

Students' Level of Awareness and Practice of the University Core Values

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ABSTRACT

This study determined the level of awareness and extent of practice of Liceo de Cagayan University core values among selected college students. Descriptive research design was employed using a researcher-made survey questionnaire that was pilot tested for validity and reliability. The study had 390 respondents, 123 of them were males while 267 were females and most of them belonged to second-year level with the least number of first years. Results revealed that generally, the respondents have moderate level of awareness and moderate level practice of the University core values. The study further underscored that the students' level of awareness significantly differed with the extent of their practice of the core values. The study suggests the need not only for proper information dissemination of the core values but more importantly for consistent integration of these values in all aspect of teaching-learning situations whether in the classroom or in outside the classroom activities to enhance the awareness and practice of the University core values.

Keywords: Awareness, Practice, Core Values

INTRODUCTION

Core values are important to any organization because these are what support its vision, mission and goals, shaping the culture and reflecting what the organization values. Since core values are the essence of an organization's identity, academic organizations emphasize directions through their vision, mission, and goals expressed in functional core values and articulated in the institution's principles, beliefs, and practices. Consequently, achievements of an academic institution become dependent on how the core values are reflective of its numerous services, especially in the realm of instruction. Instruction is the primary mandate of an academic institution. Thus, how the institution gives life to these core values through the thoughts, interests, beliefs, values, and attitudes of the administrators, faculty members, and staff also determines the achievements of the institution.

The need to mirror the core values of the school becomes imperative since values are better caught than taught according to Carpenter et al. (2010), a leader in education with more than 30 years of experience, says in her book, *Parents, Kids & Character: Twenty-One Strategies to Help Your Children Develop Good Character*, "it is critically important that those who are attempting to influence children's character in positive ways 'walk the talk'." Also, it is said that vision and mission communicate the organization's values and purposes which have an emotional component in that they incite stakeholders to take positive action not for themselves, but for others as well (Carpenter et al., 2010).

Values that people hold of their institution are greatly influenced by their perspectives. From there, is the need to reconcile their different views, find common ground and create a shared vision and mission (Alvior, 2014). According to Peterson (1995) in Alvior (2014), schools are likely to be more successful in achieving in-depth learning when there is a shared responsibility between students and staff. Thus, the practice of the core values needs to be demonstrated effectively by the administrators, faculty and staff for students and other stakeholders to emulate.

Liceo de Cagayan University recognizes the significance of consistent and congruent practice between the administrator, faculty, and staff's values and the values of the institution. Four years ago, the University laid down the indicators of her core values to serve as guide in every University endeavor for the fulfillment of its philosophy, vision, mission, and goals. This higher institution stands for excellence, integrity, loyalty, discipline and service (LDCU Faculty Manual,

2014, Chap.1, Sec. 4). Also, the University' VMGO were restated three years ago to respond to the changing times.

A study was conducted to determine the perceived extent of dissemination, awareness, and degree of acceptability among students and faculty of the revised University vision, mission and goals and the College of Arts and Sciences objectives. The findings revealed that students and faculty were aware of the revised LDCU vision and mission as well as the CAS objectives because the information was well disseminated through posters, bulletin boards, and the like. In terms of acceptability, the faculty highly accepted while students also accepted the revised vision and mission and CAS objectives (Gallinero and Otig, 2016). However, core values such as excellence, integrity, discipline, loyalty, and service were not emphasized in their study. Thus, this present study was conducted given the assumption that if the students are aware of Liceo U core values, there are greater possibilities to practice said core values. Since this study hopes to provide information regarding students' core values awareness and practice, the result can be an initial springboard for the University to draw mechanism to narrow the gap between awareness and practice of these core values.

FRAMEWORK

This study was anchored on Beliefs, Attitudes and Values Theory of Rokeach (1973). This theory emphasized that a person's beliefs, attitudes, and values must be in harmony with one another and is interconnected with one another. Rokeach's paradigm contends that human values serve as core conceptions of the desirable within every individual and society. Similarly, he constructed a model which posits that beliefs, attitudes, and values are all organized together into a functionally integrated, cognitive system (Rokeach, 1968-1969). Within this system, beliefs represent the most basic element and may be considered simple propositions, conscious or unconscious, and may be inferred from what a person says or does. In this model, a value is viewed as a single belief which guides actions and judgments across specific situations and beyond immediate goals. Similarly, values or beliefs about desirable and states or behavior, guide or evaluate behavior (Allport, 1961; Levy and Guttman, 1974; Maslow, 1959; Morris, 1956; Pepper, 1958; Rokeach, 1973; Scott, 1965 as cited in Bilsky and Schwartz, 1994). Moreover, Santoriello (2015) also pointed out that core values play a significant role in strategic decision making, sustaining high-performance culture, and guiding organizational culture change. Similarly, Tannenbaum (2003) also states that core values will be in alignment with their decision-making principles, so

they can focus, increase their performance and productivity.

In the context of Liceo de Cagayan University, students' awareness of the core values may influence how they practice such values because of their personal beliefs which may consistently exhibit their values through their attitudes by practicing excellence, loyalty, discipline, integrity, and service. If for instance, students believe that cheating is morally wrong, then their values about integrity will also be in support of their belief and later do not practice cheating not only in the classroom, but also in the bigger context of life. The University strive to holistically form and nurture students with the institution's core values and hope that these may have significant impact to them and become ethical leaders of the future. Thompson (2015) posits that ethical leaders are critical in transforming 21st century organization that value honesty and integrity. Leaders who have ethical core values, communicate them consistently through their organizations. Thus, the University dictates that Licean graduates imbibe the values inculcated to them by their alma mater to become ethical leaders. On the other hand, Bandura (1977) social learning theory emphasized most human behavior can be learned by following a model which occurs either intentionally or accidentally. This underscores the need for the institution to functionalize the core values not only through its policies and operating guidelines but more importantly in practice.

Section 4 of the Faculty Manual of Liceo de Cagayan University states that *"the core values guide every undertaking of the University in the fulfillment of its ultimate reason for being."* Thus, for **excellence**, the University stands for exemplary employees specifically the administrators, faculty and staff who are the prime movers of learning and act with professionalism. They also serve as leaders in developing knowledge by providing inspiring education for students by integrating research to enhance their competence, self-reliance, and entrepreneurship to better appreciate arts, culture and the humanities. In terms of **integrity**, Liceo de Cagayan University *"stands for upright administrators, faculty, staff and students who live their life for notable decency by continuously exercising decisions and/or judgments that are morally, spiritually and legally grounded."* With regard to **loyalty**, this University also stands for *"dedicated administrators, faculty, staff and students who continuously encourage fidelity to the University traditions and an unwavering adherence to the ideals and aspirations of the University that fosters commitment, respectability and nationalism."* **discipline** as a core value, emphasizes that this University stands for administrators, faculty, staff and students to *"live a life of self-restraint by cultivating prudence and temperance in favor of greater gain beyond their own interests."* Lastly, **service** strongly advocates a meaningful active

involvement of the administrators, faculty, staff and students in the community to build and sustain wholesome and progressive society by finding fulfillment in serving other people. These core values are integral part as to how this University operates for higher learning (LDCU Faculty Manual, Revised 2014).

Values serve as standards or criteria to guide not only action but also judgment and attitude. Similarly, values are the cognitive representation of the important human goals or motivations about which people must communicate to coordinate their behavior. Studies conducted in the past emphasized the significance of core values among students. Harrison (1999) as cited by Karuppaiya (2007) claimed that standards guide the conduct of individuals in a variety of ways. Thus, value systems contain all the values held by individuals, including their cultural and work values. Kwak (2009) also found in her study on “An Exploratory Study of generation X Business Leader’s Core Values”, that students’ practices strongly mirrored their organization espoused core values such as service-orientedness and perceived integrity. Core values guide the college students and help them cultivate and develop their sound personality (Ye, 2011). Similarly, a study conducted by Niemeir (2003) on “The Impact of Institutional Core Values on Traditional Students at a Southern Baptist College” revealed that the core values of community and integrity were rated by the students as the most important values in the study.

Given the above discussion, Figure 1 presents the interplay of the variables of the study.

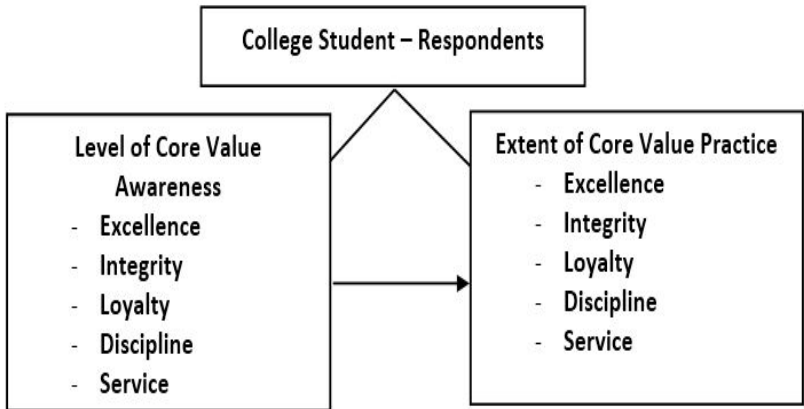


Figure 1. Schematic Presentation of the Interplay of the Variables of the Study

OBJECTIVES OF THE STUDY

This study established the level of awareness and extent of the practice of the LDCU core values as the basis for intervention. Specifically, this study aimed to determine the student-respondents' level of awareness and practice of the core values and find out significant differences between their awareness and their practice of the University core values.

METHODOLOGY

This study employed a descriptive research design with a researcher-made survey questionnaire which was originally taken and chosen from a Licean Graduate Profile handout (LDCU Faculty Manual, 2014, Chap. 1, Sec. 6) and distributed to the students in random. The contents of the instrument were checked by experts to ascertain that the constructs were duly represented with the indicators. Since it was a researcher-made instrument, it underwent a pre-test to 30 students to ascertain its reliability. The Cronbach's alpha of the said instrument was 0.968 implying internal consistency vis-à-vis reliability of the instrument.

A copy of the Informed Consent was given to each respondent that emphasized their volunteerism to participate in the study, and guaranteed adequate safeguards to maintain privacy and confidentiality of each response. The instrument consisted of three parts. Part I consisted of the profile of the respondents which includes the year level and gender. Part 2 measured the respondents' level of awareness of the core values while Part 3 also consisted items for an extent of the practice of the core values.

The study was conducted at the Main Campus of Liceo de Cagayan University during the first semester of the school year 2016-2017. The respondents of the study were 390 college students of Liceo de Cagayan University from the 12 colleges namely: Colleges of Arts and Sciences, Business and Accountancy, Criminal Justice, Engineering, Information Technology (IT), Music, Medical Laboratory Science, Nursing, Pharmacy, Radiologic Technology, Rehabilitation Sciences and Teacher Education. Majority of the respondents were females with almost 69% while males constituted almost 32%. Please see Table 1. For year level, majority of the respondents belonged to the second-year which were represented with almost 46% and the least number of respondents were the first-year with almost 12% of the total sample of the population enrolled in the second semester of 2016-2017.

Table 1. Distribution of Respondents According to Gender and Year Level (N=390)

Gender	Frequency	Percentage
Male	123	31.54
Females	267	68.46
Total	390	100.00
Year Level	Frequency	Percentage
First Year	46	11.79
Second Year	178	45.64
Third Year	93	23.85
Fourth Year	73	18.72
Total	390	100.00

Focus Group Discussions were also done to validate the findings of the study. The researchers identified students at random to ensure that there would be no biases in their answers during the discussion. The study used descriptive statistics for level of awareness and extent of practice while T-test of paired sample was utilized to establish significant difference between level of awareness and extent of the practice of the core values.

RESULTS AND DISCUSSION

Level of Awareness of Student-Respondents’ Core Values. The study established the level of student awareness of the University core values as its first objective. Table 2 reflects the data.

Excellence. The findings show that given an overall mean of 4.50 (extremely aware), student-respondents expressed their extreme awareness of excellence as a core value given the five (5) indicators. Data further revealed that students responded that a Licean Graduate should have “expertise in his/her field of specialization” (M= 4.64, extremely aware, SD= 0.57) with the highest mean rating. Having the least of standard deviation among the five items, disclosed comparable responses on this item. Students were one in saying that graduates should be experts in their field. Also found to be highly regarded item as “developed higher order thinking skills” (M= 4.52, extremely aware, SD= 0.60). “Expression of competence in both written and oral communication, the practice of industry

and diligence and initiate innovations for personal, community and country development were expressed in a moderate level of awareness.” Indicators of excellence were rated by the students as extremely aware. This finding implies that the student- respondents were extremely aware of the expectations of the University that a Licean graduate should possess or acquire while they were still in the University.

Table 2. Distribution of the Respondents’ Awareness of LDCU Core Values (N=390)

Core Values Indicators	Mean	Sd	Verbal Description
<i>A Licean Graduate should have...</i>			
<i>Excellence</i>			
1. expertise in his/her field of specialization	4.64	0.57	Extremely Aware
2. developed higher order thinking skills	4.52	0.60	Extremely Aware
3. expressed competently in both oral and written communication	4.46	0.66	Moderately Aware
4. practiced industry and diligence to avoid dependence on others	4.43	0.66	Moderately Aware
5. initiated innovations that advanced personal, community, and country development	4.44	0.66	Moderately Aware
Overall Mean	4.50	0.63	Extremely Aware
<i>Integrity</i>			
6. taken decisive actions against all forms of dishonesty and unethical conduct	4.35	0.73	Moderately Aware
7. favored Universal Ethical Principles over personal gain or for social conformity	4.36	0.75	Moderately Aware
8. respected cultural diversities	4.54	0.69	Extremely Aware
9. respected differences in opinions and maintains confidentiality	4.58	0.60	Extremely Aware
10. demonstrated nobility in character and trustworthiness	4.51	0.63	Extremely Aware
Overall Mean	4.50	0.68	Extremely Aware
<i>Loyalty</i>			
11. committed to defend the University, community, and the country at all times	4.49	0.62	Moderately Aware
12. upheld the rights and privileges, duties and responsibilities of Filipino citizens	4.53	0.63	Extremely Aware
13. appreciated the rich cultural diversities of Filipinos	4.51	0.65	Extremely Aware
14. helped promote the best Filipino customs and traditions	4.43	0.65	Moderately Aware
15. contributed to family’s workplace’s and community’s well-being	4.49	0.62	Moderately Aware
Overall Mean	4.49	0.63	Moderately Aware
<i>Discipline</i>			
16. worked responsibly without need for close supervision	4.44	0.66	Moderately Aware
17. exhibited a high degree of professionalism	4.46	0.70	Moderately Aware
18. manifested guardianship over Filipino art and culture	4.40	0.67	Moderately Aware
19. maintained a good disposition in life	4.48	0.67	Moderately Aware
20. conveyed intellectual humility in professional and interpersonal situations	4.45	0.68	Moderately Aware
Overall Mean	4.45	0.68	Moderately Aware
<i>Service</i>			
21. manifested consistent sensitivity and responsibility for God’s creation	4.61	0.63	Extremely Aware
22. exercised care and thoughtful use of properties and the things entrusted to him/her	4.53	0.63	Extremely Aware
23. Served others readily and find fulfillment in responding to the needs of the community	4.46	0.69	Moderately Aware
24. Offered active support for victims of violence, exploitation, and oppression	4.40	0.76	Moderately Aware
25. Supported efforts in improving the quality of community life that is self-reliant and self-sustaining	4.48	0.67	Moderately Aware
Overall Mean	4.50	0.68	Extremely Aware
Grand Mean	4.49	0.66	Moderately Aware

Scale	Range	Verbal Description
1	4.50-5.00	Extremely aware
2	3.50-4.49	Moderately aware
3	2.50-3.49	Somewhat aware
4	1.50-2.49	Slightly aware
1	1.00-1.49	Not at all aware

Integrity. An overall mean of 4.50 described as ‘extremely aware’, reveals the student-respondents’ extreme awareness of integrity as a core value. Similarly, a study conducted by Niemeir (2003) on “The Impact of Institutional Core Values on Traditional Students at a Southern Baptist College” revealed that the core values of community and integrity were rated by the students as the most important values in the study. In the current study, student-respondents also highly valued integrity as a core value. Citing the highest rated indicator: a Licean Graduate should “respect differences in opinions and maintains confidentiality” (M= 4.58, extremely aware, SD= 0.60). Also found to be highly regarded item was “respected cultural diversities” (M= 4.54, extremely aware, SD= 0.069) and “demonstrated nobility in character and trustworthiness” (M= 4.51, extremely aware, SD= 0.63). Hence, the other two items on actions against all forms of dishonesty and ethical principles over personal gain expressed a moderate level of awareness among the student-respondents. This may also mean their moderate awareness of the universal ethical principles. It confirmed the model constructed by Rokeach theory which posits that value is viewed as a belief which guides actions and judgments. Thus, beliefs can be consciously or unconsciously exhibited. The finding implies that perhaps while students are aware of all forms of dishonesty and unethical conduct, they may not extremely be aware or consciously aware if some students take actions to avoid cheating and the like. This finding also validated the response of student-participants during the FGD conducted by the researchers that they were aware of dishonesty but did not consciously take actions against it.

Loyalty. Table 2 shows that student-respondents regarded loyalty with an overall mean of 4.49 (moderately aware) meaning student-respondents expressed their ‘moderate awareness’ of loyalty as a core value. However, there were items that the students highly regarded such as “upheld the rights and privileges, duties, and responsibilities of Filipino citizens” (M= 4.53, extremely aware, SD= 0.63), and “appreciated the rich cultural diversities of Filipinos” (M= 4.51, extremely aware, SD= 0.65). Items on the commitment to defend the University,

community, and the country always and promotion of the best Filipino customs and traditions were responded with a moderate level of awareness. Results suggest that respondents were moderately aware of their commitment to defend their school, community, and country and to promote their customs and traditions, especially to other countries. It might be attributed to their year level since most of the respondents belonged to the second year. According to them, what they knew about loyalty is wearing their school uniform, school IDs and the like but in terms of defending their school, they have little idea about it.

Discipline. An overall mean of 4.45 (moderately aware) expressed the student-respondents' moderate awareness of discipline as a core value. Given the response of students, a closer scrutiny reveals that a Licean Graduate should have "maintained a good disposition in life" ($M= 4.48$, moderately aware, $SD= 0.67$) had the highest mean rating. Respondents expressed all items in a moderate level of awareness. Results imply that most of the respondents were moderately aware of the core value of discipline in terms of responsibility, professionalism, guardianship, a good disposition in life, and humility. Most of the respondents were still in their second-year level and perhaps they still lack the sufficient learning experiences from their chosen fields.

Service. The findings reveal that given the overall mean of 4.50 (extremely aware), the student-respondents expressed their extreme awareness of service as a core value. The table further disclosed that the students responded that a Licean Graduate should have "manifested consistent sensitivity and responsibility for God's creation" ($M= 4.61$, extremely aware, $SD= 0.63$) with the highest mean rating. Also found to be highly regarded item as "exercised care and thoughtful use of properties and the things entrusted to him/her" ($M= 4.53$, extremely aware, $SD= 0.63$).

Generally, the students' level of awareness of the University core values: excellence, integrity, loyalty, discipline and service, were just at the moderate level. This finding further implies the need for some measures to enhance the students' level of awareness of the core values to encourage better practice.

Extent of Students' Practice of Core Values. The second objective of the study determined the extent of core values practice among the students.

Table 3. Distribution of the Respondents' Practice of LDCU Core Values (N=390)

Indicators	Mean	Sd	Verbal Description
<i>As a Licean I...</i>			
<i>Excellence</i>			
1. practice expertise in my field of specialization	4.29	0.71	Moderately Practiced
2. develop higher order thinking skills	4.24	0.67	Moderately Practiced
3. express competently in both oral and written communication	4.17	0.75	Moderately Practiced
4. practice industry and diligence to avoid dependence on others	4.15	0.73	Moderately Practiced
5. initiate innovations that advanced personal, community, and country development	4.11	0.79	Moderately Practiced
Overall Mean	4.19	0.73	Moderately Practiced
<i>Integrity</i>	Mean	Sd	Verbal Description
6. take decisive actions against all forms of dishonesty and unethical conduct	4.09	0.74	Moderately Practiced
7. favor Universal Ethical Principles over personal gain or for social conformity	4.03	0.77	Moderately Practiced
8. respect cultural diversities	4.37	0.76	Moderately Practiced
9. respect differences in opinions and maintains confidentiality	4.38	0.73	Moderately Practiced
10. demonstrate nobility in character and trustworthiness	4.31	0.73	Moderately Practiced
Overall Mean	4.24	0.75	Moderately Practiced
<i>Loyalty</i>	Mean	Sd	Verbal Description
11. commit to defend the University, community, and the country at all times	4.17	0.76	Moderately Practiced
12. uphold the rights and privileges, duties and responsibilities of Filipino citizens	4.28	0.72	Moderately Practiced
13. appreciate the rich cultural diversities of Filipinos	4.25	0.76	Moderately Practiced
14. help promote the best Filipino customs and traditions	4.19	0.76	Moderately Practiced
15. contribute to family's workplace's and community's well-being	4.25	0.73	Moderately Practiced
Overall Mean	4.23	0.75	Moderately Practiced
<i>Discipline</i>	Mean	Sd	Verbal Description
16. work responsibly without need for close supervision	4.18	0.79	Moderately Practiced
17. exhibit a high degree of professionalism	4.17	0.78	Moderately Practiced
18. manifest guardianship over Filipino art and culture	4.11	0.76	Moderately Practiced
19. maintain a good disposition in life	4.29	0.78	Moderately Practiced
20. convey intellectual humility in professional and interpersonal situations	4.16	0.79	Moderately Practiced
Overall Mean	4.18	0.78	Moderately Practiced
<i>Service</i>	Mean	Sd	Verbal Description
21. manifest consistent sensitivity and responsibility for God's creation	4.32	0.79	Moderately Practiced
22. exercise care and thoughtful use of properties and the things entrusted to him/her	4.22	0.83	Moderately Practiced
23. serve others readily and find fulfillment in responding to the needs of the community	4.16	0.81	Moderately Practiced
24. offer active support for victims of violence, exploitation, and oppression	4.05	0.88	Moderately Practiced
25. support efforts in improving the quality of community life that is self-reliant and self-sustaining	4.22	0.86	Moderately Practiced
Overall Mean	4.19	0.83	Moderately Practiced
Grand Mean	4.21	0.77	Moderately Practiced

Scale	Range	Verbal Description
1	4.50-5.00	Extremely Practiced
2	3.50-4.49	Moderately Practiced
3	2.50-3.49	Somewhat Practiced
4	1.50-2.49	Slightly/Rarely Practiced
1	1.00-1.49	Not at all Practiced

Table 3 presents the mean scores of the respondents' practice of the core values of the University. Research third objective would like to determine the extent of the practice of the core values such as excellence, integrity, loyalty, discipline, and service. The Table further reveals the overall mean rating of the respondents' extent of the practice showing a grand mean for all indicators was 4.21 described as a moderate level of practice. It implies that most of the respondents moderately practiced the LDCU core values.

Excellence. Results of the study reveal an overall mean of 4.19 (moderately practiced), where student-respondents expressed their moderate practice of excellence as a core value given the five (5) indicators. A closer scrutiny reveals that the students practiced "expertise in his/her field of specialization" (M= 4.29, moderately practiced, SD= 0.71) with the highest mean rating. Also found to be highly regarded item as "developed higher order thinking skills" (M= 4.24, moderately practiced, SD= 0.67). Most of the respondents moderately practiced the core value. Earlier, Table 2 disclosed that most of the respondents answered extremely aware of this core value of excellence, yet they answered moderately practiced. Information gathered from FGD student-participants suggests that excellence expectation seems to be very high for them and they just aimed to have passing grades.

Integrity. The findings further show an overall mean of 4.24 meaning moderately practiced. Generally, student-respondents expressed their moderate practice of integrity as a core value given the five (5) indicators. Students responded the item: "respect differences in opinions and maintains confidentiality" with (M= 4.38, moderately practiced, SD= 0.73) and this was the highest mean rating. Also found to be highly regarded item is "respect cultural diversities" (M= 4.37, moderately practiced, SD= 0.76). The students' responses implied moderately practiced integrity in terms of taking actions against all forms of dishonesty, favoring universal ethical principles, respecting cultural diversities, differences, maintaining confidentiality, demonstrating nobility in character and trustworthiness. During the FGD, student-participants explained that they focus

more on getting good grades without thinking of telling their teacher whenever their classmates were cheating during the quiz or exam. When the topic on cheating was discussed, their responses in summary, indicated the ‘just don’t care’ stance, when they see their classmates cheating. This information is very alarming as this may also denote serious implication in the value formation.

Loyalty. For this core value data, an overall mean of 4.23 which is interpreted as moderately practiced implying moderate practice of loyalty as a core value among students. Responses like a Licean Graduate should have “upheld the rights and privileges, duties, and responsibilities of Filipino citizens” (M= 4.28, moderately practiced, SD= 0.72), and “appreciated the rich cultural diversities of Filipinos” (M= 4.25, moderately practiced, SD= 0.76) were the highest regarded items. Commitment to defend their school, community or country yielded the lowest mean of 4.17 together with upholding the rights and responsibilities of a Filipino citizen, appreciation of the rich culture, and promotion of Filipino customs and traditions. Based on the FGD conducted by the researchers to some of LDCU students, they validated the finding that why students just moderately practiced loyalty. According to those who participated, they “don’t feel confident” to defend their school. Others also mentioned that some students do not even wear their school uniform. Most students do not wear their school ID’s inside the campus except when they would enter the entrance gate for checking purposes. It implies that students do not consistently practice wearing of ID inside the campus maybe perhaps the school authorities do not strictly impose the policy of wearing the school ID inside the campus all the times. There are signages inside the campus, however, it has been observed that some students do not follow what they see.

Discipline. Table 3 reveals that students moderately practiced “maintained a good disposition in life” (M= 4.29, moderately practiced, SD= 0.78). The rest of the items were also responded with “moderately practiced.” These consisted of item indicators on discipline as a core value in terms of contributing something to “individual’s well-being, working responsibly without supervision, exhibiting a degree of professionalism, manifesting guardianship, maintaining a good disposition in life and conveying intellectual humility.” These responses may imply that students still need supervision by adults; still need to build up good disposition and independence. Generally, this core value was rated with moderate practice.

Service. The findings reveal that given the overall mean of 4.19 (moderately practiced), the student-respondents expressed their moderate practice of service

as a core value. The students responded that a Licean Graduate should have “manifested consistent sensitivity and responsibility for God’s creation” (M= 4.32, moderately practiced, SD= 0.79) with the highest mean rating. Also found to be highly regarded item as “exercised care and thoughtful use of properties and the things entrusted to him/her” (M= 4.22, moderately practiced, SD= 0.83) and item as “supported efforts in improving the quality of community life that is self-reliant and self-sustaining” (M= 4.22, moderately practiced, SD= 0.86). It can be implied that most of the respondents moderately practiced service about manifesting sensitivity and responsibility to God’s creation, exercising care and thoughtful use of properties, serving others readily, offering active support for victims of violence, exploitation, and oppression, and supporting in improving the quality of community that is self-reliant and self-sustaining. Though the respondents were extremely aware of this value of service; they moderately practiced it.

Significant Difference Between the Students’ Level of Awareness and Extent of Practice of Core Values. This is the third objective of the study. Table 4 presents the difference between the respondents’ level of awareness and extent of the practice of the core values of the University. The study determined the gap between the level of awareness and extent of practice of the core values such as excellence, integrity, loyalty, discipline, and service.

Table 4. Difference between Level of Awareness and Extent of Practice of Core Values (N-390)

Indicators	Mean	T-value	P-value	Interpretation
Awareness	4.49	7.69	0.000	Significant
Practice	4.21			
Difference	0.28			

The t-value of 7.69 suggests significant difference between awareness and practice. The difference between the level of awareness and extent of the practice of LDCU core values revealed that the respondents’ awareness significantly differed with their practice. Beliefs, Attitudes and Values Theory of Rokeach (1973) stressed that a person’s beliefs, attitudes, and values must be in harmony with one another and are interconnected with one another. It means that what a person believes may be inferred with what he or she says or does. However, although students claimed moderate practice of the core values awareness, the

significant difference imply gaps in the interconnection between what they know and what they do in practice. This study found that while students may be aware, the extent of practice is not congruent to what they know, and this may be influenced by their peers and other social influences.

The social learning theory of Bandura (1977) emphasized that most human behavior can be learned by following a model which occurs either intentionally or accidentally. Thus, whether the influencing agents are peers or more knowledgeable others, students will be influenced in their behaviors by their social environment.

CONCLUSION

Values serve as standards or criteria to guide an individual's action, attitude, beliefs, and judgment. Such values are cognitive representations of human goals which are communicated and coordinated with behaviors. Thus, inculcating good values should be given a priority to produce graduates with good behaviors and attitudes and be ready to face the world with pride.

In this study, students expressed moderate awareness and practice of the core values of excellence, integrity, loyalty, discipline, and service and vis-à-vis practice the said values. Results of this study highlights the need for the university to more focus on interventions for students to be able to capture these values from significant and more knowledgeable others especially their teachers who are the front liners in the instructional mandate of the institution. The intervention may also call for the whole university community (administration, faculty, staff, students and other stakeholders) to come together and determine the Licean way of doing things: instruction, co-curricular activities, student services, etc.

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