Work core values, work attitudes, unit head's leadership styles, and faculty work performance: Their relationship and implication to policy direction

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Abstract

Aim: This study aimed to examine the extent to which faculty practice work core values and work attitudes, the leadership styles of unit heads, and the relationships among these variables in influencing faculty work performance in higher education institutions. The study also sought to determine the implications of these relationships for institutional policy direction.

Methodology: The study employed a quantitative descriptive–correlational research design. Data were collected from 256 full-time faculty members of a state university using a structured survey questionnaire. Descriptive statistics were used to determine the extent of work core values, work attitudes, leadership styles, and faculty work performance, while Pearson's r correlation analysis was used to examine the relationships among the variables.

Results: Findings revealed that faculty practice work core values and positive work attitudes to a very high extent. Among the leadership styles of unit heads, supportive leadership was practiced to a very high extent, while democratic, directive, transformational, transactional, laissez-faire, and autocratic leadership styles were practiced to an excellent extent. Significant positive relationships were found among work core values, work attitudes, leadership styles, and faculty work performance. Leadership styles demonstrated the strongest relationship with faculty performance, followed by work attitudes and work core values.

Conclusion: The study concludes that work core values, work attitudes, and unit heads' leadership styles are significant determinants of faculty work performance across the fourfold functions of instruction, research, extension, and production. Strengthening institutional values, sustaining positive work attitudes, and promoting supportive leadership practices are essential for enhancing faculty performance and informing institutional policy direction.

Keywords: *work core values, work attitudes, leadership styles, faculty work performance, higher education institutions*

INTRODUCTION

Higher education institutions worldwide are under increasing pressure to improve quality, productivity, and accountability in faculty performance. Global research highlights that faculty work attitudes, institutional values, and leadership practices significantly influence overall performance outcomes in academic settings. Faculty productivity—particularly in research, teaching, and extension—has become a critical benchmark of institutional effectiveness and global competitiveness. Motivational factors such as access to research resources, clear career goals, and professional development opportunities are positively linked with research output and engagement among academic staff. For example, studies indicate that the availability of grants, modern research facilities, and career-aligned expectations strongly motivate faculty productivity (Pascua, 2025).

In the Philippine higher education context, faculty productivity and performance remain areas of concern, particularly in State Universities and Colleges (SUCs). Research shows that Philippine faculty often demonstrate low to moderate research output, with institutional challenges including heavy teaching loads,

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limited research support, and insufficient professional development structures impeding higher performance. For instance, teacher educators at a Philippine state university were found to have generally low research productivity, especially in external funding, research utilization, and intellectual property generation (Jay-cen et al., 2025). Similarly, faculty profiles such as academic rank, advanced degree attainment, and teaching load significantly influence research competence and productivity (Hipolito & Santos, 2025).

Beyond research productivity, work ethics and attitudes are essential determinants of faculty professional behavior, work engagement, and performance. Recent empirical evidence from the Philippines shows that teachers with strong work ethics exhibit more positive attitudes, behaviors, and professional commitment, thereby enhancing performance outcomes (Ladica & Osias, 2024). These findings resonate with the global literature, which emphasizes that workplace culture and leadership practices—such as communication, support for innovation, and empowerment—shape employees' engagement and performance in educational institutions.

Institutional leadership also plays a pivotal role in shaping faculty outcomes. Studies on leadership and work environment reveal that empowering leadership and supportive organizational practices are predictors of innovative behavior and effectiveness among educators. For example, empowering leadership and work environment factors were significantly associated with teachers' innovative work behavior in a Philippine setting (Lancian & Tagadiad, 2025). Moreover, research focusing on high-performing Philippine HEIs underscores the importance of instructional and strategic leadership frameworks in ensuring quality education and continuous improvement (Aquino, 2025).

Sultan Kudarat State University (SKSU) institutionalizes the P.R.I.Z.E. framework—Patriotism, Respect, Integrity, Zeal, and Excellence—as its guiding work core values. While these values are embedded in institutional culture and performance expectations, there is limited empirical evidence on how they interact with faculty work attitudes and leadership styles to influence actual work performance. Existing Philippine research often studies leadership, work values, or faculty productivity in isolation. Few studies integrate these variables into a single analytical framework, particularly within SUC settings and multi-campus environments.

Despite the growing body of literature on faculty productivity, leadership practices, and work attitudes in higher education institutions, most studies have examined these variables independently rather than as interrelated determinants of faculty performance. Existing Philippine research frequently focuses on leadership effectiveness, research productivity, or faculty motivation as separate constructs without empirically modeling their combined influence. Moreover, provincial state universities and colleges (SUCs), particularly those operating through multi-campus systems, remain underrepresented in empirical investigations. This limitation restricts the generalizability of findings for institutional leadership development and policy formulation. Consequently, there remains a need for integrative research that simultaneously examines work core values, work attitudes, and leadership styles as predictors of faculty work performance. Addressing this gap provides a more comprehensive understanding of how institutional values, leadership practices, and faculty attitudes interact to influence performance across the fourfold functions of instruction, research, extension, and production.

Therefore, the present study is necessary to fill this gap by investigating how work core values, faculty work attitudes, and unit head leadership styles interact and contribute to faculty work performance within a SUC context. By integrating these constructs, this research offers updated, contextually grounded evidence that can inform institutional leaders, policymakers, and faculty development initiatives seeking to strengthen overall faculty performance and higher education quality in the Philippines.

This study makes a novel contribution to the field of higher education research by simultaneously examining the key constructs of work core values, work attitudes, and unit heads' leadership styles, which have been independently examined in prior studies in the Philippine setting. The study contributes to the body of knowledge in higher education research in the Philippines, where limited empirical studies have simultaneously examined the relationships of these constructs in relation to faculty work performance. The study also makes a novel contribution to the field of higher education research in the Philippines by examining the study in the context of the State University and College (SUC) governance environment, particularly in a multi-campus public higher education institution, where institutional values, leadership, and faculty performance are important considerations in the fulfillment of national education goals and objectives. The study has significant implications for higher education research in the Philippines, particularly in examining how institutional value systems and leadership styles in a multi-campus public higher education institution can promote faculty engagement in the fourfold functions of instruction, research, extension, and production. The

study has implications for policymakers and higher education administrators in the development of value-driven leadership and faculty performance policies in public higher education institutions in the Philippines.

Review of Related Literature and Studies

Patriotism, Respect, Integrity, Zeal, and Excellence in public service (P.R.I.Z.E.) are concrete realities of work core values employed by Sultan Kudarat State University, together with its seven satellite campuses distributed strategically throughout the province of Sultan Kudarat. The said institutional core values have been hoped for (30 years) by the university to influence the work performance of every faculty member when performing individual work assignments in extension, instruction, research, and production.

Patriotism as a faculty work core value involves not only loyalty and national pride but also the active role of educators in translating patriotic goals into classroom practices and institutional behaviors. Li & Schulz (2025) show that in higher education settings, faculty members embody and transmit patriotic values through their pedagogical behaviors and emotional engagement with students, thereby reinforcing nationality-linked professional ideals and institutional missions oriented toward national development.

Respect is one of the primary antecedents of how motivated, engaged, and productive employees become within the organization. For example, Zhou et al. (2023) discovered that "perceiving respect at work can positively influence individuals' perceived competence, membership, and meaning, which can, in turn, positively influence their performance." Therefore, within universities and colleges, respectful relationships among colleagues and between faculty members and administrators can foster a positive academic social environment that fuels commitment, cooperation, and productivity among faculty members. Another study conducted by Zhao et al. (2022) revealed that "perceived respect from colleagues and supervisors is one of the most significant antecedents of innovative work behavior and job performance, as employees who feel respected tend to invest more of themselves into their jobs." Moreover, another study conducted by Mohamed et al. (2024) revealed that "positive interpersonal relationships characterized by mutual respect and recognition can positively influence job satisfaction and performance." Therefore, the above studies demonstrate that professional respect is one of the primary factors that can fuel faculty engagement and productivity, ultimately enhancing performance in teaching, research, outreach, and other areas.

Integrity is also a core faculty work value, a fundamental attribute that can consistently underpin lasting career growth through excellent faculty work performance. Integrity is honesty and strong moral principles that are essential for building trust, establishing a solid reputation, and fostering long-term professional relationships with superiors and colleagues. With a faculty leading as a model, others in the workplace will be encouraged to uphold similar standards and achieve what is commendable in faculty work performance in higher educational institutions through the mandated fourfold functions. Integrity creates a positive work environment of trust, respect, and fairness. As such, an environment can become conducive to collaboration, innovation, and productivity (Murdiono et al., 2024; Mishra & Varshney, 2024). As a crucial core value for school faculty, integrity encompasses honesty, trustworthiness, and ethical behavior in all professional and personal interactions. This includes being honest in teaching, research, extension, and production, as part of the faculty's professional activities. Integrity also demonstrates ethical decision-making and respect for others' rights and contributions. In a higher education institution, academic integrity means acting honestly, fairly, respectfully, and responsibly in the conduct of academic, research, extension, and production work. It means that integrity is applied as work values in the faculty's own work and when the faculty engages with the work and contributions of others. The Tertiary Education Quality Standards Agency (TEQSA, 2021) has reiterated academic integrity as a set of values and practices that expect all faculty members to act with honesty, trust, fairness, respect, and responsibility. It means approaching studies, research, and other professional life, such as in extension and production functions, ethically, having the courage to make the right decisions, and displaying integrity in actions as part of the higher education institution community. Academic integrity is about who the faculty is as a person, and how the faculty acts when it matters. Hence, to determine whether integrity is contagious and affects faculty work performance, an advanced method of investigation is warranted.

Zeal is another core work value for faculty that can significantly enhance work performance in higher education institutions by fostering enthusiasm, dedication, and a strong sense of purpose. This can lead to improved teaching quality, research output, extension, and production, thereby contributing to the higher education institution as a whole. Characteristically, passion and enthusiasm can energize faculty to excel in their work roles. This can translate into more engaging and effective teaching, as well as greater motivation to conduct research, extension, and production, which are mandated as part of faculty professional development. Zhao et al. (2025) found that higher levels of self-efficacy and psychological well-being among university faculty significantly predict greater teaching enjoyment, and that emotional resilience mediates this relationship, allowing faculty to sustain engagement and dedication in their instructional roles. Professional commitment further strengthens this connection, suggesting that passionate and motivated faculty are more likely to invest effort in delivering compelling and engaging teaching experiences. Similarly, Artates (2023) emphasized that faculty engagement—which reflects enthusiasm, dedication, and active involvement in professional responsibilities—is strongly associated with improved teaching effectiveness, research productivity, and overall institutional performance.

Excellence in public service, as a core work value, can predict higher levels of faculty work performance in higher education. The work value encompasses dedication, integrity, and a commitment to student well-being, together with colleagues and superiors, and thereby drives a faculty member to excel in the areas of instruction, research, extension, and production service, as set out in the statute. As such, positive work values, such as those related to excellence in public service, enable any faculty member to achieve positive work outcomes, as observed in their performance during scientific evaluation. Studies have shown that a strong emphasis on excellent public service as a core work value is associated with higher faculty performance in instruction, research, extension, and production service. This means that faculty members who prioritize public service are more likely to excel in their roles and contribute to the institution's overall success. In a recent study, researchers conducted a systematic literature review and found that teaching, research, and other services were the most prevalent dimensions in HE globally (Guan, 2025).

Eaton (2021) explained that the values of higher education, which describe the internal and external auditing of work performance of colleges and universities, are powerfully guided by the crucial role of the institutional core values in sustaining and improving the best of what higher education must achieve from its conception to the present, as well as the future condition.

Moreover, Fraser (2021) stated that Values-Based Educational Institutions view the role of essentials in the emerging culture, where the necessity to reexamine their operational philosophy and revisit the collective beliefs should occur within the organization. Hence, such values could be discovered by an individual member of the higher education academic organization through the day-to-day conduct of teacher-student teaching and learning.

Work core values have impacted higher education institutions, as they project worth and, by pointing and purposefully elevating or expanding the value of an organization, contribute to the well-being of its broader, increasingly diverse student and graduate society. Moreover, this community will shape the graduates' lives and likewise serve them after graduation. Technically, it will also signal the moral ideals that its members will characterize an organization. Thus, this work's core values also support individuals whose actions within the organization could be labeled as the best work performance after everyday tasks are concluded. More importantly, work core values govern the quality conduct of the faculty personnel's duties and functions in the higher education institution, with fourfold mandated functions in the areas of instruction, research, extension, and production. Nevertheless, through institutional work on core values, the entire higher education institution will turn proficient in the conduct of the business in the organization, uphold the working policy for decision-making, and finally, exhibit the organization's vision and in fulfilling the mission as would be observed by the outside world (Cruz Jr, 2025; Kanwal & Baacha, 2025).

Toker Gökçe (2021) observed that cultivating valuable work core values is essential for every educator, as this clearly demonstrates these practices to students, who are keen observers of their teachers' work values and may potentially acquire them through the schools they attend, where learning is adequately fostered.

These observations were revealed in the study that moral, professional, and cultural values are developed within the individual lives of preservice teachers. Very fitting to show that work core values can emanate from every unit head's leadership and school management, influencing teachers' performance in extension, instruction, research, and production. Study results have concluded that acquired ideals of work and core values prepare preservice teachers to carry over the work values they have acquired in the school they have enrolled in and to practice the teaching profession they have gained after graduation. In return, the value formation of the society in which these practice teachers will soon be emerging and subsequently managing shall be best transformed by the values they possess.

Theoretical Framework

This study is anchored in different theories, including Values Theory, Work Attitudes and Motivation Theories, Leadership Theories, and Work Performance Theory, to explain how faculty work performance in higher education institutions is shaped by work core values, work attitudes, and unit heads' leadership styles.

Values Theory as Foundation of Work Core Values: The study is primarily grounded in Schwartz's Basic Human Values Theory (Schwartz, 2012), which posits that values are enduring beliefs that guide individuals' attitudes, behaviors, and decision-making across contexts. Values serve as motivational goals that influence how individuals prioritize actions and respond to organizational expectations. In higher education settings, institutional core values provide a moral and behavioral compass that shapes faculty engagement in instruction, research, extension, and production functions. Within this framework, the institutional P.R.I.Z.E. values—Patriotism, Respect, Integrity, Zeal, and Excellence in Public Service—are conceptualized as shared organizational values that guide faculty conduct and professional commitment. Consistent with Schwartz's circular value structure, these values are seen as mutually reinforcing motivational drivers that shape how faculty interpret their roles, align their personal goals with institutional missions, and engage in mandated academic functions. Thus, work core values are theorized to directly and indirectly influence faculty work performance by shaping attitudes, motivation, and ethical behavior.

Work Attitudes and Motivation Theories: The influence of work core values on performance is further explained through Work Attitudes Theory (Shore et al., 2003) and Work Characteristics Theory. These theories emphasize that employees' work attitudes—such as work involvement and organizational commitment—emerge from the interaction between individual values and the work environment. When faculty perceive alignment between their personal values and institutional values, they are more likely to demonstrate positive work attitudes, higher engagement, and sustained commitment. Additionally, Locke's (1970) job satisfaction and performance support the assumption that performance outcomes are influenced by the degree to which work enables individuals to attain their valued goals. In this study, faculty work attitudes are theorized to mediate the translation of work core values into observable work performance across the fourfold mandated functions of higher education institutions.

Leadership Theories as Contextual Influences: The study also draws on Leadership Style Theory (Lewin et al., 1939) and Path–Goal Theory (House & Mitchell, 1974) to explain how unit heads' leadership styles shape faculty attitudes and performance. These theories suggest that leadership effectiveness depends on how leaders adapt their behaviors to followers' needs, task characteristics, and organizational contexts. Supportive, democratic, transactional, transformational, directive, autocratic, and laissez-faire leadership styles are viewed as contextual forces that either strengthen or weaken the influence of work core values and work attitudes on performance. Supportive and transformational leadership styles, in particular, are theorized to enhance motivation, psychological safety, and professional growth, thereby fostering higher faculty performance. Conversely, leadership styles that limit autonomy or participation may constrain engagement and attenuate performance outcomes.

Conceptual Framework

This study proposes that faculty work performance in higher education institutions is influenced by three major factors: work core values, work attitudes, and unit heads' leadership styles. Work core values represent the institutional value system practiced by faculty members, specifically Patriotism, Respect, Integrity, Zeal,

and Excellence in Public Service (P.R.I.Z.E.). These values shape faculty behavior, professional ethics, and commitment to institutional goals. Work attitudes, including work involvement and organizational commitment, reflect faculty's psychological engagement and dedication to their professional roles and institutional responsibilities.

In addition, the leadership style of unit heads is an important organizational factor that affects faculty members' motivation and performance. Leadership styles such as supportive, directive, democratic, laissez-faire, transactional, and transformational can impact the work environment in which faculty members perform their tasks.

This framework regards work core values, attitudes toward work, and leadership styles as distinct factors that influence faculty work performance. Performance is defined in terms of the four mandated functions of higher education institutions: instruction, research, extension, and production. It is recognized that the predictors may be related and that all can impact faculty performance and overall institutional outcome.

Independent Variable   **Dependent Variable**
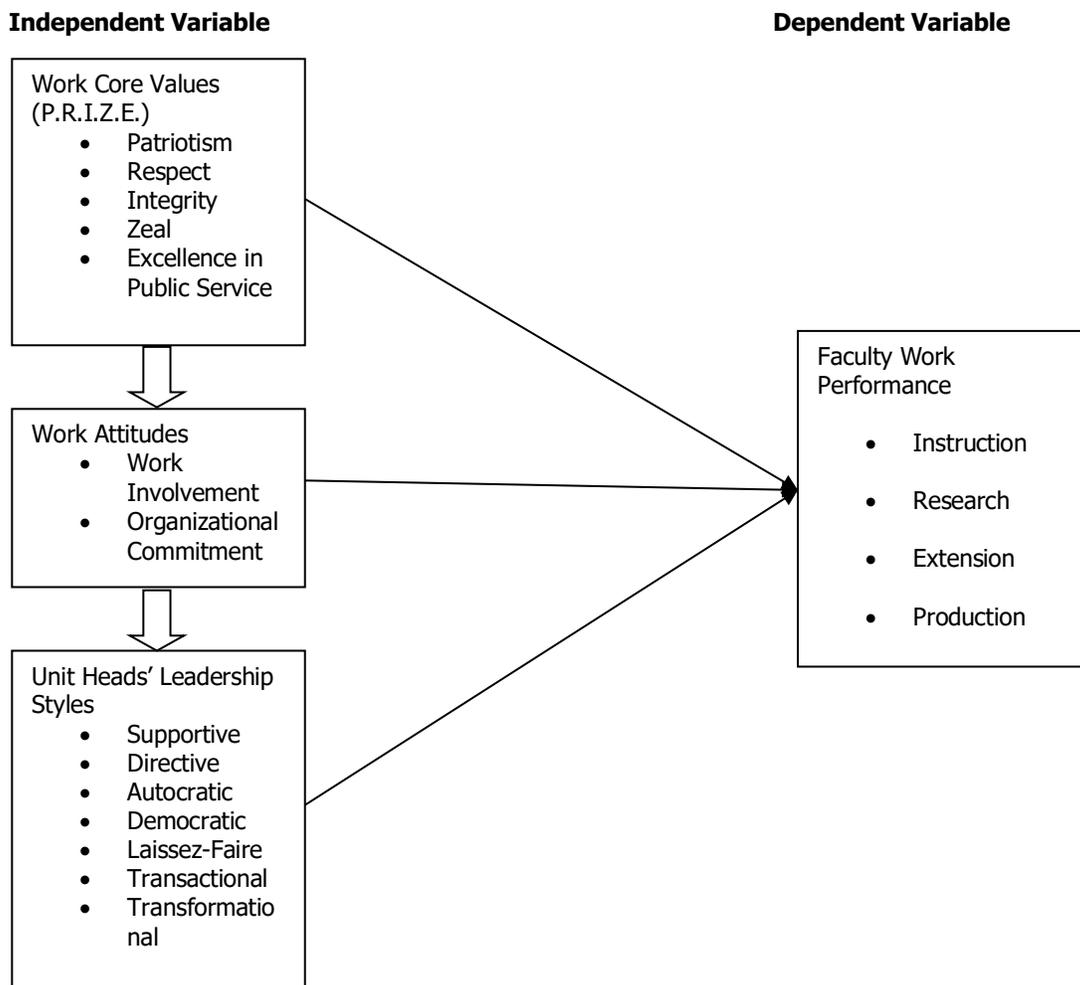
Figure 1. Conceptual Model Showing the Relationship Among Work Core Values, Work Attitudes, Leadership Styles, and Faculty Work Performance

Statement of the Problem

Sultan Kudarat State University (SKSU) has consistently encouraged its faculty members to improve performance across the fourfold mandated functions of higher education institutions: instruction, research, extension, and production. These functions are central to the university's mission of developing knowledge, advancing professional practice, and supporting community development. To monitor faculty performance, the institution conducts Individual Personnel Commitment Reviews (IPCRs) at the beginning and end of each semester to assess faculty accomplishments and institutional compliance with academic goals.

To further strengthen faculty performance, SKSU institutionalized the P.R.I.Z.E. framework—Patriotism, Respect, Integrity, Zeal, and Excellence in Public Service—as its guiding work core values. These values are intended to cultivate professional attitudes, ethical conduct, and leadership practices that may enhance faculty engagement and productivity. However, despite the institutional emphasis on these values and leadership practices, limited empirical evidence exists regarding how work core values, faculty work attitudes, and unit heads' leadership styles collectively influence faculty work performance within the university.

Existing studies often examine leadership, work attitudes, or organizational values independently. Few investigations have simultaneously examined how these variables interact and contribute to faculty performance in the fourfold mandated functions. As a result, institutional leaders have limited empirical guidance in determining whether these organizational initiatives effectively influence faculty performance and inform policy direction.

Given these concerns, there is a need to examine the relationships among faculty work core values, work attitudes, and unit heads' leadership styles, and how these factors influence faculty work performance in instruction, research, extension, and production. The findings of this investigation may provide empirical evidence that can guide institutional leadership, strengthen faculty development initiatives, and support evidence-based policy formulation in higher education institutions.

Research Objectives

General Objective

The study aimed to determine the extent to which faculty members practice work core values and work attitudes, the leadership styles of unit heads, and the level of faculty work performance in the fourfold mandated functions of higher education institutions. Specifically, the study examined the relationships among work core values, work attitudes, unit heads' leadership styles, and faculty work performance, and determined their implications for policy direction in higher education institutions.

Specific Objectives

Specifically, the study aimed to:

1. Determine the extent to which faculty members practice the following work core values:
   - Patriotism
   - Respect
   - Integrity
   - Zeal
   - Excellence in public service
2. Determine the extent to which faculty members practice positive work attitudes in terms of:
   - Work involvement
   - Organizational commitment
3. Determine the extent to which faculty members perceive their unit heads to practice the following leadership styles:
   - Supportive leadership
   - Directive leadership
   - Autocratic leadership
   - Democratic leadership
   - Laissez-faire leadership
   - Transactional leadership
   - Transformational leadership

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National Book Development Board (NBDB)
Registration as Book Publisher
(Print & Digital): 6312

P – ISSN 3116-3769; E – ISSN 3116-3777

PRC-CPD Accredited Provider:
PTR-2025-749

4. Determine the level of faculty work performance in the following mandated functions of higher education institutions:
    - Instruction
    - Research
    - Extension
    - Production
5. Determine whether significant relationships exist between and among the following variables:
    - Faculty work core values and faculty work performance
    - Faculty work attitudes and faculty work performance
    - Unit heads' leadership styles and faculty work performance
    - Work core values, work attitudes, and leadership styles as predictor variables of faculty work performance

Research Questions

This study sought to answer the following research questions:

1. What is the extent to which SKSU faculty practice the following work core values?
   - Patriotism
   - Respect
   - Integrity
   - Zeal
   - Excellence in public service
2. What is the extent to which SKSU faculty practice positive work attitudes in terms of:
   - work involvement
   - organizational commitment?
3. To what extent do faculty perceive their unit heads to practice the following leadership styles?
   - supportive leadership
   - directive leadership
   - autocratic leadership
   - democratic leadership
   - laissez-faire leadership
   - transactional leadership
   - transformational leadership
4. What is the level of faculty work performance in the fourfold mandated functions of:
   - instruction
   - research
   - extension
   - production?
5. Is there a significant relationship between: work core values and faculty work performance, work attitudes and faculty work performance, and leadership styles and faculty work performance?

Research Hypotheses

H_{01}: There is no significant relationship between faculty work core values and faculty work performance.
H_{02}: There is no significant relationship between faculty work attitudes and faculty work performance.
H_{03}: There is no significant relationship between unit heads' leadership styles and faculty work performance.
H_{04}: There is no significant relationship among faculty work core values, work attitudes, and leadership styles.

METHODS

Research Design

The study employed a quantitative descriptive–correlational research design. This design was appropriate because it aimed to describe the extent of faculty work core values, work attitudes, unit heads' leadership styles, and faculty work performance, and to determine the relationships among these variables. The study did not involve manipulating variables; rather, it examined naturally occurring conditions within the university setting. The descriptive component allowed the researcher to determine the level or extent of each

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International Journal of Education, Learning, and Pedagogical Sciences (INJELPS)

National Book Development Board (NBDB)
Registration as Book Publisher
(Print & Digital): 6312

P - ISSN 3116-3769; E - ISSN 3116-3777

PRC-CPD Accredited Provider:
PTR-2025-749

construct. In contrast, the correlational component examined the associations among the independent variables (work core values, work attitudes, and leadership styles) and the dependent variable (faculty work performance).

Population and Sampling

The respondents in the study were all full-time, permanent faculty members of Sultan Kudarat State University (SKSU) across its seven campuses, totaling 256 faculty members. The campuses included ACCESS (n = 75), Tacurong (n = 44), Isulan (n = 77), Lutayan (n = 12), Bagumbayan (n = 15), Kalamansig (n = 26), and Palimbang (n = 7).

The study employed total enumeration sampling, also known as census sampling, wherein all members of the defined population were included as respondents. This sampling technique was appropriate because the population size was manageable and accessible, allowing the researcher to gather comprehensive data without excluding any subgroup. By including all permanent faculty members, the study minimized sampling bias and enhanced the representativeness and generalizability of findings within the institutional context.

Instruments

The data-gathering instrument used in this study was a structured survey questionnaire consisting of four parts: (1) Faculty Work Core Values, (2) Faculty Work Attitudes, (3) Unit Heads' Leadership Styles, and (4) Faculty Work Performance. The instrument was primarily researcher-made, although selected items were conceptually anchored in established theories on values, work attitudes, leadership styles, and performance. Items were contextualized to align with Sultan Kudarat State University's institutional framework.

To establish content validity, the instrument was evaluated using the Content Validity Index (CVI). It was reviewed and validated by three experts: one specialist in educational leadership, one expert in research methodology and measurement, and one senior academic administrator with experience in higher education management. The validators examined the relevance, clarity, and alignment of each item with the constructs being measured. The panel's suggestions and recommendations were incorporated into the final version of the instrument.

The CVI results indicated that the items were relevant and representative of the constructs under study. After revisions, the instrument underwent reliability testing. Cronbach's Alpha yielded a coefficient of 0.943, indicating excellent internal consistency reliability. No item deletion was necessary. All items were rated using a five-point Likert scale ranging from 1 (lowest) to 5 (highest).

Data Collection

Data were collected from full-time permanent faculty members of Sultan Kudarat State University (SKSU) across its seven campuses: ACCESS, Tacurong, Isulan, Lutayan, Bagumbayan, Kalamansig, and Palimbang. Data collection was conducted during the first semester of the Academic Year 2024–2025.

A structured survey questionnaire was used as the primary data-gathering instrument. Prior to administering the survey, respondents were given a brief orientation on the purpose of the study, the nature of their participation, and the instructions for completing the questionnaire. The questionnaires were distributed personally and through campus coordinators to ensure accessibility to faculty members across the different campuses.

Respondents were given sufficient time to complete the questionnaires, ensuring accurate and thoughtful responses. After completion, the questionnaires were retrieved by the researcher through the designated campus coordinators. The collected data were then checked for completeness, organized, and prepared for statistical analysis.

Treatment of Data

The data gathered from the survey questionnaires were organized and analyzed using appropriate statistical techniques to address the research objectives.

Descriptive statistics, particularly the mean, were used to determine the extent to which faculty members practiced work core values, work attitudes, and the leadership styles of unit heads, as well as the level of faculty work performance in the fourfold functions of instruction, research, extension, and production. The mean scores were interpreted using the established Likert scale descriptors provided in the study.

To determine the relationships among the variables, Pearson's r correlation coefficient was employed. This statistical method was used to examine the relationships between faculty work core values and faculty work performance, faculty work attitudes and faculty work performance, and unit heads' leadership styles and faculty work performance.

The results of these statistical analyses were presented through tables and interpreted in accordance with the research objectives of the study.

Ethical Considerations

This study adhered to established ethical principles in conducting research involving human participants. Prior to conducting the study, permission to undertake the research was secured from the appropriate administrative authorities of Sultan Kudarat State University. Coordination with the Campus Directors of the seven campuses facilitated the distribution and retrieval of the survey questionnaires.

Participation in the study was strictly voluntary. Faculty respondents were informed about the purpose of the research, the nature of their participation, and their right to decline participation or withdraw from the study at any time without penalty. Informed consent was obtained from all respondents before they participated in the survey.

The study ensured the confidentiality of responses by treating all information provided by the participants with strict discretion. No personal information was required in the questionnaire to maintain respondents' anonymity. The results of the study were reported only in aggregated form to prevent the identification of individual respondents.

Furthermore, the researcher ensured compliance with data privacy principles by securely storing the collected data and limiting access to the researcher alone. The information gathered was used exclusively for academic and research purposes and will be disposed of properly after the completion of the study.

RESULTS and DISCUSSION

Table 1. Extent of Practiced Work Core Values Among Faculty

Faculty Practice of Work Core Values	Faculty Campuses							Total	Mean
	ACCES S Camp us	Tac'ng Camp us	Isula n Cam pus	Bag'ya n Camp us	Kal'si g Cam pus	Lut'a n Cam pus	Pal'n g Cam pus		
Patriotism	4.23	4.25	4.2	4.39	4.28	4.21	3.99	29.55	4.22
Respect	4.41	4.44	4.32	4.59	4.52	4.3	4.06	30.64	4.38
Integrity	4.37	4.35	4.22	4.49	4.62	4.25	4.14	30.44	4.35
Zeal	4.34	4.31	4.2	4.38	4.41	4.23	4.2	30.07	4.30
Excellence in the public service	4.27	4.28	4.24	4.3	4.37	4.17	4.11	29.74	4.25
Total	21.62	21.63	21.18	22.15	22.2	21.16	20.5	150.4	
Mean and Grand Mean	4.32	4.33	4.24	4.43	4.44	4.23	4.1		4.3

Legend: 1.00-1.79=Very low extent; 1.80-2.59=Low extent; 2.60-3.39=Neither high nor low extent; 3.40-4.19=High extent; 4.20-5.00=Very high extent.

Table 1 shows that all five institutional work core values were practiced to a very high extent by faculty members. Among the values, respect obtained the highest mean rating of 4.38, indicating that faculty consistently demonstrate mutual regard, professionalism, and ethical interaction in their academic and organizational roles.

This finding suggests that respectful interpersonal relationships are highly valued in the academic workplace. In higher education institutions, respect among colleagues and administrators helps foster collaboration, trust, and a supportive organizational climate, which may contribute to improved faculty engagement and productivity. When faculty members perceive respect within the institution, they are more likely to feel valued and motivated to perform their professional responsibilities effectively.

This finding is supported by Zhou et al. (2023), who reported that perceived workplace respect enhances employees' sense of competence and belonging, which, in turn, improves work performance.

Table 2. Extent of practiced work attitudes and faculty

Faculty Practice of Positive Work Attitude	Faculty Campuses							Total	Mean
	ACCESS Campus	Tac'ng Campus	Isulan Campus	Bag'yan Campus	Kal'si Campus	Lut'an Campus	Palm'n Campus		
Work involvement	4.3	4.19	4.21	4.26	4.25	4.18	3.89	29.28	4.18
Organizational commitment	4.3	4.28	4.21	4.4	4.49	4.18	3.86	29.72	4.25
Total	8.6	8.47	8.42	8.66	8.74	8.36	7.75	59.00	
Mean and Grand Mean	4.3	4.24	4.21	4.33	4.37	4.18	3.89		4.22

Legend: 1.00-1.70=Very low extent; 1.80-2.59=Low extent; 2.60-3.39=Neither high nor low extent; 3.40-4.19=High extent; 4.20-5.00=Very high extent

Between the two indicators, organizational commitment obtained the higher mean rating of 4.25, reflecting that faculty members show loyalty, emotional attachment, and a strong desire to remain in the institution.

This finding suggests that faculty members strongly identify with the university and its institutional goals. High organizational commitment may be attributed to a supportive work environment, stable employment conditions, and alignment between faculty values and institutional mission. When employees feel emotionally connected to their organization, they are more likely to demonstrate dedication, persistence, and willingness to contribute to institutional success. A strong positive relationship exists between quality work attitudes and employee performance, indicating that positive attitudes contribute to improved work outcomes. Similarly, Work attitudes are a significant factor influencing performance in higher education, as they shape motivation, commitment, and productivity.

Table 3. Extent of Practiced Unit Head's Leadership Styles to Faculty

Unit Heads Practice of Leadership Styles to Faculty	Faculty Campuses							Total	Mean
	ACCESS Campus	Tac'ng Campus	Isulan Campus	Bagb'yan Campus	Kal'sig Campus	Lut'an Campus	Pal'bang Campus		
Supportive Leadership Style	4.16	4.23	4.25	4.3	4.19	4.08	4.29	29.5	4.21
Directive Leadership Style	4.11	4.09	4.23	4.09	4.21	3.92	3.86	28.51	4.07
Autocratic Leadership Style	3.83	3.97	4.19	3.93	3.94	3.57	3.71	27.14	3.88
Democratic Leadership Style	4.08	4.17	4.16	4.41	4.33	4.12	3.77	29.04	4.15
Laissez Faire Leadership Style	4.06	4.23	4.26	4.36	4.08	3.98	3.71	28.68	4.1
Transactional Leadership Style	3.93	4.11	4.28	4.13	4.02	3.95	3.52	27.94	3.99
Transformational Leadership Style	4.04	4.17	4.16	4.21	4.28	3.95	3.83	28.64	4.09
Total	28.21	28.97	29.53	29.43	29.05	27.57	26.69	199.45	
Mean	4.03	4.14	4.22	4.20	4.15	3.94	3.81		

Legend: 1.00-1.79=Poor; 1.80-2.59=Fair; 2.60-3.39=High; 3.40-4.19=Very High; 4.20-5.00=Excellent

Table 3 presents the extent to which unit heads practice different leadership styles as perceived by faculty. The findings indicate that all leadership styles were practiced at very high to excellent levels, suggesting that unit heads employ a variety of leadership approaches in managing faculty performance across the fourfold functions. Among the leadership styles, Supportive leadership had the highest mean rating of 4.21, indicating excellent performance. This indicates that unit heads are perceived as creating a positive work environment, providing necessary resources, and offering guidance and encouragement to faculty. Such support helps faculty perform their tasks effectively and enhances motivation and job satisfaction. Democratic leadership ranked second with a mean of 4.15, reflecting active faculty participation in decision-making and collaborative work processes. This suggests that unit heads encourage open communication, shared responsibility, and teamwork, thereby improving engagement and ownership of assigned tasks. Laissez-faire leadership, with a mean of 4.10, indicates that unit heads demonstrate trust and confidence in faculty by allowing them autonomy in their work. This leadership approach emphasizes delegation and independence, enabling faculty to use their expertise to fulfill their responsibilities.

Next, Transformational leadership had a mean of 4.09, indicating that unit heads motivate and inspire faculty to achieve shared goals and pursue long-term professional growth. This style promotes intellectual stimulation, empowerment, and positive organizational change. Directive leadership ranked fifth with a mean of 4.07, suggesting that unit heads provide clear instructions, expectations, and supervision to ensure task completion. This approach is beneficial when tasks are complex or when faculty require guidance. Transactional leadership received a mean of 3.99, indicating that unit heads use reward-and-penalty systems to manage performance. This style focuses on achieving organizational goals through structured expectations and performance-based incentives.

Finally, Autocratic leadership had the lowest mean of 3.88, though it was still interpreted as a very high extent. This indicates that while unit heads sometimes rely on authoritative decision-making, this style is less dominant compared to more supportive and participative approaches.

These findings show that supportive and participative leadership styles are more prominently practiced than authoritarian approaches. The general results are supported by existing literature. Aquino (2025) reported that leadership styles are closely related to faculty work performance, and variations in leadership approaches influence how faculty carry out their duties. Leadership practices in higher education significantly affect faculty performance.

Table 4. Faculty Work Performance Level in the Fourfold Functions

Faculty Fourfold Mandated Functions	Faculty Campuses							Total	Mean
	ACCESS Campus	Tacurong Campus	Isulan Campus	Bagumbayan Campus	Kalamansig Campus	Lutayan Campus	Palimbang Campus		
Extension	3.4	3.41	3.8	3.45	3.1	3.25	3.09	23.50	3.36
Instruction	3.78	3.57	4.05	3.8	3.69	3.62	3.37	25.88	3.70
Production	3.32	3.36	3.93	3.2	3.05	3.2	3.06	23.12	3.30
Research	3.43	3.28	3.79	3.15	2.96	3.15	3.08	22.84	3.26
Total	13.93	13.62	15.57	13.60	12.80	13.22	12.60	95.34	
Mean and Grand Mean	3.48	3.41	3.89	3.40	3.20	3.31	3.15		3.41

Legend: 1.00-1.79=Very low level; 1.80-2.59=Low level; 2.60-3.39=Neither high nor low level; 3.40-4.19=High level; 4.20-5.00=Very high level

Table 4 presents the level of faculty work performance across the fourfold mandated functions: instruction, extension, production, and research. The results reveal a grand mean of 3.41, interpreted as a high level of work performance, indicating that faculty generally contribute effectively to the university's core mandates.

Instruction obtained the highest mean rating of 3.70, indicating that faculty demonstrate strong engagement in teaching-related responsibilities. This finding suggests that instructional functions remain the

central focus of faculty responsibilities in higher education institutions, where teaching remains the primary mandate of academic personnel. The emphasis on instruction also reflects institutional expectations and evaluation systems that prioritize classroom performance and student learning outcomes. Guan (2025) emphasized that job performance in higher education institutions is strongly associated with faculty members' commitment to their professional responsibilities, particularly in teaching and service roles that directly support institutional missions and student development. However, the comparatively lower ratings for research, extension, and production indicate that faculty engagement in these functions may require further institutional support and resource allocation. Also, Jay-cen et al. (2025) found that faculty productivity in Philippine state universities is often strongest in instructional activities but tends to be lower in research and extension due to heavy teaching loads and limited institutional support. Similarly, Hipolito & Santos (2025) reported that workload distribution, academic qualifications, and institutional resources significantly influence faculty performance in research and scholarly outputs. These findings help explain why instruction obtained the highest mean rating in the present study, while research, extension, and production showed relatively moderate levels of engagement.

Table 5. Relationship of work core values, work attitudes, and unit heads' leadership styles to faculty work performance

Variables	N	M	SD	1	2	3	4
1. Faculty Work Core Values	256	4.31	0.51	--			
2. Faculty Work Attitudes	256	4.25	0.53	.883**	--		
3. Unit Head's Leadership Style	256	4.13	0.60	.662**	.722**	--	
4. Faculty Work Performance	256	3.52	1.12	.330**	.361**	.575**	--

Note: ** Correlation is significant at the 0.01 level (2-tailed).

Table 5 presents the relationship among faculty work core values, work attitudes, unit heads' leadership styles, and faculty work performance. The results reveal that all independent variables have significant positive correlations with faculty work performance at the 0.01 level, indicating that improvements in these factors are associated with higher levels of faculty performance.

Among the relationships, the unit head's leadership style shows the strongest correlation with faculty work performance (r = .575), indicating a moderately strong relationship. This suggests that leadership practices play a crucial role in shaping faculty productivity and effectiveness across instruction, research, extension, and production functions. When unit heads demonstrate appropriate leadership behaviors, faculty are more likely to perform at higher levels. Faculty work attitudes also show a significant positive relationship with work performance (r = .361), reflecting a moderate association. This implies that faculty with greater involvement in their work and organizational commitment tend to perform better in their assigned roles. Positive attitudes toward work encourage greater engagement, responsibility, and persistence in professional tasks. Similarly, faculty's core values are significantly related to work performance (r = .330), indicating a moderate relationship. This suggests that faculty who strongly practice institutional values such as patriotism, respect, integrity, zeal, and excellence in public service are more likely to demonstrate improved performance in their professional duties.

Furthermore, the table shows strong interrelationships among the predictor variables themselves. Work core values and work attitudes exhibit a very strong correlation (r = .883), while leadership styles are also strongly correlated with both work core values (r = .662) and work attitudes (r = .722). These findings indicate that values, attitudes, and leadership practices are closely interconnected and collectively contribute to faculty performance.

The results confirm that work core values, work attitudes, and leadership styles are significant determinants of faculty work performance. The findings align with the study's theoretical framework, which emphasizes that values shape attitudes, leadership influences motivation, and these factors together contribute to observable performance outcomes in the fourfold functions.

Conclusions

Based on the study's findings, faculty members demonstrate a very high level of practice of the institutional work core values and positive work attitudes, while unit heads exhibit leadership styles that are generally supportive and participative. These organizational and behavioral factors collectively contribute to a high level of faculty work performance across the fourfold functions of instruction, research, extension, and production. The results further reveal that work core values, work attitudes, and leadership styles are significantly interrelated and positively associated with faculty work performance, with leadership practices emerging as the strongest predictor among the examined variables.

These findings suggest that institutional core values such as the P.R.I.Z.E. framework function not only as symbolic organizational principles but also as operational drivers of faculty behavior and professional engagement. The strong relationships among values, attitudes, and leadership indicate that faculty performance is shaped by a value-based organizational culture supported by effective academic leadership. In this context, leadership practices play a critical role in translating institutional values into everyday professional conduct and performance outcomes.

From a policy perspective, the results imply that higher education institutions may strengthen faculty performance by institutionalizing value-driven leadership approaches and aligning faculty development programs, performance evaluation systems, and organizational policies with institutional core values. Integrating mechanisms for value formation, leadership development, and performance management can help cultivate a more cohesive institutional culture that promotes professionalism, accountability, and sustained faculty engagement across the university's academic functions.

Recommendations

Based on the conclusions, the following recommendations were formulated:

1. Since faculty members practice the P.R.I.Z.E. work core values to a very high extent, the university may institutionalize continuous value reinforcement initiatives through seminars, reflective workshops, and faculty development programs. Integrating these institutional values into faculty onboarding processes, recognition systems, and performance evaluation frameworks may help sustain a strong value-driven organizational culture across campuses.

2. Given the very high levels of work involvement and organizational commitment among faculty members, the university may implement targeted engagement and retention initiatives to sustain these positive work attitudes. Programs such as mentoring systems, career development pathways, and work–life balance initiatives may further strengthen faculty motivation, commitment, and long-term institutional engagement.

3. Leadership development programs may be institutionalized to strengthen the capacity of academic leaders to adopt supportive, democratic, and transformational leadership practices that enhance faculty engagement, motivation, and overall work performance across the fourfold functions of higher education institutions.

4. Considering the relatively moderate engagement in research, extension, and production functions, the university may review and recalibrate faculty workload policies to provide adequate time, resources, and incentives for non-instructional academic functions. Strengthening research support, extension funding, and publication incentives may promote balanced faculty participation across the fourfold mandates.

5. Since work core values, work attitudes, and leadership styles were found to be significantly interrelated predictors of faculty work performance, institutional leaders may consider aligning faculty development policies, leadership practices, and performance management systems with these key organizational drivers. Such alignment may help cultivate a more integrated and performance-oriented academic environment.

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