



AN INTUITIVE ANALYSIS ON THE SCHOOL CULTURE OF PANGASINAN STATE UNIVERSITY: BASIS FOR PROFESSIONAL ENHANCEMENT PROGRAM

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ABSTRACT- The high sense of unity and camaraderie of an institution lies in the understanding of the highly-diverse culture of the school. Hence, this study aimed at determining the school culture of Pangasinan State University in terms of the core values of institution along Accountability and transparency, Credibility and integrity, Competence and commitment to achieve, Excellence in service delivery, Social and environmental responsiveness and Spirituality (ACCESS). This study also determined the profile of the faculty members in terms of their sex, length of service, highest educational attainment, academic rank and employment status as well as the significant difference between the extent of practice of the school culture across their profile variables. An institutional faculty development plan has also been included to enhance the school culture of PSU based on the assessments of the respondents.

The study employed the descriptive design of research study and a total of one-hundred fifty (150) faculty members were considered as the respondents of the study. A questionnaire was used to gather the needed data and the gathered results were processed through the utilization of the SPSS.

The researcher found out that majority of the faculty members of the PSU-Urdaneta Campus are male with 1-7 years in service, holders of Master's degree, Instructor as their rank and still temporary. The school culture of PSU is imbibed and intensively manifested among the faculty members of the institution. All areas of the core values where school culture is grounded have high extent of practice. However, spirituality and competence and commitment to achieve served as the lowest. The profile variables of the faculty members do not contribute any as to how the school culture is practiced by the faculty members of PSU. With all these, the researcher strongly recommended that the faculty members of the Campus should ponder other NBC 461 criteria for promotion. They should also continue pursuing their graduate studies that could also contribute for the elevation of their ranks. On the other hand, the institution should offer more didactic privileges and educational opportunities to improve the skills, knowledge and proficiencies of the faculty members. Seminars as regards spirituality and competency-based trainings should be periodically conducted. PSU is already silver awardee in the Investors in People (IiP) and highly compliant of the International Organization for Standardization (ISO). Therefore, faculty members should be more aggressive in fulfilling the core values of the University. The sex, length of service, educational attainment, academic rank and employment status of the faculty members do not have any effect as to how they portray the existing and prevailing culture of the University. Lastly, the culture of the school that are anchored on the core values of University could be further enhanced by establishing concrete and doable professional enhancement program.

Keywords: School Culture, Accountability and Transparency, Credibility and Integrity, Competence and Commitment, Excellence in Service Delivery, Social and Environmental Responsiveness, Spirituality

I. INTRODUCTION

The strategic goal number 4 of the South African Democratic Teachers Union (SADTU) targets of ensuring effective workers unity. Likewise, the objective # 16 of the Sustainable Development Goals (SDGs) is about peace, justice and strong institutions that hopes for sustainable development where peace, stability and human rights exist. These prevailing points should also be the major goal of every school despite of the identified disparities of the culture in a certain locality- that these matters would somehow unify every employee and make all these cultures of the school to work with effectiveness and efficiency.

Every school, whether basic or higher education, has its prevailing culture. A culture that is inherent or may be accommodated as time passes by. This could be a reason to bind the group or in a worst case, if being handled carelessly, creates division and subtractive factions and does not promote development. School culture refers to the way administrators, teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive school culture promotes employees to prosper (ASCD, 2019) [1]

Prochaska (2020) [2] compared schools with more strong and weaker professional cultures. She did a survey among educators at various schools, and, grounded on the outcomes, and clearly identified that the essence of school culture is either this is being organized to progress or being formed to fester. The categories she utilized were based on their perceptions of the performance feedback they receive, their retention and job satisfaction, faculty's commitment to their school, the quantity of collaboration teachers engage in and their trust with their superiors.

Also, Craig (2018) [3] suggested that a strong, positive school culture has beneficial functions. This fosters determination and production, rallies collegial and collaborative activities that in turn promote better communication and problem solving, supports successful change and improvement efforts, builds commitment and helping students and teachers identify with the school, amplifies energy and motivation of staff members and students and focuses attention and daily behavior on what is important and valued.

A school's culture sends signals not only to students but also to the employees of the school (Shafer, 2018) [4] Teachers and school leaders also must work to build positive norms related to their own work. This part of a school's culture has to do with professionalism and collegiality — whether teachers believe and act as if they can achieve positive outcomes for students and whether they support each other, working collaboratively to achieve common goals (Senge, et.al 2000) [5]

Faculty members need to leverage every tool available to them which also includes organizational culture to achieve much better and more equitable student outcomes. Obviously, nobody claims that changing culture is simple or easy. As Fullan (2015) [6] puts it, "*Reculturing is a contact sport that involves hard, labor-intensive work.*" But it is a sport that must be played more aggressively the schools are to achieve the kinds of results that are expected of them. Finally, faculty members should recognize that having a robust and positive school culture means much more than just safety and order.

School leaders have swamped with their daily acts of heroism, have challenging and important problems to solve: teacher turnover, improving student performance, cultural and socio-economic differences to name a few. The list goes on and the challenge never ends. But it all starts with a positive school culture. School specialists have found that a positive school culture helps take care of a considerable measure of those issues. A positive school culture fundamentally changes the way different components of a successful school work together to create change. It diminishes tardiness, suspensions, and behavioral issues in the school. A positive culture promotes scholarly accomplishment, an inspiration to learn and mental achievement. Best of all, better school culture helps scholastic achievement flourish as a core foundation of security and safety in the minds of the employees. Creating a positive school atmosphere is very difficult to do. Individuals have psyches of their own, and one can't make them feel accomplished and motivated externally – or just by telling them that they are valued. They have to truly feel like they are part of something great – a school that yearns for success. A school that promotes positive action and rejects poor behaviors. It takes diligence, persistence and incredible determination to build a culture. But the strength of a culture is very hard to break. Just as it is hard to break out of a bad culture, a good culture stands strong. The work you put into building a positive school culture now will reap benefits for the school community for years to come (Karmell, 2017) [7]

Competence and commitment to achieve. This core value of PSU is concerned with concerned with what employees can do rather than what they know. As well, their discipline, hard work, perseverance, tenacity, good will, courage and faith to achieve something matched with the best of their abilities. This is what the adage "*Don't sweat the small stuff, because in the end its only small stuff.*" imparts.

Excellence in service delivery. This is being more customer-focused. The key element here is motivating every faculty member in a proper way and constant monitoring of the customer service quality. It is important to involve the faculty themselves in the process of deciding about the customer service – it is them who are in the direct contact with students and meet them most often and that is why they usually have the best ideas concerning this issue. If the faculty members have an opportunity to communicate these ideas, they become responsible for the service – they want it to be as good as possible.

Social and environmental responsiveness. This is the faculty members' obligation to contribute to the welfare and betterment of others in the society that makes the quality of life and environment better for those around them.

Spirituality. This is more of an individual religious practice and has something to do with having a sense of purpose, resolution and peace. It also relates to the expansion of developing beliefs around connection with others and the meaning of life.

These are the core values of Pangasinan State University where the school culture is imbibed, magnified and shared.

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This part presents a brief discussion of the methods and procedures that were used in this study specifically the research design, the respondents, data gathering instrument, data gathering procedure and statistical treatment of data.

This study utilized the descriptive survey method of research. Descriptive research can be explained as a statement of affairs as they are at present with the researcher having no control over variable. It aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method (Dudovskiy, 2018) [10]

Table 1. Respondents of the Study

Colleges	No. of Faculty Members
College of Arts and Education	
• English Language Department	9
• Teacher Education Department	9
• General Education Department	10
College of Computing	
• Mathematics/ Science Department	15
• Information Technology Department	11
College of Engineering and Architecture	
• Architecture Department	7
• Civil Engineering Department	16
• Computer Engineering Department	10
• Electrical Engineering Department	9
• Mechanical Engineering Department	9
TOTAL	105

The researcher-made questionnaire checklist was utilized as the main instrument in gathering the needed data of the study. The instrument had three parts which reflected in Part I the profile of the faculty members in terms of their sex, length of service, highest educational attainment, academic rank and employment status.

The researcher sought permission from the Office of the Campus Executive Director of PSU-Urdaneta Campus as standard operating protocol though this has been approved by the University as an institutional research. The researcher personally conducted and administered the questionnaire to establish credibility, integrity and authenticity of the data. Also, interview was conducted to elicit first-hand information from the respondents.

A researcher-made questionnaire was used in this study which was designed, crafted and patterned from the various related studies. The questionnaire was made in accordance to the main purpose of the present study. The questionnaire utilized consisted the following parts:
Part I of the instrument focused on the profile of the respondents. Part II of the instrument elicited the information on the school culture of the Faculty Members of Pangasinan State University.

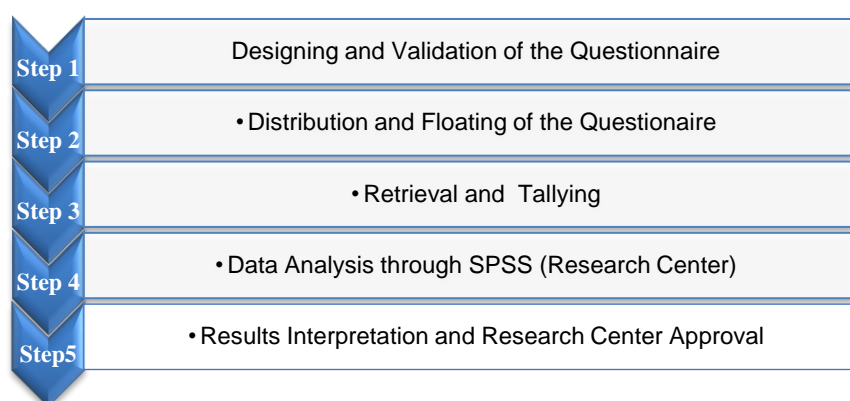


Figure 1. *Research Process*

The researchers obtained permission from the Campus Executive Director. The established questionnaire-checklist was meticulously evaluated. After the questionnaire was simplified, improved and refined, the questionnaire was subjected to content validation by five experts in the field of guidance and social sciences. The experts ascertained the content validity of the instrument with the average of 4.95. In describing the validity, the average weighted mean was adopted.

The following mean scale range and descriptive rating below were used to interpret the validity of the questionnaire.

Numerical Values	Mean Scale Range	Descriptive Rating
5	4.51 – 5.00	Very Highly Valid
4	3.51 – 4.50	Highly Valid
3	2.51 – 3.50	Moderately Valid
2	1.51– 2.50	Not Valid
1	1.00 – 1.50	Not Valid at All

The questionnaire was distributed, explained and clarified to the respondents regarding the main purpose of the study. Likewise, the retrieval of the questionnaires was done just after the accomplishing the details of the questionnaire. Likewise, tabulation and tallying started right after the retrieval then submitted to the Campus Research Coordinator and endorsed to the Statistics Center for further analysis.

All the needed and relevant data that were gathered was consolidated and analyzed. In determining the profile of respondents, frequency counts and percentages were used as the main statistical tool.

Likewise, to determine the extent of practice of the school culture of Pangasinan State University along accountability and transparency, credibility and integrity, competence and commitment to achieve, excellence in service delivery, social and environmental responsiveness and spirituality, Average Weighted Mean (AWM) and frequency were utilized.

The following scale was adopted to interpret the data:

Scale	Range	Descriptive Equivalent
5	4.51 – 5.00	Very Highly Practiced (VHP)
4	3.51 – 4.50	Highly Practiced (HP)
3	2.51 – 3.50	Moderately Practiced (MP)
2	1.51– 2.50	Slightly Practiced (SP)
1	1.00 – 1.50	Least Practiced (LP)

Lastly, to determine the significant difference between the extent of practice of the school culture of PSU along the core values of the institution (ACCESS) across their profile variables, Analysis of Variance (ANOVA) was utilized.

Figure 2 presents the research paradigm of the study.

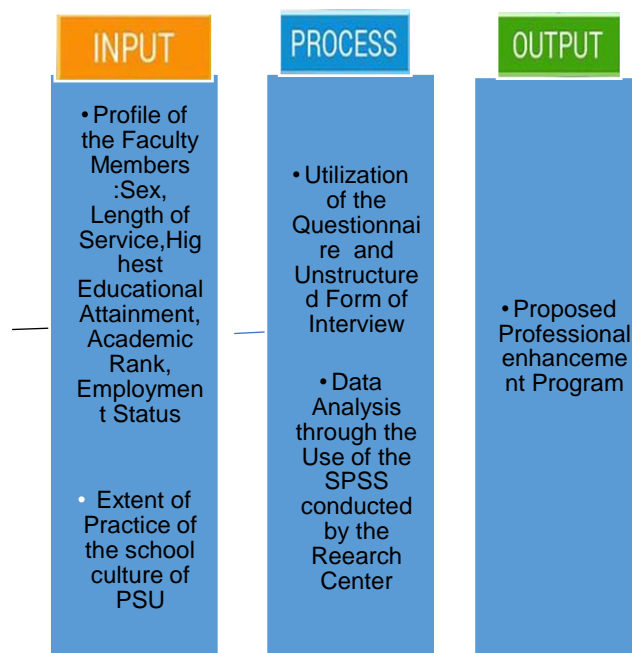


Figure 2. *Research Paradigm*

II. RESULTS AND DISCUSSIONS

This part presents the analysis of the data and interpretation of salient findings to answer the problems of the study. Data on the profile of the respondents and the school culture of PSU are presented in tabular and textual forms.

PROFILE OF THE FACULTY MEMBERS OF PANGASINAN STATE UNIVERSITY

Sex. The table shows that most of the faculty members are males as indicated by the frequency of 58 or 55.24% while there are only 47 or 44.76% who are females. The data imply that since the hub of the Urdaneta Campus is Engineering, Technology and Architecture, it is expected that majority of the faculty members are males. However, there are still other courses of the Campus in which most of the faculty member are females.

Women are considerably over-represented in the teaching profession. Recent data show, among recent Australian university graduates, 97 per cent of pre-primary teachers, 85 percent of primary teachers and 68 percent of secondary teachers are female (Tani, 2018) [11]. However, teaching, in the Philippines, could not be generalized as profession among females because there also a lot of men who are already in the teaching career and service.

Table 1. *Sex*

	Frequency	Percentage
Males	58	55.24%

Females	47	44.76%
Total	105	100.00%

Length of Service. It is reflected on the table that most of the faculty members are still new in the service with 1-7 years as indicated by the frequency of 51 or 48.57%. Thirty (30) of them are already 8 – 14 years or 28.57% in the teaching service while twenty-four (24) or 22.86% have been in the service for more than 14 years. The data imply that many of the faculty members are still fresh in the service because of the fact that it is only within these previous years that the campus have offered other courses which made its enrollment escalate that also proportionally demand additional number of work-force.

Abiola, et.al. (2018) [12] revealed that by experience, out of the 150 teachers sampled in their study, 52 (34.7%) of them were less experienced (i.e. have less than five years of teaching experience), 48 (32.0%) were experienced, while the remaining 50 (33.3%) were more experienced.

Table 2. *Length of Service*

	Frequency	Percentage
1 – 7 years	51	48.57%
8 – 14 years	30	28.57%
More than 14 years	24	22.86%
Total	105	100.00%

Highest Educational Attainment. The table shows that most of the mentors are Master's Graduate as supported by the frequency of 42 or 21.90%. Moreover, twenty-five (25) or 23.81% and twenty-three (23) or 21.90% are on their way of completing their Master's and Doctorate, respectively.

However, it is interesting to note that there are seven of them or 6.67% are already full-pledged Doctors in their respective fields.

The data imply that most of them are at least Master's degree holders because this is the minimum requirement aside from other prevailing provisions to be given the plantilla item. Teaching experience refers to the faculty members' number of years in teaching. Galiza, et.al (2018) [13] mentioned in her study that 68% of the respondents who have units in master's degree and 21% were graduates of a Baccalaureate degree., 4% have doctoral units 1% has completed doctoral degree major in Educational Management.

Table 3. *Highest Educational Attainment*

	Frequency	Percentage
Baccalaureate	8	7.62%
With Master's Units	25	23.81%
Master's Graduate	42	21.90%
With Doctorate Units	23	21.90%
Doctorate Graduate	7	6.67%
Total	105	100.00%

Academic Rank. It could be gleaned on the table that majority of the faculty members are still instructors as indicated by the frequency of 64 or 60.95%. Twenty-eight (28) or 26.57% and ten (10) or 9.52% are Assistant Professors and Associate Professors, respectively. However, there are only three (3) or 2.86% are Professors. The data imply that there is really the rigidity and toughness in attaining higher academic rank like professorship because this needs a lot of processes and procedures to follow to be catapulted as such.

Table 4. *Academic Rank*

	Frequency	Percentage
Instructor	64	60.95%
Assistant Professor	28	26.57%
Associate Professor	10	9.52%

Professor	3	2.86%
Total	105	100.00%

Employment Status. The table shows that most of the faculty members are still temporary as indicated by the frequency of 59 or 56.19%. Ten of them or 9.52% are still contractual. However, thirty-six (36) or 34.29% are already permanent. The data imply that since majority of the faculty members are still fresh in the service and not yet Master's degree holders, it is tantamount that their permanency are still not in store. However, the PSU Administration still encourages all the employees to pursue their studies in the graduate school to be given the permanent status.

Table 5. *Employment Status*

	Frequency	Percentage
Contractual	10	9.52%
Temporary	59	56.19%
Permanent	36	34.29%
Total	105	100.00%

Philippine Statistics Authority (2020) [14] of the Philippines revealed that the employment rate in Philippines increased to 90.04 percent in the third quarter of 2020 from 82.32 percent in the second quarter of 2020.

In like manner, KGC (2019) [15] identified that there are different types of employment in the Philippines which are determined by the nature and/or existence of activities that an employee is required to perform. The employer establishes the terms and conditions of the employment contract, which should be structured according to the legal provisions set by Philippine labor laws and regulations. Under Article 281 of the Labor Code of the Philippines (PD 442), the maximum length of probationary employment shall be six (6) months, and is counted from the date an employee started working. When the employment is not terminated after the six-month probationary period, it shall then be considered regular employment

EXTENT OF PRACTICE OF THE SCHOOL CULTURE OF PANGASINAN STATE UNIVERSITY

Accountability and Transparency. It could be gleaned on the table that majority of the indicators of school culture in terms of accountability and transparency are very highly practiced by the faculty members of PSU-Urdaneta Campus. Setting themselves as examples of decency at work and executes ethical standards have been very highly practiced as supported by the mean of 4.98. This indicates that since they are being looked up as idols of the students, they should be always ethically and morally upright and always do actions worthy of emulation.

Republic Act 6317 [16] reveals the rules implementing the code of conduct and ethical standards for public officials and employees that *"at all times be accountable to the people and shall discharge their duties with utmost responsibility, integrity, competence and loyalty, act with patriotism and justice, lead modest lives, and uphold public interest over personal interest"*

Table 6. *Accountability and Transparency*

Indicators	Weighted Mean	Descriptive Equivalent
Sets yourself as an example of decency at work and executes ethical standards	4.98	VHP
Abides by the policies and guidelines of the Civil Service Commission	4.93	VHP
Does not commit scrupulous acts like getting such school properties and belongings	4.91	VHP
Performs actions in an open and clear manner.	4.86	VHP
Performs all the tasks with all honesty	4.86	VHP

Provides the necessary and complete information to various parties like the students, parents and other stakeholders	4.77	VHP
Does not deny of the fault or error being committed	4.71	VHP
Does not put down others just only to earn such personal credit	4.71	VHP
Encourages openness and clarity	4.56	VHP
Shows the records to the students without hesitations and hold bars	4.33	HP
Takes responsibility for the performance of the group as well as the decisions that are taken on behalf of the group	4.06	HP
Average Weighted Mean	4.69	VHP

Legend:

4.51 – 5.00 – Very Highly Practiced (VHP)

3.51 – 4.50 – Highly Practiced (HP)

2.51 – 3.50 – Moderately Practiced (MP)

1.51– 2.50 – Slightly Practiced (SP)

1.00 – 1.50 – Least Practiced (LP)

On the same vein, the faculty members also have highly practiced abiding the prevailing policies and guidelines of the Civil Service Commission as indicated by the mean of 4.93. This implies that they should promote obedience as to how they highly follow CSC work-related regulations. An unquestionable service should be the core value that an employee should categorically exemplify.

Annex 3b details on the Administrative Offenses and Sanctions (Based on the CSC Uniform on Administrative Cases in the Civil Service) [17] like dishonesty, Violation of existing Civil Service law and rules of serious nature, Violation of Reasonable Office Rules and Regulations are punishable by law and the worst case is dismissal from work.

Faculty members have very highly practiced of not commit scrupulous acts like getting such school properties and belongings as indicated by the mean of 4.91. School properties are apparently school-based-manipulated possessions. These should not be brought home for personal consumption. Apparently, this has been the practice of the employees that they do not personally claim school properties as theirs.

Likewise, the following indicators in which the faculty members have highly practiced are enumerated based on descending means: Performs actions in an open and clear manner, (4.86); Performs all the tasks with all honesty, (4.86) and Provides the necessary and complete information to various parties like the students, parents and other stakeholders, (4.77). This implies that goodness in their job and functions are clearly seen and uprightness has been their maxim as stakeholders of the Campus. They lived by the core values of the University. As well, they have very highly practiced of not denying of the fault or error being committed, (4.71) and not putting down others just only to earn such personal credit, (4.71). The sense of team unity and harmony have been manifested through, of course, the attainment of the Silver Award in the Investors in People (IiP).

A study at the University of Massachusetts found that 60 percent of people lie at least once in the course of a ten-minute conversation, with many of them telling two or three lies in that time period (Teichler, et.al, 2013) [18]. Living and working honestly will improve the mental health (Silva, 2017) [19]

Faculty members of the University have highly practiced showing the records to the students without hesitations and hold bars (4.33). This is part and parcel of the assessment that students should be given the feedback to know where they are strong and frail. Showing the records to the clients serves as the categorically primordial right of students.

Philippine Professional Standard for Teachers (PPST) [20] Domain 5 along Assessment and Reporting relates to the use of tools and strategies to monitor, evaluate, document and report learners'

needs, progress and achievement. Moreover, this is also about the utilization of assessment data to inform and enhance the teaching and learning programs and processes. It also targets that the teachers provide learners the necessary feedback as regards their classroom performance.

Lastly, faculty members take high sense of responsibility of the performance of the group as well as the decisions that are taken on behalf of the group as indicated by the mean of 4.06. Cooperation and synergy have been along the line of every faculty member. This clearly manifests the support that each employee to one another. Lauermann, et.al (2013) [21] identified the 4 domains of school teachers' responsibility. These are their responsibility for teaching, relationships with the colleagues, the motivation for the students and the academic achievement of their clients.

Over-all, the extent of practice of the school culture of the faculty members along accountability and transparency has been very high as indicated by the over-all weighted mean of 4.69.

Credibility and Integrity. The table shows that the faculty members have very highly practiced the school culture along credibility and integrity as supported by the average weighted mean of 4.62.

The faculty members have very highly practiced in exuding believability of statements as worker of the University with a mean of 5.00. This indicates that faculty members have the integrity of character as to what they disclose to the students. All their words they utter are believed and are followed.

Likewise, faculty members also do not commit eliciting affairs with the students as indicated by the mean of 5.00. They consider their students as their members of their family. They do not intend to harm them but instead guide them to reach their goals. Though sometimes, faculty members are so strict on how they handle their students. Hence, the students also realized at the end that though the process is difficult, the ending is sweet and satisfying. On the same vein, the faculty members also do not perform sexual harassment and sexual abuse (5.00). This implies that they uphold their vow as mentors.

Table 7. *Credibility and Integrity*

Indicators	Weighted Mean	Descriptive Equivalent
Exudes believability of statements as worker of the University	5	VHP
Does not commit eliciting affairs with the students	5	VHP
Does not perform sexual harassment and sexual abuse	5	VHP
Holds on to the values of trust, confidence, loyalty and strength of character	5	VHP
Has the high level of untarnished reputation impacting one's ability to be believed.	4.84	VHP
Cultivates earned mutual trust and respect	4.62	VHP
Serves as dependable means to get reliable and credible information and does not fabricate issues and matters	4.32	HP
Does not voice out unsavory words and abusive oral regards to the students and other colleagues	4.3	HP
Possesses the character as foundation of self-leadership	4.09	HP
Sees others as dignified professional and being looked up	4	HP
Average Weighted Mean	4.62	VHP

Legend:

- 4.51 – 5.00 – Very Highly Practiced (VHP)
- 3.51 – 4.50 – Highly Practiced (HP)
- 2.51 – 3.50 – Moderately Practiced (MP)
- 1.51 – 2.50 – Slightly Practiced (SP)
- 1.00 – 1.50 – Least Practiced (LP)

Every employee is entitled to work in an environment that is respectful and free of all forms of harassment, including sexual harassment and bullying (CSC Rules and Principles). Likewise, Republic Act No. 7877 which is also known as Anti-Sexual Harassment Act of 1995) prescribing the proper decorum in the workplace for officials and employees of the government.

Cooperation and support of each and every employee is considered as a respectful workplace. On the other hand, disrespectful behavior has no room and not be tolerated. Faculty members should set a positive example and refrain from disrespectful behavior like offending, intimidating, embarrassing or humiliating others.

Other indicators that the faculty members have very highly practiced are the following which are arranged in descending means: Hold on to the values of trust, confidence, loyalty and strength of character, (5.00); Have high level of untarnished reputation impacting one's ability to be believed, (4.84) and Cultivate earned mutual trust and respect, (4.62). The data imply that faculty members live a life that is worth-emulating. Teachers are expected to be professionally competent in the practice of their profession. Moreover, they need to have good reputation not only in the school but in the entire community. Teachers must be guided with this which comprehensively discuss the different expectations from a teacher as part of the learning environment (The Code of Ethics for Professional Teachers Manual) [22]

On the other hand, the faculty members have highly practiced on the following indicators as regards credibility and integrity: Serve as dependable means to get reliable and credible information and does not fabricate issues and matters, (4.32); Do not voice out unsavory words and abusive oral regards to the students and other colleagues, (4.30); Possess the character as foundation of self-leadership, (4.09) and See others as dignified professional and being looked up, (4.00). These imply that they guard themselves not to hurt their students by being so fatherly and motherly to them by not uttering words which annoy and hurt them. They believe in the power of disclosing encouraging words.

Coinciding with the results of the study, the core of teaching consists of four basic values: dignity, truthfulness, fairness and responsibility & freedom. All teaching is founded on ethics – whether it be the teacher-student relationship, pluralism or a teacher's relationship with their work. (OAJ, 2019) [23]

Noblit (2003) argues caring in classrooms is about the ethical use of power. He explains that teacher-centered teaching does not refer to traditional definitions of power and oppression, but instead assumes power used in the moral service of others. In other words, power is the moral responsibility for the education of children. He agrees with Noddings (2014) [24] that in a caring relation, power does not render the other into an object, but rather maintains and promotes the other as subject. Power and caring is taking responsibility for creating a context for children to participate in, connect and construct relationships. The care giver must be strong and courageous so that he or she can use the good to “control that which is not good”.

Competence and Commitment to Achieve. The table shows that the indicators of the school culture along competence and commitment to achieve have highly practiced by the faculty members as evidenced by the average weighted mean of 4.35. This implies that the commitment to serve is not just so-so service but with dedication and fervor.

Table 8. *Competence and Commitment to Achieve*

Indicators	Weighted Mean	Descriptive Equivalent
Shows enthusiasm on self-development and skill-improvement priorities	5	VHP
Exudes intellectual strength and emotional maturity and stability	5	VHP
Upgrades personal and professional skills and competence by having the eagerness to join conferences and fora.	4.94	VHP
Desires for higher professional status	4.92	VHP

Takes great pride in the belief that you can lead	4.8	VHP
Has the capacity or potential to influence others which has an effect on another's attitudes, beliefs or behaviors	4.79	VHP
Utilizes legitimate power- formal authority assigned by the University	4	HP
Builds collaboration among colleagues for productivity	3.94	HP
Outrivals others in various academic competitions	3.08	MP
Emerges as strong competitor or participant in the national and international fora and conferences	2.99	MP
Average Weighted Mean	4.35	HP

Legend:

- 4.51 – 5.00 – Very Highly Practiced (VHP)
- 3.51 – 4.50 – Highly Practiced (HP)
- 2.51 – 3.50 – Moderately Practiced (MP)
- 1.51– 2.50 – Slightly Practiced (SP)
- 1.00 – 1.50 – Least Practiced (LP)

The table further shows that showing enthusiasm on self-development and skill- improvement priorities have been very highly practiced by the faculty members as supported by the mean of 5.00. This indicates that their will for self-improvement is there and in improving their skills, proficiencies and talents are on the top of their list. Believing to complete their doctoral and Master's degrees and putting into right perspectives of acquiring knowledge and skills through relevant seminars and trainings. This is also connected in upgrading the personal and professional skills and competence of the faculty members by having the eagerness to join conferences and for a (4.94).

Self-improvement is an act of enhances or improves oneself. This includes personal development along visualization skills, leadership skills, goal setting and time management.

In like manner, the faculty members exude intellectual strength and emotional maturity and stability as indicated by the mean of 5.00 as very highly practiced. High metacognition and emotional strength are the strong possessions of the faculty members. This should be the image of the faculty members because in the first place, they are considered as dispensers of knowledge and the source of emotional influence of the students.

Udemy (2020) [25] cited that to have emotional maturity, then, is to have a specific control over one's emotions. An emotionally mature person has experienced the spectrum of emotions, understands the consequences of each, and knows the benefits of being in control of them. Most importantly, an emotionally mature person knows what kinds of things sets of different emotions in them, and they know how to identify each emotion, clearly. They don't fall into a panic trying to determine what they feel, and how they should react. They know, and they manage themselves accordingly.

Likewise, Elmore (2012) [26] A mature person is able to keep long-term commitments. One key signal of maturity is the ability to delay gratification. Part of this means a student is able to keep commitments even when they are no longer new or novel. They can commit to continue doing what is right even when they don't feel like it.

Also, the faculty members desire for higher professional status as evidenced by the mean of 4.92. The data imply that their aim for promotion is innate. However, that desire is matched with grit and perseverance.

Ingersoll, et.al (2018) [27] perpetuated that professional authority and control are exerted directly in workplaces, and as a result, professionalized employees often have authority approaching senior management when it comes to organizational decisions surrounding their work. In the case of hospitals, physicians traditionally have been the senior management. Academics, for another example, often have substantially more control than university administrators over the hiring of new colleagues and, through the institution of peer review, over the evaluation and promotion of members and, hence, over the ongoing content and character of the work of the profession.

The faculty members have highly practiced utilizing legitimate power- formal authority assigned by the University, (4.00) and building collaboration among colleagues for productivity, (3.94). These data indicate that their competence and dedication in achieving their goals is not generally personally-motivated but instead team-bound. They do academic and research collaboration and practice benchmarking activities to improve the entire service of the University.

Lastly, the faculty members have moderately practiced emerging as strong competitor or participant in the national and international fora and conferences as indicated by mean of 2.99. This is about having an active participation in a such worthwhile academic-related activities not only in the Philippines but also outside the country.

Stromquist (2018) [28] said that schools are important places to shape the cognitive prowess of new generations, to carry both wide and deep understanding, to foster values that produce healthy and stable societies, and to promote harmony and halt competition and abhor. Hence, teachers carry an enormous responsibility in their daily practice.

Notwithstanding, the faculty members have highly practiced the school culture along competence and commitment to achieve as supported by the average weighted mean of 4.35.

Excellence in Service Delivery. It could be gleaned on the table that most of the indicators are very highly practiced by the faculty members as indicated by the average weighted mean of 4.65. Top of the list is the imbibing of the contents of the University's vision and mission as supported by the mean of 5.00. This is very heart of the institution for everyone in the University to uphold to the best of their abilities. The vision which states that, *"To become an ASEAN Premier State University by 2020"* and the mission as it goes, *"The Pangasinan State University, through instruction, research, extension, and production, commits to develop highly principled, morally upright, innovative, and globally competent individuals capable of meeting the needs of industry, public service and civil society"* must be internalized by every employee.

Table 9. *Excellence in Service Delivery*

Indicators	Weighted Mean	Descriptive Equivalent
Imbibes the contents of the University's vision and mission.	5	VHP
Implements the Citizens' Charter Policy	5	VHP
Conducts orientation as regards human relations and public service	5	VHP
Executes fast, accurate and proper service	5	VHP
Shows strong and earnest desire to help	5	VHP
Follows the procedures on the customer satisfaction	4.95	VHP
Includes other stakeholders in crafting the Operational Plan of the Campus/University	4.44	HP
Sets the best pitch every single day the mood for best service	4.04	HP
Shows the best smile to every single individual in the institution.	4.03	HP
Shows respect to all of the visitors coming in	4	HP
Average Weighted Mean	4.65	VHP

Legend:

- 4.51 – 5.00 – Very Highly Practiced (VHP)
- 3.51 – 4.50 – Highly Practiced (HP)
- 2.51 – 3.50 – Moderately Practiced (MP)
- 1.51– 2.50 – Slightly Practiced (SP)
- 1.00 – 1.50 – Least Practiced (LP)

In like manner, the Civil Service Commission vehemently and closely monitors the implementation of the Citizens' Charter. That is why, employees and faculty members must adhere to the highest degree of compliance without any hold bars and hesitations making to a point that faculty members do its execution and enactment as evidenced by the mean of 5.00.

The Charter intends to make public CHED's standards on service delivery. As such, it aims to streamline CHED's operations, improve the delivery of services, and empower the stakeholders through easy access to information on services provided to clients. The CHED Citizen's Charter is an open public document which mirrors the services extended by CHED. It includes clear description of the various processes and procedures being implemented by CHED as well as the fees that may be charged as necessary to its stakeholders. It explains the step-by-step procedures on availing CHED's frontline services. The Charter essentially provides an avenue for active client involvement in public service delivery through a redress mechanism which encourages them to make suggestions and recommendations to help CHED improve its current services and eventually achieve an increased public satisfaction, response and feedback.

Other indicators which are very highly practiced by the faculty members are the following: Executes fast, accurate and proper service, (5.00); Shows strong and earnest desire to help, (5.00); and Follows the procedures on the customer satisfaction, (4.95). These are all indicative of their excellence in service delivery. Every move that is executed has been solely in pursuit for excellence.

Esteve (2000) [29] purported that, in addition to their classroom work, teachers must attend to different administrative tasks. They must allocate time for planning, counsel and orient students, attend to visiting parents, organize extracurricular activities for the pupils, and attend staff and other meetings. In addition to physical care and oversight, 27 teachers must care for the psychological equilibrium of the pupils, including their social integration, sexual education, intercultural education, health education, and drug abuse prevention education. He also explains that often teachers have to care for more than one pupil with special needs who are integrated into the class and who need very specific attention.

Travers, et.al (2016) [30] explain that teachers are required to bring together the incompatible roles of friend, colleague, and helper with that of evaluator, selector, and disciplinarian. The multiplicity and diversity of functions performed by faculty are now so broad that adequate preparation and execution of the tasks of each responsibility is practically impossible without some effect on the quality of the performance.

On the other hand, the faculty members have highly practiced in including other stakeholders in crafting the Operational Plan of the Campus/University as evidenced by the mean of 4.44. Mwiru (2015) [31] disclosed that the benefit of community participation in development projects are sense of ownership, ensuring value for money, foster development. He further said that community participation is very crucial because it creates awareness among stakeholders on how funds are being used and get to decide on their wellbeing, also when communities participate transparency and accountability of the leaders increases hence having projects of quality standards.

Moreover, they also set the best pitch every single day the mood for best service and show the best smile to every single individual in the institution as supported by the means of 4.04 and 4.03, respectively. Baker (2019) [32] said that a smile has special powers. It can calm fear, insecurity, hurt and anxiety not only to oneself but in those that are experiencing those feelings. The next time someone is feeling sad, scared, nervous, whatever it may be smile with them and see how this makes them feel good.

Lastly, the faculty members have highly practiced in showing respect to all of the visitors coming in as supported by the mean of 4.00. Heathfield (2020) [33] stressed that treat people with courtesy, politeness, and kindness. Listen to what others have to say before expressing your viewpoint. Never speak over or interrupt another person. Listen and stop formulating rebuttals and responses in your mind when you need to focus on listening to the other person. Ultimately, never insult, use name-calling, disparage, or belittle people or their ideas.

Social and Environmental Responsiveness. The table shows that most of the indicators along social and environmental responsiveness are very highly practiced by the faculty members. This clearly shows that the faculty members are irrefutably environment- friendly and socially-responsive.

Table 10. *Social and Environmental Responsiveness*

Indicators	Weighted Mean	Descriptive Equivalent
Takes care of the properties of the institution	5	VHP
Considers others' conditions and feelings to improve the overall/general welfare	5	VHP
Restrains from engaging in illegal activities and not destroying the environment	5	VHP
Does not perform vandalism	5	VHP
Abhors littering	5	VHP
Shows dynamism and the ability to be able to operate in an efficient way in a number of social situations.	5	VHP
Observes security measures in all premises of the school	4.08	HP
Regularly participates in the conduct of drills on earthquake readiness and fire prevention	4.01	HP
Values the "Clean and Green Project" of the government	4	HP
Conducts tree planting and other related environment-friendly activities	3.23	MP
Average Weighted Mean	4.53	VHP

Legend:

- 4.51 – 5.00 – Very Highly Practiced (VHP)
 3.51 – 4.50 – Highly Practiced (HP)
 2.51 – 3.50 – Moderately Practiced (MP)
 1.51– 2.50 – Slightly Practiced (SP)
 1.00 – 1.50 – Least Practiced (LP)

As to the specific indicators that faculty have very highly practiced, the following are enumerated: Takes care of the properties of the institution, (5.00); Considers others' conditions and feelings to improve the overall/general welfare, (5.00); Restrains from engaging in illegal activities and not destroying the environment, (5.00); Does not perform vandalism, (5.00); Abhors littering, (5.00); Shows dynamism and the ability to be able to operate in an efficient way in a number of social situations, (5.00).

The data imply that the highest degree of concern among faculty members of the properties of the school has been undisputable. They care for the school possessions and stuffs with all of their constant rally against vandalism and littering because these have been a part of their Individual Performance Commitment (IPC) and their vow to uphold the principles of Investment in People (IiP). Pudu (2019) [34] cited that the school is a place where one can learn so many things. It helps the students to grow up into a responsible person. Every day the students spend a lot of time in school for learning and playing. Take care to use the school properties such as chairs, tables, duster and chalks properly. Keep the class room and school premises clean. Maintain personal hygiene properly. Maintain the toilets clean and hygienic.

The faculty members have also highly practiced the following school culture indicators in terms of social and environmental responsiveness which are arranged in descending means: Observes security measures in all premises of the school, (4.08); Regularly participates in the conduct of drills on earthquake readiness and fire prevention, (4.01) and Values the "Clean and Green Project" of the government, (4.00). Fore (2014) said that each time there is a major disaster, lives are lost. Preparation can cut down on the loss of lives, therefore, the school should have a plan in place in case there is an earthquake like earthquake preparation training to be prepared in the event of a disaster.

Furthermore, Eliot (2020) [35] purported that a clean environment ensures the continual existence and survival of all life on Earth. Cleaning the environment reduces pollution, protects unique ecosystems, prevents the extinction of endangered species and conserves resources, such as water, land

and air. A clean environment ensures the protection of biodiversity and ecosystems upon which human life and all other life on Earth depends

These prevailing data imply that PSU prepares for the safety of its stakeholders. Faculty members are in compliance to this initiative of the University by observing safety measures, disaster preparedness ingenuities and environment-friendly pieces.

However, the faculty members have moderately practiced tree planting and other related environment-friendly activities as indicated by the mean of 3.23. This may be attributed to the fact that the area of the campus is already planted with buildings making it very minimal space for trees. Hence, they still value greening the school campus by planting ornamental plants and small-sized fruit-bearing trees. Tyler (2019) [36] held his position that the first and most obvious benefit of starting a tree-planting scheme is the environmental impact. Children are passionate, and often highly knowledgeable, about climate change and the main causes of it. They are also engaged by projects that can make a difference to their community's carbon footprint. Planting trees is an easy, and long-lasting, way to involve pupils and to have a positive impact on the climate.

Notwithstanding, the faculty members have very highly practiced the school culture in terms of social and environmental responsiveness as evidenced by the average weighted mean of 4.53.

Spirituality. It could be gleaned on the table that the faculty members have very highly practiced the conduct of an opening prayer before the start of classroom activities, meetings and conferences and other relevant school events as supported by the mean of 5. They constantly offer an opening prayer in whatever occasion they celebrate whether a huge celebration being held in the convention hall or even a slight and simple activity being performed in the classroom. This has been the culture not only as PSUnians but as Christians as well. That, in every endeavor, be it big or minute, it will be started by asking grace from the Almighty Creator.

Table 11. *Spirituality*

Indicators	Weighted Mean	Descriptive Equivalent
Conducts an opening prayer before the start of classroom activities, meetings and conferences and other relevant school events.	5	VHP
Remembers that because of faith there is the feeling of security.	4.93	VHP
Has the courage to overcome all problems with God's help.	4.87	VHP
Asks for the consecration of God through prayer about the good relationship among administration, faculty members, staff and students of the University.	3.94	HP
Offers silent prayers intended for the University and Campus officials, colleagues, staff and students for their blessings	3.79	HP
Offers a solemn prayer using the PPT-aid University Prayer before any school conference or program commence.	3.73	HP
Acknowledges and forgets all the heartaches received from colleagues and superiors.	3.69	HP
Encourages other faculty members and staff to actively participate in religious activities.	3.24	MP
Says "God bless" with sincerity to every member of the institution.	2.75	MP
Average Weighted Mean	3.99	HP

Legend:

- 4.51 – 5.00 – Very Highly Practiced (VHP)
- 3.51 – 4.50 – Highly Practiced (HP)
- 2.51 – 3.50 – Moderately Practiced (MP)

1.51– 2.50 – Slightly Practiced (SP)
 1.00 – 1.50 – Least Practiced (LP)

On the same vein, the faculty members remember that because of faith there is the feeling of security (4.93) and has the courage to overcome all problems with God's help (4.87). It cannot be denied that teaching is not always lying in a bed of roses, there are also downfalls that need to deal with and through their earnest faith, they feel secured. They are so mindful that in good and wicked situations, God is there for them. As what a Job 11:18 *"And you will feel secure, because there is hope; you will look around and take your rest in security"* imparts.

However, the faculty members moderately practiced encouraging other faculty members and staff to actively participate in religious activities as indicated by the mean of 3.24. They inspire each other by reminding that they should have religious affiliations and engagements. In fact, some faculty members who belong to an identified religious denomination, oftentimes give leaflets and forward private messages of their doctrines and beliefs. This is a clear indication of brotherhood and harmony.

Likewise, the faculty members have highly practiced the following school culture: Ask for the consecration of God through prayer about the good relationship among administration, faculty members, staff and students of the University, (3.94); Offer silent prayers intended for the University and Campus officials, colleagues, staff and students for their blessings, (3.79); Offer a solemn prayer using the PPT-aid University Prayer before any school conference or program commence, (3.73) and Acknowledge and forget all the heartaches received from colleagues and superiors, (3.69). As part of the PSU community which advocates unity and solidarity, a prayer is always offered not only to the University officials but to the entire academic family.

Lastly, that faculty members moderately practiced the culture by saying "God bless" with sincerity to every member of the institution as indicated by the mean of 2.75. Some of them are not so vocal about this, yet, their gestures do. Their sweet smiles on their faces and a sincere eye-contact manifest of their warm accommodation and honor.

Over-all, the faculty members have highly practiced the school culture along spirituality as indicated by the mean of 3.99. This indicates that their value of Divine intervention and service guided by the Almighty are utmost and undeniably evident in the school premise.

Table 12. *Summary on the Extent of Practice of the School Culture of Faculty Members of Pangasinan State University-Urdaneta Campus*

<i>Extent of Practice on the Following Domains</i>	<i>Weighted Mean</i>	<i>Descriptive Equivalent</i>
Accountability and Transparency	4.69	VHP
Credibility and Integrity	4.62	VHP
Competence and Commitment to Achieve	4.35	HP
Excellence in Service Delivery	4.65	VHP
Social and Environmental Responsiveness	4.53	VHP
Spirituality	3.99	HP
Over-all Average Weighted Mean	4.47	VHP

Legend:

4.51 – 5.00 – Very Highly Practiced (VHP)

3.51 – 4.50 – Highly Practiced (HP)
 2.51 – 3.50 – Moderately Practiced (MP)
 1.51 – 2.50 – Slightly Practiced (SP)
 1.00 – 1.50 – Least Practiced (LP)

The table shows that the faculty members have very highly practiced the school culture as evidenced by the over-all average weighted mean of 4.47. The summary table reflects that competence and commitment to achieve (4.35) and spirituality (3.99) have been highly practiced. However, all other domains like accountability and transparency (4.69), credibility and integrity (4.62), excellence in service delivery (4.65) and social and environmental responsiveness (4.53) have been very highly practiced by the faculty members of Pangasinan State University-Urdaneta City Campus.

The data imply that faculty members exemplify obedience and submission by heart the established core values of the University. There is the willingness among them the initiative to uphold the ideals of the University as stipulated in their quality policy (PSU Manual [37] which states that, “to provide quality education and satisfactory service delivery through instruction, research, extension, and production, commit their expertise and resources to produce professionals who meet the expectations of the industry and other interested parties in the national and international community and shall continuously improve their operations in response to changing environment and in support of the institution’s strategic direction”

Significant Difference in the Extent of Practice of School Culture between Males and Females. The table shows that both male and female faculty members have the same level of practice as to the school culture of Pangasinan State University as indicated by the p-value of 0.317 which is higher than the 0.05 level of significance. With 58 males and 47 females, though their number is not equal, the t-test value reflects that their perceptions, actions and practice are on the same level. No difference has not recorded. This indicates that their execution along the core values of Pangasinan State University is undeniably on the same line and wave.

Table 13. *Significant Difference in the Extent of Practice of School Culture between Males and Females*

	N	Mean	Standard Deviation	p-value	Descriptive Equivalent
Males	58	4.4695	0.05414	0.317	No Significant Difference
Females	47	4.4594	0.04743		

This also implies that sex has no distinct and relative factor as to how culture of the school is believed, performed and achieved. They got the same perspective and mindset when it comes to the established core values of PSU along ACCESS: Accountability and Transparency, Credibility and Integrity, Competence and Commitment to Achieve, Excellence in Service Delivery, Social and Environmental Responsiveness and Spirituality.

Negating the findings of the study, according to Hilde, et. al (2011) [38], one of the most persistent inequalities has been based on gender such that women are found to participate less than men, which suggests that half of the population’s interests are not well represented.

As well, Heinrich (2012) [39] also negates the result of the study stating that the gender roles in the Philippines are found in many different places; for instance, school systems, dating, marriage, and especially their families. Males in retrospect get more respect because females take after their mothers and elder women to take less dominating roles, thus being more feminine in the jobs they choose to hold. The women are not always what we call frilly or girly, because they may be tom boys but they still have that less dominating role in their society. Men on the other hand are categorized into the more dominating roles in society.

However, Diniwer (2018) [40] claimed that there are no differences between men and women after all. Psychologists think that the only different things about men and women are physiological and anatomical. The new era brings equalization among men’s and women’s roles. This follows that they can work same job, regardless the heaviness and difficulty of the one. Women today are as ambitious as men.

ANOVA on Significant Difference in the Extent of Practice of School Culture Across Educational Attainment. The table shows that educational attainment among the faculty members has no significant difference as to how they practice school culture as indicated by the p-value of 0.117 and F-value of 1.897 which are greater than the value of 0.05 level of significance. It is reflected on the table that whatever is the level of educational attainment of a faculty member, this does not affect on how school culture is practiced. This also means that a degree is not a guarantee that one has to be intense and more penetrating in practicing the school culture since this does not have any upshot at all. Connotatively, since all faculty members are steadfast, they willingly show these set of school culture authentically.

Table 14. *ANOVA on Significant Difference in the Extent of Practice of School Culture Across Educational Attainment*

	Sum of Squares	df	Mean Squares	F-value	p-value	Descriptive Equivalent
Between Groups	0.019	4	0.005	1.897	0.117	No Significant Difference
Within Groups	0.254	100	0.003			
Total	0.273	104				

Therefore, the hypothesis which states that there is significant difference between the profile and the extent of practice of the school culture of Pangasinan State University is rejected.

Walters (2001) [41] negated the findings of the study saying that while educational attainment is an unequally distributed and scarce social good, in a similar way the ownership and control of the educational credentials is a principal means by which prestige and other aspects of life chances are distributed in modern societies. High levels of educational background are associated with all forces of constructive social outcomes. More highly-educated individuals have higher and more lavish access to higher paid and more prestigious work as compared to people with lower level of education. They apparently have better health and display more healthy behaviors.

ANOVA on Significant Difference in the Extent of Practice of School Culture Across Length of Service. The table shows that the length of service of the faculty members has no significant difference on the extent of practice of the school culture as indicated by the p-value of 0.051 and the F-value of 3.068 which are higher than the 0.05 level of significance either between and within groups.

Table 15. *ANOVA on Significant Difference in the Extent of Practice of School Culture Across Length of Service*

	Sum of Squares	df	Mean Squares	F-value	p-value	Descriptive Equivalent
Between Groups	0.016	2	0.008	3.068	0.051	No Significant Difference
Within Groups	0.258	102	0.003			
Total	0.273	104				

This shows that even how long or short, new or old in the service, the practice does not really differ. The faculty members do not mind if one is already in the service for 10 years or more or 5 years and below, what matters to them is their commitment and their practice of the school culture does not have any demarcation line.

Fuentes (2012) [42] said that there is no doubt that the evolutionary histories result in important differences between the sexes. But these same histories and biology also result in core similarities between the sexes that are equally as important in having same length of service to any endeavor.

ANOVA on Significant Difference in the Extent of Practice of School Culture Across Employment Status. It could be gleaned on the table that the employment status of the faculty member has no significance as to their extent of practice of the school culture as supported by the p-value of 0.063 and the F-value of 2.835 which are higher as compared to the 0.05 level of significance.

Table 16. *ANOVA on Significant Difference in the Extent of Practice of School Culture Across Employment Status*

	Sum of Squares	df	Mean Squares	F-value	p-value	Descriptive Equivalent
Between Groups	0.014	2	0.007	2.835	0.063	No Significant Difference
Within Groups	0.259	102	0.003			
Total	0.273	104				

This means that whether an employee is a permanent, contractual or job order, the practice of the school culture has no district description and identity- all is equal and does not really affect anything.

ANOVA on Significant Difference in the Extent of Practice of School Culture Across Academic Ranking. The table shows that

The academic rank of the faculty member has no significance as to their extent of practice of the school culture as supported by the p-value of 0.798 and the F-value of 0.338 which are higher as compared to the 0.05 level of significance.

The hypothesis which states that there is a significant difference between the profile and the extent of practice of the school culture of Pangasinan State University is rejected.

Table 17. *ANOVA on Significant Difference in the Extent of Practice of School Culture Across Academic Rank*

	Sum of Squares	df	Mean Squares	F-value	p-value	Descriptive Equivalent
Between Groups	0.003	3	0.001	0.338	0.798	No Significant Difference
Within Groups	0.271	101	0.003			
Total	0.273	104				

The data imply that the rank among instructors and professors of the University is not a factor in the practice of the school culture. The core values are performed with their will whether just being an Instructor 1 of a Professor 6. Their assessments as to how school culture is practiced in terms of the following core dimensions: Accountability and Transparency, Credibility and Integrity, Competence and Commitment to Achieve, Excellence in Service Delivery, Social and Environmental Responsiveness and Spirituality are similar and on the same lanes, angles and forms. This is attributed to the fact that faculty members are really devoted no matter what position they enjoy and rank they possess.

INSTITUTIONAL PROFESSIONAL ENHANCEMENT PROGRAM

Statement of Philosophy

The Pangasinan State University (PSU)-Urdaneta City Campus believes that great educators have a passion for learning and that the best faculty are life-long learners who strive to improve their teaching practice. To foster teaching excellence within the Campus, the faculty members need on-going and regular faculty development opportunities. An inclusive faculty development plan must encourage involvement of different segments of the school community. An effective faculty development plan must address the needs of the faculty while remaining flexible and innovative enough to move with changing times. It should foster

school culture model and be grounded in evidence-based core values. To ensure that the efforts are effective, this plan places a high value on sustainability.

Targets of the Enhancement Program

The impetus for the Pangasinan State University (PSU)-Urdaneta City Campus professional enhancement program continues to come from the two lowest assessed dimensions in the school culture that are grounded on the core values of the institution namely: First, *Competence and Commitment to Achieve*. This core value of PSU is concerned with what employees can do rather than what they know. As well, their discipline, hard work, perseverance, tenacity, good will, courage and faith to achieve something matched with the best of their abilities. This is what the adage “Don’t sweat the small stuff, because in the end its only small stuff.” Imparts. Second, along *Spirituality* where this is more of an individual religious practice and has something to do with having a sense of purpose, resolution and peace. It also relates to the expansion of developing beliefs around connection with others and the meaning of life.

Thus, the Pangasinan State University (PSU) has been actively involved in sustaining and developing new mechanisms for faculty development that respond to these needs. The institution believes that the major goal is to continue to monitor the current faculty development plans and activities and to expand them as changing times require and budgetary resources permit.

In addition, the campus is committed to aligning faculty development programs with the quality policy of the University which states that ...

“The Pangasinan State University shall be recognized as an ASEAN premier state university that provides quality education and satisfactory service delivery through instruction, research, extension and production.

...commit our expertise and resources to produce professionals who meet the expectations of the industry and other interested parties in the national and international community.

...shall continuously improve our operations in response to the changing environment and in support of the institution’s strategic direction”

GENERAL OBJECTIVES:

This 6-point objective as regards faculty development are as follows:

A. Competence and Commitment to Achieve	
1	Help the faculty members to upgrade their personal and professional skills and competence by having the eagerness to join conferences and fora.
2	Build collaboration among colleagues for productivity and skill development
3	Establish eagerness for higher professional status
B. Spirituality	
4	Encourage faculty members to actively participate in peace-related activities grounded along morality
5	Develop sincerity and concern with every member of the school community
6	Establish among themselves the sense of forgiveness for God’s glory

The collective process helps to establish an exemplary model for coping with the challenge confronting all Universities today: maintaining intellectual competitiveness and the most modern expertise among faculty members in the face of shrinking resources and shifting enrollment patterns.

Implementation Philosophy

Faculty development grants permit individuals to pursue programs of study in their own or another specialization or field by reducing, or relieving them of their teaching obligation for a semester or an entire academic year. The attempt is made to make these awards career-stage specific, so that they become available at appropriate professional junctures to have maximum effective impact.

In accordance with the PSU rules, proposals for training faculty members in fields related to their academic specialties. The intent is to help faculty obtain an entry to these other fields and specializations rather than to have to follow lengthy programs of study. The assumption is that once begun or once vital initial support is garnered, the faculty members can and will continue the learning process through the usual route of individual professional initiative. This is to target the competence and commitment to achieve.

Likewise, such initiatives to boost the morale of the faculty are also encouraged like conducting values formation seminars and trainings to uphold the spirituality dimension of the core values of the institution.

Professional Enhancement Techniques

1. The development of creative idea or image (eidos), of skills (techne) and of the action of making (poiétique).
2. Encourage nominations for development grants which are based on departmental need for the kind of programmatic extension and augmentation in the nominee's area and on the nominee's expressed interest and potential for development.
3. The establishment of the development grants which provide faculty members of any rank with released time for renewal, retraining, and development by adding to their competencies, either through acquiring new competencies within their principal fields or through work in a related field for one or two semesters of study.
4. For faculty who are still in probationary (tenure track) status, there are the **RESEARCH-SERVICE GRANTS**. These grants supplement or enrich research opportunities available to contractual faculty who has given unusually large amounts of time and effort to university service outside their own departments. The program provides summer salary support for the grantees to pursue worthy research projects.
5. The creation of the **PRE-APPOINTMENT PROGRAMS**. In order to broaden and deepen the diversity of the PSU faculty and to encourage outstanding faculty to pursue academic careers.
6. Produce **AD HOC DEVELOPMENT OPPORTUNITIES**. Library computer seminars are available through IT Department to increase their skills along computer literacy.
7. Create group cells for spiritual engagement among members of the Faculty.
8. Field trips among Faculty should be conducted to maintain the spirit of closeness and to establish closer bond.

III. CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Majority of the faculty members of the PSU-Urdaneta Campus are male with 1-7 years in service, holders of Master's degree, Instructor as their rank and still temporary.
2. The school culture of PSU is imbibed and intensively manifested among the faculty members of the institution. All areas of the core values where school culture has been grounded have high extent of practice. However, spirituality and competence and commitment to achieve served as the lowest.

3. The profile variables of the faculty members do not contribute any as to how the school culture is practiced by the faculty members of PSU.
4. A professional enhancement program is designed to improve the school culture of PSU.

IV. RECOMMENDATIONS

Based on the findings and conclusions drawn, the researcher strongly recommended the following:

1. Faculty members of the Campus should ponder other NBC 461 criteria for promotion. They should also continue pursuing their graduate studies that could also contribute for the elevation of their ranks. On the other hand, the institution should offer more didactic privileges and educational opportunities to improve the skills, knowledge and proficiencies of the faculty members.
2. Seminars as regards spirituality and competency-based trainings should be periodically conducted. PSU is already silver awardee in the Investors in People (IiP) and highly compliant of the International Organization for Standardization (ISO). Therefore, faculty members should be more aggressive in fulfilling the core values of the University.
3. The sex, length of service, educational attainment, academic rank and employment status of the faculty members do not have any effect as to how they portray the existing and prevailing culture of the University.
4. The culture of the school that are anchored on the core values of University could be further enhanced by establishing concrete and doable faculty development plan and a more achievable professional enhancement program.

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