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RESEARCH ARTICLE

CORPORATE VALUES AS DETERMINANTS OF WORKING ENVIRONMENT AMONG SELECTED STATE UNIVERSITIES AND COLLEGES (SUCs) CALABARZON AREA, PHILIPPINES.

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Abstract

Every academic institution worldwide is anchored with its own core values that figure out its distinctiveness from others. There are different core values which SUCs recognize, however, the researcher was able to look into the commonalities among them that are being practiced by all select SUCs used in the study and these are, integrity, accountability, commitment, and social responsibility. This study aimed to find out if corporate values significantly affect SUCs' performance in terms of working environment. Respondents' educational qualification was also included as one of the independent variables. Descriptive research design was employed and a total of 365 respondents were used in the study. Linear regression analysis was used to determine which among the independent variables predict significantly the dependent variable. The findings of the study showed, that educational qualification, commitment and social responsibility significantly predict SUCs' performance along working environment.

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Introduction:-

The school organization is guided by a set of values - the core values. These are unique in every school and each of them are being identified through their core values. They reflect the operational practices of a school, internally, and externally, and bring better relationship between and among the members. A values-driven culture is engineered to achieve performance and excellence (Ismarson & Villamizar, 2009), and increase employee commitment and satisfaction (Edmonds, 2010). Once the core values, beliefs, culture and learning expectations were identified, school managers are in a better position to design the school's policies, procedures, decisions, and resource allocations, among others. The state universities and colleges (SUCs) in the Philippines continuously cultivate and implement the best practices to achieve quality and excellence. The middle managers who are the deans, associate deans, program head, or director of the different units work strategically, support, and develop behaviours consistent with the school core values. They led by example and craft values-driven key decisions. The faculty, on the other hand, exert effort to make students achieve quality and excellence by helping the institution improve the learning and working environment as well as the use of research-based information.

It is extremely important to model the desired values and valued behaviours as the success of the organization does not solely depend on the leader but every member of the organization should move in one direction to achieve the targeted outcomes. The actions of the stakeholders of a school must be in consonance with ethical behaviours for

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them to succeed. To constantly create a productive workplace, there must be quality leaders with high moral values whose hearts are to create good governance that ensures the needs and interests of the whole organization taking into account balanced and transparent administration. Whereas, on the other side, members of the organization and other stakeholders should also have the same qualities as their leaders, geared to work hand-in-hand in achieving the desired outcomes that are in line with the organization's vision, mission, goals and objectives.

According to Hughes, Ginnett, and Curphy (2006), leaders and organizations should appreciate the unique attributes, predispositions, talents, skills and personality of each leader and that leaders should employ social and personal values for the effective regulation of work (Articulo and Florendo, 2003). On the other hand, Ismarson and Villamizar (2009) expressed that corporate values are also necessary managerial tools through which culture can be engineered to achieve performance and excellence in organizations. Values stand at the very core of human decision-making. Strong core values increase productivity, decide with certainty, and boost organization's morale. In SUCs, the leaders' decisions should be carried out effectively and are consistent with integrity, commitment, transparency and accountability gearing toward quality and excellence. Working in schools whose beliefs, culture, and expectations are aligned with accepted values, inspired its members to bring their full potentials, thus, enhancing their energy, creativity, enthusiasm, and commitment in performing their duties and responsibilities. In line with this, Parkkali (2012) emphasized that when values are communicated and internalized, they have the potential to be a powerful asset for the organizations.

Testing the personal values of higher education managers and teachers is not the purpose of this study but because it is believed that organizations, particularly the academe, have become increasingly complicated with some changes, conflicts are expected to occur. Looking into the performance of SUCs along working environment as predicted by university's core values was the objective of this study.

Materials and Methods:-

This study utilized descriptive research design. A total of 365 respondents were used in this study consisting of 112 Higher Education managers and 253 faculty members. They were chosen using purposive sampling technique. A validated self-made questionnaire was used with 0.77 reliability value, tested using Cronbach alpha. A five-point Likert Scale with the following verbal interpretation as follows: 5 (always), 4 (often), 3 (sometimes), 2 (rarely), and 1 (never) was utilized. Statistical tools such as mean, standard deviation were applied to present the data descriptively while regression analysis and t-test were used to answer inferential questions.

Results and Discussion:-

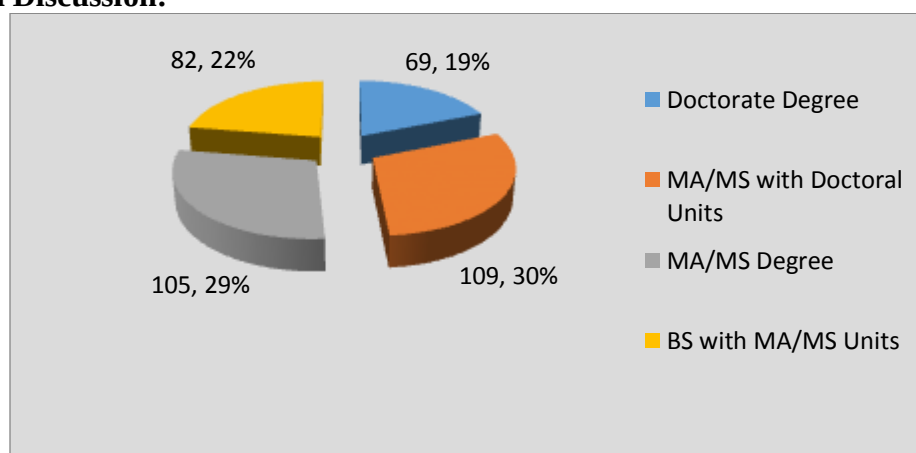


Figure 1:-Educational Qualification of Respondents

The figure shows that most of the faculty have doctorate units (109, 30%), followed with MA/MS degree holder (105, 29%), doctorate degree holder (69, 19%) and with MA/MS units (82, 22%). It is very noticeable that at least they hold master's unit. The minimum education requirement to teach in the tertiary level as stated in CHED CMO, No.82, Series of 2017 under article VI, Section 14, as a general rule master's degree in education or in allied discipline is required for teaching in the tertiary level. In Higher Education Institution, it is a prerequisite that faculty must be a Master's Degree holder as stipulated in the Civil Service Commission (CSC), memorandum order number

17, series of 2013. As stated, the faculty in HEI's should be at least a Master's degree holder in their area of specialization (MORPHE of 2008, Section 35, Article VIII). Likewise, under the programs, activities and projects of the Strategic Plan for 2011-2016 of CHED, the program provides scholarships to upgrade the academic qualification of HEIs faculty (private and public) to master's degree, and doctorate degree levels and training for Continuing Professional Education (CPE).

Table 1:-Respondents' Corporate Values in terms of Integrity

Indicative Statement	Higher Education Manager (HEM)			Faculty		
	M	SD	VI	M	SD	VI
1. perform high quality work regardless of whether it will receive others' comments and criticism	4.73	0.47	Always	4.67	0.52	Always
2. give credit where credit is due and never take credit from another's idea or work	4.73	0.47	Always	4.61	0.59	Always
3. keep promises and commitments and expect others to do the same	4.54	0.61	Always	4.54	0.61	Always
4. take responsibility as well as accountability for mistakes committed and make necessary actions that iron the mistakes	4.68	0.49	Always	4.59	0.57	Always
5. demonstrate sincere commitment for the improvement of the college and the institution as a whole	4.71	0.48	Always	4.57	0.55	Always
6. seek assistance from others especially when my own skills are not sufficient to finish the assigned tasks	4.42	0.83	Often	4.17	0.89	Often
<i>Overall Mean</i>	4.64	<i>Very High</i>		4.53	<i>Very High</i>	

It is very noticeable that both group of respondents, the higher education manager (M=4.64) and faculty members (M=4.53) observed integrity to a very high extent. It too appears that both groups have common perception with regards on how integrity is being practiced as manifested by small SD values. When an institution has a high degree of integrity, being decent, and honest goes along with it. Individuals with high integrity build trusting relationships with others (Duggar: 2009), and hence, it develops a harmony around shared values. A culture of integrity creates a highly valued work environment. Nuzz (2012) in his article, cited, that the purpose of education is more than just the acquisition of information on the development of intellectual competence but to enable students to mature and grow along several dimensions which include: developing intellectual competence, learning to manage emotions, developing autonomy, establishing identity, developing positive interpersonal relationships, developing a sense of purpose and developing integrity. The CHED likewise, as stipulated in its Strategic Plan for 2011-2016, stressed in one of its objectives in the next five years, is to efficiently and effectively manage the higher education system, ensuring transparency and *integrity* in its programs and activities as its commitment to moral ascendancy.

Table 2:-Respondents' Corporate Values in terms of Accountability

Indicative Statement	Higher Education Manager			Faculty		
	M	SD	VI	M	SD	VI
1. move beyond its self-interest for the good of the institution and society	4.55	0.56	Always	4.48	0.56	Often
2. take full responsibility for any actions and justify such actions particularly in the custody of government funds or property	4.63	0.54	Always	4.57	0.55	Always
3. keep accurate records of property, documents or funds	4.59	0.52	Always	4.48	0.56	Often
4. determine when the measures show that the goal has or has not been met	4.46	0.61	Often	4.34	0.68	Often
5. safeguard college/university properties in conformity with the law, and entice all stakeholders to take the same action	4.59	0.52	Always	4.48	0.55	Often
<i>Overall Mean</i>	4.56	<i>Very High</i>		4.47	<i>High</i>	

Higher education managers (Mean=4.56) observed of being accountable to a very high extent, and faculty (Mean=4.47) observed of being accountable to a high extent. Being accountable manifest good governance, thus transparency and being answerable for mistakes done becomes apparent, hence, every member of the institution, must show a high degree of accountability. In the educational system (Leithwood: 2005) cited that what is to be accounted for most fundamentally is the welfare of individual students; organizational conditions and practices are effectively set up as these are believed to contribute directly to students' welfare. One prominent example is the characteristics or conditions of schools explaining variation in their effectiveness (e.g., collaborative professional cultures, high expectations for student achievement, clear goals). Osborne and Oakes (2015), likewise, stated that an organizations that are transparent inevitably support individual leaders in becoming accountable. It was stated further, that, if we want leadership accountability to become part of the fabric of the organizational culture, we must put organizational systems in place to facilitate honest feedback, detect negative leadership behaviours early and support individual leader development and/or consequences accordingly. A safe pathway must also be provided by which team members can responsibly and respectfully prepare and share honest feedback with their leaders.

Table 3:-Respondents' Corporate Values in terms of Commitment

Indicative Statement	Higher Education Manager			Faculty		
	M	SD	VI	M	SD	VI
1. clearly speak to all stakeholders about the college/university's mission, norms and values through proper dissemination and communication	4.53	0.51	Always	4.47	0.58	Often
2. respect stakeholders' consensus in aligning individual and group interests	4.63	0.50	Always	4.60	0.52	Always
3. emphasize the creation of guiding values and aspirations as well as an environment that stimulates ethical behavior through best management practices	4.56	0.56	Always	4.41	0.59	Often
4 demonstrate leadership through potential leading attitude to career opportunities	4.67	0.49	Always	4.57	0.57	Always
5. show punctuality and preparedness when at work, respecting workplace property and policies	4.66	0.49	Always	4.63	0.55	Always
6. put in extra hours, taking up others' slack and delivering extra service to others to show leadership-level dedication	4.47	0.75	Often	4.21	0.89	Often
<i>Overall Mean</i>	<i>4.58</i>	<i>Very High</i>		<i>4.48</i>	<i>High</i>	

Talking of commitment, the result is quite perceptible that HEM (Mean = 4.58) observed commitment to a very high extent while faculty (Mean = 4.48) observed commitment to a high extent. The small values of standard deviation in almost all indicators are manifestation that respondents have almost similar or common perception with regards to the observance of accountability. Commitment to the university is one of the factors for its sustainability and effective growth. Being successful largely depends on the leadership styles that encourage employee commitment (Brockner and Scheneider: 1992), and directly points to competent and committed employees (Teshome: 2011). Studies in organizational psychology and organizational behavior have shown that leadership styles and employee commitment are the major factors for organizational success or failure. In reality, a good leader minimize commitment gap among stake holders, and hence, the first step in building commitment (Meyer, Becker, and Vandenberghe: 2004) is to improve the quality of management by strengthening employee commitment.

Table 4:-Respondents' Corporate Values in terms of Social Responsibility

Indicative Statement	Higher Education Manager			Faculty		
	M	SD	VI	M	SD	VI
1. act in ways to protect the college/university and improve the welfare of its stakeholders over and above my own self-interests	4.49	0.51	Often	4.31	0.51	Often
2. balance strategic actions are based on ethical standards to benefit and earn trust of all stakeholders	4.49	0.51	Often	4.33	0.53	Often
3. fulfill corporate citizenship and community outreach	4.51	0.58	Always	4.33	0.53	Often

obligations by being non-discriminatory, non-exploitative						
4. listen carefully to different points of view and analyze relevant data before making a decision	4.56	0.56	Always	4.54	0.56	Always
5. act in a way that will benefit the greater good of the institution as well as the society	4.53	0.51	Always	4.49	0.52	Often
6. encourage actions that have a positive impact on faculty and students development, other stakeholders, and the environment	4.51	0.58	Always	4.39	0.60	Often
Overall Mean	4.51	Very High		4.40	High	

Another indicator of corporate values under study is social responsibility. The overall means for higher education managers (Mean = 4.51), and faculty (Mean = 4.40), show that social responsibility is observed to a very high extent, and high extent, respectively. It appears that respondents have similar or common perception with regards to social responsibility as manifested by the small value of computed standard deviation in almost all indicators of social responsibility. The result of the present study correlates with the idea of Volkswagen (2000) that corporate social responsibility concept requires all employees to be involved in every step of the performance process. While Articulo & Florendo (2003) cited that social ethics determine how a person should act in relation to others; manifesting societal and personal values are effective for the regulation of work. Social responsibility in education is a big deal that extends to the people and the place beyond the classrooms and the school grounds (Dumlao-Valisno: 2012). Social responsibility is the obligation of the school managers to act in ways to protect the school and improve the welfare of its stakeholders over and above their own self-interests.

Table 5:-Performance of SUCs along Working Environment

Indicative Statement	Higher Education Manager			Teacher		
	M	SD	VI	M	SD	VI
1. is a constructive environment that explores varied situations and weighs up options	4.25	0.58	Agree	4.04	0.60	Agree
2. in a group decision-making process, is supportive of the stakeholders proposals and projects	4.19	0.63	Agree	4.01	0.64	Agree
3. is open to conduct problem investigation and generate good alternatives when conflict arises	4.01	0.88	Agree	3.49	1.04	Agree
4. through its designated school leaders recognizes, respect, and build teacher leadership within the school to improve working conditions	4.19	0.68	Agree	4.01	0.72	Agree
5. promote a university environment in which every person is treated fairly and with respect	4.20	0.76	Agree	3.98	0.73	Agree
6. have learning and working environment that values and encourages open, honest, candid, and civil communication	4.23	0.70	Agree	4.04	0.72	Agree
7. look into the professional development of teachers that impact the needs of the students and see to it that decisions about professional learning were data driven and relevant to teachers' expressed needs	4.20	0.70	Agree	3.86	0.81	Agree
8. has policies regarding incentives, rewards, and recognition for the achievements and contributions of all members of the university community	4.22	0.77	Agree	3.90	0.85	Agree
Overall Mean	4.19	High		3.92	High	

The result showed that both groups agree in all the statements that concerns performance regarding working environment. The overall mean on the other hand, shows that both groups perceived the performance of the university in terms of working environment as high. Small standard deviation values, indicates similar perception as to the status of working environment. The result of the study reflects that SUCs provides conditions that make it easy for every member of the organization to work easy, ensure an effective teaching and learning process to take place. This could be attributed to good management, and dynamic intervention to make people remain active and the notions of motivation and work environment (Stella: 2008). Likewise, workplace features and good communication

network at workplace have effect on worker's welfare, health, morale, efficiency, and productivity (Ajala: 2012). To be productive, Shafiq-ur- Rehman, and Nadeem Ahmed (2015), cited, based from the results of their study, that there is a positive relationship between all factors of work environment and job satisfaction in teachers. Their research also found that the employer – employee relationships is most important factor of work environment in private business universities of Pakistan. It is suggested that the universities' management should focus on favorable work environment particularly the factor of relationship between employer and employee to increase the job satisfaction amongst teachers, which may lead to higher performance. In a study of Pienaar & Bester (2009), were respondents are requested to suggest specific actions that could be taken to address the career obstacles were academics are confronted with, the most important solutions were related to better remuneration, more effective management of role overload, more effective performance management, more training and development opportunities, more support regarding individual career management, more effective general management, more support regarding research outputs, elimination of discrimination practices, transformation initiatives, encouraging of entrepreneurship, improvement of equipment and working conditions, creation of job security, and promotion of networking.

Table 6:-Significant Difference between Corporate Values and Performance along Working Environment

Indicator	Respondents		t	p
	HEM	F		
Corporate Values				
• Integrity	4.64a	4.53b	-2.647*	0.008
• Accountability	4.47a	4.56a	-1.957 ^{ns}	0.051
• Commitment	4.48a	4.58b	-2.210*	0.028
• Social Responsibility	4.40a	4.51b	-2.532*	0.012
Performance				
• Working Environment	3.92a	4.19b	-4.476	0.000

* **Significant** **ns** = **not significant**

Means sharing the same letter are not statistically different

The data treated show that there is significant difference in the perception of practiced of corporate values and observed performance along working environment. Significant differences are shown along integrity ($t = -2.647$, $p = 0.008$); commitment ($t = -2.210$, $p = 0.028$); and social responsibility ($t = -2.532$, $p = 0.012$). The same result was obtained along working environment ($t = -4.476$, $p = 0.000$).

Table 7:-Predictors of Working Environment

Predictor	beta	t	p	VIF
Corporate Values				
• Integrity	0.009	0.110 ^{ns}	0.912	1.820
• Accountability	0.146	1.590 ^{ns}	0.112	2.690
• Commitment	0.209	2.520*	0.012	1.900
• Social Responsibility	0.205	2.590*	0.010	1.760
Respondents' Profile				
• Educational Qualification	0.087	3.170*	0.002	1.100

Adjusted R² 18.30%

***Significant**

Results of the study showed that commitment ($t = 2.520$, $p = 0.012$), social responsibility ($t = 2.590$, $p = 0.0105$) and educational qualification ($t = 3.170$, $p = 0.002$) predict significantly the working environment. Further results showed, that for every 1 unit increase in commitment, social responsibility, and educational qualification, there is a corresponding 0.209 unit, 0.205 unit, and 0.087 unit increase in performance along working environment. The adjusted r^2 of 0.183 revealed that 18.3% of change (direct relationship) in the performance of SUCs along working environment is brought about by commitment, social responsibility and educational qualification. Integrity and commitment, however, were found not a predictor of working environment.

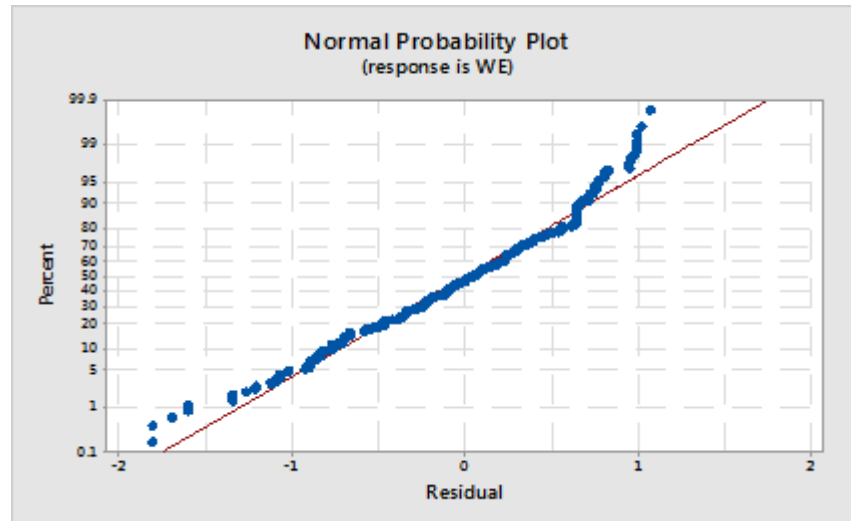


Figure 1:-The Normal Probability Plot

The normal probability plot showing the best of fit where points lie on the line, indicating relationship between corporate values with SUCs performance along working environment. The line is slant upward showing direct relationship as revealed by the positive beta coefficient values (See Table 6).

Conclusion:-

In any organization, core values play a very big part to achieve the desired goals. People in the organization are somewhat affected by the social atmosphere in which they worked. When the atmosphere is good, it positively influence individual's work in a more efficient and competent manner. The result of the study showed, that of the four corporate values, social responsibility and commitment were found to have a significant relation with SUCs performance along working environment. This is a clear indication, that every member of the organization must be committed and socially responsible as a whole. Existence of supportive relationships with each other tends to enhance job satisfaction even when difficulty arises. It can boost good morale and be motivated to carry out positive outcome towards high work performance. It is therefore recommended for consideration that a team building activities and other related activities religiously be done among members to instill in their minds the essence of camaraderie to achieve and fulfill the desired goals for the betterment of the organization and its individual members. Allotment of funds for faculty scholarship is likewise encouraged as this would enhance long range opportunities, and levels of ambition. Strong goal orientation tends to encourage job performance and commitment.

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