

Values Orientation and Performance of Higher Education Institutions in Ilocos Sur, Philippines

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ABSTRACT

The Values Education Program identifies human dignity as the “supreme” and all-embracing value. As a spiritual being, man must cultivate a sense of spirituality in consonance with nature and respond to God in faith. As an intellectual being, man must constantly search for truth. As a moral being, man must cultivate sense of social responsibility in pursuit of the welfare of the family and the good of larger community to achieve economic efficiency. This study aimed to determine the values orientation and performance of the students of the Two-Year Technical Course specialized in Electrical Technology in the University of Northern Philippines and the Ilocos Sur Polytechnic State College, Philippines. The study made use of descriptive-normative method of research. The values orientations of the students were determined through questionnaires, while their performance was based on their skill performance test in building wiring installation. As a whole, UNP and ISPSC students had “satisfactory” level in values orientation. The respondents possess a “Very High” skill performance. Their performance was significantly influenced by their values orientation. The Office of Student Affairs (OSA) of UNP and ISPSC should conduct more lecture series in Values Education and should encourage greater students participation in religious activities to put up with higher level of values orientation.

Keywords — Values Education, Religious participation and Performance
UNP and ISPSC Philippines

INTRODUCTION

Values are unique verbal concepts that relate to the worth given to specific kinds of objects, acts, and conditions by individuals and groups. As social concepts, values are involved in the educative process because they are basic to the society of which the child and the school are part of. It is of utmost importance for the schools to devote attention to the development of these values and to redirect education to values. Values education program should be designed to translate values from the abstract into the practical. The importance of this is underscored by the fact that values when discussed at the family table in the classroom, tend to be abstract. Values orientation such as leadership, cooperativeness, initiative, dependability, sociability, emotional control, reaction to criticism, application, honesty and spiritual enrichment are ineffective unless they are internalized and translated into action. It is in this premise that the values of the high ranking government officials and employees, teachers and parents are so important in a sense that they play a crucial role in influencing the values of students.

Values orientations are complex, but definitely patterned (rank-ordered) principles, resulting from the transactional interplay of three analytically distinguishable elements of the evaluative process—the cognitive, the affective, and the directive elements—which give order and direction to the ever-flowing stream of human acts and thoughts as they relate to the solution of ‘common human’ problems (Kluckhohn & Strodtbeck, 1961).

The success of students in their future careers will depend to a great extent on their training and the effectivity of what they learned in school. In this regard, students should be properly oriented on the value of work to develop good working habits and attitudes such as accuracy, speed, cleanliness, creativity, neatness and orderliness. The personality of an individual may be assessed in terms of the values he hold. A person’s values may determine to a large extent what he does and how well he performs. The presence of strong and incompatible values or conflict between his values and those of others may affect his personal adjustment. To be an effective instrument of national development, higher education must not only prepare and equip the young with the needed skills and knowledge. Instructors of academic, technical and technological courses should infuse value in what they teach to prepare student entry into their chosen career and occupation.

The dwindling and/or decline of values among people motivated the researchers to conduct a study on the values orientation and performance of first-year students in the Two-Year Technical specialized in Electrical Technology of the University of Northern Philippines, Vigan City, and the Ilocos Sur Polytechnic State College, Santiago, Ilocos Sur Campus. The researchers would like to determine the values orientation of the students in relation to their skills performance in Building Wiring Installation. The study aims to provide the instructors and professors pertinent information regarding what values the students have acquired or developed.

FRAMEWORK

A system of values is so important in the formation of character and personality that Betancourt *et al.* (2010) calls, “the heart and center of all moral motives and the frame of reference for the interpretation of character.” In other words, values are the foundation for judging what attitudes and behavior are correct and desirable, and what are incorrect and undesirable. It is, therefore, of crucial importance to have an appropriate framework as well as strategy for providing the context and operational guidelines in implementing a values education program.

The Multiple Intelligence Theory of Gardner (1999) shows that academic performance implies the pluralistic view of the individual’s mind, recognizing many different facets of cognition and acknowledging that every individual has different cognitive strengths and contrasting cognitive styles. To be an effective instrument of national development, higher education must not only prepare and equip the young with the needed skills and knowledge, but infuse values in what they teach.

The level of values orientation and performance of the First Year Electrical Technology students in the Two-Year Technical Course in the University of Northern Philippines and the Ilocos Sur Polytechnic State College is basically anchored on the knowledge, skills and attitudes they developed throughout their college education.

As shown in the model, the study looked into the relationship between students’ personal factors, namely, age, residence, parents’ occupation, family income, type of high school graduated from, and values orientation measured in terms of leadership, cooperatives, initiative, dependability, sociability, emotional control, reaction to criticisms, application, general attitude, honesty, and spiritual enrichment. Furthermore, the model also shows possible relationship between personal factors and values orientation with performance of students in basic skills in building wiring installation.

METHODOLOGY

To identify the values orientation of the first-year students, the descriptive-normative method was used. Three sets of questionnaires served as the data-gathering instruments; the students' personal factors, their values orientation and the skills test. The personal data questionnaire for students is a fill in the blank eliciting information about the following non-intellective factors: age, residence type of high school graduated from, parent's occupation and family income (includes family members). Values orientation questionnaires were adopted from Timbreza (1997). The content validity of the questionnaire was established upon the consultation of experts.

The test instrument underwent re-pilot testing before the performance skills test and the assessment guide was adopted from the building wiring electrician used by the Technical Education Skills Development Authority (TESDA) with some modifications and presented to the instructors of Electrical Technology of the Higher Institutions of Ilocos Sur, Philippines. The performance of the respondents was evaluated by the six instructors came from Higher Institutions of Ilocos Sur, Philippine.

The norms followed in the interpretation are the following:

A. Students' Values Orientation

Range of Scores	Descriptive Rating
1.00 - 1.75	Poor
1.76- 2.50	Fair
2.51- 3.25	Satisfactory
3.26- 4.00	Excellent

B. Skill Performance in Electrical technology

Range of Scores	Descriptive Rating
90 - 100	Excellent
80 - 89	Very High
70 - 79	High
60 - 69	Low
Below 60	Very Low

The population comprises all 50 freshmen enrolled in the Two-Year Technical Course specialized in Electrical Technology; 27 students coming from the University of Northern Philippines, Vigan City, and 23 coming from the Ilocos Sur Polytechnic State College Santiago, Ilocos Sur, Philippines

Values orientation is correlated with the students' skills performance and personal factors. Simple correlation analysis through the Statistical Package for Social Sciences (SPSS) was used. The t-test of significant difference between means for independent samples was utilized to determine whether the performance in building wiring significantly differ between the respondents from UNP and ISPSC. The level of significance was set at 0.05 probability level (one tail).

RESULTS AND DISCUSSION

Profile of Respondents in Terms of Personal Factors On Age

Majority of the student-respondents belong to range of age 16-20 distributed into 24 (88.8%) from the University of Northern Philippines (UNP) and 21 (91.3%) from the Ilocos Sur Polytechnic State College (ISPSC). Only five (10%) of the respondents belong to age 21-25.

On Residence

Majority of the 50 respondents are residing in rural areas

On type of High School Graduated From

Out of the 50 respondents, 40 students (19 from UNP and 21 from ISPSC) graduated from public high schools and 10 students from private or religious schools. This covers 80% of the total respondents.

On Parents' Occupation

Majority of the respondents are skilled-workers. They work as farmers, fishermen, carpenters, drivers, and maintenance workers.

On family Income

Family income of the majority of respondents falls between Php. 10,001- Php 15,000 (\$200-300).

Level of values Orientation of the First Year Students of the Two-Year Technical

On Leadership

The First Year in Two-Year Technical Course specialized in Electrical Technology, in ISPSC, have a “Satisfactory” level of values orientation in terms of Leadership. These findings can be explained by their ability to lead others. They possess great self-confidence and could readily accomplish tasks entrusted to them by their superiors. In UNP, the respondents’ values orientation is found to be “Fair”.

Table 1. Level of Values Orientation of The First Year Students in Two-year Technical Course

VALUES ORIENTATION	U.N.P.		I.S.P.S.C.		AS A WHOLE	
	X	DR	X	DR	X	DR
Leadership	2.35	F	3.22	S	2.75	S
Cooperativeness	2.51	S	2.82	S	2.65	S
Initiative	2.64	S	2.86	S	2.74	S
Dependability	2.65	S	3.04	S	2.83	S
Sociability	2.26	F	2.61	S	2.42	F
Emotional Control	2.54	S	2.80	S	2.66	S
Reaction to Criticism	2.49	S	3.20	S	2.82	S
Application	2.84	S	3.23	S	3.02	S
Honesty	2.83	S	3.23	S	3.01	S
Spiritual Enrichment	2.83	S	2.86	S	2.52	F
OVERALL	2.53	S	2.99	S	2.74	S

Legend: S- Satisfactory F- Fair

On Cooperativeness

Along cooperativeness, respondents were found to have “Satisfactory” level of values orientation. This satisfactory level implies suitable working relationship with one another. They tend to show a sense of fulfilment in each other’s presence in performing tasks.

On Initiative

All the respondents had a “satisfactory” level of values orientation. The result suggests that the students have the attitude of showing their ability and skill in handling tasks without being told to do so. Respondents show alertness and resourcefulness in accomplishing a task.

On Dependability

Respondents manifested “Satisfactory” level of values orientation in terms of dependability. The students displayed working habits that can be relied upon even without someone supervising them. Respondents exhibited their reliability in accomplishing their assigned tasks with slight or no assistance at all.

On Sociability

The level of values orientation of some respondents in terms of sociability is “fair”. This suggests that the students tend to show an ordinary way of dealing with their friends. They do not involve themselves too much on social gatherings. On one hand, respondents from ISPSC, demonstrated a “Satisfactory” level in dealing and relating with other people. ISPSC respondents are more sociable and showed a satisfactory way in dealing with other people. This further denotes that the respondents from ISPSC are more sociable than the respondents from UNP. Research indicates that the consequences of conflict in teacher-student relationships can be long term. Children who experienced teacher-student relationships with conflict in the First- Grade demonstrated lower achievement in mathematics over the following two years (Cadima, Doumen, Verschueren & Buyse, 2015). Teacher relationship quality is especially important for children with behavior difficulties or learning problems. When these children have close relationships with their teachers, they show significant advantages compared to similar classmates without such relationships. Students who had positive teacher relationships demonstrated positive adaptation to school, regardless of their gender or grade level, across the elementary age range (Birch & Ladd, 1998).

On Emotional Control

The respondents also showed “satisfactory” level of values orientation along Emotional Control. Results of the findings reveal a great degree of self-control and temperament among the students. The students have the tendency to display a healthy outlook in life and tend to be usually well-balanced. Given these findings, it is important for all students to have equal access to establishing

positive relationships with their teachers. It would seem that it is not the case for all students.

On Reaction to Criticisms

In the aspect of reproaches or criticisms, the students indicated “satisfactory” level of values orientation. It is a clear indication that the students possess a wholesome attitude in accepting criticism or remarks for their improvement and personality enhancement. It is also an implication that they respond to criticisms cheerfully and they are eager to learn from any suggestions and pleasant ideas from their fellow students.

On Application

The students also possess the ability to put into practice the theories they have learned by performing extra work aside from usual classroom duties as manifested by their “Satisfactory” level of values orientation. Students love to discover and manifest their learned skills and techniques and performing such activities in workmanship is a mastery of such skills for excellent performance.

On Honesty

Honesty is a virtue everybody must possess and this was manifested by the “Satisfactory” level of values orientation of the respondents. This implies that they are truly honest in doing their work or classroom activities. They are trustworthy in performing any tasks assigned to them by their instructors. This also denotes the virtue of aspiring for veracity in any field of endeavor towards the realization of accepting and trusting others to maintain a smooth relationship with others.

Herzberg (2009) elucidated the value of commitment when he said that human being needs to love his work, never have to say he is sorry about something he produces because he has done his best. Work, therefore, requires the opportunity to express the human need to love. Motivation to achieve more than the ordinary requires long-term commitment for human beings cannot be expected to make long-term commitments to uninteresting jobs. This implies that the faculty of the college of technology demonstrates their commitment to their students in the teaching and learning process delivery.

On Spiritual Enrichment

Respondents manifested “fair” level of values orientation in terms of spiritual enrichment. This suggests that the students tend to have more faith in God as

creator of all men, as provider of everything in this world and attending mass/service every Sunday. By doing so, it is the desire for personal refinement, arts and appreciation of some related quality living.

Level of Performance in Building Wiring Installation of the First Year Students of the Two- Year Technical Course

The performance in Building Wiring Installation of the students was based on the results of the Skills Test administered by the researchers and evaluated by 6 experts. Representatives are three instructors from UNP and three from ISPSC.

Table 2. Level of Performance in Building Wiring Installation of the first Year Students Two -Year Technical Course

SKILL IN BUILDING WIRING INSTALLATION	UNP		ISPSC		AS A WHOLE	
	X	DR	X	DR	X	DR
Lighting Circuit Operation	98.70	E	98.89	E	98.80	E
Power Circuit Operation	94.02	E	94.44	E	94.25	E
Grounding Connection	92.17	E	82.96	VH	87.20	E
Installation of Circuit Breaker	88.55	VH	90.25	VH	88.17	H
Dimension/ Tolerance	86.98	VH	70.37	H	78.00	H
Horizontality/Verticality of Fixtures	89.86	VH	69.14	L	78.67	H
Fastening of Fixtures/ Accessories	92.69	E	83.90	VH	82.13	VH
Bends/ corners	84.78	VH	65.38	L	74.49	H
Entries	99.98	E	80.25	VH	89.12	VH
Splices and joints	82.61	VH	72.00	H	77.08	H
Overall	92.71	E	83.91	VH	82.12	VH

Legend E- Excellent VH-Very High H- High L- Low

Respondents exhibited a “Very High” performance on simple electrical house wiring, particularly, in 3-wire single phase, one bulb controlled by two three way switch and one C.O. (3 pin) two branch. The group of respondents from UNP exhibited an “Excellent” performance. It also revealed that the students performed in the sub-component are “Excellent” in Lighting Circuit Operation;

Power Circuit Operation; Grounding Connection; Installation of Circuit Breaker; Fastening of Fixtures/ Accessories' and on Entries. They had a 'Very High' performance on dimensions/tolerance; bends and corners and on splices and joints.

The students in ISPSC, also had a "Very High" performance. The students showed "Excellent" performance in Lighting Circuit Operation and Power Circuit Operation. They had a 'Very High' performance on Grounding Connection, Installation of Circuit Breaker, Fastening of Fixtures/ Accessories, and Entries. Mean scores of 70.37 and 72.00 which fall under "High" performance were obtained by the students on Dimensions/Tolerance, and Splices and Joints. Their performance on Horizontality/Verticality of Fixtures, and on Installation of Bends and Corners, however, is relatively "Low".

The findings of the study are in consonance with the study of Tabbuac and Paz (2015) that a person is satisfied with work when that work brings about compensation, both the material and non-material fulfilment of his basic needs. Performance could be one of the indices of the efficiency and effectiveness of an organization (Herzberg, 1975). Their work outputs or accomplished tasks validate the overall performance of their work. On the other hand, Umuroglu and Jahre (2014) enumerated the following behavioral observations of poor performance: quality of work; dependability; communication; internal/external relationship; judgment; organizational abilities; volume of work; job knowledge; motivation; reaction to stress; problem-solving; creativity; decisiveness; hygiene; and sexuality inappropriate behavior.

Significant Difference in the Performance in Building Wiring Installation between Respondents from UNP and ISPSC

The computed t-value for the respondents' overall skills performance (1.703) is higher than the critical value (1.678) at 0.05 probability level. Hence, the null hypothesis which states that there is no significant difference in the performance in Simple Electrical House Wiring Installation between the students in UNP and the students in ISPSC is rejected. This suggested that the Two-Year Technical students in UNP are significantly more skillful in Electrical House Wiring Installation than the students in ISPSC.

Table 3. Results of T-test of Significant Difference in the Performance in Simple Electrical House Wiring Installation between Respondents from UNP and ISPSC

House Wiring Installation	MEAN DIFF.	t- VALUE	DECISION
Lighting Circuit Operation	8.80	1.703*	Reject Ho
Power Circuit Operation	0.19	-0.224	Do not reject Ho
Grounding Connection	0.42	-0.381	Do not reject Ho
Installation of Circuit Breaker	9.21	1.712*	Reject Ho
Dimensions/ Tolerance	16.59	1.9158*	Reject Ho
Horizontality/Verticality of Fixtures	20.72	2.834*	Reject Ho
Fastening of Fixtures/ Accessories	8.79	1.703*	Reject Ho
Bends/ Corners	19.40	2.075*	Reject Ho
Entries	19.73	2.298*	Reject Ho
Splices and Joints	10.61	1.784*	Reject Ho
OVERALL SKILL	8.80	1.703*	Reject Ho

T(0.05)=1.678,DF=48,one tail Legend:* - significant at 0.05 probability level

On two subcomponent skill in Electrical House Wiring Installation which is lighting circuit operations and power circuit operations, the t-values (0.224 and 0.381) did not exceed the tabular value (1.6788). This shows that along the two sub-skills, UNP and ISPSC respondents do not differ significantly.

However, on grounding connections, installation of Circuit Breaker, dimensions/ tolerance, horizontality/verticality of fixtures, fastening of fixtures, bends/corners, entries and splices, their computed t-values exceed the tabular (1.678). This means that the students of UNP and ISPSC showed significant difference in their skill performance along the eight afore-cited skills. Desirable work attitudes are not innate, it can be learned and acquired (Umuroglu & Jahre, 2014).

Relationship between Personal Factors and Values Orientation

Students' values orientation along Reaction to Criticism is significantly correlated to parents' occupation ($r=.342$). This suggests that the level of orientation of the students along Reaction to Criticism is significantly influenced by their parents' occupation. Students whose parents are skilled workers, tends to have significantly higher level of wholesome attitude of accepting remarks or suggestions for improvement than those whose parents are non-skilled workers.

This could be an effect of the carryover of the parents’ openness to criticism/suggestion which belong to the upper echelon of society.

Table 4. Correlation between Students’ Personal Factors and Values Orientation

VALUES	Age	Residence	Type of H.S.	Parent’s Occupation	Family Income
	R	R	R	R	R
Leadership	0.006	0.192	0.019	0.179	0.133
Cooperativeness	0.109	0.211	-0.018	0.028	-0.107
Initiative	0.068	0.055	-0.156	0.099	-0.285*
Dependability	-0.086	0.058	-0.136	0.086	-0.343*
Sociability	0.060	0.111	-0.196	0.172	-0.046
Emotional Control	-0.079	0.027	-0.151	0.086	-0.032
Reaction to criticism	-0.116	0.245	-0.135	0.342*	-0.153
Application	-0.034	0.038	-0.122	-0.009	-0.035
Honesty	-0.148	0.129	-0.058	0.358*	-0.069
Spiritual Enrichment	0.033	0.078	0.108	0.109	-0.199
OVERALL	-0.027	0.188	-0.113	0.196	-0.218

R required at 0.05=0.276 Legend: *-significant at 0.05 probability level

Students’ values orientation along Honesty is also significantly related to parents’ occupation. The correlation coefficient of 0.358 is higher than the required correlation coefficient at 0.05 levels of significance. This finding suggests that students whose parents are skilled workers tend to have significant higher level of aspiration for truth in any field of endeavor towards realization of accepting and giving trusts to others than students whose parents are in the office or non-skilled workers. For parents’ occupation and values orientation along Reaction to Criticism and Honesty, the null hypothesis is rejected.

Family income is significantly and inversely related to values orientation in terms of Initiative ($r = -0.2854$). Students’ attitude of showing the ability and skill to handle tasks without being pressed is significantly influenced by students’ family income. This suggests that students with low family income tend to have more initiative to work than students with higher family income. In addition, family income is also significant and inversely related to values orientation in terms of Dependability ($r = -0.343$). This means that the attitude of showing trustworthiness, reliance and conscientiousness in any work or endeavor is

significantly related to family income. This finding further implies that students with lower family income tend to be more conscientious and display greater reliability when needed more than those with higher family income.

CONCLUSIONS

The student-respondents in Higher Education Institutions in Ilocos Sur, Philippines have an overall “Satisfactory” level of values orientation. This satisfactory level implies suitable working relationship with one another. They tend to show a sense of fulfilment in each other’s presence in performing tasks. The results tend to show that students have the attitude of showing their ability and skill in handling tasks without being told to do so. Respondents show alertness and resourcefulness in accomplishing a task. Students displayed working habits that can be relied upon even without someone supervising them. Respondents exhibited their reliability in accomplishing their assigned tasks with slight or no assistance at all. Given these findings, it is important for all students to have equal access to establishing positive relationships with their teachers.

It is a clear indication that the students possess a wholesome attitude in accepting criticism or remarks for their improvement and personality development. It is also an implication that they respond to criticisms cheerfully and they are eager to learn from any suggestions and pleasant ideas from their fellow students. Students love to discover and manifest their learned skills and techniques and performing such activities in workmanship is a mastery of such skills for excellent performance. They are trustworthy in performing any tasks assigned to them by their instructors. This also denotes the virtue of aspiring for veracity in any field of endeavor towards the realization of accepting and trusting others to maintain a smooth relationship with others. However, the values orientation along Sociability and Spiritual engagement have an overall “fair” level. This could be due that the students tend to show an ordinary way of dealing with their friends. They do not involve themselves too much on social gatherings and spiritual engagement.

Values re-orientation through institutional lecture series should always be emphasized to the students to sustain upper level of values orientation. The institutions should conduct socialization program to foster closer relationship with students. More “hands on” or practicum must be prioritized in the shop so that the students will be exposed to more practical applications.

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