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Arjem Noryn C. Agum, Sabina L. Pariñas

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Institutional Learning Outcomes: An Exit Survey Among Graduating Students of a Faith-Based Higher Education Institution in the Philippines

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Abstract

The success of every higher education institution is evidenced by its effectiveness in achieving its institutional goals as specified, not only in terms of operational targets but more importantly in the form of graduate attributes or institutional outcomes. Guided by the *Institutional Outcomes Mapping* of a faith-based university as the framework, this research aimed to assess the achievement of the five graduate attributes: professional competence, active faith, social responsibility, selfless service, and balanced lifestyle among the 349 out of 541 graduating students in May 2019. This study employed a descriptive design utilizing a 5-point Likert-type scale questionnaire. Using purposive sampling, the questionnaires were distributed by the college deans to students applying for graduation. The results showed that the respondents have high levels of Professional Competence ($M = 4.05 \pm 0.55$), Active Faith ($M = 4.17 \pm 0.67$), Social Responsibility ($M = 3.99 \pm 0.66$), Selfless Service ($M = 3.91 \pm 0.79$), and Balanced Lifestyle ($M = 3.62 \pm 0.80$). Among the five graduate attributes, Active Faith has the highest mean score while Balanced Lifestyle has the lowest. The items with the highest scores are under Active Faith namely: "Appreciation for God's leadership in my life" ($M = 4.44 \pm 0.68$) and "Faith in God" ($M = 4.38 \pm 0.75$). The lowest items are from Balanced Lifestyle namely: "Regularly eat breakfast" ($M = 3.20 \pm 1.22$) and "Get average of seven hours of sleep per night" ($M = 3.25 \pm 1.18$). The findings showed the status of effectiveness of the university in achieving its institutional learning goals for its graduates at the end of their program. Results are objective evidences to inform institutional planning as the university maintains its best practices and addresses the areas that need improvement. For future researches, qualitative studies may be conducted to explore the processes, systems, and reflections how the institutional outcomes are taught and developed in the university.

Keywords: *exit survey, attributes of graduating seniors, institutional learning outcomes, institutional effectiveness*

Higher education institutions (HEIs) are tasked with the preparation of professionals who will be working in a context of changing needs, societal expectations, and socio-economic, political, and cultural factors (Sana, 2010). Equipping the students to acquire knowledge, skills, and attitude that meet such expectations in the workplace is a major goal of higher education (Nusche, 2008). Thus, quality assurance for higher education systems has become an important component worldwide (Akareem & Hossain, 2016). The relevance of each HEI, while responding to the challenges of globalization and internationalization, must be drawn from its resolve to continue focusing on its unique identity, mission, vision, and goals, translated into innovative education resulting to graduates with attributes that can impact workplaces of different contexts. The quality of HEI is evidenced by its graduates, the products for the labor market resulting from well-managed educational programs (Alhassan et al, 2018). According to Martin and Mahat (2017), there has been an increasing interest in Australian universities' ability to demonstrate that their students have acquired knowledge and skills as specified in the form of graduate attributes or institutional learning outcomes; because the success of an HEI is evidenced by its effectiveness to achieve its institutional goal of producing graduates with desired attributes or institutional learning outcomes.

In the Philippines, the HEIs are mandated to contribute to building a quality nation as specified in CMO 46, series of 2012, where the universities and colleges are expected to produce thoughtful graduates imbued with sound values and characterized by high levels of academic competence. This would only be made possible if the HEIs fully implement outcomes-based education (OBE), an approach in which the whole educational system is organized and driven by what are the essential outcomes for the students to develop all throughout their program (Spady, 1994 cited in Uys & Gwele, 2004). OBE, also known as "standard-based education" (Ramsay et al., 2015), is a well-established means to evidence student learning. At its core are the "demonstrations of three key things: 1) what the student knows, 2) what the student can actually do with what he or she knows, and 3) the student's confidence and motivation in carrying them out" (Spady, 1994 cited in Uys & Gwele, 2005, p. 177). Adopting the CHED's definition of quality as "fitness for purpose" (CHED Handbook, 2014, p.8), the HEIs are expected to focus on the translation of their institutional vision, mission, and goals into learning outcomes that are aligned not only with the government's standards but also with their own institutional requirement.

A variety of outcomes are reported in OBE which includes exit level outcomes among others (Uys & Gwele, 2004). This, being the focus of this paper, will examine the articulated graduate attributes or institutional learning outcomes of a faith-based institution in the Philippines. Using the Curriculum Planning Model of Ho et al. (2009) as guide, at the institutional level, five learning outcomes were established by the university namely: professional competence, active faith, social responsibility, selfless service, and balanced lifestyle. These are the attributes of students by the end of their program as articulated in the *Institutional Outcomes Mapping* document of the university. The central element of the Curriculum Planning Model features a feedback loop which implies that "evaluation and refinement are ongoing processes" in managing the university's curricular programs (Ho et al., 2009, p. 4). This study was conducted to assess the achievement of the desired learning outcomes as perceived by the graduating college seniors. This is a crucial part of the quality management in HEI which can be achieved through institutional research which is to "gather and analyze data in order to know how well an HEI is performing in agreed areas" such as the status of institutional outcomes (Luxton, 2005, p. 33).

Methodology

This study utilized a descriptive design (Polit & Bech, 2012). Using the *Institutional Outcomes Mapping* of the university as the framework, this research assessed the achievement of the five institutional learning outcomes or graduate attributes among the graduating college students in May 2019. The questionnaires were distributed by the college deans to the students applying for graduation. Purposive sampling was utilized to select the 349 participants, of which 37% were males and 63% females. The response rate of the total graduates for academic year 2018-2019 was 65%. Participants accomplished a 53-item survey questionnaire using a 5-point Likert type response scale. The internal consistency reliability tests of the scales used to measure the five attributes were within the acceptable range of Cronbach's alpha: professional competence (.91), active faith (.95), social responsibility (.90), selfless service (.93), and balanced lifestyle (.89) as presented in Table 1.

Table 1
Reliability Statistics for Scales Used for Institutional Outcomes

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
1. Professional Competence	.91	.91	13
2. Active Faith	.95	.95	13
3. Social Responsibility	.85	.90	10
4. Selfless Service	.93	.93	7
5. Balanced Lifestyle	.89	.89	10

Ethical considerations were observed to ensure confidentiality and anonymity in handling the data. Frequency, percentage, mean, standard deviation, comparison of mean scores, and reliability statistics were used to analyze the data.

Results and Discussion

The results of the exit survey aimed to assess the achievement of the five institutional learning outcomes: professional competence, active faith, social responsibility, selfless service, and balanced lifestyle among the graduating seniors during the 2nd semester of academic year 2018-2019 of a faith-based institution in the Philippines are presented in this section.

Professional Competence

Table 2 presents the perceived level of professional competence among the graduating college seniors. The overall mean score is 4.05 which is interpreted as high. The highest mean score is on the item, "Positive outlook to real world challenges" ($M = 4.17 \pm 0.75$), while the lowest is, "Information technology skill" ($M = 3.81 \pm 0.97$).

Adventist education encourages their students "to view even so-called secular occupations within the context of an individual's wider vocation as a servant of God and humankind" (Knight, 2010, p. 33). Thus, it is necessary that students develop professional competence so that they could serve God in the best way possible. Professional competence is defined as "demonstration of expertise and leadership in academic or professional

discipline, continually improving professionally through lifelong learning” (AUP Institutional Outcomes Mapping, 2017, p. 1).

Table 2

The Graduating College Students' Perceived Professional Competence

	Mean	SD	Interpretation
Positive outlook to real world challenges	4.17	.75	High
Competence in my chosen career	4.15	.79	High
Critical thinking skills	4.13	.83	High
Collaborative skills	4.11	.72	High
Adherence to ethical standards	4.09	.80	High
Accountability	4.09	.78	High
Written communication skill	4.05	.78	High
Desire to pursue continuing education (i.e. trainings, graduate school)	4.03	.84	High
Research Skills	4.03	.73	High
Leadership skills	3.99	.79	High
Confidence to lead	3.95	.78	High
Oral communication skills	3.97	.86	High
Information Technology skill	3.81	.97	High
Overall Mean	4.05	.55	High

Legend: Very Low =1.00-1.80; Low =1.81-2.60; Moderate=2.61-3.40; High =3.41-4.20; Very High =4.21-5.00

Active Faith

Table 3 shows the perceived level of active faith among the graduating college seniors. The overall mean score is 4.17 which is interpreted as *high*. All the items were rated 4 and above and there are 6 items rated *very high* level. These findings suggest that the students have developed a strong faith foundation throughout their academic program in the university.

The primary aim of Christian education is to lead people into a saving relationship with Jesus Christ (Knight, 2010, p. 31). This saving relationship is expressed in practicing spiritual disciplines under the institutional outcome active faith. The University Institutional Outcomes Mapping (2017) defines active faith as “developing a growing, transforming relationship with God and application of the biblical truths expressed in the Seventh-day Adventist beliefs and spirituality to a variety of real-world issues”.

Table 3

The Graduating College Students' Perceived Level of Active Faith

	Mean	SD	Interpretation
Appreciation for God's leadership in my life	4.44	.68	Very High
Faith in God	4.38	.75	Very High
Personal relationship with God	4.29	.79	Very High
Moral principles that can guide my actions	4.27	.80	Very High

{table continues on the next page}

Personal prayer and devotion	4.24	.79	Very High
Sense of purpose in life	4.21	.77	Very High
A meaningful philosophy of life	4.14	.78	High
Attendance to week of prayer meetings (at least 8 per semester)	4.09	.96	High
Church attendance (at least twice a month)	4.07	.93	High
Love for sharing Biblical truth to others	4.07	.84	High
Interest in Bible study	4.06	.88	High
Involvement in my church	4.01	.91	High
Participation in church outreach programs	3.89	1.03	High
Overall Mean	4.17	.67	High

Legend: Very Low =1.00-1.80; Low =1.81-2.60; Moderate=2.61-3.40; High =3.41-4.20; Very High =4.21-5.00

Social Responsibility

Table 4 presents the perceived level of social responsibility among the graduating college seniors. The overall mean score is 4.11 which is interpreted as high. The items rated with *very high* level are: “Respect for cultural differences” ($M = 4.32 \pm 0.85$), “Ability to deal with people from diverse backgrounds” ($M = 4.29 \pm 0.85$), and “Work comfortably with people from different ethnic or racial group” ($M = 4.24 \pm 0.82$). These findings suggest that the students have developed strong cultural sensitivity and ability to deal and work with people of diverse backgrounds which is a good attribute in view of globalization where they will be working in diverse contexts because of changing needs, societal expectations, and socio-economic, political, and cultural factors (Sana, 2010). Meanwhile, the item rated lowest is, “Engagement in community” ($M = 3.80 \pm 0.80$) which is interpreted as high. This result, although it is high, shows that there is room for improvement for the university in this aspect to help the students develop this indicator so that the students engage more in the community.

According to the University Institutional Outcomes Mapping (2017), social responsibility means “to demonstrate commitment and engagement to improve the quality of life of all people, and to care for the environment”. These findings suggest that the students have developed strong sense of social responsibility as well as cultural sensitivity which are essential attributes of graduates in view of globalization wherein the workplaces demand it due to diverse contexts brought about by changing needs, societal expectations, and socio-economic, political, and cultural factors (Sana, 2010). One of the purposes of Adventist education is to develop Christians who can “relate well to others in this world” (Knight, 2010, p.55).

Table 4

The Graduating College Students’ Perceived Level of Social Responsibility

	Mean	SD	Interpretation
Respect for cultural differences	4.32	.85	Very High
Ability to deal with people from diverse backgrounds	4.29	.85	Very High
Work comfortably with people from different ethnic or racial group	4.24	.82	Very High

{table continues on the next page}

Compassion for the less fortunate	4.20	.81	High
Giving of time and effort to help other people	4.19	.78	High
Tolerance of people's inability to share one's belief or viewpoint	4.18	.82	High
Participation in community extension activities	4.04	.99	High
Proper waste segregation (reduce, reuse, recycle)	4.01	.88	High
Donating money for the needy	3.85	.86	High
Engagement in community	3.80	.80	High
Overall Mean	4.11	.66	High

Legend: Very Low =1.00-1.80; Low =1.81-2.60; Moderate=2.61-3.40; High =3.41-4.20; Very High =4.21-5.00

Selfless Service

Table 5 presents the perceived level of selfless service among the graduating college seniors. The overall mean score is 3.91 which is interpreted as high. This finding suggests that the graduating college students have developed spirit of selfless service at the end of their academic program in the University.

According to White (1903, p. 13), the ultimate aim of true education is the “joy of service in this world and for the higher joy of wider service in the world to come”. It is along this framework that the University Institutional Outcomes Mapping (2017) was crafted and defined. Selfless service is the application of knowledge to real-world challenges in the spirit of unselfish service, fulfilling God's calling in their lifework. In gratitude to God's love and salvation, it inspires a Christian to do service as a response to God's love (Knight, 2010).

Table 5

The Graduating College Students' Perceived Level of Selfless Service

	Mean	SD	Interpretation
Giving service beyond the call of duty	4.07	.87	High
Helping others without seeking recognition	4.05	.92	High
Willingness to sacrifice for the benefit of others	3.96	.93	High
Volunteering for charity work	3.91	.95	High
Prioritizing the needs of others over my own personal interest	3.91	.89	High
Earning money to help others in need	3.74	.96	High
Participating in Voice of Youth, evangelistic crusades, medical mission, and other related program activities	3.70	1.09	High
Overall Mean	3.91	.79	High
Donating money for the needy	3.85	.86	High
Engagement in community	3.80	.80	High
Overall Mean	4.11	.66	High

Legend: Very Low =1.00-1.80; Low =1.81-2.60; Moderate=2.61-3.40; High =3.41-4.20; Very High =4.21-5.00

Balanced Lifestyle

Table 6 presents the perceived level of balanced lifestyle among the graduating college seniors. The overall mean score is 3.65 which is interpreted as high. The highest mean score is on the item, “Being sensitive to the feelings of others” ($M = 4.20 \pm 0.98$). The four items rated lowest (*moderate level*) are: “Exercise at least three times a week” ($M = 3.36 \pm 1.20$), “Find time to nap every day” ($M = 3.28 \pm 1.24$), “Get an average of 7 hours of sleep per night” ($M = 3.25 \pm 1.18$), and “Regularly eat breakfast” ($M = 3.20 \pm 1.22$). These findings suggest that there are indicators of a balanced lifestyle that needs to be strengthened.

According to White (1903, p. 13), “true education is the harmonious development of the physical, the mental, and the spiritual powers as it prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come”. This is the philosophy of Adventist education that guides the university stating that the “work of education and the work of redemption are one: to restore in humanity the lost image of God through the harmonious development of mental, physical, social, and spiritual faculties” (AUP Strategic Plan, 2017, p.7). This philosophy, emanating from the Bible, says that “Jesus increased in wisdom and stature, and in favor with God and man” (Luke 2:52, KJV). This indicates that Jesus himself was an advocate and a model of a balanced lifestyle and holistic development. The University Institutional Outcomes Mapping (2017) defines balanced lifestyle as “the pursuit of wholeness by maintaining a balanced healthy lifestyle – spiritually, mentally, physically, and socially”. As a result of practicing balanced lifestyle such that biological and psychological needs within the contexts of individuals are met, this can lead to “reduced stress, improved health and well-being, and greater life satisfaction” (Matuska & Christiansen (2008, p. 16).

Table 6

The Graduating College Students’ Perceived Level of Balanced Lifestyle

	Mean	SD	Interpretation
Being sensitive to the feelings of others	4.20	.98	High
Practice good relationship with the teachers	4.18	.95	High
Helped me to adapt to change	4.05	.99	High
Solve problems positively	3.98	.96	High
Practice plant-based diet	3.48	1.15	High
Spend quality time with my family	3.41	1.23	High
Exercise at least three times a week	3.36	1.20	Moderate
Find time to nap every day	3.28	1.24	Moderate
Get an average of 7 hours of sleep per night	3.25	1.18	Moderate
Regularly eat breakfast	3.20	1.22	Moderate
Overall Mean	3.65	.80	High

Legend: Very Low =1.00-1.80; Low =1.81-2.60; Moderate=2.61-3.40; High =3.41-4.20; Very High =4.21-5.00

Summary of Mean Scores of the Institutional Outcomes

Table 7 shows the summary of the mean scores of the five institutional outcomes pertaining to the graduating college students. Results showed that all the five graduate attributes are rated *high*. Active faith has the highest rating while the balanced lifestyle,

the lowest. This study suggests that although the ratings are all high, there is still room for improvement particularly in terms of balanced lifestyle.

Table 7

Summary of Mean Scores of the Institutional Outcomes

	Mean	SD	Interpretation
1. Professional Competence	4.05	.55	High
2. Active Faith	4.17	.67	High
3. Social Responsibility	4.11	.66	High
4. Selfless Service	3.91	.79	High
5. Balanced Lifestyle	3.65	.80	High

Conclusion and Recommendations

This graduate exit survey assessed the status of achievement of the five institutional learning outcomes as perceived by the graduating seniors. The results showed that the participants have *high levels* of Professional Competence, Social Responsibility, Selfless Service, and Balanced Lifestyle. This suggests that the university has been effective in achieving its institutional learning goals for its graduates. Among the five graduate attributes, Active Faith has the highest mean score while Balanced Lifestyle has the lowest which also indicate that the area of Balanced Lifestyle needs to be strengthened. Findings of this study are essential evidence-based inputs to institutional planning as the university maintains its best practices and implements continuous improvement initiatives. For future researches, qualitative studies may be conducted to explore the processes, systems, and reflections how the institutional outcomes are taught and developed in the university.

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Abstract

Academic performance is very important in the life of a soon-to-be pastor because it is an evidence of one's professional preparation to meet the challenging demands of pastoral ministry. It is then the aim of this research to determine the influence of spiritual practices, academic motivation, and self-discipline on the academic performance of theology students in a faith-based higher education institution. Using cross-sectional, descriptive correlational design, 81 out of 115 theology students participated by answering a 5-point Likert-type survey questionnaire. Results show that the participants have a very high level of spiritual practice ($M = 4.30 \pm 0.50$), high levels of academic motivation ($M = 3.97 \pm 0.47$) and self-discipline ($M = 3.82 \pm 0.59$), and a moderate level of academic performance ($M = 3.29 \pm 0.33$). Pearson product-moment correlation indicates strong positive relationship between spiritual practices and self-discipline ($r = .611$, $p = <.001$) and a low positive association with academic motivation ($r = .227$, $p = .042$). Further, self-discipline is positively associated with academic motivation ($r = .312$, $p = .005$). Lastly, academic motivation significantly influences all the other three variables: spiritual practices ($r = .227$, $p = .042$), self-discipline ($r = .312$, $p = .005$), and academic performance ($r = .258$, $p = .021$). Findings suggest the positive interplay of spiritual practices, academic motivation, self-discipline, and academic performance. Overall, only the academically motivated theology students tend to have higher academic performance. Results may be used as bases for enhancing student development programs and selection/retention guidelines for theology students. In the future, this study may be conducted among other disciplines. Also, a qualitative study may be done to explore, not only what drives academic performance but also what motivates them to pursue a theology program.

Keywords: *academic motivation, self-discipline, spiritual practices, academic performance*

Pastorship, as a vocation in the Seventh day Adventist Church, requires both professional training and individual conviction of a call from God. Before an individual can be employed, it is required that the applicant should present credentials as a graduate of a theology degree. In some other countries, college degree is not enough to be accepted as a pastor; one should have a post graduate degree like Masters of Divinity. This is due to the current demand of time where majority, if not all, of the parishioners are professionals.

In the college level, students are being prepared in multi-faceted aspect of a pastor's ministerial work. They undergo different trainings in church leadership, preaching, teaching, counseling, and evangelism. All of these are integrated in the curriculum where students are expected to perform high. In other words, low performance in the school might determine a low quality of result of the pastoral work in the church; although there is a need for this to be verified. If the college produce a lousy pastor, then the church has a tendency to complain and blame the college, because a second-rate pastor has a tendency to produce a second-rate congregation. Hence, a good academic performance is crucial to the life of the church.

Ellen G. White emphasizes that "God requires the training of the mental faculties," and that "He is displeased with those who are too careless or too indolent to become efficient, well-informed workers" (White, 1941, p.333) Although this can be obtained outside the school setting, the academe has tremendous opportunities to influence a person and thus mold the intellect for a noble service. Moreover, White (1941) agrees that "the more thoroughly the intellect is cultivated, the more effectively it can be used in the service of God," and those who have had the benefit of a thorough education, can do a much more extensive work for Christ. They stand on vantage ground" (p.333). (That is why a good academic performance does not only give a great advantage but also produce an illimitable result.

The aim of this study was to determine if these predictors are acceptable factors in the academic life of theology students. If these predictors affect theology students, which from spiritual practices, academic motivation, and self-discipline has a high degree of influence in the academic performance? By assessing these factors, the college mentors will have a yardstick which area has the immediate need for attention and which area has a need to be strengthened and developed.

Spiritual Practices

Adventist education has a unique philosophy. Adventists believe that this uniqueness has its foundation in the mutual relationship of education and redemption; that it is one in purpose and scope, to restore the lost image of God in humanity. Church schools had been established to teach children from early childhood the significance of developing not only the mental aspect but also the spiritual facet. The treatment of a person in the educational context is holistic as shown in the contents of its curriculum, and in the integration of faith and learning.

The development of the whole being does not exist in a static mode but rather it is active and mobile. There are three necessary components to exemplify spiritual maturity; to reach up to God, to reach in with God, and to reach out with God. Reaching up to God is having a living and vibrant relationship through worship, prayer and fasting, and a consistent study and meditation of the Bible. In other words, walking a daily walk with

God in a personal and vertical way. Reaching in with God is living a harmonious life within the body of believers. It is demonstrated by loving, unselfish serving and encouraging one another to act in unison to further God's mission. It is a daily walking with God in a corporal and horizontal way as shown in an unselfish service in the community of faith. Reaching out with God is doing a holistic ministry in order to reach unbelievers starting in our families, neighbors, and friends until the ripple reach the ends of the globe. It means walking a daily walk with God by fulfilling the mission, "you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth" (Acts 1:8, NIV). Hence, based upon this framework (GCDO Advisory 2015), the spiritual development of a Christian believer does not create an environment of idly waiting for something to happen, but an intentional and dynamic spiritual practice.

In a study, Fukofuka (2007) confirmed that spiritual practices have been perceived by students as one of the major contributing factors in the academic performance both in Adventist schools and secular schools. This stand is supported by Pong (2017), providing empirical evidence on the positive relationships that exist between spiritual well-being and academic performance. Additionally, those spiritual qualities, such as concentration, perseverance, self-confidence, self-discipline, and interpersonal relationships, are good predictors of such relationships.

On the other hand, William and Isaac (2016) in a case study of university students, revealed that there was no significant relationship between student spirituality and academic performance. In the students' perceptions, all are on the same level whether spiritual or not in pursuing success. Because spirituality is attached to a religion then it can only be a source of inspiration to help the student to be more focused and disciplined in their obligations.

Academic Motivation

Motivation plays a major role in the life of an individual. It is what drives people to pursue a certain plan. A person can have a right or wrong motive; nevertheless, it is what impelled that person to do a certain behavior. Kian et al. (2014) reinforced that motivation affects human behavior, and this is not only true in some aspects of human existence but in all aspects including academic pursuit. Academic motivation plays a very important role in mediating the relationship between personality traits and academic achievement, and confirmed its relationship to both (Mammadov et al., 2018).

Motivation is a strong driving force of any endeavor. Amrai et al. (2011) emphasized that motivation stimulates students to complete assignments and their desired academic degree. It sustains them with determination to endure hardships just to pursue their passion. The motivated individual has an unmovable purpose in life because their behaviors are energetic, oriented and permanent (Amrai et al., 2011). Hence, motivation can have a tremendous effect on the individual's performance during student life. According to Alkis (2015) the academic success of students can be determined by their motivation because it plays a vital role in their behaviors and learning and therefore it is related to learning outcomes.

Many researchers in the field of psychology and education are delving in different areas to assess those factors that affect the performance of a student. Özen (2017) observed that majority of educational researchers and experts agreed that motivation can play a notable part in ensuring the continuous achievement of the student. Motivation can affect

the conduct of a person so that it will propel the desire to achieve his goal. However, there are some studies (Cetin, 2015) that contradicted this position in the sense that it is not the student's academic motivation that counts but it's the setting of goal that predicts academic performance as seen in the GPA.

Motivation can be both internal and external. "Intrinsic motivation is the drive to pursue an activity simply for the pleasure or satisfaction derived from it, extrinsic motivation is pursuing an activity out of a sense of obligation, or as a means to an end" (Javaeed et al., 2019, p. 2). Internal motivation is the result of interest, curiosity and needs of the individual; it does not require another additional motivation or punishment to push through and the outcomes are rewarding and meaningful for the individual. Some characteristics of a motivated student is seen how he learn the topic easily and a willingness to make an extra mile in order to understand the lesson or topic (Özen, 2017).

External motivations are those supports such as rewards, punishment, and social support. If the individual cannot see a good reason and benefits from the actions and its results then there is no motivation. Although a study revealed that intrinsic motivation has much better results than extrinsic motivation (Hayenga & Corpus, 2010), some studies already corroborate the joint impact of incentives and intrinsic motivation to performance (Cerasoli et al., 2014) and yet a more exploration of the combination of both is needed to be established. Some observed that students who are intellectually curious, disciplined, organized, and less neurotic have higher academic motivation (Önder et al., 2014).

Self-Discipline

Self-discipline is another factor that affects the academic performance of a student. Self-discipline includes the right management of time and the right application of priorities. Time management involves scheduling, planning, and managing one's study time; it also includes setting realistic goals and setting aside time for study and effectively using that study time (Basila, 2014). Mismanagement of time or inadequate scheduling can cause unproductivity hence difficult to attain the goal. Some studies accorded good time management as an indicator of high GPA or academic achievements (Basilica 2014; Khanam et al., 2017). This is supported in the study conducted by Adebayo (2015) in higher institutions in Nigeria that the students should use their time wisely and spend it judiciously if they want to improve their academic performance. The study also stressed the importance of regulating or even reducing the amount of time spent on social activities and gatherings, avoiding procrastination as predictors of poor academic result and prioritization or setting regular or daily goals are important. However, in the study done by Hamdan et al. (2014), it appears that the practice of time management has no direct effect on academic achievement instead it is the coping strategies of a student that makes a difference.

The importance of self-discipline in any endeavor cannot be underestimated. White (1941) highlighted to God's workers that self-discipline is a must to be practiced because it is effectual than eloquence or other brilliant talents. Even an ordinary mind if disciplined can accomplish much than those highly educated yet no self-control. The idea that self-discipline plays a major advantage or even surpass an innate gifted person with high IQ was proven in a study (Duckworth & Seligman 2005). Another related study by Jung et al. (2017) shows that academic self-discipline can be a mediator for academic self-efficacy and academic performance.

Methodology

This study utilized a cross-sectional, descriptive correlational design. Cross-sectional designs involve a collection of data at one point in time, and correlational designs examine the relationship or association between variables when the potential cause cannot be manipulated (Polit & Beck, 2012). Using a convenience sampling technique, 81 out of 115 theology students from a faith-based university in the Philippines participated. A 5-point Likert-type researcher-constructed survey questionnaire was used to gather data. The internal consistency reliability tests of the three scales used were within the acceptable range of Cronbach's alpha: spiritual practices (.91), academic motivation (.76), and self-discipline (.88). The academic performance of respondents was based on their actual grade point average from the previous semester taken from AOLIS, the electronic program used by the university in grades management. The data were analyzed using the IBM SPSS Statistics version 23. To determine the level of spiritual practices, academic motivation, and self-discipline, mean and standard deviation were used; to correlate the variables, Pearson's *r* analysis was performed. Ethical considerations were observed to ensure confidentiality and anonymity in handling the data.

Results and Discussion

Spiritual Practices and Academic Performance

Table 1 shows that the overall mean score for the level of spiritual practices is 4.30 interpreted as *very high*. The highest mean score is on the item, "I attend church worships on Sabbath days" ($M = 4.89 \pm 0.42$), while the lowest is, "I read Ellen White writings" ($M = 3.75 \pm 0.92$).

Table 1

The Level of Perceived Spiritual Practices of the COT Students, N=81

	Mean	SD	Interpretation
4. I attend church worships on Sabbath days.	4.89	.42	Very High
6. I attend vespers (Friday night) worship services.	4.72	.55	Very High
5. I attend midweek prayer meetings.	4.64	.68	Very High
13. I fellowship with my fellow believers (by greeting them during worship gatherings, or eating with them during potluck, etc).	4.59	.63	Very High
1. I commune with God through prayers.	4.54	.74	Very High
14. I participate in the programs and activities of the church.	4.48	.73	Very High
10. I encourage fellow Adventists to be faithful to God.	4.38	.68	Very High
18. I use my spiritual gifts to participate in mission opportunities	4.35	.82	Very High
15. I share my faith in Christ to non-Adventists (classmates, friends, family, acquaintances)	4.30	.77	Very High
16. I participate in outreach or missionary activities.	4.28	.83	Very High
7. I attend worships in my residence (dorm, apartment or house).	4.28	.93	Very High

{table continues on the next page}

2. I commune with God by reading the Bible.	4.22	.74	Very High
11. I share my reflections during Sabbath school lesson.	4.12	.98	High
12. I set a good example to my fellow believers.	4.11	.81	High
9. I minister to fellow believers by praying with them.	4.10	.80	High
8. I dedicate my whole being to God by not patronizing worldly entertainment (e.g., worldly music, movies, e-games).	4.05	.81	High
17. I use social media to share about God.	3.89	1.02	High
3. I read Ellen White writings.	3.75	.92	High
Overall Mean	4.30	.50	Very High

Legend: *Very Low*=1.00-1.80; *Low*=1.81-2.60; *Moderate*=2.61-3.40; *High*=3.41-4.20; *Very High*=4.21-5.00

Since theology students should emulate the life and teachings of Christ, worshipping on Sabbath has been a spontaneous custom and tradition. Sabbath keeping in the Seventh Day Adventist (SDA) Church is one of the testing truths among its membership because members have to leave their daily regular work, and even to deny themselves of some of their secular plans and wishes to go to church for worship. Because it is within this framework that a Sabbath keeper has received a double blessing for not only having the privilege to commune with the Creator God and enjoy fellowship with brethren, but also be blessed holistically to stay healthy. This is supported by many studies (White et al., 2015) expressing the improvements on physical (Superville et al., 2014), mental health and emotional well-being (Morton, 2018), and having a positive impact for the rest of their weeks (Speedling, 2019). Hence, Sabbath worship is the epitome of being a member of the SDA Church.

The three components such as reach up, reach in, and reach out are present in all of those practices with *very high-level* results. It means that the theology students are consciously practicing those spiritual disciplines as a way of life. Reading Ellen G. White's writings, though ranked lowest in the mean score does not mean it is not their priority; in the SDA Church EG White writings called Spirit of Prophecy books has an important role in formation and edification of its members. (Dudley & Cummings, 1982). The writings of White (1953) is not a substitute of the Bible. Ellen White consider her writings as a "lesser light" that points the reader to the "greater light" (the Bible) (p. 125). It also emphasized the primacy of Scripture, "If you had made God's word your study, with a desire to reach the Bible standard and attain to Christian perfection, you would not have needed the Testimonies" (White, 1889, p. 664). Thus, the priority for reading is the Bible and EG White writings is an aid to the Bible.

Table 2 indicates that spiritual practices has *low positive correlation* with academic performance ($r = .227$, $p = .042$) and *strong positive association* with self-discipline ($r = .611$, $p < .001$), however, it does not influence academic performance.

Table 2

Pearson r of Spiritual Practices and Academic Performance (GPA) of COT Students

		SP	AM	SD	GPA
Spiritual Practices (SP)	Pearson Correlation	1	.227*	.611**	.026
	Sig. (2-tailed)		.042	.000	.818
	N	81	81	81	79
Grade Point Average (GPA)	Pearson Correlation	.026	.258*	.064	1
	Sig. (2-tailed)	.818	.021	.576	
	N	79	79	79	79

Legend: ** Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed). +1 Perfect Relationship, +0.80-+0.99 Very Strong Relationship, +0.60-+0.79 Strong Relationship, +0.40-+0.59 Moderate Relationship, +0.20-+0.39 Weak Relationship, +0.01-+0.19 Very Weak Relationship, 0 No Relationship

This study concurs the previous study of William and Isaac (2016) which shows that there was no significant relationship between student spirituality and academic performance; because spirituality is attached to a religion, it can only be a source of inspiration, and it helps the student to be more focused and disciplined in their obligations. This result also agrees with Pong (2017) on categorizing self-discipline as spiritual qualities is showing the strong relationship between spiritual practices and self-discipline.

Academic Motivation

Table 3 shows that the overall mean score for the level of academic motivation is 3.97 interpreted as high. The highest mean scores are on the items, “I believe that the Theology program will improve my competence to serve the Lord” ($M = 4.70 \pm 0.62$) and “My parents just forced me to take Theology” ($M = 4.70 \pm 0.86$), while the lowest are, “I think pastors are treated nicely by the people in the church” ($M = 2.31 \pm 0.98$) and “I feel important if I can succeed in college” ($M = 2.48 \pm 1.44$). The students’ greatest motivators in pursuing Theology is their desire to improve their competence to serve the Lord and the fact that it is their choice to become a minister. However, since the two lowest items were recoded for statistical analysis so that the negatively stated statements answered with 1 (*Not like me at all*) were transposed to 5 (*Very much like me*), hence, these also suggests that they were somewhat motivated to take Theology program because they think that pastors are treated nicely in the church and they feel important if they can finish college.

Table 3

The Level of Perceived Academic Motivation Among the COT Students, N=81

	Mean	SD	Interpretation
16. I believe that the Theology program will improve my competence to serve the Lord.	4.70	.62	Very High
13. My parents just forced me to take Theology.*	4.70	.86	Very High
5. I feel satisfied when I share what I have learned with others.	4.69	.54	Very High
3. I experience satisfaction while learning new things about my profession.	4.59	.57	Very High

{table continues on the next page}

6. I am committed to serve the Lord by being a pastor.	4.58	.79	Very High
8. I want to serve in an Adventist institution in the future.	4.43	.97	Very High
2. I believe that God calls me to become a Pastor.	4.40	.80	Very High
4. I think that a college education will help me better prepare for the career I have chosen	4.38	.86	Very High
15. In order to have a better salary later.*	4.26	1.01	Very High
12. I think the work of a pastor is easier than other professions.*	3.94	1.19	High
14. Taking a Theology program is the best option for a working student like me.*	3.91	1.45	High
10. I once had good reasons for going to college but I am not sure anymore.*	3.61	1.22	High
9. I am not qualified in other academic programs.*	3.59	1.14	High
1. To find a job that can support me later.*	3.01	1.44	Moderate
11. I feel important if I can succeed in college.*	2.48	1.44	Moderate
7. I think pastors are treated nicely by the people in the church.*	2.31	.98	Moderate
Overall Mean	3.97	.47	High

* In analyzing data at SPSS, negatively stated statements answered with "Not like me at all" with a rating of 1 were transposed to 5 "Very much like me" because they are the expected answers.

Legend: Very Low=1.00-1.80; Low=1.81-2.60; Moderate=2.61-3.40; High=3.41-4.20; Very High=4.21-5.00

Table 4 indicates that academic motivation has positive relationships with spiritual practices ($r = .227, p = .042$), self-discipline ($r = .312, p = .005$), and academic performance ($r = .258, p = .021$). These results suggest that there is positive interplay among these variables so that as the academic motivation increases, the spiritual practices, self-discipline, and academic performance increase as well. Among the three independent variables, it is only academic motivation that influences academic performance.

Table 4

Pearson r of Academic Motivation and Academic Performance (GPA) of COT Students

		SP	AM	SD	GPA
Academic Motivation (AM)	Pearson Correlation	.227*	1	.312**	.258*
	Sig. (2-tailed)	.042		.005	.021
	N	81	81	81	79
Grade Point Average (GPA)	Pearson Correlation	.026	.258*	.064	1
	Sig. (2-tailed)	.818	.021	.576	
	N	79	79	79	79

Legend: ** Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed). +1 Perfect Relationship, +0.80-+0.99 Very Strong Relationship, +0.60-+0.79 Strong Relationship, +0.40-+0.59 Moderate Relationship, +0.20-+0.39 Weak Relationship, +0.01-+0.19 Very Weak Relationship, 0 No Relationship

Motivation is a power to any endeavor. A person with good and right motivation can propel a successful achievement. It has been observed by Zuber et al. (2015) in their study about the success of football players, that high levels of win and goal orientation, hope for success, and self-determination are related to high performance and greater chance of success not only individually but even as a group. That is why both intrinsic and extrinsic motivation have strong influence on performance (Cerasoli et al., 2014). The quality of motivation is a good determinant of a good performance (Kusurkar et al., 2013). This study disproves Cetin's (2015) findings that academic motivation is not a predictor of GPA, yet this also supports the conclusion that goal setting is a significant predictor because when individuals set goal, they are motivated to pursue it.

Academic Motivation When Correlated With Spiritual Practices

Some studies demonstrate the role of religious commitment to the dedication of students in their academic engagement (Chukwuorji et al., 2018). It means, the religious practices of a person can also affect personal motivation. The higher the morale, the more a person is motivated. Usually, a person who is active religiously will gain moral support from listening to sermons, praying together and sharing thoughts and feelings in small group activities, and engaging in church outreach activities and other altruistic advocacies, thus providing social support and inspiration. Being spiritual help students to have a more balanced view of their academic life and provides a deep sense of purpose (Cox, 2011). Spiritual practices reduce stress thus develops good attitudes and perspective about academics and provides a sense of meaning and purpose to life. Daw (2018) confirms the impact of extrinsic personal orientation towards religion which resulted in increased academic motivation. Therefore, religion plays a major role in the academic life of an individual.

This study disagrees with William and Isaac's (2016) findings that academic failure or success is not affected by spiritual practices. Nevertheless, the study supports the recommendation that religious students may take advantage of the discipline associated with spirituality and they can apply it in their quest for academic success. In this sense, the practice of spirituality can indirectly, if not directly as they proposed, affect academic performance due to the relationship between spirituality and self-discipline.

Academic Motivation When Correlated With Self-Discipline

Motivation and self-discipline cannot be separated for they are interrelated. When people have a strong motivation, they will make a disciplined effort to achieve their goals. When people have a well-disciplined life, their motivation cannot be contained; it will outburst into a well-planned life, develop better time management skills, and stay focus with the plan (Garcia & Subia, 2019) or clear idea about what they are doing (Basila, 2014). In this sense study habits as part of self-discipline can predict the GPA (Cetin 2015). Consequently, the best motivation is a well-disciplined thought that turned into right values that resulted into honest course of action and produces honorable outcome.

Academic Motivation When Correlated With Academic Performance

The findings of this study agree with other recommendations "that academic motivation meaningfully predicts academic performance and these two have a positive and meaningful relationship" (Dogan, 2015, p.558), that there must a "coordination and

interaction between different aspects of motivation” (Amrai et al., 2011, p. 399), and not only personality, sleep variables, and chronotype can enhance good academic performance but also motivation (Önder et al., 2014). Accordingly, to understand and boost the academic motivation of the student is therefore an essential component in the academic context and performance.

Self-Discipline

Table 5 shows that the overall mean score for the level of self-discipline is 3.82 interpreted as *high level*. The highest mean score is on the item, “I attend to my enrolled courses.” ($M = 4.63 \pm 0.72$) which indicates *very high*, while the lowest is, “I do not use social media (FB, messenger, Twitter, etc.) while studying.” ($M = 3.46 \pm 0.99$) indicating high. Results suggest that they are committed to their enrolled courses, however, using gadgets for social media remains an area that needs to be addressed.

Table 5

The Level of Perceived Self-Discipline Among the COT Students, N=81

	Mean	SD	Interpretation
10. I attend to my enrolled courses.	4.63	.72	Very High
11. I arrive on-time in my classes.	4.12	.77	High
1. I wake up the same time in the morning.	4.00	1.00	High
6. I manage well my time for study, work, and personal relationships (family, friends, significant others).	3.94	.93	High
12. I complete my class requirements on time.	3.94	.83	High
7. If I have planned to study, I can refuse to hang around with my friends.	3.74	.92	High
2. I sleep at least seven hours each night.	3.73	.89	High
9. I stick with my set expectations for the day.	3.67	.91	High
3. I review my notes and modules after class.	3.58	.76	High
5. I follow my study time table.	3.52	1.00	High
4. I do advance reading before my classes.	3.49	.88	High
8. I do not use social media (FB, messenger, Twitter, etc.) while studying.	3.46	.99	High
Overall Mean	3.82	.59	High
1. To find a job that can support me later.*	3.01	1.44	Moderate
11. I feel important if I can succeed in college.*	2.48	1.44	Moderate
7. I think pastors are treated nicely by the people in the church.*	2.31	.98	Moderate
Overall Mean	3.97	.47	High

Legend: *Very Low*=1.00-1.80; *Low*=1.81-2.60; *Moderate*=2.61-3.40; *High*=3.41-4.20; *Very High*=4.21-5.0

The result suggests the student’s class attendance as part of good self-discipline have an impact on academic performance. This was confirmed in a study done of its role in the exam results (Dey, 2018). The importance of attendance cannot be overestimated, because attending class regularly will always add new theoretical and practical experiences

and perspectives than those who are absent. This was ratified in a study done to medical students that their performance in both theory and practical examinations were significantly affected by their attendance at clinical and tutorial-based activities and practical classes (Deane & Murphy, 2013; Mohanan et al., 2017). This finding holds true to other non-medical courses (Aden et al., 2013; Latif & Miles, 2013). That is why role for policies and teacher's encouragement and learning techniques are crucial to encourage attendance.

Table 6 indicates that self-discipline has strong positive relationship with spiritual practices ($r = .611$, $p < .001$) and positive weak association with academic motivation ($r = .312$, $p = .005$); however, it does not influence academic performance. The result indicates that as the spiritual practices increase, the academic motivation also increases.

Table 6

Product-Moment Correlation of Self-Discipline and Academic Performance (GPA) of COT Students

		SP	AM	SD	GPA
Self-Discipline (SD)	Pearson Correlation	.611**	.312**	1	.064
	Sig. (2-tailed)	.000	.005		.576
	N	81	81	81	79
Grade Point Average (GPA)	Pearson Correlation	.026	.258*	.064	1
	Sig. (2-tailed)	.818	.021	.576	
	N	79	79	79	79

Legend: ** Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed). +1 Perfect Relationship, +0.80-+0.99 Very Strong Relationship, +0.60-+0.79 Strong Relationship, +0.40-+0.59 Moderate Relationship, +0.20-+0.39 Weak Relationship, +0.01-+0.19 Very Weak Relationship, 0 No Relationship

The study indicates that self-discipline has an indirect effect on academic performance yet has a forthright relation to spiritual practices. It contradicts the observations that self-discipline even surpasses a person with high IQ (Duckworth & Seligman, 2005) in terms of result performance. On the other hand, the results on the non-correlation of self-discipline and academic performance (Zimmerman & Kitsantas, 2014) and the role as mediator of self-discipline to academic self-efficacy and academic performance, (Jung et al., 2017) has been sustained. Since self-discipline and spiritual practices are directly related and affect their academic motivation; it can be concluded that students have a balanced view of their academic life and have a deep sense of purpose. It coincides their motivation also to prepare themselves to serve God and minister His people. Their schooling in a way is to fulfill their inner call to become a pastor rather than to become academically or intellectually giant, since this is the only channel to achieve their calling. Their priority is to finish the theology course rather than to excel academically, because in the SDA Church Pastoral ministry is both a profession and a calling.

Grade Point Average

Table 7 presents the grade point average of the Theology students which is 3.29 in a scale of 4. The academic performance was based on their actual grade point average from the previous semester and taken from AOLIS, the electronic program used by the university in grades management.

Table 7

The Mean Score of the Grade Point Average of the Theology Students, N=79

	Minimum	Maximum	Mean	Std. Deviation
Grade Point Average	2.38	4.00	3.29	.33

Conclusion and Recommendation

The study, being the first in the College of Theology, provided empirical evidence on the spiritual practices, academic motivation, self-discipline, and academic performance among the students. Generally, the students have a *very high level* of spiritual practice, *high levels* of academic motivation and self-discipline, and a moderate level of academic performance. Spiritual practice has a *strong positive relationship* with self-discipline but with a *low positive association* with academic motivation. Findings suggest the positive interplay of academic motivation, spiritual practices, self-discipline, and academic performance. Lastly, only the academically motivated theology students tend to have higher academic performance. Results may be used as bases for enhancing student development programs and selection/retention guidelines for theology students. In the future, this study may be conducted among other disciplines. Also, a qualitative study may be done to explore, not only what drives academic performance, but also what motivates them to pursue a theology program.

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Perceived Effects of Professional Development Program on the Knowledge, Skills, and Attitude of University Employees

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Abstract

Professional Development Program (PDP) is part of the university's annual plan to enhance the knowledge, skills, and attitude of its employees. A lot of studies have been done on the effects of this program to the quality of teachings; however, little research has been done to relate its effect on the knowledge, skills, and attitude of the university employees. Thus, this study aimed to evaluate the perceived knowledge gained, level of skills enhanced, and level of attitude developed after the PDP attended by the university employees. Using cross-sectional survey design, 562 purposively sampled university employees answered a 26-item 4-point Likert-type survey questionnaire. There was also a section for comments every item which were to add depth to the study. Quantitative data were analyzed using mean and standard deviation and the qualitative responses with thematic analysis. Ethical considerations were observed to ensure confidentiality and anonymity in handling the data. Results showed that the employees' perceived effects of the professional development programs they attended were very high: knowledge ($M = 3.79 \pm 0.34$), skills ($M = 3.84 \pm 0.36$), and attitude ($M = 3.78 \pm 0.44$). The qualitative responses proved that through the PDPs they attended, the employees (a) gained *factual, substantial, insightful, and empowering* knowledge; (b) acquired skills such as *expertise, readiness, and productivity*; and (c) developed *confident, grateful, optimistic, and open-minded* attitude. Findings suggest that the professional development program of the university for its employees has been effective. Therefore, it is highly recommended to continue the program. Future research to correlate trainings attended with their work performance or productivity be conducted.

Keywords: *professional development program, knowledge, skills, attitude, university employees*

Professional Development Program (PDP) refers to a range of activities such as continued training and education that are perceived to help the employees in improving their professional skills that are vital for carrying out their task (Bilal, Guraya, & Chen, 2017). This also aims to keep the employees up to date on current trends and develop new skills for the purpose of advancement in the field. Some professions require professional development to renew certification or license and ensure employees are up to standard. Others can typically pursue on their own programs offered by educational institutions, professional organizations, or by their own employer (Campos, 2020).

Faculty Development Program (FDP) is a greater focus by the administrators of higher education which are both efficient and competitive in the era of ongoing financial constraints (Beach, Sorcinelli, Austin, & Rivard, 2016). This means that funds used for trainings and seminars are investments to maintain the quality of services. A lot of studies have been done on the effects of this FDP to the quality of teachings. In the studies of Gore et. al (2017), results showed a significant change in the overall quality of teaching as measured through the following: knowledge assessment, understanding level among the students, expectations delivered to students, assistance for learning in the classroom environment, and relevance of the learning activities. A review of empirical studies done by Dogan, Pringle, and Mesa (2016) resulted in the increased pedagogical content knowledge and disciplinary content knowledge that may facilitate the change in teaching practices from traditional into more inquiry-based approaches.

Adventist University of the Philippines' (AUP) practice is sending their employees to various professional development program and this is part of the Universities' annual budget. Not just the teachers but all employees have the privilege to attend any development programs that are related to their profession and/or current job assignment. Usually, most PDPs have focused on the development of knowledge and skills, as these are the most observable and easiest to measure. Attitudes, on the other hand, are addressed the least as these are the most difficult for people to develop and are the hardest to measure for results (The Peak Performance Center, 2020). Nevertheless, this study aimed to evaluate the perceived knowledge gained, level of skills enhanced, and level of attitude developed after the PDP attended by the University employees.

Methodology

This study utilized a cross-sectional survey design. It aimed to evaluate the effects of the PDPs attended by the university employees on their knowledge, skills, and attitude. There were 562 purposively sampled participants who answered a 26-item 4-point Likert-type survey questionnaire. There was also a section for comments every item to add depth to the study. Quantitative data were analyzed using frequency, mean, and standard deviation and the qualitative responses with thematic analysis. Ethical considerations were observed to ensure confidentiality and anonymity in handling the data.

Results and Discussion

This section presents the results of the survey on the effects of the PDP of employees of a faith-based university in the Philippines for Academic Years 2017-2018 and 2018-2019. Through educational and training activities, employees can acquire new knowledge, develop new skills, and form a new attitude (The Peak Performance Center, 2020).

Perceived Effects on Knowledge

Table 1 shows that the overall mean score of all the items for effects on knowledge is 3.79 interpreted as *very high*. The highest mean score is on the item, “The topics covered were timely” ($M = 3.88 \pm 0.34$), while the lowest is, “The seminar provided sufficient knowledge for me to echo the seminar” ($M = 3.63 \pm 0.72$). This implies that the topics in the seminars attended are relevant to their needs thus, resulting in significant effect to their knowledge. Moreover, the respondents are willing to share their learnings with their colleagues.

Table 1

Perceived Effects on Knowledge

	Mean	SD	Interpretation
R1 The objectives were clearly communicated.	3.87	.34	Very High
R2 The topics covered were timely.	3.88	.34	Very High
R3 The seminar/training lived up to my expectations	3.73	.56	Very High
R5 The seminar/training was well planned.	3.79	.48	Very High
R6 The content/topics were relevant to my job.	3.86	.43	Very High
L1 The seminar provided sufficient knowledge for me to echo the seminar	3.63	.72	Very High
L2 Current trends and issues were added to my knowledge.	3.82	.46	Very High
L3 I learned new insights/skills related to my job.	3.80	.46	Very High
L4 The seminar/training improved my technical knowledge and skills.	3.69	.65	Very High
L5 My knowledge base was enhanced.	3.81	.44	Very High
Overall Mean	3.79	.34	Very High

Legend: *Very Low*=1.00-1.79; *Low*=1.80-2.59; *High*=2.60-3.39; *Very High*=3.40-4.0

Table 2 shows the qualitative responses of the employees, affirming the high relevance and effects of the PDPs they have attended to their knowledge described through the categories that emerged: factual, substantial, insightful, and empowering.

Table 2

Emerging Categories and Theme for Knowledge

Feedbacks	Categories	Theme
<ul style="list-style-type: none"> It was a CHED-endorsed training-workshop for HEIs with DevCom Degree program The UPLB, as the training-workshop host, is the first and only Center of Excellence for DevCom Program in the entire country. There is no seminar kit (materials) given to us upon registration. 	Factual	

{table continues on the next page}

<ul style="list-style-type: none"> • The topics are comprehensive, interactive, open, and emancipating; both informative and transformational. • The lecturers shared the latest management in their field. • Industrial Revolution was touched by one of the speakers. • Yes, all topics are relevant. The seminar helps to gain knowledge in different areas. All topics are very interesting. Professional growth is for both academics & non-academic staff. • It provided sufficient time to share & lead new knowledge internationally • The seminar is very sufficient to tramper knowledge through research. • Yes, the topic is very relevant to my job. • The topics presented were more of research and how to do excellent research. I have learned a lot, especially on the difference between qualitative and quantitative research, but they were not related/relevant to my job. The unanswered items are, as I see, not applicable. • It added spice to the research aspect of work-life in the academe • Very informative with new findings & innovation in Biology. • Very relevant to my subject that I handle w/c is Hospital Dentistry. • The seminar is well planned and very timely, especially for all Filipino teachers. • The topic that reinforced all the listeners is all about the KWL and the changes in vocabulary and grammar. • Topics were relevant. • The topics surely renewed/rekindled my passion to teach. • The topic gives a clearer view of qualitative & quantitative research. • Yes, the topic is very relevant to my job. • Paper presentations and plenary speakers were informative. They addressed current issues • Very timely and useful updates that can help me guide my students as well as the Periodontics department in decision making and in the improvement of clinical training for the students. • The objectives were timely. • Topics are all technical regarding the latest electrical trends. 	Substantial	Knowledge
<ul style="list-style-type: none"> • There is a lot to cover and it is the 1st time that we are attending. • It's an eye-opener. Though we need to plan and prepare. • The new insight gained – save for the future • New insights, more/gained of courses • Not related to my present job description • There are such common mistaken goals I never know since I entered my profession as a laboratory practitioner. Today is the right time to conserve our life's future. 	Insightful	

{table continues on the next page}

-
- Exceeded my expectations.
 - Well prepared conference!
 - The objective was aligned and well communicated.
 - I am very willing to share my learnings with my colleagues and students.
 - I challenged myself to be a presenter, by God's grace. It really helps us gain more knowledge. Empowering
 - Inspired to involve oneself in research endeavors.
 - Research interest will be perked up!
 - Very empowering and enlightening.
 - I am more enthusiastic to share with my students.
 - Satisfied, convinced, and empowered.
 - Feels good & affirmed.
-

Factual. Employees accumulate factual knowledge as they attend PDP. They are updated of the current trends for the purpose of advancement in their field (Campos, 2020). This was evidenced by the responses of the employees in this study who attended a seminar for DevCom stating, “It was a CHED-endorsed training-workshop for HEIs with DevCom Degree program” and “The UPLB (University of the Philippines - Los Baños), as the training-workshop host is the first and only Center of Excellence for DevCom Program in the entire country”. CHED-endorsed seminars assured an update of the current trends, policies, and others since this Education Department is responsible for the improvement of all education programs. In addition, the UPLB, as the first and only Center of Excellence in this field, as the host of the seminar can guarantee the quality of knowledge that the attendees can gain.

Substantial. Knowledge gained from PDP is worth and essential as one of the responses stated, “Yes, all topics are relevant. The seminar helps to gain knowledge in different areas. All topics are very interesting. Professional growth is for both academics and non-academic staff”. This is proven true as King (2015) stated, professional development in higher education emphasizes a key component as collaboration. Academics collaborate with their colleagues in many ways such as curriculum development, research, peer review, and others. This may occur within a department, across different faculties and disciplines, between institutions in different regions for both nationally and internationally.

Insightful. The PDPs attended by employees help them gained more insights as one of them said, “The new insight gained – save for the future”. This new insight can be used by the employees to shed light on new approaches and how to navigate through them (Osmundson, 2016). Therefore, it is good to let the employees attend in the PDPs of their field.

Empowering. Employees who acquired new knowledge cannot keep it to themselves; they are inspired to empower their colleagues and students as well. One of the responses says, “I am very willing to share my learnings with my colleagues and students”. According to Osmundson (2016), employees who attended PDP also develop an ability to influence and lead. The knowledge learned become their opportunities that provide a tool for more relevant contributions to their field. This benefits also to the company or

institutions because the employees who attended PDP can at the same time conduct a re-echo program within.

Knowledge is a state of being aware of something and a cognitive processing of information. It also includes the following: recall, recognition, understanding, application, and evaluation of facts, patterns, and concepts. It can be measured verbally or orally where the people can explain according to their understanding (The Peak Performance Center, 2020). A systematic review and meta-analysis done by Bilal et al. (2019) showed several studies that proved a positive result in the increased knowledge of participants in any professional development programs attended which is consistent with the results of this study.

Perceived Effects on Skills

Table 3 shows that the overall mean score of all the items for the effects on skills is 3.84, interpreted as *very high* and this implies that employees who attended PDP developed more skills aside with the knowledge that they learned.

Table 3
Perceived Effects on Skills

	Mean	SD	Interpretation
R4 The activities helped reinforce my learning.	3.86	.40	Very High
P1 My work performance will improve.	3.84	.47	Very High
P4 My work productivity will increase.	3.83	.48	Very High
Overall Mean	3.84	.36	Very High

Legend: *Very Low*=1.00-1.79; *Low*=1.80-2.59; *High*=2.60-3.39; *Very High*=3.40-4.0

Table 4 shows the qualitative responses of the employees that are themed as skills with the following categories: expertise, readiness, and productivity. These indicates that their skills were enhanced after attending various professional development programs.

Table 4
Emerging Categories and Theme for Skills

Feedbacks	Categories	Theme
<ul style="list-style-type: none"> It helps us to do research I like this kind of workshop – it enhances professional growth, collaboration & connectivity. The seminar is very timely for us teachers, especially for writing & aligning the lesson/textbook. Enhanced my skills and knowledge. I gained a lot of skills, especially on thesis advising. Improved technical knowledge & skills especially on research. 	Expertise	

<ul style="list-style-type: none"> • I will share with my students, colleagues, and others what I have learned. • I got some additional insights about OBE that will enhance my approach towards students & colleagues. • New ways of learning & teaching Biology - these will help me as I share the knowledge in the classroom. • By applying all the knowledge I've learned will benefit me to improve my teaching profession & my students as well. • There will be a reason to do an echo seminar. • Truly an update on learning/teaching strategies for the millennials. 	Readiness
<ul style="list-style-type: none"> • Very useful • If you work with God in the workplace, you become productive. God will help you to become productive. Commit yourself to Him. • The learning from the seminar gave me the inspiration to be the best driver in my profession from innovation and change. • It helps me grow and practice make-over (carrying myself the way I talk, dress up, and communicate orally). • As a Filipino teacher, this seminar enlightened me more to be an effective teacher. 	
<ul style="list-style-type: none"> • There should be more specialized training to enhance skills in counseling & guidance program. • My performance, satisfaction, commitment, & productivity will improve in terms of assessment but not in the use of technology. I still hold the conviction that in the high school level, we should be the regulating agent. 	Skill
<ul style="list-style-type: none"> • I will be more committed and more productive. • If God is in the workplace, you become productive. God will help you to become productive if you commit yourself to Him. • May all the learnings be slowly adopted for the enhancement of our services to our students. • Before I conduct some experiments, I learned to consider first where should I properly secure such hazardous waste to conserve our environment. • I learned to extend the life of our mother earth including the abiotic factor (water, air, sunlight, landmass, etc.) since I am aware of the waste pollution due to human negligence of duty to properly dumped hazardous waste in a proper manner. 	Productivity
<ul style="list-style-type: none"> • Beneficial one • My level of commitment productivity makes me a more empowered one. • It helps to become productive at work. 	

(table continues on the next page)

Expertise. Knowledge gained in the PDP will lead to increased expertise in one's field. One respondent mentioned that "it enhances professional growth, collaboration & connectivity". Osmundson (2016) posits that the goal of most PDP is to teach how to do something better. He added that PDPs build network and allow individuals to brainstorm and seek feedback.

Readiness. One of the skills that employees can be developed by attending PDPs as proved by a respondent is that “by applying all the knowledge I’ve learned will benefit me to improve my teaching profession and my students as well”. This implies that employees are ready to practice what they have learned with confidence and credibility (Osmundson, 2016). Therefore, it is an advantage to let the employees attend PDP in their field.

Productivity. After attending one PDP, most of the respondents have mentioned that the learning they gained have helped them to be more productive at work. Half (2017) holds true to this and said that trainings related to employees’ work will have an immediate effect on their productivity. So, it is necessary to always encourage them to attend to various PDP.

Skills have to do with the physical performance of the activity or task. These involve physical movement, agility, dexterity, and the implementation of knowledge. Through observation or monitoring, the speed, precision, and/or technique can be measured as skills. Through the transfer of knowledge on how to perform a task and begins to demonstrate it in actual settings, where the skills are basically learned. For example, a person who attends a cooking demonstration would typically learn the ingredients and steps involved in making a recipe - knowledge, and then actually make them - skill (The Peak Performance Center, 2020). Oyedele and Chekwature (2016) concluded in their study that teachers are effective and efficient when they go through continuous PDP. Effectivity and efficiency of employees can be measured on the outcomes of their task. Another study by Salah (2016) proved that training and development has positive relationship and strong positive impact on employee’s performance and productivity.

Perceived Effects on Attitude

Table 5 shows that the overall mean score of all the items for effects on skills is 3.78 interpreted as *very high* that implies positive effects on attitude.

Table 5
Perceived Effects on Attitude

	Mean	SD	Interpretation
B1 The seminar helped me gain more confidence in my work.	3.78	.53	Very High
B2a I am enthusiastic to share what I have learned to my students	3.76	.64	Very High
B2b I am enthusiastic to share what I have learned to my colleagues in the department	3.78	.47	Very High
B2c I am enthusiastic to share what I have learned to University faculty and staff	3.69	.67	Very High
B2d I am enthusiastic to share what I have learned to other people who need my expertise	3.75	.59	Very High
B3 The seminar/training enhanced my appreciation of my work	3.82	.47	Very High
B4 I became more optimistic.	3.83	.42	Very High
B5 I am more motivated to work.	3.83	.44	Very High
B6a I improved my working relationship with my colleagues	3.76	.68	Very High
B6b I improved my working relationship with my supervisor	3.75	.69	Very High

B6c I improved my working relationship with my clients/students	3.76	.69	Very High
P2 My satisfaction level will improve.	3.78	.58	Very High
P3 My level of commitment to my institution will increase.	3.82	.53	Very High
Overall Mean	3.78	.44	Very High

Legend: *Very Low*=1.00-1.79; *Low*=1.80-2.59; *High*=2.60-3.39; *Very High*=3.40-4.0

Table 6 shows the qualitative responses of the employees that are themed as attitudes with the following categories: confident, grateful, optimistic, and open-minded. These responses indicated that the employees developed a positive attitude upon attending the professional development programs in their field.

Table 6
Emerging Categories and Theme for Attitude

Feedbacks	Categories	Theme
<ul style="list-style-type: none"> The topics provided me with more confidence in doing qualitative research. I am now more confident to face & manage my class with students with special needs. Although approval programs should be provided by the administration for the improvement of our work skills. Yes, it helps teachers and students to gain more confidence Yes, this seminar helps me to gain confidence & be active in my teaching profession. A new spirit will enhance my enthusiasm in the classroom. 	Factual	
<ul style="list-style-type: none"> So far, my best training-workshop attended in decades. Thank you very much! Thank you! 	Grateful	
<ul style="list-style-type: none"> A change of behavior, especially on emergency preparedness & awareness, just sparked intensely. Really change the attitude towards work. How to work w/ Christ-like character. Always have a positive attitude or good behavior in the workplace. Excellence character is the most important for the work of God. Really change the attitude towards work; how to work w/ Christ-like character. Always have a positive attitude or good behavior in the workplace. Excellence character is the most important for the work of God. Do excellence in character. 	Optimistic	Attitude
<ul style="list-style-type: none"> Evaluate my weaknesses and accept them positively. I am highly recommending that this kind of convention should be attended too by the management people to gain insight into the health industry in the Philippines. I become more aware of the importance of research in every course. 	Open-minded	

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Confident. One respondent said that “this seminar helps me to gain confidence & be active in my teaching profession.” Employees become confident if they can do their jobs more effectively. They become effective if they gain expertise and become well-rounded. They will not change the way they are unless they learn something new. It is important to expose them to various PDPs for continuous updating of knowledge and skills. In this way, teachers will not only benefit but their students as well to attain high levels of learning (Looper, n.d.).

Grateful. Three respondents have expressed their gratitude after attending a PDP. One even mentioned that it is the best training-workshop he has attended in decades. Employers must encourage their employees to attend to PDPs that are relevant to their work so that they will feel challenged and their productivity will enhance. Moreover, when employers offer professional development opportunities, employees will not only benefit them but their clients as well because they will be able to receive efficient services (Half, 2017).

Optimistic. Most of the respondents mentioned the importance of having a good character, willingness to change in behavior, and obtain positive thinking. Enlightening employees means giving more out of the work experience and make them to become better employees (Osmundson, 2016).

Open-minded. One of the good attitudes of employees is to be flexible and willing to accept changes for the better. One respondent mention that “Evaluate my weakness and accept them positively”. Open-mindedness indicates a person’s willingness to change and or to improve to be better (Osmundson, 2016).

Attitude is a manner of thinking or feeling about anyone or anything; this includes the way in which a person may handle things emotionally, and it is mostly reflected in a person’s behavior. This can remarkably affect feelings, values appreciation, and motivations towards anything. It may take a considerable amount of time and effort to develop or adjust a person’s attitude. It is not easy to measure how much change occurred in a person’s attitude because of training or educational activities. It is mostly difficult to change a person’s attitude after it has been formed (The Peak Performance Center, 2020). According to Stan, Stancovici, and Palos (2013), younger participants were eager to learn and enthusiastic in application while the older participants were somehow resistant in the new learnings or trend.

The findings in this study proved a positive attitude as shown in Tables 5 and Table 6. These findings are supported by the study conducted among the teachers in the classroom application of digital technologies which says, teachers who passed and succeeded in the course are those who focused on the development of teachings skills in the field and consider it as very useful (Karolcik, Cipkova, & Kinchin, 2016).

Results showed the perceived effects of PDP to employees’ knowledge, skills, and attitude. The results brought a favorable effect and supported by other studies as referenced. So, the university’s PDP for their employees has been paid back with these fruitful evidences.

Conclusion and Recommendations

This study aimed to assess the perceived effects of professional development programs to the knowledge, skills, and attitude of the employees. Findings showed that the professional development program has been effective with *very high* effect on their

knowledge, skills, and attitude. Further, the qualitative responses proved that through the PDPs they attended, the employees (a) gained *factual, substantial, insightful*, and *empowering* knowledge; (b) acquired skills such as *expertise, readiness*, and *productivity*; and (c) developed *confident, grateful, optimistic*, and *open-minded* attitude. As they gained more knowledge, they are more equipped to perform their duty successfully because they also developed a constructive attitude. Thus, they are more eager to share their newly acquired expertise. Therefore, it is highly recommended to continue the program. Future research to correlate trainings attended with their work performance or productivity be conducted.

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Knowledge, Attitudes, and Practices on Data Privacy Among the University Employees: Basis for Data Privacy Policy

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Abstract

The main purpose of this study was to determine the knowledge, attitudes, and practices of the university employees on data privacy. Cross-sectional research design was used. Purposive sampling technique was employed to obtain 109 employees of the university as respondents for this study. A validated self-constructed questionnaire was utilized to assess the level of knowledge and attitudes of the respondents regarding data privacy and how it correlates to their practices. The results showed that the university employees are *very knowledgeable* on data privacy and that they have a *positive attitude* towards it. Results also showed that university employees practices data privacy moderately. The results revealed that there is *no significant relationship* between knowledge and attitude, and between knowledge and practices, however, there is a *significant relationship* between attitude and practices, which implies that the attitude of the university employees towards data privacy affects their practices on it. Moreover, age, number of years in service, category, and sex has *no significant value* on the practices on data privacy of the university employees. Recommendation to have a seminars and trainings on data privacy was discussed. Creating a Data Privacy Committee, who will ensure that the university if abiding on the University's Data Privacy Policy, was also recommended.

Keywords: *Data privacy-university employees, data privacy-schools, knowledge, attitude, practices*

The generation today reveals their personal information consciously and unconsciously to others as they transact different activities, from shopping online, paying bills, business transactions, etc. In some instance, people choose to reveal their personal information through their social media accounts (Mai, 2016).

Cooper (2016) emphasized that “safeguarding the personal information is not only an ethical and professional responsibilities but also a legal one”; and when the 21st century approached, privacy grew as one of the biggest issues in terms of securing personal information and the term data privacy was introduced (Whitman & Mattord, 2018).

Varied definition on privacy were stated (Lanier, 2008); Selvadurai et al. (2017) defined privacy as the ability of someone to isolate themselves to others. Quinn (2015) defined data privacy as a “zone of inaccessibility”; an individual has the right whom to allow to enter their “zone”.

On the other hand, Jacob (2018) indicated that data privacy is a way to protect personal data and a person’s control to their personal information over whom will collect, store, and process it.

Because of an ongoing concern on data privacy today, most countries drafted a law to protect personal information of its people (Yang & Wang, 2014). According to Greenleaf (2019), a 10% increase in the number of countries that enacted the privacy laws from 120 to 132 countries in the year 2017-2018 and out of 132 countries, at least 28 countries has official bills for such law.

In 2012, the Philippine congress passed a law which is the RA 10173, also known as Data Privacy Act (DPA) of 2012 and in September 9, 2016 the DPA’s Implementing Rules and Regulations was implemented, thus mandating all companies to comply (Amihan, 2017).

The Republic Act 10173 or the Data Privacy Act of 2012 is the act that secures and protects the personal information of an individual. It is the policy of the state that protects the human right of privacy while ensuring the free flow of information to develop innovation and growth. Further, National Privacy Commission, is an independent body that was created under the RA 10173 to administer and implement the law and to ensure and monitor the compliance of the country (Official Gazette, 2012).

The RA 10173 may apply to all public and private sectors that may involve in processing the personal information of an individual. Thus, schools and universities shall comply with the data privacy act; and because technology had made it easy for the faculty and staff to collect, store, and process the personal data of the students, they play a big role in implementing this act. According to Petty (2018), if people collect, store, process, and share personal information, they must do it securely because personal information is sensitive and needs to be protected.

As the National Association of Secondary School Principals (2018) stated that collecting and processing personal information is important to the teaching and learning process, but with mindful practice to protect it and to ensure that the data will be used for legitimate purposes only.

Gallagher (2016) said that students’ personal information is any data that gives identity to the students such as academic marks, medical records, behavioral records etc. that the schools collect, store, process, and share. As mentioned by the Data Quality Campaign (2017), data is a tool that helps the students to explore, create and connect to the ideas for better improvements, but also the students’ privacy is crucial to education because of its possible effect to the students’ life and development.

Further, Stahl and Karger (2016) mentioned some of the concern or issues on the privacy of the students such as; disclosing personal information of the students may interfere the future opportunities of students; another concern is that the data of the students may be used to noneducational purposes; another one is that there are possibilities that data can be sold to anyone.

Thus, it is essential that the school personnel especially those faculty and staff that are involve in collecting and processing students' data have clearly understood the importance of data privacy and have the outline of the policy because of the increasing number of privacy breaches and the issue on data privacy is rapidly growing (Bloom & Attai, 2013).

Keeping in view the importance of data privacy, the researchers determined the knowledge, attitudes, and practices among university employees on data privacy and to develop university's data privacy policy that can help the employees as well as the university in handling personal information.

Statement of the Problem

This study determined the knowledge, attitudes, and practices among university employees on data privacy.

Specifically, it aimed to answer the following:

1. What is the level of knowledge of the university employees regarding data privacy?
2. What is the attitude of the university employees regarding data privacy?
3. What is the level of practices of the university employees regarding data privacy?
4. Is there a significant relationship between attitude, knowledge, and practices on data privacy?
5. Is there a significant difference of practices on data privacy among university employees considering their:
 - a. Age?
 - b. Number of years in service?
 - c. Category?
 - d. Sex?

Theoretical Framework

This study is supported and conceptualized based on the Republic Act 10173.

RA 10173 or also known as the "Data Privacy Act of 2012" is a law created to protect the privacy rights of the people in the Philippines. This law covers all the organizations and institutions located inside the Philippines. Chapter 1 (sec.4) of the RA states that this law applies to all types of information that is being processed by an individual. While chapter 3 (sec.11) indicates the dos on how to process and protect personal information by an individual, organization, or institution (personal information controller). It specifies the responsibility of the PIC on collecting, storing, and sharing personal information and it emphasizes that personal information should not be disclosed to anyone (Official Gazette, 2012).

Methodology

This study used cross-sectional research design. Descriptive design is employed to know the level of knowledge and attitude of university employees on data privacy. Correlation design was also used to determine the relationship of the knowledge and attitude to their practices on data privacy considering their demographic profile. The population of the study is composed of employees who are working in one of the higher educational institutions in Cavite. One hundred-nine (109) respondents were involved in this study. The purposive sampling technique was used to obtain a sample.

The respondents of the study were described according to age, number of years in service, category, and sex. It revealed that 47.70% of the respondents aged from 41 and above while more than half of the respondents have ages between 21-40 years old during the conduct of the study. It also indicates in the data that 30.30% of the respondents were employees who have more than 15 years of service. On the other hand, the 9.20% of the respondents were employees who have less than a year in service. Furthermore, 49 or 45% were from teaching category and 60 or 55% are from the non-teaching, and 42 or 38.50% are male and 67 or 61.50% are female.

A validated self-constructed questionnaire was used to gather and collect data from the respondents which is needed for further analysis and interpretation for the progress of the study. The first part of the questionnaire is about the demographic profile of the university employees which include age, number of years in service, category, and sex. The second part of the questionnaire dealt with their knowledge on data privacy which is answerable by Yes or No. The third part dealt on their attitudes on data privacy which is answerable by *Strongly Agree*, *Agree*, *Disagree* and *Strongly Disagree* and the fourth part is composed of the practices on data privacy, which is answerable by *Always*, *Sometimes* and *Never*.

The researchers asked the permission from the President of the University to conduct a survey among the selected faculty and staff. After the approval of the University President, the researchers sought clearance from the University's Ethics review Board to ensure that the research follows the ethical protocols of the University. All the data gathered were encoded in the Microsoft Excel and were analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics using frequency and percentage, mean and standard deviation, one-way analysis of variance (ANOVA), t-test, and Pearson-product-moment Correlation were used.

Results and Discussion

Respondents Knowledge on Data Privacy

Table 1 presents the respondents' knowledge on data privacy. The table shows that item number 15, which is the "Personal data shall be processed fairly and lawfully" have the greatest number of respondents who got the correct answer with the percentage of 99.1. However, item number 9 has the least number of respondents who got the correct answer with the percentage of 80.0. The mean score is 13.96 and the standard deviation is 1.13 which is verbally interpreted as very high.

As stated by Zamora et al. (2018), most of the faculty and staff are knowledgeable enough on the standards and principles of data privacy, especially in the Philippines. Faculty and staff are aware of the privacy rights of the students and the consequences that associate to it if it is mishandled.

Table 1
Respondents Knowledge on Data Privacy

No	Knowledge on Data Privacy	Correct Answer	Wrong Answer
1	Privacy grew as one of the biggest issues in terms of securing personal information	106 (96.4%)	3 (2.7%)
2	Republic Act 10173 refers to an act protecting individual's personal information and communication systems in the government and in the private sector.	107 (97.3%)	2 (1.8%)
3	Privacy can be defined as a "zone of inaccessibility".	91 (82.7%)	18 (16.4%)
4	School employees are considered as Personnel Information Controller.	99 (90.0%)	10 (9.1%)
5	Personal Identifiable Information(PII) is any information that can be used to uniquely identify, contact, and locate an individual.	104 (94.5%)	5 (4.5%)
6	Data privacy is about a person's control of personal data.	99 (90.0%)	10 (9.1%)
7	Anyone can have access on someone's personal information.	100 (91.7%)	9 (8.3%)
8	Any sensitive and personal information that is being processed is under the RA 10173.	97 (88.2%)	12 (10.9%)
9	Processing personal information unless for a lawful purpose is connected to the function or activity of the university.	88 (80.0%)	21 (19.1%)
10	Protecting personal data is a legal requirement.	106 (96.4%)	3 (2.7%)
11	Consent for data sharing is required even though the data is to be served with an affiliate or mother company.	99 (90.0%)	10 (9.1%)
12	Data privacy is an ongoing concern in our information society.	106 (96.4%)	3 (2.7%)
13	Data privacy is one of the nonsense issue nowadays	104 (95.4%)	5 (4.6%)
14	Data subject refers to an individual whose personal information is processed.	104 (94.5%)	5 (4.5%)
15	Personal data shall be processed fairly and lawfully.	109 (99.1)	0
Mean Score		13.96	Standard Deviation
Knowledge on Data Privacy		13.96	1.13
			Interpretation
			Very High

Respondent's Attitude on Data Privacy

Table 2 shows that the employees have a positive attitude towards data privacy (Mean = 3.54, SD = .39). ...

Table 2

Respondent's Attitude on Data Privacy

	Mean	Standard Deviation	Interpretation
1. I give personal record to the people who are authorized.	2.51	.633	Moderately practice
2. I share personal information if necessary.	1.76	.559	Low practice
3. I put all personal documents in a safe place.	2.82	.389	Moderately practice
4. I organize my student records well.	2.83	.420	Moderately practice
5. I ensure always the confidentiality of the personal data of the students.	2.92	.308	Moderately practice
6. I inform the student whenever I need to use or process his/her personal information.	2.68	.559	Moderately practice
7. I required consent from the students prior to the collection and processing of their personal data.	2.69	.572	Moderately practice
8. I personally keep the student's personal data privately.	2.75	.564	Moderately practice
9. I collect personal information for legitimate purposes.	2.76	.489	Moderately practice
10. I restrict the disclosure of personal information except with the student's consent or by legal authority.	2.72	.469	Moderately practice
11. I give personal information of the students to anyone who needs it.	2.75	.494	Moderately practice
12. I avoid discussing identities of individuals to those who are not involved in administrative or academic work	2.65	.629	Moderately practice
13. I keep confidential files and sensitive data in unsecure storage devices.	2.39	.838	Moderately practice
14. I allow anyone to access the storage file where my documents are.	2.80	.523	Moderately practice
15. I required my students to give their personal information for my personal concern.	2.59	.612	Moderately practice
Practices on Data Privacy	2.6416	.21272	Moderately Practice

In a report stated by Trainor (2015), most of the non-private schools in the US lack data privacy management. Some schools use a digital storage for the data of the students, yet they are not transparent especially in collecting, storing, and processing students' data. According to the report, the practices of the schools on data privacy is average or they are practicing it moderately. As stated by Zamora et al. (2018), faculty and staff could possibly make minor mistakes in handling personal information of the students.

Relationship Between Knowledge, Attitude and Practices on Data Privacy

Table 4 exhibits that knowledge and attitude were not correlated ($r = .122, p = .206$); and knowledge and practice were also not correlated ($r = .081, p = 0.40$). However, the correlation (r) between the attitude and practices is significant at 0.466 ($p = .000$). Hence, there is a significant relationship between attitude and practices of the university employees on data privacy.

Table 4

Relationship Between Knowledge, Attitude and Practices of the Respondents on Data Privacy

		Knowledge	Attitude	Practices
Knowledge	Pearson Correlation	1	.122	-.081
	Sig. (2-tailed)		.206	.403
	N	109	109	109
Attitude	Pearson Correlation	.122	1	.466**
	Sig. (2-tailed)	.206		.000
	N	109	109	109
Practices	Pearson Correlation	-.081	.466**	1
	Sig. (2-tailed)	.403	.000	
	N	109	109	109

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

As stated by Kokolakis (2017), there is a clear relationship between privacy concern or attitudes and their practices or behavior on protecting personal information. The survey found out that attitudes on privacy drive to protective practices; meaning, there is a factor that contributing to the individual's practices on data privacy based on their attitude towards it.

Difference on the Practices on Data Privacy Among University Employees Considering Their Demographic Profile

Tables 5 and 6 shows result of the analysis comparing the difference on the practices of the university employees on data privacy considering their demographic profile in terms of age, years in service, sex, and category whether they are teaching or not. Based on the result, age, number of years in service, category, and sex has *no significant* value on the practices on data privacy of the university employees.

Table 5

Difference on the Practices on Data Privacy Among University Employees Considering Their Age and Number of Years in Service

Variable		Sum of squares	df	Mean Square	F	Sig.
Age	Between groups	.110	4	.027	.178	.949
	Within groups	16.027	104	.154		
	Total	16.136	108			
Number of years in service	Between groups	.093	4	.023	.150	.963
	Within groups	16.044	104	.154		
	Total	16.136	108			

Table 6

Difference on the Practices on Data Privacy Among University Employees Considering Their Sex and Category

Variable		N	Mean	Std. deviation	Std. Error Mean	T	Sig.
Sex	Male	42	3.5397	.46882	.07234	.019	.985
	Female	67	3.5413	.32856	.04014	.021	.983
Category	Teaching	60	3.5944	.35496	.04582	1.61	.108
	Non-Teaching	49	3.4748	.41625	.05946	1.59	.114

Numerous factors are considered to influence the practice of an individual on data privacy. In the result of the study, the researchers found out that the demographic profile of the respondents has nothing to do to their practices on data privacy, contrast to the study of Zamora et al. (2018) who concluded that the demographic profile of the respondents affects their practices on data privacy.

Conclusions and Recommendations

The university employees were *very highly knowledgeable* on data privacy, have *positive attitude* regarding data privacy, but *moderately practice* data privacy. The knowledge and attitude do not affect the employee's practices on data privacy. Moreover, the attitude of the university employees towards data privacy affects their practices. Age, number of years in service, category and sex do not affect the practices on data privacy of university employees.

The recommendations are as follows, based on the result:

1. The university should provide seminars and trainings on data privacy for their employees and even students to broaden the awareness on data privacy and to enhance their knowledge in handling personal information of an individual.
2. The university should educate and encourage their faculty and staff to be concern on the ongoing issues on data privacy by making the data security a top priority in the university.
3. The university should review, finalize, and adopt the proposed Data Privacy Policy to ensure that all the collected personal information handled properly and to guarantee that the faculty and staff will comply to the data privacy act.
4. The university should create Data Privacy Committee for the university to ensures compliance with applicable laws and regulations for protecting personal information.
5. Findings of this study should also be considered by the selected higher education institution as a feedback or whatever purposes that may help on the improvement on University's compliance with the Data Privacy Act of 2012.

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Adventist Education: Its Impact on Professional Competence, Active Faith, Social Responsibility, Selfless Service, and Balanced Lifestyle of the Graduates of the Public Health Program of the Adventist University of the Philippines

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Abstract

The primary goal of higher education institutions (HEIs) is to equip the students to acquire skills and values that meet the expectations of an ever-changing workplace in view of globalization. One of the evidences that HEIs achieve such purpose may be demonstrated in the form of institutional outcomes. Thus, this study, utilizing a descriptive research design, aimed to evaluate the impact of Adventist Education on the institutional outcomes of Adventist University of the Philippines (AUP) in terms of Professional Competence, Active Faith, Social Responsibility, Selfless Service, and Balanced Lifestyle (PASSB) among the masteral and doctoral graduates of the Public Health Program of AUP from 2014-2019. Convenience sampling was used to recruit the 39 participants who accomplished online a 53-item survey questionnaire using a 5-point Likert-type response scale. The form was made available from February 28, 2020 and was closed on March 4, 2020. The questions were content- and construct-validated. Data were analyzed using the Statistical Package for Social Sciences (SPSS v.23). Ethical considerations were observed to ensure confidentiality and anonymity in handling the data. An informed consent was obtained through the Google Form and was required prior to answering the survey questions. Results on employment indicates that the alumni are currently employed in their respective institutions as staff (18, 46.2%), administrators (12, 30.8%), and managers (9, 23.1%). Majority are employed in the Philippines (32, 82.1%) while some are in other countries (7, 17.9%). Results on institutional outcomes showed that the respondents have *high* levels of Professional Competence ($M = 4.21 \pm 1.10$), Active Faith ($M = 4.31 \pm 1.03$), Social Responsibility ($M = 4.48 \pm 0.66$), Selfless Service ($M = 4.25 \pm 0.98$), and Balanced Lifestyle ($M = 4.12 \pm 0.93$). The findings suggest that the university has been effective in achieving its institutional outcomes for its graduates at the end of their program. Through this assessment initiative, the university commits to provide the highest possible quality of educational services because through this study, there is now a piece of empirical evidence on the strengths as well as the specific weaknesses that shall inform future planning and decision-making. For future researches, a qualitative study among the alumni's employers may be conducted to assess their perception of the practices and performance of the alumni using PASSB as the framework.

Keywords: *tracer survey, institutional outcomes, institutional effectiveness*

“True education is the cooperation of man with God in working out the plan of redemption; it is a process by which God works in man to restore His image in the soul” (Third Annual Calendar, 1899 as cited in McIver, 2017, p. 8). Thus, the fundamental reason why Seventh-day Adventist schools all over the world have been established is to fulfill the primary aim of Christian education which is “to lead people into a saving relationship with Jesus Christ” (Knight, 2010, p. 31). As a result of a saving relationship with Jesus Christ, character is developed leading to the ultimate outcome which is a “life of service to God and other people for both here and hereafter” (Knight, 2010, p. 35). According to White (1903, p. 13), “true education is the harmonious development of the physical, the mental, and the spiritual powers as it prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come”. It is along this framework that this study aimed to assess the impact of Adventist education on the attributes in terms of PASSB among its graduates in the Public Health Program for the past five years based on the Institutional Outcomes Mapping set by Adventist University of the Philippines (2017). According to Martin and Mahat (2017), HEIs verifies their effectiveness in producing quality graduates by assessing graduate attributes or institutional learning outcomes. Thus, it is expected that as a result of the students’ educational experience at AUP, graduates will exemplify the attributes PASSB which stands for the following:

Professional Competence. Expertise and leadership in their academic or professional discipline, continually improving professionally through lifelong learning.

Active Faith. A growing, transforming relationship with God and application of the Biblical truths expressed in the Seventh-day Adventist beliefs and spirituality to a variety of real-world issues.

Social Responsibility. Commitment and engagement to improve the quality of life of all people, and to care for the environment.

Selfless Service. Application of knowledge to real-world challenges in the spirit of unselfish service, fulfilling God’s calling in their lifework.

Balanced Lifestyle. Pursuit of wholeness by maintaining a balanced healthy lifestyle – spiritually, mentally, physically, and socially.

Methodology

This study utilized a descriptive research design that evaluated the impact of Adventist education on the institutional outcomes of AUP in terms of Professional Competence, Active Faith, Social Responsibility, Selfless Service, and Balanced Lifestyle (PASSB) among the masteral and doctoral graduates of the Public Health Program of AUP from 2014-2019. Convenience sampling was used to recruit the 39 participants. The degrees completed by the participants were Master in Public Health (23, 59%) and Doctor of Public Health (16, 41%). Of the 39 participants, 23 (59%) were females and 16 (41%) were males. About 23 (59%) of the participants were 40 years and above and 16 (41%) were ages 24-39 years old. The participants include 29 (74.4%) respondents who were married, nine (23.1%) respondents were single, and only one (2.6%) respondent was widowed. The respondents were either working while studying (22, 56.4%) and/or on fulltime study (17, 43.6%). They were also composed of achievers, of which 12 (30.8%) graduated as Magna Cum Laude, 8 (20.5%) Cum Laude, and 1 (2.6%) Summa Cum Laude. The alumni accomplished online a 53-item survey questionnaire using a

5-point Likert-type response scale. The form was made available from February 28, 2020 and was closed on March 4, 2020. The questions were content- and construct-validated. Data were analyzed using the Statistical Package for Social Sciences (SPSS v.23). Ethical considerations were observed to ensure confidentiality and anonymity in handling the data. An informed consent was obtained through the Google Form and was required prior to answering the survey questions.

Results and Discussion

Extent of the Professional Competence of the Public Health Graduates

Table 1 presents the perceptions regarding the *professional competence* of the Public Health Graduates. The Public Health Graduates reported to have a positive outlook in the real-world challenges which is interpreted as *high* ($M = 4.38$; $SD = 1.14$). They also perceived that they have the collaborative skills ($M = 4.28$; $SD = 1.12$) and the confidence to lead ($M = 4.28$; $SD = 1.21$) which are also interpreted as high. Furthermore, they have a high perception of their competency in their chosen career ($M = 4.26$; $SD = 1.86$) and also a high adherence to the ethical standards ($M = 4.26$; $SD = 1.14$).

However, the respondents scored lowest in terms of their written communication skill ($M = 4.05$; $SD = 1.15$), information technology skill ($M = 4.08$; $SD = 1.18$) and oral communication skill ($M = 4.10$; $SD = 1.15$). Although the respondents had the lowest scores on these competencies the mean scores were verbally interpreted as *high*.

Considering the extent of the professional competence of the Public Health Graduates, the respondents had a grand mean of 4.21 ($SD = 1.10$) which is interpreted as *high* professional competence. This means that the Public Health Graduates have a *high* level of perceived professional competence.

Table 1

Professional Competence of the Public Health Graduates

Item	M	SD	Scaled Response	Interpretation
Positive outlook to real world challenges	4.38	1.14	Agree	High
Collaborative Skills	4.28	1.12	Agree	High
Confidence to lead	4.28	1.21	Agree	High
Competence in my chosen career	4.26	1.86	Agree	High
Adherence to ethical standards	4.26	1.14	Agree	High
Desire to pursue continuing education	4.23	1.20	Agree	High
Leadership skills	4.23	1.13	Agree	High
Accountability	4.21	1.10	Agree	High
Critical thinking skills	4.18	1.19	Agree	High
Research Skills	4.13	1.20	Agree	High
Oral Communication skill	4.10	1.23	Agree	High
Information technology skill	4.08	1.18	Agree	High
Written communication skill	4.05	1.15	Agree	High

Grand Mean = 4.21 (High) Std. Dev. = 1.10

Professional competence is the ability of an individual to perform a professional task within a high and acceptable quality. Epstein and Hundert (2002) commented that the use of technical skills, knowledge, communication, intellectual reasoning and values must resonate in the daily practice of a professional for the benefit of the people being served. Mulder (2014) noted that the notion of competence is diverse but that its general goal is to link the theory into practice, especially in the actual setting.

Extent of the Active Faith of the Public Health Graduates

Table 2 presents the perceptions of the Public Health Graduates on the institutional learning outcome *active faith*. The results of the study revealed that the respondents have a high appreciation for God's leadership in life ($M = 4.44$; $SD = 1.05$). They also have a *high* personal relationship with their God ($M = 4.41$; $SD = 1.07$), as well as *high* meaningful philosophy in life ($M = 4.39$; $SD = 1.04$).

The respondents however scored lowest in terms of the mean score on the following items, attendance to week of prayer meetings ($M = 4.08$; $SD = 1.26$), love for sharing the biblical truth to others ($M = 4.23$; $SD = 1.13$) and church attendance ($M = 4.26$; $SD = 1.16$). Although the respondents scored the lowest on these items, the mean scores were verbally interpreted as *high* practice. Considering the overall extent of the active faith of the public health graduates, it can be inferred that they have a *high* active faith ($M = 4.31$; $SD = 1.03$). This means that the respondents' practices in relation to their active faith is *high*.

Table 2
Extent of Active Faith of the Public Health Graduates

Item	M	SD	Scaled Response	Interpretation
Participation in community extension activities	4.64	.67	Strongly Agree	Very High
Engagement in community	4.62	.67	Strongly Agree	Very High
Ability to deal with people from diverse backgrounds	4.56	.75	Strongly Agree	Very High
Respect for cultural differences	4.54	.76	Strongly Agree	Very High
Giving of time and effort to help other people	4.44	.72	Agree	High
Tolerance of people's inability to share one's belief or viewpoint	4.41	.82	Agree	High
Work comfortably with people from different ethnic or racial group	4.41	.82	Agree	High
Compassion for the less fortunate	4.41	.85	Agree	High
Donating for the needy	4.38	.82	Agree	High
Proper waste segregation.	4.38	.85	Agree	High

Grand Mean = 4.48 (High) Std. Dev. = 0.66

Embedded in the culture of AUP is the manifestation of the active faith in the curriculum. As a Christian university, the culture of faith is taken into consideration, hoping that the graduates will carry through with their faith even after leaving the university; thus, confirming the result of this study. Shafer (2018) noted that a school's belief and values will have a tendency to spread far if it is tightly reinforced and well communicated.

Extent of the Selfless Service of the Public Health Graduates

Table 3 presents the perceptions of the Public Health Graduates on the level of their social responsibility. There are four items rated with *very high* level: Participation in community extension activities ($M = 4.64$; $SD = 0.67$); Engagement in community ($M = 4.62$; $SD = 0.67$); Ability to deal with people from diverse backgrounds ($M = 4.56$; $SD = 0.75$); and Respect for cultural differences ($M = 4.54$; $SD = .76$). Overall, the extent of social responsibility of the public health graduates is interpreted as high ($M = 4.48$; $SD = 0.66$). These findings suggest that the students have developed strong sense of social responsibility as well as cultural sensitivity which are essential attributes of graduates in view of globalization wherein the workplaces demand it due to diverse contexts brought about by changing needs, societal expectations, and socio-economic, political, and cultural factors (Sana, 2010). One of the purposes of Adventist education is to develop Christians who can “relate well to others in this world” (Knight, 2010, p.55).

Table 3
Level of Social Responsibility of the Public Health Graduates

Item	M	SD	Scaled Response	Interpretation
Participation in community extension activities	4.64	.67	Strongly Agree	Very High
Engagement in community	4.62	.67	Strongly Agree	Very High
Ability to deal with people from diverse backgrounds	4.56	.75	Strongly Agree	Very High
Respect for cultural differences	4.54	.76	Strongly Agree	Very High
Giving of time and effort to help other people	4.44	.72	Agree	High
Tolerance of people's inability to share one's belief or viewpoint	4.41	.82	Agree	High
Work comfortably with people from different ethnic or racial group	4.41	.82	Agree	High
Compassion for the less fortunate	4.41	.85	Agree	High
Donating for the needy	4.38	.82	Agree	High
Proper waste segregation.	4.38	.85	Agree	High

Grand Mean = 4.48 (High) Std. Dev. = 0.66

Extent of the Selfless Service of the Public Health Graduates

Table 4 presents the perceptions of the Public Health Graduates on the level of *selfless service*. Overall, the extent of selfless service is interpreted as *high* ($M = 4.25$; $SD = .98$). All the indicators of this institutional outcome were all rated *high* (4.13-4.43). These findings suggest that the alumni have developed a strong sense of selfless service. This attribute, service to God and other people, is the aim of Adventist education since the essence of Christ's life was a life of service (Knight, 2010).

Table 4
Selfless Service Rendered by the Public Health Graduates

Item	M	SD	Scaled Response	Interpretation
Giving service beyond the call of duty	4.43	1.02	Agree	High
Helping others without seeking recognition	4.39	1.01	Agree	High
Volunteering for charity work	4.26	1.02	Agree	High
Participating in Voice of Youth, Evangelistic Crusades etc.	4.23	1.16	Agree	High
Willingness to sacrifice for the benefit of others	4.18	1.05	Agree	High
Prioritizing the needs of others over my own personal interest	4.15	1.06	Agree	High
Earning money to help others in need	4.13	1.06	Agree	High

Grand Mean = 4.25 (High) Std. Dev. = 0.98

Extent of the Balanced Lifestyle of the Public Health Graduates

Table 5 presents the perceptions of the Public Health Graduates on the extent of balanced lifestyle. Overall, the extent of balanced lifestyle is interpreted as *high* ($M = 4.12$; $SD = .93$). All the indicators of this institutional outcome were all rated *high* (3.67-4.31). These findings suggest that the alumni have developed a balanced lifestyle. However, there is room for improvement in sleep and exercise. In the Bible, it says that "Jesus increased in wisdom and stature, and in favor with God and man" (Luke 2:52, KJV). This indicates that Jesus was an advocate of balanced lifestyle and holistic development. The philosophy of Adventist education states that the "work of education and the work of redemption are one: to restore in humanity the lost image of God through the harmonious development of mental, physical, social, and spiritual faculties" (AUP Strategic Plan, 2017, p.7).

Table 5
Extent of Balanced Lifestyle of the Public Health Graduates

Item	M	SD	Scaled Response	Interpretation
Being sensitive to the feelings of others	4.31	1.00	Agree	High
Solve problems positively	4.31	1.00	Agree	High
Helped me to adapt to change	4.26	1.02	Agree	High
Practice good relationship with the teachers	4.26	0.99	Agree	High
Regularly eat breakfast	4.26	1.09	Agree	High

{table continues on the next page}

Practice plant-based diet	4.13	1.10	Agree	High
Spend quality time with my family	4.10	1.10	Agree	High
Exercise at least three times a week	3.97	1.16	Agree	High
Get an average of seven hours of sleep per night	3.90	1.10	Agree	High
Find time to nap every day	3.67	1.26	Agree	High

Grand Mean = 4.12 (High) Std. Dev. = 0.93

Conclusion and Recommendations

This study aimed to evaluate the impact of Adventist Education on the institutional outcomes among the masteral and doctoral graduates of the Public Health Program of AUP from 2014-2019. Results indicate that the alumni respondents have high levels of Professional Competence, Active Faith, Social Responsibility, Selfless Service, and Balanced Lifestyle. The findings revealed that the university has been effective in achieving its institutional learning goals for its graduates at the end of their program. Through this assessment initiative, the university commits to provide the highest possible quality of educational services because through this study, there is now a piece of empirical evidence not only on the strengths but also on specific gaps or weaknesses that needs to be addressed. For future researches, a qualitative study among the alumni's employers may be conducted to assess their perception of the practices and performance of the alumni using PASSB as the framework.

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Exploratory Factor Analysis of Senior High School Students on Library and Information Science as a Program

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Abstract

The demand to increase the population of Library and Information Science (LIS) professionals in the Philippines is very high. However, it is presumed that having effective promotional activities and strategies on the program will help increase the number of LIS professionals in the country. Thus, this descriptive study was conducted to determine the senior high school students' perception of LIS as a program. Data were collected from 223 conveniently sampled senior high school students in a university in Cavite, Philippines. Exploratory factor analysis was used to determine senior high school students' perception. Results of this study concluded two factors; factor 1: LIS is a program for Information Communication and Technology (ICT) literate, factor 2: LIS is an alternative program. Findings may have an impact to be considered by the faculty, librarians, researchers, and students involved in LIS program. Nowadays, senior high school students rely upon the uniform titles on their future careers; hence, based on the results a strategy was developed to promote LIS program.

Keywords: *Exploratory factor analysis., Library and information science*

The Bachelor of Library and Information Science (BLIS), is a four-year degree program which was first offered in the College of Liberal Arts at the University of the Philippines in 1914 (UP School of Library and Information Studies, 2020). BLIS is a merging of two fields: the field of “Library Science” and “Information Sciences” (Hjorland, 2018).

Shortage in Library and Information Science (LIS) professionals has been known nationwide for many years now (Mugot, 2011). Based on the Commission on Higher Education’s 2019 list of authorized programs in the country, numerous of programs arise and LIS program cannot be easily found by the students. The Records and Admission Office of the Adventist University of the Philippines shared that the enrolled students of LIS from the year 2013 summer increased until the 2015 second semester, while the enrolled students of 2016 inter-semester until the year 2018 second semester decreased.

The unemployment rate in the country is commonly associated with the misfit graduates produced by universities and colleges and the workforce needed by different companies. The wrong choice of course taken by most of high school students adds to the unemployment and underemployment rate of newly graduate students according to Pascual (2014). LIS was also chosen as a second career by different professionals mainly due to changes in their first career work environment, the nature of library work, the desire to use knowledge and the transferable skills in their new career (Papaconstantinou et al., 2015).

Mugot (2011) stated that, “the shortage in the supply of library science professionals can be attributed to the few graduates of Library and Information Science (LIS) course”. The number of populations’ growth does not depend in a specific number of takers. It is logical to presume that the program lacks rigorous promotion. Therefore, being aware of what is the target market should be established before doing any promotional techniques (Bebeng, 2007).

The demand to increase the population of the LIS professionals is very high. However, it is presumed that by having effective promotional activities and strategies on the program will help to increase the number of Library and Information professionals in the country.

Hence, the researchers would like to know the perceptions of Senior High School students on the program. The result of this study will be a basis for formulating promotional strategies. Specific questions were addressed in this study.

1. What is the respondents’ perception on Library and Information Science as a program using factor analysis?
2. Is there a significant difference on the student’s perception on Library and Information Science considering the following?
 - a. Family Income
 - b. Strand
 - c. Sex

Review of Literature

Library and Information Science as a Program

LIS (sometimes in plural: library and information sciences) is a merging of two fields library science and information science. The phrase “library and information science” is associated with schools of library and information science (abbreviated to “SLIS”),

which generally developed from professional training programs (not academic disciplines) to university-institutions during the second half of the twentieth century. In the last part of 1960s schools of librarianship began to add the term “information science” to their names (Holmberg 2013).

Rubin (2016) stated that the programs in the LIS profession have assimilated a remarkable change over the last decades. This led the educators to reconceptualize a significant part of their curricula. This can be seen in the name change of schools that were previously known as schools of library science. Moreover, as the work of libraries and library education has turned out to be all the more conventionally identified with the more extensive idea of information access, the content in a variety of disciplines, will in general, cover with LIS programs. Hence, academic disciplines such as computer science, communications studies, and business programs have created programs that mirror numerous parts of LIS. In a few cases, this has driven to a combining or integration of library science programs with other departments.

In 1914, the University of the Philippines offered the first courses in the field of Library education in the country. The Philippines was also the first country in Asia to offer formal courses for librarians. In 1917, the first 4-year curriculum for the Bachelor of Library Science (BLS) was established. In 1920-1923, the first 7 scholars were sent to the USA for further library studies. In 1961, the University established the first separate library school (The Institute of Library Science) in the country and offered its first master’s degree program. In 1991, the program Bachelor of Library Science was changed to Bachelor of Library and Information Science as a reflection of the change in the curriculum from purely traditional forms of librarianship to information technology assisted librarianship. Later, 76 schools started to offer Library and Information Science courses in the country. The curriculum and teaching followed those in the USA (Ingles-Cruz, 2015; UP School of Library and Information Studies, 2019).

Presently library courses are running in numerous regular universities and open universities, numerous young people are taking admission to these course, regular universities take just qualified hopefuls through screening process and the seats are constrained to 30-40 only in every college. In any case, Open Universities (Distance Educational Institutions) in India are giving boundless seats for every course and giving them great rate moreover. The separation instruction organizations are not distributing seats through screening process like passageway or meeting, however, the nature of LIS training is weakened simply because of distance instruction organizations (Chikkamanju, 2015).

Issues in Choosing a Program

Adolescence may hold negative impression of the work advertise in their picked occupation (Taviera et al., 1998). According to Eremie (2015), parental impacts have been perceived as a deciding component in understudies’ vocation basic leadership. These impacts could either positive or negative on their choices. At times parental impact will in general overlook the youngster’s close to home intrigue. Singular enthusiasm for settling on vocation decision is focal in quality and factor hypothesis of profession basic leadership. Profession interest is resisted as inclination for explicit life occasions that frequently assume a noteworthy job in vocation basic leadership and decision.

Research completed in three secondary schools in Machakos District in Kenya uncovered that most understudies counsel neither their instructors nor guardians for their

vocation choices (Kithyo, 1989). In addition, the investigation additionally showed that 61% of the young men and 51% of the young ladies had not talked about any career issues with their instructors. The fundamental wellsprings of profession data were books, papers and their companions, while companions and media impacted 71% of the young men and 45.5% of the young ladies in their career decisions.

Unguided in decision making in careers of students in basic leadership and weakness to adjust with new condition add to the issues in regards of occupation, and joblessness rates according to Ebenehi et al. as cited in Aratia and Dela Cruz (2019). Career concern is considered as a standout amongst the most significant things understudies must have as far as profession basic leadership.

In addition, the study of Agyei (2016) revealed that choosing a career might be in two structures. The first is the place bosses may victimize a worker on the ground of sex, clan or race instead of on the bases of his or her capacities. The other is the place school leavers might not want to work in specific associations on account of poor working conditions and others. Graduates appear to be particular in the sort of employment they need. A large portion of them will not work in specific spots at the going showcase rate since they don't need such occupations. Instructing and cultivating are for example, not alluring to graduates and some will like to stay jobless than to work in such territories.

Numerous understudies who are concentrating in the upper optional schools will enter school without imagining their abilities, blessings, capacities and qualities. They can't see where they are going to or what they need to turn into. They haphazardly pursue life or profession ways that appear to be fascinating for the minute however for which they might be sick – fit and keep running into rehashed impasses. The analyst saw that understudies have lacking data about the distinctive profession decisions. A few understudies will in general base their profession decision on the aftereffect of the fitness tests and intrigue tests regulated to them while others' decisions depend on their parent's inclinations, peer impact, good examples and the shot of working abroad according to Braza & Guilo (2015).

Perception in Choosing LIS as a Program

According to Dukic (2017), the inspiration for choosing LIS as a profession has been broadly investigated in the previous two decades and a wide range of persuasive elements have been distinguished. People who mostly take the program are those people who influenced by their relatives. Ongoing examinations which looked to decide scholastic administrator's activity fulfillment have discovered that most custodians have a characteristic pleasure in their calling and feeling of satisfaction from their association with the instructive mission of their foundation (Bernstein, 2011; Hart, 2010).

Students prefer to choose fields that are common or "popular" in the eyes and ears of many. Fields that may be pleasing to hear are the market of every student nowadays. The right career choice for the students entering the professional education is critical having high impact on their professional life and future achievement (Ahmed et al., 2017).

Gender Issues in Library and Information Science

The Sex Discrimination Act of 1975 did a lot to help the advancement of ladies in their picked callings. Fairness was guaranteed in recruitment, pay and openings. Ladies still, be that as it may, neglected to accomplish senior positions in the library calling,

and the late 1980s saw an expansion in the writing thinking about why ladies were not picking up these larger amount posts, concentrating on the authoritative, social and mental hindrances they kept on confronting. The topic of ladies' frames of mind towards their vocations was regularly publicized. Sheila Ritchie's investigation of open administrators, for instance, planned to test the hypothesis that 'ladies have a lower dimension of [career] desire than men' (Ritchie, 1978). Ritchie's discoveries did not bolster this presumption and she contended that, on the opposite, ladies had higher goals than men. This was just in respect to their present positions, however according to her study, just 15% of ladies in libraries needed to accomplish senior posts, while 44% of men went for the top. Ladies were as yet not yearning nor accomplishing the more senior positions in vast numbers. Ritchie later fought that ladies were not less ambitious than their male associates, yet that they have, 'lower profession possibilities, so they become distanced and demotivated' (Ritchie, 1982), proposing that ladies' dispositions were influenced by socialization and organization boundaries.

Abidha (1998) states that young ladies perform ineffectively in practically all subjects contrasted with young men. This is apparent in arithmetic and science. Amune (2014) looked at male and female administrators in state funded college libraries in Edo States in Nigeria, to evaluate relative determinants of occupation fulfillment. Strangely, the finding uncovered that female administrators in state funded college libraries were increasingly happy with their working conditions and persuasive bundles than male partners.

Theoretical Framework

The theory in this research is anchored in Mugot (2011), with the principle by Morrison (1969), as a factor in vocational choice with an interesting twist: that the work of a librarian is not a uniformed occupation. That most of the children are captivated by one's uniform. Fireman and policemen are identified by a uniform or the badges of their own offices with the revolver and host with them. Doctors are distinguished by a white coat with stethoscope hanged in their neck or by that mysterious badge of his calling. From this, men and women, particularly those farmers, never use a library until they reached high school, they are not that oriented of the small room with full of information inside. Because of this, youth cannot dream of what youth has not experienced. Thus, it is suggested that the impression given to librarian is a "single", middle-age woman with shell-rim glasses, ground gripper shoes, etc., is a "uniform". The image makes this profession visible to the community they belong.

Methodology

The descriptive method of research was used in this study. The study was primarily concerned in describing, identifying, analyzing and interpreting the data of the perspectives of senior high school students on LIS program. This sought to identify and create an effective promotional strategy for Library and Information Science Department in the country. This study utilized the senior high school students chosen through convenience sampling from a selected school regardless of the respondent's sex, strand, and family income. Of the 172 senior high school students, 223 or 77.1% have family monthly income of Php20,000.00 and above, 31 or 13.9% have family monthly income of Php10,000.00-P hp20,000.00, 10 4.5% have family monthly income of Php1,000.00-P hp5,000.00, while 5 or 2.2% have

family income of Php5,000.00-P hp10,000.00. Among the three strands, a total of 110 (49.3%) students came from STEM, while 63 students (28.3%) from GAS, and 49 students (22.0%) were from ABM.

To get the information needed in this study, researchers conducted 100-item survey questionnaires with the use of the following Likert scales *Strongly Agree* (4), *Agree* (3), *Disagree* (2) and *Strongly Disagree* (1). The questions are limited to the perceived ideas about Library and Information Science as a program. Data from 223 respondents were utilized in this study. Encoding and analysis of the data was done using SPSS program. Exploratory factor analysis was used to generate themes from the respondents.

This study was conducted in a university-Academy Senior High School during second semester, collegiate year 2018-2019. The research instruments undergo content validation.

Results and Discussion

Perception on Library and Information Science as a Program

The respondent's perception on Library and Information Science as a program were determined using factor analysis. The result from exploratory factor analysis generated a two-factor model. Table 1 shows the factor loadings of Factor 1 which is labeled: a program for ICT Literate. The factor loading ranges from .585 to .784.

Table 1 shows that the respondents perception falls that Library and Information Science is *a program for Information Communication and Technology literate*, where LIS is a program that deals on how to keep information, process information and retrieve information; is about managing a library and it's collection; is about teaching on how to deal with library users; is about data and encoding; is about teaching students on how to cite references; is about taking care of books; is about preservation and conservation of books; is a program that emphasizes the importance of the library; is a program that will teach you how to put books properly in the book shelves; is about librarians, libraries and books; is about studying famous authors/writers around the world; is a program that enhances reading skills; is in line with Computer Science (ComSci) program; is mixed with computer programming.

Table 1

Senior High School students' Perception of Library and Information Science

	A Program for ICT Literate	Factor loadings
Q31	is a program that deals on how to keep information, process information and retrieve information	.784
Q17	is about managing a library and it's collection	.730
Q28	is about teaching on how to deal with library users	.722
Q27	is about data and encoding	.718
Q32	is about data and encoding	.712
Q29	is about teaching students on how to cite references	.682
Q20	is about taking care of books	.670
Q22	is about preservation and conservation of books	.665
Q51	is a program that emphasizes the importance of the library	.650

{table continues on the next page}

Q35	is a program that will teach you how to put books properly in the book shelves	.642
Q16	is about librarians, libraries and books	-.635
Q33	is about studying famous authors/writers around the world	.620
Q39	is a program that enhances reading skills	.608
Q26	is in line with Computer Science (ComSci) program	.604
Q15	is mixed with computer programming	.585

Table 2 shows the items that loaded in Factor 2 which is labeled: *alternative program*. Table 2 also presents that the respondents' perception falls with the theme alternative program, in where LIS is for students with low grades; is a program that is all about software; is for people who have thick eye glasses; is for people who prefers a noisy environment; is a program that is low quality; is a program/course that cost too much; is for students who failed their previous program; is for second choicer student/s; is for students who plans to take law field; is a program that is limited to personal learning; is a program that catches the interest of many people; is the most demand jobs today; is a program that is well-known inside and outside the country; is a program that will teach students how to maintain quietness in the library; is a program that is considered the sexiest job in the 21st century.

Table 2
Factors Affecting Senior High School Students' on Library and Information Science

	Alternative Program	Factor loadings
Q59	is for students with low grades	.719
Q52	is a program that is all about software	-.705
Q73	is for people who have thick eye glasses	.700
Q75	is for people who prefers a noisy environment	.632
Q49	is a program that is low quality	.631
Q44	is a program/course that cost too much	.626
Q8	is for students who failed their previous program	.609
Q7	is for second choicer student/s	.602
Q58	is for students who plans to take law field	-.600
Q46	is a program that is limited to personal learning	.600
Q55	is a program that catches the interest of many people	-.598
Q40	is the most demand jobs today	-.584
Q56	is a program that is well-known inside and outside the country	-.564
Q74	is a program that will teach students how to maintain quietness in the library	.555
Q65	is a program that is considered the sexiest job in the 1st century	-.540

The total variance accounted for of the two-factor model is 43.19%, in which 26.17% is accounted for by a perception of that LIS is for ICT literate and 17.20% is accounted for by Factor 2 which is *an Alternate program*.

According to Ahmed et al. (2017) students prefer to choose fields that are common or “popular” in the eyes and ears of many. This was the reason why the perceived that LIS is an alternative program for students.

Significant Difference on the Student’s Perception of Library and Information Science Considering then Family Income, Strand, and Sex

Table 3

Difference on ICT Literate According to Sex

	Sex	N	Mean	t-value	Sig.	VI
Information Communication and Technology Literate	Female	148	3.0153	.179	.858	Not Significant
	Male	69	3.0048		.	

The results in Table 3 shows that there was no significant difference on ICT literate between male and female ($t = .179$, $p = .858$). This means that the rating on the ICT literacy between male and female is comparable thus the hypothesis is not rejected.

Table 4

Difference on Alternative Program According to Sex

	Sex	N	Mean	t-value	Sig.	VI
Alternative Program	Female	148	2.6612	.833	.194	No Significant
	Male	69	2.6315			

Table 4 showed that there was *no significant difference* on the rating of the respondents on Alternative Program between male and female ($t = .833$, $p = .194$), thus the hypothesis of not significant difference is not rejected. This result does not support to what Rubin (2016) said about why ladies were so attracted to library work and why they have reliably made up most of the workforce. Library frameworks were quickly extending, and this development required extra laborers. Be that as it may, much like today, numerous libraries confronted subsidizing deficiencies and budgetary troubles. During the 1800s, ladies were eager to work for a much lower pay than most male representatives were, and truth be told, “male library chiefs straightforwardly recognized the attractive quality of procuring capable ladies since they worked for a large portion of the compensation” (Rubin, 2016, p. 287).

Table 5

Difference on ICT Literate According to Family Income

	Family Income	N	Sig. (2-tailed)	VI
Information Communication and Technology Literate	Below 20000	46	.310	No Significant
	20000 And Above	172		
	Total	218		

There is *no significant difference* on the factor Information Communication and Technology Literate perception of respondents when they are group according to family

income as revealed in Table 5. The result implies that the rating of the respondents on Communication and Technology Literate did not differ for respondents with family income between below P20,000 and P20,000 and above.

Table 6

Difference on Alternative Program According to Family Income

	Family Income	N	Sig. (2-tailed)	VI
Alternative Program	Below 20000	46	.557	No Significant
	20000 And Above	172		
	Total	218		

The result in Table 6 revealed that there was no significant different on Alternative Program between below 20,000 and 20,000 and above.

Table 7

Difference on ICT Literate According to Strand

	N	df	F	Sig.	VI
ABM	.724	2	2.299	.103	No Significant
GAS	34.468	219			
STEM	35.192	221			
Total					

Table 7 shows that there is *no significant difference* on the factor Information Communication and Technology Literate perception of respondents when they are group according to strand in terms of ABM, GAS, and STEM.

Table 8

Difference on Alternative Program According to Strand

	N	Mean	SD	F-Value	Sig	VI
ABM	49	2.7114	.22349	3.752	.025	Significant
GAS	63	2.5896	.23268			
STEM	110	2.6643	.25204			
Total	222	2.6535	.24358			

However, there is a *significant difference* on the factor Alternative Program perception of respondents when they are group according to strand, which is higher for ABM.

Conclusion and Recommendations

The perceptions of senior high school students on Library and Information Science as a program were generated by exploratory factor analysis. The analysis generated a two-factor model. Factor 1 is labeled as *a program for Information Communication and Technology literate* and *an alternative program*. The respondents' point of view in this program can be both positive and negative. But there are still ways to enhance and improve

their perceptions on Library and Information Science as a program. These perceptions do not differ between male and female, family income, and strand.

Findings of this study should be considered by the faculty, librarians, researchers and students involved in Library and Information Science program that could help senior high school students to improve their perception on LIS as a program. Promotion strategies should be planned by the universities to attract more students to enroll in the LIS program.

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Perceived Factors Influencing Students' Decision on Enrolling in Bachelor of Science in Development Communication Program

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Abstract

There are lots of factors that contribute to an individual's decision making. Research has shown that three broad factors influence an individual: Internal, External, and Physical factors. This study aimed to determine the perceived factors that influence students' decision to enroll in the Bachelor of Science in Development Communication. This study used a quantitative method for collecting and analyzing data. Using a purposive sampling technique, students enrolled in BS Development Communication in Region 4-A CALABARZON universities were selected. Descriptive statistics were conducted to provide factors that have the highest mean and percentage so that influential and motivational factors would be noted. Analysis of the responses demonstrated that respondents were independent, that distance was not a factor, reputation of the school was highly influential, and that any kind of print and online marketing did not contribute to their decision on enrolling in BS Development Communication. Results also indicate that respondents knew that the program has multiple employment opportunities that are on-demand and that spiritual, ethical, and humanistic values can be acquired or improved when one finishes the BS Development Communication. On this basis, it is recommended that Development Communication departments and university administrators must conduct more and improve their marketing strategies that are interesting to the youth today to encourage enrollees and improve the perception about BS Development Communication.

Keywords: *BS Development Communication, proximity, online marketing, print marketing*

There remains confusion among the general public and potential students each year in terms of the career- path of graduates of Bachelor of Science in Development Communication (BS Dev Com). Researchers were curious why the population of Dev Com students here in CALABARZON were low compared to other programs and degrees, why students opt to enroll in other programs when it is the digital age that people are surrounded by media and different kinds of information that people need to survive. In 2014-2018, the Commission on Higher Education Department (CHED) through CMO 01 s. 2014 has particularly included BS Dev Com under the Communication cluster as one of the priority courses for that academic year (Commission on Higher Education Department, 2014) to avoid the influx of enrollees for oversubscribed programs. The program provides its students with limitless employment opportunities. Students are not limited at all as to the field of industry that they can actively participate in.

The term “development communication” was coined in 1972 by Quebral (as cited in Ganio, 2019), who defines the field as the art and science of human communication applied to the transformation of a country and the alleviation of its people from poverty to dynamic economic growth.

The practice of Dev Com began in the 1940s, but its widespread application came about after World War II. The advent of communication sciences in the 1950s included recognition of the field as an academic discipline, led by Daniel Lerner, Wilbur Schramm, and Everett Rogers. Both Childers and Quebral stressed that Dev Com includes all means of communication, ranging from mass media to person to person (Ganio, 2014).

In connection, students face one of the most crucial decisions in their lives, and that is a future career decision (Martin, 2010). Studies have shown that students today are more concerned with the amount of money they can earn (Fizzer, 2013). Some parents suggest the courses be undertaken by their children, yet they tend to ignore their children’s interests. Besides, factors such as financial stability, university prestige, and practicality were some students graduate in courses they do not like. On the other hand, those who pursue their desired course were able to graduate with high spirits (Martin, 2010).

This study investigated the factors that influenced the decision of Development Communication students in taking up the program. Specifically, this study sought to answer the following questions:

1. What is the level of influence of the following factors in the decision of the respondents to choose BS Development Communication?
 - 1.1 Internal Factors
 - a) Personal Interest
 - b) Talents or Gifts
 - c) Aspirations
 - 1.2 External Factors
 - a) Family Influence
 - b) Peer Influence
 - c) Teachers’ Influence
 - 1.3 Physical Factors
 - a) Proximity or distance of the school from home.
 - b) Accessibility in terms of commuting or traveling.
 - 1.4 School-Related Factors
 - a) The Reputation of the Program
 - b) The Reputation of the School

2. What communication tools were used that motivated the students to enroll in Development Communication?
3. What is the level of awareness of the respondents on the future of BS Development Communication as a career in terms of:
 - a) Career Job Opportunities
 - b) Salary
 - c) Employability
 - d) Financial Stability
4. What is the level of awareness of the respondents on the Spiritual, Ethical, and Humanistic Values of BS Development Communication professionals/graduates?

Literature Review

Perceived Internal Factors Influencing Students' Decision

Self-actualization and aspirations. Self-actualization is defined as someone's aspiration to achieve goals maximizing full potential (Karthik, 2016). Aspiration or self-actualization is a strong desire to achieve something high or great in one's life. In this study, personality and self-actualization play a huge role in the development of the respondents' decision on taking up a program or course. Students value the collaborative and educational relationship they have with their university. This is based on high levels of trust and students want this relationship to be personal (Darian, 2017).

Personal interest. Personality is different from one person to another, many potential factors are involved in shaping a personality. Some factors may be of one's experiences, environment, family, friends, school, workplace. According to Cherry (2018a), personal interest is often thought of as something that arises from within the individual and remains consistent throughout life.

Perceived External Factors Influencing Students' Decision

Peer influence. Adolescents spend more time with their peers during adolescence age, with popularity being a strong motivation for many of them. Peer-pressure is strong during this age, cliques become visible, groups and crowds become more heterogeneous and heterosexual, and dating becomes very important. Once students like and approve of either their class fellows or their seniors or for that matter a celebrity, they might take actions to cultivate relationships with them (Cialdini & Goldstein, 2004).

Family influence. The family may also be a factor in influencing the decision of students on choosing a program or course. Adolescents get help from family members. According to Alba (2010), parents influence the level of education or training that their children achieve; the knowledge they have about work and different occupations; the beliefs and attitudes they have to work; and the motivation they have to succeed.

Teacher's influence. As some of the most influential role models for developing students, teachers are responsible for more than just academic enrichment. Teachers can have a huge influence on their students. Educators are important role models for students and have a big impact on helping shape, create, support, and establish students' strengths, goals, knowledge, and decision making (Richland, 2017).

Employment opportunities. Families worry about the job prospects after graduation to see if the program taken will pay the debts (Malcolm, 2013). A huge amount of money had been used for an individual to finish a degree so therefore, it is important to be

educated about the program a person is about to take for it will direct that person to the job he or she is associated with. “Most advice on which degree to study is concentrated purely on obtaining a job in the future” (Wragg & Provenzano, 2014). Before a student selects a degree, there should be an assurance that a lot of job opportunities must be presented after graduating and passing the board exams.

Perceived income potential. An individual must consider all the career outcomes for the quality of mind that is important for salary may not be easy to attain if a person does not like the job that was given. According to Koeppel (2004), both parents and students today think through college more of an investment than a time of educational and self-exploration. Some people sacrifice their happiness to make money for their families and personal desires. There is a consistent claim that families who have high-earnings tend to select any program they would like to take or programs that are high-paying to sustain the wealth of the family while families who have low-earnings may pursue courses that are high-paying (Pinsker, 2015).

The reputation of the school. Reputation is the overall quality or character as seen or judged by people in general. For many college-bound students, an institution’s reputation is very important in choosing a particular school. A study conducted by Art and Science, LLC for the College Board, found that two-thirds of the students surveyed considered national rankings in their college application process. Two-thirds of the students also believed that the rankings are useful in determining the differences between colleges. Differences are also apparent in terms of class sizes, staff to student ratio, provision and resourcing of laboratories, computing and IT, and libraries, and other student support services such as accommodation or health and wellbeing (Tryengineering, 2004).

Print marketing. Forms of print media include newspapers, magazines, brochures, billboards, etc. A lot of schools use print media to advertise different programs whereby little information is provided in the space given in print. “Print media advertising is a form of advertising that uses physically printed media, such as magazines and newspapers, to reach consumers, business customers and prospects” (Linton, 2019). Giving the right impression to people about the school and its program that is being promoted is important for skills are also quite shown on the medium being handed to the receivers of the promotion.

Online marketing. Forms of online marketing include social media marketing, email marketing, pay per click marketing. Years ago, the best way to get information about the school was to inquire. Nowadays, families can access that information through a fast search online. Therefore, the website must provide the people the information they need. (Jagodowski, 2017). Studies have shown that 86% of the students are viewing institutions’ websites and how it is advertised affects their choice of choosing the program (McFaden, 2015).

Perceived Physical Factors Influencing Students’ Decision

Proximity and accessibility. The distance of the school from the location of the student is important for there are adjusting factors like time constraints, safety, and fare included in the decision-making. Students stress the importance of economic factors during times of distress and financial instability. Proximity and Accommodation are also important factors in choosing a college degree (Foskett, 2006).

Theoretical Framework

Sociocultural Theory. Sociocultural theory is a theory in psychology that looks at the important contributions that society makes into the development of an individual. It also explains that learning is a large continuous process. According to Vygotsky, learning has its basis in interacting with other people. Once this has occurred, the information is then integrated on the individual level (Cherry, 2018b). This study focuses on the perceived factors influencing the decision of the students in taking up a program that supplements this theory that explains the contributions of different factors in the development of an individual. "Social-Cultural Context designates a group of contextual variables with influence in the performance and the activity and reflects society's values, customs, and traditions and influences the exchanges and the work systems." (Nunes, 2016). The study employed the Sociocultural Theory by Lev Vygotsky whereby there are external forces that are interpersonal, environment, college-related, and career-related and internal which are psychographics and demographics that influences the individual.

Methodology

This is a quantitative study that utilized a cross-sectional descriptive design. Through purposive sampling, 74 Development Communication students from 3 different universities in Luzon, Philippines were identified. A researcher-made instrument validated by five experts was used to gather the data. Letters of permission were sent to the authorized individuals from the three universities before the conduct of the study. After permission was granted, separate consent forms were given to the respondents. After the data gathering, data were encoded and analyzed using SPSS to determine the mean, standard deviation, and percentages.

In terms of the demographic profile of the respondents; most of the respondents were 19 years old. The majority of them are females. 58.9% were Roman Catholics which is the highest population of the respondents. The respondents' tuition fees mostly came from others which were specified to be the Government's "Free Education Act". The majority of the respondents were first-year students. Most of the respondents' parents were college graduates and the majority are employed.

Results and Discussion

Level of Influence of Internal Factors on the Decision of the Students to Take Development Communication

Table 1
Personal Interest

Items	M	SD	VI
I like interacting with different people.	4.08	.909	High
I am interested in photo-journalism	3.90	.915	High
I am interested in scriptwriting.	3.60	.846	High
I like public speaking.	3.58	1.040	High
I am interested in writing publications.	3.53	.973	High
Personal Interest	3.74 (SD= .625)		High

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although all the items have *high* influence, the respondents were more interested in interacting with different people ($M = 4.08$) and in photojournalism ($M = 3.90$) than in publication writing, public speaking, and scriptwriting. According to Cherry (2018b), personal interest is often thought of as something that arises from within the individual and remains fairly consistent throughout life. It encompasses all of the thoughts, behavior patterns, and social attitudes that impact how we view ourselves and what we believe about others and the world around us.

Table 2
Talents and Gifts

Items	M	SD	VI
I have good grades in English.	3.97	.781	High
I can express myself easily.	3.64	1.005	High
I have a good vocabulary.	3.55	.782	High
I am skilled with a camera.	3.45	1.014	Moderate
I am skilled in photo editing.	3.34	1.096	Moderate
I have a talent for public speaking.	3.30	.923	Moderate
I am skilled in writing.	3.29	.825	Moderate
I am skilled in video editing.	3.26	1.118	Moderate
Talents/Gifts	3.48 (SD = .640)		Moderate

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have *moderate* influence, the respondents can express themselves easily ($M = 3.64$) and have good grades in English ($M = 3.97$) subjects which influenced them to enroll in BS Development Communication. If people's ability does not support the course they like, they need to think about alternatives that would suit it. It is better to go for a course in which the students are interested and where their abilities go well rather than going for a course in which the abilities of the student are not compatible and could result in failure (Alba, 2010).

Table 3
Aspirations

Items	M	SD	VI
I aim to improve society.	4.40	.878	High
I want to be an influencer	3.97	1.093	High
I want to be a successful journalist.	3.61	1.170	High
I aim to be a reporter.	3.48	1.237	Moderate
I want to be seen on camera.	3.36	1.072	Moderate
Aspirations	3.76 (SD = .771)		High

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have *high* influence, most respondents aspire to be journalists ($M = 3.61$), influencers ($M = 3.97$), and to improve the society they exist in ($M = 4.40$). The respondents aspired less to be seen on camera. Aspiration

or self-actualization is a strong desire to achieve something high or great in one's life. Aspiration then develops as an individual grows. Each available opportunity must be spent in considering who the individual is, whom that person wants to be in the future, and what that person intends to do in life (Karthrik, 2016).

Level of Influence of External Factors on the Decision of the Students to Take Development Communication

Table 4
Family Influence

Items	M	SD	VI
Relatives told me that it is a good pre-law course.	2.48	1.281	Low
My parents suggested the course to me.	2.41	1.267	Low
I have relatives that are graduates from Development Communication.	2.30	1.450	Low
I am from a family of writers and journalists.	1.79	.897	Low
My family is all communication-related graduates.	1.78	.932	Low
Family Influence	2.15 (SD = .828)		Low

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have *low* influence, the respondents' families were not influential in their decision to enroll in BS Development Communication. No respondent had any family member who took up communication programs, specifically BS Development Communication. Respondents' family did not suggest BS Development Communication, none told them that it is a good pre-law course and that respondents are not from families of writers and journalists. Parents may also intentionally or unintentionally push a child toward a particular career path, especially in the cases of family-owned businesses, where parents expect their children to take over the company (McQuerrey, 2017).

Table 5
Peer Influence

Items	M	SD	VI
My peers tell me I have a talent for persuading and influencing people.	3.42	1.105	Moderate
My peers tell me I am good at public speaking.	3.18	1.251	Moderate
My friends are BS Development Communication majors.	2.19	1.209	Low
I have many friends in Radio and TV.	2.12	1.027	Low
I was encouraged by my high school friends.	1.82	.962	Low
Peer Influence	2.98 (SD = .737)		Moderate

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have *moderate* influence, the peers of the respondents told them that they have a talent in persuading and influencing people and are

good in public speaking. However, the results of this study showed that peer influence did not affect respondents' decision in enrolling in BS Development Communication. Once students like and approve of either their class fellows or their seniors or for that matter a celebrity, they might take actions to cultivate relationships with them (Cialdini & Goldstein, 2004).

Table 6
Teachers' Influence

Items	M	SD	VI
My teachers tell me I am good at public speaking.	3.26	1.131	Moderate
My teachers tell me I am good at writing.	3.18	1.045	Moderate
Mass media influenced me to enroll in BS Development Communication.	3.16	1.323	Moderate
I am influenced by my high school teachers.	2.78	1.170	Moderate
Social media influenced me to enroll in BS Development Communication.	2.52	1.056	Moderate
Teachers Influence	2.98 (SD = .737)		Moderate

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have moderate influence, the teachers of the respondents were not influential and that social media and mass media had little help in influencing the respondents' choice of course. While teachers can see the potential or talent of their students, they did not have an impact on the students' choice of a college course. Educators are important role models for students and have a big impact on helping shape, create, support, and establish students' strengths, goals, knowledge, and decision making (Richland, 2017).

Level of Influence of Physical Factors on the Decision of the Students to Take Development Communication

Table 7
Proximity or Distance of the School From Home and Accessibility in Terms of Commuting and Traveling

Items	M	SD	VI
The route going to the school is safe.	3.04	1.546	Moderate
There is always available transportation all the time.	3.00	1.424	Moderate
The school is a few minutes away from my home.	2.45	1.508	Low
The school is one ride away from my home.	2.32	1.252	Low
The school is walking distance from my home.	1.97	1.269	Low
Teachers Influence	2.98 (SD = .737)		Moderate

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have *low* influence, the respondents did not base their decision on the proximity and distance of the school from their home. Results showed that the respondents accounted for the safety of their route to school (M = 3.04)

and the availability of public transportation ($M = 3.00$). Respondents did not base their decision on the proximity and distance of the school from their home which is opposite to the claim that proximity and accommodation are also important factors in choosing a college degree (Foskett, 2006).

Level of Influence of School-related Factors on the Decision of the Students to Take Development Communication

Table 8

The Reputation of the Program

Items	M	SD	VI
BS Development Communication has multiple employment opportunities.	3.78	1.133	High
Good preparation for taking up law.	3.14	1.262	Moderate
I heard that video production is a high-income job.	3.07	1.240	Moderate
BS Development Communication graduates are in demand abroad.	2.96	1.207	Moderate
I heard that photographers are in demand.	2.88	1.190	Moderate
I heard that journalists are in demand.	2.73	1.146	Moderate
I heard that broadcasters have high salary rates.	2.62	1.162	Moderate
The reputation of the program	3.02 (SD = .929)		Moderate

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have *moderate* influence, the respondents agree that BS Development Communication has multiple employment opportunities which had a strong influence on their decision to enroll in the course. Respondents somewhat agreed that having multiple employment opportunities means you can have a career in video production, law, and that you can work abroad.

Table 9

The Reputation of the School

Items	M	SD	VI
The school offers communication programs.	3.97	.897	High
The school produces top notchers in board exams.	3.79	1.166	High
The school campus is safe.	3.68	.970	High
The school is well-known for its communication program.	3.63	1.149	High
The school is popular in the Philippines.	3.16	1.143	Moderate
The school has modern facilities.	3.10	1.108	Moderate
The reputation of the school	3.56 (SD = .752)		High

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that school reputation is *highly* influential for the respondents. Among the considerations, the respondents in enrolling were: if the university can produce top-notch students in board exams ($M = 3.79$), has safety in campus ($M = 3.68$), and

offers communication programs ($M = 3.97$). The respondents care less about the popularity of the school and if it is well-known for its communication programs. This result agrees with the poll, by Accountemps, which found that chief financial officers were closely split regarding how much weight the prestige of a candidate's alma mater should be given in hiring decisions (Douglas, 2013).

Communication Tools that motivated the students to Enroll in Development Communication

Table 10

Print Marketing

Items	M	SD	VI
Social Media Marketing motivated me to enroll in BS Development Communication	3.00	1.247	Moderate
Magazines motivated me to enroll in BS Development Communication	2.50	1.007	Moderate
Newspapers motivated me to enroll in BS Development Communication	2.50	1.101	Moderate
Brochures motivated me to enroll in BS Development Communication	2.49	.964	Low
Billboards motivated me to enroll in BS Development Communication	2.25	.989	Low
Print Marketing	2.55 (SD = .844)		Moderate

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have moderate influence, a lot of schools use print media to advertise different programs. Given the nature of print media where only a little information can be accommodated in a given space, the differences in the use of print media to advertise their schools' programs were in terms of taglines and visual designs. Results showed that print marketing was not motivational to the respondents. There were no newspapers, magazines, brochures, or billboard advertisements about BS Development Communication and only a few social media marketing advertisements were available during the time this study was undertaken.

Table 11

Online Marketing

Items	M	SD	VI
E-mail Marketing motivated me to enroll in BS Development Communication	2.25	.983	Low
Pay per click marketing motivated me to enroll in BS	2.15	.892	Low
Online Marketing	2.92 (SD = .615)		Moderate

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that although the items have moderate influence, the forms of online marketing, including social media marketing, email marketing, and pay per click marketing. Years ago, the best way to get information about the school was to inquire.

Nowadays, families can easily access that information by searching online. Therefore, the website must provide the people with the information they need (Jagodowski, 2017). Online marketing like email and pay per click.

Awareness of the Respondents on the Future of BS Development Communication in Terms of Career Job Opportunities

Table 12

Career Job Opportunities

Items	M	SD	VI
I can be a Human Rights Advocate.	4.19	.844	High
I can be an Advocacy Campaign Manager	4.14	.887	High
I can be a Media Executive.	4.11	.859	High
I can be an Editor.	4.08	.968	High
I can be a Photojournalist.	4.05	.832	High
I can be a Media Reporter.	4.03	.816	High
I can be a Documentarist.	4.03	.816	High
I can be a Development Specialist.	4.01	.842	High
I can be an Advertiser.	4.01	.825	High
I can be a Journalist.	3.99	.825	High
I can be a Project Development Officer.	3.99	.790	High
I can be a Broadcaster.	3.97	.971	High
I can be a Writer.	3.97	.986	High
I can be a Resource Officer	3.96	.920	High
I can be a Multimedia Designer.	3.95	.864	High
I can be a Program Host.	3.95	.926	High
I can be Newscaster.	3.95	.956	High
I can be a program developer.	3.93	.855	High
I can be Publisher.	3.92	.983	High
I can be a Training Officer.	3.89	.936	High
I can be a Learning System Designer.	3.89	.906	High
I can be a Strategic Manager.	3.89	.921	High
I can be a Media Talent.	3.88	.832	High
I can be a Graphic Designer.	3.86	.918	High
I can be a Sportscaster.	3.85	.892	High
I can be a Managing Editor.	3.84	1.000	High
I can be an Image Specialist.	3.82	.855	High
I can be an Account Manager.	3.60	1.010	High
I can be a System Database Administrator.	3.52	.988	High
I can be a Page Layout Artist.	3.47	1.144	Moderate
Career Job Opportunities	3.93 (SD= .613)		High

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that respondents were *highly* aware that BS Development Communication offers multiple job opportunities thus agreed to different potential jobs they may have in the industry. They strongly agreed on potentially becoming a human rights advocate ($M = 4.19$), advocacy campaign manager ($M = 4.14$), and media executive ($M = 4.11$), and somewhat agreed on becoming a page layout designer ($M = 3.47$).

Job prospects after graduation are often a consideration for families since sending a child to college incurs cost. A huge amount of money is used for an individual to finish a degree so therefore, it is important to be educated about the program a person is about to take for it will direct that person to the job he is associated with (Malcolm, 2013). An individual must consider all the career outcomes since the desired salary may not be easy to attain if a person does not like the job that he/she is given.

Awareness of the Respondents on the Future of BS Development Communication in Terms of Expected Salary

Table 13

Expected Salary

Items	Frequency	Percent
PHP 5,000-15,000	3	4.1
PHP 15,001-25,000	8	11.0
PHP 25,001-35,000	23	31.5
PHP 35,001-45,000	19	26.0
PHP 45,001-55,000	12	16.4
PHP 55,001-65,000	3	4.1
PHP 65,001 and above	5	6.8

Results had shown that the respondents were aware that their highest expected salary of the respondents was 25,000-35,000 ($P = 31.5\%$). According to Koeppel (2004), both parents and students today think through college more of an investment than a time of educational and self-exploration.

Awareness of the Respondents on the Future of BS Development Communication in Terms of Employability after Graduation

Table 14

Employability after Graduation

Items	Frequency	Percent
1 month	21	28.8
3 months	25	34.2
6 months	11	15.1
1 year	14	19.2
2 years	2	2.7

Results had shown that the respondents are aware that they expect to have a job in three months ($P = 34.2\%$). A huge amount of money had been used for an individual to finish a degree so therefore, it is important to be educated about the program a person is

about to take for it will direct that person to the job he is associated with. "Most advice on which degree to study is concentrated purely on obtaining a job in the future" (Wragg & Provenzano, 2014).

Awareness of the Respondents on the Future of BS Development Communication in Terms of Financial Stability

Table 15

Financial Stability

Items	Frequency	Percent
5 years	31	42.5
10 years	20	27.4
20 years	12	16.4
40 years	6	8.2

Results had shown that the respondents were aware that they expect to be financially stable after 5 years ($P = 42.5\%$) of working as a BS Development Communication Graduate. This is one of the best indications that you are financially stable. Your finances are sufficiently under control, that you feel confident about your future. This is because you're easily able to live on what you earn, you have substantial financial assets that you're adding to regularly, and you carry little, if any, non-housing debt (Rose, 2019).

Awareness of the Respondents on the Future of BS Development Communication in Terms of Spiritual, Ethical and Humanistic Values

Table 16

Spiritual, Ethical and Humanistic Values

Items	M	VI
Compassion	4.55	Very High
Fair-Judgment	4.45	High
Honesty	4.44	High
Perseverance	4.42	High
Balance	4.41	High
Patience	4.41	High
Self-lessness	4.39	High
Discipline	4.34	High
Loyalty	4.31	High
Satisfaction	4.18	High
Spiritual, Ethical, Humanistic Values	4.39 (SD = .627)	High

Legends: 1.00-1.49 (Very Low), 1.50-2.49 (Low), 2.50-3.49 (Moderate), 3.50-4.49 (High) and 4.50-5.00 (Very High).

Results showed that respondents are highly aware that BS Development Communication professionals and graduates have high spiritual, ethical, and humanistic values. This general belief had influenced the respondents' decision to enroll in BS Development Communication. The good skills and habits you develop in college -- through

your coursework and extracurricular activities -- can go a long way to not only improving your grades and personal satisfaction in college but also providing a big edge over other job-seekers who have not developed some of these key skills and values in demand by employers (Hansen, 2019).

Conclusion and Recommendation

In conclusion, the study had clearly shown that the respondents were independent in their decisions; they believed in their capabilities and pursue their aspirations and dreams. They care less about the influence of others, family, peers, and teachers. Even though the proximity and the distance were not an issue, as long as the route is safe, distance is not a factor in their decision. The reputation of the school was highly influential to the respondents. Due to poor marketing strategies, the factors of print and online marketing were not motivational to the respondents. Respondents enroll in BS Development Communication because they were aware that it has multiple employment opportunities and most of them are high paying ones or in demand. Finally, there is a belief that spiritual, ethical, and humanistic values are acquired or improved when one graduates from BS Development Communication. Thus, this affected the respondents' decision to enroll in BS Development Communication.

The study recommends the following: (a) The department can benchmark promotional and marketing strategies from other colleges and universities. The department can also provide promotion programs about Development Communication and its impact to the society to improve everyone's perception about Development Communication; (b) To help the Development Communication Department on marketing strategies that can be deemed helpful to promote the program. Although print materials are not the most effective, they can still influence the decision of students/clients hence, print materials can still be provided for promotion inside and outside the university, and (c) Future researchers can replicate the study using a wider scope of population. They may also use other variables that are not included in the study such as age, sex, family income, and religion of the respondents.

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Strengths and Areas Needing Improvement as Perceived by the Graduating Seniors of a Faith-Based Higher Education Institution in the Philippines

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Abstract

This qualitative study aimed to determine the graduating students' feedbacks on the services offered by the Adventist University of the Philippines (AUP). Specifically, the study answered the following questions: (a) What are the strengths of the University as perceived by college graduating students?, (b) What are the areas needing improvement as perceived by college graduating students?, and (c) What are the participants' reasons for recommending the University to others? The data were gathered in May 2019 during an exit survey among senior students. Through purposive sampling, 350 graduating students who answered the survey were chosen as the study participants, however only 234 responded to the open-ended questions. Data were analyzed using thematic analysis. On the question as to what the strengths of the University are as perceived by the participants, three themes emerged, each consists of subthemes. The themes are: (a) *spiritual excellence* with subthemes *place for Christ-centered education, place to grow with God, place to train for God's service, and place for good experiences*; (b) *academic excellence* with subthemes *high standard education, excellent faculty, and holistic education*; and (c) *favorable campus environment* with subthemes *environment-friendly campus and conducive-to-learning campus*. Regarding the areas needing improvement as perceived by the participants, only one theme emerged, efficiency of service, which is subdivided into three categories, academic services, student services, and administrative services. The last question on the reasons for recommending the University to others, results revealed three themes: (a) *doable work-study program*, (b) *quality service*, and (c) *good value for money*. Findings provide empirical evidences of the perceptions of the college graduating seniors on the strengths and areas for improvement in the university which serve as inputs to future institutional planning to continue on the best practices and initiate continuous quality improvement to improve efficiency on the areas needing improvement. Moreover, future researchers may do a comparative analysis between the perceptions of freshmen and graduating students to identify the discrepancy between the students' initial expectations and their experiences during their stay in AUP.

Keywords: *exit survey, feedbacks of graduating seniors, strengths and weaknesses of a university*

There has been sustained interests in quality all over the world by higher education institutions (HEIs) (Angell et al., as cited in Randheer, 2015). In the Philippines, HEIs are expected to comply with the quality requirements of the Commission on Higher Education (CHED) and accrediting agencies. Institutional research, the “gathering and analyzing of data in order to know how well an institution is performing” (Luxyon, 2005), has also been a practice in many institutions in response to such requirements to facilitate quality improvement initiatives and processes.

The quality in HEIs has been indispensable as research suggests that there is a positive association between quality education on students’ acquisition of the right competency which helps in employability (Randheer, 2015). There are two aspects that need to be evaluated in HEIs: the quality of teaching and learning and quality of service provided to the students.

In the Philippines, where tertiary education is already free, private HEIs must also create value as an attraction for paying customers as they “expect high quality teaching, good facilities, and high standards of organization and of professionalism throughout their experience (Kay et al., as cited in Bell & Brooks, 2018 p. 1).

According to the students’ perception, good quality education provides better teaching learning opportunities resulting to a higher level of student satisfaction. This leads to improved student retention and the more likely students would recommend the university to others (Lai et al., 2015). In a related study, findings suggest a positive correlation between learning environments, and improvements in student academic achievement (Byers et al., 2018). Further, findings in Elliot and Healy study showed that “instructional effectiveness, campus climate, and student-centeredness have strong impacts on student satisfaction” (Lai et al., 2015, p. 48). Overall, the most relevant student satisfaction is service quality and the consequent is loyalty to the university (de Oliveira Silva et al., 2020).

It is very important that perceptions and feedbacks of university students are considered to give hints to the educational leaders the quality of their services in the eyes of the primary customers, the students, in order for the university to manage prioritization and channeling of resources effectively to foster higher satisfaction (Lai et al., 2015). At the core of the conceptual model of quality (Welzant et al., 2015) is the need to consider stakeholder perspectives as the critical source of definition of quality and the indicators of quality. Thus, this study was conducted to elicit the perceptions of the graduating seniors to assist the university in providing quality education. The study answered the following questions:

1. What are the strengths of the University as perceived by college graduating students?
2. What are the areas needing improvement as perceived by college graduating students?
3. What are the participants’ reasons for recommending the University to others?

Methodology

This qualitative study employed case study design to determine the graduating students’ feedback on the services offered by the different departments of the Adventist University of the Philippines (AUP). The data were gathered in May 2019 during an exit survey among senior students. Through purposive sampling, 350 graduating students who answered the survey were chosen as the study participants, however only 234 responded

to the open-ended questions. Because only answers to open-ended questions were used to gather the data, no other information was gathered, hence, limiting the depth of the study. The verbatim answers were collected, encoded, and grouped. The emerging themes were determined using thematic analysis.

Results and Discussion

Strengths of the University as Perceived by the Participants

Three themes emerged, each consists of subthemes, which proved the strengths of the University. The themes are: (a) *spiritual excellence with subthemes place for Christ-centered education, place to grow with God, place to train for God's service, and place for good experiences*; (b) *academic excellence with subthemes high standard education, excellent faculty, and holistic education*; and (c) *favorable campus environment with subthemes environment-friendly campus and conducive-to-learning campus*.

Spiritual excellence. AUP, being a faith-based institution, upholds its philosophy to redeem mankind through quality education and to restore mankind's lost image of God. It also advocates to provide quality Bible-based education. For these reasons, the University is thriving to deliver not just quality education, but quality Adventist education with the aim to develop the spiritual lives of students. Chickering et al. (2015) emphasized that both moral and character development are the main purposes of the early years in college. The sub themes that emerged under spiritual excellence are place for a Christ-centered education, place to grow with God, place to train for God's service, and place for good experiences.

Place for Christ-centered education. According to the participants, AUP is a place for a Christ-centered education, i.e., commissioning for Christ through Bible-based education reinforced by the Spirit of Prophecy. The University ensures that the spiritual faculty of the students are developed.. Participants 28, 37, and 29 reasoned that they liked AUP because it is a "Bible-based institution". Moreover, 9 participants said that they admired the Adventist Christian education that AUP is fostering, especially that Adventist students do not have to worry about Saturday classes (Participant 1).

"The atmosphere in AUP is a psalm-shape atmosphere meaning it's very God-centered, it helped me foster my faith in God and love Him more" (Participant 156). This is one of the proofs that AUP aims to serve the students with quality Bible-based education. White (1903) explained that true education is more than just learning a course but a development of the physical, mental, and spiritual faculties. Many authors are suggesting that spiritual development be integrated in the curriculum, especially in public schools (Vokey, 2000). One of the uniqueness of Adventist education is the Integration of Faith, Values, and Learning (IFVL) in its courses, and AUP supports this as well. The students' relationship with the Lord is an important aspect that AUP promotes.

Place to grow with God. Besides IFVL in the courses, AUP also provides different religious groups, activities, and gatherings for students such as Week of Prayer, religious meetings and worship, Voice of Youth, and religious community services. Among the 234 participants, 58 mentioned that the University gives them the opportunity to grow in faith, develop a closer relationship with the Lord, and acquire Christian values and Godly character.

Some of the students expressed their gratitude to the University appreciating its role in the growth of their relationship with the Lord. Participant 315 stated, *"this University*

helps me a lot, it changes me, transformed my spiritual life that makes me feel that I become a man who ready for the challenges outside, and in the field". On the other hand, Participant 314 expressed that *"AUP is the place of my love story with God, from the very beginning to the end I can really feel his guidance to me"*. Finally, the University helps students gain the values taught by Jesus and character modeled by Him. According to Participant 54, *"This university leads you in Christ like character... and mold your spiritual life"*. A lasting spiritual impact is achieved when the spiritual dimension is continuously taught in schools for both children and adults (Forcades, 2016).

Place to train for God's service. One of the traits that the University teaches its students is serving others. The participants perceived AUP as a place where they are trained to serve God by serving others. It is a place where they learned the importance of sharing God's word to others (Participant 153). AUP is also an *"ideal school for anyone who wants to be developed for God's service"* (Participant 175). Moreover, other participants see AUP as a training ground to understand one's purpose in life: *"AUP will help one person realize his/her purpose of existence and that is to help others through their chosen profession and skills developed"* (Participant 170).

Warren (2018) reiterated the importance of serving God by serving others saying that people are not put on earth just to live for oneself; rather, to make the world a better place for everyone. Therefore, those who understand the importance of serving others as commended by the Lord should do so. Sharing what one knows about the love of God, is sharing God to other people. Ephesians 2:10 reminded that people should live for Christ by helping others.

Place for good experiences. The participants also loved AUP because of the good experiences they had in the University. Because of these good experiences, they like their friends who are not studying in AUP yet to experience the same (Participant 145). Others enjoyed the good treatment they received from the University workers. Participant 202 appreciates the staff of the University while Participants 173, 182, and 275 liked the "people" in the campus who influenced them in positive ways. The college life experiences of students play an important role in their overall happiness and life satisfaction. Therefore, good college experiences have a positive effect on students' wellbeing (Sirgy et al., 2007).

Academic excellence. Many factors affect student performance, hence, leading to academic success or failure. Besides intrinsic motivation, according to a study done to 480 college students in Southwest Nigeria, parental background, school factors, and teacher factors influence academic performance Olufemi et al. (2018). In AUP, the participants revealed that *high standard education, excellent faculty, and holistic education* are some of the strengths of the University.

High standard education. The University continues to produce topnotchers in the field of dentistry, nursing, engineering, and medical laboratory, therefore, there are students who enrolled because of the quality of education in AUP (Participants 11, 20, and 35 among others). Participant 319 highlighted that medical programs are the flagship of AUP, thus, commendable to promote. While AUP offers many undergraduate and graduate programs, many of the participants emphasized the quality of the Medical Laboratory Science (Participants 11, 199, 202, and 247) which is proven high quality by producing topnotchers for years. Eze (2009) argued that one of the features of quality education is the content that manifests relevant curriculum and materials for the acquisition of basic life skills, literacy, and numeracy.

Excellent faculty. Besides instructional materials, teachers serve as the face value of a course. The way teachers deal with the students and their expertise on the courses taught affect the achievement of students. Some of the participants appreciate the “best” faculty members they have met who showed professionalism and consideration (Participants 50 and 265). On another note, there are also students who find their professors excel in their fields of expertise which result in the students’ growth and knowledge gain (228, 245, and 280).

In a study done by Keller et al. (2016), it was found out that teachers’ pedagogical content knowledge is one of the most influential factors to students’ learning and achievement. The study also stated that teachers’ pedagogical content knowledge takes up a prominent role by connecting subject matter knowledge and teachers’ understanding of how to teach contents to students.

Holistic education. More than producing future professionals ready for the field of work, AUP also shapes the physical, social, and spiritual faculties of students as appropriated by its philosophy. Participants 49, 94, 97, and 170 affirmed that AUP helped them develop their physical, mental, social, and spiritual aspects. Being these aspects are developed in them, Participant 309 reiterated that “*AUP was able to develop and trained me into a better person here we have a balanced life*”. Additionally, “*Though AUP is not a perfect school, it is a great school to nurture students in all their aspects*” (Participant 238).

Infed (2019) pointed out that the education of young human beings should involve much more than simply molding them into future workers or citizens...education should be understood as the art of cultivating the moral, emotional, physical, psychological and spiritual dimensions of the developing child” (para. 1).

Favorable campus environment. Parents send their children to school hoping that they (the children) will academically develop and return home with new knowledge gained from school; hence, the school environment is a significant factor in the students’ learning. Verma (2019) confirmed that the learning environment is one of the most essential factors that affect student learning. Affirmingly, an ideal learning environment “*is when students view their classrooms as positive and supportive. It is a space where they feel safe and secure*” (para.1).

In a study done by Miftachul et al. (2018), they argued that the learning environment is not limited in the proximity of a physical classroom or campus; it can also be a virtual environment available online or with the use of technology. Whether physical, virtual, or distant learning, the learning environment must be conducive for the benefit of the students’ gain for knowledge and skills. Under the theme favorable environment, two subthemes emerged: *environment-friendly campus and conducive-to-learning campus*.

Environment-friendly campus. The 165-hectare campus is blanketed with different plants and trees making it a home for various animal, insect, and bird species. Because of its topography, AUP has a favorable climate all-year round. Twenty-one participants liked AUP’s campus for being environment-friendly. As exclaimed by Participant 90, “*the surrounding is good due to nature*” while Participant 223 find it a comfortable environment. Participants 246 and 191 affirmed that AUP is recommended to those who want to experience a “*nature-loving environment*” and “*cleanliness of the air*”. Fleming et al. (2005) stressed that campus community is paramount in a university’s success. Environment is one of the attractions that influences students’ decision to enroll in a university.

Conducive-to-learning campus. AUP is located on the borderline of Cavite and Laguna. Although along the highway, its proximity makes the campus secluded from the

noise of the nearby business areas (Paseo and Nuvali in Santa Rosa City and the business center of Tagaytay City). According to Participant 124, there is “*Less distraction while studying*” in AUP; hence making it a good place to go (Participants 96, 201, and 299). Participant 265 affirmed that the University is conducive to learning while Participant 19 mentioned that it is a nice campus.

Schools with advanced technology, open spaces, strong buildings, and great outdoors affect students’ learning and achievement (Study International, 2019). AUP may not have the most updated technological advancement but it is at par with other huge University campuses with many open spaces, strong buildings, great outdoors, and peaceful environment.

Areas Needing Improvement as Perceived by the Participants

Although the participants perceived AUP for its advantageous aspects as a University, there are still areas that need improvement. Results revealed that there is only one, yet broad area for improvement, *i.e.*, *efficiency of service*. It is subdivided into three categories, *academic services*, *student services*, and *administrative services* and still branched out to more detailed concerns.

Academic services. Schools, as a proprietorship, survive mainly from its academic services. Parents spend hundreds of thousands to send their children to a school that offers academic services that compensates the value of their money. However, there are still students who seem to find areas to develop in the academic services. AUP being an international school is being looked forward as an institution that maximizes the use of English as the medium for instruction. Participant 289 mentioned that teachers do not effectively use English, and some do not use English at all. On the other hand, Participant 308 found some teachers to be lacking expertise in the lesson materials.

In a study, it was found out that parents are willing to spend money for as long as the school is not inferior in any sense. In this case, value for money is defined in terms of the private decisions and preferences of the clients (Bradley & Durbin, 2013). “The quality of teaching competence plays an important role in the creation and establishment of the quality of the learning process for students, and also shows the level of professionalism of teachers according to their field and can contribute in improving learning performance” (Hakim, 2015, p. 2).

Student services. Many of the participants liked AUP for various reasons and they also shared their perception on the services that need improvement; one is the student services. Although many have good encounters with the non-teaching staff of the University, there are still some who thought they are mistreated, not welcomed in the department, and/or not properly accommodated when having inquiries (Participants 6, 43, 119, 132, 161, 291, 304, and 348). There are also complaints regarding slow internet connection (Participants 22 and 239) and slow and inconvenient enrollment process (Participants 87, 241, 302, and 304).

Diverse factors affect student satisfaction and the factors fall into personal factors such as gender, temperament, preferred learning styles and grade point average and institutional factors related to the educational experience like instructor teaching style and quality of instruction (Yusoff et al., 2015). Therefore, the experiences of students during their college years, including their encounters with the workforce of the University affect their satisfaction.

Administrative services. The administrative services as defined in this study are the different departmental services beyond academic and student services such as finance, board and lodging, and rules and regulations. According to Participant 324, 106, 127, 134, 225, 241, and 239, the tuition fee is high and it keeps on increasing almost every year. Moreover, there are students who do not understand the rationale behind the strict rules imposed in the University (Participants 53, 289, and 241). Another concern raised was the outdated facilities and uncomfortable dormitories (Participants 239 and 224). There are also students who do not like the limited food choices as the school is advocating vegetarianism (Participants 274, 241, and 67). There are also participants who asked for transparency from the administration to reach out to students better (Participants 8, 308, and 317).

Administrators and the different services provided by them influence the University life of students. Effective educational leadership makes a difference in improving learning and affects educational reform (Leithwood et al., 2004). The students' complaints regarding the different administrative services are concerns they hoped to be addressed.

Participants' Reasons in Recommending the University to Others

Despite the complaints, many of the participants still think AUP is worth recommending. According to the participants, they will recommend the University for three reasons: (a) doable work-study program, (b) quality service, and (c) good value for money.

Doable work-study program. Because not many aspiring college students can afford the tuition fee in a private university, AUP offers a work scholarship which entitles students to work and study at the same time. Participant 1 stated that he/she is recommending AUP *"Because they often work scholarship for those who cannot afford to pay by cash"* while Participant 127 thinks that enrolling in AUP is a *"Good opportunity for less fortunate for working student"*.

According to Perna (2010), universities may create a supportive campus culture for working students. For this to happen, the administration and faculty members should understand the learning pace and support the learning needs of working students. In the case of AUP, working students get to choose the offered subjects they want to enroll for as long as they do not go beyond the allowed number of units per semester.

Quality service. There are participants who want to recommend AUP because of the quality of services it renders to students. Participant 115 stated that the "services and accommodation" in AUP is commendable. Moreover, Participant 90 mentioned that AUP staff and faculty are "very flexible" in accommodating customers while Participant 246 said "I will definitely recommend AUP especially to those who wants to experience Christian quality services".

Customer satisfaction is the primary goal of a business. In academic institutions, students are the primary customers that they need to satisfy. Their satisfaction level results in either negative or positive feedback which may influence their loyalty (Ngo & Nguyen, 2016). Students stay if they are satisfied with the quality of service they receive.

Good value for money. There are complaints about the high tuition fee in AUP; however some students think that they get the value for the money spent for their studies. Participant 107 exclaimed *"the benefit I got exceeded the cost I pay"* while Participant 232 mentioned *"I like it because the tuition fee is worth it"*.

What the students (or their parents/sponsors) pay for is not solely fees to go to college; it includes benefits such as quality of products and services, good relationship with teachers, full and functional amenities, etc. (Mahajan, 2016). It is therefore an advantage to the University if its students are satisfied and see that their expenses are compensated with the quality they are looking for.

Conclusion and Recommendation

The results revealed that AUP is able to meet the needs of its students which made the students perceive that the University is worth recommending; however, there is still inefficiency in the services offered that needs to be addressed. It is therefore recommended that those areas mentioned be further assessed. Moreover, future researchers may do a comparative analysis between the perceptions of freshmen and graduating students to identify the discrepancy between the students' initial expectations and their experiences during their stay in AUP.

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