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WHAT DO SENIOR COLLEGE STUDENTS SAY: REASONS FOR RECOMMENDING ADVENTIST UNIVERSITY OF THE PHILIPPINES

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Abstract

The institutional characteristics of a higher education institution (HEI) are the factors that have the greatest influence on first-time enrollees in making their college choice. It is very important to know how students perceive the image of the university based on their desired features. The purpose of this study was to determine the senior college students' perceived image of the university which led them to recommend if others would ask them where to study. This qualitative research utilized open-ended questions through the Student Experience Survey conducted among graduating college students of Adventist University of the Philippines (AUP) in May 2018. Responses from one hundred and ninety-two purposively sampled graduating senior college students were transcribed and collated. Utilizing thematic analysis of the responses from the participants of their reasons for recommending AUP, six themes emerged namely: *quality Christian education, friendly environment, holistic growth, Christian service, and experiential learning*. However, for them, the last emerging theme namely *quality of service* (with sub-themes *student services and administrative services*) need improvement. Overall, the senior college students have a positive perception of the image of AUP with a need to improve in some areas. The results of this study will serve as the bases for sustaining efforts in the provision of quality Adventist Christian education and fostering a friendly environment essential for holistic growth and experiential learning of the students. It will also substantiate the prioritization of improvement initiatives on academic support services particularly on enrollment processes and internet connectivity.

Keywords: *Christian education, friendly environment, holistic growth, Christian service, experiential learning*

Higher Education Institutions (HEIs) are providers of qualified specialists in various fields of profession and vocation. HEIs' main goal is to produce graduates who are prepared for the demands of career-related competencies without compromising the development of a good character (Fortino, 2012). Therefore, the observations, comments, and assessments from students, who are the main clienteles of universities, have an impact in and are relevant to the improvement of the services offered by the institutions. Since criticism has always been a part of every educational institution (Bass, 2008), the satisfaction or dissatisfaction of the students affects their decision to leave or stay in a university. The study of Elliott and Healy (2008) revealed that the satisfaction of students is greatly affected by an institution's student centeredness, the campus climate, and the instructional effectiveness. The institutional characteristics of a higher education institution (HEI) are the factors that have the greatest influence on first-time enrollees in making their college choice. According to Robinson, Garton, and Washburn (2007), the major factors contributing to college choice among first-time enrollees are institution and degree program quality, influential people, and personal considerations.

The quality of service of an organization or institution is determined by the attitude of customers on their assessment of the kind of service they receive (Senol & Dagli, 2017). Apparently, one challenge that HEIs face today is the students' dissatisfaction (Jiewanto, Laurens, & Nelloh, 2012). On another hand, student satisfaction sustains and increases the number of enrollees per term. Theresia and Bangun (2017) assert that student satisfaction is the students' "subjective evaluation" of their experiences in the campus.

The study conducted by Senol and Dagli (2017) revealed that the evaluation of the institution's service quality could help the institution to know the strengths, weaknesses, and factors affecting the quality of service rendered, thus, leading to the institution's improvement of its provided services. Similarly, Gietz and McIntosh (2014) mentioned in their study that the school environment (i.e., buildings and facilities, relationships, and safe environment) affects the students' academic achievement. It is therefore crucial to understand the students' perception of an institution's quality of service equating to their overall collegiate experience.

The main objective of Adventist institutions is to reestablish the human being's broken relationship with God (SDA Church, n.d.). The Adventist University of the Philippines (AUP) philosophy seeks to restore to humanity the lost image of God by providing quality Bible-based education, with AUP becoming a leading Adventist educational institution by 2022 (AUP, 2018). Adherence to the philosophy, mission, and vision (PMV) of the university is crucial to providing holistic quality education.

In the hope to give its students a very satisfactory college experience and an improved quality of service, this study determined the senior college students' perceived image of AUP. However, due to the utilized instrumentation, the study is delimited to the written answers of the participants.

Theoretical Framework

AUP adheres to Ellen G. White's writings on leadership and education. In the book *Christian Leadership*, White (1985) mention that God appeals to have "men of intelligence" work in His vineyard serving others; men to whom He could entrust different positions in the Adventist conferences and institutions.

This study was based on Customer Theory (Burstein, 2012; LaMarco, 2018). Customer theory entails the importance of understanding the customers' concerns and comforts. It is the comprehension of the customers' perception of a given product or service (Burstein, 2012). This theory gives importance to customer satisfaction to gain customers' trust and loyalty.

Methodology

This qualitative research utilized open-ended questions through the Student Experience Survey conducted among graduating college students in May 2018. One hundred and ninety-two purposively sampled participants were asked to give reasons for their satisfaction with their university experience and how likely are they to recommend AUP to others. Their responses were transcribed and collated. In analyzing the data, thematic analysis was utilized.

The names of the participants remained anonymous with only their gender, class status, home country, length of stay in AUP, and the reason for studying in AUP as their disclosing information. The participants were also oriented of their right to refrain from answering if they feel uncomfortable.

Results and Discussion

After the thematic analysis of the responses from the participants, six themes emerged. Five of them, namely, quality Christian education, friendly environment, holistic growth, Christian service, and experiential learning proved worthy of commendation for the graduating students. However, for them, the last emerging theme namely quality of service (with subthemes student services and administrative services) need improvement.

Quality Christian education. The participants commend AUP as the “best school” because of its strong academic reputation. Participant 116 mentioned, “I will recommend AUP because of its academic excellence, Christ like character, and its preparation and training for us to be ready for our work after graduation [sic].” Roser, Nagdy, and Ortiz-Ospina (2019) defined quality education as the transfer of knowledge resulting as quality outcome. From a Christian perspective, however, quality education points to God. Another participant pointed out that the values that students learn inside the University will be carried outside its portals. AUP, for most of them had been a place where their spiritual lives were nurtured. For the participants, this aspect is one good reason to recommend AUP to other people. As an advocate of holistic learning experience, it is imperative for faith-based institutions to prioritize the importance of cultivating the spiritual aspect of students (Keetch, 2012).

Friendly environment. The participants perceived AUP as a home away from home. AUP, for them, is a place where they can feel a sense of security. This perception is evident in the following statements from the participants:

Participant 8: *“The people you meet inside make it home.”*

Participant 31: *“AUP is Home.”*

Participant 180: *“It provides a sense of security.”*

The statements were supported by the United Nations International Children’s Emergency Fund (UNICEF, 2012) stating that the students’ lives are affected by the personal and social environment of the school where they study. Moreover, a student-friendly institution is a place where there is physical, emotional, and psychological safety. The environment influences the “overall health” of the students, workers, and visitors of an institution (New Hampshire Department of Education, 2012).

Students who study in an institution with good facility, competent teachers, and conducive environment perform better than those from institutions with poor facility, incompetent teachers and unfavorable environment (Usaini, Binti Abubakar, Ado, and Bichi, 2015)

Holistic growth. The participants believed that they had character transformation and experienced holistic maturity while studying at AUP. The mental, physical, social, and spiritual aspects of the participants developed during their stay in the University. The following statements prove that claim:

Participant 66: *“Because AUP helps (students) to become more mature.”*

Participant 117: *“AUP molded me to be the person I am today.”*

Participant 6: *“AUP promotes mental, physical, emotional and spiritual development...I found my experience really meaningful and happy. TY.”*

Participant 35: *“AUP will indeed enable one to grow wholistically [sic].”*

To promote holistic growth, an institution should first have a holistic view that does not only focus on producing employable graduates (Wilcox, 2018), but also healthy, competitive, and service-oriented citizens. Holistic education makes students learn in a more natural and engaging way (Scholar Base, 2014) while developing their overall personality.

Christian service. The senior graduating students perceived that AUP prepares them for Christian service. AUP is a good recommendation for people who want to serve God (Participant 96). The following are the students’ perceptions about AUP in terms of Christian service:

Participant 152: *“I have grown esp. my spiritual life as I get involve in different ministry [sic].”*

Participant 83: *“AUP is a good training ground to serve other people and also to serve God [sic].”*

Jesus affirmed in Matthew 25:40 that whatever people do to others, they do it to God. AUP, as a Christian institution, observes the significance of Christian service. Through serving others, students implicitly promote the essence of Christian education for Christian education involves Christian service (Norton, n.d.) in the learning journey of the students.

Experiential learning. Students do not only learn from books; they also learn from their experiences with other people, in different environments, and through various circumstances. Participant 129 stated, “I’ve experienced many things in the university that helped me reach where I am now.” Aside from academic learning, personal experiences also contribute to someone’s growth and development. Starr (2012) reiterates that experience is not always the best teacher, but most of the time, experience results to permanent lessons.

AUP, just like any other universities, is not a perfect institution yet it aims to offer quality Adventist education among students. According to Participant 4, “Even though the University isn’t perfect I’ve learned so many things with my stay here [sic].” Joining school clubs, societal groups, missionary/charitable works enables a student to achieve knowledge beyond the confines of the classroom (McMahon, 2017).

Since learning comes in many forms (e.g., classroom learning, experiential learning, applied learning, etc.) for the senior graduating students the quality of education they had at AUP made them enjoy their college life with the aid of the different experiences which they acquired along the way. Consequently, Participants 55, 91, and 164 would also like others to experience the kind of college life experience that they had at AUP.

Quality of service. Service quality is the status of performance between the customers’ expectation and the actual delivery of a service (Theresia & Bangun, 2017). The quality of service in HEIs plays an important role in the development of professionals who can contribute to the betterment of society. Two subthemes emerged from the feedbacks of the students on the quality of services. The AUP graduating seniors perceived the quality of service in AUP as an area that needs improvement.

Student services. Participant 107 criticized the enrollment process and the slow internet connection. Moreover, Participant 177 commented that tuition is very expensive. Finally, Participant 184 complained that AUP is a “strict school”.

Administrative services. Participant 153 suggested that the University “step up on customer service because some staff and faculty [sic]” are not much concerned with the students’ welfare. Participant 181 is concerned with the dark path just outside the AUP iron fences, thus, suggesting that street lights be put there. Participant 86 commented that the implementation of rules be improved. Lastly, Participants 15 and 191 noticed that some faculty members sometimes fail to serve as role models to students, thus, they suggested that AUP workers be evaluated.

Determining the service areas that give satisfaction to students help universities identify the institution’s strengths and areas of improvement Rudge (2014). Identifying the strengths and weaknesses of an institution helps fill the gap between student expectation and institutional services.

Conclusion

The results suggest that the senior college students perceive AUP as a university that provides quality Christian education, creates a friendly environment, fosters holistic growth among students, promotes Christian service, and advocates experiential learning. On the other hand, the participants observed that the quality of student services and administrative services need to be improved. Generally, AUP poses a satisfactory image among its graduates.

Recommendation

It is recommended that the university sustain its efforts to maintain provision of quality Christian education and a friendly environment that fosters holistic growth and experiential learning for the students. Also, academic support services be improved in terms of enrollment processes and internet connection. It also important to disseminate the results of this study to the faculty and staff and to the top management to inform planning and decision-making to maintain best practices as well as improve areas of weaknesses. Concerns and suggestions from students are to be

addressed by the University. It is further recommended that an in-depth interview be done to delve on the students' perceived image of the University.

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COMPETENCY ASSESSMENT OF PUBLIC SAFETY PERSONNEL OF THE ADVENTIST UNIVERSITY OF THE PHILIPPINES

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Abstract

Safety and security of its people is the most important factor that the Public Safety Department (PSD) should focus on. Therefore, competency of its personnel should be evaluated. This descriptive survey aimed to assess the competency level of the PSD personnel of the Adventist University of the Philippines (AUP). A total of 594 randomly sampled faculty, staff, students, parents, and visitors were utilized as respondents of the study. Questionnaires were disseminated in September 2018. The retrieved data were analyzed using the Statistical Package for the Social Sciences (SPSS). Results on the perception of the respondents suggest that the PSD personnel of AUP are competent with an overall mean of 3.77 (SD = .767) in a scale of 1 to 5 considering all dimension of the competency scale. The top three highest rated items were *Personal Appearance* (M = 3.81, SD = .987), *Safety* (M = 3.81, SD = .968), and *Teamwork* (M = 3.79, SD = .933). The lowest rated items were *decision making/problem solving* (M = 3.56, SD = .977), and *customer responsiveness* (M = 3.57, SD = 1.036). The results indicate that there is still room for improvement on the services of PSD. This study may serve as the basis for creating enhancement programs for orientation or trainings on customer responsiveness and decision-making/problem solving among the security guards. For future research, a qualitative study may be undertaken to have a more in-depth understanding on the respondents' perceived competency.

Keywords: *competency, competency assessment, public safety, customer responsiveness*

Competency is the noticeable and quantifiable proficiencies, capabilities, and qualities of a person or an organization which, if improved, result to success (University of Nebraska-Lincoln, 2019). Lasse (2015) pointed out that competency is an attribute that someone needs to successfully perform an assigned task. To simply put, a person's competency affects the overall outcome of a task (Wayne State University, 2017) assigned to an individual or to a group. As all jobs require a set of know-how, companies, organizations, and institutions should have regular competency assessments to know how much their people understand their specific work and eventually improve the service they render to customers (Cognology, 2018).

In educational institutions, such as universities and colleges, competency or skills assessment concentrates on how well the administrators, faculty, and staff of the institution perform their tasks demonstrating the required skills for their jobs (The Competency Group, 2018). Moreover, well-managed competencies can improve the student-faculty and staff relationship, and could eventually lead to customer satisfaction and retention.

One of the most crucial factors that parents and students regard in choosing a university is safety and security. Universities provide public safety departments to ensure the security of its people, domain, and assets (New York University, n.d.). Aurora University (2019) and Ortemeier (1999) argued that public safety departments should not work alone, rather, they should collaborate

with other departments to ensure a safer and better university environment for students, faculty and staff, and visitors.

Creating a safe and secured university campus is an ongoing challenge in higher education institutions (HEIs). It is the administrators' responsibility to provide their people a safe environment (Kollie, 2014). Protection of its people from physical, mental, and psychological risks and hazards (Aurora University, 2019), should be the top priority of university administrators.

In the Philippines, the Philippine Public Safety College (PPSC) launched an "enhanced Master in Public Safety Administration" (PPSC, n.d., par. 2) in April 2016. Moreover, in the fourth paragraph of the article, it was mentioned that the program was launched "to stand as the flagship and capstone" in the training of the Philippine National Police (PPSC, n.d.). This implies that the Philippine government gives utmost importance to the safety of its people in any public or private sectors within the state.

The Adventist University of the Philippines' (AUP) Public Safety Department has the same goal of enhancing the public safety on campus, thus, this study was conducted in the Academic Year 2018-2019. This study aimed to assess the competency of the AUP's public safety personnel.

Methodology

This descriptive survey utilized a total of 594 randomly sampled respondents in September 2018. Among the total number of respondents, 271 (45.6%) are male and 323 (54.4%) are female.

Questionnaires were disseminated to 156 (26.3%) faculty and staff during workers' meeting and among the 256 (43.1%) in-campus students in their respective dormitories and during the combined worship of dormitorians at the Philippine International Church. Eighty (13.5%) off-campus students, 79 (13.3%) parents, and 23 (3.9%) visitors were either given questionnaires as they enter AUP premises at the main gate or as they pass by the Public Safety Department Headquarters. The retrieved data were analyzed using the Statistical Package for the Social Sciences (SPSS) after being encoded.

Results

Results are presented on Tables 1-3 in terms of thirteen competency indicators namely, knowledge of the work, communication skills, teamwork, decision making/problem solving, independent action, job knowledge, leadership, managing changes and improvement, customer responsiveness, personal appearance, dependability, safety, and outsource guard's responsiveness.

Table 1
Competency Level

Competency Items	Mean	SD	Interpretation
1. Knowledge of the work	3.67	.921	Competent
2. Communication Skills	3.65	1.003	Competent
3. Teamwork	3.79	.933	Competent
4. Decision Making/Problem Solving	3.56	.977	Competent
5. Independent Action	3.68	.971	Competent
6. Job knowledge	3.75	.973	Competent
7. Leadership	3.70	.940	Competent
8. Managing Changes & Improvement	3.63	.952	Competent
9. Customer Responsiveness	3.57	1.036	Competent
10. Personal Appearance	3.81	.987	Competent

(table continues on the next page)

11. Dependability	3.72	.979	Competent
12. Safety	3.81	.968	Competent
13. Outsource Guard's Responsiveness	3.70	.946	Competent
Overall Competency	3.7658	.76722	Competent

The result of the assessment in Table 1 revealed that the public safety personnel were competent ($M = 3.77$, $SD = .767$) in all the indicators of competency scale. The top three highest rated items were Personal Appearance ($M = 3.81$, $SD = .987$), Safety ($M = 3.81$, $SD = .968$), and Teamwork ($M = 3.79$, $SD = .933$). The least rated items were decision making/problem solving ($M = 3.56$, $SD = .977$), and customer responsiveness ($M = 3.57$, $SD = 1.036$).

Table 2
Comparison of Competencies by Gender

	Gender	N	Mean	SD	t-value	Sig
1. Knowledge of the work	Male	271	3.60	.933	-1.682	.093
	Female	321	3.73	.907		
2. Communication Skills	Male	271	3.56	1.031	.227	.820
	Female	321	3.54	.981		
3. Teamwork	Male	270	3.71	.997	-1.893	.059
	Female	321	3.86	.872		
4. Decision Making/Problem Solving	Male	271	3.53	1.053	-.712	.476
	Female	321	3.59	.908		
5. Independent Action	Male	271	3.67	1.003	-.172	.864
	Female	321	3.69	.944		
6. Job knowledge	Male	271	3.69	1.054	-1.379	.168
	Female	321	3.80	.897		
7. Leadership	Male	271	3.65	1.021	-1.048	.295
	Female	320	3.73	.865		
8. Managing Changes & Improvement	Male	271	3.58	.992	-1.210	.227
	Female	320	3.68	.916		
9. Customer Responsiveness	Male	271	3.57	1.072	-.079	.937
	Female	320	3.58	1.005		
10. Personal Appearance	Male	271	3.80	1.043	-.304	.761
	Female	320	3.82	.938		
11. Dependability	Male	271	3.65	1.029	-1.594	.111
	Female	320	3.78	.932		
12. Safety	Male	271	3.76	1.017	-1.124	.261
	Female	320	3.85	.925		
13. Outsource Guard's Responsiveness	Male	271	3.65	1.026	-1.296	.196
	Female	320	3.75	.872		
Overall Competency	Male	271	3.6479	.72422	-1.394	.164
	Female	321	3.7225	.57770		

Table 2 shows the comparison of competencies between male and female. Results revealed a non-significant result for all indicators. This means that male and female respondents have comparable competency rating for the public safety personnel.

Table 3

Kruskal Wallis Test Analysis of Competencies by Respondents' Category

	Respondent's Category	N	Mean Rank	H-test	
1. Knowledge of the work	Faculty/Staff	154	281.98	2.907	.574
	In-campus student	256	304.95		
	Off-campus student	80	297.04		
	Parent	79	305.26		
	Visitor	23	267.65		
	Total	592			
2. Communication Skills	Faculty/Staff	154	300.68	5.295	.258
	In-campus student	256	280.39		
	Off-campus student	80	311.74		
	Parent	79	315.96		
	Visitor	23	327.98		
	Total	592			
3. Teamwork	Faculty/Staff	154	285.63	5.915	.206
	In-campus student	256	294.18		
	Off-campus student	79	327.73		
	Parent	79	304.40		
	Visitor	23	247.78		
	Total	591			
4. Decision Making/Problem Solving	Faculty/Staff	154	296.03	2.685	.612
	In-campus student	256	288.23		
	Off-campus student	80	305.19		
	Parent	79	319.72		
	Visitor	23	281.70		
	Total	592			
5. Independent Action	Faculty/Staff	154	292.54	3.560	.469
	In-campus student	256	292.96		
	Off-campus student	80	327.94		
	Parent	79	286.15		
	Visitor	23	288.67		
	Total	592			
6. Job knowledge	Faculty/Staff	154	278.96	6.431	.169
	In-campus student	256	300.13		
	Off-campus student	80	314.71		
	Parent	79	315.83		
	Visitor	23	243.76		
	Total	592			

(table continues on the next page)

7. Leadership	Faculty/Staff	153	298.37		
	In-campus student	256	289.77		
	Off-campus student	80	309.61	2.131	.712
	Parent	79	306.68		
	Visitor	23	265.59		
	Total	591			
8. Managing Changes & Improvement	Faculty/Staff	153	286.17		
	In-campus student	256	299.27		
	Off-campus student	80	290.45	2.561	.634
	Parent	79	316.94		
	Visitor	23	272.37		
	Total	591			
9. Customer Responsiveness	Faculty/Staff	153	308.42		
	In-campus student	256	275.48	11.767	.019
	Off-campus student	80	318.58		
	Parent	79	329.42		
	Visitor	23	248.46		
	Total	591			
10. Personal Appearance	Faculty/Staff	153	286.51		
	In-campus student	256	297.09	1.991	.737
	Off-campus student	80	312.01		
	Parent	79	302.08		
	Visitor	23	270.43		
	Total	591			
11. Dependability	Faculty/Staff	153	295.72		
	In-campus student	256	296.87	.120	.998
	Off-campus student	80	292.95		
	Parent	79	299.12		
	Visitor	23	288.02		
	Total	591			
12. Safety	Faculty/Staff	153	260.63		
	In-campus student	256	304.91	12.019	.017
	Off-campus student	80	328.74		
	Parent	79	307.51		
	Visitor	23	278.63		
	Total	591			
13. Outsource Guard's Responsiveness	Faculty/Staff	153	297.11		
	In-campus student	256	294.75		
	Off-campus student	80	308.09	2.283	.684
	Parent	79	298.78		
	Visitor	23	250.91		
	Total	591			

(table continues on the next page)

Overall Competency	Faculty/Staff	154	289.58		
	In-campus student	256	290.71	4.543	.337
	Off-campus student	80	313.81		
	Parent	79	322.95		
	Visitor	23	256.22		
	Total	592			

Kruskal Wallis Test was used to analyze the competencies by respondents' category. The results in Table 5 revealed that there is no difference in the rating of the competencies among respondents in the all measured indicators of competency scale except for customer responsiveness and safety.

Generally, results revealed that the faculty, staff, students, parents, and visitors found the public safety personnel *competent*.

Conclusion and Recommendation

Although the public safety personnel were found to be *competent* at work, they can still improve and enhance their services. Moreover, their focal point of improvement should be on customer responsiveness and decision making/problem solving considering the results. For future research, a qualitative research may be undertaken to have a more in-depth understanding on the respondents' perceived competency so as to create programs that fits the expectations of the clients.

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SPIRITUAL HEALTH AND RELIGIOUS PRACTICES AS CORRELATES TO THE QUALITY OF LIFE AMONGST FACULTY AND STAFF

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Abstract

Quality of Life (QOL) is the individual's highly subjective discernment of his position in life in relation to his goals, expectations, and standards. Literatures have consistently reported evidences of association between spirituality and quality of life. But despite the increasing number of studies, only few explore the role of spiritual health and religious practices in the quality of life of faculty and staff of educational institutions. Thus, this descriptive-correlational study determined the relationship between the spiritual health and religious practices of the respondents and their quality of life. Through purposive sampling, 177 respondents were selected. The instrument utilized was composed of adapted questions from World Health Organization's Quality of Life (WHO-QOL) and Spiritual Health and Life Orientation Measure (SHALOM). Data gathered were analyzed using descriptive and inferential statistics such as the mean, standard deviation, Pearson's correlation coefficient, analysis of variance (ANOVA), and linear regression. The study revealed *high* levels of spiritual health, religious practices and quality of life of the respondents. Both spiritual health and religious practices were *significantly related* to the quality of life. Furthermore, married respondents and the teaching faculty had *higher* level of quality of life compared to those who are unmarried and non-teaching. Lastly, *spiritual health* is the highest predictor of the quality of life. This study endeavors to help create an environment that would enhance the spiritual health and therefore, the quality of life of the faculty and staff.

Keywords: *nursing, spirituality, life satisfaction, religiosity, well-being*

Quality of life is a globally recognized aspiration. People are expected to take steps that will elevate the quality of their lives. Quality of life transcends the concept of multiple domains of health since it can be affected by beliefs, relationships and environment. It is the individual's highly subjective discernment of his position in life in relation to his goals, expectations, standards, and concerns. It is a perception of well-being and life satisfaction. It is a widely used concept that pertains to a life considered to be good, well-lived, and of high value (Bruni & Porta, 2016).

In difficult times, people often look for a sense of meaning and connectedness. Spirituality is that part of one's self that helps a person find meaning and purpose in life, and foster an enduring sense of hope and optimism.

A famous psychologist once said that a critical question for a man is whether or not he is related to something infinite. Only if an individual knows which truly matters and which are not of real importance will he be able to live a satisfying and meaningful life (Jung, 1963). Those words illustrate the main purpose of this particular study: the importance of religious practices and spirituality to the quality of one's life.

Studies found that spiritual health positively and significantly influences quality of life and people with strong religious attitudes tend to have a better quality of life compared to those with weak religious attitudes (Farzaneh Dehghani, Mohammad Seifi, Faezeh Nateghi, & Alireza Faghihi, 2018; Jafari Poor, Borji, Borji, & Moslemi, 2016). Evidences show the positive consequences of religious practices. The undeniable influence of religious practices and spirituality in the quality of life has already attracted researchers across a wide array of disciplines. This relationship is set and it appears that it will enjoy some longevity (Peterson & Webb, 2006).

Literatures have consistently reported evidences of association between spirituality and quality of life. But despite the increasing number of studies on spirituality and quality of life, few studies explore the role of spiritual health and religious practices in the quality of life of faculty and staff of educational institutions. Thus, this descriptive-correlational study is done to determine the relationship between the spiritual health and religious practices of the respondents and their quality of life.

Objectives of the Study

The study aimed to determine the relationship of spiritual health and religious practices of the university faculty and staff, and their quality of life. Specifically, it sought to determine:

- the level of spiritual health of the faculty and staff;
- the extent of religious practices of the faculty and staff;
- the quality of life of the faculty and staff;
- the relationship between the spiritual health and religious practices of the faculty and staff, and their quality of life;
- the difference in the quality of life of the faculty and staff when gender, educational attainment, marital status, and work position are considered;
- the variables that significantly predict quality of life.

Spiritual Health

It has been several decades since the term “spiritual health” was coined. Review of literatures showed efforts to explain this important concept in different perspectives, resulting to various meanings (Akbari & Hossaini, 2018; Ghaderi, Tabatabaei, Nedjat, Javadi, & Larijani, 2018). However, in spite of the different studies about spiritual health, a satisfying, concrete and comprehensive definition which has the same intensity as the other dimensions of health is relatively few (Akbari & Hossaini, 2018; Bensley, 1991; Vader, 2006). In an attempt to provide definition and indicators of spiritual health in the experts’ perspectives, Ghaderi et al. (2018) came up with a qualitative study, proposing that spiritual health dominates the other aspects of health. The finding of the study further revealed that there are four types of connection in spiritual health: human connection with God, himself, others, and nature. Moreover, most experts who participated in the study, acknowledged that the most significant dimension of the spiritual health is the human connection with God.

Dr. Fahri Karakas (2010) reviewed 140 papers on workplace spirituality to determine how spirituality influence organization performance. Three different perspectives were introduced based on the literature review: first, spirituality enhances well-being and quality of life of employees; secondly, spirituality provides a sense of purpose and meaning at work; and lastly, spirituality provides employees a sense of interconnectedness.

Spiritual health is a strong condition of life, which knows how much society lives in the coherence contained in relationships. Although spirituality and religion are often overlapping related ideas, it is unthinkable to isolate spiritual ideas from the extraordinary characteristics of life. Spirituality aims to calm and purify the spirit. Therefore, if individuals can calm and purify their minds in a state of calm and harmony, through spiritual guidance, they will be able

to solve the problems of life and find a way of balance and direction. Spiritual health is one of the factors that affects the quality of life of many people. People who have spiritual health may have a better quality of life (Purdy & Dupey, 2005) and, as spirituality can help individuals find meaning in life and improve their psychological health, they will develop better habits leading to a better lifestyle. Based on statistics, it is established that spiritual health is a complete mediator of life attitudes and well-being. In other words, the attitude of life leads to prosperity through spiritual health. Therefore, in practice, teachers must first adopt a positive attitude, followed by an assessment of improvement of spiritual health, so as to be able to achieve well-being (Chou, Tsai, Hsu, & Wu, 2016).

Religious Practices

In a survey about religious practices and experiences of Americans done by Pew Research Center (2015), the researchers recognized the following as the different forms of religious observance: worship service attendance, congregational membership, scripture study or prayer groups, private devotions, sharing one's faith, observance of religion's restrictions, and spiritual experiences such as feelings of spiritual peace and sense of well-being. The findings revealed that worship attendance and personal devotions/prayers have both been very stable since 2007 among those who are affiliated with a religion. It also showed an increasing percentage of individuals who share their faith regularly, and who felt a deep sense of spiritual peace and well-being.

Evidences show positive impacts of religious practices. Regular church attendance is a significant predictor of marital satisfaction, stability, and happiness. Religious beliefs and regular religious practices largely contributes to moral development, provides immunity against social problems, and offers beneficial effects on mental health: reduced depression, increased self-esteem (Fagan, 1996)

Religious practices play a significant role in making individuals aware of religion's significance. Moreover, religious convictions, values, and procedures have an impact on financial life, family, community, and social interactions. Religion plays an important role in social relations in the public eyes (Bruni & Porta, 2016). Religious practices are based on the heart of religious experience, which is the basis of the attitude or sustainability of an individual (Seeman, Dubin, & Seeman, 2003).

Many people view religion and spirituality as important sources for dealing with stressful lives. To do without spiritual well-being, other dimensions that contribute to an individual's health are unable to function properly or reach their absolute threshold. Religious belief comforts human beings as it provides peace of mind, bridges emotional, moral and spiritual gaps and strengthen the individual and society's major dimensions (Jafari Poor et al., 2016).

Quality of Life

World Health Organization (WHO) has defined quality of life as an individual's perception of their position in life of an individual's in the context of the culture and value systems in which they live and their goals, expectations, norms and concerns. It is believed to be a wide notion that includes intricately physical health, psychological state, level of independence, social relationships, personal beliefs, and private relationships of an individual with vital environmental features ("WHO | WHOQOL: Measuring quality of life," 2014).

Quality of life is a widely used multidimensional concept that deals with the subjective evaluations of both negative and positive aspects of life (Bruni & Porta, 2016; Centers for Disease Control and Prevention, 2000). It is related to one's mental perception of well-being and satisfaction with life (Fernandes & Rocha, 2009). It pertains to a good, well-lived, and valuable life, or those conditions that promote such life of high quality (Bruni & Porta, 2016).

Studies have progressed from the original method of focusing on the quality of life of entire populations to recognize the importance and quality of life as an individual attribute. As a result of this shift in the study of populations towards an individual point of view, researchers are focusing more on a subjective experience of quality from an individual's point of view (Williams et al., 2017).

Methods

Research Design

The study used a descriptive-correlational design. This descriptive-correlational method is an interrogative that involves sufficient and precise analysis of findings, and describes the present condition of the faculty and staff. It involves gathering data that describes events which then later organizes and depicts the data collection (O'Dwyer & Bernauer, 2016).

Population and Sampling Technique

Through purposive sampling, 177 faculty and staff from different departments of the university were selected. The researchers distributed and received questionnaires from the faculty and staff who are currently working in the university for at least 6 months. The respondents consist of 93 (52.5%) faculty and 84 (47.5%) staff. There are 76 (42.9%) males, and 101 (57.1%) females. Majority (101) of the respondents are married which accounts for 73.4% of the population; while 43 (24.3%) are single, and 4 (2.3%) are widowed. Among the 177 respondents, 77 (43.5%) are College graduates, 71 (40.1%) are Master's degree holder, and 29 (16.4%) are Doctoral degree holder.

Instrumentation

The instrument is divided into four parts. A constructed questionnaire was used to determine the demographic profile of the respondents and to measure the extent of their religious practices. Two parts of the questionnaire were adapted from existing instruments found in the literatures. Permission to use the adapted questionnaires were obtained from the corresponding authors. Modification in some parts of the questionnaire were done to cater the uniqueness of the respondents.

The first part of the instrument is the demographic profile of the faculty and staff, which includes the age, gender, marital status, educational attainment, and their work position (teaching or non-teaching) in the school.

The second part of the instrument is adapted from the World Health Organization's Quality of Life Instrument. WHOQOL-BREF is an abbreviated generic Quality of Life Scale developed by the WHOQOL group, and is a shorter version of the original WHOQOL 100-item questionnaire ("WHO | The World Health Organization Quality of Life (WHOQOL)," 2019). The instrument is composed of 26 items which measures physical health, psychological health, social relationships, and environment. It has undergone rigorous reliability and validity testing which yielded positive results. The WHOQOL-BREF performs well in preliminary tests of validity, it shows good to excellent psychometric properties of reliability, and is considered a cross-culturally valid assessment of Quality of Life (Skevington, Lotfy, & O'Connell, 2004).

The third part of the instrument is the measure of the frequency of the religious practices of an individual.

The last part of the instrument is adapted from Spiritual Health and Life Orientation Measure (SHALOM) Questionnaire. The instrument was developed based on the four domains model of spiritual health and well-being. SHALOM is composed of 20 items with five items evaluating the relationship of each person with himself (personal), others (communal), nature (environmental), and with God (transcendental) (Fisher, 2010; Mathad, Rajesh, & Pradhan, 2019). The instrument

has been widely utilized by diverse populations and has undergone exhaustive statistical testing to ensure validity and reliability. SHALOM offers a unique assessment of spiritual well-being by providing a measure of spiritual accord or discord in each of the domains and by associating each person's ideals with their lived experiences (Fisher, 2010).

Data Gathering Procedures

An approval was secured prior to the conduction of the study. The researchers distributed the questionnaires by approaching the faculty and staff in all the departments of the university. A consent form was issued for respondents' privacy. The purpose of the study was given for the respondent's awareness and cooperation. Clarifications about the instructions and questions were addressed before and while the survey was being answered to avoid confusion and unnecessary error. The questionnaires were retrieved and were confidentially secured.

Ethical Considerations

This study was conducted in conformance with the principles of human research ethics. The study has been subjected to ethics review by the Ethics Review Board (ERB) of the Institution. The ethical principles were carefully reviewed to uphold the dignity of the respondents. An informed consent was utilized prior to the actual data gathering. The approval protocol for this study was 2019-AUP-054.

The identity of the participants was hidden to the researchers own keeping. The participants were fully informed and the researchers checked to see if the faculty and staff fully grasped the aim of the study. The answers of each respondent were kept confidential, along with their identity and name. The information collected from this research study were kept confidential. Information about the participants collected during the research were coded with an assigned number and stored in such a way that only the researcher and the adviser will be able to access it. It was not shared with or given to anyone unless required for publication.

In the event that publication is required, all personal information shall not be divulged but coded identity may be declared. The potential risks of this study are the questions in the survey that may tackle personal issues of the participant. In any case that the participant feels uncomfortable, the researchers may reassure that all of the collected data will be kept confidential. The respondents may choose to withdraw from the research, and choose not to answer any question or participate in the debate, interview, or survey if he or she feels the question(s) are too personal or if it makes him or her awkward or uncomfortable towards themselves. The benefit of participating is to help the researchers find answer to the research question. Future generations are more likely to benefit by utilizing the result of the study as the basis for developing programs that will attract and encourage faculty to engage in scholarly works.

Analysis of Data

The information collected for the outcomes were statistically tested, evaluated, and summarized. Descriptive statistics were used to determine the faculty and staff's demographic profile, the level of spiritual health, the extent of their religious practices, and the respondent's quality of life. Pearson's correlation coefficient was used to determine the significance of the relationship between the independent and dependent variables, as well as the strength of the association between the two (Wang, 2013). Analysis of Variance (ANOVA) and t-test were used to determine the difference in the quality of life of respondents considering their marital status, gender, educational attainment, and their work position as a faculty or staff. Linear regression was used to determine the variable(s) that mostly predicted the quality of life of the respondents.

Results and Discussion

Spiritual Health

Spiritual health has been widely accepted as a component of health. It can be considered as the dimension that directs the other components of health to a higher level. Spiritual health also promotes a good life and a more positive outlook (Anye, Gallien, Bian, & Moulton, 2013). It is established that spiritual health is a complete mediator of life attitudes and well-being (Chou et al., 2016).

Table 1

Spiritual Health of the Faculty and Staff

Question	Mean	SD	VI
Love of other people	4.19	.681	High
Personal relationship with the Divine	4.30	.720	High
Forgiveness toward others	4.23	.655	High
Connection with nature	4.20	.771	High
A sense of identity	4.24	.644	High
Worship of the Creator	4.50	.633	Very High
Awe at a breathtaking view	4.21	.788	High
Trust between individuals	3.86	.721	High
Self-awareness	4.19	.616	High
Oneness with nature	4.12	.712	High
Oneness with God	4.33	.712	High
Harmony with the environment	4.21	.698	High
Peace with God	4.49	.613	High
Joy in life	4.31	.639	High
Prayer life	4.28	.721	High
Inner peace	4.24	.715	High
Respect for others	4.44	.562	High
Meaning in life	4.31	.630	High
Kindness towards other people	4.35	.613	High
A sense of 'magic' in the environ-ment	4.05	.813	High
Total	4.25	.487	High

Legend: 4.5-5 = Very high; 3.5-4.49= high; 2.50-3.49= moderate; 1.50-2.49= low; 1.00-1.49= very low;

VI – Verbal Interpretation

Table 1 shows that the university employees have a high level of spiritual health, $M = 4.25$ ($SD = .487$). The highest among all the indicators of their spiritual health is the respondents' worship of the Creator ($M = 4.50$, $SD = .633$).

In an attempt to provide definition and indicators of spiritual health in the experts' perspectives, a qualitative study was done and proposed that spiritual health dominates the other aspects of health. The finding of the study further revealed that there are four types of connection in spiritual health: human connection with God, himself, others, and nature. Most experts who participated in the study, acknowledged that the most significant dimension of the spiritual health is the human connection with God (Ghaderi et al., 2018). The findings are consistent with the results of this particular study.

If the spiritual dimension of health is disregarded, the force needed to empower the individuals to attain physical, social, and mental health might vanish (Vader, 2006).

People can improve their spiritual well-being and quality of life by participating in spiritual self-care activities (White, 2016). Spiritual personal care activities may include social networking or volunteering, listening to inspirational music, meditation, and developing a sense of inner peace and quiet. Spiritual well-being is seen as an important approach in promoting health in general and quality of life and as one of the basic concepts of the chronicle to create meaning and tenacity in life. Cultural and religious beliefs may be useful and necessary in designing care programs for certain individuals who are attached to their spiritual health and other areas of health (Allahbakhshian, Jafarpour, & Parvizi, 2011).

Religious Practices

In a survey about religious practices and experiences of Americans done by Pew Research Center (2015), the researchers recognized the following as the different forms of religious observance: worship service attendance, congregational membership, scripture study or prayer groups, private devotions, sharing one's faith, observance of religion's restrictions, and spiritual experiences such as feelings of spiritual peace and sense of well-being. The findings revealed that worship attendance and personal devotions/prayers have both been very stable since 2007 among those who are affiliated with a religion. It also showed an increasing percentage of individuals who share their faith regularly, and who felt a deep sense of spiritual peace and well-being.

Table 2

Extent of Religious Practices of Faculty and Staff

Question	Mean	SD	VI
How often do you do personal bible reading?	2.81	1.208	Moderate
How often do you have personal/family worship?	3.31	1.187	Moderate
How often do you attend Sabbath worship?	4.72	.610	Very High
How often do you pray personally?	4.18	.891	High
How often do you do personal bible reading?	3.44	.987	Moderate
Total	3.69	.676	High

Legend: 4.5-5 = Very high; 3.5-4.49 = high; 2.50-3.49 = moderate; 1.50-2.49 = low; 1.00-1.49 = very low; VI – Verbal Interpretation

Table 2 shows a high extent of religious practices of the faculty and staff ($M=3.69$, $SD=.676$). In particular, the respondents placed a very high value in attending Sabbath worship ($M=4.72$, $SD=.610$). On the other hand, personal bible reading appeared to be the practice with the lowest extent ($M=2.81$, $SD=1.208$).

Evidences show positive impacts of religious practices. Regular church attendance is a significant predictor of marital satisfaction, stability, and happiness. Religious beliefs and regular religious practices largely contributes to moral development, provides immunity against social problems, and offers beneficial effects on mental health: reduced depression, increased self-esteem (Fagan, 1996).

Many people view religion and spirituality as important sources for dealing with stressful lives. To do without spiritual well-being, other dimensions that contribute to an individual's health are unable to function properly or reach their absolute threshold. Religious belief comforts human beings as it provides peace of mind, bridges emotional, moral and spiritual gaps and strengthen the individual and society's major dimensions (Jafari Poor et al., 2016).

Quality of Life

World Health Organization (WHO) has defined quality of life as an individual's perception of their position in life of an individual's in the context of the culture and value systems in which they live and their goals, expectations, norms and concerns. It is believed to be a wide notion that includes intricately physical health, psychological state, level of independence, social relationships, personal beliefs, and private relationships of an individual with vital environmental features ("WHO | WHOQOL: Measuring quality of life," 2014).

Table 3

Quality of Life of the Faculty and Staff

Question	Mean	SD	VI
Physical pain prevents me from doing what I need to do	3.61	1.093	High
I need medical treatment to function in life	4.08	1.102	High
I enjoy life	4.20	.731	High
I feel that my life is meaningful	4.28	.674	High
I am able to concentrate well	3.98	.723	High
I feel safe in my daily life	4.14	.674	High
My physical environment is healthy	4.12	.720	High
I have enough energy for the day	4.12	.659	High
I accept my body appearance	4.28	.831	High
I have enough money to meet my needs	3.36	.874	Moderate
I have available information that I need in my day-to-day life	3.90	.622	High
I have time for leisure activities	3.19	.938	Moderate
Are you able to get around with others	3.77	.865	High
How satisfied are you with your sleep?	3.72	.946	High
How satisfied are you with your ability to perform your daily living activities?	4.10	.609	High
How satisfied are you with your capacity for work?	4.23	.589	High
How satisfied are you with yourself?	4.28	.639	High
How satisfied are you with your personal relationships?	4.13	.725	High
How satisfied are you with your sex life?	3.78	.993	High
How satisfied are you with the support you get from your friends?	4.15	.663	High
How satisfied are you with the conditions of your living place?	3.95	.806	High
How satisfied are you with your access to health services?	3.93	.717	High
How satisfied are you with your mode of transportation?	4.07	.691	High
Total	3.97	.402	High

Legend: 4.5-5 = Very high; 3.5-4.49= high; 2.50-3.49= moderate; 1.50-2.49= low; 1.00-1.49= very low;
VI – Verbal Interpretation

Table 3 shows a high level of the quality of life of the faculty and staff (M= 3.97, SD=.402). The positive result of this study is heartwarming, considering that work demands and stresses of academic institution workers may cause various health consequences and may compromise their quality of life (Fernandes & Rocha, 2009).

Quality of life is a widely used multidimensional concept that deals with the subjective evaluations of both negative and positive aspects of life (Bruni & Porta, 2016; Centers for Disease

Control and Prevention, 2000). It is related to one's mental perception of well-being and satisfaction with life (Jafari Poor et al., 2016). It pertains to a good, well-lived, and valuable life, or those conditions that promote such life of high quality (Bruni & Porta, 2016)

Studies have progressed from the original method of focusing on the quality of life of entire populations to recognize the importance and quality of life as an individual attribute. As a result of this shift in the study of populations towards an individual point of view, researchers are focusing more on a subjective experience of quality from an individual's point of view. Quality of Life at Work (QWL) refers to the degree of satisfaction and contentment an employee feels about their work and the work situation in general. Research suggests that there is a high level of stress in academic institutions (Williams et al., 2017). How a worker perceives workplace culture and healthy lifestyle beliefs influences healthy living behaviors in faculty and staff at a university.

Relationship of Spiritual Health and Religious Practices to Quality of Life

Although spirituality and religion often overlap, it is unthinkable to isolate spiritual ideas from the extraordinary characteristics of life. More and more research has shown that religious involvement is linked to better physical health, better mental health and longer survival. Both transversely and prospectively. These relationships remain statistically significant (Jafari Poor et al., 2016).

Table 4

Relationship of Spiritual Health and Religious Practices to Quality of Life

Variable	Components	Quality of Life
Spiritual Health	Pearson Correlation	.564**
	p-value	<0.001
	N	177
	Verbal Interpretation	Significant
Religious Practice	Pearson Correlation	.412**
	p-value	<0.001
	N	177
	Verbal Interpretation	Significant

Table 4 shows the relationship between spiritual health and religious practices to the quality of life. Results says that there is a significant relationship between spiritual health to quality of life ($p < 0.001$) and religious practices to quality of life ($p < 0.001$). The same is true with the findings of the research conducted by Akbari and Hossaini (2018) which revealed a strong connection between spiritual health and quality of life. The study further emphasized that religious and spiritual beliefs and activities can lessen the stresses of life, and will provide meaning and hope, thereby promoting a life of good quality. Based on the literature review of 140 papers on workplace spirituality by Dr. Fahri Karakas, spirituality influence organization performance. The specific results of the review support the findings found on the table above. According to the study, spirituality enhances well-being and quality of life, it makes work life meaningful, and it provides a sense of purpose and interconnectedness (Karakas, 2010). There is also an evidence that religion and spirituality can be a protection against risky health behaviors which in turn contribute to enhancing the quality of life (Anye et al., 2013; Mohebbifar, Pakpour, Nahvijou, & Sadeghi, 2015)

Table 5

Quality of Life of Faculty and Staff when Educational Attainment is Considered

Groups	N	Mean	SD	df	F	p-value	VI
College	77	3.89	0.38	2,173	2.876	0.059	Not Significant
Masters	71	4.01	0.40				
Doctorate	29	4.08	0.43				

Legend: SD – Standard Deviation VI – Verbal Interpretation

Table 5 shows the relationship between educational attainment to quality of life. Results showed that there is no significant relationship between educational attainment and quality of life ($p=0.059$).

Educational achievement is often evaluated by the amount of years. Years of education or the greatest degree. However, many commentators have pointed out that such policies do not properly represent all appropriate educational elements, such as variations in the quality of education. Higher education is closely linked to the extent to which both sexes thrive in their life (Jongbloed, 2018).

Table 6

Quality of Life of Faculty and Staff when Gender is Considered

Gender	N	Mean	SD	T	df	p-value	VI
Male	76	3.94	0.38	-0.84	175	0.404	Not Significant
Female	101	4.00	0.42				

Legend: SD – Standard Deviation VI – Verbal Interpretation

Table 6 shows the relationship between gender to quality of life. Results showed that there is no significant relationship between gender and quality of life ($p=0.404$).

In a literature, women outperform men in many verbal assessments and are more emotionally expressive, docile and timid than men. Men tend to be more active and more aggressive physically and verbally than women and tend to outperform them in arithmetic reasoning tests and visual and spatial abilities. Men tend to be more focused on fitness and other internal factors, while women tend to concentrate on effort and external factors (Vecchione, Alessandri, & Marsicano, 2014). Autonomy also proved to be different between the sexes since men were more associated with greater parental disobedience. In spite of the differences between the sexes, men and women are much more psychologically similar than different.

Table 7

Quality of Life of Faculty and Staff when Marital Status is Considered

Groups	N	Mean	SD	df	F	p-value	VI
Single	43	3.91	0.37	2,173	7.118	0.001	Significant
Married	130	4.01	0.38				
Widowed	4	3.31	0.74				

Legend: SD – Standard Deviation VI – Verbal Interpretation

Table 7 shows the relationship between marital status and quality of life. Results indicate that there is a significant difference in the quality of life of the respondents when marital status is considered ($p=0.001$). Highest quality of life is seen in married respondents ($M=4.01$, $SD=0.38$).

One study on the association of marital status with the quality of life showed that single men had a significantly worse quality of life in comparison to married men. This literature also

found there to be a significant relationship between the quality of life, and the marital status, which also appeared to differ by age and gender (Han, Park, Kim, Kim, & Park, 2014). Marital quality is strongly linked to subjective well-being and is generally greater in females than in males (Jackson, Miller, Oka, & Henry, 2014).

Table 8

Quality of life of Faculty and Staff when Work Position is considered

Work position	N	Mean	SD	t	df	p-value	VI
Faculty	93	4.05	0.41	2.67	175	0.008	Significant
Staff	84	3.89	0.38	0.04			

Legend: SD – Standard Deviation VI – Verbal Interpretation

Table 8 shows that there is a significant difference in the quality of life of the respondents when work position is considered ($p=0.008$). The results indicate that the faculty has a higher quality of life ($M=4.05$, $SD=0.41$) compared to the staff.

Quality of Life at Work (QWL) refers to the degree of satisfaction and contentment an employee feels about their work and the work situation in general. Research suggests that there is a high level of stress in academic institutions (Williams et al., 2017). Negative associations between the psychosocial aspects of work and the quality of life were reported in a cross-sectional study of 1,319 workers aged 18 to 64 (Nappo, 2019). The findings showed a substantial statistical association between the variable employment supply (high demand and low control) and low scores in the following areas of quality of life: functional ability, physical constraints, vitality, social and mental health elements (Alves, Oliveira, & Paro, 2019).

How a worker perceives workplace culture and healthy lifestyle beliefs influences healthy living behaviors in faculty and staff at a university. Interventions to enhance health results and decrease the cost of health care for professors and employees at a university are crucial (Melnyk, Amaya, Szalacha, & Hoying, 2016).

The Predictor of Quality of Life

In an attempt to determine the predictors of quality of life, the existing independent and moderating variables were utilized for further analysis. Table 9 shows the most significant predictor of the quality of life.

Table 9

Predictor of the Quality of Life of the respondents

Predictor	Sum of Squares	df	Coefficient	R Square	t	p-value
	9.239	1				
Constant	17.962	164	1.851	0.34	7.98	<0.001
Spiritual Health	27.201	165	0.498		9.184	<0.001

The study finds that spiritual health is the most significant predictor of quality of life ($p<0.001$). Several studies compiled by Mohebbifar, Pakpour, Nahvijou, & Sadeghi (2015) and Jafari Poor et al. (2016), are consistent with the result of this present study. Their research on different individuals in different conditions revealed a positive and significant relationship between the spiritual health and quality of life. Another study which evaluated the interaction of spiritual health with other dimensions also shows that spiritual health is one of the most significant predictors of quality of life (Akbari & Hossaini, 2018).

According to Purdy and Dupey (2005), people with spiritual health may have better quality of life, and since spirituality can assist people to discover significance in life and enhance their psychological health, they will create better practices that lead to a better lifestyle.

The consistency between the results obtained in this present study and the literatures reviewed suggests that quality of life is truly influenced by spiritual health which is directly related to an individual's faith in God and a purposeful and meaningful life.

Conclusion

The main objective of the study is to determine the influence of spiritual health and religious practices on the quality of life of university employees. After analysis of data, findings revealed that the respondents are spirituality healthy, their religious practices are to a high extent, and they possess high quality of life. The results also showed that there is a significant relationship between the spiritual health and religious practices of the respondents and their quality of life. Furthermore, there is a significant difference in the quality of life of the faculty and staff when work position and marital status are considered. Those who are teaching and married have higher quality of life compared to those who are nonteaching and unmarried. Lastly, the study identified spiritual health as the highest predictor of the quality of life.

Since the faculty and staff are employees in a sectarian university, it is not surprising that spiritual health and religious practices have a significant influence in their quality of life. Although there are other factors that affects quality of life, it is still safe to conclude, based on the findings of this study, that actions should be undertaken to maintain or enhance the spiritual health and religious practices of the university employees. The findings suggest that the quality of life of the faculty and staff as influenced by the spiritual health, should be considered as one of the central priorities of academic institutions.

At a time in which academic institutions are faced with strong competitions, high demands, great expectations, major change, and boundless complexities than ever before, ensuring and enhancing spiritual health is truly a great need. It is the researchers' humble hope that the institution, together with its leaders and employees will aspire to enhance the quality of their lives through application and incorporation of spiritual values, compassion, inspiration, and reflection in the workplace.

This study endeavors to help create an environment that would promote spiritual health of the faculty and staff, therefore, bringing them a step closer to that pursuit of a life of quality.

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EVALUATION OF GUIDANCE SERVICES OFFERED BY THE ADVENTIST UNIVERSITY OF THE PHILIPPINES

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Abstract

This study evaluated the five services of the Guidance Department of the Adventist University of the Philippines (AUP) namely, management, testing and measurement, guidance and counseling process, consultation and coordination, and career and job placement. A total of 84 students who have availed of the services of the Guidance Department were utilized in this study. The respondents of this study are males (60%) and females (40%) with the majority having ages ranging from 18-24 (86%), 25-34 (13%) and less than 18 years old (1%). The results of the study show that majority of the respondents perceived all of the services offered by the AUP Guidance Services to be satisfactory with an overall mean of 4.01, in a scale of 1 to 5. Moreover, it was found that there is no significant difference between the evaluation of the guidance services in terms of gender and year level as determined by the non-Parametric Independent Samples Kruskal-Wallis Test. The Guidance Testing and Measurement was found to have the highest mean score compared to the other items. Though all services were rated satisfactory, management and career and job placement have the lowest mean scores. This indicates the need to improve these services to create a balanced school climate.

Keywords: *guidance services, counseling, testing, management, job placement, consultation*

Since the beginning of 20th century, the guidance and psychological counseling serves as a help system by guiding individuals, particularly students, in the educational setting.

Guidance and psychological counseling have guided individuals, specifically students since the beginning of the 20th century. Established to assist students who are looking for a job, it has evolved and added to its task mental health counseling and assistance with regards to placement in colleges and universities.

The guidance was first established to assist students to find job or job options according to their skills. Later on, mental health counseling was added in its services followed by assistance on the emphasis of placement of college and university (Johnson & Johnson, 2003).

Through its services, the guidance and counseling department has remained effective in different disciplines primarily in settings such as education and health. The professional support given by its experts helps individuals get a clear perspective of who they are so they could have better choices and decisions, improve their problem solving skills, and assess their strengths and weaknesses as they relate to the opportunities and expectations of society. Crișana, Paveleab, and Ghimbuluț (2014) revealed that students are not well-informed about the various possible vocations available for them, their expectations about the future are not associated with their personal knowledge and capabilities, they do not have a clear career plan, and they encounter a lot of obstructions in their career decision processes.

To render its sole purpose, the guidance and counseling services should duly live up to its objective of providing the best for the benefit of students, parents, teachers, administrators, and the general public through a continuous upgrade of its implemented guidance programs. An evaluation of the guidance and counseling service including its personnel, programs, and processes is important to ensure accountability through a quantitative measurement of its effectiveness (Gysbers, 2001). A continual evaluation of guidance and counseling programs is necessary for its program progression, rejuvenation, and improvement process (Trevisan, 2001).

Dempsey (as cited in Samanyanga & Ncube, 2015) stated that guidance and counseling services assist students to make proper choices on personal, social, educational, and career plans. The school is the primary source of constancy and guidance for all students; therefore, it is essential that students have proper guidance on their choice of courses, their subjects, and their desired future vocations, including the industry they would join or what necessary job requirements they must obtain.

Rabe and Camacho (2010) said that Guidance and Counseling services is an essential service that provides for the students' holistic development. Its ultimate goal is to help individuals to enrich the best in them; assisting them to conscientiously adjust to various circumstances as they progress in life.

Lapan (2001) cited that guidance and counseling program plays a significant role in a transforming school to become a community of true learning. Furthermore, it was also cited that school guidance and counseling should be progressive and evolving in terms of its offered services and comprehensive programs to meet the needs of individuals in the school. Thus, by the use of evaluation, guidance and counseling services may create an organizational structure of comprehensive program which will promote and facilitate a framework for improvement and change.

Moreover, Stufflebeam (as cited in Natesan, Li, Hutagalung, & Lim, 2016) stated that the evaluation of the effectiveness of the guidance programs or services constitutes a basis for the improvement of the program.

Scope and Delimitation

This study focuses merely on the evaluation of the services offered by the Adventist University of the Philippines' (AUP) Guidance Services Department. Personnel evaluation was not included in this research. The respondents were the students who availed of the guidance and counseling services on the first semester of school year 2017-2018. From the students, 84 respondents were selected. The responses of the research participants were merely self-reported, which could directly affect the results of this study. The validation of the questionnaire was not established hence the reliability and validity of the questionnaire utilized in this study are unknown even if such questionnaire was checked by the professor.

Methodology

Research Design

This quantitative study utilized descriptive statistics and test of difference. Specifically, a Non-Parametric Independent Samples Kruskal-Wallis Test determined the difference between specific variables.

Population and Sampling Techniques

The researchers purposively selected 84 participants who sought the Guidance Services of the Adventist University of the Philippines. All participants have availed of all of the services offered.

Instrumentation

A descriptive survey sought for the respondents views. A page self-constructed questionnaire which contains six sections were the source of the data for this study. The first section was allotted to the respondents' demographic profiles, which comprised the respondents year level, gender and age, nationality, college, religion, and degree program.

Management, testing and measurement, guidance and counseling process, consultation and coordination, and career and job placement of the Guidance Services Offices were the focus of the last five parts. A Likert rating scale ranging from 1 (strongly agree) to 5 (strongly disagree) was employed to obtain the responses.

Demographics

Eighty-six percent of the respondents belong to ages 18-24 years old; 13% belong to ages 25-34; and only 1% belongs to less than 18 years old.

There are 14 first year college students, 19 second year college students, 31 third year college students, 19 fourth year college students. The College of Arts and Humanities has the highest number of college students who participated in the research study while the College of Medicine has only one research participants. Moreover, majority of the participants belongs to the Seventh-day Adventist denomination. One research participant does not belong to any denomination.

Data Gathering Procedures

The researchers gathered data as soon as the questionnaire was completed. The researchers coordinated with the dormitory deans to facilitate the distribution of the questionnaire. Of the 100 questionnaires that were distributed, only 84 were retrieved.

Data Analysis

To determine the degree of satisfaction of the 84 research participants, their overall responses on the Guidance Services Survey Questionnaire were analyzed based on the interpretation guide (5=Very Satisfactory, 4=Satisfactory, 3=Marginally Satisfactory, 2=Poor, 1= Very Poor).

The data that was gathered by the researchers were encoded in Microsoft Excel using the appropriate coding for each variable. After the encoding, the data were analyzed using the Statistical Package for the Social Sciences (SPSS).

Result and Discussion

Table 1

Descriptive Statistics of Guidance Services Management (N = 84)

Item	Mean	SD	Scaled Response
1. Provides effective activities for personal growth and development.	3.96	0.94	Agree
2. Displays responsive services to inquiries and requests.	3.87	1.02	Agree
3. Handles unexpected problems appropriately.	3.78	1.21	
4. Orients the learning community about the campus guidance and counseling services.	4.04	1.02	Agree
5. Implements a balanced program.	3.79	0.98	Agree
6. Supports the school's rules and policies.	4.17	1.00	Agree
Management	3.94	0.87	Agree
Verbal Interpretation			Satisfactory

(Rating Scale: Strongly Agree-5, Agree-4, Moderately Agree-3, Disagree-2, Strongly Disagree-1)

Table 1 represents the overall mean, standard deviation and the level of responses of the 84 research participants who took the Guidance Services Evaluation Questionnaire. The results revealed that the AUP Guidance Services Management is satisfactory ($M = 3.94$; $SD = 0.87$).

Among all the items, “*Supports the school’s rules and policies*” ($M = 4.17$; $SD = 1.00$) have the highest mean score. On the other hand, items “*handles unexpected problems appropriately*” ($M = 3.78$; $SD = 1.21$) and “*implements a balanced program*” ($M = 3.79$; $SD = 0.98$) have the lowest mean scores.

Table 2

Descriptive Statistics of Guidance Services Testing and Measurement (N = 84)

Item	Mean	SD	Scaled Response
1. Test administrators have read appropriate test administration procedures.	4.05	0.98	Agree
2. The rooms where the test is to be conducted have acceptable ventilation and lighting.	4.07	0.90	Agree
3. All documents in testing process are collected properly.	4.19	0.88	Agree
4. Test administrators showed positive attitude.	4.07	0.93	Agree
5. Examinees are courteously asked about their readiness for the examination	4.17	0.85	Agree
6. Environmental distractions are cautiously minimized	4.15	0.94	Agree
Testing and Measurement	4.11	0.79	Agree
Verbal Interpretation			Satisfactory

(Rating Scale: Strongly Agree-5, Agree-4, Moderately Agree-3, Disagree-2, Strongly Disagree-1)

Table 2 shows the overall mean, standard deviation and the level of responses of the 84 research participants in the items found in the Testing and Measurement section. The table reveals that the AUP Guidance Services Testing and Measurement is at the satisfactory level ($M = 4.11$; $SD = 0.79$).

Though all items in testing and measurement were found to be satisfactory, items “*Test administrators have read appropriate test administration procedures*” ($M = 4.05$; $SD = 0.98$), “*The rooms where the test is to be conducted have acceptable ventilation and lighting*” ($M = 4.07$; $SD = 0.93$), and “*Test administrators showed positive attitude*” ($M = 4.07$; $SD = 0.93$) have the lowest mean scores. As evaluated by the research participants, the item with the highest mean in the Guidance Services testing and measurement section is “*all documents in testing process are collected properly*” ($M = 4.19$; $SD = 0.88$).

Table 3

Descriptive Statistics of Guidance and Counseling Process (N = 84)

Item	Mean	SD	Scaled response
1. The counselor demonstrates counseling skills.	4.08	1.17	Agree
2. The counselor maintains confidentiality all throughout the counseling process	4.02	1.10	Agree
3. The counselor carefully explains the protocols of the counseling process.	4.14	1.04	Agree
4. The counselor understands cultural differences.	4.08	1.16	Agree
5. The counselor helps counselee achieve realistic goals	4.08	1.15	Agree
6. The counselor creates a helpful climate for the counselee.	4.00	1.21	Agree
Testing and Measurement	4.07	1.09	Agree
Verbal Interpretation	<i>Satisfactory</i>		

(Rating Scale: Strongly Agree-5, Agree-4, Moderately Agree-3, Disagree-2, Strongly Disagree-1)

Table 3 shows the overall mean, standard deviation and level of responses of the 84 research participants in the Guidance and Counseling process offered by AUP. The results revealed that the AUP Guidance Services Guidance and Counseling process is found to be satisfactory ($M = 4.07$; $SD = 1.09$).

Based on the mean scores, items “*The counselor creates a helpful climate for the counselee*” ($M = 4.00$; $SD = 1.21$) and “*The counselor maintains confidentiality all throughout the counseling process*” ($M = 4.02$; $SD = 1.10$) must be carefully observed since they have the lowest mean scores. However, “*The counselor carefully explains the protocols of the counseling process*” ($M = 4.14$; $SD = 1.04$) has the highest mean.

Table 4

Descriptive Statistics of Guidance Services Consultation and Coordination (N = 84)

Item	Mean	SD	Scaled Response
1. Provides professional expertise on interpreting information and test results.	4.06	1.09	Agree
2. Provides professional expertise on interpreting information and test results.	3.96	1.12	Agree
3. Demonstrates ethical referral process.	4.00	1.10	Agree
4. Carefully assesses counselee's needs and concerns.	4.00	1.06	Agree
5. Coordinates counselee's difficulties to significant others (e.g teachers, parents, deans)	3.98	1.03	Agree
6. Recognizes the roles of the institution in the counseling process.	3.96	1.01	Agree
Consultation and Coordination	3.99	1.00	Agree
Verbal Interpretation	<i>Satisfactory</i>		

(Rating Scale: Strongly Agree-5, Agree-4, Moderately Agree-3, Disagree-2, Strongly Disagree-1)

Table 4 shows the overall mean, standard deviation and level of responses of the 84 research participants regarding the AUP Guidance Services Consultation and Coordination. The results revealed that the AUP Guidance Services Guidance and Counseling process is found to be satisfactory ($M = 3.99$; $SD = 1.00$).

Though all items are in the satisfactory level, attention should be given to items “*ensures that effective communication system is applied in the counseling process*” ($M = 3.96$; $SD = 1.12$), “*recognizes the roles of the institution in the counseling process*” ($M = 3.96$; $SD = 1.00$), and “*coordinates counselee’s difficulties to significant others (e.g teachers, parents, deans)*” ($M = 3.98$; $SD = 1.03$) because they have the lowest mean scores. “*Provides professional expertise on interpreting information and test results*” ($M = 4.06$; $SD = 1.09$) is the item with the highest mean.

Table 5

Guidance Services Career and Job Placement (N = 84)

Item	Mean	SD	Scaled Response
1. Provides career orientation	4.08	1.16	Agree
2. Provides career seminar/lecture for employability skills	3.92	1.28	Agree
3. Assists individuals in making career choices	3.94	1.13	Agree
4. Inform students about job opportunities through posters and print-outs	3.94	1.27	Agree
5. Refer students for work that suits their academic preparation	3.84	1.26	Agree
6. Coordinates to various institutions/agencies to maximize career opportunities	3.91	1.22	Agree
Career and Job Placement	3.94	1.11	Agree
Verbal Interpretation			Satisfactory

(Rating Scale: Strongly Agree-5, Agree-4, Moderately Agree-3, Disagree-2, Strongly Disagree-1)

Table 5 shows the overall mean, standard deviation and the level of responses of the 84 research participants regarding the AUP Career and Job Placement. The table reveals that the AUP Guidance Services Career and Job Placement is at the satisfactory level ($M = 3.94$; $SD = 1.11$). Although all items in the career and job placement are in the satisfactory level, the item “*refer students for work that suits their academic preparation*” ($M = 3.84$; $SD = 1.26$) has the lowest mean score. The item with the highest mean in the section Career and Job Placement is the item “*Provides career orientation*” ($M = 4.08$; $SD = 1.16$).

Table 6

Guidance Services Evaluation of Male Research Participants (N = 34)

Item	Mean	SD	Scaled Response
Management	4.11	0.86	Agree
Testing and Measurement	4.00	0.94	Agree
Guidance and Counseling Process	4.24	1.00	Agree
Consultation and Coordination	4.00	1.04	Agree
Career and Job Placement	4.03	1.01	Agree
Verbal Interpretation			Satisfactory

Table 6 presents the overall responses of the 34 male research participants. The results revealed that their overall evaluation of the AUP Guidance Services is satisfactory. Though all were found to be satisfactory, the AUP Guidance Services Testing and Measurement ($M = 4.00$; $SD = 0.94$) and Consultation and Coordination ($M = 4.00$; $SD = 1.04$) were found to have the lowest mean scores.

Table 7

Guidance Services Evaluation of Female Research Participants (n = 50)

Item	Mean	SD	Scaled Response
Management	3.82	0.85	Agree
Testing and Measurement	4.19	0.68	Agree
Guidance and Counseling Process	3.96	1.14	Agree
Consultation and Coordination	3.98	0.98	Agree
Career and Job Placement	3.87	1.18	Agree
Verbal Interpretation	<i>Satisfactory</i>		

Table 7 represents the overall responses of the 50 female research participants. The table reveals that their overall evaluation regarding the AUP Guidance Services is satisfactory. Although all services were found to be satisfactory, the AUP Guidance Services Management ($M = 3.82$; $SD = 0.85$) and Career and Job Placement ($M = 3.87$; $SD = 1.18$) have the lowest mean scores.

Table 8

Guidance Services Overall Evaluation of Research Participants (N = 84)

Item	Mean	SD	Scaled Response
1. Management	3.94	0.87	Agree
2. Testing and Measurement	4.11	0.79	Agree
3. Guidance and Counseling Process	4.07	1.09	Agree
4. Consultation and Coordination	3.99	0.99	Agree
Career and Job Placement	3.94	1.11	Agree
Verbal Interpretation	<i>Satisfactory</i>		

Table 8 shows that the evaluation of each of the five Guidance Services is *satisfactory*. The services with mean scores that are deemed to be a little lower than the item with the highest mean score are the Guidance Services Management ($M = 3.94$, $SD = 0.87$) and the Guidance Services Career and Job Placement ($M = 3.94$, $SD = 1.11$). Nonetheless, the Guidance Services Testing and Measurement ($M = 4.11$, $SD = 0.79$) have the highest mean compared to the other services. The overall mean of the five subscales is 4.01 which is interpreted as *satisfactory*.

Table 9

Comparison of Guidance Services Evaluation Between Genders

		N	Mean	SD	Std. Error Mean
Management	Male	34	4.1078	.86444	.14825
	Female	50	3.8167	.85463	.12086
Testing and measurement	Male	34	4.0000	.94017	.16124
	Female	50	4.1900	.67592	.09559
Counseling process	Male	34	4.2353	1.00266	.17196
	Female	50	3.9567	1.14374	.16175
Consultation and coordination	Male	34	4.0049	1.04006	.17837
	Female	50	3.9783	.97571	.13799
Career and development	Male	34	4.0343	1.00905	.17305
	Female	50	3.8727	1.18010	.16689

The study found that there was no statistically significant difference in the Guidance Services Evaluation between genders as determined by the Independent Samples Kruskal-Wallis Test.

Table 10

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	2-tailed	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference	
								Lower	Upper
Management	.134	.715	1.525	82	.131	.29108	.19085	-.08859	.67075
Testing and measurement	3.332	.072	-1.078	82	.284	-.19001	.17626	-.54064	.16062
Counselling process	.064	.801	1.151	82	.253	.27863	.24211	-.20299	.76026
Consultation Coordination	1.024	.315	.119	82	.905	.02662	.22276	-.41652	.46975
Career and Development	.019	.891	.652	82	.516	.16159	.24772	-.33121	.65439

This study found that the Guidance Services Evaluation of the respondents did not vary statistically according to gender and year level. Due to undesirable distribution of colleges and religion, the difference of the means was not tested statistically but their frequencies were noted.

Table 11
Independent Samples Kruskal-Wallis Test

	Management	Testing and Measurement	Counselling Process	Consultation and Coordination	Career and Development
Chi-Square	3.695	5.414	2.176	2.515	4.629
df	3	3	3	3	3
Asymp. Sig.	.296	.144	.537	.473	.201

This study found that the distribution of the five primary Guidance Services was the same across the categories of Year level as determined by the non-parametric Independent Samples Kruskal-Wallis Test.

This study determined the evaluation of those students who availed the five primary services offered by the Guidance Department of AUP, namely, guidance services management, testing and measurement, guidance and counseling process, consultation and coordination, and career and job placement.

Due to the uneven distribution, the difference of the means in religion and college level was not tested statistically. Nonetheless, the study found that the distribution of the five primary guidance services is the same across categories of year level and gender.

Majority of the respondents agree and interpreted as satisfactory all the items under each services offered by AUP Guidance Department.

Conclusion and Recommendations

Based on the results, it was concluded that AUP Guidance Services Department is perceived to have an agreeable level of services since all services were found to be satisfactory. The Guidance Testing and Measurement have the highest mean score compared to the other items. This indicates that many of the respondents have been accustomed to this Guidance Service.

Though all services were rated satisfactory, the Guidance Services Management as well as the Career and Job Placement have the lowest mean scores compared to the other services. This indicates the need to improve these aforementioned services to create a balanced school climate.

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PLATE WASTAGE AND THE SERVICE QUALITY OF THE CAFETERIA IN A PRIVATE HIGH SCHOOL

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Abstract

Millions of people in the world are suffering from scarcity of food, yet tons of food are wasted every day. This study was conducted to determine the food wastage of high school students and the service quality of a cafeteria located in Silang, Cavite. Convenience sampling was utilized to select high school students enrolled in the school where the cafeteria is situated to participate in the study. A descriptive-evaluative research design was used and data gathered were analyzed using descriptive statistics such as frequency, mean, and standard deviation. Quarter waste method was used to measure plate wastage while adopted questionnaire was used to determine the service quality of the cafeteria. Findings revealed that the highest percentage of food wastage was gluten followed by ground vegescallop, vegemeat, tofu, and beans. In terms of service quality, the lowest percentage was the dining area ($M = 2.95$, $SD = 0.80$), followed by Food Quality ($M = 3.44$ and $SD = 0.80$), Food Variety ($M = 3.76$, $SD = 0.61$), Personnel employees' service ($M = 3.80$, $SD = 0.79$), and Serving time ($M = 3.85$, $SD = 0.80$). Among the five protein foods that incurred a leftover, gluten has the highest percentage of waste while among the five factors contributing to the service quality of a cafeteria, dining area has the lowest percentage. Based on the results, the use of gluten as part of the meal and the dining area as a place to eat should be improved to lessen the food wastage and enhance the service quality, respectively.

Keywords: *plate wastage; service quality; cafeteria; food waste; Quarter Waste Method*

Millions of people in the world are suffering from scarcity of food, yet tons of food are wasted every day. In developed countries, while households represent a significant source of food waste, the institutional food service sectors such as schools, prisons, and hospitals are also major sources of food waste (Wilkie, Graunke, & Cornejo, 2015). Cafeteria is one of the most important establishments in any university, many students rely primarily in the cafeteria for their food to eat especially at lunch therefore quality of service must be considered. Students eat in the cafeteria for several reasons such as the food itself, the price of the food, and the ambience. According to Cohen, Richardson, Parker, Catalano, and Rimm (2014), acceptance of school cafeteria services is determined by the percentage of food eaten or wasted by the school community particularly the students who compose the bulk of the population. Moreover, measuring food waste in school cafeterias is a necessary part of an evaluation of the effectiveness of school policies and interventions designed to amplify consumption of healthier meals and to reduce meals waste in schools (Getts, Quinn, Johnson, & Otten, 2017). Thus, this study aimed to determine the food wastage of high school students and the service quality of a cafeteria.

Literature Review

University food service/Cafeteria

Cafeteria and food service programs are recognized as one of the determinants for students' retention at university level. A university cafeteria with variety, diversity, and comfort causes students to experience a sense of "home" while on campus where they can engage in longer leisurely conversation that permits loud interactive activities among peers (Chang, Suki, & Suki, 2015). University food service becomes one of the services that need to be considered in order to gratify students by providing food in universities (Zainol & Seladorai, 2016).

Food waste

Each year, an estimated 1/3 of all food produced for human consumption is lost or wasted world-wide. In Europe and North America is 95- 115 kg/ year while in sub- Saharan Africa and Southeast Asia is 6-11 kg/ year (FAO, 2011). In the study of Hanks, Wansink, and Just (2013), three different methods were used to measure food waste to the most convenient, less time, and cost effective: (a) *Half-Waste Method*: All, some, or None food waste; (b) *Quarter-Waste Method*: All, $\frac{3}{4}$, $\frac{1}{2}$, or $\frac{1}{4}$ of a food wasted; and (c) *Photograph Method*: 10% increments should be wasted using photographed. Among the three methods, Quarter-waste method is the highest in terms of reliability and found to be the most accurate.

Food Quality

Food quality is related to satisfaction with the quality of fast food served to customers (Chang, Suki, & Suki, 2015). In several empirical studies, food quality has emerged as the most essential key attribute of customer satisfaction. There are various attributes of food quality which had been discussed in past researches. These includes taste, health options, freshness, presentation, quality of ingredients, safety, portion, halal, nutrition, menu variety, aroma, temperature, innovative menu items, hygiene, authentic food and texture (Zainol & Seladorai, 2016).

Serving time

Rioux, Schmitt, and Leclerc (2016) stated, waiting can be time-consuming, annoying, and incredibly frustrating. First, unoccupied time of the students in the waiting line is always felt longer than the occupied time. If a student in service waiting line is engaged with some activity by himself or by service personnel, he will not feel waiting as longer. One of the funny but practical suggestions is to provide a big mirror where people must wait in standing for longer. This is nothing but the subjective element of the students as they not occupied by any activity in the line. Second, pre-process waits of the students is always felt as longer by students than in- process waits. Obviously, the students do not take cognizance of longer time involved in the service delivery process as long as he is actively participating in the process. Third, any anxiety on the part of the students make him to feel waiting time as subjectively longer (Edwards, 2016).

Food variety

Variation gave a lot of improvement to the foodservice because customers satisfaction is low when it comes to service but because of the assorted foods in the counter with beverages, customer satisfaction became high and food waste reduced (Ahmad, 2015). Food variety is important for satisfaction. Variety does not only referred to sensory variety within a meal, but also variety between meals, in meal offerings (Andersen & Hyldig, 2015). The biggest challenge food service establishments are facing today is meeting the nutritional requirements the students need and getting them to actually eat what they serve. School foodservice should offer food that tastes good to the students being served; foods that support their growth and development, meeting their nutritional needs; and exposing them to a variety of foods. If foodservice establishments have to

increase students' familiarity with foods that are both healthy and tasty, they are to be more likely to incorporate these foods into their diets.

Personnel service

The server is also an important part of the segment of the food service experience. They are the face of the food service. Personnel should maintain a high degree of personal cleanliness and should conform to good hygienic practices during all working periods. Apart from personal hygiene, the students also expect prompt and courteous service from them. When every employee strives to provide 100% customer satisfaction, every customer, every visit- customers will keep coming back for more. Feeling and impressions upon leaving the place have a lasting influence on whether or not they will return (Duong, 2015).

Ambiance

In the food service industry, ambiance is a term used to refer to the aesthetic or emotional impact of an establishment on its customers. It has any number of elements- sanitation, ventilators, cleanliness, furnishings, lighting, sound, decoration, themes, table settings, employees' appearances and attitudes, and so on- all aspects of the establishment's environment. In a professionally designed restaurant, the ambiance is never left to chance. It is carefully crafted to achieve a particular impact (Dipesh & Apil, 2018). Cleanliness of the food service also matters. It is important that the food service provides a clean, comfortable environment especially suited for the students. They also need to provide a warm and inviting environment and a variety of comfortable seating arrangements to accommodate anyone- from a single person to a group of students (Senduk, Saerang, & Lambey, 2016).

Methods

Research Design

This study used descriptive-evaluative method, a type of descriptive research design used to collect the data to describe and evaluate or measure the results against some known or hypothesized standards. This design is best suited for this study because it measures the food wastage and factors influencing customer satisfaction towards the service quality of the cafeteria.

Instrumentation

Quarter-Waste method was used to determine the plate wastage by measuring one whole (100%), $\frac{3}{4}$ (75%), $\frac{1}{2}$ (50%), and $\frac{1}{4}$ (25%) and camera was used for documentation of leftover food. A Quality Service Questionnaire was used to determine the service quality of the cafeteria. Composition of the questionnaire used was to describe the extent quality of service at cafeteria such as: Serving Time, Personnel Employee Service, Food Variety, Food Quality and Dining Area.

Population and Sampling Techniques

The participants of the study were 132 high school students of a private academy in Silang, Cavite during the school year 2018-2019. Participants were selected by convenience sampling, a non- probability sample that is based on characteristics of a population and the objective of the study. A convenience sample is a non-probability sample in which the researcher uses the subjects that are nearest and available to participate in the research study. This technique is also referred to as "accidental sampling," and is commonly used in pilot studies prior to launching a larger research project (Crossman, 2019).

Data Gathering Procedure

The researchers used the menu in the cafeteria which focused only on one category which is the protein-rich foods, these are the entrée and beans served during lunch time at the extension lane of the said cafeteria. The researchers were referred to the menu as a guideline of the food to be served during that day. The researchers asked the respondents to leave their plate on the table after they were done eating, then the researchers examined each plate using Quarter-Waste method. Quarter-waste method is a technique use for calculating accurate amounts of tray waste (Hanks, Wansink, & Just, 2013). It is a visual method that reports whether none, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, or all of the food item is wasted. On the fifth day of observation, the researchers distributed adopted Quality Service Questionnaire to gather data. After gathering all the 132 questionnaires, the researchers tallied the results, and they were analyzed by the experts, as 123 questionnaires were validated.

Results

Food Wastage of the High School Students

Table 1

Food Waste of High School Students

Vege-product	F	Percentage
Gluten	28	62.2%
Ground Vege-Scallop	4	8.9%
Vege-meat	4	8.9%
Beans	3	6.7%
Tofu	6	13.3%
Total	45	100%

Table 1 shows the composition of vege-products wastage of high school students in the cafeteria regardless of the measurement. More than half of the accumulated left overs was from gluten dishes which is 62.2%.

Food Waste on Gluten

Table 2

Gluten Waste

	F	Percentage
No Left Over	127	81.9%
1	6	3.9%
$\frac{3}{4}$	1	0.6%
$\frac{1}{2}$	2	1.3%
$\frac{1}{4}$	19	12.3%
Total	155	100%

Table 2 shows the food wastage of gluten dish wherein a total of 155 students ordered the food. Results show that 127 (81.9%) students finished the food having no leftovers, while six (3.9%) students wasted one whole serving. The quantity waste with highest percentage is $\frac{1}{4}$ serving wasted by 19 (12.3%) students followed by $\frac{1}{2}$ serving wasted by two (1.3%) students, and lastly $\frac{3}{4}$ serving wasted by one (0.6%) student only.

Food Waste on Ground Vege-Scallop

Table 3 shows the wastage of protein food namely ground scallop. There were 131 students who ordered and three (2.3%) students wasted $\frac{1}{4}$ serving of ground scallop, followed by $\frac{1}{2}$ serving wasted by one (.8%) student.

Table 3
Ground Vege-Scallop Waste

	F	Percentage
No Left Over	127	96.9%
1	0	0
$\frac{3}{4}$	0	0
$\frac{1}{2}$	1	0.8%
$\frac{1}{4}$	3	2.3%
Total	131	100%

Food Wastage on Vege Meat

Table 4 shows the wastage of vege-meat food, out of 131 students that ordered the said vege-product, 127 (95.5%) do not have left overs, while three (3.8%) of the students wasted $\frac{1}{2}$ serving of vege meat and one (0.8%) student wasted $\frac{3}{4}$ serving.

Table 4
Vege-Meat Waste

	F	Percentage
No Left Over	127	95.4%
1	0	0
$\frac{3}{4}$	1	0.8
$\frac{1}{2}$	3	3.8%
$\frac{1}{4}$	0	0
Total	131	100%

Food Wastage on Beans

Table 5 shows the wastage of beans. Total of students who ordered beans is 130 students, 127 (97.7%) do not have left overs, two (1.6%) of the students wasted $\frac{1}{2}$ serving and one (0.8%) student wasted $\frac{1}{4}$ serving of beans.

Table 5
Beans Waste

	F	Percentage
No Left Over	127	97.7%
1	0	0
$\frac{3}{4}$	0	0
$\frac{1}{2}$	2	1.5%
$\frac{1}{4}$	1	0.8
Total	131	100%

Food Wastage on Tofu

Table 6 shows the wastage of protein food namely tofu. Total number of students who ordered tofu is 133 and students who do not have left overs were 127 (95.5%). Six (4.5%) of the 133 wasted $\frac{1}{4}$ serving of the product. There were no left overs in the quantity of one whole serving, three- fourth serving, and one- half serving.

Table 6
Tofu Waste

	F	Percentage
No Left Over	127	95.5%
1	0	0
$\frac{3}{4}$	0	0
$\frac{1}{2}$	0	0
$\frac{1}{4}$	6	4.5%
Total	133	100%

Extent of the Service Quality of the University Cafeteria

The succeeding tables show the result of food service quality questionnaire that were distributed at the second week of observation.

Quality of Service in Terms of Serving Time

Table 7
Serving Time

Item No.	Item	Mean	SD	Scale	VI
1	Serving on time.	4.2358	(0.83)	Agree	
2	All foods are prepared when the cafeteria opens.	3.9919	(0.94)	Agree	
4	The cafeteria opens on time as per scheduled.	3.9837	(1.91)	Agree	
7	There is notification prior to closing the cafeteria.	3.7967	(0.95)	Agree	
6	Serving time is convenient to students' schedule.	3.7398	(1.02)	Agree	
3	A Service time is extended on special days.	3.6829	(1.02)	Agree	
5	The cafeteria closes according to time scheduled.	3.5895	(0.95)	Agree	
Overall result		3.86	(0.66)	Agree	Often on time
Legend: Strongly Agree; Always (4.51-above)		Agree; Often on time (3.51-4.50)			
Neither Agree nor Disagree; Sometimes (2.51-3.50)		Disagree; Rarely (1.51-2.50)			
Strongly Disagree; Never (1.00-1.50)					

Table 7 presented above shows that all of the items under Serving Time is scaled as agree with a mean of 3.86 and verbal interpretation of *often on time*. While Table 8 presents the respondents' answer to the quality of service in the cafeteria in terms of personnel service. It shows that all of the items were answered and interpreted as *agree* and *moderately satisfied* respectively with the mean of 3.8.

Quality of service in Terms of Personnel Service

Table 8

Personnel Services

Item No.	Item	Mean	SD	Scale	VI
1	Cafeteria personnel are properly groomed.	4.1463	(0.74)	Agree	
5	Taking orders from customer.	3.8293	(1.01)	Agree	
4	Prompt in assisting customer.	3.8130	(0.99)	Agree	
7	Speaks clearly.	3.8130	(0.84)	Agree	
6	Helpful in assisting customers.	3.7642	(0.81)	Agree	
8	Help resolve customer needs.	3.7561	(0.84)	Agree	
3	Good attitude towards customer.	3.7154	(0.79)	Agree	
2	Knowledgeable on the food being served.	3.5772	(0.97)	Agree	
Overall result		3.8	(0.61)	Agree	Moderately satisfied
Legend: Strongly Agree; Very Much Satisfied (4.5-above)		Agree; Moderately Satisfied (3.51-4.50)			
Neither Agree nor Disagree; Satisfied (2.51-3.50)		Disagree; Slightly Satisfied (1.51-2.50)			
Strongly Disagree; Not Satisfied (1.00-1.50)					

Table 9 presented below shows the quality of service in terms of food quality served in the cafeteria. The overall mean is 3.4 which means the respondents are *moderately satisfied* with the quality of food being served. While Table 10 presents the quality of service in terms of food variety. Four out of the six items have the scale of *neither agree nor disagree*, thus the mean is 3.4 with the interpretation of *satisfied*.

Quality of service in Terms of Food Quality Served in the Cafeteria

Table 9

Food Quality

Item No.	Items	Mean	SD	Scale	VI
3	Food served are healthy.	3.7967	(0.99)	Strongly Agree	
1	Food served are prepared under sanitary conditions.	3.7317	(1.05)	Strongly Agree	
5	Cold food is served cold.	3.4878	(1.08)	Neither Agree nor Disagree	
2	Food served are delicious.	3.3496	(1.08)	Neither Agree nor Disagree	
4	Hot food served hot.	3.2195	(1.13)	Neither Agree nor Disagree	
6	Most food served are not oily.	3.0650	(1.26)	Neither Agree nor Disagree	
5	The cafeteria closes according to time scheduled.	3.5895	(0.95)	Agree	
Overall result		3.86	(0.66)	Agree	Often on time
Legend: Strongly Agree; Always (4.51-above)		Agree; Often on time (3.51-4.50)			
Neither Agree nor Disagree; Sometimes (2.51-3.50)		Disagree; Rarely (1.51-2.50)			
Strongly Disagree; Never (1.00-1.50)					

Quality of service in Terms of Food Variety Served in the Cafeteria

Table 10

Food Variety

Item No.	Items	Mean	SD	Scale	VI
1	Food being served offer variety of choices (main dish, vegetable dish, pasta, etc.).	4.0325	(0.90)	Agree	
4	There is variety of texture in food items (soft, crunchy, chewy, etc.).	3.7642	(0.96)	Agree	
3	There is variety of taste in food items (salty, sweet sour, bitter).	3.7480	(0.96)	Agree	
5	There is variety of appearance in food items (dif-ferent color/presentation)	3.7398	(0.95)	Agree	
2	Serving local and international cuisine.	3.5366	(1.09)	Agree	
	Overall result	3.76	(0.79)	Agree	Very Good
	Overall result	3.86	(0.66)	Agree	Often on time

Legend: Strongly Agree; Always (4.51-above) Agree; Often on time (3.51-4.50)

Neither Agree nor Disagree; Sometimes (2.51-3.50) Disagree; Rarely (1.51-2.50)

Strongly Disagree; Never (1.00-1.50)

Quality service in Terms of Dining Area in the Cafeteria

Table 11

Dining Area

Item No.	Item	Mean	SD	Scale	VI
1	The dining area is clean.	3.9024	(1.05)	Agree	
2	The dining area is attractively structured.	3.2602	(1.10)	Neither Agree nor Disagree	
3	The cafeteria provides cozy environ-ment.	2.9268	(1.15)	Neither Agree nor Disagree	
4	The school cafeteria is well ventilated.	2.8943	(1.19)	Neither Agree nor Disagree	
5	The cafeteria provides comfortable seating environment.	2.8537	(1.21)	Neither Agree nor Disagree	
6	Music is played during dining time.	1.9024	(1.22)	Disagree	
	Overall result	2.96	(0.80)	Neither Agree nor Disagree	Good

Legend: Strongly Agree; Always (4.51-above) Agree; Often on time (3.51-4.50)

Neither Agree nor Disagree; Sometimes (2.51-3.50) Disagree; Rarely (1.51-2.50)

Strongly Disagree; Never (1.00-1.50)

Table 11 shows the mean of the quality service in terms of dining area. The result was dining area in the cafeteria is *good* with the mean of 2.96 for almost all of the items has a result of *neither agree nor disagree* and a verbal interpretation of good. In addition, the *SD* is 0.80, stating that there answers were not far from each other.

Discussion

Food Wastage of the High School Students

The observation of wastage of vege-products used were done in eight days using the Quarter-Waste Method. Among the vege-products used and observed, gluten has the highest waste as shown in Table 1. And the least waste were beans and tofu. In Table 2, the number of students who have left overs in gluten dish are shown with six, one, two, and 19 students having leftovers of one whole, $\frac{3}{4}$, $\frac{1}{2}$, and $\frac{1}{4}$ servings respectively. In Table 3, 96.9% of students have no leftover in scallop. The serving with the highest waste percentage is $\frac{1}{4}$ serving (2.3%) followed by $\frac{1}{2}$ serving with the percentage of 0.8% (only one student). While the highest amount of waste in vege-meat as shown in Table 4 was $\frac{1}{2}$ serving with a percentage of 3.8% or three students followed by $\frac{3}{4}$ serving having only one student or 0.8%.

Out of 130 students who ordered beans as shown in Table 5, only two or 1.5% have $\frac{1}{2}$ serving of waste and only one has waste of $\frac{1}{4}$ serving with a percentage of 0.8%. It only shows that these students that ordered beans dish like the food or maybe because of the cookery used. The substitution of meat with legumes is one way of making food consumption more sustainable according to Lemken, Spiller, and Schulze-Ehlers (2019). In their study of the acceptance of meat with legume products, the result shows that although consumers in New Zealand do not use them regularly, many are open to using meat substitutes made from legumes. It is suggested in the study of Jallinoja, Niva, and Latvala (2016) that for plant proteins to replace meat, new meanings and competences related to preparing and eating pulse-based dishes are needed.

When it comes to tofu, Table 6 shows that out of 133 students who ordered tofu, only six have waste of $\frac{1}{4}$ serving and 127 finished their tofu dish. Soya is known to have high quality nutritional and functional benefits. It is widely used for partial or complete replacement of meat due to its comparative nutrient contents and lesser chances of cardiovascular diseases (Kumar, Chatli, Mehta, Singh, Malav, & Verma, 2015). In the study of Joshi and Kumar (2015) of meat analogues, they mentioned that the consumption of vegetable proteins in food products has been increasing over the years because of animal diseases, global shortage of animal protein, strong demand for wholesome and religious (halal) food, and economic reasons.

Service Quality of the University Cafeteria

The tables presented above under the service quality show the results of food service quality questionnaires that were distributed at the second week of observation. A total of 132 questionnaires were given but only 123 questionnaires were analyzed.

In terms of serving time, Table 7 shows that students believe that the cafeteria is serving often on time with a mean of 3.86. Waiting generally is regarded as an undesirable activity that customers must undertake to complete the service. It could lead to both emotional (anger, irritation, and frustration) and behavioral (e.g. abandonment) responses, especially when it is costly and limits the person's ability to engage in more productive or rewarding ways to spend time (Djelassi, Diallo, & Zielke, 2018).

While in terms of personnel services as shown in Table 8, the respondents agree that the cafeteria personnel are properly groomed with a mean of 4.14 (SD = 0.74) and a verbal interpretation of very good. They also believed that cafeteria personnel are "taking orders from customers" with a mean of 3.82 (SD = 1.1). The top two lowest results were item number 2 that states "knowledgeable on the food being served" with a mean of 3.57 (SD = 0.97) and item number 3 that states "good attitude towards customer" with a mean of 3.71 (SD = 0.79). However, both are still interpreted as very good. Moreover, the standard deviation (SD) is 0.61 which means that the respondents' answers were not far from each other. A survey was conducted among 382 passengers of an airline to examine satisfaction. The results indicate that personnel quality positively affect satisfaction of customers (Koklic, Kukar-Kinney, & Vegelj, 2017). Moreover, personnel capability

and customer satisfaction have a significant positive impact on customer retention. Customer satisfaction partially mediates the effect of personnel capability on customer retention according to the study of Darzi and Bhat (2018).

In Table 9, it shows that the respondents strongly agree that “food served in the cafeteria are healthy” with a mean of 3.79 (SD = 0.99) and a verbal interpretation of very good. Second highest was item number 1 that says “food served are prepared under sanitary conditions” with a mean of 3.73 (SD = 1.05) and a verbal interpretation also of very good. However, there are some respondents who do not believe that “food served are delicious” with a mean of 3.34 (SD = 1.08) and a verbal interpretation of good. Second lowest was item number 4 that states, “hot food served hot” with a mean of 3.21 (SD = 1.13). Thus, the overall result in terms of food quality was interpreted as good having a mean of 3.44. Studies show that food quality has a positive influence on customer retention (Han & Hyun, 2017; Al-Tit, 2015).

Table 10 shows the top two highest results with regard to Food Variety. First was item number 1 that states, “food being served offer variety of choices (main dish, vegetable dish, pasta etc.)” having a mean of 4.03 (SD = 0.90) and a verbal interpretation of very good. Second was item number 4 that says, “there is variety of texture in food items (soft, crunchy, chewy etc.)” with a mean of 3.76 (SD = 0.96) and a verbal interpretation of very good. The top two lowest results are items number 2 that states, “serving local and international cuisine” and number 5 that states, “there is variety of appearance in food items (different color/presentation)” having a mean of 3.53 (SD = 1.09) and 3.21 respectively and a verbal interpretation of both good. Overall, the respondents believe that cafeteria food variety is very good with a mean of 3.44. According to Ahmad (2015), variety involves the number or assortment of different menu items. Foodservice constantly develop new menus to entice diners, and many proactive food services have created an assortment of food and beverage offerings. Menu items variety was a crucial attribute of food quality in creating dining satisfaction and reduce the food waste.

When it comes to the dining area of the cafeteria, Table 11 shows that items number 1, 2, and 3 were the top three (3) highest results. In item number 1, the respondents believe that “the dining area cleanliness” which is very good (mean of 3.9). Item number 2 that states, “the dining area is attractively structured” with a mean of 3.2 and verbal interpretation of good. The third highest was item number 3 that states “the cafeteria provides cozy environment” with a mean of 2.9 and verbal interpretation of good. While the top three lowest results were items number 6, 5, and 4. Item number 6 states “music is played during dining time” has a mean of 1.9 and verbal interpretation of fair. Second lowest was item number 5 that states, “the cafeteria provides comfortable seating environment” with a mean of 2.85 and verbal interpretation of good. The third lowest was item number 4 that states, “the school cafeteria is well ventilated” with a mean of 2.89 and verbal interpretation of good. Store atmosphere or ambiance plays an important role in influencing customer behavior. It is suggested in the study of Dabija and Băbuț (2014) that management of retail chain should pay increased attention to physical surrounding like décor, layout, configurations of merchandise, sounds, aromas, lighting, and floor coverings. Because these will likely gain customer’s loyalty more easily.

Conclusion

Food Waste

Among the five protein foods (gluten, grounded vege-scallop, vege-meat, beand, and tofu) observed, gluten has the highest percentage of waste while Tofu has the least food waste.

Food Service Quality

In terms of service quality as a cafeteria, the researchers conclude that among the five factors affecting the quality service of a food service (Serving Time, Personnel Employee Service,

Food Variety, Food Quality, and Dining Area), dining area has the lowest mean result of 2.96 with a verbal interpretation of good while serving on time is the highest with a mean of 3.86 and a verbal interpretation of often on time.

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COLLEGE STUDENTS' REASONS FOR CHANGE IN REGISTRATION REQUEST AND ITS IMPLICATIONS

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Abstract

The Change in Registration Request Form was used to add and drop courses from a student's schedule after the initial registration period has ended. Ideally every semester, the students should be guided by the program chair to ensure that the course line-ups are aligned and properly sequenced based on the curriculum checklist. To minimize the requests for change of registration the curriculum checklists of students are updated every semester based on the courses already taken. This study determined the top five reasons why students accomplish the change in registration request form. The data were taken from the 3,004 accomplished change in registration request forms of the students submitted to the Records and Admissions Office for the last three academic years from Intersemester 2016 to Second Semester 2018 (3 Intersemesters and 6 Semesters). Data were encoded and analyzed. Percentages and frequency were determined. The results revealed that the top five reasons why students accomplished the change in registration request form are: (a) additional course that they need to take (656); (b) error of encoder (632); (c) change of class schedule (386); (d) conflict in schedule (262); (e) dissolved course (230). Requesting for a change in registration takes several days to be accomplished resulting to waste of resources for the students and the university. Therefore, program chairs are expected to strategize to ensure effective advising of students. On the other hand, students are encouraged to check their curriculum checklist every semester. A study on the underlying problems resulting in the change in registration after the student has officially enrolled may be conducted.

Keywords: *change in registration request form, course, effective advising*

The Change in Registration Request Form is used to add and drop courses from a student's schedule after the initial registration period has ended. It is also used to change sections of a course or to change the number of semester hours the student is registered for. The change in registration is usually initiated by the student and it is the student's responsibility to be properly registered. For justifiable reasons, the department chair and the dean's office may initiate changes in registration. The changes in registration become effective on the date the change is entered into the registration system (Bryn Mawr, n.d.).

The ideal situation is to conduct academic advising before the request for change of registration is done by the student. The program chair gives insights or direction to a college student about his/her academic matter. This direction might be to inform, suggest, counsel, mentor or even teach (The University of Maine at Machias, 1986). In addition, according to Winston, Jr. R. B., Enders, S.C., & Miller, T.K. (1982) academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans or the realization of their goals.

As observed, many students of the Adventist University of the Philippines (AUP) are submitting the change in registration request forms to the Records and Admissions Office either during registration period or after the registration days. There must be something wrong with the initial registration of the students. The researcher would like to find out the reasons why students are doing this after they are officially enrolled. Unfortunately, there is a fee for the change in registration unless it is the error of the encoder which is the program chair.

The study determined the students' reasons for accomplishing the change in registration request form. This study answered the following research questions:

1. What are the reasons why students accomplished the change in registration request form from Academic Year 2016 to Academic Year 2018?
2. How many students accomplished the change in registration request form from Academic Year 2016 to Academic Year 2018?

Literature Review

One of the many duties and responsibilities of the program chair is to prepare and maintain students' checklist for advising and update it every semester (Manual of Academic Policies, 2019). Much more, academic advising is a collaborative relationship between a student and an academic advisor - a systematic process intended to aid students in achieving educational career goals, the academic advisor is granted formal authority to approve the student's academic program of study and assist the student in progressing toward the appropriate degree (Crockett, 2002).

Adding a course is the number one reason for the change of registration request. As per policy of Colleges and Universities such as the Visayas State University (n.d.) a student may change a course within one week after the opening of classes by accomplishing an application form or adding of courses and securing the signature of the instructor concerned. Recommendation from the department chair and approval of the college dean must be secured.

In addition, Brown University (2019) stated that students may drop and add courses for the first two weeks of a semester without charge. Course additions made in weeks 3 and 4 require the instructor's signature and are assessed a fee for each change. Students are not allowed to add a course to their schedule after the first four weeks of the term.

The second reason why students requests for change of registration is due to the error of the encoder. An encoding error is a mistake which happens during the process of encoding data (Wise Geek, n.d.).

According to Massachusetts Institute of Technology, (n.d.) a student can change his or her schedule by either ending the existing class or scheduling a new one, or by making a schedule change.

The third reason is the conflict in schedule. A scheduling conflict or a time conflict occurs when two classes overlap making it impossible to register for both. To help the student avoid making this mistake, the conflicting classes are greyed out (SciencePo, n.d.).

Methods

This study employed descriptive internal desk research method in the data collection and analysis. Desk research is basically collecting data from existing resources within the institution (Travis, 2016). The data were taken from the forms accomplished by the 3,004 college students who accomplished the change in registration forms.

The tools used in this study were the change in registration request forms of the Vice President for Academics provided by the department chair once the student decided to change his/her registration. It was filled up by the student and signed by the department chair, college dean, vice president for academic affairs, director of student finance, cashier, accounting office, and records and admissions office.

The accomplished change in registration request forms of the students were taken from the files of the Records and Admissions Office. The reasons for change in registration requests were copied one by one from the forms by the person in-charge of the encoding of courses.

The data taken from the change in registration request forms were tabulated and encoded in the excel software program. Percentage based on frequency was used to determine the number of reasons.

Results

There were 76 reasons why students of AUP requested for a change in registration. The results revealed that the top 1 reason was due to additional course that they need to take with a total of 656. The second reason in rank was error of encoder with a total of 632. The third reason was change of class schedule with a total of 386. The fourth reason was conflict in schedule with a total of 262. The fifth reason in rank was dissolved course with a total of 230. The sixth reason was change of course with a total of 217. The seventh reason in rank was dropped units with a total of 95. The eighth reason was other reasons that are not listed in the form with a total of 87. The ninth reason in rank was no reason (blank) with a total of 79. The tenth reason was to discontinue the course with the total of 67.

The biggest number of accomplished change in registration request forms received in the Records and Admissions Office was in the first semester of 2018 with a total of 616 (18.8%) followed by the second semester of 2018 with a total of 549 (18.1%). The third biggest number of accomplished change in registration request forms was in the second semester of 2016 with a total of 413 (11.6%). The fourth was in the second semester of 2017 with a total of 390 (13.3%) and the fifth biggest number was in the first semester of 2016 with a total of 370 (10.2%). The sixth in rank was in first semester of 2017 with the total of 330 (11.3%). The seventh was in the intersemester of 2016 with a total of 145 (7.3%), the eighth was in the intersemester of 2018 with a total of 100 (7.1%), and the last was in the intersemester of 2017 with a total of 91 (5.6%). The total number of accomplished change in registration request forms submitted to the Records and Admissions from the intersemester of 2016-Second Semester of 2018 is 3,004.

Table 1
Ten Top Reasons

	Inter Sem	1st Sem	2nd Sem	Inter sem	1st Sem	2nd Sem	Inter Sem	1st Sem	2nd Sem	Total	Rank
	2016	2016	2016	2017	2017	2017	2018	2018	2018		
Add Course		77	56	3	84	121	19	128	168	656	1
Error of Encoder	46	173	74	11	60	87	18	136	27	632	2
Change Schedule		5	34		47	33	4	123	140	386	3
Conflict in Schedule	5	50	55	2	46	53	7	44		262	4
Dissolved Course	14	17	16	51	30	35	21	25	21	230	5
Change of Course			1	2	9		12	84	109	217	6
Drop Units			1	1		29	10	54		95	7
Other Reasons	67	1				13		6		87	8
No Reasons	11		32	5	17	11	1	2		79	9
Discontinue Course					8				59	67	10

Table 2

Registration Request Forms Received by Semester

Term	Academic Year	# of Forms Received	Students Enrolled	Percentage	Rank
First Semester	2018	616	3264	19%	1
Second Semester	2018	549	3020	18%	2
Second Semester	2016	413	3557	11%	3
Second Semester	2017	390	2913	13%	4
First Semester	2016	370	3626	10%	5
First Semester	2017	330	2896	11%	6
Intersemester	2016	145	1971	7%	7
Intersemester	2018	100	1401	7%	8
Intersemester	2017	91	1604	5%	9

Discussions

The purpose of the study is to determine the reasons of the students in accomplishing the change in registration requests form after they were officially enrolled and the number of students who accomplished the change in registration request form.

There were 76 reasons why students accomplished the Change in Registration Request Form. From adding a subject/course (656), error of encoder (632), change in schedule (386), conflict in schedule (262), dissolved a course (230), change of subject/course (217), drops units (95), other reasons (87), no reason (79), and discontinue course (67). These were the top 10 reasons why students request for a change of registration from Academic Year 2016 to Academic Year 2018.

The number of students who accomplished the change of registration request form from Academic year 2016 to Academic year 2018 were as follows: First Semester of 2018, 616; Second Semester of 2018, 549; Second Semester of 2016, 413; Second Semester of 2017, 390; First Semester of 2016, 370; First Semester of 2017, 330; intersemester of 2016, 145; intersemester of 2018, 100; intersemester of 2017, 91. A total of 3,004 students requested for a change in registration.

Based on the findings of the study, it is evident that academic advising is not maximized or taken at a full advantage of the students. Adding a course will not be necessary if the courses are sequence correctly with the aid or assistance of the program chair. Program chairs are to ensure effective advising. Advising is a process of giving students guidance, support and encouragement in order to come up with the desired result.

Conclusion

It takes several days for the student to accomplish the request for change in registration resulting to waste of money and time for the student and the university. It is, therefore, expected that the program chairs advise the student regarding career plans and make appropriate course selections. It is important that the advisor should regard it a responsibility to assure that the student is meeting graduation requirements in proper sequence. In addition, the advisor should establish a quick and close relationship with new students (The University of Maine at Machias, 1986).

The researcher recommends that the following methods be done in order to avoid the change in registration request. Course schedules should be planned carefully so that changes after classes have begun are kept to the minimum (Hawkeye Community College, 2019). Students should carefully check their curriculum checklist to avoid adding a course after they were officially enrolled. Encoder of courses of students should be very careful in encoding the courses of the students and that they have to be sure that the data that they're entering matches the original source (Lipscomb, 2018). Future research can be conducted on the underlying problems resulting in the change of registration after the student has officially enrolled.

Limitations

The extent of the change of registration requests are from Academic Year 2016 to Academic Year 2018 (3 Intersemesters and 6 Semesters). The respondents are undergraduate students of the Adventist University of the Philippines that belong to the different colleges. The specific college where the student came from and the year level of the student were not specified.

There is no prior study done in the past related to this study and so the lack of related literature on this particular topic is one of the limitations of this study.

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ASSESSMENT OF COMMUNICATION SATISFACTION AMONG UNIVERSITY EMPLOYEES: BASIS FOR A PROGRAM

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Abstract

Literature and studies show that communication is a strategic resource to any organization. It is a link that binds the people of an organization to understand and work towards organizational objectives. The study aimed to assess the level of communication satisfaction among the employees of the Adventist University of the Philippines (AUP). A validated questionnaire was administered to 214 regular employees. These employees come from the academics (51%), administrative (6%), finance and operations (35%), and student services (8%) departments. A greater proportion (62 or 32%) of the respondents were of the age 44 to 53 years old, while 23% aged 33 or less and 54 or more, and 22% were from 34 to 43 years old. The respondents comprised 26% master's degree holder, 24% college graduate, 13% doctoral degree holders, with doctoral and masteral units, and 7% high school graduate. There were more male employees (52%) than females. The findings show that the employees are satisfied of the organizational, group, and interpersonal communication in the University. Further, results imply that there is no significant difference in the communication satisfaction between the male and female employees. Likewise, there is no significant difference in the communication satisfaction among work areas. Moreover, there is no significant difference in the communication satisfaction of employees when age, educational attainment, and length of service are considered. Based on these findings, a program was recommended to develop and maintain better communication in the University. For future research, a qualitative study may be undertaken to have a more in-depth understanding on the respondents' experiences on communication processes in the university.

Keywords: *communication satisfaction; interpersonal communication; group communication; organizational communication*

McKenna (as cited in Semren, 2017) posits that communication is the lifeblood of the organization as communication is the essence of life (Essays, UK, 2018). According to Eisenberg and Goodal (as cited in Hahn, Paynton, and Lippert, n.d.), communication is the process of organizing; implying that communication is actually the organization. There is no organization without communication (Alam, 2016). It is like a glue that keeps the organization stick and stay together (Phillips and Gully, 2014) and is likened to oil (Laash and Conaway, 2015). Without oil, a machine cannot operate. Similarly, communication flows through organizational processes and allows them to run smoothly. Without communication, the organization will not function.

Communication in organizations takes place primarily at interpersonal level (between supervisor-subordinate), between groups (coworkers), and at an organizational level (inside the organization and with external stakeholders and clients) (Communicationtheory.org, 2010 as cited in Sharma, Lampley, and Good, 2015). Communication serves an essential function in any organization, whether it is a business, nonprofit, educational, or government organization (Sharma, Lampley, and Good 2015). When effectively used, communication can be seen as a strategic resource in maintaining and increasing an organization's performance and is seen as a critical core competency to all organizations (Dos Santos, 2016) for the achievement of set goals (Neck, Houghton and Murray, 2017; Hitt, Miller, and Colella, 2015).

Various studies have shown that there is a relationship between effective communication and job satisfaction (Usaman, 2019; Somacescu and Catalin, 2016; Sharma, 2015; Proctor, 2014), work values (Raile, 2005), motivation (Semren, 2017; Motoi, 2017)), productivity (Chang, 2006), job performance (Lantara, 2019; Dorinela, 2017); organizational creativity (Uslu and Cubuk, 2015), organizational climate (Muchinsky, 1977), leadership styles (Ulloa-Heath, 2003; Oh et al., 1991), organizational commitment (Syaekhu, 2018), employee empowerment (Terek, Nikolić, Gligorović, Glušac, and Tasić (2015), and organizational identification (Nakra, 2006). However, despite various evidences of its key contribution to organizational success, communication continues to be a problem in the workplace. A survey of 150 executives from 1,000 large companies revealed that poor communication results to a waste of seven weeks a year (Hamilton, 2018). Moreover, the Society for Human Resource Management (SHRM) found that poor communication causes many companies to incur losses. One survey of 400 companies mentioned \$62.4 million per year average loss per company due to insufficient communication while smaller companies suffer an average of \$420,000 per year (Types of Organizational Communication, 2017). The Project Management Institute also reported that over 50% of project funds are at risk due to inefficient communication (Ayrton, 2016). Thus, communication carries with it inherent risks and if not addressed or controlled, the organization may experience a continuous cycle of poor performance.

Because communication is a vital process in the different units of the organization, communication satisfaction of employees needs to be considered and studied. Redding (as cited in Alam, 2016) and Clampitt defines communication satisfaction as the employee perception of his overall degree of satisfaction with the total communication environment. According to Quedraogo and Leclerc (as cited in Jachowicz, 2016), there is better work performance when employees are satisfied with their communication environment.

Downs and Hazen's (as cited in Alam, 2016) research pointed out that "communication satisfaction is a multidimensional construct contained in three conceptual contexts," namely: interpersonal communication context, group communication context, and organizational communication context. The dimensions as identified by Downs and Adrian are organizational perspective, communication climate, media quality, organizational integration, horizontal and informal communication, relationship to supervisor, personal feedback, and subordinate communication.

According to Avram (as cited in Rodrigues, Cordeiro, Antonio, Pires, and Madeira 2018), communication in academic organizations entails a highly important process considering that internal and external relationships are determined by how communication occurs. As schools face changes in structure, functions, and demographics while constantly serving a significant size of clients from multiple backgrounds and roles, it is paramount to regularly evaluate its communication practices to improve its effective function as key factor in organizational success.

Literature Review

Communication Satisfaction

In the context of the study, communication satisfaction may be described according to Redding (as cited in Alam, 2016) as the employee perception of his overall degree of satisfaction with

the total communication environment. Meintjes and Steyn (as cited in Sadia, Salleh, Kadir, and Sanif, 2017), used the construct in their study as the extent of the employees' satisfaction with the amount, type and quality of communication they received. Similarly, Crino and White (as cited in Jachowicz, 2016) defined communication satisfaction as the satisfaction of an individual with the different communication aspects in his organization. It is the level of employees' satisfaction with the communication system of an organization.

The study of Sharma, Lampley, and Good (2015) used a scale by Downs and Hazen to measure the employees' level of communication satisfaction. The scale has three conceptual contexts covering a set of dimensions as follows:

1. Interpersonal communication context
 - a. Personal feedback - the workers' need of information as to how they are being judged and evaluated with their performance
 - b. Relationship to supervisor – concerned with the extent to which a superior is open to ideas, the extent to which the supervisor listens and pays attention, and the extent to which guidance is offered to solve job-related problems.
 - c. Subordinate communication - focuses on subordinates' responsiveness to downward communication and the extent to which subordinates initiate upward communication
2. Group communication context
 - a. Horizontal and informal communication – refers to the extent to which horizontal and informal communication is accurate and free flowing. It also includes satisfaction with the activeness of grapevine.
 - b. Organizational integration – the employees' need for information about their job, such as policies, benefits, job requirements, personnel news and other information in their immediate work environment. This also includes information on departmental plan.
3. Organizational communication context
 - a. Organizational perspective - the information on organizations' goals, financial status, performance level, and organization and government policies.
 - b. Communication climate – encompasses both the organizational and personal communication; includes the extent to which communication motivates and stimulates employees to achieve organizational goals and the extent to which it makes them identify with the organization; estimates of whether or not attitudes of people in the organization towards communicating are healthy.
 - c. Media quality - revolves around the clarity, the flow, and the quantity of communication in the organization.

Communication Climate

Communication climate involves communication at two levels---organizational and personal (Sadia, Salleh, Kadir, and Sanif, 2017). Bartels, Pruyn, De Jong, and Joustra (as cited in Jachowicz, 2016) explained that communication climate at the organizational level is the employees' perception on the quality of the mutual relations and the communication in an organization. Akkirman and Harris (as cited in Jachowicz, 2016) further explained that there is employees' satisfaction with the communication climate at the organizational level when they feel encouraged and supported by their organization to attain company goals and to identify with their organization. Organizational identification means the extent to which information that employees received through communication makes them identify with or feel as vital part of the organization.

On the other hand, Clampitt and Downs (as cited in Jachowicz, 2016) explained that the personal level of communication climate refers to the attitude of people towards communicating

within the organization. Employees' attitude must be healthy, otherwise, it may indicate that there are certain barriers preventing the free flow of information. According to Van Staden et al. (as cited in Sadia, Salleh, Kadir, & Sanif, 2017), a positive and relaxed attitude towards the communication process and one another can overcome this barrier resulting to exchange of valuable insights from one another. Also, according to Hitt, Miller, and Colella (2015), a communication climate characterized by mutual trust between senders and receivers, communication credibility, and feedback can overcome communication barriers. A free flow of downward, upward, and horizontal communication will make people willing to communicate their ideas openly and ask questions to understand or know more. Information needs to be available and understandable.

Lantara (2019) contends that communication climate can be either open or closed climate. Information flows freely in an open climate but are locked in a closed communication climate. An open climate makes workers feel free to make complaints, express opinions and give advice to their superiors. Open communication allows all types of information to be shared throughout the organization, across functional and hierarchical boundaries. With access to complete information, people are more likely to come up with creative solutions to problems and make good decisions for the company (Daft and Marcic, 2015).

Research has shown that a culture of open communication benefits the organization and its employees, including higher productivity, better decision making, and lower turnover rates. Experts say that even in the largest organizations, face-to-face communication is still the best means of being open and honest. Staff meeting or large "town hall" meetings emphasize the importance of the information being shared, more than any form of written communication, such as e-mail (Daft and Marcic, 2015).

Employees need communication within an organization which are helpful and interesting. Dolamo (as cited in Jachowicz, 2016) states that subordinates have to know about the service they are providing and the needs they are facing so that they can render a good service. Clear and readily available information helps subordinates make informed decisions.

Media Quality

Media quality is the employees' reactions to many important communication methods, formats and channels. Media quality refers to the extent of the clarity and conciseness of written directives, and the right amount of communication (Salam, 2016).

According to Mustamil et al. (as cited in Jachowicz, 2016) satisfaction of media quality refers to the employees' perception on the quality and quantity of information, use and effectiveness of company media including clear directives and memos and useful organizational publications. Qian and Daniels (as cited in Jachowicz, 2016) found that a sense of distrust with the administration results when the frequency and quality of institutional information sharing is perceived to be low, particularly on information pertaining to institutional change.

The continuous flow of information to all levels in the organization is ensured through effective meetings. It is also important to use correctly organizational media in its intended specific purpose. To avoid information overload, managers need to provide employees with accurate and current information that is relevant and applicable to their work situation, yet not limiting the flow of information that could stimulate growth and creativity (Sadia, Kadir, & Sanif, 2017).

Various media differ in its degree of richness. Richness refers to the amount of information that a medium can communicate. Media richness is determined by (1) the potential for immediate feedback, (2) the use of multiple cues, (3) the use of natural language as opposed to numbers, and (4) the extent to which the communication has a personal focus. According to Hitt, Miller, and Colella (2015) face-to-face verbal communication is the richest medium as it enables direct experience, multiple information cues, immediate feedback, and personal focus. Because of its richness, it is the best channel when communicating to people who are exhibiting strong emotions such as

anxiety, fear, or defensiveness. Assimilation of broad cues and deep emotional understanding of a situation is experienced in a face-to-face discussion (Daft & Marcic, 2015).

Research has ordered communication media according to its richness, from the richest to the least rich:

1. Face-to-face communication
2. Video conferencing
3. Phone or radio communication
4. Electronic messaging (like email)
5. Personal written text (like letters, notes, and memos)
6. Formal written text (such as reports, documents, and notices)
7. Formal numerical text (like statistical reports and graphs)

Many studies suggest that in order to be effective, richer media should be chosen by managers and associates as the message to be conveyed gets broader, which may be understood in different ways. Organizational norms also influence the choice of media to be used in communication. Some organizations prefer face-to-face mode while others opt for electronic messaging and the internet. (Hitt, Miller,& Colella, 2015).

Aside from channel richness, other factors are also considered in deciding the appropriate channel to use, to wit:

1. The importance of the message. When messages are important, face-to-face channel is usually required. If technology is opted, the herein guidelines of Robert Heller state: “Send only essential messages; keep messages short; and avoid delays in replying. In addition, Heller recommends helpful rules of internet etiquette, also known as Netiquette: Use meaningful subject titles; be as brief as possible; and distinguish business from non-business email.”
2. The needs and abilities of the receiver. Some can work from memos and phone conversations; others work better with face-to-face communication
3. The required amount and speed of the feedback. Complex messages and messages that need to be answered immediately are appropriately handled with face-to-face channel. Although email facilitates fast feedback, it is easy to be misinterpreted.
4. The necessity of a permanent record. Written instructions, memos, and email can serve as basis to verify a conversation and be a permanent record of what was said.
5. The cost of the channel. In business, time and energy count. Some channels cost less like fax or email, more to converse on a long distance, and often much more for a face-to-face meeting.
6. The formality of informality desired. Face-to-face communication can be quite formal although less formal than a newsletter or a memo but more formal than email.

The herein information can help in choosing the appropriate channel in different situations:

Converse face-to-face	Send written communication	Send electronic communication
Immediate feedback is needed	Immediate feedback is not needed	Immediate feedback is not needed, but speed is essential
Permanent record is not needed	Permanent, verifiable record is needed	Permanent record is not needed, but time element is important
Message is emotional, confusing, or complicated; deliberation or questions are expected	Exact wording is required; public relations message straightforward	Message is explicit, needs little interpretation, transferred quickly

(table continues on the next page)

Information is sensitive, confidential, or personal	Message is routine but de-tails needed; possibly a formed letter is used	Message is not confidential; security or safety is-sues; agenda or policy top-ics
Message is important and new; group cohesion or consensus is needed	A follow-up to face-to-face meeting is needed	Support information or to add excitement or multi-media appeal
Confidence and trust need to be developed	Content is more important than feelings	Speed, cost, or convenience is critical
Easy and cost-saving to gather audience	Big audience and dispersed geographically	Big audience and dispersed geographically, but fast exchange of messages is important

Organizational Perspective

Downs and Hazen (as cited in Sadia, Salleh, Kadir, and Sanif, 2017) defined organizational perspective to include the employees' perceptions of whether or not they receive information about government actions that affect the organization, changes within the organization, financial health of the company, its achievements and failures, and company policies and goals. According to Mustamil et al. (as cited in Jachowicz, 2016) satisfaction with the general organizational perspective indicates employees satisfaction with information concerning the overall operations of the organization; it refers to the broadest kind of information about the organization in general.

For effective change to occur in the organization, effective communication is essential. Employees need information about the reasons for the proposed change. They have to be actively involved in discussions and participate in the change process.

Organizational Integration

Organizational integration covers information about job requirements, policies and plans of the department, division reports and updates, and personal news (Alam, 2016). Employees' satisfaction with this dimension measures their access to information about their immediate work settings and the organization they are serving (Mustamil, Yazdi, Syeh, & Ali, 2014).

According to Gilbert and Tang (as cited in Jachowicz, 2016) the more the employees feel involved in the communication about their work and the organizations, the more likely is their experience of organizational trust and the feeling of being vital part of the organization.

Generally, the information about job description, salary and other benefits, and future career path are usually expected in employees' orientation. Delay in its communication may cause dissatisfaction (Somacescu, Barbu & Nistorescu, 2016).

Horizontal and Informal Communication

Satisfaction with horizontal and informal communication refers to how accurate and free flowing is the communication between peers or co-workers and includes the use of grapevine. (Alam, 2016). Horizontal communication helps establish connection and promotes team building for problem solving, information sharing, task coordination, and conflict resolution. Technology today facilitates cheaper and easier horizontal communication through internet and intranet.

Messages also flow along an informal network commonly called informal communication like the grapevine. The grapevine can promote gossip and rumors which can destroy and interfere with the functions of the company, particularly if they are not true. However, as a manager, being aware of office gossip can help to be kept informed of what is on employees' minds and prevent rumors from growing out of control. Although considered unimportant, research indicates that:

1. Information carried by the grapevine travels fast.
2. Managers use the grapevine to test workers' response

It is best to prevent rumors by establishing clear communication channels, building trust with employees, and providing employees adequate facts and information (Griffin, Phillips, & Gully, 2017). Neutralize rumors by consistently and honestly communicating with employees about the issue. Not making a comment is usually seen as confirmation of a rumor.

Personal Feedback

Personal feedback measures the extent to which employees get information about the evaluation of personal achievements, merits acknowledgement, and performances recognition (Somacescu, Barbu & Nistorescu, 2016). Satisfaction with personal feedback reflects the accuracy of information given to subordinates on their work performance, how they are being judged and appraised, and the superiors' understanding of job-related problems faced by his people (Alam, 2016; Jachowicz, 2016; Sadia, Salleh, Kadir, & Sanif, 2017).

According to Alshurideh and Pincus (as cited in Jachowicz, 2016), personal feedback consistently turned out as among the dimensions of strongest correlation with overall communication satisfaction. In addition, Hernandez (as cited in Jachowicz, 2016), contends that supervisors who give individualized support and promote one-on-one relationship with their employees are more likely to be trusted.

Relationship to Supervisor

Satisfaction with supervisory communication assess whether or not the supervisor is open to ideas, listens and pays attention to the employee, trusts the employee and willingly provides guidance to solve job-related problems. The supervisor can surely be open to new ideas of colleagues and subordinates where there is mutual trust and open communication,

Successful leaders listen to their followers to develop collaborative relationships and partnerships. Superiors who consider their subordinates as participants in decision-making processes promote greater satisfaction among his people. Much more, being receptive to their feedback, they are perceived as more trustworthy (Jachowicz, 2016).

Employees need the constant guidance of the management and the insight of the managers as they face daily job-related problems and challenges. Alshurideh (as cited in (Ammari, Al Kurdi, Alshurideh, Obeidat, Abu Hussien & Alrowwad, 2017) holds that communication with supervisors consistently shows to be most strongly correlated with overall communication satisfaction as with identified dimensions.

Organizational Communication

Organizational communication refers to exchange of information among two or more individuals or groups in an organization that builds a common basis of understanding and feeling (Griffin, Phillips, & Gully, 2017). It is directed towards reaching the goals of the organization using communication networks, policies, and structures (Hitt, Miller, & Colella, 2015). According to Ivancevich and Matteson (as cited in Krcmar, Ewoldsen, & Koerner, 2016), organizational communication is primarily understood as the glue that makes the organization stick and stay together.

The flow of communication in an organization can move in three main directions. Downward communication refers to the process of higher-level employees communicating to those at lower levels in the organization which includes messages about policies, goals, strategies, job instructions and rationale, procedures and practices, performance feedback, and indoctrination (Daft & Marcic, 2015). One of its main functions is to maintain discipline and employee compliance through positive influence (Neck, Houghton, & Murray, 2017).

A successful downward communication means that lower-level employees consistently receive clear messages and feedback from their supervisors. This provides employees with a sense of involvement, and minimizes doubt and insecurity about how the company is performing. However, when downward communication fails to flow effectively down the chain of command, it can result to confusion, distrust, and anxiety. Setting up procedures and creating a culture that enables the uninhibited flow of information is the foundation of effective communication.

Upward communication sends messages from the lower levels of the organizational hierarchy to the higher levels. It includes reports, proposals, suggestions, feedback, and advice from lower-level employees who see the daily operations “on the ground.” Upward communication can help managers ensure that subordinates understand instructions, know their goals, report employees’ challenges and complaints, and foster acceptance and commitment by allowing employees to express ideas and suggestions (Griffin, Phillips, & Gully, 2017). By being approachable, accessible, and creating a culture of trust and openness, managers can help encourage subordinates to give upward feedback instead of being overacting, defensive, or blameful. Sympathetically listening to subordinates during daily informal contacts with their managers in and outside of the workplace can build trust for subordinates to share their ideas and honestly communicate negative information. Managers should respect confidentiality when subordinates share potentially controversial or negative information. An open-door policy and regular face-to-face meetings with subordinates can also foster upward communication.

Horizontal communication flows between and among the same level across the organization. It is an effective way for people from different departments to communicate the information they need quickly and accurately (Neck, Houghton, & Murray, 2017). While it fosters teamwork among peers, managerial control is needed to minimize potential interpersonal conflict.

Regardless of the direction of the communication flow within the organization, messages are sent through two main communication networks: formal and informal. Formal networks transmit the messages established and approved by the organizational hierarchy (Neck, Houghton, & Murray, 2017). Communication flows along the official paths according to the chain of command or task responsibility defined by the organization (Hamilton, 2018; Daft & Marcic, 2015). Channels typically involve written communication that provides a permanent record of the exchange and is usually interpreted accurately. Formal communication standardizes communication for the clarity of each message. However, it limits the free and uninterrupted flow of communication. In contrast, informal networks are unofficial sharing of information between employees and across company divisions. There is spontaneous interaction between two or more people outside the formal organization structure (Hitt, Miller, & Colella, 2015). Informal networks can help employees communicate freely with one another, build relationships, exchange opinions, and share grievances. The strength of informal communication could also be its weakness. Being spontaneous and quick, it can provide either a meaningful insight or inaccurate, misinterpreted and distorted information (Harcourt, 2016).

One of the main forms of informal network is the grapevine which may give rise to gossip. As a manager, being aware of current office gossip can help to be kept informed of what is in the employees’ minds and prevent rumors from growing out of control. It is best to prevent rumors by establishing clear communication channels, building trust with employees, and providing them adequate facts and information. If a rumor start to spread, neutralize it by consistently and honestly communicating with employees about the issue. Not making a comment is usually seen as confirmation of a rumor. Successful organizations actively control rumors and gossip through effective, honest and consistent communication (Neck, Houghton, & Murray, 2017).

Interpersonal Communication

Interpersonal communication is a direct verbal or nonverbal interaction between two or more active participants, which can be both formal and informal and can be based on a number of different styles. Formal communication flows along the formal organizational structure and requires authorized information. Its major weakness is that it can be slow. In contrast, informal communication happens in spontaneous interaction between two or more people outside the formal structure of the organization. Managers may find that the informal system gives them the opportunity to reach more members than the formal one and can help establish solidarity and friendship among associates. However, a drawback with informal interpersonal communication are the rumors and gossip. Rumors involve unproven information crafted and communicated amidst uncertainties. Managers need to provide honest, open, and clear information in times of uncertainty to prevent rumors in the workplace. On the other hand, gossip is information presumed to be factual and is communicated in private or intimate settings. Gossip can cause problems for organizations as it reduces the focus on work, ruins reputations, creates stress, and sometimes leads to legal issues. Managers can include questions in a 360-degree evaluation to identify individuals who habitually traffic in irrelevant, unsubstantiated information (Hitt, Miller, & Colella, 2015).

According to Krcmar, Ewoldsen, and Koerner (2016), interpersonal communication takes place between individuals that at a minimum is:

1. Interactive, such that all parties are able to address each other and respond to one another
2. Individualized, such that communicators are aware of each other as unique individuals, rather than solely as occupants of social roles
3. Relational, such that communicators are in ongoing interpersonal relationships with one another that assume future interactions, such as marriage, family, or work groups relationships

The functions of interpersonal communication are:

1. To create, develop, and maintain, interpersonal relationships
2. To exchange information
3. To define and give meaning to a person's experiences
4. To create a shared social reality for self and others
5. To influence others

Interpersonal communication is determined by soft skills, also known as people skills which include the habits, attitudes, personal qualities and social graces of a person that make him pleasant, and an effective colleague (Mack, n.d.).

Group Communication

Small group communication is strategic and goal directed like organizational communication. Members of small groups also pursue personal and interpersonal goals in addition to group goals and this goal pursuit can enhance or interfere with achieving group goals. Most small groups are temporary and they are organized around achieving a specific goal or set of goals and terminate once the goal is reached (or the group failed to reach it (Krcmar, Ewoldsen, & Koerner, 2016).

Methods

Sampling

The population of the study is composed of regular employees of the Adventist University of the Philippines grouped according to work area, namely: Academics, Finance and Operations, General Administrative, and Student Services. Using the Slovin's formula which is $n = \frac{N}{1 + Ne^2}$, the sample size is $387/[1 + 387(0.052)]$ or 197.

Based on the sample size, the number of respondents from each work area was determined proportionately as follows:

Academics	: $226/387 \times 197 = 115$
General Admin	: $14/387 \times 197 = 7$
Finance/Operations	: $117/387 \times 197 = 60$
Student Services	: $30/387 \times 197 = 15$

Of the distributed questionnaires, 214 valid questionnaires were retrieved. The sample is composed of 51% from the Academics, 35% from the Finance and Operations, 8% from the Student Services, and 6% from the Administrative area. A greater proportion (62 or 32%) of the respondents were of the age 44 – 53 years old, 23% belong to the age bracket 33 years old or less and 54 years old or more, and 22% aged 34 – 43 years old. There were more male employees (52%) than females. A significant number of the respondents were master's degree holder (26%) and college graduates (24%), while those with master's courses, were doctoral degree holders and has earned doctoral courses counted the same at 13%. The rest were college level (8%), and only 3% were high school graduates. The years of service of the respondents were varied: 13 or 6% have rendered for 16- 20 years, while the majority (29%) have worked for 5 years and below, and the others with 11 – 15 years (16%) and 16 – 20 years (16%), 12% in service for 26 – 30 years, 11% working for 31 years and above, with 10% of them in 6 – 10 years of service.

Data collection

A 33- item questionnaire based on Downs and Hazen was developed and validated to assess the communication satisfaction of the employees. After getting approval from the Ethics Board of the University, the researcher administered the instrument and retrieved them.

In conducting the study, the researcher observed the following ethical considerations;

1. Approval of authorities. The survey instruments were administered only upon securing approval from the authorized body.
2. Voluntary participation. Survey instruments were distributed to respondents but only those who answered and completed the questionnaires were included in the final study.
3. Confidentiality. The respondents were assured that data collected will be treated with utmost confidentiality and shall in no case be made available to others without their consent.

Measurement

The survey questionnaire used a five-point Likert Scale and two open-ended questions. Personal information was also obtained. Frequency count, percentage, mean and standard deviation were used in the study.

Results

Communication Climate. Table 1 shows the extent of communication satisfaction of the respondents in terms of communication climate. The respondents found the communication in the University helpful (3.91) as it motivates them to achieve its goals (3.83). Notably, the University employees communicate effectively (3.80) and have a basically healthy attitude towards communication (3.79). The overall mean of 3.83 indicates that the respondents are satisfied of the communication climate in the University.

Table 1

Extent of Communication Satisfaction of Respondents in terms of Communication Climate

Item No.	Item	Mean	SD	VI	
1.	Extent to which the University employees communicate effectively	3.80	.709	Satisfied	
2.	Extent to which the University's communications are helpful	3.91	.734	Satisfied	
3.	Extent to which the attitude of University employees toward communication is basically healthy	3.79	.748	Satisfied	
4.	Extent to which the University's communication motivates enthusiasm for meeting its goals	3.83	.751	Satisfied	
Mean and SD of Communication Climate		3.83	.629	Satisfied	
1.00-1.50	Very dissatisfied	2.51-3.50	Moderately satisfied	4.51-5.00	Very satisfied
1.51-2.50	Dissatisfied	3.51-4.50	Satisfied		

Relationship to Supervisor. Table 2 presents the extent of communication satisfaction of the respondents in terms of relationship to supervisor. The respondents are satisfied of the communication with their supervisors being willing to listen (4.19) and open to their ideas (4.19) although a little less on supervisory guidance in solving job-related problems (4.11). The 4.16 overall mean indicates that the respondents are satisfied of the communication with their supervisors.

Table 2

Extent of Communication Satisfaction of Respondents in terms of Relationship to Supervisor

Item No.	Item	Mean	SD	VI	
1.	Extent to which my supervisor listens to me	4.19	.747	Satisfied	
2.	Extent to which my supervisor offers guidance for solving job-related problems	4.11	.808	Satisfied	
3.	Extent to which my supervisor is open to ideas	4.19	.761	Satisfied	
Mean and SD of Relationship to Supervisor		4.16	.705	Satisfied	
1.00-1.50	Very dissatisfied	2.51-3.50	Moderately satisfied	4.51-5.00	Very satisfied
1.51-2.50	Dissatisfied	3.51-4.50	Satisfied		

Organizational Integration. As shown in Table 3, the respondents are satisfied of the information they received about the requirements of their job (4.08), policies and goals of their departments (4.07), departmental plans (4.03), and pay and benefits (3.79).

Table 3

Extent of Communication Satisfaction of Respondents in terms of Organizational Integration

Item No	Item	Mean	SD	VI	
1.	Information about pay and benefits	3.79	.882	Satisfied	
2.	Information about departmental plans	4.03	.730	Satisfied	
3.	Information about the policies and goals of my department	4.07	.756	Satisfied	
4.	Information about the requirements of my job	4.08	.771	Satisfied	
Mean and SD of Communication Climate		3.96	.677	Satisfied	
1.00-1.50	Very dissatisfied	2.51-3.50	Moderately satisfied	4.51-5.00	Very satisfied
1.51-2.50	Dissatisfied	3.51-4.50	Satisfied		

Media Quality. Table 4 shows the extent of communication satisfaction of the respondents in terms of media quality. Among the indicators, the respondents rated the highest the face-to-face communication as used appropriately in their departments (4.10), followed by well-organized meetings (4.00), the receipt of timely information needed for one's job (3.83), and concise memos and reports (3.82). Notably, the respondents were least satisfied on the use of proper/appropriate channels of communication (3.80) including the channel in handling of conflicts (3.63).

Table 4

Extent of Communication Satisfaction of Respondents in terms of Media Quality

Item No	Item	Mean	SD	VI	
1.	Extent to which I receive in a timely manner information needed to do my job	3.83	.736	Satisfied	
2.	Extent to which conflicts are handled appropriately through proper communication channels	3.63	.760	Satisfied	
3.	Extent to which written memos and reports are concise	3.82	.788	Satisfied	
4.	Extent to which communication channels used in the University are appropriate	3.80	.817	Satisfied	
5.	Extent to which face-to-face communication as used in my department is appropriate	4.10	.707	Satisfied	
6.	Extent to which meetings are well-organized	4.00	.724	Satisfied	
Mean and SD of Media Quality		3.86	.632	Satisfied	
1.00-1.50	Very dissatisfied	2.51-3.50	Moderately satisfied	4.51-5.00	Very satisfied
1.51-2.50	Dissatisfied	3.51-4.50	Satisfied		

Horizontal and Informal Communication. Table 5 presents the extent of the communication satisfaction of the respondents in terms of horizontal and informal communication. With the overall mean of 3.58, it is evident that the respondents are satisfied of the flow of information between workers, including the informal and unofficial lines. However, it has to be noted that among the indicators, the lowest two are the accuracy of the informal communication (3.53) and of the horizontal communication with other University employees (3.57).

Table 5

Extent of Communication Satisfaction of Respondents in terms of Horizontal and Informal Communication

Item No	Item	Mean	SD	VI	
1.	Extent to which communication through informal and unofficial line occurs in the University	3.59	.773	Satisfied	
2.	Extent to which informal communication in the University is accurate	3.53	.815	Satisfied	
3.	Extent to which horizontal communication with other University employees is free-flowing	3.63	.802	Satisfied	
4.	Extent to which horizontal communication with other University employees is accurate	3.57	.771	Satisfied	
Mean and SD of Media Quality		3.58	.664	Satisfied	
1.00-1.50	Very dissatisfied	2.51-3.50	Moderately satisfied	4.51-5.00	Very satisfied
1.51-2.50	Dissatisfied	3.51-4.50	Satisfied		

Organizational Perspective. Table 6 is the extent of the communication satisfaction of the respondents in terms of organizational perspective. As shown in the data, the respondents are most satisfied of being informed on the policies and goals of the University (4.02) and least satisfied on notifications about government actions that affect the institution (3.66). The overall mean of 3.78 indicate that the respondents are satisfied of the information they received about the University as a whole.

Table 6

Extent of Communication Satisfaction of Respondents in terms of Organizational Perspective

Item No	Item	Mean	SD	VI	
1.	Information about policies and goals of the University	4.02	.776	Satisfied	
2.	Information about changes in the University	3.79	.803	Satisfied	
3.	Information about accomplishments and/or failures of the University	3.68	.863	Satisfied	
4.	Information about the University's financial status	3.74	.898	Satisfied	
5.	Information about government actions affecting the University	3.66	.893	Satisfied	
Mean and SD of Organizational Perspective		3.78	.718	Satisfied	
1.00-1.50	Very dissatisfied	2.51-3.50	Moderately satisfied	4.51-5.00	Very satisfied
1.51-2.50	Dissatisfied	3.51-4.50	Satisfied		

Personal Feedback. Table 7 presents the extent of communication satisfaction of the respondents in terms of personal feedback. The respondents are most satisfied with their supervisors who know (3.79) and understand (3.88) the problems that their subordinates faced. Having given attention to their people, it follows that these supervisors are able to discuss with their subordinates the progress in their jobs (3.78) and express recognition of their performance (3.76). Notably, the respondents are least satisfied on information about how they are evaluated (3.75). As a whole, they are satisfied (3.79) of the personal feedback conveyed to them.

Table 7

Extent of Communication Satisfaction of Respondents in terms of Personal Feedback

Item No	Item	Mean	SD	VI	
1.	Information about how I am evaluated	4.02	.776	Satisfied	
2.	Information about my progress in my job	3.79	.803	Satisfied	
3.	Extent to which my supervisor knows the problems faced by the subordinates	3.68	.863	Satisfied	
4.	Extent to which my supervisor understands the problems faced by the subordinates	3.74	.898	Satisfied	
5.	Recognition of my efforts	3.66	.893	Satisfied	
Mean and SD of Personal Feedback		3.78	.718	Satisfied	
1.00-1.50	Very dissatisfied	2.51-3.50	Moderately satisfied	4.51-5.00	Very satisfied
1.51-2.50	Dissatisfied	3.51-4.50	Satisfied		

Communication Satisfaction. Table 8 summarizes the extent of the communication satisfaction of the respondents in terms of the seven dimensions used in the study. The data show that the respondents are most satisfied of relationship to supervisors (4.16), followed by the information they received about their immediate work environment (3.96), and the quality and quantity of communication or media quality (3.86) and communication climate (3.84), then organizational

perspective (3.79) and personal feedback (3.79). Rated lowest is the horizontal and informal communication (3.58). The overall mean of 3.85 indicates that the respondents are satisfied of the communication in the University.

Table 8
Communication Satisfaction

	Mean	SD	VI
Communication Climate	3.84	0.63	Satisfied
Relationship to Supervisor	4.16	0.71	Satisfied
Organizational Integration	3.96	0.68	Satisfied
Media Quality	3.86	0.63	Satisfied
Horizontal and Informal Communication	3.58	0.67	Satisfied
Organizational Perspective	3.79	0.72	Satisfied
Personal Feedback	3.79	0.75	Satisfied
Communication Satisfaction (Grand Mean)	3.85	0.56	Satisfied
1.00-1.50 Very dissatisfied	2.51-3.50 Moderately satisfied	4.51-5.00 Very satisfied	
1.51-2.50 Dissatisfied	3.51-4.50 Satisfied		

Communication satisfaction and gender. Table 9 presents the extent of the communication satisfaction according to gender. As shown in the data, the male respondents have higher communication satisfaction in terms of communication climate (3.84), relationship to supervisors (4.20), horizontal and informal communication (3.68), and personal feedback (3.80). On the other hand, the female respondents have higher communication satisfaction in terms of organizational integration (4.00), media quality (3.86), and organizational perspective (3.84). In the overall mean, the female respondents have higher communication satisfaction (3.85) than the males (3.84). However, based on the p values, there is no significant difference in the communication satisfaction between the male and female respondents.

Table 9
Communication Satisfaction and Gender

	Gender	N	Mean	SD	t	p-value	VI
Communication Climate	Female	110	3.83	0.62	-0.18	0.85	NS
	Male	103	3.84	0.64			
Relationship to Supervisor	Female	111	4.12	0.76	-0.82	0.42	NS
	Male	103	4.20	0.65			
Organizational Integration	Female	111	4.00	0.76	0.77	0.44	NS
	Male	103	3.93	0.59			
Media Quality	Female	111	3.86	0.67	0.40	0.69	NS
	Male	103	3.82	0.60			
Horizontal and Informal Comm	Female	110	3.66	0.66	-0.25	0.81	NS
	Male	103	3.68	0.68			
Organizational Perspective	Female	111	3.84	0.72	1.25	0.22	NS
	Male	103	3.72	0.71			
Personal Feedback	Female	111	3.78	0.79	-0.23	0.82	NS
	Male	103	3.80	0.70			

(table to be continued)

Communication Satisfaction	Female	111	3.85	0.60	0.22	0.83	NS
	Male	103	3.84	0.53			

Communication satisfaction and age. Table 10 presents the extent of the communication satisfaction of the respondents according to age. It is notable that those of the age bracket 44-53 were consistently the most satisfied in terms of communication climate (3.91), organizational integration (4.05), media quality (3.89), horizontal and informal communication (3.79), organizational perspective (3.90), personal feedback (3.86) and the overall satisfaction (3.92) while those of the age 54 and above were the most satisfied in the remaining dimension of relationship to supervisor (4.24).

The results also show that the respondents aged 34-43 were the least satisfied in terms of organizational integration (3.88), media quality (3.77), horizontal and informal communication (3.46), organizational perspective (3.63), personal feedback (3.75) and the overall satisfaction (3.76). Respondents of the age 33 and below were the least satisfied in terms of relationship to supervisor (4.08) while those aged 54 and above in terms of communication climate (3.76).

Table 10

Communication Satisfaction and Age

	Group	N	Mean	SD	F	p-value	VI
Communication Climate	33 and Below	46	3.88	0.55	0.612	0.608	NS
	34 - 43	42	3.79	0.77			
	44 - 53	62	3.91	0.55			
	54 and Above	46	3.76	0.66			
Relationship to Supervisor	33 and Below	46	4.08	0.76	0.473	0.702	NS
	34 - 43	43	4.14	0.79			
	44 - 53	62	4.10	0.70			
	54 and Above	46	4.24	0.60			
Organizational Integration	33 and Below	46	3.91	0.75	0.637	0.592	NS
	34 - 43	43	3.88	0.72			
	44 - 53	62	4.05	0.62			
	54 and Above	46	3.97	0.73			
Media Quality	33 and Below	46	3.89	0.64	0.353	0.787	NS
	34 - 43	43	3.77	0.77			
	44 - 53	62	3.89	0.63			
	54 and Above	46	3.84	0.56			
Horizontal and Informal Comm	33 and Below	46	3.77	0.67	2.499	0.061	NS
	34 - 43	43	3.46	0.74			
	44 - 53	61	3.79	0.61			
	54 and Above	46	3.61	0.68			
Organizational Perspective	33 and Below	46	3.83	0.75	1.357	0.257	NS
	34 - 43	43	3.63	0.80			
	44 - 53	62	3.90	0.63			
	54 and Above	46	3.73	0.71			

(table continues on the next page)

Personal Feedback	33 and Below	46	3.75	0.78	0.33	0.804	NS
	34 - 43	43	3.75	0.85			
	44 - 53	62	3.86	0.70			
	54 and Above	46	3.75	0.69			
Communication Satisfaction	33 and Below	46	3.86	0.60	0.675	0.568	NS
	34 - 43	43	3.76	0.64			
	44 - 53	62	3.92	0.51			
	54 and Above	46	3.82	0.55			

Communication satisfaction and educational attainment. Table 11 shows the extent of the communication satisfaction of the respondents according to educational attainment. Those who earn doctoral units is the same group who were most satisfied in five of the seven dimensions --- communication climate (3.93), media quality (3.96), horizontal and informal communication (3.94), organizational perspective (3.91), personal feedback (3.99), and in the overall satisfaction (3.96). The respondents who are college level were the least satisfied in terms of relationship to supervisor (3.77), organizational integration (3.67), media quality (3.60), personal feedback (3.63), and in the overall satisfaction (3.67) while those who are high school graduate have the lowest satisfaction in terms of communication climate (3.57) and horizontal and informal communication (3.49).

Table 11
Communication Satisfaction and Educational Attainment

	Group	N	Mean	SD	F	p-value	VI
Communication Climate	HS Grad	7	3.57	1.02	0.498	0.81	NS
	Col Level	16	3.77	0.55			
	Col Grad	51	3.83	0.59			
	W/ Mas Units	28	3.77	0.62			
	Mas Holder	55	3.90	0.67			
	W/ Doc Units	27	3.93	0.50			
	Doc Holder	28	3.80	0.68			
Relationship to Supervisor	HS Grad	7	4.26	0.62	1.13	0.346	NS
	Col Level	16	3.77	0.85			
	Col Grad	51	4.23	0.65			
	W/ Mas Units	28	4.21	0.64			
	Mas Holder	55	4.22	0.74			
	W/ Doc Units	28	4.06	0.55			
	Doc Holder	28	4.12	0.86			
Organizational Integration	HS Grad	7	3.95	0.62	0.633	0.704	NS
	Col Level	16	3.67	0.88			
	Col Grad	51	4.00	0.57			
	W/ Mas Units	28	3.95	0.92			
	Mas Holder	55	3.96	0.62			
	W/ Doc Units	28	4.00	0.55			
	Doc Holder	28	4.06	0.72			

(table continues on the next page)

Media Quality	HS Grad	7	3.71	0.94	0.903	0.494	NS
	Col Level	16	3.60	0.64			
	Col Grad	51	3.89	0.65			
	W/ Mas Units	28	3.89	0.72			
	Mas Holder	55	3.76	0.60			
	W/ Doc Units	28	3.96	0.48			
	Doc Holder	28	3.93	0.65			
Horizontal and Informal Comm	HS Grad	7	3.49	1.29	1.327	0.246	NS
	Col Level	16	3.53	0.66			
	Col Grad	51	3.68	0.61			
	W/ Mas Units	28	3.77	0.73			
	Mas Holder	55	3.56	0.58			
	W/ Doc Units	27	3.94	0.55			
	Doc Holder	28	3.67	0.74			
Organizational Perspective	HS Grad	7	3.77	1.07	0.542	0.776	NS
	Col Level	16	3.76	0.53			
	Col Grad	51	3.83	0.64			
	W/ Mas Units	28	3.88	0.79			
	Mas Holder	55	3.66	0.64			
	W/ Doc Units	28	3.91	0.62			
	Doc Holder	28	3.80	0.99			
Personal Feedback	HS Grad	7	3.89	0.71	0.563	0.759	NS
	Col Level	16	3.63	0.77			
	Col Grad	51	3.75	0.78			
	W/ Mas Units	28	3.85	0.92			
	Mas Holder	55	3.74	0.73			
	W/ Doc Units	28	3.99	0.54			
	Doc Holder	28	3.81	0.71			
Communication Satisfaction	HS Grad	7	3.78	0.84	0.564	0.758	NS
	Col Level	16	3.67	0.59			
	Col Grad	51	3.87	0.54			
	W/ Mas Units	28	3.89	0.71			
	Mas Holder	55	3.80	0.52			
	W/ Doc Units	28	3.96	0.44			
	Doc Holder	28	3.87	0.58			

Communication satisfaction and length of service. Table 12 is the extent of communication satisfaction of the respondents according to their length of service in the University. The data show that those who have served within 21-25 years were most satisfied in terms of communication climate (4.03), organizational integration (4.12), media quality (4.03), horizontal and informal communication (4.01), organizational perspective (4.12), personal feedback (4.13), and in the overall satisfaction (4.09). On the other hand, the respondents whose length of service to AUP is from

16-20 years were the least satisfied in terms of relationship to supervisors (3.97), organizational integration (3.81) media quality (3.70), horizontal and informal communication (3.55), organizational perspective (3.67), and in the overall satisfaction (3.75).

Table 12

Communication Satisfaction and Length of Service

	Group	N	Mean	SD	F	p-value	VI
Communication Climate	5 and Below	60	3.9167	0.6455	1.047	0.396	NS
	6 - 10	22	3.7841	0.46481			
	11 - 15	32	3.7188	0.6246			
	16 - 20	33	3.8409	0.58902			
	21 - 25	13	4.0321	0.47816			
	26 - 30	26	3.9071	0.60934			
	31 and Above	24	3.6354	0.83399			
Relationship to Supervisor	5 and Below	60	4.1194	0.84544	0.593	0.735	NS
	6 - 10	22	4.197	0.73217			
	11 - 15	33	4.2727	0.58603			
	16 - 20	33	3.9798	0.70188			
	21 - 25	13	4.1795	0.52025			
	26 - 30	26	4.2051	0.60426			
	31 and Above	24	4.2361	0.70525			
Organizational Integration	5 and Below	60	3.9611	0.77165	0.484	0.82	NS
	6 - 10	22	4.0758	0.55331			
	11 - 15	33	3.9899	0.6263			
	16 - 20	33	3.8182	0.62965			
	21 - 25	13	4.1282	0.34797			
	26 - 30	26	3.9744	0.79399			
	31 and Above	24	3.9306	0.74846			
Media Quality	5 and Below	60	3.89	0.71443	0.676	0.669	NS
	6 - 10	22	3.7545	0.54136			
	11 - 15	33	3.8652	0.60782			
	16 - 20	33	3.703	0.67846			
	21 - 25	13	4.0308	0.43853			
	26 - 30	26	3.9077	0.63556			
	31 and Above	24	3.7667	0.62043			
Horizontal and Informal Comm	5 and Below	60	3.7608	0.76746	1.064	0.386	NS
	6 - 10	22	3.6182	0.51974			
	11 - 15	33	3.5879	0.69451			
	16 - 20	32	3.5516	0.54172			
	21 - 25	13	4.0154	0.4356			
	26 - 30	26	3.6462	0.58325			
	31 and Above	24	3.6167	0.81276			

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Organizational Perspective	5 and Below	60	3.8542	0.79273	0.817	0.558	NS
	6 - 10	22	3.8	0.49377			
	11 - 15	33	3.6848	0.78427			
	16 - 20	33	3.6712	0.66061			
	21 - 25	13	4.1231	0.51986			
	26 - 30	26	3.7519	0.65276			
	31 and Above	24	3.7833	0.85449			
Personal Feedback	5 and Below	60	3.7767	0.91769	0.577	0.748	NS
	6 - 10	22	3.7455	0.62696			
	11 - 15	33	3.7879	0.6909			
	16 - 20	33	3.8121	0.63234			
	21 - 25	13	4.1385	0.42728			
	26 - 30	26	3.7	0.66513			
	31 and Above	24	3.7333	0.80145			
Communication Satisfaction	5 and Below	60	3.8837	0.66138	0.636	0.702	NS
	6 - 10	22	3.8284	0.43829			
	11 - 15	33	3.8234	0.54312			
	16 - 20	33	3.7513	0.48203			
	21 - 25	13	4.0901	0.30899			
	26 - 30	26	3.8455	0.56716			
	31 and Above	24	3.797	0.66854			

Communication satisfaction according to work areas. Table 13 presents the extent of the communication satisfaction of the respondents from the work areas of academics, administrative, finance and operations, and student services. The academics has the highest satisfaction in terms of communication climate (3.90), horizontal and informal communication (3.74), and organizational perspective (3.86) while the administrative top in relationship to supervisor (4.36), organizational integration (4.06), and media quality (4.08) but the least satisfied in terms of horizontal and informal communication (3.47). The student services were the most satisfied in terms of personal feedback (3.89) and the least in terms of organizational perspective (3.65). Significantly, respondents from the finance/operations area were the least satisfied in terms of five (5) out of the seven dimensions namely communication climate (3.75), relationship to supervisor (4.07), organizational integration (3.86), media quality (3.73), and personal feedback (3.68). Based on the overall mean, the academics has the highest extent of communication satisfaction (3.90) while the finance/operations has the lowest (3.76).

Table 13
Communication Satisfaction among Work Areas

	Group	N	Mean	SD	F	p-value	VI
Communication Climate	Academics	108	3.90	0.62	0.735	0.532	NS
	Administrative	12	3.81	0.64			
	Finance/Operations	74	3.75	0.63			
	Student Service	17	3.84	0.67			
Relationship to Supervisor	Academics	109	4.16	0.74	1.144	0.332	NS
	Administrative	12	4.36	0.74			
	Finance/Operations	74	4.07	0.68			
	Student Service	17	4.35	0.57			
Organizational Integration	Academics	109	4.02	0.68	0.959	0.413	NS
	Administrative	12	4.06	0.68			
	Finance/Operations	74	3.86	0.70			
	Student Service	17	4.02	0.66			
Media Quality	Academics	109	3.90	0.62	1.769	0.154	NS
	Administrative	12	4.08	0.53			
	Finance/Operations	74	3.73	0.69			
	Student Service	17	3.77	0.54			
Horizontal and Informal Comm	Academics	108	3.74	0.65	0.9	0.442	NS
	Administrative	12	3.47	0.47			
	Finance/Operations	74	3.64	0.71			
	Student Service	17	3.56	0.70			
Organizational Perspective	Academics	109	3.86	0.73	0.874	0.455	NS
	Administrative	12	3.67	0.83			
	Finance/Operations	74	3.73	0.66			
	Student Service	17	3.65	0.86			
Personal Feedback	Academics	109	3.86	0.73	1.026	0.382	NS
	Administrative	12	3.70	0.77			
	Finance/Operations	74	3.68	0.78			
	Student Service	17	3.89	0.71			
Communication Satisfaction	Academics	109	3.90	0.55	0.902	0.441	NS
	Administrative	12	3.85	0.48			
	Finance/Operations	74	3.76	0.61			
	Student Service	17	3.84	0.55			
	26 - 30	26	3.7519	0.65276			
	31 and Above	24	3.7833	0.85449			

(table continues on the next page)

Personal Feedback	5 and Below	60	3.7767	0.91769	0.577	0.748	NS
	6 - 10	22	3.7455	0.62696			
	11 - 15	33	3.7879	0.6909			
	16 - 20	33	3.8121	0.63234			
	21 - 25	13	4.1385	0.42728			
	26 - 30	26	3.7	0.66513			
	31 and Above	24	3.7333	0.80145			
Communication Satisfaction	5 and Below	60	3.8837	0.66138	0.636	0.702	NS
	6 - 10	22	3.8284	0.43829			
	11 - 15	33	3.8234	0.54312			
	16 - 20	33	3.7513	0.48203			
	21 - 25	13	4.0901	0.30899			
	26 - 30	26	3.8455	0.56716			
	31 and Above	24	3.797	0.66854			

Discussion

Communication Climate. The results imply that the respondents are satisfied of the communication in the University because with the employees being effective communicators and having a healthy attitude towards communication, communication in the University helps and motivates them to perform and accomplish their duties and responsibilities which contribute to the achievement of the goals of the University as a whole. According to Daft (2015), a culture of open communication results to higher productivity, better decision-making, and lower turnover rates.

To be more satisfied with the communication climate of the University, respondents suggested improvements in the following areas:

1. Transparency
2. Freedom to express oneself without being “marked”

Relationship to supervisor

The results indicate that the supervisors are receptive to their subordinates’ feedback by being open to their ideas and by listening to them. The supervisors are collaborating with their people, allowing them to participate and give inputs in the decision-making process while guiding them to handle challenges in their jobs. According to Sadia, Salleh, Kadir, and Sanif (2017), active staff participation in the decision-making process can result to organizational stability.

However, the data show that supervisory communication could still be improved to make the employees very satisfied. Based on the respondents’ responses to open-ended questions, suggestions include more open communication, preferably face-to-face before memos are issued; supervisor who is approachable and knows how to listen to and understand concerns, suggestions; and regular schedule for consultation with supervisor.

Organizational integration

The overall mean of 3.96 denotes that the respondents are satisfied of the extent information about their immediate work environment are communicated to them. However, to make the respondents very satisfied, the University may need to keep the employees more well-informed, aware, and constantly updated on their pay and benefits in written communication instead of just being verbal. Also, the respondents would like to receive reminders on their job description with complete information about their responsibilities. According to Somacescu, Barbu, and Nistores-

cu, (2016), many previous studies showed that the rating for organizational integration ranked highest because in general, the information about job description, salary and other benefits is not negotiable.

Media quality

The results imply that the respondents value the face-to-face communication. They prefer to express their concerns and agenda verbally where there is interaction and exchange of ideas. As stated by Hitt, Miller, & Colella (2015), face-to-face verbal communication is the richest medium.

Clearly, the respondents would like to improve the present practice of communication in the University by utilizing appropriate channels which they perceived as effective in disseminating information. Based on their responses, the respondents suggested the use of email, written communication and immediate feedback. Reasonably, Hamilton (2018) identified factors that managers and associates need to consider in determining the best channel to use in sending information and messages to promote good and effective communication.

Horizontal and informal communication

The results mean that the flow of information between the employees of the University through horizontal and informal communication needs to be improved especially the quality and accuracy of the information shared by establishing clear communication channels, building trust with employees, and providing employees adequate facts and information (Griffin, Phillips, & Gully, 2017).

Organization perspective

The results indicate that the University has conducted regular orientation and information dissemination to its employees utilizing various channels of communication such as meetings, memos, emails, and handbooks/manuals. Employees need to know the broad information to feel completely involved in and part of the organization as a whole (Somacescu, Barbu, and Nistorescu, 2016). Improvements may be done on the frequency and timeliness of information as expressed by some employees in the open-ended questions.

Personal Feedback

The data imply that the respondents are satisfied with the information they receive from their supervisors that concern their assigned work. According to Alshurideh and Pincus (as cited in Jachowicz, 2016), personal feedback consistently turned out as among the dimensions of strongest correlation with overall communication. In addition, Hernandez (as cited in Jachowicz, 2016), contends that supervisors who give individualized support and promote one-on-one relationship with their employees are more likely to be trusted.

However, an improvement may be done to make the respondents very satisfied. It may be on the supervisors' help and guidance in handling job-related problems and not merely knowing and understanding them. Importantly, the respondents need to know more about their performance appraisal including the criteria, the people who evaluated them and whether they are being evaluated fairly and objectively. As expressed in the survey, the respondents would like to discuss on one-on-one the results of their performance evaluation to know where they need to improve. Much more, it was cited that they were asked to evaluate individuals who they do not know enough to evaluate objectively.

Communication satisfaction

The findings indicate that the respondents are most satisfied of their relationship with their supervisors. This imply that there is open communication, mutual trust, and collaboration in the departments. Subordinates were made to participate in the decision-making process. According to

Sadia, Salleh, Kadir, and Sanif (2017), active staff participation in the decision-making process can result to organizational stability

Moreover, the respondents find most satisfying the information they received about their work including departmental plans and policies, job description, salary and other benefits. The more they have access to these information, the more they experience organization trust and feel that they are vital part of the organization (Jachowicz, 2016).

Communication satisfaction and gender

The result of the study shows that the female respondents experience higher communication satisfaction than the male respondents. This is in agreement with the research conducted by Zhen (2013). However, in the present study, the difference in the communication satisfaction between the genders are not significant.

Interestingly, Deborah Tanen, author of the book, “You Just Don’t Understand: Women and Men in Conversation,” cited gender differences in communication (Daft and Marcic, 2015).

Communication satisfaction and age

The results mean that employees of the age bracket 34-43 who are basically young and most probably new to the University need to be more informed and aware of the organizational reports and updates and oriented and trained on the communication system practiced in the University. Employees aged 44-53 who are at the peak of their career have the highest communication satisfaction. This is similar to the study of Zhen (2013) where respondents from the age group of above 40 years old experienced the highest communication satisfaction.

Communication satisfaction and educational attainment

The result implies that the higher the educational attainment of the employees, the higher is their communication satisfaction while employees who have lower educational level have experienced lower communication satisfaction.

This is a significant information for the administration. Communication, especially the channels to be used, should consider the ability of the employees to understand messages. As suggested by the respondents, workers of lower educational attainment need repeated instructions and reminders.

Communication satisfaction and length of service

The result of the study imply that employees who have served the University considerably long experienced higher communication satisfaction. This is consistent with the result of the age groups.

Communication satisfaction according to work areas

The result implies that among the four work areas of the University, the Academics has the best and most effective communication. On the other hand, the area of Finance and Operations needs intentional orientation, seminar and training on communication in the workplace. This could be due to the fact that the Finance and Operations include departments whose educational qualification of employees could be high school or college level for as long as they possess the skills required in the job. Hence, the lower their education, the lower is their communication satisfaction as shown in the result.

Conclusion

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

The employees are satisfied of the present interpersonal, group, and organizational communication of the University both through formal and informal networks because they experience satisfaction in the communication climate, organizational perspective, media quality, horizontal and in-

formal communication, organizational integration, relationship to supervisor, and personal feedback.

There is no significant difference in the communication satisfaction in terms of gender, age, educational attainment, and length of service. There is no significant difference in the communication satisfaction of employees from the academics, general administrative, finance and operations, and student services. However, the communication in the University needs to be improved to make the employees very satisfied.

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TRACER STUDY OF THE MEDICAL LABORATORY SCIENCE GRADUATES OF THE ADVENTIST UNIVERSITY OF THE PHILIPPINES FROM 2013 TO 2018

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Abstract

It is important for every university to know the professional status of its graduates. This tracer study was conducted to determine the employment status of the graduates of Bachelor of Medical Laboratory Science program of the Adventist University of the Philippines for the last five years starting academic year 2012-2013 until 2017-2018. It used the descriptive research design to obtain recent facts about the graduates of College of Health under the Medical Laboratory Science (MLS) Department. A list consisting of 435 graduates were obtained from the official records of the MLS Department. The graduates were consequently contacted to provide the information on their current employment and status. The study shows a good employability rate of MLS graduates with most of them getting jobs aligned with the MLS profession 6 months after passing the licensure examination. Although many of the graduates have chosen to proceed to medical school, the majority are employed and are now enjoying tenured full-time employment in their respective workplaces. A tracer study that considers other variables is recommended.

Keywords: *Medical Laboratory Science, tracer study, employability*

Willa Hilgert Hedrick, a Seventh day Adventist American missionary and medical practitioner pioneered in 1953 the offering of the Medical Technology Program at Philippine Union College (PUC), Baesa, Caloocan City.

In tandem with its sister establishment, the Manila Sanitarium and Hospital (now Adventist Medical Center), PUC offered a five-year curriculum leading to the degree Bachelor of Science in Medical Technology as approved by the Bureau of Private Education in 1954 (Moraleta, 2015). Since then, it was the foremost Medical Technology School in the Philippines.

In 1960, the Commission on Higher Education (CHED) formally gave the permission to PUC/AUP to offer Medical Technology in the Philippines through CMO No. 434. The program was given the candidacy status from April 2013 to April 2015 by the Philippine Association of Colleges and Universities-Commission on Accreditation (PACUCOA). It was awarded with a Level 1 accreditation status from March 2016 to March 2019 by the same accrediting body.

Today, the MLS Department of AUP is one of the top performing schools in the Philippines in the field of Medical Technology because of its 100% passing rates in the Medical Technology Licensure Examinations for six straight years and its rank of topnotchers from previous decades.

A tracer study constitutes one form of empirical study which can provide important information for evaluating the results of the education and training of a specific institution of higher education. This information may be used for the further development of the institution in the context of quality assurance (Schomburg, 2003). Consequently, this tracer study evaluates the long-term impact of the MLS training program of AUP.

Methodology

This tracer study utilized a descriptive design to obtain recent facts about the graduates of the College of Health (COH) under the MLS Department of AUP from 2013 to 2018. A total of 435 graduates enlisted in the MLS department official records were contacted to provide pertinent information regarding their current employment and status. They were contacted through phone, email, and other social media accounts. The data were analyzed and presented using descriptive statistics namely frequency and percentage.

Of the 435 graduates contacted, 427 responded with their employment information. Some were obtained from the nearest of kin who know their current status. Of the 435 graduates, 130 (29.9%) are male respondents and 305 (70.1%) are female respondents. Fifteen (3.4%) graduates are foreigners, of which six are from Indonesia, two from Zimbabwe, and one from each of the countries of America, Cameroon, Korea, Malaysia, Nigeria, Swaziland, and Zambia.

Results and Discussion

Overall Employment Status

Figure 1 shows that overall, 226 (51.9%) of all the graduates are currently employed, 123 (28.3%) are upgrading, 29 (6.7%) are unemployed, 49 (11.3%) are still reviewing for licensure examination, and eight (1.8%) have not responded yet.

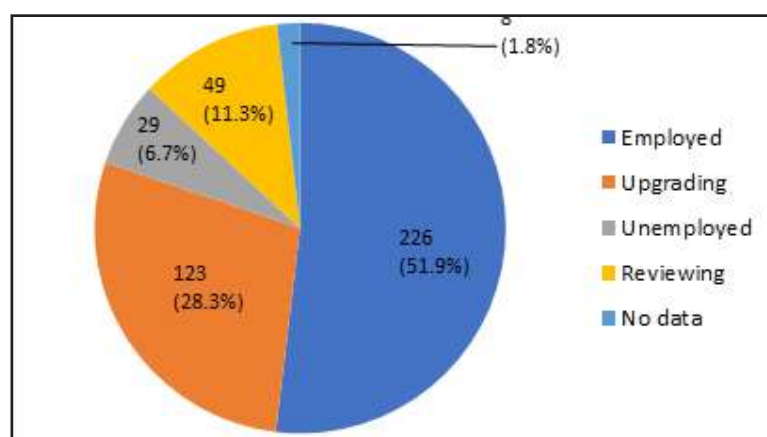


Figure 1. Overall employment status of the graduates of Medical Laboratory Science Department.

Employment Category

Table 1 shows that majority (67.7%) of the employed graduates are currently working as full-time or regular tenured employees while the minority (32.3%) are working as part-time/contractual (casual, trainee, volunteer, and job order categories).

Table 1

Employment Category of MLS graduates

	Frequency	Percentage
Full Time Tenured	153	67.7
Part-time/Contractual	73	32.3

Nature of Work

Figure 2 shows that of the 226 employed graduates, 218 (96.4%) are working as Medical Technologists or Medical Laboratory Scientists while eight (3.6%) are in other fields of work. Table 2 shows the specific profession other than MT/MLS that was undertaken by the graduates.

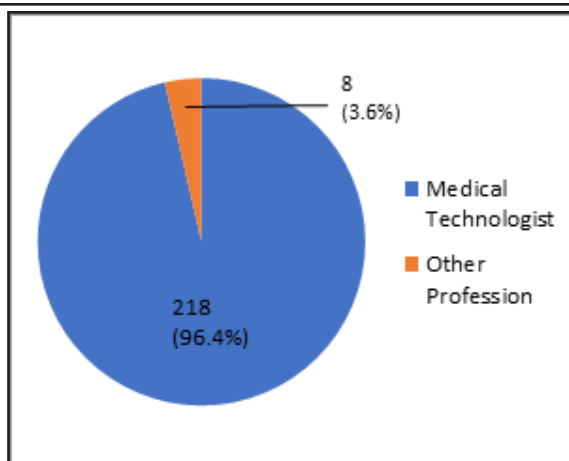


Figure 2. Nature of Work.

Table 2
Other Profession Undertaken by MLS Graduates

	Frequency
Operations/Branch Manager	2
Medical Transcriptionist	1
Perfusionist	1
Missionary	1
Soldier	1
Municipal Councilor	1
Accountant	1

Employability of MLS Graduates

Figure 3 shows that 150 (66.4%) of the MLS graduates are employed within 6 months after their graduation/licensure examination while 31 (13.7%) of the graduates were employed a year after graduation/licensure examination. There is no sufficient information regarding the employability of the remaining 45 (19.9%) employed graduates.

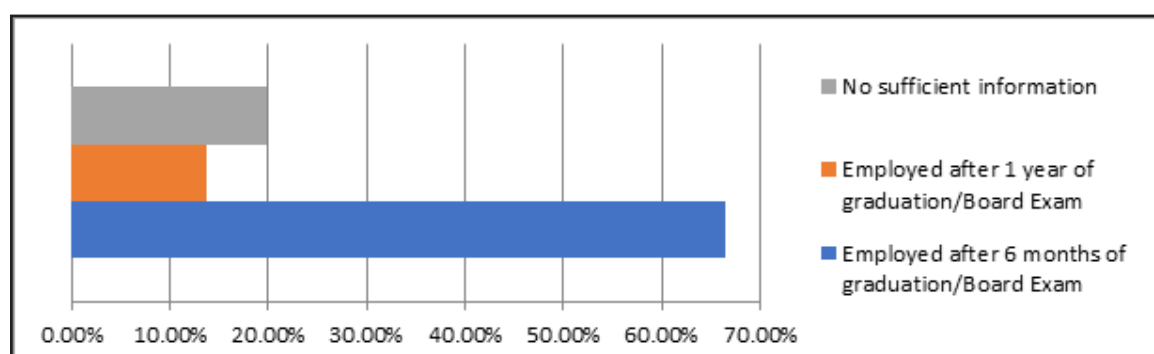


Figure 3. Employability of MLS Graduates.

Analysis of the data shows that the graduates of MLS Department have good employability rate with most of them getting the job right after passing the licensure examination. Studies have shown that it took the graduates an average of six months after graduation to find employment (Li

& Awofeso, 2013). Likewise, they also showcased impressive qualities as reports reveal that most of them are referred to their jobs and are even approached by employers to work for them. Some were already eyed to become a staff Medical Technologist of the affiliate training hospital during internship.

Medicine as Significant Upgrading Course of MLS Graduates

A significant number of Medical Laboratory Science graduates are taking Medicine as their upgrading option. Of the 123 upgrading graduates, 121 (98.4%) are currently in the Medical School or are about to take the Physician Licensure Examination, one (0.8%) is taking Masters in Public Health, and another one (0.8%) is taking a Caregiving course. Figure 4 shows these upgrading trends.

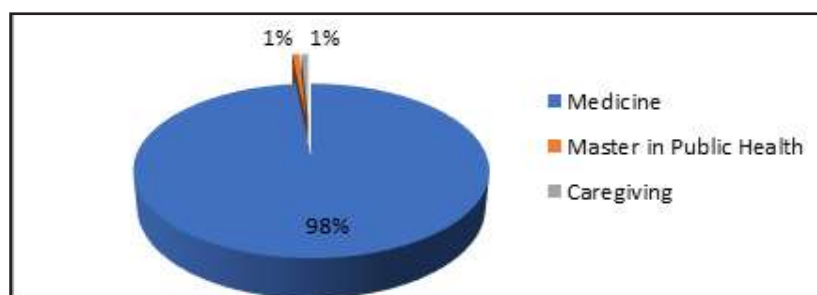


Figure 4. Upgrading Trends.

Delwiche (2003) says that in today's era of rapidly evolving medical research and technology, one can hardly imagine a health care system without the contributions of clinical (or Medical) laboratory scientists. The laboratory analysis of blood and other body fluids plays an essential role in the diagnosis and treatment of disease, as well as in routine preventive medicine. This is the reason why Medical Technology/MLS is one of the most prominent pre-medical courses in the country. In fact, the current trend is that more and more students are taking MLS course because they want to become physicians later.

Conclusion and Recommendations

This tracer study of MLS graduates of AUP in the previous five years shows a good employability rate with most of them getting jobs aligned with the MLS profession six months after passing the licensure examination. Although many of the graduates proceed to medical school or other post-graduate studies, the larger percentage are employed as medical laboratory scientists with most enjoying regular tenure and full-time employment status.

A more in-depth tracer study that considers variables such as salary level, type of employer organization and the extent to which the degree contributes to the knowledge and skills of the graduates in the context of the profession is recommended. Furthermore, a future evaluation of the new curriculum as to whether it is able to address the expanding role of the medical laboratory profession is also recommended to maintain and further advance the quality of the training program and the professional competencies of its graduates.

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TRACER STUDY OF BACHELOR OF SCIENCE GRADUATES FROM 2011-2016

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Abstract

This tracer study assessed the employment status of the Bachelor of Science graduates from 2012 to 2016 at the Adventist University of the Philippines (AUP). This study further determined the employment period after graduation. Descriptive type of research was employed in this study. Fifty Bachelor of Science graduates were considered in the study. Results revealed that most of the BS graduates were employed less than one year after graduation from college. Further, the tracer study showed that most of the BS graduates were employed locally. It only shows that the BS program has a higher chance of employability in the local academic community. Results also revealed that AUP had very much contributed to the lives of the BS graduates in terms of usefulness of studies for job placement and personal knowledge, skills, and attitude. Specifically, CST had very much contributed to the preparation of its graduates on their professional competencies. It is therefore recommended to provide a program that will develop and maintain the skills and performance of Bachelor of Science graduates in terms of employability.

Keywords: *tracer study, CST, professional competencies, employability*

This graduate tracer study is developed to track the progress of the Bachelor of Science (BS) graduates of the Adventist University of the Philippines (AUP) in terms of employment, further study, entrepreneurship, and civic involvement after graduation. This study also evaluated the general impact of the BS programs on the competencies of the graduates in their respective areas and assessed their view of the overall quality of services that AUP had provided during their period of study at the university. The findings from this study provide invaluable information on graduates' current professional and academic activities and career paths which can be used to support university-wide improvement and planning initiatives for the delivery of current and future programs and services.

According to Garcia (2003), as cited in Gines (2004), tracer studies are important source of information to know what happened to the graduates of academic programs in Higher Education Institutions. Further, Schomberg (2003) shared that graduate survey results are important for analysis of relationship between higher education and work. Millington (2001) likewise mentioned that tracer studies provide information on employment and career, character of work and related competencies, and professional orientation and experiences of graduates.

This tracer study sought to:

1. determine the profile of the BS graduates of AUP in terms of employment characteristics and their transition to employment;
2. determine the extent of contribution AUP had made in the lives of the BS graduates in terms of usefulness of studies for job placement and personal knowledge, skills, and attitude; and
3. evaluate the performance of the College of Science and Technology (CST) in terms of preparation of its graduates on their professional competencies.

The result of this study hoped to contribute to the improvement of the Bachelor of Science programs of AUP in order to be at par with other colleges and universities offering the same program. The information gathered from this study will also be used for curriculum development and other possible emerging changes in education.

According to Laguador and Gotong (2013), the competence of the school program can be gauged by the occupational opportunities presented to the graduates, their present positions, and the nature of the jobs they obtained immediately after graduation.

Methodology

This study was conducted among the BS graduates of AUP from 2011-2016. The survey instrument was administered electronically from February 2015 to May 2016 through email contact information. The graduates were periodically emailed and called to encourage survey participation and to gather relevant information. From the graduates of 2011-2016, a total of 50 graduates responded to the survey.

Descriptive type of research was used to assess the present employment status of the respondents. Thirty eight of the graduates were locally employed (76%) and twelve (24%) were employed abroad. The presentation of data was done using frequency and percentage.

Results and Discussion

This tracer study assessed the employment status of BS graduates and further determined the employment period after graduation.

Table 1
Present Country of Work

	Frequency	Percent
Local	38	76.0
Abroad	12	24.0
Total	50	100.0

Table 1 shows that 38 or 76% of the respondents were locally employed while 12 or 24% were employed abroad. This implies a hundred percent total employability of the respondents.

Table 2
Time Span Looking for Employment After Graduation

	Frequency	Percent
1-6 Months	36	72
7-12 Months	6	12
MoreThan1 year	8	16
Total	50	100.0

Table 2 presents the time span spent by the graduates looking for employment. Thirty six of the graduates (72%) took about six months after graduation looking for a job. Furthermore, there were six graduates (12%) who were employed within seven to twelve months after graduation. Only eight graduates (16%) were able to find employment after graduation for more than a year. It only shows that most of the graduates did not take a long time finding employment after graduation.

Table 3

Length of Time Working After Graduation

	Frequency	Percent
Less Than 1 year	7	14
1-3 years	10	20
4-5 years	3	6
More than 5 years	30	60
Total	53	100.0

Result from Table 3 shows that thirty (60%) of the graduates have worked for five years or more while seven (14%) have worked for less than a year. The result implies that most of the graduates were employed right after graduation.

Table 4

Type of Work During the First Employment

	Frequency	Percent
Industrial	24	48
Educational	26	52
Total	50	100
Total	50	100.0

The table reveals that 26 respondents (52%) worked in educational setting like teaching, research, and school administration to name a few. On the other hand, there were 24 respondents (48%) working in industrial settings. This implies that BS graduates can be employed both in the educational and industrial settings.

Table 5

Income

	Frequency	Percent
Below PhP 10,000	2	4
PhP 10,001-20,000	12	24
PhP20,001-30,000	12	24
Above PhP30,001	18	36
Total	44	88
Missing System	6	12
Total	50	100.0

Table 5 reveals that the monthly income of the graduates ranges from ten thousand pesos and above with only two (4%) of them having a monthly income below ten thousand. Moreover, eighteen (36%) of them have a monthly income of thirty thousand pesos and above.

Table 6
Methods of Finding the First Employment

	Frequency	Percent
Previous Internship	1	2
Online Job Vacancy	3	6
Referral	14	28
Walk-in Application	20	49
Others	12	24
Total	50	100.0

There were 20 graduates (49%) who were able to find their first employment through walk-in application. Only one (2%) was able to find employment through the previous internship experience. Twelve respondents (24%) found their employment through other methods.

Table 7
Usefulness of Studies for Job Placement

Items	Very useful		Useful		Fairly useful		Not useful	
	N	%	N	%	N	%	N	%
My studies are useful for:								
1. finding an adequate job after finishing studies	27	54	20	40	2	4	1	2
2. fulfilling the present tasks	31	62	15	30	4	8	0	0
3. professional career development	27	54	21	42	2	4	0	0
4. improvement of personality	27	54	21	42	2	4	0	0
5. economic development of my country	20	40	27	54	3	6	0	0

Table 7 shows the responses of the BS graduates on the usefulness of their studies for job placement. The result showed that 62% (31) found their studies to be very useful in fulfilling their present tasks at work. Fifty four percent (27) mentioned that their studies were very useful in finding an adequate job after finishing their studies, for professional career development, and in the improvement of personality. There were twenty (40%) of them who also stated that their studies were very useful for the economic development of the country they are in. This implies that the graduates found their studies to be very useful in their present employment.

On the other hand, there were four (8%) who stated their studies were fairly useful in fulfilling the present tasks that they have. Six percent (3) also mentioned that their studies were fairly useful for the economic development of the country that they are in. Two of the graduates (4) found their studies to be fairly useful in finding an adequate job after graduation, for their professional career development, and for the improvement of personality. Only one (2%) graduate stated that his/her studies were not useful in finding an adequate job after graduation.

Table 8

Extent of Contribution of the Degree Attained to Personal Knowledge, Skills, and Attitude

Items	Very useful		Useful		Fairly useful		Not useful	
	N	%	N	%	N	%	N	%
1. enhanced knowledge	30	60	20	40	0	0	0	0
2. widened perspectives	27	54	22	44	1	2	0	0
3. critical thinking	36	72	14	28	0	0	0	0
4. problem-solving skills	36	72	13	26	1	2	0	0
5. research skills	26	52	21	42	3	6	0	0
6. communication skills	28	56	20	40	2	4	0	0
7. leadership and management skills	27	54	18	36	5	10	0	0
8. team spirit	28	56	19	38	3	6	0	0
9. work ethics/values	38	76	10	20	2	4	0	0

Table 8 displays that seventy six percent (38) of the graduates found their degree to have very much contributed to their work ethics/values. Thirty-six (72%) also mentioned that their degree have very much contributed to their critical thinking and problem solving-skills. There were thirty graduates (60%) who stated that their degree have very much enhanced their knowledge and twenty-eight of them (56%) stated that their degree have very much contributed to their communication skills and have also very much developed their team spirit. Fifty-four percent (27) also mentioned that their degree have very much widened their perspectives in life and have very much contributed to their leadership and management skills.

On the other hand, there were five (10%) of them who stated that their degree have a little contribution to their leadership and management skills; three (6%) of them mentioned that their degree have a little contribution to their research skills and the development of their team spirit; two (4%) of them also stated that degree have a little contribution to their communication skills and work ethics/values; and only one (2%) mentioned that the degree has a little contribution in widening the perspectives and in developing problem-solving skills.

This result implies that their degree had very much contributed to their personal knowledge, skills and attitude although some mentioned that there was only a little contribution of their degree.

Table 9

Extent of Preparation of the Graduates on the Following Competencies by the CST

Items	Very useful		Useful		Fairly useful		Not useful	
	N	%	N	%	N	%	N	%
1. exhibit theoretical knowledge	28	56	20	40	2	4	0	0
2. implement practical applications	28	56	20	40	2	4	0	0
3. demonstrate skills to solve problems in an employment context	26	52	20	40	4	8	0	0
4. apply the theories learned in the workplace	26	52	22	44	2	4	0	0

(table to be continued)

(table continues)

5.execute the skills learned in the workplace	25	50	23	46	2	4	0	0
6. demonstrate understanding of the ethical dimensions of the use of scientific theories	26	52	20	40	4	8	0	0
7. undertake higher level competencies through formal graduation or in an employment context	28	56	20	40	2	4	0	0

Table 8 shows the extent that the CST has prepared its graduates especially in the development of their competencies. Fifty six percent (28) stated that the CST had *very much* prepared them in terms of exhibiting theoretical knowledge, implementing practical applications, and undertaking higher level competencies through formal graduation or in an employment context. Furthermore, CST had also *very much* prepared the graduates in terms of demonstrating skills to solve problems in an employment context; applying theories learned in the workplace and in demonstrating understanding of the ethical dimensions of the use of scientific theories. There were also twenty-five (50%) of them who stated that the CST had *very much* prepared them to execute the skills learned in the workplace.

On the contrary, there were four (8%) of the participants who stated that the CST had little preparations for them in terms of demonstrating skills to solve problems in an employment context and demonstrating understanding of the ethical dimensions of the use of scientific theories. There were also two (4%) of the graduates who stated the CST had little preparations for them in terms of exhibiting theoretical knowledge; implementing practical applications, applying the theories learned in the workplace, executing the skills learned in the workplace, and undertaking higher level competencies through formal graduation or in an employment context.

Conclusion

This tracer study was able to determine the employment status of the BS graduates and their period of employment from the time of graduation to the present. Most of the BS graduates were employed related to their field for more than five years, and most of them were also able to find their employment after graduation within six months. Most of them had local employment and they were employed in industrial and educational settings. This study was also able to determine the contribution AUP had made in the lives of the BS graduates in terms of usefulness of studies for job placement and personal knowledge, skills and attitude. It was also able to evaluate the performance of the CST in terms of preparation of its graduates on their professional competencies.

Recommendations

The BS students especially graduating seniors should be provided with a program that will maintain their skills and performance in terms of employability since most of the graduates were able to find work related to their program for less than one year after graduation. In addition, AUP should continue to make a difference in the lives of the graduates in terms of usefulness for job placement and personal knowledge, skills and attitude. Specifically, CST should continue to hone the professional competencies of their graduates. Furthermore, the results of this study should be used as a basis for curriculum development.

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FACTORS AFFECTING STUDENT'S INTENTION TO HOLD LEADERSHIP POSITION

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Abstract

One of the missions of higher education is the development of leadership skills among the youth. This can be achieved through various activities, programs, and services that will develop students to be responsible citizens and leaders. Researches on student leadership have focused on traits, qualities, or characteristics of an individual that influence leadership behavior. However, limited studies investigated the intent of student to be leaders. Using a convergent mixed method design, the study looked at factors influencing student's intention to hold leadership position. The quantitative strand of the study explored the influence of Motivation to Lead (MTL), Leadership Efficacy (LE), and some demographic factors on Intention to Lead. Two scales, the Motivation to Lead (MTL) scale and Leadership Efficacy (LE) scale developed by Chan and Drasgow, were used to collect data from 191 purposively selected freshmen students. For the qualitative strand, four current student leaders were interviewed regarding the factors that influence their decision to be student leaders. Binary logistic regression and thematic analysis were used to analyze the data collected from the participants. The study revealed a low intention (32%) to hold leadership position among the participants. Social-normative (SN) MTL and affective-identity (AI) MTL were significant predictors of intention to lead. The model (LE, AI MTL, NonCalculative (NC) MTL, SN MTL, gender, program of study, and experience) accounted for 28% to 40% of the variance in intention to lead. Five factors were generated from the qualitative data: achievement and rewards, sense of duty, service, identity, and social support. Sense of duty fits into social-normative MTL, and, service and identity into affective-identity MTL. Achievement and rewards are related to noncalculative MTL. Social support was an additional factor that emerged from the qualitative study. A strong leadership development program centered on the factors identified should be formed to promote and enhance leadership involvement of students.

Keywords: *Motivation to lead; leadership efficacy; intention to lead; mixed-method study*

One of the problems the global community face today is the lack of good leadership. In a survey for Global Agenda 2015, a staggering 86% of respondents agreed that there is leadership crisis in the world today (Shahid, 2014). Global Leadership Index shows that there is very little confidence on leadership of different sectors. This is a challenge to institutions of higher education who are responsible not only for development of job skills but also life skills and values among the youth. One of the soft skills a student must develop while in school is leadership skill. For this reason, Student Leadership development has been given priority and is address through different programs in higher education institutions (Skalicky, Pedersen, Van der Meer, Fuglsang, Dawson, & Stewart, 2018). In the Philippines, the Commission on Higher Education (CHED) in its CMO No. 09 series of 2013, reiterates the need for Student Affairs and Services to systematically provide activities and services that will develop students to be responsible citizens and leaders (CHED, 2013).

Higher education offers many opportunities for students to exercise leadership or develop leadership skills (Astin and Astin, 2000; Skalicky, Pedersen, Van der Meer, Fuglsang, Dawson, & Stewart, 2018). These include serving as officers in student government, curricular and non-curricular organizations, residence halls, school publications, and participation in civic activities, community outreach, classroom activities among others. Among the different opportunities for leadership development, participation in student organizations were shown to be predictors of leadership development (Gerhardt, 2008; Hogendorp, 2012).

Researches on student leadership have focused on traits, qualities, or characteristics of an individual that influence leadership behavior (Marques, 2007; Crawford & Weber, 2012). Such qualities include core self-evaluation, leadership efficacy, personality, motivation to lead, leadership experiences. However, limited studies investigated the intent of student to be leaders. Instead of assessing leadership practices or effectiveness of leadership development programs, this study focused on students' intention to be a student leader. If educators can identify students who are more likely to engage in leadership, they can provide a more effective leadership development programs (Crawford & Weber, 2012). The intent of this study is to explore factors that influence student's intention to lead. A convergent mixed methods study will be used to combine quantitative and qualitative findings. In this study, survey data will be used to measure the relationship between motivation to lead, leadership efficacy, and intention to be a student leader. Further, current student leaders will be interviewed to determine factors that lead to their decision to be a student leader.

This study examined factors that influence students' intention to be student leaders in campus. Specifically, the study answered the following research questions:

1. Is there a significant relationship between motivation to lead, leadership efficacy, and intention to be a student leader?
2. Do motivation to lead, leadership efficacy, gender, program of study, and leadership experience significantly predict student's intention to hold leadership position?
3. What factors motivate current student leaders to hold office?
4. To what extent do the quantitative and qualitative results converge?

Literature Review

Leadership Development

Leadership is not a single trait one may or may not possess, rather, it is a set of well-recognized attitudes, behaviors and skills. Attitudes can be adopted, and behaviors and skills can be learned then honed through practice (Boone & Peborde, 2008). For this reason, leadership development has been championed as one of the primary missions of many colleges and universities. It has been emphasized as an outcome that graduates can expect because of their college education (Wisner, 2011). It has been one of the main responsibilities of student affairs professionals through programs that provide leadership opportunities in residence life, student activities, clubs and organizations, and service learning (Astin & Astin, 2000; Johnson, 2000).

Studies on leadership development have centered on its effectiveness measured through leadership capacity or leadership practices of student leaders. Harker (2016) studied the role of leadership motivation in the leadership development process. He investigated how leadership capacity is influenced by motivation to lead and leadership efficacy.

Crawford and Weber (2012) investigated the relationship of Core-Self Evaluation to Leadership Behavior. Finding suggests that a student with a higher evaluator score is more likely to engage in leadership behaviors. Their study aims to identify factors that could identify those who are likely to engage in leadership development. Through this, programs can be prepared to fit those who are more likely to engage and also help those who are not likely to engage.

Motivation to Lead

Motivation to lead (MTL) may be defined as an individual difference construct that affects a leader's or leader-to-be's decisions to assume a leadership training, roles, and responsibilities and that affect his or her intensity of effort at leading and persistence as a leader (Chan & Drasgow, 2001). This model consists of three factors: affective MTL—the internal emotional motivation to reach a position of leadership; social-normative MTL—the wish to reach a leadership position out of social norms or as a source of social esteem; and non-calculative MTL. This is described as a continuum from calculative expediency at one pole, where the individual is motivated to lead purely by self-interest, to noncalculative expediency at the other, where the individual is motivated to lead despite considerations of expediency. MTL was shown to be highly correlated with outcomes related to leadership development. Individuals who are determined to correlate closest to affective-identity MTL simply enjoy leading others. Individuals with a social-normative MTL choose to lead because they feel a sense of responsibility to do so. Lastly, individuals who relate to noncalculative MTL only lead if they are not conscious of the costs and the benefits of leading and the possibility that the costs may outweigh the benefits (Chan & Drasgow, 2001)

A study on the role of MTL to training effectiveness involving 132 managers have shown that individuals high on MTL benefit more from training by acquiring more leadership competencies, which in turn results in more effective leadership behavior and ultimately higher training effectiveness. Organizational support is revealed to further enhance this training process by moderating the influence of MTL on leadership competencies (Stiehl, S. K., Felfe, J, Elprana, G. & Gatzka, M. B., 2015).

Hong, Catano, and Liao, (2011) conducted two studies investigating the role of emotional intelligence and MTL in leadership emergence. Results of the study suggest that participants who were high in affective-identity MTL became leaders in leaderless discussions, while high social-normative MTL individuals assumed leadership roles in long-term project teams. Both studies found that use of emotions, which is a component of EI, was positively related to affective-identity and social-normative MTL and indirectly related to leader emergence.

Leadership Efficacy

Self-efficacy is central to the exercise of human agency, or the ability to influence one's own course of action, effort, and accomplishments (Bandura, 1997). It is defined as the confidence an individual has in one's capabilities to successfully accomplish a task or meet a challenge.

Leadership efficacy has been one of factors known to have an influenced on MTL and leadership effectiveness (Chan & Drasgow, 2011; Bobbio & Rattazzi, 2006, Wisner, 2011). Tafero (2007) explores the relationship between personality and motivation to lead, a proposed intervening variable between personality and leadership. In addition, this study looks at both broad and narrow measures of personality as predictors of motivation to lead. Results reveal that Leadership self-efficacy was found to be significantly related to both affective-identity MTL and social-normative MTL.

Wisner (2011) investigated the degree to which strengths ownership, psychological capital (PsyCap) qualities of hope, self-efficacy, optimism, and resiliency, and demographic characteristics of gender, college class level, leadership experience, and strengths experience are predictive of effective leadership practices as defined by the Leadership Challenge model. Participants included 153 students in leadership positions in student development programs at five faith-based colleges and universities. Findings indicate that self-efficacy is significant predictors on two of the SLPI scales.

Theoretical Framework

This study built on Harker (2016) theory of leadership development which was after Chan and Drasgow's (2001) theory, and Dugan's (2017) integrated model for critical leadership development. Hacker considered motivation, and leadership capacity, using social identity as a contextual factor that affects the relational nature between each construct. Using data from a national survey, a best fit model obtained showed a direct path between MTL and capacity, and, leadership efficacy and capacity. Further MTL was seen to partially mediate leadership efficacy and capacity. The model is invariant across groups.

Methods

Research Design

The study used a convergent mixed method research design to address the research questions. In a convergent design the quantitative and qualitative strands are implemented at the same phase of the research process. Both strands are given equal priority and are kept independent during analysis. The results from both strands are mixed during the overall interpretation (Creswell & Plano Clark, 2007). Quantitative methods will be used to explore the factors affecting students' intention to be student leaders in campus. Simultaneously, qualitative inquiry among current student leaders was conducted.

Sample and Sampling Procedure

The study used convergent design using multilevel samples. This involves the use of two or more sets of samples that are extracted from different levels of the study, i.e., different populations (Onwuegbuzie & Collins, 2007). For the quantitative strand, purposive sampling was used to obtain a sample (n=191) of freshman students. Homogeneous sampling was used to identify the participants (n=4) for the qualitative strand. In homogenous sampling all the members possess a certain trait or characteristic (Fraenkel, Wallen and Hyun, 2012). Four current student leaders were interviewed to provide data.

The sample represents the different colleges in the university. Twenty nine percent of the respondents were taking health related program such as nutrition, dental med, and laboratory science. Fifty two percent were male. Sixty-two percent had been a student leader in high school.

For the qualitative study, the sample was made up of two females and two males. Three served in the student government and one was a president of the graduating class. Two were elected officers, and two were appointed. All the participants were graduating students. All leaders were from the college of Arts and Humanities.

Research Instrument

Two scales were used for the quantitative strand of the study, the Motivation to Lead (MTL) scale and Leadership Efficacy (LE) scale developed by Chan and Drasgow (2001). The MTL includes 27 items, with 9 items assessing each MTL factor: affective-identity, social-normative, and non-calculative. An example item from the affective-identity factor is: "I am the type of person who likes to be in charge of others." An example item from the social-normative factor is: "It is an honor and privilege to be asked to lead." An example item from the non-calculative factor is: "I am only interested in leading a group if there are clear advantages for me." A confirmatory factor analysis conducted by Tafero (2007) resulted into deletion of two items to yield an acceptable fit (CFI=.931, SRMR=.087, RMSEA=.051). The modified MTL scale with 25 items was used in the study.

The leadership self-efficacy contained six items with Likert-type response scales. An example item from this measure is "I believe that leading others effectively is a skill that I can master." Reported coefficient alpha values range from .76 to .83 (Tafero, 2007).

For the qualitative strand, a semi structured interview was conducted. Interview questions centered on factors the influence the students' decision to be student leaders.

Data Gathering Procedure

Data gathering was facilitated with the assistance of the Student Affairs and Services (SAS) personnel. For the quantitative data collection, the deans of 10 residence halls in the campus administered the instruments to selected freshman residents. A total of 230 questionnaires were distributed but only 198 (90%) completed questionnaires were returned. The final sample was 191 after checking for outliers.

The interview of the four selected key informants were done in one of the offices at the SAS office by the researcher. Each interview lasted for about 15 minutes. All interviews were digitally recorded.

Data Analysis

The quantitative data were tabulated and analyzed using SPSS software (v23). Descriptive statistics such as frequency, percentage, mean and standard deviation were used to summarize the profile of the participant. Binary logistic regression was used to determine predictors of student's intention to be a student leader in college. Binary Logistic regression determines how well a set of predictor variables predicts a dichotomous categorical variable (Yes/No). It uses goodness of fit to determine adequacy of the model. It provides a measure of the relative importance of each predictor variable, or the interaction among the predictor variables (Pallant, 2005).

Analysis of data started with transcription of recorded interview of each participant. After transcription, the researcher go over the text and identified all words or phrases that were deemed related to the issues addressed in the study. From the keywords, initial themes were identified. The initial themes were further analyzed and grouped to come up with the final themes.

Results

Motivation to Lead and Leadership Efficacy

Responses for each of the three factors of MTL were averaged to summarize the participants level of motivation. Levels of motivation for affective-identity MTL ($M=2.94, SD=0.53$) and NonCalculative MTL ($M=3.38, S=.60$) were low. Slightly high level of Social-Normative MTL ($M=3.53, S=0.55$) was observed.

Table 1

Descriptive Statistics for Motivation to Lead factors

	N	M	SD
Social-Normative MTL	191	3.53	0.55
NonCalculative MTL	191	3.38	0.60
Affective-Identity MTL	191	2.94	0.53

Response Scale: 1 (strongly disagree) to 5 (strongly agree)

Level of leadership efficacy is also low ($M=3.07, SD=.54$). Participants have confidence that they can learn the skills of leading others ($M=3.53, SD=0.89$). However, they still lack confidence that they can lead others effectively ($M=2.80, SD=1.10$).

Table 2

Descriptive Statistics for Leadership Efficacy

	N	M	SD
Can master skill of leading others	191	3.53	0.89
Feel confident to become leader	191	3.17	0.92
Good at leading others	191	3.11	0.87
Not possible to lead effectively (R)	191	2.93	0.99
Do not expect to become effective leader (R)	191	2.86	0.91
Not confident to lead (R)	191	2.80	1.10
LEADERSHIP EFFICACY	191	3.07	0.54

Response Scale: 1 (strongly disagree) to 5 (strongly agree)

Intention to Lead

Sixty-eight percent ($n=130$) of the participants do not intend to hold leadership position while in college. Only around 32% has intention to be a student leader.

Table 3

Intention to Lead

		Frequency	Percent
Do you intend to be a student leader in College?	Yes	61	31.9
	No	130	68.1
	Total	191	100.0

Relationship between Motivation to Lead, Leadership Efficacy and Intention to Lead

Table 4

Relationship between motivation to lead, leadership efficacy, and intention to lead

	Intention to Lead	
	r_{PB}	p
Affective-Identity MTL	.391**	.000
NonCalculative MTL	.200**	.006
Social-Normative MTL	.446**	.000
Leadership Efficacy	.295**	.000

Using point biserial correlation (r_{PB}) the relationship of motivation to lead and leadership efficacy to intention to lead was determined. There is a significant relationship between intention to lead and each of the factor of MTL. Correlation coefficient for affective -identity MTL ($r_{PB}=.39$), noncalculative MTL ($r_{PB}=.20$), and leadership efficacy ($r_{PB}=.30$) are positive but low. An increase in these characters would result to an intention of being a leader in college.

Predictors of Intention to Lead

Table 5

Logistic Regression Predicting Likelihood of an Intention to be a Student Leader

	B	S.E.	Wald	df	p	Odds Ratio	95% CI for Odds Ratio	
							Lower	Upper
Gender (1)	-.67	.41	2.63	1	.10	.51	.23	1.15
EXP (1)	-.20	.43	0.23	1	.64	.82	.35	1.89
Affective-Identity	1.44	.50	8.23	1	.00	4.22	1.58	11.30
Noncalculative	-.24	.36	0.42	1	.52	.79	.39	1.61
Social-Normative	1.80	.44	16.69	1	.00	6.08	2.56	14.45
Leadership Efficacy	.36	.43	0.69	1	.41	1.43	.61	3.36
Program3(1)	.08	.39	0.05	1	.83	1.09	.50	2.35
Constant	-11.57	2.17	28.53	1	.00	.00		
Constant	-11.57	2.17	28.53	1	.00	.00		

$\chi^2=61.63$ Cox and Snell $R^2=27.6\%$
 $p<.001$ Nagelkerke $R^2=39.7\%$

Binary logistic regression was performed to assess the impact of several factors on the likelihood that respondents would report that they have an intention to be a student leader. The model contained seven independent variables: Gender, Leadership Experience (with/without), Affective-Identity MTL, NonCalculative MTL, Social-Normative MTL, Leadership Efficacy, and Program of Study (NonStrict/Strict). The full model containing all predictors was statistically significant, $\chi^2=61.63$, $p<.001$, indicating that the model was able to distinguish between respondents who intended and did not intend to be a student leader. The model explained between 27.6% (Cox and Snell R square) and 39.6% (Nagelkerke R squared) of the variance in intention to lead, and correctly classified 80.6% of cases. As shown in Table 6, only two of the independent variables made a unique statistically significant contribution to the model (affective-identity MTL and social-normative MTL). The strongest predictor of intending to lead was social-normative MTL, recording an odds ratio of 6.08. This indicated that for every one unit increase in social-normative MTL, the respondents were over 6 times more likely to have an intention to be a student leader. The odds ratio of 4.22 for affective-identity MTL indicated that for every one-unit increase respondents were 4 times more likely to have an intention to lead, controlling for other factors in the model.

Qualitative Data Findings

Qualitative data were obtained from four student leaders to understand what their motivations were for being a student leader, and their perspective on how to motivate other students to be a student leader.

Student leader W

W was a female student leader. She described her reason for being a student leader as a way of giving back. *Since my second year, I was active in different offices – dorm, department, small group, and college. I've been very blessed in the past 3 years and just to give back before I graduate I took the challenge to run for this office.*

Elaborating on what she means by “giving back” she explained, *I want to give the student a meaningful college life this school year. I want to give them a balance experienceBefore I ran, parang namatay na ang council (it seems that the council is dead) because of the transition, nabago ang system (system is changed)Before I ran, parang walang pakialam na ang student*

(students do not care), *ayaw ng mag-involve* (do not want to get involved). *I ran because I want the student to be more empowered, dapat may pakialam* (should care), *social interacting...I was motivated to run.*

She also added, *I've been a student association president in elementary and high school, so this time college naman.*

Her opinion on how to motivate others to be involve in student leadership she responded: *Kulang ng (Lacks) push there's a leader in them.... but kailangan (need) ng program to push them to go out of their comfort zone...they were afraid. She explained, change of curriculum.... Walang (no) incentive.... busy with academics. Waste of time... 'bat ako sasali e wala akong makukuha* (why would I join if I cannot get anything). *Paubos na ang student leaders* (student leaders are going scarce).

Student leader X

X was a male student leader. When asked why he accepted the responsibility of being a student leader he said, *First is negative, my main reason.... parang pasikat (to brag) ...ay si X president ...may impact! Second...personal development...may naiimprove...may na learn ko na wala sa* (learned something outside of) *classroom setting. X narrated his feeling when he was nominated for the office, Ako'y na excite. I've been praying na sana ako ang* (hope I will be) *president...ever since ganun. Excited.... ang saya* (so happy)!

Student Leader Y

Y was a male student leader. When asked why he run for office he explained, *first reason po kasi I was force, force by W. She said she will not run for President if I will not run for Vice. Then na-endorse ako kay Sir F (adviser), I was influence then by sir.... but deep inside I want to run because of something that happened.*

Y explained the event that led to his acceptance of the challenge to be a leader, *Last week I was nominated to be president in our department. In my speech, I said I am Y please don't vote for me. After, the adviser told me. Y don't say it again.... you're here with a purpose ...Nagflash back in elementary and high school, often times I was nominated as member of executive board...president or vice president but then nag cacavein ako sa* (I cave in for) *lower position kasi* (because) *I don't want responsibilities. From this experience the said, I was convicted, and then I received a note to run for VP. I was longing for experience...sometimes leadership is a burden, but it is a challenge. Habol ko ay* (I am after) *experience at yong mga* (and the) *skills na matututunan ko* (that I can learn).

When asked about the leadership condition in the school he said, *right now po ma'am iyan ang pinag-uusapan namin, kasi katatapos lang ng election but then Very few are interested.... ang reason po na nakikita ko* (the reason I see is) *objectively, kasi yong Change in curriculum nila is much more focus in academics. The students nowadays they want to be part of the student association, but they don't want to get involve as a leader ... When asked if the school should do something he replied, Leadership issue should be addressed ... hindi lang naman* (not only) *Academics ang magdictate ng future nila* (will determine their future). *They need to learn in leadership what you could not learn in academics...Siguro kailangan din ng* (maybe they also need) *compensation for the leaders.... kasi it will motivate them to be a leader ... Schools should have like this benefit for student leader para much more sila ma motivate at eventually marealize nila na di lang naman yong benefits.*

Student Leader Z

Z was a female student leader. She filled up an appointed position. When asked why she accepted the appointment she said, *Me and W we worked together in our college before we went*

into student council. Me, W, Vic and Y, we were together in our college community na, we were handling programs ... we're already close na at the moment, we worked well together. When she (W) told me she need a councilor, at first mam ayaw ko, I'm fourth year and I'm getting ready for my surgery ... wala tayong magawa mam (I cannot say no), I was thinking she, she needs also our help so... we work well together.

Z served as a leader even before working with W she explained her motivation, *kasi ever since I was young my idea is if no one would do it...nothing will happen. So, I must take charge. Maybe my parents din, my parents are both leaders din, high school din I was in student government so naexpose na rin ako (so I was also exposed). The more I felt comfortable that I can do it. The more I got... friends ko, they see potential, especially in our department if they see potentials in you they will help you grow as a leader.*

Twenty-four key words and phrases were obtained from the responses of the four participants. From these 24 keywords/phrases, five themes were developed. The five themes were *achievement and rewards, Identity, Sense of Duty, Service, and Social Support*.

Achievement and Rewards. Participants decided to be a leader because of personal growth, experiences, skills and fame they will get from the experience. They felt that more students would be interested to be a leader if there will be incentives and benefits from it.

Identity. Participants were motivated to run for office or accept an office because they have been a leader in the past. One participant mentioned the influence of both parents who were leaders as well.

Sense of Duty. The decision to be a leader was born out of conviction that they should lead. Because, if no one would do, nothing will happen. They should take charge.

Service. Being a leader was a form of giving back. It was also a way of giving other students meaningful experiences in their student life.

Social Support. Decision to be a leader was influence by teachers, advisers, and friends. Support could be in a form of advices, encouragement, or relationship between friends or significant others.

Discussion

The study seeks to identify factors affecting student's intention to hold leadership position. Constructs found to be related to leadership capacity and performance such as motivation to lead and leadership efficacy (Harker, 2016; Chan and Drasgow, 2001; Dugan, 2017) and other demographic characteristics were examined against student's intention to be one of the student leaders in campus.

Social-Normative MTL (SN MTL) and Affective-Identity MTL (AI MTL) were shown to be predictors of students' intention to serve as students' leader. Individuals with SN MTL might choose the role of group leader because they believe that leading others is their duty or responsibility (Hamid & Krauss, 2013, Tafero, 2007. Chan & Drasgow, 2001). From the qualitative data *sense of duty* was one of the reasons why the participants decided to be student leaders. They were convinced that they had to do it, because if they don't, nothing would happen.

Another significant predictor was AI MTL. Individuals with this kind of motivation may simply like leading others (Tafero, 2007). Two themes from the qualitative analysis supported this construct *identity*, they have been leaders in the past, or their parents were leaders as well; and *service*, being a leader is a means of giving back, helping others have meaningful college experience. Persons with AI MTL tend to be outgoing and sociable and to value competition and achievement (Chan, Rounds, and Drasgow, 2000).

NonCalculative MTL (NC MTL) was not identified as a predictor and a low mean score was generated from the data. People with NC MTL may decide to accept a leadership role only if they are not too overly "calculative" in the cost effectiveness of being the leader of a group. It

refers to one's willingness to take on leadership roles without being too calculative about the costs involved. The more calculative people are about the costs, the less they wish to take on leadership roles (Hamid & Krauss, 2013; Barbuto, 2001). One of the themes from the qualitative data was achievement and rewards. Student leaders took the challenge for fame, personal growth, and opportunity to gain experience and learn skills. Although it was not their reason, they believed that if the university will offer incentive or benefits, it will encourage students to be interested in leadership, but it can be noted that although they believed that compensation and incentives would matter, it was not a factor in their own decision.

The only theme that was not accounted for by the quantitative data that came out of the qualitative data is *social support*. Student leaders took on the responsibility because of their relationship with classmates, teachers, advisers and other significant individuals in campus.

Limitation

The study focused only on motivation to lead and self-efficacy as main predictors of intention to lead along with some demographic variables. Participants in the quantitative part were all freshman students. Qualitative part included only four current student leaders. All participants came from a private, sectarian institution of higher learning.

Conclusion

Students' intention to be a student leader is greatly influence by their sense of duty and responsibility to others (SN MTL), and by their simple desire to lead and serve others (AI . MTL). Noncalculative MTL is low. Student leaders accept the position for personal growth, experience, skills and fame. Incentives and benefits can encourage other students to be a student leader. Social support and relationship affect decision to be student leaders.

Students disinterest in leadership position should be a concern to the school community. School administrations especially the student affairs should plan leadership program centered on the factors identified to encourage students to take part in the leadership development.

Programs that will increase AI MTL and SN MTL should be implemented since the two factors were identified as predictors of intention to lead. Capitalizing on social support should also be taken into consideration. Mentoring program and other opportunities that could encourage students at the start of their stay in a university to take advantage of leadership development should be addressed.

Other factors affecting intention to lead should be studied and explored. Personality factors, school climate, and other personal characteristics should be considered to create a better model for engagement in leadership development.

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INVOLVEMENT IN MISSION, CHRISTIAN MINISTRY, AND COMMUNITY SERVICE: THEIR INFLUENCE ON THE JOB PERFORMANCE OF UNIVERSITY EMPLOYEES

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Abstract

Many researches have tried to identify factors influencing job performance. Job performance among university employees may be influenced by many factors including their involvement in university mission, ministry, and community extension services. However, there was no concrete evidence of this claim, thus this study explored the influences of these factors on employee job performance. This descriptive-correlational study utilized a survey questionnaire designed to analyze the data of 367 purposively sampled university employees. The questionnaires include the involvement of the employees to the university mission, Christian ministry, and community services. Open-ended questions were included to determine the direct involvement of the employees to these three major components. The job performance ratings were generated from the records of the Human Resource Office, which was handled confidentially. The study revealed that the employees were very highly involved in the mission, Christian ministry, and community services of the university. Moreover, involvement in the mission and community services had a positively but low degree of correlation with job performance. Using regression analysis, involvement in the mission of the university was the sole significant predictor of employee job performance. The comparison of the job performance in terms of position, sex, years of service and age were not significant. Furthermore, the employees proved to have direct participation in nurturing students for Academic excellence, Christ-like character, and Exemplary service (ACE). In addition, diversified community services were rendered by the employees. Employees who are involved in the mission and community extension services of the university have high job performance rating. The various activities they were involved motivated them to work beyond what is expected of them. Thus, this study led to a new predictor of employee job performance. For further research, similar study can be conducted to a broader population size using other factors.

Keywords: *job performance, mission, ministry, community services, involvement*

Job performance among employees of any organization may be influenced by many factors. Studies have been conducted to identify factors that may influence job performance (Ghebregiorgis, 2018; LiLin, 2018; Tomo, & Todisco, 2018). Employees are the blood stream of any business and are the most valuable assets of every organization. They can also affect the reputation of the organization by being unproductive. Lutwama (2011) and Sendawula, Kimuli, Bananuka, and Najjemba (2018) reported the poor employee performance in the Health Sector. This has been greatly attributed to the poor training and minimal engagement of employees. Their poor performance was due to their absenteeism and untimely provision of services to their clients, low productivity, poor attitude toward clients, and poor quality of health care services provided to clients.

According to Sofijanov¹ and Zabijakin-Chatleska (2013), employees who possess knowledge, skills and abilities, gain wider strategic importance. Employees should be involved in the affairs of the organization they belong to. Employees who are involved in decision –making, problem solving, and in any programs and activities of the organization may develop positive behavior that has personal and organizational benefits.

The employees should be aware of and internalize the mission and vision of the organization. However, employees have the tendency to lose interest in the mission or vision statement after getting employed and accepted in an organization (Darbi, 2012). If the mission and vision of an organization is imbued in the community, more results may be achieved.

Studies on involvement of employees have been done but limited on employee involvement in the university mission, ministry, and community extension services linking to job performance. Thus, this study was conducted to determine the influence of mission, Christian ministry, and community service involvement on the job performance of university employees.

Review of Literature

University Mission Involvement

Employee engagement is described by Men (2015) as positive attitude held by the employees toward the organization and its values. Engaged employees are characterized by energy, absorption, involvement, efficacy, vigor, dedication, enthusiasm and a positive state, which increase their productivity.

The mission and vision statements are strategic tools that are meant to continually communicate desirable attitudes, work ethic, cultures, and values that employees can operationalize in their choice of actions and inactions (Bartkus, 2004; Karami, 2001 as cited in Darbi, 2012), Darbi further stated that employees have the tendency to lose interest in mission or vision statement after getting employed and accepted in an organization. If the mission and vision of an organization is imbued in the community, more results may be achieved.

The mission of the University states that “The Adventist University of the Philippines is committed to provide quality Bible-based education, nurturing students for academic excellence, Christ-like character and exemplary service” (Manual of Academic Policies, 2019, pp. 14).

Christian Ministry Involvement

Christian ministry is an activity carried out by Christians to express or spread their faith (Brand & Ulrich, 2003). Christian ministry involvement may include visitation in the hospitals, dormitories, those who have special needs, sick, give donations in any forms to those who are in need, and fellowshiping with Christians and non-Christians.

Community Extension Program and Services Involvement

The Community Extension Program is an important program of the university where students, faculty, and staff who are involved can experience a different way of learning (Rubio et al., 2016). The universities extend their mission to the community to lend a hand to the needy and to make a change in their lives through the different programs and activities. The Community Extension Services with their programs helps in cultivate the leadership skills, public speaking, self-confidence of the people involved. It provides impact to the character and values of the students and employees involved (Laguador & Chavez, 2013).

Community involvement has many benefits. It strengthens educational outcomes, because a school’s effectiveness is enhanced by its relationship with the community. It was documented that parent-school-partnerships improve schools, strengthen families, build community support, and increase student achievement and success (Cho Yan Ye, 2018). He further added that “a school mission and goals, guide a successful school community partnership to achieve educational objec-

tives, with projects that integrate with established curriculum”. Furthermore, community engagement is grounded in the principles of community organization: fairness, justice, empowerment, participation, and self-determination (Wallerstein as cited by McCloskey et al., 2011).

According to the City of Mississauga (2017, p.4),

Meaningful community engagement is about having representation from the whole community, not just a small voice, but hearing from all people. It is about an open, two-way dialogue. It gives opportunities for the community to propose ideas and come up with collective solutions. It is about offering an effective, inclusive approach to seek diverse opinions. And, it is an ongoing conversation that allows the community to help define and shape the City’s future.

Employee Performance

Tureckiová, 2007 as cited in Šikýř (2011) stated that “employee performance represents results and behavior of employees usually expressed through quantity, quality, timeliness, effectiveness, manner, attendance and other measures of employee performance that is determined by employee abilities, motivation and working conditions”.

Moreover, Selvarasu and Sastry (2014) stated that the level of employee performance is highly determined by the level of commitment an employee has toward the organization and its values. The study of Anitha (2014) revealed that employee engagement had significant impact on employee performance ($r^2 = 0.597$).

A study of Markos (2010) found that “engaged employees are emotionally attached to their organization and highly involved in their job with a great enthusiasm for the success of their employer, going extra mile beyond the employment contractual agreement”. This result implies that those who are involved in their in carrying the mission of the organization and are actively involved in Christian ministry and community services performs high in their organization.

Methods

This descriptive-correlational study utilized a survey questionnaire to determine how mission, Christian ministry, and community service involvement influence the job performance of university employees. The data of the 367 purposively sampled university employees who completed the survey questionnaires and with complete evaluation results were used in the analysis. The questionnaire includes the involvement of the employees to the university mission, Christian ministry, and community services. Open-ended questions were included to determine the direct involvement of the employees to these three major components. The job performance ratings were generated from the records of the Human Resource Office, which was handled confidentially.

Table 1
Demographic Profile of the Respondents

Position		Frequency	Percent
Valid	Administrator	12	3.3
	Faculty, Dean, Academic Director, academic support staff	216	58.9
	Student services staff	27	7.4
	Finance and auxilliary services staff	112	30.5
	Total	367	100.0
Sex		Frequency	Percent
Valid	Male	171	46.6
	Female	196	53.4
	Total	367	100.0
Marital Status		Frequency	Percent
Valid	Married	285	77.7
	Single	72	19.6
	Widowed/Separated	10	2.7
	Total	367	100.0
Years in Service		Frequency	Percent
Valid	10 years below	173	47.1
	11-20 years	113	30.8
	21-30 years	45	12.3
	31 or more years	36	9.8
	Total	367	100.0
Age		Frequency	Percent
Valid	Less than 30 years old	62	16.9
	31-40 years old	81	22.1
	41-50 years old	95	25.9
	51 - 60 years	107	29.2
	Above 60 years old	22	6.0
	Total	367	100.0

Majority (58.9%) of the university employees were from the academic department which include the faculty, college deans, academic directors, and academic support staff, followed by the staff (30.5%) from the finance and auxiliary services. Of the 367 employees 197 or 53.4% are females and 77.7% of them are married.

The years of service of the employees ranged from below 1 year to 40 years, with age ranging from 23 to 68 years old. Majority of the employees had years of service of 10 years and below (47.1%) and between 11-20 years (30.8%). This means that the majority (77.9%) of the university workforce had served the university for 20 years and below.

Result

Table 2

University Employees Involvement of in Mission

	Mean	Std. Dev	Interpretation
m1. I understand the mission of AUP which is to provide Bible-based education, nurturing students for academic excellence, Christ-like character, and exemplary service (ACE).	4.90	.295	Strongly Agree
m2. I am committed to support the mission of AUP.	4.96	.213	Always
m3. During the current academic year, I am actively involved in nurturing students for ACE.	4.58	.772	Always
m4. During the current academic year, I spend at least four hours a month in nurturing students for ACE.	4.38	.961	Often
Involvement in Mission	4.72	.458	Always (Very High)

The study revealed that the involvement of employees in the mission of the university were *very high* (mean = 4.72). They *strongly agreed* that they understand their mission which provides Bible-based education that nurtures students for Academic excellence, Christ-like character, and Exemplary service (ACE). They were always committed to support and were actively involved in nurturing students for ACE.

In an open-ended question for their involvement, the employees proved to have direct participation in nurturing students for ACE through involvement in various means such as counseling, sponsorship, advising, separate college congregation Sabbath engagement, and socio-spiritual activity immersion.

Table 3

Involvement in Christian Ministry

	Mean	Std. Dev	Interpretation
Cm1. I understand that as a worker of AUP I have to be involved in Christian ministry of PIC or the local church where I belong.	4.84	.367	Strongly Agree
Cm2. I am committed to be involved in Christian ministry of PIC or the local church where I belong.	4.79	.513	Always
Cm3. During the current academic year, I am actively involved in Christian ministry of PIC or the local church where I belong.	4.53	.796	Always
Involvement in Christian Ministry	4.72	.473	Always (Very High)

As reflected in Table 3, the study revealed that the university employees are always involved in Christian ministry. They understand that they have to be involved in the Christian ministry of the university and also in the local churches. In addition, the university employees were always committed and actively involved in the Christian ministry of the church where they belong. These results imply that the involvement of the university employees in Christian ministry was very high.

In terms of their direct Christian ministry involvement, they confirmed that they are involved in music ministry, prayer, Pathfinder, and children ministry; home, dormitory, clinic, and church visitations; and other church-related outreach programs.

Table 4
Involvement in Community Service

	Mean	Std. Dev	Interpretation
Cs1. I understand that as an employee of AUP I have to be involved in service to the community.	4.82	.381	Strongly Agree
Cs2. I am committed to support the community service program of AUP.	4.80	.477	Always
Cs3. During the current academic year, I am actively involved in the community service program of AUP.	4.39	.957	Often
Community Service	4.68	.499	Always (Very High)

The involvement of university employees in the community services was perceived to be very high as reflected in Table 4. They understand why they need to be actively involved and be committed to support in the activities of the community extension services of the university.

The diversified community services are rendered by the employees. They facilitate dental, medical, optical, and surgical missions including health lectures and programs among beneficiaries of all ages; organic farming and livelihood programs; Bayanihan; charity works; clean-up drives; anti-drug and anti-smoking campaigns; and many school community-related activities.

Table 5
Job Performance Evaluation (JPE) Rating

	Mean	Std. Deviation
JPE Rating	4.57	0.322

The university employees are evaluated yearly by the students (50%), peer (20%), and supervisors (30%). The combinations of these evaluation ratings with a percentage allotted were summarized into a job performance evaluation rating. Based on the data, the job performance evaluation rating is 4.57 (SD =.322) implying a High performance among employees.

Table 6

Correlation Analysis of Involvement and Job Performance Rating

		Involvement in Mission	Involvement in Christian Ministry	Community Service	JPE Rating
Involvement in Mission	Pearson Correlation	1	.503**	.452**	.110*
	Sig. (2-tailed)		.000	.000	.037
	N	364	364	361	364
Involvement in Christian Ministry	Pearson Correlation	.503**	1	.583**	.068
	Sig. (2-tailed)	.000		.000	.198
	N	364	365	362	365
Community Service	Pearson Correlation	.452**	.583**	1	.108*
	Sig. (2-tailed)	.000	.000		.039
	N	361	362	363	363
JPE Rating	Pearson Correlation	.110*	.068	.108*	1
	Sig. (2-tailed)	.037	.198	.039	
	N	364	365	363	367

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

* . Correlation is significant at the 0.05 level (2-tailed).

Reflected in Table 6 are the Pearson correlation coefficients of the mission, Christian ministry, and community services involvement variables and job performance rating. The results revealed that involvement in the mission and community services of the university employees had a positively but low degree of correlation ($r = .110$ and $r = .108$) with job performance. Employees who are involved in the mission and community extension services of the university have higher job performance rating.

Table 7

Regression Analysis of Job Performance Rating

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	R ²
		B	Std. Error	Beta			
1	(Constant)	4.180	.176		23.739	.000	
	Involvement in Mission	.083	.037	.117	2.224	.027	.014
		R = .117, F(1,359) = 4.95, p = .000					

a. Dependent Variable: JPE Rating

Using regression analysis, involvement in the mission of the university was the sole significant predictor of employee job performance. Further, comparison results revealed that the comparison of the job performance in terms of position, sex, years of service, and age were not significant. Furthermore, the employees proved to have direct participation in nurturing students for ACE. In addition, diversified community services were rendered by the employees.

Discussion

The result of this study indicates a very high performance of the university employees in the mission, Christian ministry, and community services. The university employees have direct participation in the mission of the university was in the form of counseling, sponsorship, advising, separate college congregation Sabbath engagement, and socio-spiritual activity immersion.

The Christian ministry involvement of university employees was in various forms such as music ministry, prayer, Pathfinder, and children ministry; home, dormitory, clinic, and church visitations; and other church-related outreach programs.

The Community Extension Services department of the university provided the students and employees programs for the community. Students and employees were involved in dental, medical, optical, and surgical missions including health lectures and programs among beneficiaries of all ages; organic farming and livelihood programs; Bayanihan; charity works; clean-up drives; anti-drug and anti-smoking campaigns; and many school community-related activities.

The training and skills gained from the involvement of students and faculty in the Community Extension services is a life learning experience (Rubio, 2016). It is a venue for personal and professional development particularly in cultivating the leadership skills, public speaking, self-confidence of the people involved (Laguador & Chavez, 2013).

There is a correlation between the involvement of university employees in the mission, Christian ministry, and community services and their job performance. Employees who are involved in the mission and community extension services of the university have high job performance rating. The various activities they were involved in motivate employees to work beyond what is expected of them. However, the study conducted by Darbi (2012) revealed awareness of the mission and vision statements alone was enough to influence behaviours and attitudes; it has to be put in action. Several studies claimed that employee engagement had significant impact on employee performance (Anitha, 2014; Tureckiová, 2007 as cited in Šikýř, 2011).

Conclusion

The university employees' involvement in mission, Christian ministry, and community extension services was very high. Understanding and being involved in the University's mission led to a high job performance rating of university employees. Employees who are involved in the mission and community extension services of the university have high job performance rating.

Recommendations

Based on the results, the following recommendations were drawn: (a) the University's administrators may find other community linkages for more venue for involvement among students and faculty; (b) colleges and departments may create other ways of serving the people in the community which involves faculty, staff, and students; (c) A retrospective research may be done to assess the improvement of the University employees' involvement which can lead to the improvement of future programs and activities regarding the mission, Christian ministry, and community service of the University.

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