

ZSCMST C.A.R.E. Core Values: A Critical Analysis on Understanding and Acceptance from within

Penelope G. Colisao¹

¹ Ph. D in Education, Zamboanga State College of Marine Sciences and Technology, Zamboanga City, Philippines,
drpgcolisao@gmail.com

Abstract

The study utilized the descriptive method of research to gather data on the level of the understanding and extent of importance of the Zamboanga State College of Marine Sciences and Technology (ZSCMST) core values relative to its Vision and Mission. This study was conducted at ZSCMST, most student-respondents were the researcher's students. Other selected respondents of this study came from within composed of about 553, 30 were employees (teaching and non-teaching). The popular Input-Output (IPO) Model was employed in this study, which is referred to a functional graph that defines the inputs, outputs, and processing outputs, and processing tasks needed to convert inputs into outputs.

The C.A.R.E. survey instrument is composed of three parts. Part 1 pertained to the demographic profile of the respondents. For the employees, categorized as teaching and non-teaching personnel necessitated their gender and the no. of years in the service. While for student-respondents, they were asked about their year level, gender and their college affiliations. Part II dealt with the level of understanding with equivalent rating scale. The C.A.R.E. is composed of 20-statements defining its descriptions and the manifestations of the guiding principles from within. The same statements were employed to get the data for Part III focused on the extent of importance, with equivalent rating scales to measure the respondents' perceptions. The research instrument has been referred to some friend doctoral experts from other universities and colleges whose names were withheld confidentially. They were given the Content Validation and Reliability Form to rate the instruments whether acceptable for adoption or not and computed using Cronbach alpha statistics. Corrections were incorporated. Ethical considerations were observed and highly honored.

This study sought to determine the level of understanding and extent of acceptance of the new ZSCMST C.A.R.E. core values as perceived by the stakeholders from within. Specifically, it clarified and answered the following questions raised: 1. What is the level of

understanding of the new ZSCMST C.A.R.E. core values as perceived by the respondents when they are grouped according to their demographic profile: 1.1 Employees (type, gender, no. of years in service) 1.2 Students (level, gender, college affiliation). 2. Is there a significant difference on the respondents' perceptions as regards their level of understanding of the new core values? 3. What is the extent of acceptance of the new ZSCMST C.A.R.E. core values according to respondents? 4. Is there a significant difference on the respondents' perceptions as regards the extent of acceptance of the new core values? 5. What are the implications of the perceived level of understanding and extent of acceptance of the ZSCMST C.A.R.E.? There were two (2) hypotheses posited: 1. There is no significant difference on the respondents' perceptions as regards their level of understanding of the new core values; and 2. There is no significant difference in the respondents' perceptions as regards their level of understanding of the new core values.

The following conclusions are : 1. The respondents disclosed they were very familiar of C.A.R.E based on their respective demographic profile; 2. There is no significant difference in the respondents' perceptions as regards their level of understanding of the new core values; 3. The respondents disclosed they proudly accepted them to a great extent and were indeed very influential; 4. There is no significant difference in the respondents' perceptions as regards the extent of acceptance of the new core values and lastly, 5. As a critical analysis, the implications of the perceived level of understanding and extent of acceptance of the ZSCMST C.A.R.E. were : 1. C.A.R.E. must be an offshoot of the Ethics of Care. 2. Stakeholders must be more engaged in meeting the desired goals. 3. Institutional culture and climate must be well-defined and prepared for setting minds and improving lives. 4. Corporate social responsibility must be practiced, maintained and sustained. 5. Policies and standards must be pervaded and nurtured with values, not as "human capital."

Index Terms— attitude, CARE core values, commitment, excellence, relationship

Introduction

Background of the Study

Core values, as guiding principles, can aid in the growth of moral judgment among students in classes, as well as the attitudes and actions of future adults. Because of this, it is supposed that school administrators and academicians at all levels, from collegiate to secondary, may need to assess character development in their own learning environment against these standards in order to determine the

essence of "quality education" they are currently offering and their institutional goals for future growth as part of their VMGO (Vision, Mission, Goals, and Objectives), the researcher contends. Therefore, it is the duty of the relevant colleges, schools, or trusts to decide what actually qualifies as a good provision and to be accountable for it. The core values of a school serve as guidelines for how everyone will cooperate to fulfill the school's vision and mission.

Furthermore, Collins (2019) emphasized, that core values serve as guidelines for behavior rather than lofty ideals or self-congratulatory declarations. School administrators, academics, and curriculum developers must evaluate their own institutions' activities and strive to improve them as effectively and efficiently as possible (NatCen Social Research and the National Children's Bureau: 2017).

As a result of UNICEF's work on children's and youth's rights, SUCs (Schools, Universities and Colleges) value dedication, aspiration, empathy, loyalty, respect, resiliency, and resilience. the core values that are discussed in schools the most. In fact, other schools' excellent method to educating children goes above and beyond the call of duty, especially with regard to the teachers, who serve as the front line of every academic endeavor.

In the Philippines, Dr. Jesus P. Estanislao, (Manila Bulletin :2018), contends, that permanence is an essential characteristic of "core values." Thus, those expressed by revolutionary forefathers still hold for us today and is well stipulated in the Preamble (1987 Philippine Constitution) But ways to express the same core values can change over time. There is no clear, definitive national policy as to what are our core values as a country and people. Our Constitution has scattered many good values in its articles, but it does not state or give us a list of our core values as a nation. He proposed 3 national core values in the 21st century: 1.Kapatiran: Magkakapatid bawat Pilipino; 2.Common Good: Kabutihan sa lahat, hindi lang sa sarili o iilan; and 3.Pagkakaisa: Pagsama-sama, uunlad at lalakas ang bansa." As social science teachers, it's a must that teachers instill values include in the NGE (National General Education) curriculum such as GE 1- Understanding Self; GE 8 - Ethics and some Filipino subjects relative to contemporary Philippine history, the researcher, disclosed.

Moreover, in the local setting, the Zamboanga State College of Marine Sciences and Technology (ZSCMST) has been thriving to be one of the leading tertiary schools in Zamboanga City and the region. Being an ISO certified college in its 2015 version and proudly accredited by CHED (Commission on Higher Education) and AACUP (Accrediting Agency of Chartered Colleges and Universities in the Philippines) quality assurance agencies, the entire ZSCMST working force, conscientiously adhere to its implementing guidelines and standards. AS a legacy, the humble college President shared his simple ideals, which are expressed in

C.A.R.E. (which stands for Commitment, Attitude, Relationship, and Excellence), and is recited proudly every Monday morning during the flag ceremony by the entire populace : : # I care, you care, we care! ZSCMST C.A.R.E!

Consequently, Commitment, like other SUCs or PHEI ideals, implies that all ZSCMST employees truly understand the institution's high academic and moral goals. The essence of educating students and thus serving them and other clients is dedicating time, personal skills, technical knowledge, and money, in turn spending lives and serving others.

Attitude, on the other hand, suggests that, ZSCMST's quality education, for example, thrives in an environment that fosters competitiveness, creative thinking, and innovation, among other things. It offers a learning environment that encourages collaboration on innovative projects in order to promote holistic personality development and the development of future leaders.

Relationship, can be a great source of strength instrengthening, nurturing and sustaining "humane" rapport.

As a result, when students lose faith in themselves, there should be someone cheering them on and believing in the ZSCMST administration, particularly the faculty members, as reinforced by the academic support team.

As a guiding principle, Excellence only justifies that employees (for example, teachers and academic support personnel) actively strive to be among the best in teaching and academic support. Consistent, high-quality services are required for customer satisfaction.

Considering this claim, as observed and experienced, the researcher would investigate how the new C.A.R.E. core values are perceived by internal stakeholders such as teachers, academic support staff, and non-teaching personnel as "partners" in achieving desired goals. As a final point, and as concerned teacher across colleges, this research is undeniably relevant for documentation, as to help other teachers in displaying proof of evidence that such imbued virtues are not only inculcated but embraced by students, as part of incorporating these ideals in quizzes or examinations in the introductory lessons discussed in the classroom.

Theoretical Framework

The study is first attached to Piaget's and Vygotsky's Theory of Constructivism as an influential works cited in the book of Driscoll. M.P. (2005). The next theory applied to this is the Theory of Idealism popularized by Plato as the Father of Idealism and is one of the social theories applied in education as guiding principles.

Figure 1a shows the theoretical framework as insinuated by the traditional psychologists being the powerful social theories employed in education:

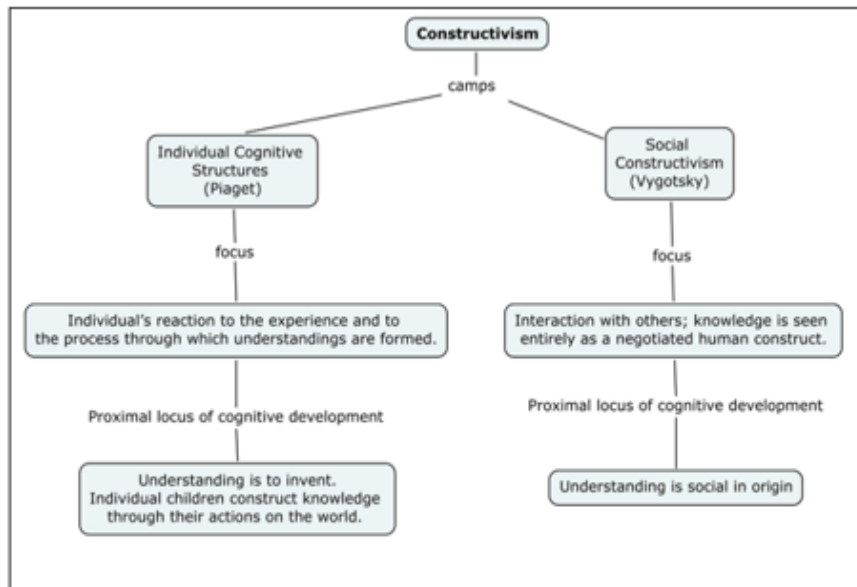


Figure1a. The Theoretical Framework of the Study anchored on the Theory of Cognitive Constructivism by Jean Piaget and Vygotsky, cited by Driscoll. M.P. (2005)

The Cognitive Constructivism Theory introduced by these popular psychologists and social theorists stressed, that people develop their own understanding and awareness of various things individually, by experiencing things and trying to reflect on those experiences. In general, Piaget's Cognitive Constructivism Learning Theory clarifies that when a student encounters a new concept, he needs to integrate it with his previous ideas and experiences. This way, he's already willing to change what he believed, or even dismiss the new idea as irrelevant.

Vygotsky, on the other hand, argues that culture is the key determinant of cognitive development, as a replacement for Piaget's constructivism. Realistically he honestly argues, that awareness is the internalization of social interaction in understanding and accepting something.

On the other hand, the second theory for this research is Plato's Theory of Idealism who argues, that Idealism is a diverse category of philosophical views in philosophy that all believe, that "truth," as an idea, is in some way indistinguishable or inseparable from human experience and/or comprehension. Idealism is the most thorough statement of Plato. Figure 1b shows Plato's contention which was discussed in simple manner :

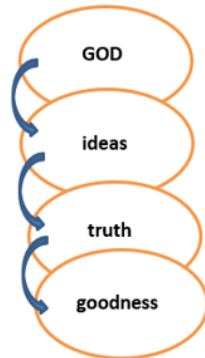


Figure1b. The Theoretical Framework of the Study based on Plato's Theory of Idealism

Plato as the Father of Idealism, disclosed: Idealism is a term with several related meanings. It comes via Latin *idea* from the Ancient Greek *idea* (ἰδέα) from *idein* (ἰδεῖν), meaning "to see". That it is psychologically present in some context, or that it's otherwise closely related to ideas.

Plato's theory of forms or doctrine of ideas hold that the true and essential nature of things is reduced only by ideas, in a manner that the physical form cannot. For Conventional idealist, views are typically divided into two categories in contemporary scholarship. For the Subjective idealism, its point of departure lies certainly that objects exist only to the degree that everyone perceives them. Objective idealism posits the presence of objective consciousness that exists independently of due to human consciousness before and in some way, thereby creating the existence of objects independently of human minds.

Conceptual Framework

The study is immersed on the combined theories discussed and conceptualized by the researcher in . Figure 2::

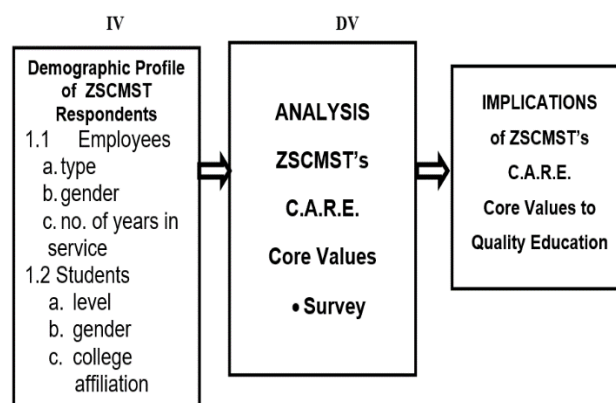


Figure 2. The Schematic Paradigm of the Study and the Interplay of Variables

The popular Input-Output (IPO) Model was employed in this study, which is referred to a functional graph that defines the inputs, outputs, and processing outputs, and processing tasks needed to convert inputs into outputs.

Sometimes, the model is configured to include any storage that could also occur in the process. Following the IPO model (input, process and output), the data in Figure 2 as input, demonstrated the demographic profile of the selected respondents from within the Zamboanga State College of Marine Sciences and Technology (ZSCMST). The employees need to be identified according to type, whether teaching staff or non-teaching personnel. The respective gender were taken, and the no. of years each has been in the service with allocated age brackets.

Next, the student-respondents dealt with each level as, first year, second year, third year or fourth year, grouped according to gender, too and the college each one belongs. The identified colleges were : CMFS, CMT, CELA, CME and SHS (main author was the principal)

The process within the center stage is an analysis of the level of understanding and extent of importance of the ZSCMST core values as reflected within its VMGO (Vision, Mission, Goals, and Objectives). The responses of 523 students and 30 employees, totaling to 553 has been collated, interpreted and analyzed.

The output provided the implications of the level of understanding and the extent of importance of these C.A.R.E core values to the ZSCMST.

Statement of the Problem

This study sought to determine the level of understanding and extent of acceptance of the new ZSCMST C.A.R.E. core values as perceived by the stakeholders from within. Specifically, it clarified and answered the following questions raised:

1. What is the level of understanding of the new ZSCMST C.A.R.E. core values as perceived by the respondents when they are grouped according to their demographic profile:

1.1 Employees

- a. type
- b. gender
- c. no. of years in service?

1.2 Students

- a. level
- b. gender
- c. college affiliation?

2. Is there a significant difference on the respondents' perceptions as regards their level of understanding of the new core values?
3. What is the extent of acceptance of the new ZSCMST C.A.R.E. core values according to respondents?
4. Is there a significant difference on the respondents' perceptions as regards the extent of acceptance of the new core values?
5. What are the implications of the perceived level of understanding and extent of acceptance of the ZSCMST C.A.R.E. to quality education?

Hypotheses

In this study, there were two (2) hypotheses posited. These are the following:

1. There is no significant difference on the respondents' perceptions as regards their level of understanding of the new core values.
2. There is no significant difference on the respondents' perceptions as regards the extent of acceptance of the new core values.

Significance of the Study

Within the thrust of quality education, perceptions on the understanding and importance of the new ZSCMST C.A.R.E core values could impact innovative teaching strategies, and therefore, the researcher confirmed that this study will benefit the following:

For the ZSCMST Administrators. This could serve as a bridge for the ZSCMST to provide excellence by providing an effective learning resource to improve students' outcomes.

For the Deans/Program Chairs and Program Advisers. The findings of this study could provide baseline data to monitor students' progress through the effect of CARE values in their respective behavior and attitude and manifest better academic performance by keeping faculty members and academic support team trained and motivated. They will be able to assist in revising, formulating the mission statements provide performance standards for teachers and other employees.

For the Teachers. This study, in general, will be of help in assessing teachers on their teaching methods, with the responsibility to implement new strategies and styles to increase students' learning through the impact of the C.A.R.E values implemented by ZSCMST as reflected within the course syllabi and examinations. The development, growth and improvement of the students definitely rely from their hands.

For the Students. The results of this study will benefit them as the data could open their eyes to give worthy meaning in being proud of the

college where they belonged and stayed for more than four years of study. Their experiences are mantled by the guiding principles implemented by the college, which served as guiding principles and inspirations for them to continuously improve their knowledge comprehension and skills, thus, improved performance imbued by the C.A.R.E values.

For the Parents. Parents can benefited from this research because the information from this research can provide them an idea how ZSCMST C.A.R.E core values have helped their children to behave accordingly as influenced by these ideals

For the Future researchers. The findings, conclusion and insight from this study will provide researchers the avenue on conducting similar or related study, thereby providing them data supporting the researchers' claim.

Scope and Delimitation of the Study

The study was conducted Zamboanga State College of Marine Sciences and Technology during the school year July 2019-2020. This study involved about 523 respondents from within. The study is only focused on the mean percentage scores of the responses as regards the level of understanding and extent of importance of ZSCMST C.A.R.E. core values.

Operational Definition of Terms

The following terms are defined according to its utilization of this study:

Attitude. This is actually the cognitive domain which is expressed as human acts and acts of man.

Commitment. This refers to the degree of dedicated intention to desired goals by all employees for a common goal.

Core values. This refers to the guiding principles which keep every ZSCMST employee and students focused on where they are going and what the institution is trying to achieve (stipulated in the VMGO).

Extent of Acceptance. This suggests that the respondents were very confident of the influence of ZSCMST core values, thus, they have proudly accepted them.

Level of Understanding. This connotes the idea of being familiar or not of the new core values and implies that the respondents were confidently aware and understood the new ZSCMST core values as manifested.

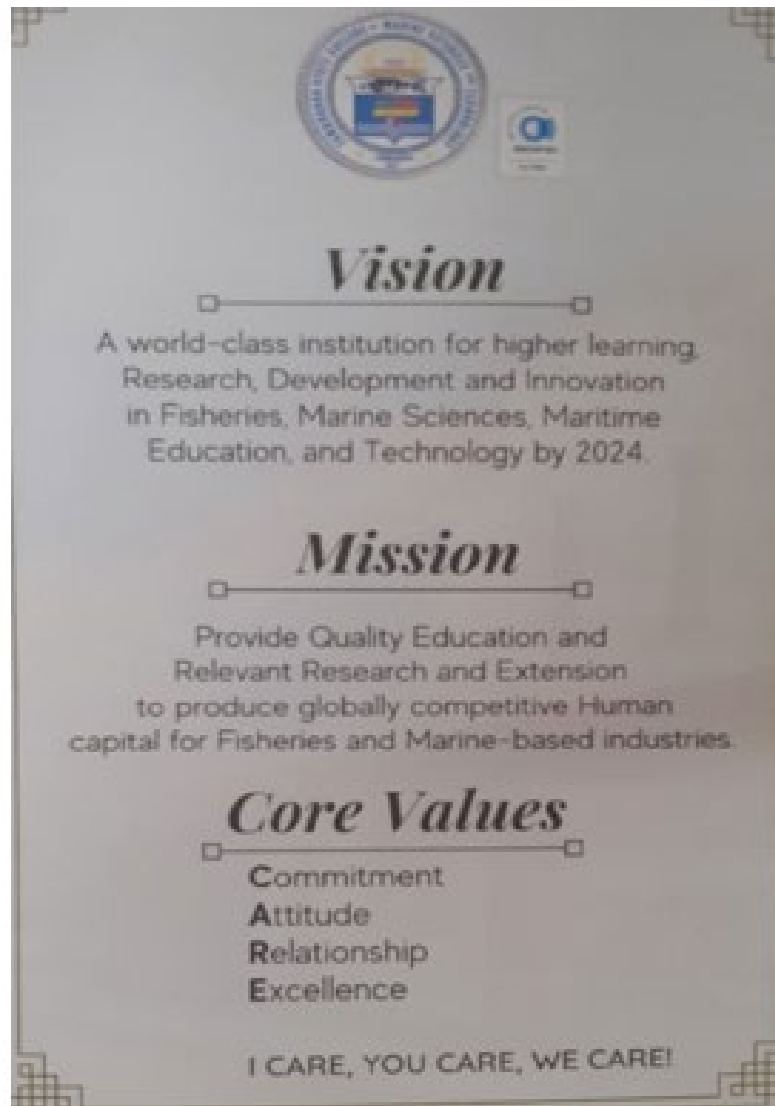
Methodology

This research used a mix method to identify responses from stakeholders from within the Zamboanga State College of Marine

Sciences and Technology (ZSCMST) as regards the level of understanding and extent of acceptance of the C.A.R.E. core values as a critical analysis.

For emphasis, the new Vision and Mission with the core values is presented in Figure :

Figure 3. The new Vision, Mission and CARE Core Values of the Zamboanga State College of Marine Sciences and Technology (ZSCMST)



Results and Discussions:

This study was conducted at ZSCMST, most student-respondents come from the students of the researcher. Other selected respondents of this study came from within composed of about 553, 30 were employees (teaching and non-teaching) as shown in table 1a:

Table 1a
Demographic Profile of the ZSCMST Employee-Respondents
(N=30)

A. Employees		b. Gender				
B.		Total	Percent		Total	Percent
. Type	Teachers	20	66 %	male	5	25%
				female	15	75 %
	Non-teaching Personnel	10	34 %	male	2	20 %
				female	8	80 %
<i>total</i>		30	100		30	100 %
c. No. of years in Service		Teaching	Percent	Non-Teaching		
15 years -up		8	40 %	5	50 %	
8 -14 years		9	45 %	4	40 %	
1-7 years		3	15 %	1	10 %	
<i>total</i>		20	100 %	10	100 %	

The data from table 1a shows that female-respondents dominated both in the teaching and non-teaching personnel. Teachers composed about 66 percent of the overall employee-population, most of whom belonged to 8-14 years in the service already.

While non-teaching personnel comprised about 34 percent of the population, most of whom have been in the service from 15 year and above.

Consequently, Table 1b demonstrated the student-respondents demographic profile which is presented next page so that the table will not be cotted. As seen, the data from Table1b revealed, that for the first year level, most of them came from CME (92), CELA (91), CMT(79) ,SHS (20) and CFMS (8) since most of the students were under the three researchers.

For the second year level, most of them came from CMT (50), CELA (32), CME(24), CFMS (22) and SHS (20) since most of the students were under the three researchers. For the third year level, most of them came from CME (27), CMT(16), CELA (14). There were no respondents from CFMS and SHS. For the fourth-year level, most of them came from CMT (13), and CELA (5) due to the fact that most of the fourth year students were already on their OJT.

Table 1b
Demographic Profile of the ZSCMST Student-Respondents
(N=523)

Gender	Level	College Affiliations											
		CFMS	%	CMT	%	CELA	%	CME	%	SHS	%	Total	
Male	1 st year	2	54%	30	38%	40	44%	63	68%	6	30%	141	47%
Female		6	46%	49	62%	51	56%	29	32%	14	70%	159	53%
		8	100%	79	100%	91	100%	92	100%	20	100%	300	100%
Male	2 nd Year	10	45%	17	34%	15	47%	15	63%	10	50%	67	45%
Female		12	55%	33	66%	17	53%	9	37%	10	50%	81	55%
		22	100%	50	100%	32	100%	24	100%	20	100%	148	100%
Male	3 rd year	----	----	1	6%	5	36%	20	74%	----	----	26	54%
Female		----	----	15	94%	9	64%	7	26%	----	----	31	46%
		---	---	16	100%	14	100%	27	100%	----	----	57	100%
Male	4 th Year	---	---	7	54%	1	54%	---	---	----	---	8	54%
Female		---	---	6	46%	4	46%	---	---	----	---	10	46%
		---	---	13	100%	5	100%	---	---	----	---	18	100%
SUMTOTAL		20	4%	144	27%	181	35%	138	26%	40	8%	523	100%

Legend:

CFMS ---- College Fisheries and Marine Sciences
CMT ---- College of Management and Technology
CELA ---- College of Education and Liberal Arts
CME ---- College of Maritime Education
SHS ---- Senior High School

Moreover, in summary, the selected ZSCMST respondents of this study is displayed in Table 1c :

Table 1c
**Sum-total Summary of Stakeholders from Within ZSCMST
 (N=553)**

Type	Gender					Sum-total	
	Total	Percent		Total	Percent	Total	Percent
a. Employees	30	5 %	male female	7 23	25% 75 %	Male 249	45%
b. Students	523	95 %	male female	242 281	44 % 56 %	Female 304	55 %
<i>Sum-total</i>	553	100%		553	100 %	553	100%

As evidently shown from Table 1c, there were 30 employees, with 23 females dominating, and 7 males. While the students were composed of 523, with 281 females again dominating, and 242 males.

The sum-total research respondents of the ZSCMST stakeholders from within was recorded as 553, with the 304 (55%) females dominating the group, while there were 249(45%) males participated as respondents.

Reliability and Validity of the Research Instruments

The said C.A.R.E. survey instrument is composed of three parts. Part 1 pertained to the demographic profile of the respondents. For the employees, categorized as teaching and non-teaching personnel necessitated their gender and the no. of years in the service. While for student-respondents, they were asked about their year level, gender and their college affiliations. Part II dealt with the level of understanding with equivalent rating scale. The C.A.R.E. is composed of 20-statements defining its descriptions and the manifestations of the guiding principles from within. The same statements were employed to get the data for Part III focused on the extent of acceptance, with equivalent rating scales to measure the respondents' perceptions.

The research instrument has been referred to some friend doctoral experts from other universities and colleges whose names were withheld confidentially. They were given the Content Validation and Reliability Form to rate the instruments whether acceptable for adoption or not and computed using Cronbach alpha statistics. Corrections were incorporated.

Ethical Consideration

In the conduct of the study, the researcher has observed proper ethics. through informal communications from teachers and non-teaching personnel. While for students, since most of them were under the three

researcher, no problems have been encountered and orientation has been accomplished.

Next, the students under study were first informed and ask whether they will participate in the study before the actual conduct of the research. They were given orientation and well informed about the purpose of the study. Students were taught how to answer the survey. Again, data gathered from the students-respondents were used for research purposes only. Information were kept confidentially within the bounds of the variables mentioned in this research.

Moreover, the respondents have to answer the provided questionnaire in the classroom, and some brought the survey form home and retrieved the following day. For the SHS, since the main researcher is the principal, the forty students were gathered simultaneously for the conduct of the study. The researchers have summed up all the gathered answers of the respondents, tallied, categorized and analyzed and used the SPSS as a significant and appropriate statistical tool which were the following

Frequency count and Percentage were used to outline the employee-student-respondents' demographic profile in this study.

Weighted mean was applied to measure the level of understanding and extent of acceptance of the ZSCMST C.A.R.E core values.

t-Test and ANOVA was employed to measure the substantial change significant difference in the respondents' perceptions.

Findings disclosed that both the level of understanding and the extent of acceptance of the ZSCMST CARE core values were compared and yielded a t-value of 5.505 and 6.509, with P-value of 7.090 and 8.924. respectively, Since, the P-value are both greater than 0.05 level of significance this means that there is no significant difference in the respondents perceptions in answer to problem no.4 of this study.

The last query : What is the implications of the perceived level of understanding and extent of acceptance of the ZSCMST C.A.R.E core values ?

As a critical analysis, the implications of the perceived level of understanding and extent of acceptance of the ZSCMST C.A.R.E. were :

1. C.A.R.E. must be an offshoot of the Ethics of Care.

The acronym C.A.R.E. stands for Commitment, Attitude, Relationship, and Excellence. These core values are instilled by all ZSCMST family and used as a framework for guiding behavior and decision-making.

The Ethics of Care is a philosophical and moral theory that emphasizes the importance of interpersonal relationships and empathy in making ethical decisions. Caring for others, rather than abstract principles or

rules, should be the foundation of ethics and morality, according to this viewpoint.

The ZSCMST C..A..R..E.. core values are closely aligned with the Ethics of Care because they stress the importance of commitment, attitude, relationship and excellence in decision-making. In other words, by valuing and prioritizing the well-being of others, individuals and academic institutions can create a culture of care that benefits everyone involved.

As result, it is possible to argue that the C.A.R.E. Core values are an offshoot of the Ethics of Care because they both emphasize empathy, relationships, and the importance of caring for others.

2. Stakeholders must be more engaged in meeting the desired goals.

Individuals or groups who have a vested interest in the success or failure of a specific project, initiative, or organization are referred to as stakeholders.

Consequently, stakeholders include all the employees, customers, shareholders, partners, and even members of the local community. To achieve the desired results, they must become more involved in the process. This means that they must be actively involved in setting goals, making decisions, and taking action to achieve those goals. By being more engaged, stakeholders can contribute their unique perspectives, expertise, and resources to help achieve the desired outcomes.

If an academic institution ,like ZSCMST for instance, wants to reduce its carbon footprint, its stakeholder(s) could include its employees, suppliers, customers, and even the local community. By involving these stakeholders and soliciting their feedback and support, ZSCMST easily can identify strategies to reduce its carbon footprint, ,thus, implement these strategies, and track progress toward its objectives. In summary, involving stakeholders in the process of setting and achieving goals can lead to better outcomes, as it allows for a more collaborative and inclusive approach.

3. Institutional culture and climate must be well-defined and prepared for setting minds and improving lives

The values, beliefs, behaviors, and attitudes shared by the members of an organization or institution are referred to as "institutional culture." This culture has a significant impact on how people interact with one another, how decisions are made, and how the institution operates. Institutional climate, on the other hand, refers to an organization's overall atmosphere or "feel," which is shaped by its people and culture. It considers factors such as the organization's level of trust, respect, and inclusivity, as well as the level of support and resources available to its members.

Furthermore, when we say that institutional culture and climate must be well-defined and prepared to set minds and improve lives, we mean that a supportive and encouraging culture and climate are crucial for fostering the growth, learning, and innovation. Thus, people are more likely to think creatively, take risks, and cooperate to achieve shared goals when they feel valued, respected, and supported.

Moreover, a positive culture and climate can have a significant impact on people's mental health and well-being. When people feel safe, supported, and included, they are more likely to experience positive emotions, have better relationships, and be more resilient in the face of challenges.

Therefore, institutions should prioritize creating and maintaining a positive culture and climate as part of their mission to improve lives and make a positive impact in the world.

4. Corporate social responsibility must be practiced, maintained and sustained.

Corporate social responsibility, or CSR, is the practice of businesses accepting accountability for the effects of their business operations on society, the economy, and the environment. The phrase "CSR must be practiced, maintained, and sustained" refers to the idea that businesses should not only engage in CSR on occasion but also incorporate it into their core business strategies and practices and make sure it lasts for a long time. By engaging in CSR, institutions/organizations should take an active role in initiatives that benefit people and the environment, like lowering their carbon footprint, giving back to their community, and encouraging diversity and inclusion in the workplace.

In order to maintain CSR, businesses must periodically review and update their CSR practices and policies to make sure they are consistent with their values and objectives. Additionally, they ought to inform their stakeholders—including staff members, clients, and investors—of their CSR initiatives. Sustaining CSR means that companies should ensure that their CSR efforts are ongoing and not just a one-time initiative. They should also monitor and measure the impact of their CSR activities, and make adjustments if necessary to ensure that they are achieving their intended outcomes. Overall, CSR practice, maintenance, and sustainability are critical for businesses to operate responsibly and ethically, as well as to build trust and credibility with their stakeholders.

5. Policies and standards must be pervaded and nurtured with values, not as "human capital."

This statement implies that rather than just treating people as assets or "human capital," policies and standards should be developed with an emphasis on ethical and moral values. In other words, policies and

standards should prioritize the welfare and dignity of people who work for an organization in addition to its financial or strategic goals.

By adopting a values-based approach, organizations can create a more positive and ethical work culture, which can lead to higher employee satisfaction, increased productivity, and better overall outcomes for the organization.

In conclusion, this statement emphasizes the significance of creating guidelines and standards that put people's morals and values ahead of treating workers like assets or resource(s). Policies and standards can be pervaded and nurtured with values in several ways that prioritize human values over the concept of "human capital". Here are a few ways:

Ethical Considerations: Policies and standards should be based on ethical considerations that prioritize human well-being and dignity over profit and efficiency. For instance, policies and standards can be designed to ensure that employees are treated fairly, given adequate compensation, and provided with a safe working environment.

Transparency: Policies and standards should be transparent, allowing stakeholders to understand the reasoning behind them. This can be achieved through clear communication channels that enable open dialogue between policymakers and stakeholders.

Collaboration: Policymakers can work with stakeholders to develop policies and standards that reflect shared values. This approach encourages active participation from all stakeholders and ensures that policies and standards are not imposed without consultation.

Inclusivity: Policies and standards should be inclusive, ensuring that they do not discriminate against any group of people. This approach involves understanding the diverse needs of different stakeholders and incorporating them into the policy-making process.

Continuous Improvement: Policies and standards should be reviewed regularly to ensure that they continue to reflect the values they were designed to promote. This approach involves evaluating the impact of policies and standards on human well-being and making changes where necessary.

Overall, policies and standards should be designed to promote human values and prioritize human well-being over the concept of "human capital." This can be achieved through ethical considerations, transparency, collaboration, inclusivity, and continuous improvement.

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2. *How well did you feel that ZSCMST administration understood what you were aiming for as based on your personal experience?*

☒ Extremely well	☐ Quite inresponsive
☒ Moderately well	☐ Very inresponsive
☒ Quite well	
3. *How would you rate the customer service of ZSCMST regarding your problems?*

☒ Very quick (5)	☐ Somewhat quick (3)
☒ Quite quick (4)	☐ Quite slow (2)
	☒ very slow (1)
4. *How many of your questions on issues raised did ZSCMST personnel or customer service representative resolve?*

☒ All of them	☐ Some of them
☒ Most of them	☐ None of them
☒ About half of them	
5. *Do you believe that ZSCMST gave you quality service as ISO certified?*

☒ Yes	☐ Perhaps
☒ No	☐ Undecided
	☒ no comment
6. *Was your experiential learning improved you and prepared you to be your best?*

☒ A Great deal better	☐ Somewhat worse
☒ Quite a bit better	☐ about was what expected
☒ Somewhat better	
7. *What's your overall impressions of your teachers?*

☒ Taught what I expected very well
☒ Quite good with instilled virtues
☒ Moderately knowledgeable and patience
☒ Need improvement for some areas
8. *How improved is the performance of the teaching and non-teaching personnel after students' feedback evaluation?*

☒ Excellently Improved	☐ Much improved
☒ Very much improved	☐ Improved
	☒ Not improved at all
9. *Overall, assess how satisfied or dissatisfied are you with ZSCMST service education?*

☒ Much improved	☐ Much satisfied
☒ Very much satisfied	☐ Satisfied
	☒ Not satisfied at all
10. *Will you recommend or suggest anyone to study or work with ZSCMST?*

☒ Yes	☐ Perhaps
☒ No	☐ Undecided
	☒ no comment

Thanks for your sincerest commitment and dedication in answering this survey instrument patiently.
KUDOS!

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