

Influence of Work Values on the Teaching Performance of Faculty Members in State Universities and Colleges in Sulu

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Abstract: This study aimed primarily to determine the influence of work values on the teaching performance of faculty members in State Universities and Colleges in Sulu. This study has six research problems and three hypotheses. The descriptive- correlational research design with Statistical tools such as T-test, ANOVA, and simple regression were utilized in the analysis and interpretation of data. The findings were majority of the respondents are from Mindanao State University- Sulu, at the age category 36 years above, married, with income 31-40 thousand pesos after taxation, earned doctoral units, rendered service 6-10 years occupy position/rank Instructor I-III. The faculty members have exercised work values to keep them work well in their service. These work values were perceived very important in the job such as: Intellectual, Independence, Achievement, Prestige, Surroundings, Supervisory Relations, and Associates while they perceived important of the work values such as: Economic Returns, Security, and Altruism. The faculty members of State Universities and Colleges (SUCs) in Sulu achieved outstanding performance in terms of knowledge of subject matter, procedures and techniques, classroom management, preparation and utilization of instructional materials, professional growth, community and allied services and personality and human relations while they perceived very satisfactory level of performance in terms of evaluation and remedial procedures and attendance and reports. The hypothesis was accepted. There is no significant influence of the work values of faculty members on their teaching performance. The second hypothesis is also accepted. There is no significant influence of the profile income, educational attainment and length of service on the work values of faculty members of State University and Colleges (SUCs) in Sulu. The third hypothesis was also accepted. Therefore, there is no significant difference of teaching performance of faculty members of SUCs in Sulu when the data are grouped according to profile such as age, gender, and marital status, length of service, monthly income, educational attainment and position/rank. Based on the findings of the study, the conclusions were formulated. Majority of the respondents were from Mindanao State University- Sulu, at the age category 36 years above, married, with the income 31 – 40 thousand pesos after taxation, earned doctoral units, rendered service 6 – 10 years and occupy position/rank Instructor I – III. They exercised very important work values in their job such as: Intellectual, Independence, Achievement, Prestige, Surroundings, Supervisory Relations, and Associates while they perceived important of the work values such as Economic Returns, Security, and Altruism. They achieved outstanding performance in terms of knowledge of subject matter, procedures and techniques, classroom management, preparation and utilization of

instructional materials, professional growth, community and allied services and personality and human relations while they achieved very satisfactory level of performance in terms of evaluation and remedial procedures and attendance and reports. The work values have no significant influence on the teaching performance. There is no significant influence of the profile such as income, educational attainment and length of service on the work values of faculty members of SUCs in Sulu. There is no significant difference of the teaching performance of faculty members of the SUCs in Sulu when the data are grouped according to profile such as age, gender, and marital status, length of service, monthly income, educational attainment and position/rank. The significant findings and the conclusion of this study initiated certain recommendations. For research problems the following are forwarded. 1. Strategies on the improvement of work values: re-orientation activities of SUCs in Sulu. 2. Factors affecting the work values of Faculty Members in Tertiary Education. 3. Sourcing more strategies and improving work values and teaching performance. 4. Application of cooperative efforts to promote work values orientation: its effect on teaching performance. 5. Collaborative Efforts of Faculty Members and School Administrators of SUCs to administer work values. For research agenda the following are foresighted. 1. Another study may be conducted to follow up the results of this study. 2. The faculty members may continue to practice work values to enhance outstanding teaching performance. 3. The faculty members may collaboratively use work values to initiate motivation and job satisfaction. 4. The school administrator may include in their School Improvement Plan (SIP) the strategies to improve the work values of faculty members for better teaching performance. 5. The faculty members may develop personally their knowledge and skills work values to improve teaching performance. For research policies the following are advocated. 1. The SUCs in Sulu may understand the problems encountered by the faculty members in terms of work values as it is related to teaching performance. 2. The SUCs in Sulu may monitor the practice work values in relation to teaching performance. 3. The SUCs officials may transmit and find tangible solutions to the problems encountered by the faculty members in practicing work values. 4. The SUCs officials in Sulu may have proper re-orientation of the work values as it relates to teaching performance. 5. The faculty members may freely voice out the encountered problems on the work value.

Keywords: Influence, Level of Teaching, Socio-Demographic, Teaching Performance, University, Work Values.

1. Introduction

With the passage of time, trend changes, so with the values of people. What is believed right and acceptable years ago is already considered obsolete, impractical if not an outright taboo today. Values differ either geographically or culturally. It depends on how people accept and give it importance. Values are the standards to which people conform to gain acceptance in a certain society.

In the academe, the values of teachers are related to their teaching performance to a varying extent. Values play an essential role in determining the capability and potential of a teacher. The conduct of class session, preparation of subject matter, classroom management and the choice of teaching philosophy are unavoidably affected by the inner values of the teacher. Teaching is one of the most important jobs in the country. Teachers' ability to be effective in their work and take care of their professional development is dependent not only on their commitment, but also on the resources allocated to teaching education. Teachers represent, above all, learners' rights and interests, if necessary. In their work, they also teach learners to become responsible members of a democratic society. Other things being equal, effective teaching is only possible if the teacher possesses positive values and attitudes.

The province of Sulu has a State University and two State Colleges in the mainland. Mindanao State University-Sulu (MSU-Sulu) is an institution of higher learning located in the Municipality of Patikul. It was established in 1974 with only about fifteen students enrolled in only two Bachelor of Science courses. Today, MSU-Sulu has a graduate school and eight (8) colleges and offers thirty seven (37) academic programs. Its college student population reached a record high with six thousand three hundred twenty (6,320) last second semester, AY 2021-22. Said school has a total college faculty force of one hundred seventy nine (179). Meanwhile, Sulu State College (SSC) is the oldest State College in the Province. It is likewise located in Patikul, about three hundred meters north-west of MSU-Sulu. It offers thirty three (33) undergraduate courses and graduate programs (master's degree and Ph.D.) as well. Last second semester, AY 2021-22, SSC has a student population of six thousand three hundred eighty two (6,382). Its college faculty force totalled two hundred forty one (241). On the other hand, Hadji Butu School of Arts and Trades (HBSAT) located in Scott Road, Asturias, Jolo was established in 1928 as a secondary school. About two decades ago, it started operating a college department and is now offering three Bachelor of Science courses. AY 2021-22, it has the smallest student population with four hundred forty (440). HBSAT also has the smallest college faculty force with only twenty-eight (28).

Moreover, values are the elements of life prevailing in any society. They lie at the core of man's life. They color his life. They shape and determine an individual's or group's decision to like or dislike, favor or disfavor, change or not to change (Bauzon 2002). A person's work values affect the way he performs his chosen profession. If he is equipped with the "right" values, it is certain that he does his job very well. Seeking and clarifying our values is a long life challenge, but it rewards one with a healthy mental life and a satisfying mental

growth. Someone who works to clarify his own values becomes a more purposeful, more productive human being with a greater zest of life, and hopefully with more consideration for his fellow human beings (Bauzon 2002).

Andres as cited by Villanueva (2002) asserted that values are what people see, hear and perceive as good. Values are the object of a positive attitude. It is that good to which man tends. Values are being themselves or the richness of beings in as much as they have the power to attract the cognitive and appetitive potencies of men. Values are persons, things, ideas or goals, which are important to life – anything which enables life to be understood, evaluated and directed. Hence, the need to conduct this study was made that deals on the work values of individuals who were constantly facing the teaching-learning situation.

2. Methodology

This section presents the research design, locale of the study, respondents of the study, research instruments, sampling procedure, data gathering procedures, and statistical treatment of the data.

A. Research Design

This study was descriptive-correlational design with statistical tools such as T-Test, ANOVA, and simple regression were used in gathering data on the work values as it relates to the performance of faculty members in a State University and two State Colleges. Descriptive research as aptly defined by Manuel and Medel (1993) described what is. It involved the descriptive, recording, analysis, and interpretation of the present nature, composition or processes of phenomena.

B. Research Locale

This study was conducted at Sulu Province specifically in Mindanao State University- Sulu, Capitol Site located about two kilometres from Jolo town. Sulu State College also located in Capitol Site about one and one- half kilometres from the town. And Hadji Butu School of Arts and Trades is located at Scott Road, Asturias, Jolo, Sulu.

C. Sampling Procedure

The respondents of this study were the faculty members of Mindanao State University-Sulu, Sulu State College and Hadji Butu School of Arts and Trades. Fifty percent of the total population of the faculty force of each school was taken as respondents.

D. Data Gathering Procedure

The researcher administered the questionnaire after granted permission from the heads of schools under study. Subsequently, a researcher had distributed questionnaires to the different colleges of the schools under study. Total number of students and academic programs in first and second semester Academic Year 2021-22 were obtained from Registrar's office. Teaching Efficiency Rating (TER), Individual Performance Commitment Reviews (IPCR) of faculty members or Individual Performance Ratings for Teaching Personnel as rated by their immediate supervisors or dean/chairman of the different

colleges, peer evaluation and students' evaluation are acquired from Human Resource Management Office of respective schools. After a week, researcher has retrieved all the data with grateful gratitude to someone.

E. Respondents of the Study

The respondents of this study were the faculty members regardless of status of appointment whether they are contractual, part-time or permanent in service of Mindanao State University-Sulu, Sulu State College and Hadji Butu School of Arts and Trades.

F. Research Instruments

The instruments used in this study are the Work Values Inventory (WVI) which was written by Donald E. Super (1970) and Teaching Performance Questionnaires (TPQ). The TPQ was adopted from the study of Shirly S. Bulosan (2002) on Emotional Intelligence and Job Performance of Public School Teachers in Region XII (2002).

Questionnaires were self-administered and consisted of three parts. The first part was covering the socio-demographic characteristics. The second part delved on the work values while the third part has content of teaching performance of the faculty members. Work Values Inventory (WVI) represent values, which people consider in their work assessed a wide range of work values consist with ten (10) areas such as: altruism, intellectual, independence, achievement, prestige, economic returns, security, surroundings, supervisory relation, associates. Teaching Performance Questionnaire (TPQ) is designed to determine the teacher's performance in nine (9) areas namely: knowledge of the subject matter, procedures and techniques, classroom management, preparation and utilization of instructional materials, evaluation and remedial procedures, attendance and reports, professional growth, community and allied services and personality and human relations. Questionnaire is adapted from a five-point Likert Scale-type with the following options 5 – outstanding, 4 – very satisfactory, 3 – satisfactory, 2 – fair, 1 – unsatisfactory. The levels of teaching performance are as follows.

Table 1

Mean	Verbal Description
4.5 – 5.0	Outstanding
3.5 – 4.49	Very satisfactory
2.5 – 3.49	Satisfactory
1.5 – 2.49	Fair
1.0 – 1.49	Unsatisfactory

G. Statistical Treatment of the Data

Descriptive statistics was used to summarize the data. To test the three hypotheses of this study, a simple regression, T-test and ANOVA was used.

3. Results and Discussion

This section presents the analysis and interpretation of data. The presentation of data followed the sequence of the arrangement of the statement of the problems found in chapter I. The data were computed using SPSS version 22 then analysed and interpreted.

A. Socio Demographic Profile of Faculty Members in SUCs in Sulu

What is the socio-demographic profile of faculty members in State Universities and Colleges in Sulu?

Table 2

Socio demographic profile of respondents

		Frequency	Percent
School	MSU-Sulu	60	46.2
	HBSAT	11	8.4
	SSC	59	45.4
Age	21-35	57	43.8
	36-above	73	56.2
Gender	Male	64	49.2
	Female	66	50.8
Marital Status	Single	36	27.7
	Marries	80	61.5
Monthly Income	Widow/er	14	10.8
	10-20k	35	26.9
	21-30k	26	20.0
	31-40k	36	27.7
Educational Attainment	41-above	33	25.4
	Bachelor Degree	31	23.8
	W/Master's Units	35	26.9
	Master's Degree	25	19.2
	W/Doctoral Units	38	29.2
Length of Service	Doctoral Degree	1	0.8
	1-5 years	34	26.2
	6-10 years	44	33.8
	11-19 years	32	24.6
Rank/Position	29 years-above	20	15.4
	Instructor I-III	54	41.5
	Asst Prof I-V	51	39.2
	Asso Prof I-V	19	14.6
	Full Prof I-VI	6	4.6
	N	130	100.0

Table 2 shows that the profile of respondents in terms of school, the majority of the respondents are from Mindanao State University-Sulu, followed by Sulu State College and the least from Hadji Butu School of Arts and Trades. In terms of age, the majority of the respondents are belonged to age category 36 years-above followed by 21-35 years old. In terms of gender, the majority of the respondents are female followed by male. In terms of marital status, majority of the respondents are married, followed by single and the least are widow/er. In terms of monthly income, the majority of the respondents have the income 31-40 thousand, followed by 10-20 thousand, then 41 thousand-above and the least 21-30 thousand monthly incomes after taxation. In terms of educational attainment, the majority of the respondents earned doctoral units, followed by earned masteral units, then bachelor degree and the least are finished the masteral degree. In terms of length of service, the majority of the respondents have rendered services 6-10 years followed by 1-5 years, then 11-19 years and the least are 29 years-above. In terms of rank/position, the majority of the respondents are instructor I-III followed by assistant professor I-V, then associate professor I-V and the least are full professor I-VI.

The data indicates that the majority of the respondents are from Mindanao State University-Sulu, at the age category 36 years-above, married, with income 31-40 thousand pesos after taxation, earned doctoral units, rendered service 6-10 years and occupy the position/rank of instructor I-III.

B. Work Values of Faculty Members in SUCs in Sulu

What are the work values of faculty members in State Universities and Colleges (SUCs) in Sulu?

Table 3
Work values of faculty members

Work Values	Mean	SD	Description
Intellectual	4.61	.586	Very important
Independence	4.55	.553	Very important
Achievement	4.79	.487	Very important
Prestige	4.61	.599	Very important
Surroundings	4.63	.625	Very important
Supervisory Relation	4.68	.546	Very important
Associates	4.57	.597	Very important
Economic Returns	4.46	.683	Important
Security	4.39	.763	Important
Altruism	3.74	.921	Important
Grand Mean	4.50	.636	Very Important

Legend: 1.0-1.49 = Unimportant; 1.5-2.49 = Little Important; 2.53.49 = Moderately Important; 3.5-4.49 = Important; 4.5-5.0 = Very Important

Table 3 shows that the faculty members have exercise work values to keep them work well in their services. These work values are perceived very important in the job such as: Intellectual, Independence, Achievement, Prestige, Surroundings, Supervisory Relation, and Associates while they perceived important of the work values such as: Economic Returns, Security, and Altruism.

In the literature review, Andres (2001) states that Values are those considered conducive of essential to the welfare or the group, they constitute models or goals of personal behavior in social interaction, they are common to the members of a given social group: and the people's conception of the desirable basis of choice between alternatives, direction of interest, attention or emphasis. However, Bauzon (2002) also claimed that values are the truths upon which we base our objective moral standards. It is found to give direction and meaning to life in such a way that it enhances growth of the total person, and it is cherished and publicly affirmed by others.

In support to this findings, Stephen P. Robbins as cited by Villanueva (2002) states that values represent basic convictions that "a specific mode of conduct or end – state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state existence". Values are important to the study of organizational behavior because they lay the foundation of the understanding of attitudes and motivation and because they influence our perception.

Furthermore, Individuals enter an organization with preconceived notions of what "ought" and what "ought not" to

be. On the contrary they contain interpretations of right and wrong. Furthermore, they imply that certain behaviors or outcomes are preferred over others, Ergen (2015) emphasized that Values are important for creation, development and sustainability of a life worthy of human dignity. Values are key to keep people motivated in life like Eltagonde as cited by Villanueva (2001) elaborated Values are individual beliefs that motivate people to act one way or another. They serve as guide for human behavior. Some values have intrinsic worth, such as love, truth, and freedom. Therefore, values cloud objectivity and rationality where effective management solicits increasing awareness and concern for better performance.

Nevertheless, Value of teachers' work and school culture has an influence on school performance and student disability (Azians 2006 cited by Kanesan *et al.* 2018). Importance of value of work demanding that teachers become the pillars of the nation's education system, teachers should have strong personality and credibility in helping to realize the aspired of the national education Philosophy (Kanesan *et al.* 2018).

In this study the respondents considered values very important as shown in the grand mean. They believed that values can motivate intellectual, independence, achievement, prestige, surroundings, supervisory relations and associates, they also perceive important the economic returns, security and altruism.

C. Level of Teaching Performance of Faculty Members in SUCs in Sulu

What is the level of teaching performance of faculty members in SUCs in Sulu?

Table 4 shows that the faculty members in SUCs in Sulu achieved outstanding performance in terms of knowledge of the subject matter, procedures and techniques, classroom management, preparation and utilization of instructional materials, professional growth, community and allied services and personality and human relations while they achieved very satisfactory level of performance in terms of evaluation and remedial procedures and attendance and reports.

Usually, professors in the Universities and Colleges have always prepared when reporting to their classes. It is very practical to have knowledge of the subject matter with corresponding procedures and techniques of teaching and classroom management. In many instances they are always prepared in terms of the utilization of instructional materials. Most of them are improve their teaching experiences through schooling in the masteral and doctoral degrees, in other words

Table 4
Level of teaching performance of faculty members of SUCS in sulu

	Mean	SD	Description
Knowledge of the Subject Matter	4.55	.521	Outstanding
Procedures and Techniques	4.60	.579	Outstanding
Classroom Management	4.67	.501	Outstanding
Preparation and Utilization of Instructional Materials	4.60	.545	Outstanding
Professional Growth	4.55	.515	Outstanding
Community and Allied Services	4.61	.556	Outstanding
Personality and Human Relations	4.72	.491	Outstanding
Evaluation and Remedial Procedures	4.49	.564	Very Satisfactory
Attendance and Reports	4.49	.541	Very Satisfactory
N=130	Grand Mean	4.59	.535 Outstanding

Legend: 1.0-1.49=Poor; 1.5-2.49=Unsatisfactory; 2.5-3.49=Satisfactory; 3.5-4.49=Very Satisfactory; 4.5-5.0=Outstanding

they are aware of their professional growth. The development of extension services in the community is one of the concerns of the professors of the universities and colleges. As man power in the higher institution they tend to improve community and allied services so as to well-developed personality and human relations. Teaching career must possess characteristics so as to improve the performance of university in general.

This finding supports the study of Lardizal as cited by Bulosan (2002) stated that the outstanding qualities of effective teachers are professional and personal qualities. Professional qualities include 1.) Mastery of subject matter, 2.) Knowledge of nature of the child, 3.) Understanding of the teaching principles and skills in use of techniques for their implementation and 4.) General understanding of other branches of knowledge.

This finding is also supports Gagabi (1999) further asserted that teachers with good mastery of the subject matter can organize effectively what is to be taught. The more teachers know the subject matter the more he is able to present subject matter in more stimulating way.

D. Influence of Work Values on Teaching Performance of Faculty Members in SUCs in Sulu

Is there a significant influence of work values on the teaching performance of faculty members in schools under study? Hypothesis: There is no significant influence of work values on the teaching performance of faculty members in schools under study.

Table 5 shows that the null hypothesis is accepted. The regression value indicates that there is low insignificant influence that is manifested in the regression square value which indicates that only 13% of the data are accounted by the regression model. It implies that there is another factor that influences the teaching performance which are not included in this study. Using the significant value greater than .05 significant level of confidence shows evidence to conclude that there is no significant influence of the work values of faculty members on their teaching performance.

The result of this study give implication on Cajeta (2016) revealed that work values of teachers such as honesty, achievement, respect, integrity and helping were found to be significantly correlated to their teaching performance. Giray

(2021) urged the success of a teacher on his or her endeavor can be attributed on work values. Javier (1993) also considered teachers' work values contribute significantly to the kind of school climate, and consequently the level of morale prevailing in organization. Mallillin (2021) revealed teaching as the noblest profession. It has a significant correlation between job satisfaction and favorable outcome on teachers' work performance. Dose (2011) asserted values are diagnostic of one's identity, self-worth has major implications for our lives and our interaction with others. In working environment work values are particularly significant and salient. Work values have implication for the kind of career we choose, the work environment we prefer, and the kinds of decisions we will make. Pryce (2014) emphasized an understanding of the nature of work values assists employers and employees in creating a workplace where work values act to complement each other rather than create conflict. Work values can play a central role in fostering positive and healthy workplace. Guskey (1986) described the process of teachers change from staff development to enduring change in teachers' perceptions and attitudes.

E. Influence of Socio-Demographic Profile on Work Values of Faculty Members in SUCs in Sulu

Do socio-demographic profile such as income, educational attainment and length of service influence the work values of faculty members?

Table 6 shows that the hypothesis is accepted since the significant values of the profile are greater than .05 level of confidence. The data indicates that there is no significant influence of the profile income, educational attainment and length of service on the work values of faculty members of SUCs in Sulu.

This finding supports the study of Francisco (2020) revealed that teachers personal and professional demographic characteristics such as age, gender, academic qualification, length of service, civil status, achievement, performance rating, medium of instruction, seminars and trainings, research presented affect students' academic performance. Abun *et al* (2021) also ascertained that there is a significant difference in self-efficacy among employees based on educational attainment and length of work experience. Another related

Model	Influence of work values on the teaching performance of faculty members			t	Sig.
	B	Unstandardized Coefficients	Standardized Coefficients		
1	(Constant) 5.672	1.061		5.348	.001
	Work Values -.237	.231	-.361	-1.024	.340
	R = .361	R ² = .130	F = 1.048	Sig. = .340	

a. Dependent Variable: teaching performance

Table 5
Influence of profile such as income, educational attainment and length of service on the work values of faculty members

Model	Influence of profile such as income, educational attainment and length of service on the work values of faculty members			T	Sig.
	B	Unstandardized Coefficients	Standardized Coefficients		
1	(Constant) 4.064	.397		10.234	.000
	Educational Attainment .018	.106	.075	.167	.873
	Length of Service -.068	.311	-.074	-.220	.833
	Monthly Income .143	.116	.559	1.236	.263
	R = .599	R ² = .358	F = 1.116	Sig. = .414	

a. Dependent Variable: Work values

study to support the finding is Batnigas et al (2022) disclosed that teachers with higher educational attainment tend to perform better in teaching. Attainment higher education and trainings improve teaching quality performance. Therefore, the continuous professional growth has been encourage for teaching personnel in order to produce more efficient and effective learning – teaching processes.

F. Difference of Faculty Members' Teaching Performance Grouped According to Profile

Is there a significant difference of teaching performance of faculty members when data are grouped according to their profile?

Table 8

Difference of teaching performance grouped according to profile

	Test Statistics	Sig.	Ho Decision
Age	t = .193	.850	Accepted
Gender	t = .132	.896	Accepted
Marital Status	F = .082	.922	Accepted
Length of Service	F = 2.060	.128	Accepted
Monthly Income	F = 1.779	.174	Accepted
Educational Attainment	F = 1.449	.239	Accepted
Position/rank	F = .704	.558	Accepted

Table 8 shows the test statistics for difference of teaching performance grouped according to the profile of the respondents. Since all of the significant values are greater than .05 level of confidence, the data indicates that the hypothesis is accepted, therefore there is no significant difference of the teaching performance of the faculty members of the SUCs in Sulu when the data are grouped according to profile such as age, gender, marital status, length of service, monthly income, educational attainment and position/rank. The data implies that the teaching performance of the faculty members of SUCs in Sulu was not affected by profile. This means the teaching performance of the faculty members whether young or the older once do not differ significantly as well as male and female faculty members, single or married teachers, etc. Their performance is outstanding regardless of being young or old, doctor or bachelor degree, new or veterans in service, etc.

The finding support the study of Fakunie and Ale (2018) revealed that there is a significant difference between students' academic performances in schools having open climate and the performance of students in schools having controlled climate. Manla (2021) also disclosed that school climate has a significant relationship to teachers' commitment and better school performance. Maxwell et al (2017) furthermore stressed that a positive school climate promotes high teachers commitment and better school performance. School climate and social identification are core variables that have the power to augment student achievement. It means that the demographic profile of faculty members has no influence for teaching performance but factors like school climate and environment have something to do with the academic quality outcomes.

4. Conclusion

The majority of the respondents are from Mindanao State University-Sulu, at the age category 36 years-above, married,

with income 31-40 thousand pesos after taxation, earned doctoral units, rendered service 6-10 years and occupy position/rank Instructor I-III. They exercise very important work values in their job such as Intellectual, Independence, Achievement, Prestige, Surroundings, Supervisory Relation, and Associates while they perceived important of the work values such as Economic Returns, Security, and Altruism. They achieved outstanding performance in terms of knowledge of the subject matter, procedures and techniques, classroom management, preparation and utilization of instructional materials, professional growth, community and allied services and personality and human relations while they achieved very satisfactory level of performance in terms of evaluation and remedial procedures and attendance and reports. The work values have no significant influence on their teaching performance. There is no significant influence of the profile income, educational attainment and length of service on the work values of faculty members of SUCs in Sulu. There is no significant difference of the teaching performance of the faculty members of the SUCs in Sulu when the data are grouped according to profile such as age, gender, and marital status, length of service, monthly income, educational attainment and position/rank.

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