

S.H.E.: Values among WVSUnian- Janiuay Students

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ABSTRACT

In order to create an effective school culture that promotes improved learning for all students, schools must first verify the level of knowledge on the set of core values the university that will function as explicit foundational commitment to students and the community. Once the school has established the students' level of knowledge on its core values, it can step forward to ensure that these can be actively reflected in the culture of the school and curriculum, instruction, and assessment practices in every function of a university. This descriptive study ascertained the level of students' knowledge on the core values of Service, Harmony and Excellence. Slovin formula was utilized in the determination of respondents. The result clearly revealed that students regardless of course, sex and year level were extremely knowledgeable of the university core values, however mean scores were ranked to further explain the result of the study. Recommendations were made based on the findings of the study.

Keywords: core values, excellence, harmony, service, students, values, WVSU-January

An ethical leader is a person who acts with integrity; that is knowing his/her core values and having the courage to act on them on behalf of the common good. Values are the principles or standards of behavior that are formed by life experiences and codes of conduct, implicitly and explicitly, from our family, culture(s), organization(s), institution(s), religion(s), nation(s), and others (Bejoe, 2005).

Generally, we have two forms of values, personal and core. Personal values are lessons learned from life's trials and tribulation. Core values are embedded during our initial upbringing and create the way a person orients to the world, or, if you prefer, the filter from which you not only make meaning but from which you decide how you will act and react to life's daily challenges. Core values emanate from the center of who we are and what is most important to us as a human being. And, core values are often not spoken or acted upon creating a nagging within us about something we should not have allowed to happen or an injustice that we participated (Vaill, 2008).

When our core values are clear to us, we have a greater sense of self and how we orient to the world. When we have not clearly identified these core values, we often have powerful and surprising responses to situations that directly or even indirectly conflict with these values.

The West Visayas State University pledges on Service, values on Harmony and commits on Excellence. The acronym of these three (3) core values is SHE. These core values have been widely disseminated among students, faculty, staff, stakeholders, benefactors and alumni of the university in order to be manifested in words and actions of everyone.

The core value of service is a series of activities designed to enhance the level of satisfaction—that is, the feeling that an output or service has met the client's expectation. Service as a value is being performed in most of our educational institutions today. However, real service must involve more than a department or a handful of individuals. Providing a true service-centered environment is everyone's job. The emphasis must start at the top and the inspiration for delivering has to be more than lip service.

Some would argue that higher education has focused less on the process of good clients' service and more on the final product of producing educated graduates. If students fulfill all of the course requirements set before them, the institution awards them a diploma in recognition of their accomplishment. Colleges and universities have not been as concerned about whether students felt satisfied while completing their degree requirements. Institutions tend to emphasize instead that students need to work hard while at college to complete their degrees (Emery, et.al, 2001).

Emery, Kramer and Tian (2001) said, "Students may not be excited about the hard work in the short run, but in the long run, the students will be very appreciative of the quality education that prepared them for the real world". But, should the end product of a diploma be the only concern of higher education institutions? We will now explore both the pros and cons of treating students as a customer.

Harmony comes from recognizing that certain attitudes and feelings make us feel harmonious and others do not. It comes from noticing how we feel when we think in a certain way, from being aware of our own inner states and what has caused these inner states. Doing this is not hard, but it does take attention (Chan, 2005).

Anger, guilt, fear, worry, self-doubt, disrespect for yourself and others-these undesirable attitudes cause us untold problems and difficulties which caused disharmony among us. People should always be on guard against slipping into these states of consciousness (Juliu Fan, 2006).

Many of today's leaders in education, business and community development are coming to realize that schools alone cannot prepare our youth for productive adulthood. It is evident, schools and communities should work closely with each other to meet their mutual goals. Schools can provide more support for students, families and staff when they are an integral part of the community. On the other hand, agencies can make services more accessible to youth and families by linking with schools, and they can connect better with and have an impact on hard-to-reach clients. Appropriate and effective collaboration and teaming are seen as key factors to community development, learning and family self-sufficiency (Hu, 2007).

Any successful school reaches its heights of excellence due to the relentless efforts of teachers, students, parents, staff and of course the administrators or the school management. It is in the true partnership between the teachers and the management that helps any school to reach its optimal level. Many times, when new initiatives are taken by the management, there are a few teachers who raise a lot of questions and are sometimes even unwilling to support them. Sometimes, managements dismiss these pleas while at other times, these teachers are labelled troublemakers. But, it is important to understand each other's perspective and then work together for the benefit of the students. Administrators can have a harmonious relationship with the teachers by embracing, educating and empowering them (Bejou, 2005).

Demetriou (2008) said that a university should be actively encouraged and expected to pursue excellence in teaching, and the University must support diverse paths to achieving this goal. Excellence in teaching is defined as the successful engagement of our students in learning, experimenting, and achieving their full potential. A university must seek to foster a bold and innovative spirit in faculty teaching, and in this academic

vision, identify new ways to reach even higher standards of excellence in faculty teaching endeavors.

Universities must encourage faculty members to reward creativity, risk-taking, and collaboration, to foster teaching partnerships as optimal ways and must encourage students' learning and pursuit of creative work and transformative ideas. A strong teaching from faculty, that encompasses multiple approaches for student learning and engagement where students learn in different ways, increasingly relying on and leveraging technology are expected from universities (Vaill, 2008).

The faculty must also teach in innovative ways to engage and educate all students that fosters a spirit of inquiry. Students will pursue knowledge and develop intellectual curiosity; acquire a lifelong love of learning and discover how to learn independently; learn to make the world a better place by giving of one's time and talents; celebrate and learn from our diversity; and promote global education on campus and abroad (Ewers, 2010).

The university must continue to support faculty who aspire to become great teachers. It must offer an increasing levels of assistance to improve teaching, including mentorships, classroom observations, teaching enhancement plans, individual consultation, coaching for presentation skills, and a series of seminars on innovative topics such as flipped classrooms and hybrid teaching.

The WVSU provides, in many departments, teaching and research mentors that are discipline-based. In addition, it offers multiple services to different campuses. The university must provide financial incentives for teaching and learning innovation, faculty learning communities, as well as discussions of pertinent and provocative book. It offer innovative teaching institutes for faculty and teaching assistants, as well as access to a network of our exemplary professors who have agreed to enable teaching assistants and junior faculty to observe their classrooms

WVSU ensures that excellence in teaching is considered in the promotion, tenure, and reappointment process. It also suggests that all departments strongly consider awarding merit pay to those who excel in teaching. WVSU recognizes that faculty who decide to refocus their careers away from more active research will be expected to teach higher loads, and policy changes must enable those who teach more to benefit from merit for excellence in teaching.

It was not certain, however, if students at WVSU-January clearly understood these SHE as core values, therefore, a need to conduct this study aroused. Along this line of thought, the researcher found it necessary to determine if the WVSU Core Values are known by the students and to find out the most to least known core values.

This study aimed at ascertaining the students' knowledge of the WVSU Core Values.

Specifically, this study sought answers to the following questions:

1. What is the level of knowledge of students on the WVSU Core Values of Service (S), Harmony (H) and Excellence when taken as an entire group and when classified as to Course, Sex and Year Level?
2. What is the rank of the level of knowledge of students on WVSU Core Values of Service (S), Harmony (H) and Excellence (E) when classified as to Course, Sex and Year Level?

Methodology

This study utilized the descriptive design to collect, analyze and classify data on the level of knowledge of students on the WVSU Core Values of Service (S), Harmony (H) and Excellence.

As initial step, the researcher identified the respondents through Slovin formula during SY 2015-2016. Identification of respondents was based on course, sex and year level.

The researcher constructed a rating scale designed to determine the knowledge of students on the WVSU core values.

The tentative draft of the questionnaire was submitted for validation to a panel of jurors who are experts in the field of student services. It was pilot tested in order to determine the reliability of each item. After the questionnaire was revised and finalized, permission to conduct the study was secured from the campus administrator and the instrument was distributed to students. The researcher gathered the accomplished instruments as soon as the respondents finish answering them.

The data obtained from the investigation were tallied, computer processed, analyzed and interpreted. Rank was also utilized in order to determine the most to least known core values when respondents were classified to various categories.

Respondents

Table 1

Profile of the Respondents as to Course, Sex and Year Level

Categories	f	%
Entire group	1076	100
Course		
<i>Bachelor in Secondary Education</i>	88	8.18
<i>Bachelor in Elementary Education</i>	209	19.42
<i>Bachelor of Science in Hotel and Restaurant Services</i>	225	20.91
Technology		
<i>Bachelor of Science in Information Technology</i>	219	20.35
<i>Bachelor of Science in Industrial Technology</i>	233	21.65
<i>Bachelor in Caregiving Management</i>	102	9.47
Sex		
<i>Male</i>	411	38.20
<i>Female</i>	665	61.80
Year Level		
<i>First Year</i>	421	39.13
<i>Second Year</i>	366	34.01
<i>Third Year</i>	178	16.54
<i>Fourth Year</i>	111	10.32

Research Instrument

The data-gathering instrument used in the study was a questionnaire –checklist on the knowledge of WVSU-Core Values.

The instrument consists of two parts. Part One, requires of personal data such as name, course, sex and year level. Part Two is the instrument proper contains fifteen (15) questions on the core value of Service (S) found on items 1-15 , fifteen (15) questions on the core value of Harmony (H) found on items 16-30 and fifteen (15) questions on the core value of Excellence (E) found on items 31-45. The respondents were asked to check the columns on Yes and NO.

“YES” means that the respondents were knowledgeable of the concepts on the WVSU core values on Service (S), Harmony (H) and Excellence (E).

“NO” means that the respondents were not knowledgeable of the concepts on the WVSU core values on Service (S), Harmony (H) and Excellence (E).

A 2-point Likert scale was used to determine the level of knowledge of students on the WVSU Core Values of Service (S), Harmony (H) and Excellence (E).

<i>Scale</i>	<i>Description</i>
1.81-2.00	Extremely Knowledgeable
1.61-1.80	Very Knowledgeable
1.41-1.60	Fairly Knowledgeable
1.21-1.40	Less Knowledgeable
1.00-1.20	Not Knowledgeable

Findings

Table 2

Means and Standard Deviation Scores on the Level of Knowledge of Respondents on WVSU Core Values when taken as a whole and classified as to Course, Sex and Year Level

Categories	M	SD	Description
Entire group	1.923	.90	Extremely Knowledgeable
Course			
<i>Bachelor in Secondary Education</i>	1.943	.08	Extremely Knowledgeable
<i>Bachelor in Elementary Education</i>	1.942	.08	Extremely Knowledgeable
<i>Bachelor of Science in Hotel and Restaurant Services Technology</i>	1.918	.09	Extremely Knowledgeable
<i>Bachelor of Science in Information Technology</i>	1.913	.08	Extremely Knowledgeable
<i>Bachelor of Science in Industrial Technology</i>	1.923	.10	Extremely Knowledgeable
<i>Bachelor in Caregiving Management</i>	1.929	.08	Extremely Knowledgeable
Sex			
<i>Male</i>	1.923	.95	Extremely Knowledgeable
<i>Female</i>	1.928	.87	Extremely Knowledgeable
Year Level			
<i>First Year</i>	1.929	.88	Extremely Knowledgeable
<i>Second Year</i>	1.923	.91	Extremely Knowledgeable
<i>Third Year</i>	1.944	.66	Extremely Knowledgeable
<i>Fourth Year</i>	1.899	.12	Extremely Knowledgeable

Table 3

Means and Standard Deviation Scores on the Level of Knowledge of Respondents on the Core Value on Service when taken as a whole and classified as to Course, Sex and Year Level

Categories	M	SD	Rank	Description
Entire group	1.932	.10		Extremely Knowledgeable
Course				
<i>Bachelor in Secondary Education</i>	1.946	.87	1.5	Extremely Knowledgeable
<i>Bachelor in Elementary Education</i>	1.946	.88	1.5	Extremely Knowledgeable
<i>Bachelor of Science in Hotel and Restaurant Services Technology</i>	1.937	.96	3	Extremely Knowledgeable
<i>Bachelor of Science in Information Technology</i>	1.925	.10	5	Extremely Knowledgeable
<i>Bachelor of Science in Industrial Technology</i>	1.930	.11	4	Extremely Knowledgeable
<i>Bachelor in Caregiving Management</i>	1.901	.11	6	Extremely Knowledgeable
Sex				
<i>Male</i>	1.934	.98	1	Extremely Knowledgeable
<i>Female</i>	1.931	.10	2	Extremely Knowledgeable
Year Level				
<i>First Year</i>	1.936	.97	2	Extremely Knowledgeable
<i>Second Year</i>	1.929	.98	3	Extremely Knowledgeable
<i>Third Year</i>	1.949	.80	1	Extremely Knowledgeable
<i>Fourth Year</i>	1.902	.14	4	Extremely Knowledgeable

Table 4

Means and Standard Deviation Scores on the Level of Knowledge of Respondents on the Core Value on Harmony when taken as a whole and classified as to Course, Sex and Year Level

Categories	M	SD	Rank	Description
Entire group	1.945	.10		Extremely Knowledgeable
Course				
<i>Bachelor in Secondary Education</i>	1.944	.10	4	Extremely Knowledgeable
<i>Bachelor in Elementary Education</i>	1.960	.09	1	Extremely Knowledgeable
<i>Bachelor of Science in Hotel and Restaurant Services Technology</i>	1.948	.11	2	Extremely Knowledgeable
<i>Bachelor of Science in Information Technology</i>	1.938	.10	5	Extremely Knowledgeable
<i>Bachelor of Science in Industrial Technology</i>	1.937	.11	6	Extremely Knowledgeable
<i>Bachelor in Caregiving Management</i>	1.946	.08	3	Extremely Knowledgeable
Sex				
<i>Male</i>	1.938	.11	2	Extremely Knowledgeable
<i>Female</i>	1.949	.09	1	Extremely Knowledgeable
Year Level				
<i>First Year</i>	1.950	.09	2	Extremely Knowledgeable
<i>Second Year</i>	1.943	.10	3	Extremely Knowledgeable
<i>Third Year</i>	1.961	.08	1	Extremely Knowledgeable
<i>Fourth Year</i>	1.908	.14	4	Extremely Knowledgeable

Table 5

Means and Standard Deviation Scores on the Level of Knowledge of Respondents on the Core Value on Excellence when taken as a whole and classified as to Course, Sex and Year Level

Categories	M	SD	Rank	Description
Entire group	1.901	.12		Extremely Knowledgeable
Course				
<i>Bachelor in Secondary Education</i>	1.911	.11	2	Extremely Knowledgeable
<i>Bachelor in Elementary Education</i>	1.920	.11	1	Extremely Knowledgeable
<i>Bachelor of Science in Hotel and Restaurant Services Technology</i>	1.901	.13	5	Extremely Knowledgeable
<i>Bachelor of Science in Information Technology</i>	1.876	.13	6	Extremely Knowledgeable
<i>Bachelor of Science in Industrial Technology</i>	1.902	.13	4	Extremely Knowledgeable
<i>Bachelor in Caregiving Management</i>	1.909	.11	3	Extremely Knowledgeable
Sex				
<i>Male</i>	1.897	.13	2	Extremely Knowledgeable
<i>Female</i>	1.904	.12	1	Extremely Knowledgeable
Year Level				
<i>First Year</i>	1.900	.12	2	Extremely Knowledgeable
<i>Second Year</i>	1.897	.13	3	Extremely Knowledgeable
<i>Third Year</i>	1.924	.10	1	Extremely Knowledgeable
<i>Fourth Year</i>	1.887	.14	4	Extremely Knowledgeable

Discussion

The result revealed that the respondents were extremely knowledgeable when taken as an entire group and classified as to course, sex and year level. It showed that the WVSU core values of Service, Harmony and Excellence were ingrained in the hearts and minds of the students at WVSU-Janiway Campus.

Turban (2002) mentioned that core values are what support the vision, shape the culture and reflect what the school values. They are the essence of the school's identity – the principles, beliefs or philosophy of values. Many schools focus mostly on the technical competencies but often forget what are the underlying competencies that make their schools run smoothly — core values. Establishing strong core values provides both internal and external advantages to the school.

Regardless of course, sex and year level the result revealed that students were extremely knowledgeable of WVSU core values. Indeed, the result was testimonies, that WVSU core values were the essential and enduring tenets of the existence of the university.

Demetriou (2008) supports the result as he mentioned that core values are timeless and independent of shifts in educational or societal values as well as current challenges and opportunities. Core Values are not developed as much as identified; they exist and need only to be discovered and collectively defined. The campus community identified these values through a participative and inclusive process.

As to Service as a core value, the results showed that respondents were extremely knowledgeable when they were classified as to course, sex and year level, but when carefully examined as to their mean responses the Bachelor of Elementary Education and Bachelor of Secondary Education had the highest mean score while the Bachelor of Caregiving Management got the lowest mean score.

This result showed that Teacher Education programs firmly believed that the teacher constitutes the most important resource in the nation's teaching-learning force. As such, they should be imbued with the ideals, aspirations, and traditions of a genuine Filipino exhibited through Service.

This can be inferred with the ideals that students need to be reminded that every single one of them, regardless of their academic pursuits, it is in the school to develop the value of giving service to others. Everything is woven together in the institution, and students deserve to be educated towards good service (Wallace, 2010).

Further, all future health professionals should be educated to deliver service-centered care for their patients as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement, approaches, and informatics.

As to sex males had the highest mean score as compared to females and as to year level the third year students had the highest mean scores while the fourth year students got the lowest.

It is expected that students regardless of sex and year level must possess the value of service as one important part of Filipino values and should be equipped with the

necessary pedagogical skills and abilities alongside an adequate and updated knowledge in their field in line with the university's goal of providing relevant education (Castro, et. al, 2008).

Sometimes the differences are rooted in the perceptions others have of men and women leaders and managers. Dobbins and Platz (2006) concur with Powell (1990) in describing that there similarities in the competencies found in male and female managers but found that the organizational member perception was that men are more effective than women. Another finding is that women even with similar competencies may be held to a different and higher standard of competence as compared to men (Eagly & Carli, 2003; Carli & Eagly, 2001). The differing expectations toward women may manifest in a form of prejudice (Eagly & Karau, 2002). This higher standard expectation and/or prejudice may result in the perception that some women are not as capable as men who do not face the higher standard for performance.

As to the core value of Harmony, the result showed that when classified as to course the BEED got the highest mean score while the Bachelor of Industrial Technology got the lowest. As to mean scores of respondents as classified into sex, females got the highest and on the year level third year students got the highest while the fourth year got the lowest. This result showed that Harmony as core values were extremely known by students regardless of course, sex and year level, however, when mean scores were examined it implied that BSIT students who were compose of 90 % male students got the lowest mean scores, which exactly the same when classified as to sex.

This can further be connected with the fact that Harmony is a central concept, especially among males. It is a social ideal that governs not only family and interpersonal relations but also those of the rulers and the ruled. In the Confucian classic, the pursuit of social harmony does not mean absence of conflicts and disagreements and there is even room for loyal opposition (Delury, 2008). Later interpretations, however, tend to put emphasis on order and stability, which might inevitably minimize and ignore social disparities and conflicts (Cheung, 1989).

Sandberg (2013) in her book "Lean In" has helped reopen the dialogue about potential differences between men and women leaders. While not a researched-based work, Lean In gives a contemporary argument that there are differences between men and women leadership competencies. This not to imply that Sandberg is saying one gender or the other has better competencies but that different competencies are employed in the workplace. Others believe the way women leaders apply their competencies may represent advantage compared to male leadership approaches (Eagly & Carli, 2003).

As to the core value of excellence, the results proved that regardless of course, sex and year level the students at WVSU Janiuay were extremely knowledgeable of the WVSU core value of excellence. However , looking at the mean scores the BEED students got the highest while BSInfoTech students got the lowest. As to sex females got the highest mean scores while on year level the result still revealed that third year got the highest and the fourth year got the lowest.

It can be noted that WVSUnian Janiuay students endeavor to combine academic excellence with providing benefit to society which was grounded in integrity, collegiality, quality and openness. Freedom in education and research will be safeguarded by a collegial system of decision-making and clear leadership in all parts of the organization.

Excellence is also a competency which is important for leaders as they guide performance, can be measured and can be learned (Intagliata, Ulrich & Smallwood, 2000). Northouse (2014) describes excellence as one part of the “Skills Model” of leadership and includes problem-solving skills, social judgement skills and knowledge.

A common view in the literature is that excellence in leadership and management competencies can be generally applied across industry and function (Boyatzis 1982, 2011; Spencer & Spencer, 1994). This view suggests that the excellent leadership and managerial competencies are not distinctive to the industry or function (Dainty, Cheng & Moore, 2004).

Conclusion

A value laden learning environments were essential to enable the University to produce world-leading graduates and professionals and provide first-class education. WVSU was an inspiring institution in which every student was able to develop personally, professionally and academically, where a diversity of experience and individual initiatives were nurtured. Cultural heritage, academic traditions and an active student life were important parts of our educational environment.

The core values of the university were extremely known by the student in WVSU Janiuary, thus, Service, Harmony and Excellence became not only a by-word but a practice in creating its educational programs and learning milieu as a whole. These core values were reflected in every aspect of the college students' educational experiences. Students have incorporated the core values at all levels, and those who have completed a degree program at WVSU will not only have been introduced to each value, but will have had them reinforced and refined at every opportunity.

Regardless of our level of comfort when referring to students as customers, the bottom line is that there were principles from the higher education institutions that can adopt to empower students to be successful value-laden citizens. Instead of getting caught up in the semantics of what to call students, the focus should deliberately shift to helping students make the most of their learning experiences in the campuses. By infusing principles of desirable values, institutions of higher education can help retain and graduate their students.

It is hereby recommended that programs to intensify the students' knowledge and understanding on the core value of service, harmony and excellence must deliberately made in the entire WVSU system, specifically to the fourth year and graduating students, so that, when they leave the portals of the school the core values would still be alive.

A study on the knowledge of teachers, staff and community to which West Visayas State University is connected must be undertaken and make some comparisons with the present study.

The teaching and learning processes in the classroom must have integrated the understanding and real applications of the WVSU core values.

WVSU students must be continually trained to sustain the right attitude towards their profession specifically geared on the core values of the university.

Further researches must be conducted in order to widen the perspectives along this line. If possible, variables not being studied must be taken into account to make this study more comprehensive and other dimensions of the WVSU core values must also be explained by future researchers.

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Research Instrument



West Visayas State University
 Janiuay Campus
 Janiuay, Iloilo

“S.H.E.: Values Among WVSU-Janiuay Students ”

Personal Information

Name: (Optional) _____
 Year Level: _____ Sex: ___Male ___ Female
 Course: _____

Questionnaire Proper

Instructions: Check the corresponding columns that correspond to your idea about the University’s Core Values of Service, Harmony and Excellence.

	YES	NO
<i>I believe that the West Visayas State University-Janiuay</i>		
1. Widens my horizons to engage in nation-building processes in the future		
2. Ensures that everyone in the institution extends various community and outreach programs that will benefit the poorest of the poor in the locality		
3. Allows us future professionals to go on community immersions to have the reality complement in our classroom learning and along the way develop fruitful relationship with communities		
4. Emphasizes social responsibility in fulfilling the University’s mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations.		
5. Propagates a culture of service that respects and promotes the dignity of every person.		
6. Ensures that the staff, faculty and students have an intuitive sense of honesty, responsibility, accountability and respect for all members of the community.		
7. Commits to providing excellent service through quality response through various departments and the university listens, prioritizes, follows through, and communicates to meet the needs and concerns of all members of the University community.		
8. Serves as a catalyst for positive change among SUC’s.		
9. Fosters an environment for civic engagement by challenging the us to participate in community development and service through promotion of awareness of local, domestic and global concerns		
10. Commits to provide an environment that promotes and		

develops leadership through leadership opportunities and roles, members of the community to gain skills that will aid us in our success.		
11. Contributes to the advancement of society through research, creative activity, scholarly inquiry and the development of new knowledge.		
<i>I believe that the West Visayas State University-January</i>	YES	NO
12. Preserves and promotes the arts that benefits the state's economy, serves the citizens through public programs and provides other public service.		
13. Is seriously committed to equity that values the faculty contributions to diversity as truly part of the core academic mission, made through teaching, research, and service which is included in the criteria used to evaluate and reward faculty achievement		
14. Serves our internal stakeholders and public, private and business communities by delivering consistently high-quality programs, teaching, service, outreach and scholarship.		
15. Makes excellence as the standard for teaching, scholarship, creative expression and service to the University community;		
16. Has a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making;		
17. Promotes adherence to moral dimension of every significant human choice or decision		
18. Accepts the diversity of perspectives, experiences and traditions as essential components of a quality education in our global context;		
19. Is an institution of higher education, she is committed to effectively communicate the standards and procedures to all employees by providing education and training to develop compliance awareness and commitment.		
20. Seeks to foster open-mindedness, understanding, compassion and inclusiveness among individuals and groups.		
21. Affirms responsibility for creating and fostering a respectful, cooperative, equitable and civil campus environment for the diverse campus communities.		
22. Do not tolerate acts of discrimination, harassment, profiling or other conduct causing harm to individuals on the basis of expression of race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship or national origin among, other personal characteristics.		
23. Is committed to ensure freedom of expression and dialogue, in a respectful and civil manner, on the spectrum of views held by our varied and diverse campus communities.		

24. Strives to build a community of learning and fairness marked by mutual respect.		
25. Creates a welcoming, inclusive and collaborative community accentuated by a spirit of freedom and charity, and marked by protection of the rights and dignity of the individual.		
26. Values students, faculty and staff from different backgrounds and faith traditions and is committed to creating an atmosphere of trust, safety and respect in a community characterized by a rich diversity of people and ideas.		
27. Provides students with skills to successfully live in a community with others with a focus on enhancing interpersonal communication skills		
<i>I believe that the West Visayas State University-January</i>	YES	NO
28. Ensures that social justice, respect and equity issues are resolved as they relate to processes and challenges associated with employment, religion, age, ability, gender, sexuality, race, ethnicity, the work environment, class and any other bases of inequality and inequity among employees and students		
29. Takes major steps towards becoming one of Southeast Asia's top universities		
30. Widens my horizons to engage in nation-building processes in the future		
31. Pursues academic excellence in its teaching, learning and research to serve the local, national and international communities through institutional autonomy and integrity which are necessary to uphold the highest standards of intellectual inquiry and academic freedom.		
32. Advances intellectual development; promotes democratic and global citizenship; cultivates an appreciation for beauty, goodness, and truth; and provides opportunities for the physical, spiritual, emotional, social, and cultural development of students.		
33. Provides professional education grounded in intellectual foundations of liberal learning while preparing students to understand complex issues and express informed opinions with courage and conviction.		
34. Develops the power of skill, reasoning and judgment; preparing one's self and others intellectually for a mature life through providing practical experiences beyond the classroom.		
35. Do not rests on accomplishments, but rather build on them in personal and professional journey to best that she can by setting new standards in the university		
36. Produces globally competitive and life-long learners		
37. Has always a member in the Ten Outstanding Students,		

Metrobank Outstanding Teachers, Rizal Youth Leadership, Bayer Young Environmental Envoy and other prestigious national and international competitions		
38. Constantly cementing the university's reputation as an educational institution of high repute are individual students and colleges that top the board examinations for teachers, agriculturists, doctors and nurses.		
39. Has professors who have been awarded in researches and dissertations		
40. Is an efficient component in the wheel that runs a nation		
41. Delivers what she promises and add value beyond what is expected		
42. Develops creative solutions and putting them into action		
43. Is continually developing and deepening knowledge on life-skills towards appreciation of real life in the future		
44. Makes learning as a humanizing, social activity rather than a competitive exercise		
45. Has a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making;		