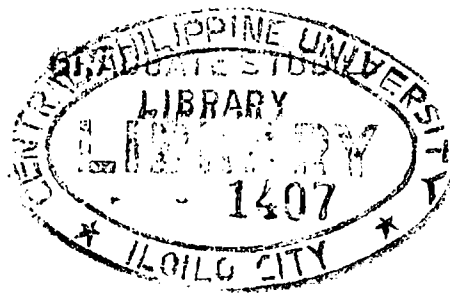


**CPU CORE VALUES: KNOWLEDGE AND APPLICATION
OF STUDENTS, FACULTY AND STAFF**

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CHAPTER I

INTRODUCTION

Background and Rationale of the Study

The values of an organization or institution are said to be the qualities that transform the company's mission and vision into reality (Lauby, 2010). They clarify how the organization will conduct its activities to achieve the organization's mission and vision (Nelson & Gardent, 2011). The organization's core values not only support the vision of the institution, but also shape its culture and reflect what they value most (Wendy, 2013).

Core values are the "guiding principles" upon which a company was founded (Moody, n.d.). They are the adhesive that bind the company together (Kwan, 2011). They were established to define how people communicate with one another and guide how decisions should be made (Moody, n.d.). Moreover, these core values are the essence of the company's identity, which include their principles, beliefs and philosophy of values (Wendy, 2013).

Core values are important in an organization because firstly, they are the guidelines for the process of strategic planning, decision-making and behavior. They are the living enactment on how people behave and relate with others in the organization (Heathfield, n.d.). In the university setting, these expected behavior and norms further influence the social interaction of the faculty and students (Hirschy & Wilson, 2002). Watson, Clarke, Swallow, and Forster also stressed the importance of understanding the

organization's core values to prevent any conflict in the organization (as cited Tsai, 2011). Secondly, these core values project and educate the employees, clients and customers the identity of the organization (Regan, 2012). That is why they should be included in the organization's orientations and reinforced during training programs (Lauby, 2010). Thirdly, they are the primary recruiting and retention tools (Regan, 2012). These values are the qualities that the company should consider especially during job interviews and in choosing the right employees (Lauby, 2010). The company should prioritize applicants who possess the values that the organization possesses. Lauby (2010) also emphasized that in terms of appraisal systems, employees who support and demonstrate the company's core values should be rewarded or be given recognition.

Despite the many importance of core values, many companies often neglect them. Many organizations carefully plan, create and adopt core values, yet they eventually end up being "set aside, rarely referenced, or simply being ignored" (Nelson & Gardent, 2011). It has also been a common problem that too much time is spent for creating or revising their vision, mission and values statements that they forget to properly align their organization, as a whole, with their core values (Collins, 2000). Another error of many organizations is that they choose core values "out of thin air", overlooking to first fully evaluate whether or not the values are indeed applicable for their organization (Wendy, 2013). Worst of all, according to Nelson & Gardent (2011), is when the set core values gets in conflict with the actual practices and behaviors of the organization's members. This situation may "undermine staff morale, breed cynicism and lead to the acceptance of unethical practices" (Nelson & Gardent, 2011).

Core values are, thus, the most overlooked components of a structure that governs the behavior of the organization (Kwan, 2011). It is also a misconception that core values are intended for management talks and, most often, they are not usually translated down to the operational level (Kwan, 2011). Most companies tend to hire for competency rather than for core values, thus they are not able to see the link of how core values can add to the bottom line of their organization (Kwan, 2011).

Batke (2014) further explained that the possible reasons many companies fail to give importance to their core values are: 1) the core values were copied from another organization, 2) are not tied to actual work processes, 3) are not specific enough, or 4) have been written by the wrong people.

Moreover, misalignments do not occur because the statements are false, but because policies and practices have become institutionalized and have obscured the company's underlying values (Collins, 2000). In order for values to be beneficial, Regan (2012) emphasized that they must be clearly defined and consistently acted upon. They should be composed of cognitive, affective and behavioral aspects and must be exhibited through the behaviors and actions of all members (SeEVERS, 2000). Thus, there is a need for organizations to identify whether or not there is any misalignment, by getting information from other people and asking the question: "If these are our core values and this is fundamentally why we exist, what are the obstacles that get in the way?" (Collins, 2000).

In the academic arena, Flay and Allred (2010) explained that education has increasingly focused on teaching to core content standards to improve academic achievement scores, forgetting the importance of inculcating values, character, as well as

emotional, social, and behavioral domains. In order for educational institutions to be values-based, the values intended to be promoted should be modeled, talked about, and lived by everyone in the school community (Curriculum Corporation, 2008). According to Bandura (1991), the moral standards to which adults subscribe guide the morals they teach to others. He also emphasized that direct tuition is the most effective tool that encourages the development of standards, especially if based on shared values and “supported by social feedback” to conduct (Bandura, 1991). The institution, therefore, needs to support and nurture the impact of the core values. If not, they would be a wasted exercise, and people might be misled unless they see the impact of the exercise within the institution (Heathfield, n.d.). Values, then, only become important so long as the members of the institution have accepted them (Bell, n.d.). An organization whose employees personally approve of the organization’s values and goals will more likely have a strong culture based on the drive to advance the goals.

Central Philippine University (CPU), formerly Jaro Industrial School, was founded in 1905 as a Christian institution by American Baptist missionaries. These missionaries aimed for establishing the school that was to provide education and introduce Christian faith and values to the students for their holistic development. The school has an American Baptist legacy integrated in its vision and mission but has always welcomed faculty, staff, and even administrators of different religious persuasions to its fold, so long as they are in line with its ideals and principles.

Grounded in its educational philosophy of inculcating a balanced life among its constituents, CPU “offers a well-rounded education by developing the students spiritually, intellectually, physically, and socially to the end that they may become

productive and responsible citizens. It also seeks to provide an environment conducive to the enhancement of Filipino identity and the pursuit of excellence, permeated by Christian influence, which strengthens personal faith and builds-up character” (The Gold and Blue Student Handbook, 2013-2014).

In pursuing its vision of “Exemplary Christian Education for Life (EXCEL)”, and by being “responsive to the needs of the total person and the world,” CPU has set five Core Values “in the spirit originally conceived by its founders and to transmit the same to the succeeding generations untarnished and undiminished” (Preamble of CPU’s By-Laws). These Core Values are *Faith, Character, Justice, Stewardship* and *Excellence*. According to The Gold and Blue Student Handbook (2013-2014), the official student handbook of CPU, the University commits to fulfill its vision through carrying out these core values in academic, research and outreach programs. Dean Walden Rio, the former Vice President for Administration, shared that CPU had no written or published core values before 2004. He said that he was challenged to initiate the formulation of the CPU Core Values because other respected institutions of higher learning in the Philippines had already their own. The core values of other schools were officially published and read by their administrators, faculty, staff, students and stakeholders.

The question is: why are these values important to the students, faculty and staff of the University? In a Christian institution like CPU, values are defined, interpreted and acted upon in the light of its institutional culture. The CPU Core Values are essential foundations that shape the identity of what the students, faculty and staff of CPU should be—how they should interact, behave, and decide. These values are supposed to move and guide them in responding to different challenges and circumstances they face in life,

in standing for what they believe in no matter what the cost, and in becoming productive and responsible individuals.

The study conducted by the Curriculum Corporation (2003) on the assessment of values education in several schools in Australia revealed that many policy makers and curricula documents in Australia, or even abroad, have promoted the importance of the identification of core values in schools. The study also imparted that respect, responsibility, social justice, excellence and trust are among the top ten identified core values of different colleges and universities in Australia, which are somehow similar to the core values identified by CPU. Thus, values will, according to Low, et al., indeed help our society if colleges and universities produce technically capable graduates and, most importantly, ethical ones (as cited in Williams, 2010). Students, faculty and staff are expected to not only demonstrate a certain level of understanding of their educational degree or master competencies and skills in their areas of discipline. They are also expected to exhibit in their actions, relationships and behaviors the values that epitomize a Centralian.

The CPU Core Values have been identified by the university, but their impact and effects on the perceptions and behavior of the students, faculty and staff have not yet been assessed. No study in the University has been conducted on the impact of the CPU Core Values, which are supposed to have been embedded in the culture and academic curriculum, social interactions, and by other means of developing well-rounded Centralians.

Paradoxically, based on a survey conducted by the researcher in 2013 on the students' level of awareness of the CPU Core Values, many students of CPU were not

fully aware what the five CPU Core Values are. The survey revealed that when ranked according to the most number of responses, respondents were aware that Faith (96.5 percent), Excellence (87.2 percent) and Character (70.9 percent) were Core Values of CPU. However, Stewardship and Justice had the least number of responses (48.8 percent and 36 percent), implying that not all are fully aware about the Core Values of CPU.

If there are no core values in an organization, the members would follow their own value systems, which may or may not promote the behavior expected from them by the organization (Bell, n.d.). Members who fail to adapt to the organizational values will not succeed in the organization. There would be a tendency that they would end up believing a set of values that are different from what the organization intends or expects from them and may not meet the organization's goals or objectives (Bell, n.d.).

Members of the organization need to be aware of the core values and must integrate these values in their behavior (Nelson & Gardent, 2011). This is where the impact of the values can be reflected and tested. It is thus a great challenge on how to translate values into specific behaviors in one's daily life. It is in this context that this study was conducted to determine whether or not there is indeed a consistency in the knowledge and application of the Core Values by the students, faculty and staff of CPU.

General Objectives

This study was conducted to determine the level of knowledge and extent of application of the CPU Core Values by the students, faculty, and staff. This study also aimed to determine the relationship between certain factors and the level of knowledge and extent of application of the CPU Core Values of the students, faculty and staff.

Specific Objectives

Specifically, this study aimed to:

1. describe socio-demographic characteristics of the students, such as gender, religious affiliation, college department, high school graduated from, educational attainment of parents, and number of academic years spent in the university;
2. describe socio-demographic characteristics of the faculty such as gender, civil status, number of years at CPU, college/department, educational attainment, and religious affiliation;
3. describe socio-demographic characteristics of the staff such as gender, civil status, number of years at CPU, position, educational attainment, and religious affiliation;
4. describe the level of knowledge about the CPU Core Values among students, faculty, and staff;
5. compare the level of knowledge about the CPU Core Values among students, faculty and staff;
6. describe the extent of application of the CPU Core Values of the students, faculty and staff;
7. compare the extent of application of the CPU Core Values among students, faculty and staff;
8. determine if the level of knowledge of the students, faculty, and staff of the CPU Core Values differ when grouped according to their socio-demographic characteristics;

9. determine if the extent of application of the students, faculty, and staff of the CPU Core Values differ when grouped according to their socio-demographic characteristics; and,
10. determine if there is a relationship between the level of knowledge and extent of application of the students, faculty, and staff of the CPU Core Values.