RESEARCH ACADEMY OF
SOCIAL SCIENCES

Teaching Performance and Extent of Work Values among Faculty Members in one Asian Maritime Academy

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Abstract

This study aimed to determine the extent of work values based on its importance and work performance between Maritime faculty members with above median and below median teaching performance rating in one Asian maritime academy. Descriptive type of research was utilized in the study. Results showed that Maritime faculty members generally have above average faculty performance rating and findings revealed that professional growth is the work related factor that maritime faculty members really valued most in working with higher education institution and job security as the least. The above median group has significantly higher value on personal gratification while below median group has significantly higher value on social environment. Knowing the output of their job in a day makes them outcome oriented individuals. Assessing their teaching strategies through self-observation and awareness on how they deliver instruction would provide them first-hand information on what areas of faculty performance they really need to enhance. Active involvement in research and community services of the college and institution would give them more rewards and recognition as they contribute to the achievement of the vision and mission of the university while they are fulfilling their personal mission and applying work values in maintaining professional integrity as seafarers and model teachers.

Keywords: Work Environment, Professional Growth, Interpersonal Relationship, Social Environment, Personal Gratification, New Challenges, and Job Security

1. Introduction

Values and changes in meaningful priorities are considered as significant principle to impact attrition (Santhanalakshmi, Prabhakar & Kumar, 2014) in the organization. It plays important character that would describe the lives of people to recognize, understand and articulate the individual set of values towards a sound decision making (Dean, 2012). Values as an attitude and subjective view of an individual might transform into something favourable towards the environment.

Work values are the awareness, affective desires, individual needs or wants of people which guide their behavior (Pandey & Sharma, 2012) towards work. It makes a set of goal that an individual sought from an environment which plays a vital role in one's professional growth and career development (Rosenberg, 1957; Super, 1990; Liu & Lei, 2011). It is the satisfactory outcomes that individuals expect to achieve or should be attained through their engagement, involvement and active participation in work activities (Brown, 2002; Frieze et al., 2006). It also drives the motivation of people to pursue certain task and contribute to the achievement of vision and mission of an organization.

Liu and Lei (2012) defined the work values in three perspectives: the first one is the tendency or orientation of attitudes which has something to do with the commitment between learning and work, desirability or attractiveness of various work features, and gathering of one's attitude and opinion; second is

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the perspective of estimation which is an assessment of the significance of a certain goal or behavior, the importance of what the individuals give to the outcomes which take place in the context of work, the standards of truthful evaluation; and lastly, the perspective of synthesis as relatively considered as the generality of work values.

In the academe, positive work values generate outcomes from the students that sustain the work progress and mental development of the learners through quality teaching in higher education which really matters for student learning outcomes (Hénard & Roseveare, 2012).

Teachers serve the role model of behavior and positive attitude that leads the learner towards successful direction and events of their college life. Maintaining and demonstrating positive work values among teachers would also provide clear image of a living example on the real essence of professionalism and integrity. The manner of teachers' delivery of lesson and the way they manage classroom situations are some of the factors that may contribute to the satisfaction of learning and development of the students. These are being evaluated periodically to gather some data and information that will serve as the basis for continuous improvement of the university.

The administration may improve the performance of its people through motivating them to perform their duties and responsibilities effectively and efficiently (Aarabi, Subramaniam & Akeel, 2013).

Faculty performance evaluation based on the appraisal of their students is one of the measures of the university to determine the work performance of the faculty members in a certain semester. One of the principles of teacher feedback is having an environment of professional learning and support is promoted by the school's leadership (Coe, Aloisi, Higgins, & Major, 2014).

They were evaluated based on their performance in terms of subject matter expertise, classroom management expertise, instructional expertise, communication skills, diagnostic expertise and relational expertise. Maritime professionals are technical group of people who share their knowledge and expertise to the students in various applications of their respective fields in the different sectors of industry. Getting to know their work values would define clearly their priorities and needs as teachers of professional courses.

Work values might be considered a factor in determining the work performance of teachers. Work values revealed to significantly predict career preferences in various organizations and the similarity of work values with the work place has been shown to exist (Bakar et. al, 2011). Dramatic changes are also taking place in the work environment as a result of globalization, advancement of technology and borderless world (Tomlinson, 2007; D'Silva & Hamid, 2014).

Hallam (2012) noted that retaining beginning teachers is among the threats to stability of educational organizations in the United States. Likewise, faculty members of Maritime professions are come and go. They were able to teach for a semester or two and they have to leave the academe to go onboard the ship. Understanding some of their priorities aside from earning a living is the kind of environment in the academe that will make them stay and have them prioritized their role of shaping the young minds of students to become future seafarers.

It is the intention of the researchers to investigate the degree of importance of the work values among the faculty members of one Asian maritime academy in the Philippines. Findings of the study will be utilized to strengthen the faculty development program through enhancing the work environment and social interactions among employees and customers leading towards the achievement of the vision and mission of the university.

Objectives of the Study

This study determined   the extent of teaching performance and work values based on its importance among faculty members in one Asian Maritime Academy, AY 2014-2015. Specifically to determine the faculty performance evaluation; to determine the work values of the maritime faculty members in terms of: Physical Facilities, Professional Growth, Interpersonal Relationship, Social Environment, Personal

Gratification, New Challenges, and Job Security; and to compare and test the difference on the work values between Maritime faculty Members with above and below median teaching performance rating.

2. Research Methodology
• Research Design

Descriptive type of research was utilized in the study. Descriptive-survey research method was utilized to gather pertinent data from the respondents through a validated and reliable instrument with the sole purpose of identifying the degree of importance of their work values. It is considered appropriate to describe the nature of the phenomenon based on the perceived condition and status of some simple observable situations (Costales & Zulueta, 2003). After participants answer the questions, researchers describe the responses given. In order for the survey to be both reliable and valid it is important that the questions are constructed properly. Questions should be written in a clear and easy to understand sentences (Hale, 2011).

• Participants

The participants of the study include the total population of 25 Maritime Professional faculty members from Lyceum International Maritime Academy in the Southern Tagalog Region, Philippines. They were composed of 15 above median and 10 below median faculty members currently employed during 1st Semester of Academic Year (AY) 2014-2015. They were categorized based on the result of the computed average of the teaching performance rating of 25 maritime faculty members and compared their individual rating against the mean that let them classify between above and below median. Purposive sampling technique was utilized in the study as selection criteria to provide a clear discussion focused only in the Maritime Education and exclude faculty members from other disciplines.

• Instrument

Survey questionnaire was utilized as instrument in the study. It was adapted from the work values of the University of Denver Career Center which is subdivided into seven areas of investigation and the respondents were asked to rank the statements under the following variables, namely: Physical Facilities, Professional Growth, Interpersonal Relationship, Social Environment, Personal Gratification, New Challenges and Job Security.

The questionnaire underwent content validation of the experts from the Human Resource Department of the University, Research Director and the Assistant Vice – President for Academic and Research and later after the approval of the conduct of the research study, pilot testing was also administered to the engineering faculty members to test its reliability with computed Cronbach's alpha of 0.79.

• Procedure

The questionnaires were personally administered by the researchers during the month of June during AY 2014-2015 among the 25 Maritime Faculty Members in LIMA and retrieved 100 percent of the questionnaire was achieved. They were informed of the nature and purpose of the study and they were all willing to participate in the survey. This study followed the Ethical guidelines of the university. Documentary analysis of the result of faculty performance evaluation of the participants during AY 2013-2014 was conducted and data were obtained from the Human Resource Management and Development Office (HRMDO) through the Management Information System (MIS). The given scale was used to interpret the performance rating which refers to the teaching performance of the faculty members: 96- 100: Excellent; 91 – 95: Very Satisfactory; 86 – 90: Satisfactory; 81 – 85: Fair; 76 – 80: Poor; and 75 and below: Failed. The university is consistently conducting faculty evaluation every end of the semester to assess the performance of faculty members as part of the Quality Management System for continuous improvement.

• Data Analysis

Gathered data were computed using percentage, average, ranking and Mann-Whitney U test to analyze and interpret the result of the survey for the work values and documentary analysis for teaching performance.

Ranking was deemed appropriate for the study to specifically identify the work values being prioritized or needed most by the Maritime Faculty members in order for them to stay in the academy. The composite ranks on each indicator per variable were computed using the average and the final ranks shows in ascending order of importance with 1 as the highest and the last number as the lowest rank. The faculty members were also asked the end of the questionnaire to rank the seven variables according to its importance. The summary of comparison of the two groups was computed using an average computation in every variable. The Mann-Whitney U test (McKnight & Najab, 2010), which is also known as the Wilcoxon rank sum test, tests for differences between two groups on a single, ordinal variable with no specific distribution (Mann & Whitney, 1947; Wilcoxon, 1945) which was used to test the difference on work values of maritime faculty members with above and below median performance rating.

3. Results and Discussion

Table 1: Frequency of Maritime Faculty Members Based on the Result of Teaching Performance rating from AY 2013 – 2014

Faculty Members	Frequency	Percentage
Above Average	15	60
Below Average	10	40

Table 1 shows that there are 15 or 60 percent of the faculty members have above median performance rating and 10 with below median from SY 2013 – 2014 when compared their individual ratings to 91.17%. The computed average implies that Maritime faculty members are generally performing very well in the classroom management. Faculty members with unsatisfactory or fair performance must be given an opportunity to improve over time (Winters & Cowen, 2013). But the performance of the 40 percent of the faculty members may not be considered too low from median. This characteristics help further explain the work values of the faculty members. Simpson and Siguaw (2000) stressed that "research on performance evaluations in professions other than academe indicates that personality effects are consistent across industries". Making it one of the aspects of faculty evaluation is considered necessary. The academy also often follows military style of discipline in the classroom that sometimes students feel they were being punished. Students sometimes are being subjective in evaluating their teachers which resulted to low evaluation rating.

Table 2: Work values of the Maritime Faculty Members in terms of Physical Facilities

Physical Facilities Work in which you…	Composite Rank	Final Rank
a. have freedom in your own area	1.44	1
b. have adequate lounge, toilet and other facilities	3.11	2.5
c. follow certain safety precautions and procedures	3.11	2.5
d. like the setting in which your job is done	4.17	5
e. Have a good place in which to work (good lighting, quiet, clean, enough space, etc.)	3.17	4

Table 2 reveals the work values of the Maritime Faculty Members in terms of physical facilities. They considered very much important having freedom in their own work area (1.44) followed by having adequate lounge toilet and other facilities (3.11) and following certain safety precautions and procedures (3.11). Faculty members have given academic freedom to deliver quality instruction and classroom activities they believed would be appropriate for the learners to understand and apply the concepts and principles of being responsible seafarers.

They were given options on how to conduct their classes using various educational technologies. They have school environment and academic community that they could develop and enhance their professional

experience through attending seminars and conferences. They can exercise and maximize their talents through giving them the capability to participate in decision making for the improvement of the workplace and the organization.

They also considered slightly important on having a good place in which to work like good lighting, quiet, clean, enough space (3.17) while less important on the setting in which their job is done (4.17). This implies that they can accomplish their assignment in any given type of work setting provided that they will be given freedom to work on their duties and responsibilities. The two groups of respondents have no significant difference on their work values in terms of physical facilities. Anyone can work beneficially in the faculty room. Khanifar et al. (2011) noted that "the happy work environment as all employees like the setting in which their work is done."

Table 3: Work Values of the two Groups of Respondents in terms of Professional Growth

Professional Growth Work in which you…	Composite Rank	Final Rank
a. gain prestige in your field	2.06	1
b. look forward to changes in your job	2.33	2
c. know your job will last	2.89	3
d. use leadership abilities	3.28	4
e. need to have artistic ability	4.44	5

Table 3 reveals the difference on the work values of the two groups of respondents in terms of professional growth. The teachers spend time in reflective thought and discussion related to their professional growth and improvement (Attinello, Lare & Waters, 2006). It is much important for the Maritime Faculty members on gaining prestige in their field (2.06) and looking forward to changes in their job (2.33) than knowing their job will last and work where they can use leadership abilities (3.28).

One of the measures of professional growth is gaining recognition from exemplary performance as result of professional and personal development. It is another form of outcome from participation in various seminars and research conferences which provides positive changes in the way they look at themselves and gain confidence in learning new things and innovation in the maritime profession. It improves their self-esteem and belief to make a difference on their job assignments. Life learning through training and continuing education as part of their professional growth are the ways for teachers in higher education institutions to accumulate their social capital (Field & Spence, 2000; Field, 2005; Liu & Zheng, 2014).

They considered less important on rank number 5, the need to have artistic ability (4.44). Maritime faculty members may not be artistically inclined to utilized this skill in everyday activities but they can be creative and resourceful in making classroom exercises that would encourage maximum and active participation of the students.

Table 4: Work Values of the Two Groups of Respondents in Terms of Interpersonal Relationship

Interpersonal Relationship Work in which you	Composite Rank	Final Rank
a. help others	2.72	1
b. have authority over others	3.83	6
c. add to the well-being of other people	3.67	3.5
d. have good contacts with fellow workers	3.33	2
e. plan and organize the work of others	3.78	5
f. feel you have helped another person	3.67	3.5

Table 4 reveals the work values of the two groups of respondents in terms of interpersonal relationship. It is important for the Maritime Faculty members on helping others (2.72) and having good contact with fellow workers (3.33) on rank number 2. Cooperation and unity are being practiced among the circle of

faculty through sharing instructional materials, lectures and teaching resources. They maintain camaraderie since most the newly hired members are former students of the senior faculty. Having good contact is an important aspect of keeping an open communication for long lasting rapport among professionals. Mentors guide new members of the faculty as they transition from new inexperienced teachers to seasoned professionals (Hallam et al., 2012). They also considered slightly important on having work in which they can add to the well-being of other people (3.67) and they can feel they have helped another person (3.67) on rank number 3.5.

Planning and organizing the work of others (3.78) and having authority over others (3.83) are considered the least important with the lowest composite rank. Helping people to finish their work is different from occupying and doing the entire assignment of others from the start. Maritime faculty members have the ability to execute instructions and directions but not to the extent they over empowered other members of the faculty. Chou et al. (2008) believed that even when team members would not be able to freely communicate with each other; it is more likely they could recognize each others' behavior that smooth interaction enhances high-quality interpersonal relationships among them.

Table 5: Work Values of the Two Groups of Respondents in Terms of Social Environment

Social Environment Work in which you	Composite Rank	Final Rank
a. can be the kind of person you would like to be	1.67	1
b. have a boss who is reasonable/considerate	3.22	4
c. form friendships with your fellow employees	2.72	3
d. know that others consider your work important	2.39	2

Table 5 reveals the difference on the work values of the two groups of respondents in terms of social environment. It is considered much important for the respondent on having a work place which they can be the kind of person they would like to be (1.67) on rank number 1 followed by slight important on social environment to know that others consider their work important (2.39) and form friendships with their fellow employees (2.72) while having a boss who is reasonable and considerate is considered less important with the least average rank among the 4 indicators.

Social environment is related to the emotional experience (Nasermoadeli, Ling & Severi, 2012) wherein personal encounters among teachers create affective values that build a friendly atmosphere of professional growth. The school administration provides insights of value into daily practices that faculty members may promote environment supportive of high student achievement (Geraki, 2014). Fischer et al. (2011) emphasized that "values promoting the well-being of close others which (benevolence) are located opposite to values that promote personal enhancement and domination of others and the social and natural environment (power)"

Table 6: Work Values of the Two Groups of Respondents in Terms of Personal Gratification

Personal Gratification Work in which you	Composite Rank	Final Rank
a. get the feeling of having done a good day's work	1.89	1
b. know by the results when you've done a good job	2.83	2
c. lead the kind of life you most enjoy	3.72	3
d. are your own boss	4.11	4.5
e. make competent students/graduates	4.11	4.5
f. see the results of your efforts	4.33	6

Table 6 reveals the work values of the two groups of respondents in terms of personal gratification. They considered important to have a work place which they get the feeling of having done a good day's work (1.89) and to know by the results when they've done a good job (2.83). They considered slightly important

on leading the kind of life they most enjoy (3.72) and less important on being their own boss (4.11), making competent students/graduates (4.11) and seeing the results of their efforts (4.33). Vauclair, Hanke, Fischer, and Fontaine (2011) emphasized that "the great sense of personal gratification derived from relationships may be less accentuated in embedded than in connected societies".

Table 7: Work Values of the Two Groups of Respondents in Terms of New Challenges

New Challenges Work in which you …	Composite Rank	Final Rank
a. try out new ideas and suggestions	2.44	1
b. have to keep solving new problems	3.89	3
c. are being challenged on my assigned task	4.00	4
d. do not do the same thing all the time	4.39	5
e. do many different things	4.83	7
f. need to be mentally alert	4.61	6
g. contribute new ideas	3.83	2

Table 7 reveals the work values of the two groups of respondents in terms of new challenges. Maritime faculty members considered much important on having work which they can try out new ideas and suggestions (2.44). They considered slightly important on having a work place where they can contribute new ideas (3.83) and they have to keep solving new problems (3.89). They also considered slightly important if they are being challenged in their respective work assignments (4.00) and they do not do the same thing all the time (4.39). It is less important to have a work place which they do many different things. There are major challenges for teacher to support new teachers in discovering their own areas of creativity and becoming more confident in making their own curricular contributions (Barnes & Shirley, 2007). Challenging working environment and full of turmoil will provide a better atmosphere for faculty members to demonstrate their ability to solve various problems (D'Silva & Hamid, 2014) that will test their strength and power to succeed in an educational setting. It is a new challenge for Maritime Faculty Members to teach international students in education classroom and their diverse learning have created possibilities to transform pedagogic practices and contribute to reshaping the education pedagogy landscape (Tran, 2013).

Table 8; Work Values of the Two Groups of Respondents in Terms of Job Security

Job Security Work in which you…	Composite Rank	Final Rank
a. are sure of always having a job	2.06	1
b. can get a raise	3.56	4
c. receive compensation equal to the effort you have exerted	3.28	2
d. are paid enough to live right	3.44	3
e. are sure of another job in the company if your present job ends	4.17	5
f. have pay increases that keep up with the cost of living	4.50	6

Table 8 reveals the difference on the work values of the two groups of respondents in terms of job security. They considered much important on having a work place which they are sure of always having a job (2.06) which they considered slightly important on receiving compensation equal to the effort they have exerted (3.28) and being paid enough to live right (3.44). It is considered less important to be sure of another job in the company if their present job ends (4.17) and having pay increases that keep up with the cost of living (4.50) with least composite rank. The increased threats associated with teaching could result in this profession as being perceived as a less desirable and attractive career if the overall compensation level does not rise enough to offset perceived job security risks. Khanifar et al. (2011) noted that "the job will provide for steady employment if there is qualification in doing work." Maritime Faculty members ensure that they have appropriate skills and training to deliver quality instruction and suitable knowledge for the future seafarers which makes them employable.

It is a human nature to seek job security in any business organization like private academic institution even maritime professionals have stable job in various shipping companies, they wanted to see if they can still be provided teaching load once they are not on-board. They still try to serve the university even for one semester.

Table 9: Difference on the Work Values of two groups of Respondents

Work Values	Above Median		Below Median		U-value	p-value
	Composite Rank	Final Rank	Composite Rank	Final Rank		
Physical Facilities	4.16	5	4.32	5	71.5	0.865
Professional Growth	1.25	1	2.83	2	45	0.101
Interpersonal Relationship	2.74	2	1.18	1	48	0.142
Social Environment	5.48	7	3.75	3	13	0.0006*
Personal Gratification	3.21	3	6.29	7	11	0.0004*
New Challenges	3.76	4	4.24	4	51	0.361
Job Security	4.85	6	5.26	6	40.5	0.089

*Significant at 0.05; Two-tailed test

There is a significant difference in the work values of the Maritime Faculty members in terms of Social Environment and Personal Gratification wherein Above median group have significantly higher value on personal gratification over social environment while the below median group in on the other way around. as denoted by the computed p-values which are less than the 0.05 level of significance. Below median Faculty members need higher support from the above median group to help them in the preparation of syllabi and other instructional materials while the above median group want to seek more fulfilment and satisfaction on the things they have done for the students and other faculty members.

The above median faculty members give more priority to professional growth (1.25) than social environment (5.48) while those below median have showed greater value on interpersonal relationship (1.18) than personal gratification (6.29). Work–life balance and opportunities for professional growth are the two (2) of the top five job attributes valued by most workers of today (Metlife Incorporated 2006).

Job security landed on the sixth rank for both groups because most of them earned more salary during on-board than the teaching profession. For some of them, it only served as their part time job during vacation in the vessel. The risk of losing a job is more frightful for employees when they feel it is difficult to get another job if there a higher risk of unemployment (Fatimah, Noraishah, Nasir & Khairuddin, 2012). But in the case of the maritime faculty members, they have earned appropriate degrees and training experience that would facilitate them to more employment opportunities abroad to practice their profession which is also being required by accrediting agencies in the Philippines to enter the academe as qualified instructors.

Faculty members with below median performance have considered gaining prestige in their field as higher than those with above median performance. High performing faculty members sometimes are being awarded by the University as Top Faculty Performer or Outstanding Faculty Member of a certain college based on the result of faculty evaluation. Those faculty members who did not meet the criteria for the award will not be given any recognition. Faculty members with below median performance have considered having good contacts with fellow workers as higher than those with above median performance.

4. Conclusion and Recommendation

The result of faculty performance evaluation of Maritime faculty members based on the coverage of the study is above average and there are more faculty members who are above average than those who do not meet the average mean. Significant differences occurred between the two groups in terms of social environment and personal gratification.

Freedom is the foremost need of the maritime faculty in their respective work environment in order for them to accomplish certain task that requires concentration particularly in the classroom and the faculty room. Allowing them to maintain academic freedom would provide better opportunities for meaningful and engaging classroom discussion (Blount & Napolitano, 2014) and various learning experiences for teachers and learners. Teaching strategies may vary based on the topics being discussed. They may continuously update their knowledge and skills in principles and practice of the profession through conducting related researches and participate in various research conferences to establish networks and linkages among maritime schools and industries in the Philippines and in the Asia Pacific Region. Many new challenges are waiting for them if they will consistently join in various research training and seminars inside and outside the academic institution.

Professional growth is the work related factor that maritime faculty members really valued most followed by interpersonal relationship with other teachers in the department. Training and development benefits comprise options that enable teachers for professional growth through continuing education (Lawton & Chernyshenko, 2008). It is considered important aspect of professional career as it is believed to be contributor of having high teaching performance. As results of their advanced studies, sometimes teachers invest to learn new things from their personal efforts on what to teach and the strategies on how to teach (El Moussaouy, Abderbi & Daoudi, 2014).

Having recognition and prestige from their remarkable and notable performance is the way of appreciating their efforts from the school management. Below median faculty members have significantly higher priority in gaining prestige in maritime profession. This may be part of their personal objective and gratification which motivates them to work productively. They consider this as valuable substance of being members of an academic institution. These faculty members have to be encouraged by the Dean of the Maritime education to have self-evaluation on the way they conduct classes and be mindful of the research and community extension component of faculty performance evaluation if they really meet those requirements to get high performance rating.

The university also needs to provide interpersonal development (Birknerova, 2011) among the maritime faculty members which includes relationships with other teachers (Moolenaar, Daly & Sleegers, 2012) and people as well as social abilities that would enhance their soft skills in accepting the opinions of others and the ability to work with unity and cooperation. Hallam et al. (2012) stated that "of particular importance was the critical role of the collaborative team, which provides opportunities for new and experienced teachers to engage in shared professional learning."

Maritime faculty members also wanted to try new ideas and suggestions as part of new challenges. They also consider themselves as innovators and builders of knowledge and producers of new breed of seafarers who would join the workforce as their products. They wanted to share the latest trends and updates in the maritime industry through giving lectures and presentations in the formal classroom setting.

The result of this study may serve as input to the faculty development program of the college to enhance the teaching performance through an improved delivery of instruction and active involvement in research and community extension. Ensuring the quality of teachers, Kang and Hong (2008) proposed in their study the establishment of teaching with competitive salaries, improve working conditions, and increase teachers' out-of-class time for professional development. Maritime professionals who are not education graduate would be given a series of seminars and orientation on how to be an effective and efficient teacher inside and outside the classroom to perform their responsibilities. The role of the school officials in maintaining remarkable atmosphere of working relationship among people is necessary to demonstrate larger commitment and intense devotion to quality service (Laguador, De Castro & Portugal, 2014).

Faculty members should know how to organize their priorities and tasks (Laguador & Agena, 2013). New teachers may be surprised by the work load and too much paper works need to prepare for accreditation and clearance thus their professional expectations that go unmet which may likely contribute to new teachers' turnover (Liu & Johnson, 2006). Therefore, the academy might have considered this possibility to

conduct another study and observe them more often to get them stay and fulfil their objectives and purpose of teaching.

The present study did not consider any personal profile of the respondents as intervening or mediating variable to test the differences that may affect their work values and teaching performance.

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