguig City. Specifically, it sought answers to the following questions:

1. How do the respondents perceived their work values in terms of the following: (a) discipline, (b) creativity, (c) orderliness, (d) patience, (e) decisiveness, and (f) achievement.
2. Are there significant differences on the perceived work values of the respondents when they are grouped according to the demographic variables?

2. Materials and Methods

2.1. Research Design

This study utilized the quantitative descriptive method of research. As generally accepted, the descriptive method of research is a fact-finding study that encompasses adequate interpretation (Siedlecki, 2020). Descriptive research describes a certain present condition (Atmowardoyo, 2019). Relatively, the method is appropriate to this study since it aims to describe the present work values of secondary teachers. The intention of utilizing the descriptive method is to, from the term itself, describe the phenomenon (Goertzen, 2017). The researchers chose to use this type of research in order to obtain first-hand evidence from the participants in order to draw fair and sound conclusions and suggestions.

2.2. Respondents

The respondents of this study were the secondary teachers, and to overcome limitations in the study—four (4) secondary schools of different types were selected. Particularly, public general, public science, and private type of schools were chosen in the area of Taguig City. The respondents were chosen through the use of Slovin Formula. The technique was random, stratified sampling.

Out of 155 respondents, 61% belonged to 20-35 age bracket (young adult) and 36% were 36-60 (middle-aged adult). On the other hand, 2% belonged to 61 and above age bracket (elderly adult); and 1% belonged 19 and below age bracket (teenager). 63% were female and 37 % male. In relation to civil status, 69 were single, 83 were married and 3 were widowed. Meanwhile, on highest educational attainment, 55% of the respondents graduated with a baccalaureate degree; 39% with BSEd with MA units. 6% of the respondents had an MA degree.

Speaking of length of service in the teaching profession, 26% of the respondents were in service from 0-3 years; 36% of the respondents were in service from 4-7 years; 34% were in the service from 8-15 years; 3% were in service from 16-23 years; and 1% of the respondents were in service from 24-30 years.

2.3. Instrument

A survey-questionnaire which consisted of two parts was used to gather the data needed for this study.

Part I: Demographic Profile. It solicited information about the personal and professional profile of the secondary teachers particularly their age, civil status, sex, nature of the subject teaching and type of school.

Part II: Work Values of Secondary Teachers. On the other hand, it sought to assess the work values of secondary teachers using six indicators namely discipline, creativity, orderliness, patience, decisiveness and achievement.

For this purpose, the researcher adopted the work values questionnaire used by Cuntapay (1999) with some minor revisions. It consisted of thirty items, which required scaled responses ranging from 1-4 with 4 as the highest and 1 as the lowest. Rubrics for the Likert-type Survey-Questionnaire. The rubrics were used in assessing the work values of secondary teachers. It used an even point scale, where the middle option of “uncertain” is uninvolved.

Table 1: Four-point Likert-type Scale

<i>Scale</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
1	1.00-1.75	Slightly Practiced
2	1.76-2.50	Moderately Practiced
3	2.51-3.25	Much Practiced
4	3.26-4.00	Very Much Practiced

The researchers prepared the survey-questionnaire as a tool in which it obtained data in order to answer questions posed in the statement of the problem. Two experts in the field on education studies revalidated it. Copies of the survey-questionnaires were provided to 155

secondary teachers in selected schools in Taguig City. Responses to the survey-questionnaire were based on their preferences, activities and options.

2.4. Procedure

To gather sufficient information for the study, the researchers accessed prior research conducted by Cuntapay (1999) titled, “Work Values of English Teachers in Public Secondary Schools in the Division of Batangas: Its Implication to Educational Management” which served as a guide for the current study. Other offshoots and related books become the references of the research. The researchers also got some of the information presented from the Internet to further elucidate and explain the study.

The researchers followed certain procedures in the conduct of this study.

1. Before the administration of survey-questionnaires, an indorsement from the Department of Education’s Division Office of Taguig-Pateros together with a written permit given to the school for approval.
2. To make sure that the survey-questionnaire will be understood, the researchers personally distributed it in the selected schools covered in the study.
3. The data that were extracted from the survey-questionnaires to be recorded, classified, organized and tabulated accordingly.

2.5. Locale

The study was carried out in Taguig City, one of the metropolitan Manila's component cities. Taguig is a prosperous residential, business and industrial region. In 2004, Taguig was recognized as a city. Today, the City is considered to be one of Philippines' most urbanized and industrialized cities. The study was conducted at selected schools in Taguig City encompassing District I and District II during academic year 2018-2019. The classification of the schools ranged from, but not limited to, public science, public general, and private institutions.

2.6. Statistical Treatment of Data

The answers to the terms of the survey questions were calculated and reported accordingly for the purposes of analysis and interpretation.

The following statistical treatments were used to calculate the data collected:

- (1) frequency and percentage,
- (2) weighted mean,
- (3) one way-ANOVA,
- (4) t-test, and (5) f-test.

3. Results and Discussion

3.1. Work Values of Secondary School Teachers

Table 2: Weighted Mean and Description according to Discipline

ITEM	Weighted Mean	Verbal Interpretation
DISCIPLINE		
1. A student who is heard talking to a classmate while recitation is going on should be reprimanded privately.	3.17	Much Practiced
2. The first time that you meet a class that described for unruly behavior, your getting should be “I’m your new teacher and I expect you to behave properly.”	2.82	Much Practiced
3. To prevent problems pertaining to classroom discipline, the students should be grouped according to their mental ability.	2.45	Moderately Practiced
4. When a student often tells a lie, you should try to know that cause and show understanding and care.	3.48	Very Much Practiced
5. In order to foster discipline in the classroom, small violations that do not interfere with classroom procedure be disregarded.	2.59	Much Practiced

Table 2 shows that, in terms of discipline, with the result of 3.48, understanding and showing care for the students when they often tell a lie is the highest ranked as “Very Much Practiced”, while grouping the class according to their mental ability received the least with the weighted mean of 2.45 ranked as “Moderately Practiced.”

Table 3: Weighted Mean and Description according to Creativity

ITEM	Weighted Mean	Verbal Interpretation
CREATIVITY		
1. Lesson on paragraph writing should be made more meaningful and effective through experimental method.	3.32	Very Much Practiced
2. To develop students’ skills in writing stories, they should be requested to research in the library.	3.24	Much Practiced
3. The best approach to teach students in paragraph writing must incorporate skills in the library.	2.89	Much Practiced
4. In order to improve students’ writing skills, the initial approach would be to plan for computer aid instructions.	2.94	Much Practiced
5. To provide skills in essay and short activity, the students are asked to write by themselves.	3.29	Very Much Practiced

Table 3 shows that when it comes to creativity, lesson on paragraph writing should be made more meaningful and effective through experimental method got the weighted mean of 3.32 ranked as “Very Much Practiced”, the best approach to teach students in paragraph writing must incorporate skills in the library got 2.89 as its weighted mean and was ranked as “Much Practiced”.

Table 4: Weighted Mean and Description according to Orderliness

ITEM	Weighted Mean	Verbal Interpretation
ORDERLINESS		
1. When a parent confronts you for the low grades of her son, records and grading that must be shown with clear and appropriate explanation.	3.61	Very Much Practiced
2. If you were assigned as a chain of the policy making body of the PTCA, the first thing to do is to call the officers and teachers for a meeting.	3.45	Very Much Practiced
3. In order to cope with demands of teaching such as lesson plan writing, preparations of instructional materials, etc. you have to schedule or budget your time.	3.66	Very Much Practiced
4. A teacher should devote time to finish grade in such a way that within 30 days after each grading period, parents are given the chance to see the grade of their children.	3.37	Very Much Practiced
5. To determine the extent of knowledge and skill required in the classroom, a diagnostic test has to be administered.	3.58	Very Much Practiced

Table 4 presents that coping with demands of teaching such as lesson plan writing, preparations of instructional materials, etc. with the highest weighted mean of 3.66 ranked as “Very Much Practiced” and lowest weighted mean of 3.37, which was “Very Much Practiced” refers to devotion of time to finish grade in such a way that within 30 days after each grading period.

Table 5: Weighted Mean and Description according to Patience

ITEM	Weighted Mean	Verbal Interpretation
PATIENCE		
6. A student who is found to be a slow reader but shown interest in his book has to be aided by finding out his interest and capitalizing on them.	3.48	Very Much Practiced
7. To build up the confidence of a child who finds difficulty in the pronunciation of words, she can be asked to recite when she is already to answer.	3.21	Much Practiced
8. When confronted by two angry parents about a fight between their children, just say “just a moment, let us keep cool, I’m sure we can settle these thing.”	3.41	Very Much Practiced
9. You can help a child who feels insecure about himself by developing skills highly required by the group.	3.33	Very Much Practiced
10. In your co-teacher is spreading untrue gossips about you, do not mind it, it will not last anyway.	3.03	Much Practiced

Table 5 shows that when it comes to patience, the highest weighted mean is 3.48 which is finding out the students’ interest in reading books and ranked as “Very Much Practiced.” while having the least weighted mean of 3.03 which was ranked as “Much Practiced.” That refers that co-teacher is spreading untrue gossips about someone, one must do not mind it, it will not last anyway.

Table 6: Weighted Mean and Description according to Decisiveness

ITEM	Weighted Mean	Verbal Interpretation
A. DECISIVENESS		
11. In the extent that complaint is received regarding the reflection of honor student the procedure of selection must be explain and sticks to your decision.	3.50	Very Much Practiced
12. Typhoon Signal no.1 has been raised by PAGASA; you have to dismiss the class at once and seek the help of barangay officials in sending the children home.	3.88	Very Much Practiced
13. The fair and just way of breaking a tie for first honor is to give an examination.	3.08	Much Practiced
14. If the best athlete in the school did not pass the final examination, he must be given a chance to take similar but not the original test question.	3.14	Much Practiced
15. Whenever the school principal is out, important school matters are referred to the teacher-in-charge.	3.42	Very Much Practiced

Table 6 shows the highest weighted mean of 3.88 under decisiveness which has something to do with sending the children home when there’s a typhoon and ranked as “Very Much Practiced” while the least was 3.08 and was ranked as “Much Practiced” referring to fair and just way of breaking a tie for first honor is to give an examination.

Table 7: Weighted Mean and Description according to Achievement

ITEM	Weighted Mean	Verbal Interpretation
ACHIEVEMENT		
16. If you feel you are not getting the breaks in school, request the principal to give a little consideration.	3.19	Much Practiced
17. Suggestions regarding instructional methods and techniques should be taken seriously for professional growth.	3.53	Very Much Practiced
18. If you are not satisfied with your performance rating, you can always approach the principal to explain the points where you feel you have been graded fairly.	3.23	Much Practiced
19. Comments about instructions should be accepted and efforts be undertaken to improve weak area.	3.41	Very Much Practiced
20. Should there be a vacancy where you all qualified, prepare your documents and wait for further announcement.	3.25	Much Practiced

Table 7 presents that in terms of achievement, 3.53 is the highest weighted mean which is about instructional methods and techniques which should be taken seriously and ranked as “Very Much Practiced” while getting some breaks in school received the least weighted mean of 3.19 and ranked as “Much Practiced”.

3.1. Testing Hypotheses

Age

Table 8: Respondents' Assessment to Age

Age Group	Group		
	Frequency	Mean	Group SD
19 below	2	3.25	0.12
20-35	94	3.22	0.28
36-60	56	3.26	0.24
61+	3	3.10	0.17
f-computed	0.495		
Level of Significance	0.05		
DF	154		
f-critical	2.66		

Using One-Way ANOVA, the $f\text{-computed} = 0.495 < f\text{-critical} = 2.6645$ with 0.05 level of significance, the researchers conclude that there is no significant difference between work values and age. Therefore, the null hypothesis is accepted.

Gender

Table 9: Respondents' Assessment to Gender

Gender	Group		
	Frequency	Group Mean	Group SD
Male	57	3.220	0.26
Female	98	3.238	0.27
t-computed	0.165		
level Of Significance	0.05		
DF	153		
t-critical	1.655		

Using t-test, the $t\text{-computed} = 0.165 < t\text{-critical} = 1.655$ with 0.05 level of significance, the researchers determine that there is no significant difference between work values and gender. Therefore, the null hypothesis is accepted.

Civil Status

Table 10: Respondents' Assessment to Civil Status

Civil Status	Group Frequency	Group Mean	Group SD
Single	69	3.2536	0.25
Married	83	3.2187	0.28
Widowed	3	3.0889	0.15
f-computed	0.784		
level Of Significance	0.05		
DF	154		
f-critical	2.665		

Using ANOVA, the $f\text{-computed} = 0.784 < f\text{-critical} = 2.665$ with 0.05 level of significance, the researchers found out that there is no significant difference between work values and civil status. Consequently, the null hypothesis is accepted.

Highest Educational Attainment

Table 11: Respondents' Assessment to Highest Educational Attainment

Educational Attainment	Group Frequency	Group Mean	Group SD
BSEd Major	69	3.275	0.25
BSEd with MA Units	61	3.205	0.27
Ma Degree	9	3.151	0.33
MA Degree with Doctoral Units	1	3.266	0
Other Courses with 18 Educ. Units	15	3.202	0.23
f-computed	0.874		
level Of Significance	0.05		
DF	154		
f-critical	2.432		

Using ANOVA, the $f\text{-computed} = 0.874 < f\text{-critical} = 2.432$ with 0.05 level of significance, the researchers found out that there is no significant difference between work values and highest educational attainment. Hence, null hypothesis is accepted.

Length of Service

Table 12: Respondents' Assessment to Length of Service

Length of Service	Group Frequency	Group Mean	Group SD
0-3 years	40	3.2992	0.27
4-7 years	55	3.2593	0.23
8-15 years	53	3.1720	0.29
16-23 years	5	3.0933	0.17
24-30 years	2	3.05	0.17
f-computed	2.144		
level Of Significance	0.05		
DF	154		
f-critical	2.4321		

Using ANOVA, the $f\text{-computed} = 2.124 > f\text{-critical} = 2.432$ with 0.05 level of significance, the researchers found out that there is no significant difference between work values and length of service. Hereafter, null hypothesis is accepted.

4. Conclusions and Recommendations

4.1. Work Values of Secondary Teachers

Discipline. We understand that teachers are commonly understanding for students tell a lie. In fact, this research show it is very much practiced. This, however, should be done with caution. If teachers would be too lenient when students lie, then teachers are not teaching them an important lesson—that there is a repercussion for such act. Students may abuse the kindness given by teachers. Students may misconstrue its meaning and perceive that it is ok. It is pivotal that teachers equip themselves on how to counsel students when it comes to lying and be firm that it is not tolerable in school. Teachers should use that as a learning opportunity so that students would not commit the same lying again.

Creativity. Since the findings show teachers highly prefer lesson on paragraph writing to be made more meaningful and effective through experimental method, it is fitting that the school administrators will allow them of such exercise of pedagogical freedom. Students tend to appreciate if their tasks are meaningful and highly relevant to their own lives. Allowing students to make mistakes is important. It makes them be confident to try and to undertake adventurous style of learning. Well, at the end, learning is messy. It is normal to make mistakes because it is from there that humans learn.

Orderliness. The findings reveal that teachers cope with demands of teaching such as lesson plan writing and preparation of instructional materials. Teachers are trying to manage their time and their tasks very well. School administrators should support that as well. They may start initiatives to radically help the teachers in this regard. They can utilize a day allotted for those tasks and so teachers can continue doing their job effectively. Teachers also devote time to finish grades ahead of the deadline which school administrators should commend to reinforce this desirable behavior.

Patience. Majority of the teachers find out that students' interest in reading books is a good way to cultivate learning of students. If students get bored or act in a wayward manner, the patience of the teacher will be tested and hence good-natured attitude in such circumstances must be evident. Meanwhile, if a co-teacher is spreading untrue gossips about someone, teachers must do not overly react to. It will not last anyway. And it is important that teachers become aware of the psychological fact that people's favorite topic are people. But if it goes below the belt and damaging to the reputation, it should be reported to the school authorities and to put forward a straight complaint—no one has the right to do that.

Decisiveness. Teachers are reported to be decisive to sending the children home when there is a typhoon or other calamity. Indeed, not only that it is a mandate, but it is the moral responsibility of the teachers to give attention to the safety of students. Meanwhile, if there is a tie, teachers much practice to give students an examination. However, it should be taken with prudence, and to be resolute to whatever the results maybe.

Achievement. Teachers, in this research, affirm that instructional methods and techniques which should be taken seriously. It is very indispensable that teachers take their craft with seriousness for students rely on them. When teachers put forward their best, it translates to the learning of the students and later in the achievement of the locale where the people are situated. Schools should also boost that through incentives.

4.2. Testing Hypotheses

It is interesting to take note that work values do not significant difference on age, gender, highest educational attainment, civil status, marital status, and length of service. This will shed light to the confusion of many people that such categories matter on work values. This research blatantly falsifies that. It is fitting to in honing one's own values, no distinctive feature should be the basis. What matters most is the individual teacher in his or her quest to the development of work values.

In general, secondary school teachers should embolden their own work values to improve oneself and their performance in the school as a whole. Students see them as role models, and it is fitting that teachers must be aware of their work values since their actions can be implicitly

learned. Participating in activities that hone their work-related values must be sustained like attending seminars, self-reflection, mentoring, and seeking for feedback from colleagues.

Inspiring teachers who have exemplary work values and performance being excellent to the schools must positively be reinforced. This can be done through giving encouragement, plaques, medals, and/or cash bonuses. If undertaken, teachers think of its importance. Additionally, widening the coverage of the studies by extending to the regional and national scope is recommended. Individual analysis of the work values is recommended, as well. Qualitative research undertakings such as through the usage of autoethnography, thematic analysis, and interpretative phenomenological analysis are advised to delve deeper on personal and lived experiences of teachers.

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