

## EXPLORING GENERATION Z TEACHERS' WORK VALUES: IMPLICATIONS TO EDUCATIONAL LEADERSHIP AND MANAGEMENT

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First draft received: 14 Jun 2021

Date Accepted: 22 Sep 2021

Final proof received: 18 Feb 2022

### Abstract

Being a leader or a manager in today's organizations has become even more challenging due to increased workplace generational diversity. Gen Z teachers belong to the newest generation who have officially joined the workforce, making schools home to four different generations with unique work values. As more generations of teachers enter the workforce, one-size-fits-all management and leadership style becomes no longer applicable. Therefore, it becomes imperative for school leaders and managers to better understand how to effectively lead and manage these generations to create an appropriate working environment that will facilitate the growth of every teacher. The main objective of this study was to explore the work values of Gen Z teachers using the phenomenological approach of qualitative inquiry. It employed a semi-structured interview as the primary data collection procedure conducted with seven purposively chosen teachers and thematic analysis to determine the themes. The study revealed that Gen Z teachers give importance to both intrinsic and extrinsic work values. They value personal skills development, professional growth and development, personal achievement and recognition, healthy working relationships, teamwork, collaboration in the workplace, work-life balance, and job and financial security. The study further revealed that Gen Z teachers' work values positively affect their job motivation, job satisfaction, and performance. This suggests that if the organization implements policies and strategies that coincide with the work values of its Gen Z teachers, teachers will most likely perform well because they are motivated and satisfied with their job. With these findings, it is recommended that school leaders and managers should consider Gen Z teachers' work values in crafting school policies and management strategies.

**Keywords:** Gen Z; job motivation; job satisfaction; performance; work values

### To cite this paper (in APA style):

Venida, A. C. (2021). Exploring Generation Z teachers' work values: Implications to educational leadership and management. *International Journal of Education*, 15(1), 1-9. <https://doi.org/10.17509/ije.v15i1.46153>

### INTRODUCTION

Being a leader or a manager in today's organizations has become even more challenging due to increased workplace generational diversity (Haeger & Lingham, 2013). With Baby Boomers at the twilight of their career and Generation X and Millennials making up most of today's global workforce, a new and younger generation of workers known as Gen Z has officially entered the workforce and converged with the rest of the three generations, making today's workplace home to four different generations with a unique set of characteristics (Agarwal & Vaghela, 2018). Specifically, members of each generation differ in terms of their work values. Failure to find common ground for these generations with different work values may lead to misunderstanding, miscommunication, and decreased productivity. As more generations of teachers join the workforce, one-size-fits-all management and leadership style becomes no longer applicable (Al-asfour & Lettau,

2014). Therefore, it becomes imperative for the school leaders and managers to better understand how to effectively lead and manage these generations to create an appropriate working environment that will facilitate the growth of every teacher (Gursoy, Chi, & Karadag, 2013).

Generation Z comprises people born about the same time between 1995 and 2010 (Benscik, Horváth-Csikós & Juhász, 2016). Referred to as Gen Z in this study, this new generation is also branded as iGen, Post-Millennial, Gen Tech, Digital Natives, Net Gen, Facebook Generation, and Plurals in other literature depending on the article source (Baldonado, 2018). In the recent study conducted by ManpowerGroup (2016), it was projected that Gen Z would make up 24% of the current global workforce. While in the Philippines, the latest data released by the Philippine Statistics Authority (PSA) showed that 14.7 % of the country's workforce belongs to Gen Z. This

percentage is expected to increase to 30% by 2025 (Mercurio, 2019).

Studies conducted on the characteristics of Gen Z revealed that individuals who belong to this group possess characteristics and work values that are entirely different from the other generations. Since they were born and grew up in the digital era, it is no doubt that they exhibit extraordinary skills in technology. However, studies also showed that people of this generation have weakened people skills, such as a lack of ability to communicate and build strong relationships with others (O'Boyle, Atack & Monahan, 2017). Furthermore, a study was also conducted that revealed that Gen Z people prefer to work independently rather than in a team (Adecco, 2015). While this new generation of workers with unique characteristics and work values started invading the business sectors and other industries, they have also started making a significant percentage in the education sector's workforce. Exploring Gen Z teachers' work values may help school leaders and managers better understand their Gen Z teachers and make informed decisions, improving performance, motivation, and job satisfaction, ultimately leading to organizational success.

The concept of work values has been widely described in literature reviews of various studies. For instance, in Mat Ali and Panatik's (2013) study, work values were categorized into two dimensions. The first dimension is the intrinsic work value which is related to giving importance to self-growth through the acquisition of knowledge and personal development; self-actualization, which relates to the fulfillment of lifelong goals and improvement of the quality of life; and self-esteem, which has something to do with personal achievement, self-recognition, autonomy and respect from other members of the organization. The second dimension is the extrinsic work value, which talks about building harmonious social relationships among the organization members, prioritizing the sense of economic and work security, stability, and freedom from anxiety and recreation. In the study conducted by Gesthuizen, Kovarek, and Rapp (2019) entitled *Intrinsic and Extrinsic Work Values: Findings of Equivalence in Different Cultural Contexts*, the finding revealed that intrinsic and extrinsic work values are two distinct aspects and therefore can be developed among the person without neglecting the other. This suggests that people tend to give equal importance to both aspects of work values. Though people's preferences may change over time and give more priority to intrinsic work values, it does not mean that they will no longer pay attention to extrinsic work values. Their findings also revealed that people from less-developed countries emphasize extrinsic work values, mainly economic and job security.

Moreover, in the study of Kubat and Kuruuzum (2009), work values were described as any desirable mode of behaviors that an employee displays in the workplace, the degree of importance that an employee gives to a specific work-related outcome, a predictor of

what kind of work condition will prevail in the workplace, and beliefs, attitudes, preferences, and interests that an individual has towards work concerning job satisfaction. While in the study of Pryce (2014), the construct of work values was associated with employee turnover, job satisfaction, decision-making, motivation, career choice, organizational commitment, and team dynamics.

Furthermore, Ye (2015) described work value as a critical determinant of what goals an individual wants to pursue in his career and what skills or abilities he can contribute to the organization. She also described work values as predictors of an individual's attitude towards work. In the study conducted by Mat Ali and Panatik (2013) on the relationship between work values and work-related attitudes, the findings revealed that positive work values of employees play an essential role in increasing job satisfaction and job involvement. In another study conducted by Liao, Lu, Huang, and Chiang (2012) on the relationship of work value, work attitude, and job performance, the findings showed that work values are positively correlated with job attitude, job involvement, and organizational commitment. However, there was an indirect effect between work attitude and job involvement toward work value and job performance.

Work values differ from generation to generation (Ye, 2015). In terms of intrinsic and extrinsic work values, the study of Wijesekeraa, Jayantha, and Ramanayaka (2016) entitled *Intrinsic and Extrinsic Work Values across Generations: Public Service Organizations in Sri Lanka* revealed that the three generational cohorts, namely Baby Boomers, Generation X, and Generation Y are the same in terms of extrinsic work values but significantly differ in terms of intrinsic work values. Furthermore, their findings showed that older generations tend to give more importance to extrinsic work values such as salary than younger generations.

The study of Gursoy et al. (2013) conducted among frontline service employees from Baby Boomers, X Generation, and Millennials provided evidence for this claim. Their findings revealed that work values of employees from different generations vary, particularly in terms of the seven dimensions of work values, namely: work centrality or the degree of importance that a job has to a person's life, non-compliance which refers to the behavior of not conforming to the traditional norms and superiors, technical ability, concept of work-life balance, the need for direction or guidance, struggle for power, and recognition or the idea getting the treatment they deserve according to their age. Among the three generations, Baby Boomers tend to give more importance to their job; simultaneously, Millennials were found to be the generation that highly exhibits non-compliance or the tendency to challenge their superiors and the traditional norms in the organization. Meanwhile, Generation X emerged to be the generation more likely to have that strong desire for power and responsibility than the two other

generations; at the same time, Generation X and Millennials were revealed to give more value to work-life balance. On the other hand, Millennials appeared to be more reliant than the different generations regarding which generation looks after guidance or direction from their leaders. The findings suggested that Baby Boomers were less confident in using technology in technical ability. While in the area of recognition, the millennial generation is less likely to receive the respect and recognition they think they deserve from their co-workers due to their younger age.

In a considerable number of studies explored by Schwieger & Ladwig (2018), it was revealed that individuals belonging to the Gen Z generation are generally ambitious, self-starters, independent, resilient, business-minded, creative, set plans for their future, value trust, impartiality, loyalty, respect, and hard work when rewarded. In the study conducted by Agarwal and Vahgela (2018) on the work values of Gen Z, the findings revealed that the new generation is more concerned about altruistic work values. Specifically, Gen Z gives more importance to sharing knowledge and being helpful, and in return, they expect a workplace environment that is also equally helpful. The findings further revealed that Gen Z people value work-life balance, building a harmonious relationship with co-workers, working as a team, career benefits, salary, and promotion. Also, it was suggested that Gen Z are interested in joining organizations that will provide them the opportunity to grow and develop professionally, motivated by a good but challenging working environment, prefers working without much supervision, like work that shows concern for the society, not after per competition and loves being appreciated. In the study conducted by Gaidhani, Arora & Sharma (2019) on the attitude of Gen Z in the workplace, they found out that Gen Z people can engage in several jobs simultaneously, prefers flexible working schedule, are very much inclined in technology, like e-mails in communicating, values personal relationships, needs constant feedbacking, motivated by a balanced personal life and prefers wearing any attire where they will feel comfortable.

Although many generational studies have been conducted, there are limited studies on the characteristics of Gen Z's, particularly those that explored their work values since they are new members of the workforce. Moreover, all the existing studies were conducted in the foreign setup and were business industry-related. No study was found on what impact Gen Z teachers would have in the educational workplace concerning their work values. Considering all these things, this paper, whose main aim is to explore Filipino Gen Z teachers' work values, was conceptualized.

## Research Questions

The study's main objective was to explore Filipino Gen Z teachers' work values. Specifically, this study sought answers to the following questions:

1. What are the work values of Gen Z teachers?
2. How do these work values influence their job motivation, satisfaction, and performance?
3. What implications would the study's findings give school leaders and managers.

## METHOD

### Research Design

This qualitative study employed a phenomenological approach to explore the work values of Gen Z teachers. The phenomenological approach was chosen because it is the most appropriate design to explore, describe, understand, and find meaning in people's lived experiences of a particular phenomenon (Hall, Chai & Albrecht, 2016).

### Sampling and Participants

Seven teachers who belong to Generation Z (1995-2010) and have at least one year of teaching experience in either private or public schools were purposively chosen to participate in this study. The participants consist of three (3) males and four (4) females.

One of the male participants was born in 1995. He was 25-year old when the study was conducted, with four years of teaching experience. The other two male participants were born in 1999; they were 25 years old when the study was conducted and had four years of teaching experience.

With the female participants, one of them was born in 1997. She was 23-year-old when the study was conducted and had worked in the field for two years. Two of them were born in 1995. They were both 25 years old when the study was conducted, and they've worked as teachers for four years. The last female teacher was born in 1991. She was 22 years old when the study was conducted and has worked in the field for two years.

The purposive criterion sampling method was employed in selecting the participants because this is an appropriate method for phenomenological studies. It allows the researchers to gather data from the participants who have experience of the phenomenon (Creswell, 2013).

### Data Collection

A researcher-made semi-structured interview guide reviewed by a qualitative research expert and edited based on feedback was utilized to gather the needed data. The interview guide was comprised of 15 questions intended to explore the work values of the participants. The conduct of the actual interview was undertaken based on the agreed schedule. The participants' responses were the primary sources of data in this study. The semi-structured interviews were conducted privately among the participants. The interview was also recorded for accuracy. The

researcher asked some probing and follow-up questions for elaboration and clarification purposes during the interview. The researcher also jotted down the necessary information from the discussion and opted to finish the interview upon reaching data saturation. The responses of the participants were transcribed verbatim. The researcher considered the ethical considerations in conducting the research.

### **Data Analysis**

In identifying the themes, the researcher utilized thematic analysis. Thematic analysis is a systematic procedure widely used in qualitative research that involves identifying, analyzing, organizing, describing, and reporting themes found in a qualitative data set. This study employed the six-phase thematic analysis cited by Nowell, Norris, White, and Moules (2017). The following phases are as follows: Familiarizing the data involves reading and rereading the interview transcript to be immersed with the data, generating the initial codes, searching for themes, reviewing the themes, defining and naming the themes, and producing the report.

## **RESULTS AND DISCUSSION**

The main objective of this study was to explore the work values of Gen Z teachers. Seven themes emerged from this research. These include (1) giving importance to personal skills, (2) professional growth and development, (3) prioritizing personal achievement and recognition, (4) prioritizing healthy working relationships, (5) prioritizing teamwork and collaboration, (6) giving preference to work-life balance, and (7) prioritizing job and financial security.

### **Giving Importance to Personal Skills Development**

The participants mentioned during the interview that involving them in any co-curricular activities or making them in charge of any special projects that provide them the opportunity to learn new skills and maximize their abilities and talents boosts their confidence and gives them a sense of personal fulfillment and satisfaction in their job. Their responses show that Gen Z teachers prioritize work-related tasks that enhance their skills and talents.

*"In terms of being in charge of special projects, it's not about being arrogant, but I feel proud that I'm utilizing the skills I have..."* --- Teacher C

*"At school, many projects are given to me, especially in terms of music like the battle of the bands. Of course, I'm happy then. It has a big effect on me, first of all, I'm happy because my knowledge is expanding. It has a big impact on me as a teacher."---* Teacher B

This finding affirms the findings of the study conducted by the Society for Human Resource Management ([SHRM], 2016) on employee job satisfaction and engagement that allowing employees to utilize their skills, talents, and abilities in the workplace is among the top five factors that contribute to an employee's job satisfaction. This indicates that

employees generally want to have opportunities in their workplace to demonstrate and maximize their skills, talents, and abilities, such as engaging them in different activities and job designs. Also, according to the Organization for Economic Co-operation and Development-International Labor Organization ([OECD-ILO], 2017), utilizing the employees' talents and skills in the workplace may result in greater job satisfaction and greater productivity and innovativeness in the company. This suggests that leaders and managers should engage their Gen Z teachers in various activities and tasks that will cater to and maximize their talents, skills, and abilities to sustain their satisfaction and engagement towards their job.

### **Giving Importance to Professional Growth and Development**

The participants mentioned that as a novice in teaching, providing them with training and seminars and allowing them to pursue their graduate studies matter to them because these kinds of activities help them acquire the necessary skills that will enable them to fulfill the roles and responsibilities of a teacher. They also believe that learning should not stop once one has already become a teacher, rather, it should be a continuous process wherein they always need to learn something new and keep up with what their job requires them to do. Based on their responses, Gen Z teachers greatly value the professional growth and development that they will gain from their current workplace.

*"As for me, I am just starting in this field; training or seminars are essential to me to fulfill the job expectations. Learning should not stop when you're already in the field...our learning needs to be continuous; we need to learn something new." ---* Teacher E

*"Motivate us to pursue our master's degree or doctoral degree and provide different seminars to be productive and competitive." ---* Teacher G

This finding is congruent with the results of the study conducted by Majeed and Shakeel (2017) on the importance of training and development in the workplace. Their findings revealed that training and development in the workplace enhance the employees' skills and abilities, which results in greater efficiency in performing the tasks the organization requires them to do and accomplishing their future roles in the organization. Training and development also positively influence the overall effectiveness and productivity of the organization. This suggests that school leaders and managers should plan different training and professional development activities for their Gen Z teachers to expand their knowledge and achieve greater efficiency in their work.

### **Giving Importance to Personal Achievement and Recognition**

Giving importance to personal achievement and recognition was also among the work values of Gen Z teachers, as unveiled in their responses. They generally uttered that being recognized and rewarded for what they have done for the organization boosts their morale as a teacher, and it becomes a sort of motivation for them to do more in their job. They further expressed that recognition can be just as simple as giving them the credits or acknowledgment for their achievement. Rewards do not necessarily mean monetary but only through simple acts of appreciation for their efforts and contribution to the organization, such as saying thank you.

*"Just a simple thank you is okay with me. Knowing that they appreciated what I did for the school, for the good of the school... I'm okay with that; I'm not asking for anything else, just thank you." --- Teacher B*

*"Of course, credit should be given to whom it is due. It is not about bragging, but it's knowing that you did your best...that they seem to appreciate you. Giving credit is very important for me." --- Teacher A*

This finding is similar to the results of Baskar and Rajkumar (2014) on the impact of rewards and recognition on employee motivation. Their study has shown a positive correlation between rewards and recognition, job satisfaction, and motivation. This suggests that giving employees rewards and recognition for their efforts and significant contributions to the organization may positively impact their motivation and job satisfaction. This implies that school leaders and managers should develop various ways or strategies to give rewards and recognition to keep Gen Z teachers motivated and satisfied with their job.

### **Giving Importance to Healthy Working Relationship**

The participants also mentioned that having a healthy working relationship with their co-workers and school leader helps them get work done easily, effectively, efficiently and motivates them to do better in their job, resulting in improved performance. Specifically, the participants mentioned that being open-minded, having a sense of understanding of all the people around them, and recognizing that each one has a unique personality is vital to have such a working relationship. They expressed their belief that work is about performing the roles and responsibilities well. Still, it is also about building a harmonious and happy working relationship with the people they work with. Their responses show that having a healthy working relationship with their colleagues and school leaders matters.

*"I prefer a healthy work environment because you can work easily with your colleagues in that environment. As I said before, it seems like the job becomes easier when the relationship between your colleagues is good; it seems like you can finish the job easily then." --- Teacher F*

*"Harmonious relationship with my co-teachers and supervisors motivates you to work... Of course, for me, if you have a strong and happy relationship with others, you will work effectively. It is more about having harmonious relationships." --- Teacher G*

This finding coincides with the findings of Basford and Offermann (2012). Their findings unveiled that a positive working relationship among employees results in an increased motivation level and increases the chance that an employee will stay in their current job. Furthermore, the study conducted by Abun, Magallanes, Foronda, Paynaen, Agoot, and Pre (2018) on workplace relationships and job satisfaction have shown that good working relationship in the workplace is a crucial factor to an employee's job satisfaction to achieve improved productivity and performance. Also, the study of Tran, Nguyen, Dang, and Ton (2018) on the impact of high-quality workplace relationships on job performance, revealed that healthy working relationship significantly affects the working behavior of the employees, particularly their commitment to their job and as well as their ability to cope up with stress and the positive relationship between leaders and staff impacts the performance of the teams. This suggests that school leaders and managers should devise strategies to establish and maintain a healthy working relationship in the workplace to keep Gen Z teachers committed, satisfied, and productive in their work.

Concerning having a healthy relationship with their school colleagues and colleagues, they also expressed that as beginners in teaching, they expect their heads and co-teachers, particularly those considered seniors, to act as mentors who will guide and support them. They expect them to be mentors who will impart new knowledge and skills to them, who will correct them whenever they commit mistakes, and who will guide them in performing their duties and responsibilities and as well as in accomplishing the tasks that are assigned to them to be more productive in their work. Furthermore, they expect them to be approachable enough to feel comfortable whenever they ask questions and seek help.

*"My relationship with the principal is good because they are approachable...I learn a lot from them. I expect that I will acquire more knowledge from them. Since I am just a new teacher, I think my superiors always have something to impart to me." --- Teacher C*

*"And then it's necessary that the interaction is professional and that you won't be ashamed to seek help anytime. If you make a mistake, they will correct you." --- Teacher A*

This finding supports the findings of El-said and Shaaban (2014) in their study entitled Impacts of Workplace Relationships on Employees' Perception of Productive Work Environment. Their results revealed that supportive co-workers and leaders positively correlate with a productive work environment. This means that employees' productivity in the workplace

increases when they receive reinforcement and assistance from their co-workers and leaders in accomplishing their assigned tasks. Furthermore, greater productivity is also a result of the positive interaction within the group wherein every member of the organization encourages each other or positively contests each other's ideas. It suggests that school leaders and managers should think of mechanisms to promote such interaction in the workplace to create a productive work environment for the Gen Z teachers.

#### **Giving Importance to Teamwork and Collaboration**

The participants also recognize that each teacher has their strengths, weaknesses, talents, skills, and abilities. Therefore, they believe that it is necessary that in one workplace, these unique capabilities must be harnessed to increase the performance, creativity, and productivity of the entire group. Furthermore, they expressed that an individual does not only learn on their own but also from other people around them. They also said that teamwork and collaboration motivate them to work harder and do better in their job. As unveiled by their responses, the participants generally emphasize the significance of cooperation and collaboration among their fellow teachers to achieve greater productivity in the workplace.

*"When there is teamwork, there is motivation. If one is good here, and it so happened that you are not good there, you can collaborate...so teamwork is important because the teachers have their talents." --- Teacher B*

*"We need to learn from ourselves and others as well. Collaboration and teamwork are essential because we can also see if there is unity. Things go smoothly and become easier when there is collaboration." --- Teacher D*

This finding is similar to the results of Assbeihat (2016) in their study entitled the Impact of Collaboration among Members on Team Performance. Their study established a positive correlation between collaboration and team performance. They found that collaboration results in greater effectiveness and efficiency in outcomes or output. In another study conducted by Agwu (2015) on teamwork and employee performance, it was found that collaboration in the workplace improves productivity and increases an employee's motivation and commitment to work. This suggests that school leaders and managers should strategize to stir up teamwork and collaboration among their Gen Z teachers to achieve improved performance while keeping them committed and motivated in their work.

#### **Giving Importance to Work-Life Balance**

The participants stated that having a work-life balance is necessary. They mentioned that being a teacher is already a stressful job. Therefore, they must unwind or take a break from work and do things that will alleviate their stress. They also mentioned that having proper time management is a good practice for work matters and personal life matters not to mix up. It was also

noted that practicing work-life balance keeps their relationship with family and friends intact and improves their health and well-being. These answers imply that work-life balance is very significant to Gen Z teachers.

*"Work-life balance is essential because maybe for me it has health benefits because we know that paper works are stressful, so I think when you have work-life balance, the stress is lessened." --- Teacher D*

*"Work-life balance is essential...in our case, sometimes we take our work home, so I'm working on a timeline where 9 am to 5 pm is my working hours and the remaining hours are for my family and friends and weekends...There should be family time and family bonding..." --- Teacher F*

This finding supports the findings of Gragnano, Simbula, and Miglioretti (2020) in their study entitled Work-Life Balance: Weighing the Importance of Work-Family and Work-Health Balance. Among the seven non-work aspects of work-life balance investigated, their results showed that employees give more importance to health and family. It was also revealed that employees give equal importance to health and family. This suggests that school managers and leaders must consider prioritizing the health of their Gen Z teachers and giving them workloads that will not compromise their relationship with their families.

#### **Giving Importance to Job Security and Financial Security**

When the participants were asked about their main reason for accepting or leaving their current job, most answered that it was a job and financial security. Although some teachers expressed that their reason for getting their job is their passion for teaching and the personal development that they will acquire from that job, they generally said that having a fair salary, good benefits, and a stable job are still the main factors that influence their decision to accept or leave their job. Their responses show that Gen Z teachers give importance to the job and financial security.

*"Reality speaking business. Because I think in business you have a big salary to get. In my case, even though I have a passion for teaching, I think that having a big salary or income is still a big deal to me." --- Teacher C*

*"As of now, there is none, but if there is an opportunity that comes, I'll consider a higher salary because, at present, I cannot say that our salary is big or small. But if someone offers a better opportunity, maybe that's it. If the offer is great and there's is job security." --- Teacher E*

This finding is aligned with the result of the study of Ahmed, Al Haderi, Ahmad, Jaaffar, Walter, and Al-Douis (2017) on the relationship between employee job security and performance. Their finding revealed that employees who are not worrying about losing their job could focus more on their tasks, thus, positively influencing their performance. It was further revealed that job security is a vital factor that contributes to performance and a factor that affects their

engagement in their work. Furthermore, in the study conducted by Fatima and Ali (2016) on the impact of teachers' financial compensation on their job satisfaction, it was revealed that the salary being received by the employees does not affect the level of their productivity in their work. However, it was further revealed that teachers believe that salary is essential in staying in their job. This suggests that school leaders and managers should consider their Gen Z teachers' employment and financial security to retain them in the organization.

## CONCLUSION

The study's main objective was to explore the work values of Gen Z teachers using the phenomenological approach of qualitative inquiry. The analysis of data revealed that although some people may look for a job that promotes extrinsic work values such as economic benefits, still, others may prefer a job that gives more attention to intrinsic work values such as self-fulfillment. This supports the findings of Gesthuizen et al. (2019) that people prefer extrinsic values without compromising their intrinsic work values, but somehow opposes the results of Wijesekera, Jayantha, and Ramanayaka (2016) that younger generations tend to give less importance to extrinsic work values. The study further revealed that Gen Z teachers emphasize personal skills development, professional growth and development, and personal achievement and recognition in terms of intrinsic work values. On the other hand, in terms of extrinsic work values, the results revealed that Gen Z teachers give importance to healthy working relationships, teamwork and collaboration in the workplace, work-life balance, and job and financial security. The study also revealed that Gen Z teachers' work values positively affect their job motivation, job satisfaction, and performance. This finding supports the findings of Said, Zaidee, Zahari, Ali, & Salleh (2015) that job performance is positively correlated with job motivation and satisfaction. This implies that if school leaders and managers would employ strategies that cater to the work values of Gen Z teachers, it may result in increased motivation, satisfaction, and performance of the teachers. It also means that if the organization implements policies and strategies that coincide with the work values of its Gen Z teachers, teachers will most likely perform well because they are motivated and satisfied with their job.

The overall findings suggest that school leaders and managers should consider generation Z teachers' intrinsic and extrinsic work values in formulating organizational policies and strategies to enhance their motivation, job satisfaction, and performance. Specifically, strategies may include those that will promote the development of personal skills and talents, professional growth and development, personal achievement and recognition, healthy working relationship, teamwork and collaboration, work-life balance, and job and financial security.

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