

Personal Values and Work Competencies of Faculty in a State University: A Proposed Values Development Program

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ABSTRACT

Personal values and work competencies are essential in one's individual success and satisfaction in the performance in the workplace. This study utilized quantitative research employing correlational design participated by 121 faculty members who were promoted for the Academic Year 2022. Purposive sampling was used to choose the respondents in the study. The study findings indicate that there is a strong correlation between personal values, skills, and professional effectiveness among faculty members. Specifically, there is a high manifestation of personal values factors related to openness to change, self-enhancement, self-transcendence, and conservation alongside a high manifestation of work competencies around knowledge, skills, and attitude. Furthermore, there is a strong correlation between work competencies and personal values, suggesting that faculty members differ in their performance and productivity as well as in their knowledge, skills, and attitudes regarding job competencies and personal values. Creating a values development program that is adapted to the particular requirements and setting of the state university shows a strong dedication to addressing the crucial relationship between work competencies and personal values.

Keywords: attitude, knowledge, personal values, skills, values development program

INTRODUCTION

For an individual to succeed and be satisfied with their performance in the workplace, personal values, and work competence are crucial. The study of personal values has been undertaken by philosophers, theologians, sociologists, psychologists, and economists, among others. The universal attempt from these various disciplines has been to study the effect of personal values on the behavior of humanity. Various scholars of business administration, government sectors, health, and academic organizations have recently studied personal values. Since values influence behavior, according to the theory on the subject, the area of government organization can be understood better through empirical investigations of personal values. The study focuses on the personal values of teachers, specifically the newly promoted for the year 2022 in Laguna State Polytechnic University Sta. Cruz, Laguna. Organizing people into the best roles based on their personal beliefs, expertise, abilities, and attitudes is a prudent organizational management strategy. If an organization finds that a worker exhibits a high level of openness, that worker should look for work involving novel and varied tasks instead of monotonous repetition. As a result, the firm will undoubtedly gain from assigning people to roles with the best chance of success. Thus, Caena and Redecker (2019) emphasized that competence should be prioritized in delivering quality services in education. Instructors must adapt their competency profiles to the demands of the twenty-first century. To empower students in the twenty-first century, teaching methods and the competencies that educators must acquire must both evolve.

The study of Frennika et al., (2019) asserts that with an employee's self-confidence in an organization,

cultural competency has a more significant influence than personal values. Throughout the years, there has been an increase in emphasis on personality's role in work-related values and behaviors. Understanding and considering a person's values helps us forecast their behavior more accurately. Personal values remain valuable predictors of behavior, but caution should be included to remind us that numerous circumstances influence behavior and that every scenario is different. Employers and people utilize this characteristic to determine which candidates are the most suitable for current and prospective roles. Moreover, Pohling et al., (2015) recommend that to choose workers with high ethical competence, corporate decision-makers should consider the importance of empathy, individual values, and the five-factor model in their human resource management. By recognizing and considering an individual's values, we can more clearly predict how that person will behave. Though a word of caution should be added to remind us that many factors influence behavior and that every situation is unique, personal values remain helpful predictors. Organizations and individuals use this attribute to identify the best fit for employees and potential future employees.

However, Gorenak and Ferjan (2015) state that organizations are becoming more conscious of the significance of searching for workers whose personal values align with those of the company, in addition to the issue of job fit. This is especially evident in philanthropic organizations that aim to further a specific humanitarian cause. However, every organization has unique principles, and many establishments actively support such values. Thus, Makri-Botsari and Stampoltzis (2019) assert that the individual values of the organization's founder or founding members are reflected in its organizational ideals. Organizational values are shaped throughout time by all its members and by organizationally shaping events. However, competencies influence how managers operate their businesses and how organizations function; the entire organization does not share them. Furthermore, Ualiyeva and Murzalinova (2016) assert that developing a value-related sense domain and building professional competency and the self-education and self-growth abilities they acquire within the specific work organization conditions. Additionally, it was recognized that the individually significant value of individual work serves as an internal control of future professional pedagogical activity and actualizes innovative drive. This implies that organizations understand that greater variety may be possible if certain environmental aspects are flexible. This could accommodate a worker's values of independence, family time, or freedom of speech. Workers are more likely to be content and productive when their values are upheld.

This study seeks to understand the dynamics of personal values of selected employees, specifically, recently promoted academics at LSPU-SCC, came from all of these and other related concerns. The study is anticipated to produce a proposed values development program to support and reinforce faculty members' values, which are the cornerstone of their optimistic outlook and superior job production. This research investigated any potential relationships between the professional competency and personal values of the recently promoted faculty members. It also explained how the components of the study related to the manifestation of the freshly promoted faculty members.

Theoretical Framework

Figure 1 shows the theoretical framework of the study. The Schwartz Value Theory (2017), which demonstrates that competence and values have a significant role in an organization's employees' excellent and outstanding performance, is the foundation for this study. This shows that the dichotomy between values that emphasize order, self-restriction, preservation of the past, and resistance to change and values that emphasize independence of thought, action, and feelings is captured by contrasting openness to change and conservation values. The values of "self-transcendence" and "self-enhancement" are contrasted in the second dimension. Hedonism "shares elements of both openness to change and self-enhancement," which encapsulates the conflict between values that emphasize concern for the welfare and interests of others (universalism, benevolence) and values that emphasize pursuing one's interests and relative success and dominance over others.

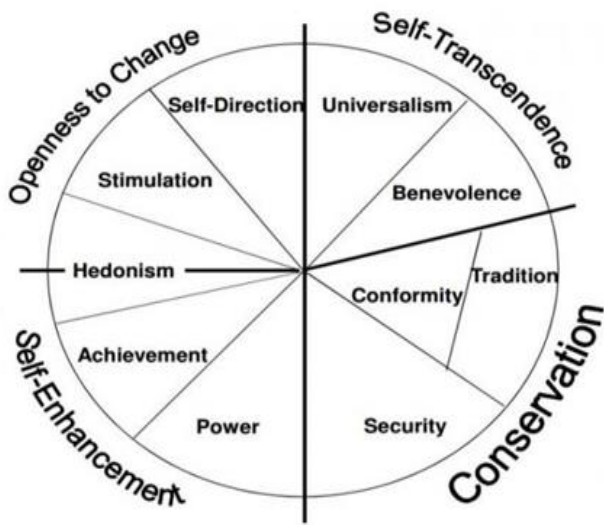
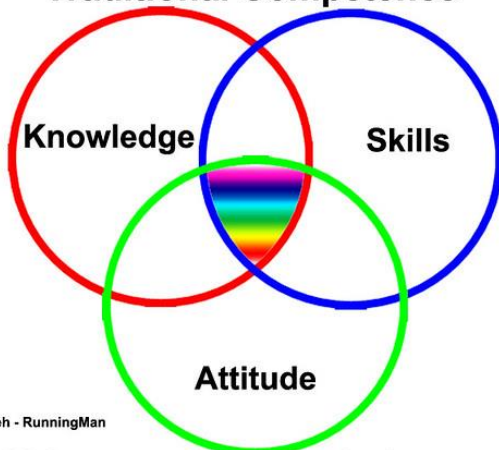


Figure 1. Schwartz Value Theory (2017)

Competencies are a combination of theoretically derived skills, understandings, and attitudes that are tangible and quantifiable. It plays an essential part in numerous aspects of the workforce, including finding the right employees to encourage professional growth and retaining knowledgeable and motivated staff inside an organization. As emphasized by Teh (2016) Competency models are frameworks that outline the knowledge and skills that employees must possess in order to perform their jobs to the best of their abilities. Businesses may match employee performance with the overarching corporate goal when they have a competency model in place. Similarly, Miracchi (2014) it is essential to give faculty members opportunities to practice and use their leadership skills through a simulation. This is why a frontal presentation is insufficient. The learners should think about the values and attitudes that support leadership and a particular job role and can do this across domains and explore them in guided discussion sessions. When selecting, hiring, promoting, and onboarding new employees, all three are crucial and complement one another nicely. Numerous activities and methods can enhance knowledge, abilities, and attitudes. Thus, competencies are a combination of theoretically derived skills, understandings, and attitudes that are tangible and quantifiable. It plays an essential part in numerous aspects of the workforce, including finding the right employees to encourage professional growth and retaining knowledgeable and motivated staff inside an organization.

Traditional Competence



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Able to perform workplace task

Figure 2. Professional Action Competency Theory

Conceptual Framework

Figure 3 below shows if there is a relationship between Personal Values and Work Competencies of LSPU-SCC faculty, mainly the newly promoted for the year 2022. The line from personal values to promotion competencies denotes the magnitude and direction relationships among the variables above in the study. This study conceptual plan will accomplish its goals by determining the demographics of the faculty members who received recent promotions and by assessing the degree to which LSPU-SCC faculty members exhibit personal values like adaptability, self-improvement, transcendence, and conservation to find the average level of LSPU-SCC faculty in terms of Knowledge, Skills, and Attitude, ascertain whether there is a substantial correlation between Personal Values and Work Competencies among LSPU-SCC faculty members and to create a suitable Values Development Program for the faculty of LSPU-SCC.

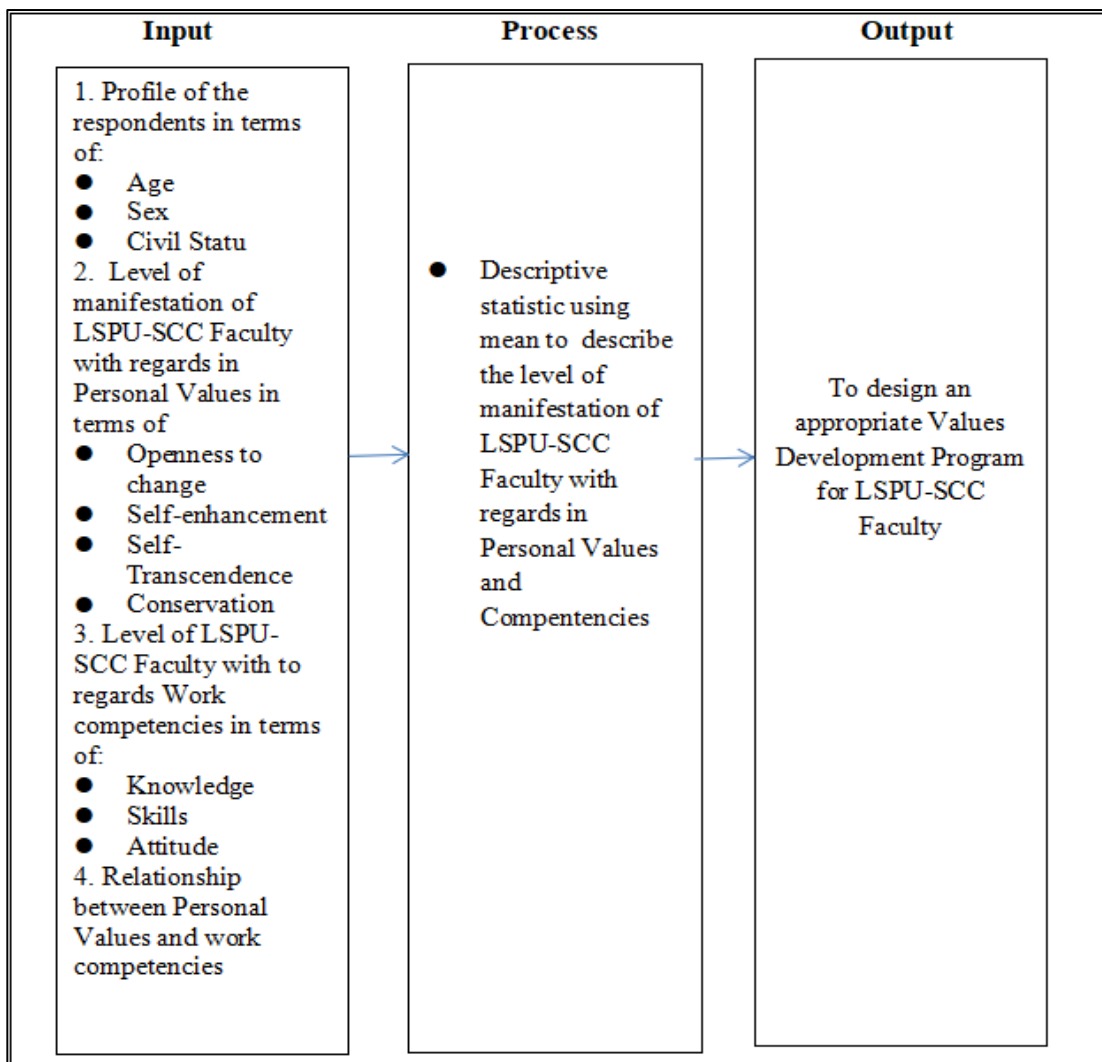


Figure 3. Conceptual Framework

Objectives of the study

This study aims to achieve the following:

1. To determine the profile data of the respondents in terms of age, sex, and civil status;
2. To assess the extent of manifestation of state university faculty about: Personal Values in terms of openness to change, Self-enhancement, Self-transcendence, and Conservation;

3. To analyze the mean level of state university faculty about: Work Competencies in terms of Knowledge, Skills, and Attitude;
4. To identify the significant relationship existing between Personal Values and Work Competencies among the faculty of the state university;
5. To design and develop a Values Development Program for state university faculty.

METHODOLOGY

The study used a quantitative research design utilizing a correlational approach. The study used purposive sampling, which included 121 faculty members who were newly promoted for the Academic Year 2022 at Laguna State Polytechnic University Sta. Cruz Laguna. In the study of Campbell et al. (2020), purposive sampling is used because it allows the sample to align with the stated objectives and goals of the study, strengthening the thoroughness of the research and the validity of its findings. As stated by Fischer et al. (2015), the methodology researchers utilize to gather and examine numerical data to address research questions or test hypotheses is known as quantitative research design. A survey questionnaire was used to gather data, whereas a Likert Scale was used to analyze the collected data. According to the study by Taherdoost (2016), questionnaires are one of the most popular methods for gathering data where pertinent data is gathered as validly and reliably as possible. The researchers follow the step-by-step procedure in conducting the study at the State University. The statistical treatment used in the study were frequency, percentage and Pearson-R Correlation. Moreover, the study seeks to ascertain the relationship between the variables described above and what truly exists, such as the personal values and job abilities of faculty members at the LSPU under investigation.

RESULTS AND DISCUSSIONS

This section will discuss the findings of the study. Based on the findings of the study, the following are the profile data of the respondents in terms of age, sex and civil status.

Table 1. Profile data of the respondents

AGE			
		<i>f</i>	%
21	–	25	1 0.8%
26	–	30	2 1.7%
31	–	35	50 41.3%
36	–	40	34 28.1%
41	–	45	20 16.5%
46	–	50	10 8.3%
51	–	55	2 1.7%
56	–	60	1 0.8%
61	–	65	1 0.8%
Total		121	100.0%
SEX			
		<i>f</i>	%
Male		34	28.1%
Female		87	71.9%
Total		121	100.0%

CIVIL STATUS		
	<i>f</i>	%
Single	67	55.4%
Married	43	35.5%
Separated	8	6.6%
Widow/(er)	3	2.5%
Total	121	100.0%

Table 1 elicits information about the profile data of the respondents. According to the data, 41.3% of the respondents are between the ages of 31 and 35. Followed by ages 36-40 with 28.1%, ages 41-45 with 16.5%, ages 46-50 with 8.3%. When it comes to the respondents' sex, 71.9% of them are female and 28.1% are male. Regarding their marital status, the bulk of responders—67, or 55.4%—are single, followed by married faculty members (35.5%), separated faculty members (8.6%), and widowed faculty members (2.5%).

Extent of Manifestation of Personal Values in Terms of Openness to Change

Based on the results about the extent of personal values in terms of openness to change, the change experience of LSPU faculty in the workplace will not affect their health, family, and leisure, with a mean score of 4.36 verbally interpreted as “very high.” This implied that the faculty’s voluminous workloads and some changes in their work environment would not affect their personal life. As the study of Purc and Laguna (2019) asserts that inventive ideas originate from the brilliant thoughts of individuals, it is critical to comprehend the part that people and their unique personal traits play in innovative endeavors. Employees’ creative behavior is favorably correlated with their values of self-improvement, whereas their values of self-transcendence and conservation are adversely correlated. Moreover, Verrchione et al., (2019) state that the significance of self-improvement and openness to changing values has grown. Values and self-direction increased the most and adopted a lifelong learning mindset. Try to seek professional growth opportunities, whether from seminars, formal training, or random circumstances. This willingness to learn new things encourages flexibility and adaptability in adjusting to changes in the workplace.

However, their adaptation to change quickly obtained a mean score of 3.94, verbally interpreted as “high.” This indicates that faculty members of LSPU are slowly adapting to the changes encountered at the workplace. The study of Sverdlik and Oreg (2014) explained what occurs to people’s identification with a collective in the context of a shift using a person-situation approach. Similarly, Barni et al., (2019) notions that personal values, especially adaptability, significantly impact how individuals approach different parts of their lives, including their employment. The objectives and actions of instructors are motivated by their values. Fortus (2014) emphasized that values can promote a person’s subjective well-being and sense of self-efficacy. A significant factor impacting significant academic outcomes is teachers’ self-efficacy, or confidence in their capacity to successfully manage the responsibilities, obstacles, and duties associated with their professional activity.

There will be more avenues for success and job satisfaction when a person values being open to change because everyone contributes to the excellence of the organization’s results. By appreciating each member’s contribution, there will be widespread acceptance and awareness of each member’s performance.

Extent of Manifestation of Personal Values in Terms of Self-Enhancement

The ability to become flexible and adaptable are willing to test out novel ideas and approaches. As instructors cultivate and embrace self-enhancement, change is unavoidable and that flexibility makes it simpler to adapt to novel circumstances or obstacles that might appear at work. With the study Hlastec et al.,

(2023) Policymakers can create a more sustainable system by comprehending the connections between people's personal and tax culture values. Personal development takes place outside of comfort zones and cultivates an outlook on change that sees it as an opportunity for personal growth rather than a threat. The extent of manifestation of personal values in terms of self-enhancement results showed that the willingness of faculty to participate in professional development training obtained a mean score of 4.74 verbally interpreted as "very high". This meant that the faculty actively participate in training and workshops which is aligned with their field of expertise, knowing that these interventions will nurture their skills and knowledge as well as their attitude. As to the study of Aelenei et al., (2022) The emphasis that a person places on achieving personal success and status in society by developing appropriate competence and taking the lead in a social system is known as self-enhancement values where individuals accept failures as teaching opportunities, be flexible in the face of change, and develop coping mechanisms to navigate over transitional difficulties. Moreover, Rollero and De Piccoli (2017) Self-objectification is the process by which people regard themselves as things to be observed and assessed solely on the basis of how they seem. Therefore, self-enhancement happens in a person who is willing to change. Self-enhancement should be the top priority when it comes to personal values because change starts with the individual.

Appreciate adaptability in the face of change and accept failures as teaching moments and create strategies for coping to get over transition problems. With the readiness of the faculty to leave their comfort zone to gain more confidence in their career got a mean score of 4.18, verbally interpreted as "high". This indicates that some faculty are hesitant to leave their usual post and routine since they are familiar and used to their daily activities. This was strengthened in the study of Heidrich et al., (2017) notion on the adaptability encompasses various aspects that can be broadly divided into two groups: modifications and adjustments. Similarly, Levin (2015) stated that in order to continuously enhance teaching methods for the benefit of students, successful instructors frequently strike a balance between admitting their strengths and shortcomings, being receptive to criticism and professional development, and upholding a realistic self-evaluation.

Embracing change and being flexible should be demonstrated in the educational sector. Instructors need to stay current on the latest developments in providing high-quality education services, as each phase of teaching and learning undergoes changes.

Extent of Manifestation of Personal Values in Terms of Self-Transcendence

The results on the extent of manifestation of personal values in terms of self-transcendence obtained an overall mean of 4.34, which was verbally interpreted as high. Asking for help from co-employees when the needs arise is observed among faculty members; the score obtained for this item is 4.74, interpreted as "very high." This implied that faculty members do not hesitate to ask for help in tasks or activities that are too overwhelming for them. As to the study of Kitson et al., (2020), the concept of self-transcendence, which has garnered a growing interest in research over the past decade, has been described as a reduction in self-saliency (ego dissatisfaction) and an increase in connection. Moreover, Wong (2016) states that The ability to transcend oneself can be a democratic and encompassing tool for promoting resilience and overall well-being. Thus, Worth and Smith (2021) state that self-transcendence is essential for developing a feeling of meaning, solidarity, and a broader outlook on life that can result in better relationships, individual fulfillment, and a more peaceful and compassionate culture.

Regarding the findings by Fiske (2019), it is necessary to first validate self-transcendence in other groups before developing treatments to foster personal growth in groups that might not have chosen to participate in efforts. However, having time for reflection on what has been done for a day got a mean score of 4.03, verbally interpreted as "high." This meant that faculty sometimes neglected reflection and meditation time, maybe due to tiredness from work or unintentionally forgetting due to voluminous tasks. The study of Hwang et al., (2019) stated that compassionate behaviors partially mediated the association between self-

transcendence and well-being. Self-transcendence frequently entails a more in-depth consideration of moral and ethical precepts that motivate individuals to do actions that benefit not just themselves but also other people and their environment.

The value of self-transcendence enables the person to give meaning to every activity and educational goal while also being more receptive to changes in the teaching and learning culture. This suggests that the capacity to rise beyond oneself and develop into a well-adjusted person will allow the person to fulfill their responsibilities. Self-transcendence is the process by which an individual gains the skills, knowledge, and perspective required for tasks related to their line of employment.

Extent of Manifestation of Personal Values in Terms of Conservation

Teachers at LSPU felt that they should follow the rules even when no one else is around, as evidenced by their mean score of 4.89, which is considered “very high,” based on the results on the manifestation of personal values in conservation. This suggested that instructors at LSPU appreciate and value the need to abide by the policies and procedures that govern an organization. With the study of Primmer et al., (2017), in making decisions at various governance levels, individual decision-makers must occasionally compromise their moral principles to make a case for the long-term advantages of conservation efforts, which can reduce conflict and tension. Additionally, they must show the value of conducting empirical research to determine whether social and individual values coincide. Moreover, IHEMEZIE et al. (2021) stated that degradation and human attitudes and behaviors are connected. Considering the attitudes and behaviors of impacted individuals and communities is necessary for practical conservation efforts.

The study of Engel et al., (2020) reiterates that in order to motivate people to adopt ethical conduct, relational principles like concern and care should be the foundation of any attempt. Interpersonal essential and value-based orientations were also linked to understanding human impacts. They were attaining a mean score of 4.22, considered “high,” while acting appropriately at all times and refraining from actions that others deem improper. This meant that, within and outside of the university’s immediate surroundings, faculty members should present a respectable image and conduct appropriately during and after work. This was strengthened by Hiller and MacMillan (2021), who emphasized the necessity of developing a deeper comprehension of the social-psychological point of view in order to lay the groundwork for processes that produce solutions and evidence-based decision-making. Moreover, Hiwarkar and Taywade (2019) state that it is crucial to employ a variety of teaching strategies in order to effectively impart ideas, information, and facts to pupils. Retooling and upskilling oneself is essential, as is fortifying one’s adherence to one’s values to strive for greater devotion and commitment in order to provide future generations with high-quality educational services.

The goal of evolving the teaching process toward satisfaction and workplace ethical values is maintaining and adapting to the constantly changing educational landscape. Values conservation will make more efforts to grow and foster their values possible. The instructors value the culture being trained and changing better to serve the mission, vision, and goals when they approach conservation with the appropriate mindset.

Extent of Manifestation of Work Competency in Terms of Knowledge

Being flexible and receptive to incorporating novel concepts or perspectives into one’s existing body of knowledge is an essential aspect of work competence in knowledge. With the study of Martini et al., (2020), Work commitment had a solid beneficial effect on performance, and competencies encompassing expertise, skills, and mindsets have demonstrated a significant positive effect on employee dedication and accomplishments. Work-related responsibilities can be essential in the association between employee competence and job performance. The degree to which faculty members demonstrate their work competency in terms of knowledge by analyzing data to comprehend the problems, make inferences, and

find solutions had a mean score of 4.68, considered “very high.” This suggested that faculty members consider all options and weigh their options before taking action. Thus, Ridzwan et al., (2017) comprehension of how the program is implemented and can be used to create an action plan that supports knowledge competency involves a deep and thorough comprehension of the fundamental concepts, theories, and practices in one’s area. This was supported by Giacchino and Worku (2019), who said that learning would be the accumulation of knowledge, skills, and competencies. In an educational system, the grade earned in each topic better reflects knowledge, abilities, and competencies. Therefore, the cumulative grade point aggregate can equally convey students’ general learning.

Nonetheless, employing mathematical methods to compute data or resolve real-world issues had a mean score of 4.02, considered “high.” This indicated that the faculty solved problems more diplomatically and with fewer mathematical methods. It was stated by Neuenschwander et al. (2017) that knowledge proficiency facilitates efficient problem-solving and allows them to apply the concepts and information they understand to look into issues, discover the sources of difficulties, and develop innovative approaches. Moreover, Asame and Wakrim (2017) employ competency-based approaches based on information and communication technology, which has been the primary strategy used by organizations across all industries to achieve their objectives and raise the caliber of their workforce and results. As technology integrates in creating quality performance and productivity in the organization, it enables individuals to work efficiently and effectively.

Work proficiency in knowledge acknowledges the significance of lifelong learning and keeping abreast of the latest and most recent innovations, developments, and changes. It involves demonstrating an effort to commit to continuous professional development to broaden and enhance one’s knowledge base.

Extent of Manifestation of Work Competency in Terms of Skills

Learning depends on the individual’s desire to grow and adjust to the new mode of education. Every aspect of life will improve more when people take the initiative to advance their talents and deliver high-quality services in line with institutional objectives. Based on the results on the extent of manifestation of work competency in terms of skills on setting exceptionally high standards got a mean score of 4.72, verbally interpreted as “very high.” This implied that for a faculty to unleash their potential and skills and achieve more, the university set high standards to level up God-given skills. As to the study of Benson et al. (2014), proficiency in the skill entails the capacity to work amicably with others, contribute actively to shared objectives, appreciate different points of view, and maximize group strengths for beneficial outcomes. Thus, Carter and Yeo (2017) competency levels and skills are one way to gauge how well the faculties perform. Since teaching is the noblest profession of all, this is true about their line of work. In order to inspire young minds to be innovators, teachers, and lecturers face hurdles in their technical instruction. Furthermore, Salleh and Sulaiman (2015) suggested identifying the assessment and evaluation framework to measure worker competency in performing technical skill-related duties.

While completing tasks thoroughly and beyond expectations,] obtained a mean score of 4.35, interpreted as “very high.” This meant there was still room for improvement in performing faculty tasks beyond expectations. This was strengthened by Dharmanegara et al., (2016). The results show that job competency and the workplace environment significantly affect higher levels of job satisfaction, with competence having the most impact. High-performance organizations understand that their ability to succeed is a direct result of the quality of their workforce. This implies that room for improvement may happen at any time and in any situation in the organization. This was strengthened by Riyanti and Sandroto (2016), who recommend that to increase the number of competencies, the learning process should place more emphasis on direct practice. The capabilities of human resources and production are examples of complex skill competencies that have significant implications.

Moreover, Chouhan and Srivastava (2014) state that competent members are an organization's most important resource, and organizations rely on the workforce's expertise and its continuous assessment and growth to compete globally; this implies that the desire to grow and adjust to the new way that instructions are delivered determines learning. Every aspect of life will improve more when someone takes the initiative to advance their talents and achieve institutional goals by providing high-quality services.

Possessing the necessary abilities will aid in achieving organizational goals since they will enable the development of personal values and a positive workplace attitude toward job performance and satisfaction. Therefore, the organization's members should possess creativity, ingenuity, and talent in all areas that the organization needs to sustain.

Extent of Manifestation of Work Competency in Terms of Attitude

Work competency, measured in terms of attitudes, is crucial for success in the workplace because it enables people to carry out their responsibilities effectively, make valuable contributions to the company, and adjust to changing behaviors. Maintaining and constantly improving these abilities is essential for professional and personal development. With the study of Sulaiman et al., (2013) every organization has its own goals and objectives, which is quite significant. A vision is an illustration of the intended future of the organization and what we eventually aim to accomplish as a consequence of our work. One of the critical components in realizing an organization's desired vision is depending on workers for the organization, who are a precious intangible asset in its workforce. According to the findings, the degree to which job competency is demonstrated in terms of attitude toward upholding a set of fundamental values reflected in choices and behaviors, respect, and maintaining confidentiality had a mean score of 4.15, considered "high." This suggested that the LSPU faculty upholds confidentiality as crucial and reveres professional and personal core values. Moreover, Litchfield et al. (2016) one thing an organization needs to consider is employee performance, as poor employee performance can hinder development and growth. Thus, it highlights that improving employee performance mainly depends on work attitude, employee competency, and the work environment. Additionally, Zayapragassarazan and Kumar (2016) state that training and preparing teachers is an urgent necessity. This means that a number of factors are involved, including the experts' perspective on technology, their workplace, their educational background, and their level of understanding of the concept.

On the other hand, being truthful and sincere in all interactions received a mean score of 3.74, which is considered "high." This implied that maintaining integrity in both words and acts is still a discipline and ongoing learning process for faculty members. This was supported by Chi et al., (2017) competencies linked to promoting inclusivity, appreciating cultural diversity, and working productively with individuals from various backgrounds are all necessary in diverse work contexts. Higher levels of scientific abilities can be correlated with positive attitudes. Developing interventions to support personal growth in groups that would not have chosen to participate in efforts requires first validating self-transcendence in other groups, according to a study by Seufert et al., (2021). This suggests that fulfilling one's responsibilities will come from having the capacity to rise above oneself and transform into a well-adjusted person. A person gains the skills, knowledge, and perspective required for tasks related to their line of employment through self-transcendence.

This allows individuals to learn and develop at their own pace without being constrained by their knowledge and skill set. One can contribute to achieving corporate goals by adopting the proper attitude or conduct in acceptance and awareness of one's work performance. Each individual becomes more productive to contribute positively through job skills and attitudes.

Table 2. Correlations between Work Values and Work Competence

Work value variables	Work competence variables		
	Knowledge	Skills	Attitude
Openness to change	.47**	.42**	0.23
	Moderate	Moderate	Low
	0.001	0.003	0.104
Self-enhancement	.45**	.32*	.55**
	Moderate	low	moderate
Self-transcendence	0.001	0.025	<.001
	.30*	.36*	.39**
	Low	Low	Low
	0.033	0.01	0.005
Conservation	.44**	.49**	.60**
	Moderate	Moderate	Moderate
	0.001	<.001	<.001
<i>Note.</i> Cell contains Pearson <i>r</i> correlation coefficient and verbal interpretation of its strength.			
* <i>p</i> <.05. ** <i>p</i> <.01. *** <i>p</i> < .001.			

Table 2 shows the relationship between the variables of work values and the variables of work competence.

The table shows that openness to change has a moderate positive significant relationship with knowledge at an R-value of 0.47 and a p-value of 0.001. It indicates that as an individual's openness to change increases, his knowledge also increases moderately. The significant results indicate that this result did not happen by chance and is generalizable. Similarly, openness to change is moderately positively correlated to skills, with an R-value of 0.42 and a p-value of 0.003. It implies that the skills will also increase as the openness to change increases. Since the result has a significant p-value, it is generalizable, indicating that the result applies not only to the respondents but also to other faculty. On the other hand, openness to change and attitude has a positively low relationship with an R-value of 0.23 and a p-value of 0.104. However, this result indicates that the relationship is insignificant, implying that the results may only have happened by chance or that the two variables may not be related. As to the study of Augustsson et al., (2017) openness to organizational change at the individual and group levels is a significant predictor of positive results. In order to maximize results, employees should also be receptive to the intervention's content and method of implementation. Furthermore, Asame and Wakrim (2017) use competency-based techniques which has been the main tactic employed by businesses in every sector to accomplish their goals and improve the standard of their personnel and output. People may operate more productively and efficiently when technology is integrated into an organization to create high-quality performance. This implies that acceptance and understanding of the organization's events each member will possess the necessary information and abilities to contribute to the aims and beauty of the work being done by the institution through their performance and productivity.

The table also shows that self-enhancement has a moderate positive significant relationship with knowledge, with an R-value of 0.45 and a p-value of 0.001. Similar to knowledge's relationship to openness to change, it will also moderately increase as self-enhancement increases. The significant result implies that the result did not happen by chance and is also applicable to other faculty members besides the respondents. The table

also shows a significant relationship between self-enhancement and skills with a p-value of 0.25, which means the results apply to a broader scope. The 0.32 R-value indicates a low positive relationship between the two variables, indicating that when self-enhancement increases, there will be a low skill increase. The significant result indicates that the result did not happen by chance and is generalizable. Self-enhancement has a positively moderate relationship with attitude, with an R-value of 0.55. Therefore, this relationship is significant with a p-value of <0.001 and applies to a broader scope. This was strengthened by Audia et al., (2015) notions that soliciting and interpreting positive feedback, positivity embracement refers to a collection of behavioral and cognitive approaches that encourage the self-enhancement motive. This implies that self-enhancement can offer learning and adaptability in building up new concepts that can benefit the institution. Enhancing oneself leads to a greater shift in an individual's approach and strategy for achieving beneficial results and performance inside the organization. Furthermore, Hiwarkar and Taywade (2019) to convey concepts, knowledge, and facts to students, a combination of different methods of instruction is often used and essential. Upskilling and retooling one's competence is crucial, as is strengthening one's devotion to their principles in order to pursue more dedication and commitment as a means of delivering high-quality educational services for coming generations.

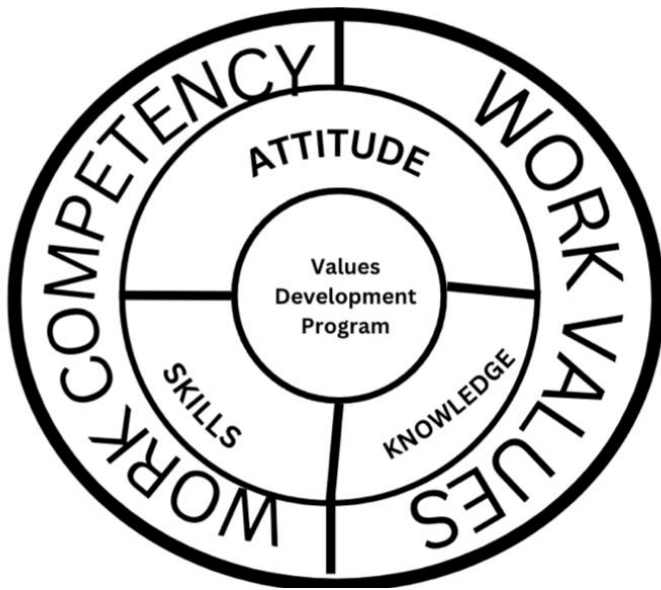
The table reveals that the variable self-transcendence has a low positive relationship with knowledge, skills, and attitude, with an R-value of 0.30, 0.36, and 0.39, respectively. This evidence concludes that as self-transcendence increases, a low increase in knowledge, skills, and attitude will also be observed. The p-value of 0.33 for knowledge, 0.10 for skills, and 0.005 for attitude indicate that the relationships are significant, increasing their generalizability to a broader scale and did not happen by chance. As to the study of Fiske (2019) Developing interventions to promote personal growth in groups that may have not made a choice about taking part in efforts requires first validating self-transcendence in other groups. This implies that the ability to transcend oneself and become a well-adjusted individual will enable the person to carry out their duties and obligations. Through self-transcendence, a person acquires the necessary abilities, know-how, and mindset for tasks linked to their work.

The table exhibits evidence of the moderate positive relationship of the variable conservation to the variables knowledge, skills, and attitude, with an R-value of 0.44, 0.49, and 0.60, respectively. It denotes that as the variable conservation increases, the other three variables will also increase moderately. The p-value of 0.001 for conservation and knowledge, <0.001 for conservation and skills, and <0.001 for conservation and attitude suggest that the moderate positive relationship was significant. Therefore, those did not happen by chance and are generalizable and applicable to a broader scope. With the study of Seufert et al., (2021) developing interventions to promote personal growth in groups that may have not made a choice about taking part in efforts requires first validating self-transcendence in other groups. This implies that the ability to transcend oneself and become a well-adjusted individual will enable the person to carry out their duties and obligations. Through self-transcendence, a person acquires the necessary abilities, know-how, and mindset for tasks linked to their work. Moreover, Zayapragassarazan and Kumar (2016) it is urgently necessary to teach and prepare the teaching staff. As a result, a variety of elements come into play, such as the experts in question's attitude toward technology, work environment, and level of education and comprehension of the notion.

Overall, the table reveals a variation of strength in the relationship between the variables of work value and the variables of work competence. Despite the variation, it is observable that only the relationship between openness to change and attitude has a nonsignificant relationship. All relationships are positively correlated, varying only on the strengths from low to moderate. The low positive relationship between openness to change and attitude is nonsignificant. In contrast, the low positive relationship between self-enhancement and skills, self-transcendence and knowledge, and self-trance and skills are significant. On the other hand, the moderate positive relationship between openness to change and knowledge, openness to change and skills, self-enhancement and knowledge, self-enhancement and attitude, conservation and knowledge,

conservation and skills, and conservation and attitude are all significant, implying generalizability.

Proposed Values Development Program (VDP)



These illustrate the relationship and connection between competence and values, which may be enough to help outstanding principles and organizations realize their institutional aims and objectives. This study intends to strengthen and broaden the passion and dedication of the Laguna State Polytechnic Univeristy-Sta. Cruz, Laguna. While designing and developing a Values Development program (VDP that provides high-quality educational services), Cruz Laguna professors should be made possible and allowed to grow their enthusiasm for providing such services. Additionally, by developing their knowledge, abilities, and attitudes, this values development program seeks to broaden their perspective on work values and competencies. The work variables presented in the study will determine the range of programs, trainings, and symposiums that their instructors will receive, with an emphasis on diversity, inclusivity, and equality. The values development program aims to increase instructors' dedication to their duties and responsibilities for the organization's overall well-being as well as the well-being of the VMGOs. Each instructor's knowledge, abilities, and attitudes will be addressed to deepen and expand their work values and competencies, resulting in a greater sense of ethics and values regarding their performance at work.

CONCLUSION

Based on the findings of this study the following conclusions were drawn: (1) There was high manifestation of personal values factors, in terms of openness to change, self-enhancement, self-transcendence and conservation alongside the high manifestation of work competencies in knowledge, skills and attitude, underscores the harmonious synergy between personal values, skills and professional effectiveness within the faculty. (2) There is a significant relationship existing between personal values factors and work competencies. (3) There is a difference in the strength of the association between the job competence and work value variables. It is evident that the only association that is non-significant is between attitude and openness to change, notwithstanding the diversity. Only the strengths, which range from low to moderate, differ in any way; they are all positively associated. There is no statistically significant correlation between attitude and receptivity to change. On the other hand, there is a large low positive association between knowledge and skills, self-transcendence and skills, and self-trance and skills. However, there appears to be some generalizability in the moderately positive relationships found between conservation and knowledge, conservation and skills, self-enhancement and knowledge, self-enhancement and attitude, and openness to change and knowledge. (4) Implementing a comprehensive intervention development program that will help

maintain high levels of personal values and work competencies among faculty members. (5) To develop and craft an appropriate Values Development Program (VDP) which are tailored to the unique context and needs of the Laguna State Polytechnic University that demonstrates a dynamic commitment to addressing the pivotal interplay between personal values and work competencies.

RECOMMENDATIONS

The results of the study have led to the recommendations which include reviewing the organizational values, starting initiatives that will support conservation and self-improvement as personal values, and developing new tactics for fostering knowledge, skills, and attitude through symposiums, trainings, and seminars. by planning and developing intervention activities that correspond to individual values and professional skills that will highlight the faculty members' potential within the company. Having the required skills, knowledge and attitudes will help the organization achieve its objectives since they will facilitate the growth of personal values and a good attitude toward job performance and satisfaction. Members of the organization should therefore be competent, inventive, and revolutionary in all areas that the organization requires to survive. To further develop their values and professional competences, faculty members should be encouraged to participate in the organization's professional intervention development programs and given the opportunity to take the lead on a particular activity or project. Furthermore, through a faculty development program, encourage faculty members to undertake post-graduate studies. The goal is to enhance their knowledge, values, and professional skills, all of which will be very helpful in their line of work. Additionally, research will be conducted to examine the study's variables using a qualitative perspective. Finally, faculty members will be encouraged to become more involved in departmental or organizational planning and decision-making processes.

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