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Table of Contents

International Students' Satisfaction of ISO 9001 Certified Education: A Basis for a Preventive and Corrective Program

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Abstract

The concept of people seeking education outside their country has been with humanity for a very long time. It is all because of the perception of quality education or non-existing schools, programs or courses in the home country. This quantitative study was based on the service quality (SERVQUAL) dimensions of reliability, assurance, tangible, empathy and responsiveness coupled with ISO 9001 requirement of conformity and nonconformity to determine the level satisfaction of international students on an ISO 9001 certified institution in the Philippines and developed a responsive program. Responses from 100 conveniently selected international students in 10 ISO certified universities have been analyzed with SPSS 20. The results indicate that the overall service quality of these universities is moderately satisfied. Again, the SERVQUAL determinants of Assurance, Tangibles, and Empathy are all moderately satisfied to indicate conforming to observation. Reliability indicated conformance with the opportunity to improve. However, Responsiveness is noted to be slightly satisfied which is a minor non-conformity. It requires immediate root-cause analysis and using correction and corrective actions to seek continual improvement. The Preventive and Corrective Program should be based on orientation, training, educating, communication, repair and maintenance and beautification. The paper recommends the universities, CHED and ISO certifying institutions intensify their standards to address the elements of Assurance, Tangibles, Empathy and more importantly, Responsiveness.

Keywords: *Educational Quality, ISO 9001, Service Quality, International Student, Satisfaction*

The concept of people seeking education outside their country has been with humanity for a very long time. It is all because of the perception of quality education or non-existing schools, programs or courses in the home country. The ISO 9001 is an international certification which shows an organization's effectiveness and consistency in managing regulated operations. ISO 9001 strengthens the university's standing in its performance in providing quality education that the students require. It is an accreditation that certifies the establishment's world-class international performance and focuses on customer satisfaction. Educational quality is related to as standard in schooling (Akareen and Hossain 2016; Laurie, Nonoyama-Tarumi, Mackeon and Hopkins 2016). These standards are to bring out satisfaction. Educational standard or quality has been noted to be achieved through ISO 9001 implementation in some higher education institutions in that quality is found from results, and it has a never-ending journey (Sarbu, Ilie, Enache, and Dumitiu 2009; Zailani and Otthman, n.d). Quality education is based on objective and subjective things (An and Zhang, 2010). Quality education objective is made up of the school and the academic constructions while subjective education looks at the teachers, the way of teaching and the student and their preparedness as demanded by the society and human resource requirements of firms. SGS Philippines Inc. (n,d) an ISO certifying institution has declared that ISO certification improves service quality by complying with The Commission on Higher Education of the Philippines (CHED) laws and regulations, meeting customer requirements, and expectations.

According to El-Morsy, Shafeek, Alshehri, and Gutub (2014) ISO 9001which is an internationally acceptable standard pack for ensuring quality is applicable to every organization as it focuses on the customer, leadership, and involvement of people, process approach, and systematic approach to management continual improvement, documentation and mutual benefit to the supplier. The ISO 9001is a quality management system. ISO 9001is used to address customer expectation and satisfaction. Students and employees are the immediate customers of any educational institution who require to be satisfied (Vu-Hoang, 2017). The ISO 9001 has been celebrated to be the cornerstone of academic accreditation requirements that aid procedural documentation and standardization (El-Morsy, Shafeek, Alshehri and Gutub 2014). It has helped to focus quality on educational management. ISO 9001 methodology used in all processes for continual improvement of the quality management system is based on the plan-do-check-act cycle (PDCA) (IS/ISO 9001:2015).

Alalfy and Abo-Hegazy (2015) have observed that universities are now seeking ISO 9001 implementation due to competition, retention, and attraction of students through their satisfaction of processes and facilities. There have been more studies on the impact of ISO 9001 application on higher educational institutions, but no research has yet been conducted into the perception of international students on the application ISO 9001 as a quality educational instrument. Based on this identifiable gap in knowledge, this research aimed at the following:

Determine the satisfaction level of international students in an ISO 9001 certified universities and develop a preventive and corrective Program for international students' satisfaction.

Literature Review

According to Alalfy and Abo-Hegazy (2015), ISO 9001 aimed to provide a quality management system that focuses on the product and service meeting regulatory requirement and customer satisfaction through interrelated processes. The employees manage these processes and the results as obtained by the students (Khan and Afzaal, 2014). The students testify to the satisfaction of the process. In 2002 Elliott postulated that students' satisfaction is an educational experience, student centeredness, and institutional effectiveness. He confirmed that effective institutions came from documentation and standardization of the institutional process. This process can be achieved by the implementation of ISO 9001. However, due to the defined approaches and risk management as related to technological challenges and opportunities Othman, Mokhtar, and Asaad (2017) have advocated and it is mandatory that institutions change from ISO 9001:2008 to ISO 9001:2015 by September 2018. ISO 9001:2015 is applicable to any organization. Some of the significant differences are the introduction of risk-based thinking, the context of the organization and the arrangement last seven into the PDCA Cycle. The 9001:2015 clauses consist of scope, normative reference, terms and definitions, PLAN (context of the organization, leadership, planning, and support), DO (operations), Check (performance evaluation) and ACT (improvement). Quality education requires that all activities, infrastructures be planned, documented, systematic, supervised and organized to meet regulatory and customer requirement (Michalska-Cwiek, 2009).

In a study to find out about the quality of education in universities, Sarbu, Ilie, Enache, and Dumitiu (2009) concluded that quality management system based on ISO 9001:2008 is needed to improve higher education continually. The improvement must be based on the feedback of satisfaction from students and employees in the institutions. A special mention was made on the satisfaction expressed by international students. Also, quality assurance was noted to give both internal and external clients confidence of the standardization of processes in the institution.

Khan and Afzaal (2014) investigated the gaps in quality management system implementations in universities as relating to employees and documentation. In order to provide satisfaction for employees and students, the study established that they needed to improve their policies and documentation. International students' satisfaction issues were related to cumbersome procedural flow process, documentation, right instruction, and working style differences.

Abari, Yarmohammadian, and Esteki (2011) assessed universities based on the SERVQUAL model and concluded that quality education led to students' satisfaction and loyalty by the application of ISO 9001:2008. They indicated that educational institutions provide service which is intangible and inseparable production consumption by students and employees. In a study at Liepaja by Neimane (2014), to measure students' satisfaction on elements of program, teaching, infrastructure, program arrangement and courses quality, noted that 30.4% were completely satisfied with their program while 57.4% were partially satisfied.

Motur and Mbithi (2015), using a case study approach, assessed the impact of ISO 9001:2008 standard at the University of Nairobi in Kenya. They checked how it had impacted service delivery, automation, and operational performance. Their findings indicated that the university had achieved significant institutionalization of quality as related to documentation, record management and customers' (students and employees) satisfaction. Their study confirmed how ISO 9001:2008 certification helps to improve university systems, processes, results, and prevent numerous drawbacks' which causes dissatisfaction.

Kandie, Guyo, and Senaji (2018) explored the satisfaction students have in the implementation and application of ISO 9001:2008 in universities in Kenya. Out of 24 certified universities, 384 students from these universities were sampled to express their relationship satisfaction on ISO 9001:2008. Based on a regression model, the results showed that a positive relationship existed. It implies that ISO

9001:2008 gives students satisfaction which includes international students.

In Indonesia, Sumaedi and Bakti (2011) examined students' perception of quality based on students' satisfaction and self-confidence. Using empirical evaluation of quality comparison between ISO 9001 and non- ISO 9001 higher educational institutions, resulted in that certified ISO 9001 schools students perception of service quality was higher than the non-ISO 9001 schools. It noted that students of ISO 9001 have higher satisfaction and self-confidence due to the systematic, documented process of their education.

The theoretical frameworks for this present study are based on the theory of all-round educational quality and service quality model. An and Zhang's (2010) all-round educational quality theory states that education of our time should train the student to possess the knowledge, right working attitude, professionalism, environmental adaptability, sense of co-operation and competition, mental endurance capabilities and moral cultivation. Grönroos (1984) service quality model asserts that customers' perception of service quality judgment of satisfaction or dissatisfaction is based on the combination of functional quality and technical quality. International students are the customers who seek satisfaction from ISO 9001 certified educational institutions.

Methodology

This research is a descriptive study. Conveniently sampled population recorded the central tendency of elements of mean statistics. Online survey questionnaires were distributed to 100 respondents and answered by the international students of 10 selected universities who are experiencing ISO 9001 certified education in the Philippines as also accredited by The Commission on Higher Education of the Philippines (CHED). The service quality elements instrument developed by Parasuraman, Zeithaml, and Berry (1988) and later modified in Sumaedi and Bakti (2011) research was used to assess the ISO 9001 certified education at the Philippines as experienced by international students. The five variables of service quality used to determine ISO 9001 accredited educational institution were reliability, tangibles, assurance, empathy, and responsiveness. Vagais (2006) five levels of satisfaction Likert-scale was used to give an interpretation of this research. The scale stated that 1 – not at all satisfied, 2 – slightly satisfied, 3 – moderately satisfied, 4 –very satisfied and 5 – extremely satisfied. The research data was analyzed by using SPSS 2.0. The criteria of the interpretation are as stated in table 1

According to ISO 9001 requirement, defects are classified into conforming and non-conforming of the variables or materials. A conforming standard means variables meet requirements, and non-conforming means variables do not meet the requirement. Also, the findings may be indicated as an observation which is a minor deviation from a well-implemented standard due to oversight or expectation gap. However, multiple oversights of similar observations may lead to non-conformity. The improvement mechanism recommended in this study are efficient, systematic, regular, preventive action, correction, root-cause analysis and corrective action. Corrective action was the process taken to remove the causes of an existing nonconformity as it targets the root cause to prevent re-occurrence of the problem. The preventative action is used to remove potential non-conformity that could occur. Correction like first aid is the action used to eliminate a detected nonconformity instantly.

Table 1
Interpretation Table

Numeric Scale	Numerical Likert Scale Average Weight	Interpretation of Degree	ISO 9001 Requirement	Action Required	Procedural for Improvement
5	>4.2-5	Extremely Satisfied	Conforming	Maintain or continual improvement	Effective and Efficient Improvement (PDCA)
4	>3.4-4.2	Very Satisfied	Conforming with opportunity for improvement	Continual Improvement	Systematic Improvement (PDCA)
3	>2.6-3.4	Moderately Satisfied	Conforming with observation	Preventive Action and Continual Improvement	Regular Improvement (PDCA)
2	>1.8-2.6	Slightly Satisfied	Minor non-confirming	Correction, Corrective Action and Continual Improvement	Correction, Root Cause Analysis and Corrective Action
1	>1-1.8	Not at all Satisfied	Major non-confirming	Correction, Corrective Action and Implementation	Correction, Root Cause Analysis, Corrective Action and Implementation

Table 2
International Students Satisfaction of ISO 9001:2008 checklist.

Variables	Definitions
Assurance	Knowledge and courtesy of school personnel and their ability to generate trust and confidence
Reliability	Ability to perform the promised education service accurately
Tangibles	Appearance of school physical facilities, equipment, school personnel appearance, and communication materials
Responsiveness	Willingness to help students and provide fast service
Empathy	School caring and individualized attention to students

Source: As modified from Parasuraman, Zeithaml, and Berry (1988) and adapted from Sumaedi, S., & Bakti, I.G.M.Y. (2011).The students' perceived quality comparison of ISO 9001 and non ISO 9001 certified schools: An empirical evaluation. International Journal of Engineering & Technology, 11(01), 80-84.

Discussion of Results

The respondents of the study were made up of 59% males and 41% females. Regarding continental representations Africa 53%, Asia (Excluding Filipinos) 26%, Europe 5%, Oceania 9%, North America 1% and South America 6%. Also based on educational levels, undergraduate students 52%, Masters Students 27% and Ph.D. students 21%.

In respect to research objective 1 which is to determine the satisfaction level of international students in an ISO 9001 certified institution, the overall quality service have a mean of 3.138 and interpreted to mean moderately satisfied. The service quality determinants of Assurance, Tangibles, and Empathy have a mean of 3.07, 3.02 and 3.29, respectively. These mean figures are interpreted as moderately satisfied. In relation to ISO 9001, moderate satisfaction means that these elements are conforming but with observations. They will require preventive action and continual improvement. The procedure that should be adopted must be regularly improving these elements by planning, doing, checking and acting. This moderate satisfaction requires that CHED and ISO accredited companies should intensify their supervision on these elements among these universities before their service quality deteriorates into non-conformity. However, as a middle point of findings, the observation may be a result of an expectation gap between the international students and the universities. Expectations gap is solved by communicating and explaining the set standard to the international students.

Service quality element of Reliability has a mean of 3.71, and it is also inferred as very satisfied by international students. Though this is conforming, it still indicates that there is an opportunity for improvement. The procedure required to achieve continual improvement must be systematically planned, done, checked and acted.

Furthermore, Responsiveness mean is 2.6 signifying slightly satisfied. This is a minor non-conforming, and it necessitates a root-cause analysis of the non-conformity. An immediate action of correction of the non-conformity, followed by corrective action should be the procedure to repair this dissatisfaction of international students. This process should lead to continual improvement. International students' satisfaction level from this research is showing that the willingness to help students and provide fast service is not available. This gap may be to the divergent perceptive of the international students (customer) and the university (supplier). The only way to eliminate this gap is for the universities to intensify the communication of their standards to the international students. Also, universities in the Philippines must deliver on their promised service in terms of the stipulated period.

Table 3
Result

	Reliability	Empathy	Assurance	Tangibles	Responsive-ness	Total Service Quality
N Valid	100	100	100	100	100	100
Mean	3.7100	3.2900	3.0700	3.0200	2.6000	3.1380
Interpretation of degree	Very Satisfied	Moderately Satisfied	Moderately Satisfied	Moderately Satisfied	Slightly Satisfied	Moderately Satisfied
ISO 9001 Requirement	Conforming with Opportunity for Improvement	Conforming with Observations	Conforming with Observations	Conforming with Observations	Minor non-conforming	Conforming with Observations

The root cause analysis of the conforming with observations and the minor non-conforming is a result of expectation gap between the international students and the ISO certified universities. Based on the results in table 3, below is the program developed to improved international students of ISO certified universities satisfaction as this problem can be solved by communication.

This program is to help bridge the expectation gap between international students and these ISO certified universities.

Table 4
Preventive and Corrective Program for International Students Satisfaction

	Action Required	ISO Certified University	International Students	Effective Period
Preventive Program	Orientation	Assimilate the university standards, procedures, regulation to all employees. Mainly, how to focus on a right customer (student) service.	Integrate the university standards, procedures, regulation to all international students upon enrolments every semester.	Upon Employment of Employee and Enrolment of Students in a semester
	Training (Inculcating Specific Skill – Technics in improving International Student Satisfaction)	Train all employees and contract workers on the procedure, requirements, laws, and standards and on how to communicate and implement the required standards and regulations of the university.¬		The beginning of the semester
	Education (A process of systematic learning)		Periodically educate the students about the set standards, requirements and regulations of the university in order to develop a definite sense of reasoning and judgments on the set standards, requirements and regulations.	Twice in a semester meeting with the international students to discuss their concerns about the set standards and requirements to know their perception.

Corrective Program	Communication	Publicized all forms of standards, requirements, and regulations to international students and employees. Identify and address non-confirming standards.	Communicate the existing and any revised standard, regulation, requirements promptly to the students and employees. Report all non-conforming standards.	Regular Interval
	Repair, Maintenance, and Beautification	Regularly improve all the tangibles of the universities.	Keep Existing tangibles in proper condition	Daily

Conclusions

The research study has shown that international students in the Philippines accept that their choice of selecting a university is influenced by ISO 9001. However, when it comes to the satisfactions level of experiencing ISO 9001 certified university education, their service quality is rated as *moderately satisfied*. It indicates that the service offered at these universities are conforming but to observations. These observations, if not investigated and eliminated with preventive actions would lead to a non-conformity. Notably, the quality determinants of Assurance, Tangibles, and Empathy are all susceptible to degenerating into non-conformity. Even though Reliability is conforming, there is still room for improvement.

The quality element of Responsiveness is graded *slightly satisfied*. This is classified as a minor non-conformity. It requires instant action from these ISO certified universities to find root-cause of this problem. However, communicating and explaining the standards well to international students may help remove this identifiable gap. It is also the recommendation of the researcher of a further study into the element of Responsiveness and why international students in the Philippines have noted it as non-conforming to the standard.

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Personality Type, Organizational Commitment and Collaborative Alliance among University of Perpetual Help System Laguna (UPHSL) Academic Personnel

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Abstract

Higher education moved from elite system to mass system and accommodated different forms of partnership and collaboration which is now viewed as a mechanism for enhancing service delivery in education. The academic personnel of UPHSL are encouraged to participate in various support services essential in ensuring delivery of quality education. It is imperative that collaboration among employees be evident. The objective of this study was to identify how the personality type of 43 UPHSL academic personnel relate to their level of organizational commitment and how organizational commitment relate to their collaborative alliance. This descriptive-correlation research used convenience sampling. Findings showed that the more the respondents manifest traits such as abasement, achievement, deference, and respect for others, the higher is their level of organizational commitment; the more the respondents manifest traits such as abasement, achievement, deference, modesty, optimism, respect for others, the greater is their extent of collaborative alliance especially in terms of giving quality service to satisfy their stakeholders; and that the higher the level of the academic personnel's organizational commitment, the greater is their greater is their involvement in institutional marketing and promotion, community outreach program involvement and customer satisfaction. Creating a rich employment environment is also highly encouraged.

Keywords: *personality type, organizational commitment, organizational alliance*

The academic personnel of the University of Perpetual Help System (UPHSL) possess stereotypic trait distinct among true Perpetualites, that is, one who has faith in his self, who perceives his natural goodness, one who takes a gander at his confinements and flaws, one lets go of the past and takes control of the present, one who grabs the occasion and one who changes and enables (Medina, Rosas & Vitug, 2017; Perpetualite Community, 2015). According to Pappas (2013), there are numerous methods to determine personality; however, some psychologies have predominantly given up todivide humanity neatly into types. Because of that, they focus on personality traits.

This study was anchored on the Organizational Commitment Theory of Aaron Cohen (Kessler, 2013) which emphasized that organizational commitment (OC) centers on the employees' sense of attachment and loyalty to the work organization with which the employee is associated. It is defined in terms of an employee's attitudes and intentions (understood as the precursors of behavior). Employees are said to be committed to the organization when their goals are congruent with those of the organization, when they are willing to exert effort on behalf of the organization, and when they desire to maintain their connection with the organization. Unsurprisingly, OC has been shown to be a key antecedent of other important attitudes and behaviors, including those related to performance and turnover.

To determine the success of one organization, it is important to consider the amount of commitment employees devote to their organization. As how Quiambao and Nuqui (2017) point it, increased job commitment improves employees' job fulfillment, motivation performances and creativeness and reduces inefficiency and dissatisfaction. Organizational commitment highlights the employees' identification and integration level and the feelings of an individual about an organization and psychological commitment of an individual might include participation at work, loyalty and beliefs to the organization values (Yalcin, 2016). Kanter (1968) as cited by Savas, Kosker, Demir and Utar (2015) analyzed commitment under three dimensions including continuance, adaptation and control commitment where continuance commitment is related to employees' cognitive systems. In this type of commitment, when employees consider cost, they realize that the cost of leaving the organization is more than the cost of staying in the organization (Topaloglu, 2010). On the other hand, interlock commitment (adaptation commitment) means that employees desist previous social relationships or involve social relationships through symbols, signs or joining ceremonies in an organization (Gul, 2002) and control commitment describes the process in which employees attach to organizational norms by forming their behaviors at will.

Guay, etal. (2016) holds that personality traits have direct relationship with organizational commitment yet, organizations face various challenges that might affect organizational commitment (Upchurch, Curtis & Denver, 2009) and the UPHL is not an exemption. It is for this reason that the idea of collaborative alliance between and among different departments has been introduced. According to Oliver (1990) and Roberston (1998), as cited by Wohlstetter, Malloy, Hentschke and Smith (2004), organizations often require additional resources to provide stability as they pursue new ventures. When resources are scarce, alliances can serve as an effective coping mechanism through which to forestall, predict, or absorb uncertainty and achieve a reliable resource flow and exchange. In UPHSL, employees are encouraged to participate in services such as marketing and promotion, research involvement, community outreach program involvement, and customer satisfaction. Marketization of higher education as highlighted in the study of Judson and Taylor (2014) was referred to as the increasing influence of market competition on academic life. Universities often proudly proclaim achievements in student satisfaction across their marketing communications. The recent general movement toward the marketization of university education can be historically traced to political foundations that resulted in an increased emphasis on personalization in pedagogy. But despite the lack of coherent marketing ideology and practice, studies, according to Oplatka (2007) have shown that many managerial as well as organizational school activities may be regarded, to a large extent, as part of a marketing practice. It follows that many marketing activities, unidentified as such, take place in schools in the form of open days, day visits, and improvement of physical appearance, prospectus formulation, brochures, service development, and public relations.

On the collaborative alliance in terms of research, Huang (2017) stated that Higher Education Institutes (HEIs) are giving incentives for their researchers to take part in international collaborative projects. Zarah (2018) emphasized that research collaboration has many known benefits and one of which is that it could be a tool for building knowledge and efficient learning which an integral role of an educational system is. Meanwhile Ekkanath (2017) emphasized that community service is an integral part of educational system and it could be in varied different forms. One can choose community service based on one's skills, schedule, and future career goals. One who is interested in the medical field can look for volunteering opportunities at hospitals, hospices, mental health institutions, or nursing homes. On the other hand, if one is fond of physical activity and fitness, he can take part in a charity run, walk, or cleanup drive. Still some might also take up teaching or coaching, to impart some knowledge and skills to other people from helping younger kids out with their schoolwork, teaching a sport, or running a craft activity for young children.

The academic personnel of the UPHSL are encouraged to participate in various support services which are essential in ensuring delivery of quality education. Thus, it is imperative that collaboration and cooperation with and among employees are evident. It is on such premise that the researcher intends to propose a study on personality type, organizational commitment and collaborative alliance among the academic personnel. The goal of this research is to identify the academic personnel's personality type based from Perpetualites Campus-based Personality Profile by Medina, Rosas & Vitug in terms of (a) abasement; (b) achievement; (c) deference; (d) modesty; (e) optimism, and (f) respect of others. It also looked into the respondents' level of organizational commitment, their extent of collaborative alliance along institutional (a) marketing and promotion, (b) research involvement, (c) community outreach program involvement, and (d) customer satisfaction. Further, it delved on how the respondents' personality type significantly relate to their level of organizational commitment and to their extent of collaborative alliance, and lastly, how the respondents' level of organizational commitment significantly relates to their extent of collaborative alliance.

Methodology

The respondents of this descriptive-correlational study were 43 out of 62 academic personnel from the college department of the University of Perpetual Help System Laguna. They consisted of college faculty members and personnel from varied support services such as Community Extension Office, Student Personnel Services, Research and Development Center, Alumni Office, Library and Marketing Department. Convenience sampling was used.

The researcher used a questionnaire for the purpose of collecting the needed data. It was divided into three (3) parts: Part 1 identified the respondents' personality type based from the

Perpetualites Personality Measure by Medina, Rosas and Vitug (2017) which focused on six personality traits which are abasement, achievement, deference, modesty, optimism and respect for others. Twenty-five indicators per trait are presented which yielded .982 Cronbach's Alpha result indicating high reliability result. Part 2 concentrated on the respondents' level of organizational commitment which was adopted from Hayday's Organizational Commitment Inventory (Quiambao & Nuqui, 2017). It comprised of 25 items focusing on the respondents' commitment to UPHSL with .912 Cronbach's Alpha result indicating high reliability result. Part 3 measured the respondents' extent of collaborative alliance along four important support services of the UPHSL which are marketing and promotion, research involvement, community outreach program involvement and customer satisfaction which yielded .882 Cronbach's Alpha result indicating high reliability. To ensure validity of the items, the instrument was validated by experts in psychology, research and statistics.

The questionnaire was considered as the most appropriate data-gathering instrument for this descriptive research study. The researchers requested for the cooperation of the respondents by asking them to respond to the questionnaire. The respondents were oriented about the objectives of the study and clarified to them the instructions on how to respond to the questionnaire. After the researchers have accomplished responding to the questionnaire, the researcher retrieved them. Data were then tallied, statistically treated, analyzed and interpreted.

Weighted mean was used to describe the respondents' personality type along abasement, achievement, deference, modesty, optimism and respect for others and the following measures were used: (5) 4.51-5.00 for most likely of me, (4) 3.51- 4.50 for likely of me, (3) 2.51- 3.50 for less likely of me, (2) 1.51-2.50 for least likely of me and (1) 1.00- 1.50 for not likely of me. For the respondents' level of organizational commitment, still weighted mean was used where (4) 3.51- 4.50 for *strongly agree* (very high); (3) 2.51- 3.50 for *agree* (high); (2) 1.51-2.50 for *disagree* (low) and (1) 1.00- 1.50 for *strongly disagree* (very low). Weighted mean was also used to determine the respondents' extent of collaborative alliance along marketing and promotion, research involvement, community outreach program involvement and customer satisfaction where (4) 3.51- 4.50 for strongly agree (to a great extent), (3) 2.51- 3.50 for agree (to a moderate extent), (2) 1.51-2.50 for disagree (to a less extent) and (1) 1.00- 1.50 for strongly disagree (to a least extent). Pearson r was used to determine how their personality type significantly relate to their level of organizational commitment, how their personality type significantly relate to their extent of collaborative alliance and how their level of organizational commitment significantly relate to their extent of collaborative alliance.

Respondents were being oriented on the nature and depth of the study. After they expressed their consent to participate of the study they were given direction on how to respond to the instrument. They were assured of the confidentiality of their responses.

Results and Discussion

The Academic Personnel's Personality Type based from Perpetualites Campus-based Personality Profile: Abasement

The respondents' personality type in terms of abasement obtained an average weighted mean of 4.08 verbally interpreted as *likely of me*. This means that the academic personnel likely manifest abasement as a tendency to surrender, to comply and to accept punishment whenever necessary. The respondents are also likely to have the tendency to apologize, and to confess about their shortcomings (Medina, et al., 2017).

Personality Profile: Achievement

The average weighted mean of the respondents' personality traits in terms of achievement was 4.31 verbally interpreted as *likely of me*. This means that the respondents are likely to overcome obstacles, exercise power and to strive to do something difficult as well as quickly as possible.

Personality Profile: Deference

The average weighted mean of 4.38 interpreted as *likely of me* mean that the respondents are likely to display the tendency to admire and willingly follow a superior, cooperate with him and to offer extenuations, explanations, and excuses.

Personality Profile: Modesty

The average weighted mean of 3.88 indicated that the respondents reported that the respondents' personality profile in terms of modesty was described as *likely of me*. This means that it is likely that the respondents recognize the value of their own privacy and respect that of others

Personality Profile: Optimism

It could be described with the average weighted mean of 4.20 that the respondents were likely to manifest optimism which means that they are confident, in terms of their reasoning, their own abilities, and that they appreciate the help they get from themselves or from others.

Personality Profile: Respect for Others

The average weighted mean of 4.38 interpreted as *likely of me* mean that the respondents are likely to have respect for others, acts or refrains from acting so as not to harm them, instead, acts in accordance to benefit oneself and others taking into consideration people's rights, status and circumstances.

Generally, we can describe the academic personnel of the UPHSL as employees who are cooperative and admire and willingly follow their superior, and that they are respectful of people's rights and status, thus avoiding any circumstances where they could offend or hurt others (Oreste, 2012).

Academic Personnel's Level of Organizational Commitment

The average weighted mean of 3.33, verbally interpreted as high level of organizational commitment. The items were concentrated on the employees' reaction to UPHSL as their employer and this result means that the respondents identify themselves in UPHSL, expressing strong belief and acceptance of its values and principles. Likewise, the academic personnel is ready to exert considerable effort on behalf of the organization and expressed strong desire to remain as part of the UPHSL community (Quiambao & Nuqui, 2017).

Academic Personnel's Extent of Collaborative Alliance

The over-all weighted average mean of 3.08 revealed that the academic personnel has a *moderate* extent of involvement in institutional marketing and promotion, research involvement, community outreach program involvement and customer satisfaction.

Wohlstetter, Malloy, Hentschke and Smith (2004) highlighted the advantage of collaborative alliance in educational organizations. Such alliance accordingly, can address problems and needs that are beyond the capability of individual organizations in a single sector. This will result to enhanced capacity and improved educational services.

The fact that marketing and promotion was rated last among respondents could be attributed, according to Kalimullin and Dobrotvorskaya (2016), to reason such that marketing involves several factors such as choice of a university and an academic program by enrollees, as well as socio-psychological characteristics of the latter, while systematic research of this problem has not been done by now.

Relationship between the Respondents' Personality Type and their Level of Organizational Commitment

Although the respondents' personality traits modesty (*p* = .560) and optimism (*p* = .376) are not significantly related to their level of organizational commitment, it was well noted that their personality traits abasement (*p* = .009), achievement (*p* = .004), deference (*p* = .000) were all were all significant at 0.01 level and respect for others (*p* = .016) at 0.05 level. Overall, their personality type is significantly related with their level of organizational commitment with its computed value of .017 which is lower than 0.05 level. This means that the more the respondents manifest traits such as abasement, achievement, deference, and respect for others, the higher is their level of organizational commitment to UPHSL.

This result is supported by the study of Prayitno, Suwandi and Hamidah (2016) who analyzed how the Big 5 personality traits of workers in manufacturing industries directly affect their organizational commitment. Result of this study showed that their personality traits openness, conscientiousness, extroversion, agreeableness and neuroticism are correlated with their organizational commitment.

Another study conducted by Lo, Lin and Tung-Hsing (2014) showed that there is consistently positive relation among personal traits, career development, and organizational commitment. First, among the personal traits indicator, agreeableness can explain the largest part of individual career planning. Secondly, openness to experiences can explain the largest part of organizational career management. In addition, career planning, career counselling, agreeableness, and career tactics attain significant level in explaining the organizational commitment.

Relationship between the Respondents' Personality Type and their Extent of Collaborative Alliance

The respondents' personality traits abasement, achievement, deference, modesty, optimism, and respect of others are not significantly related to their collaborative alliance in terms of institutional marketing and promotion, research involvement and community outreach program involvement. This means that the respondents' willingness to be involved in those institutional services has nothing to do with such personality traits. On the other hand, significant relationships are being noted with the respondents' personality traits abasement (*p* = 0.000), achievement (*p* = 0.00), deference (*p* = 0.000), modesty (*p* = 0.000), optimism (*p* = 0.000), and respect for others (*p* = 0.000) and their extent of collaborative alliance in terms of institutional customer satisfaction at 0.01 level of significance. Their personality traits based from Perpetualites' Campus based Personality Type were also significantly related to their overall extent of collaborative alliance (*p* = 0.000) at 0.01 level of significance. This means that the more the respondents manifest traits such as abasement, achievement, deference, modesty, optimism, respect for others, the greater is their extent of collaborative alliance especially in terms of giving quality service to satisfy their stakeholders.

In a study by Blickle, Wendel and Ferris (2010) which involved job performance of automobile sales agent, it was found out the respondents' personality type is directly correlated to their sales performance. Specifically, they investigated whether interactions of the five-factor model constructs of extraversion and openness to experience with political skill predict sales performance. For individuals high on political skill, higher levels of extraversion ae associated with higher levels of sales. For individuals who are low on political skill, higher levels of extraversion were associated with lower levels of sales. Likewise, a study by Robinson (2010) found out that service quality was positively correlated to providers with extraverted personalities. These findings were consistent with prior and current research in the field. This ultimately impacts the quality of the service experience and how clients perceive service quality.

Relationship between the Respondents' Level of Organizational Commitment and their Extent of Collaborative Alliance

Only the respondents' extent of collaborative alliance in institutional research involvement is not significantly related to their level of organizational commitment having obtained a p value of 0.564 which is higher than 0.05 level of significance. But, data showed that the respondents' level of organizational commitment is significantly related to their collaborative alliance in terms of institutional marketing and promotion (p = 0.011), community outreach program involvement (p = 0.022) both significant at 0.05 level and institutional customer satisfaction (p = 0.000) significant at 0.01 level. It further shows that the overall extent of collaborative alliance is significantly related with the respondents' level of organizational commitment with a p value of 0.000 which is lower than 0.01 level of significance. This means that the higher the level of the academic personnel's organizational commitment, the greater is their greater is their involvement in institutional marketing and promotion, community outreach program involvement and customer satisfaction.

Matthew (2013) studies the factors Influencing faculty participation in internationalization at the University of Minnesota's Schools and findings revealed that the faculty members' participation in institutional projects depend widely on different factors, and these include the college or department where they belong, their gender as well as their appointment types or security of tenure. A study by Ting (2010) few school or educational studies have simultaneously explored both internal marketing and organizational commitment. But then the results showed that internal marketing has a direct impact on organizational commitment. Moreover, job involvement and job satisfaction play partial mediating roles in the relationship between internal marketing and organizational commitment.

Conclusions and Recommendations

After analyzing the significant findings, the following conclusions were drawn: all the personality traits were rated by the respondents as likely of me with 4.38 as the highest mean both for the traits deference and respect for others. Generally, we can describe the academic personnel of the UPHSL as employees who are cooperative and that they admire and willingly follow their superior, and that they are respectful of people's rights and status, thus avoiding any circumstances where they could offend or hurt others. The average weighted mean of 3.33, showed a high level of organizational commitment. The items were concentrated on the employees' reaction to UPHSL as their employer and this result means that the respondents identify themselves in UPHSL, expressing strong belief and acceptance of its values and principles. Likewise, the academic personnel are ready to exert considerable effort on behalf of the organization and expressed strong desire to remain as part of the UPHSL community. For collaborative alliance, the mean of 3.08 revealed academic personnel's moderate extent of involvement in institutional marketing and promotion, research involvement, community outreach program involvement and customer satisfaction; the more they manifest abasement, achievement, deference, and respect for others, the higher is their level of organizational commitment and the more they manifest the Perpetualites' traits the greater is their extent of collaborative alliance especially in terms of giving quality service to satisfy their stakeholders; and that the higher the level of the academic personnel's organizational commitment, the greater is their greater is their involvement in institutional marketing and promotion, community outreach program involvement and customer satisfaction.

Although the academic personnel recorded a high level of organizational commitment, department heads along with the employees can observe other organizations and how they keep committed to their institution. Along with this, frequent communication with and among heads and subordinates are encouraged to keep the employees motivated and committed to the organization. Creating a rich employment environment is also highly encouraged. It was revealed that personal traits are important deterministic factors on academic personnel's organizational commitment. Therefore, the department heads need to further understand the employees' personal traits, provide proper motivation and counselling, and help them make a balanced plan between work and commitment and personal needs. The ones in charge of the marketing and promotion, research and community outreach program need to collaborate with the academic personnel to come up with effective ways to encourage cooperation and involvement. Encouraging inter-department feedbacks by making employees comfortable speaking about their comments and suggestions would also be helpful for a more evident collaboration. Further research on the research topic involving non-academic personnel of the UP-HSL is also encouraged.

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Managing Organizational Structure for University Advancement: An Assessment at Asia-Pacific International University

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Abstract

Organizational structures help organizations ensure they are designed to accomplish their institutional mission and vision. The aim of this study was to look at organizational structures and how they affect university advancement. The study used a correlational design for analysis, and convenience sample technique was used for respondent selection (n=34). Findings indicated that flat, matrix or organic organizational structures are better suited structures for university advancement. There were statistically significant relationships between University Advancement's marketing factor and the matrix organizational structure (r=.520, p= 0.002); marketing and the flat organizational structure (r=.381, p= 0.026); the fundraising university advancement and the matrix organizational structure (r=.510, p=.002); alumni with the matrix organizational structure (r =.462, p=.006) and with organic organizational structure (r=.458, p=.006). It was concluded that organizational structures have significant positive influence on university advancement. Recommendations include further studies to include more institutions, increased institutional focus on university advancement and its functions, and instituting a collaborative environment with a flat, organic or matrixed organizational structure.

Keywords: *organizational structure, university advancement and higher learning institution*

Organizational structure plays an important role in an organization's operations. Managers face enormous challenges trying to understand which structure should be implemented to strengthen their organizational growth (Arons, Driest & Weed, 2014). Keeping this in mind, Wenxiao, Yincheng, Yunju and Lijie(2016) suggest that cross-culture integration is needed to ensure an organizational structure is implemented successfully.

Organizational structure is described as a system that managers use to achieve the expected results by efficiently and effectively capitalizing on resources. Careful analysis of any organizational structure involves trying to identify what the basic units are that make up the organization and what relationships they have between themselves and the outside (Mangu & Buse, 2017). These units or groupings are viewed as a social tool that helps to give structure to an organization (Stokes, 2005). Further, they provide the base that allows an organization to fulfill its function or achieve its goals (Nelson & Quick, 2011; Lunenburg, 2012).

According to Stokes (2005), different organizations use different types of organizational structures. The term 'organizational structure' refers to the formal arrangement of work roles in an organization and the mechanism of management and integration for work, including inter-organizational activities. It refers to a means to achieve business goals. Corporate goals can be reflected to many aspects concretely, but it can be best observed in two categories including efficiency in stable operation and innovation in dynamic adaptation (Bai, Feng, Yue & Feng, 2017).

University Advancement is an ever-evolving field where the president of an institution is usually viewed as the 'chief advancement officer', however this position and authority is often delegated to the vice president for university advancement. How this responsibility is delegated and the organizational structure it is framed in will have a significant impact on how it will develop within each organization. The trend identified in a Council for the Advancement and Support of Education (CASE) study suggests that advancement professionals will need to have a broad understanding and experience across several functions of university advancement rather than just one (Buchanan, 2000).

Organizational structure as it pertains to the advancement of a university is characterized by its leadership style. University advancement leaders, presidents and governing boards need to be flexible and strategic-minded in order to conceptualize and position institutions to meet their objectives. (Buchanan,2000).

Organizational Structure Concepts

Informal Organizational Structure

Informal organizational structures can create opportunities for informal communication. In fact, it was found that formal structures are a significant determinant of the frequency of informal communication between workers. The level of centralization within an organization's structure refers to where the decision-making authority lies (Newton, Wait & Angus., 2017).

Mechanistic organizational structure

Mechanistic organizational structures have highly complex, formal, and centralized organizational structures. The tasks they perform are specialized and workers receive little discretion due to the strict policies and procedures. Decisions are generally made at the highest level of the organization by senior management, thus driving down innovation.

Organic organizations structure

Organic organizations are exactly the opposite of mechanistic ones. Workers' tasks are less complex and the jobs are more general in nature than mechanistic ones. "Informal settings give employees discretion in completing their tasks, and decentralized structures give employees power to make decisions" (Stokes, 2005).

Organic organizational structure is also called adaptive organizational structure. Under this structure, the enterprises do not set the permanent fixed position and the functional boundary to strictly determine the department. Grassroots personnel have the right to decide on the action that should be taken according to their own skills and information mastering. Direct, horizontal and oblique communication and coordination between members replace the vertical communication and level control to become the main means to achieve the goals. (Wenxiao et al., 2106).

Bureaucratic organizational structure

A bureaucracy incorporates high levels of complexity and formalization while retaining decentralization. The bureaucratic organization is governed very closely by a set of rules and procedures, but employees at different levels are granted the ability to make decisions according to those rules (Stokes, 2005).

Flat organizational Structures

In order to overcome the barriers and conflicts between functions, cross-functional integration has been viewed highly by many scholars. Cross-functional integration refers to information sharing, communication and level of innovation participation of departments of research and development, marketing and manufacturing in the process of product development, production and commercialization and so on, belonging to the concept in team level (Wenxiao, et al., 2016)

Hierarchical organizational Structures

Hierarchical structures are also known as mechanical organization structure or bureaucratic organization structure. Companies that use this organizational structure have a lot of division in the functional and administrative process they use to work. They may choose qualified staff to meet the requirements of a job description. They may also have strict control of any specialized work (Wenxiao, et al., 2016)

Matrix organizational Structures

The matrix structure is a combination of structures, employing both functional managers and project managers. Functional managers are responsible for assigning projects to employees and ensuring that they have the necessary skills to complete the project. "These managers also monitor the progress of the task and make sure it meets company standards. The project managers, then, supervise each project in terms of budgeting and timeline" (Stokes, 2005).

Andrade (2016) argued that organizational structures is one of the most important elements of an organization and needs to be looked at closely to ensure that they are designed to accomplish institutional vision. Kanten, Kanten & Gurlek (2015) agree, indicating that organizational structure is the oneimportant factor that has significant impact on organizational advancement.

University Advancement Concepts

The Council for Advancement and Support of Education (CASE) (Buchanan, 2000) breaks each university down into six primary categories: Leadership, communications, alumni relations, fundraising, marketing and advancement services. The second edition of the same handbook included a much broader scope, defining advancement as all activities and programs undertaken by an institution to develop understanding and support from all its constituencies in order to achieve its goals in securing such resources as students, faculty and dollars.

Leadership

The chief university advancement officer has responsibility for an extreme range of relationships, both within the institution and with all the external constituencies. No other leader within the university has this scope of responsibility for the relationships that are the base of the institution's support. University advancement leaders need to be flexible and strategic minded in order to conceptualize and position institutions for their unique educational purpose (Buchanan, 2000).

The rate at which advancement is changing is continually accelerating while at the same time becoming increasing complex. Leaders of the university advancement function must possess strong leadership and management skills (Johnson, 2000). In fact, team members from within the university advancement functions need to rely on each other and work collaboratively, knowing that big things can be accomplished if they work together (Kelley, 2000).

Leadership is a moral activity. As such, ethics cannot be separated from the day-to-day activities of a person who makes any claim to leadership responsibility (Anderson, 2000). Organizations need to invest more in their people rather than trying to get more out of them (Schwartz & McCarthy, 2007). This will lead to a better motivated and reenergized workforce. These authors go on to say that few organizations help employees build or sustain their capacity (energy). This is unfortunate because "greater capacity makes it possible to get more done in less time at a higher level of engagement and with more sustainability." A shift towards this has to include organizational support in the form of changes in policies, practices and communications. They suggested that organizations invest in their people across all dimensions of their lives to help them build and sustain their value. Individuals will respond by bringing their multidimensional energy wholeheartedly to work every day. Both the individual and the institution will grow in value as a result.

Organizational structure, roles, and processes are among the toughest leadership challenges—and the need for clarity about them is consistently underestimated or even ignored. While business practices, strategies and sometimes even objectives have changed in the past forty years, most organizations' structures have remained the same. It has been observed that while a blueprint to the perfect organizational structure does not exist, Structure must follow Strategy – not the other way around (Arons et al., 2014).

Communication Marketing

Communications plays an active role in university advancement. It functions across all aspects from enrollment to fundraising and everything in between. The means by which we are communicating are rapidly changing. A shift has been seen over the past decades from communications playing a purely tactical role within an organization to one of strategic planning and importance (Williams, 2000).

The body of knowledge is expanding rapidly, and the speed of communication is equal to the speed of light. We have an awesome responsibility and unparalleled opportunity ahead (Leicht, 2000). Strategic advancement communications need to harness the available technology and tailor messages to ensure the information necessary for an institution to convey will be seen by the intended constituencies – potential and current students, alumni, donors, media, government and civic leaders, faculty, staff and the general public.

Historically, university communications offices have been organized by skill or necessary tools, thereby creating "silos" that restrict collaboration, creativity and effectiveness. The new communications structure should be modified to focus on tasks that can be directed towards building or improving relationships, communicating a single core institutional message. Integrating informal partnerships and professional respect are essential to building a culture of team work and collaboration that an effective office of communication needs (King, 2000).

Communication research is a key component to a successful university advancement, communication or marketing effort. Without research, communications would be developed in the dark and the outcomes would thereby be less than desirable or at best sporadic. Fact and opinion gathering must be integrated into any program to ensure a "systematic effort aimed at discovering, confirming and understanding through objective appraisal of the facts or opinions pertaining to a specific problem, situation, or opportunity" (Lindenmann, 2000).

Creating an effective advancement communication program requires the university to have a clear understanding of why in addition to when and how. It requires an interactive structure, flexible in nature yet organized with 100 percent commitment from the president and vice president for university advancement right on down the line. It is based in research with continual monitoring and evaluation. It must be an integral part of the overall communication plan (Phair, 2000).

Alumni

Like the rest of the university advancement functions and advancement itself, the alumni relations function is an ever changing field. New methods of communication and expectations from the alumni groups are always shifting. Ultimately, measuring ourselves against our institution's unique mission, in addition to what our alumni say they need from us, is the best way to ensure success for each individual institution. Benchmarking against other institutions may lead to false results that send you down a rabbit hole (Grafton, 2000).

Important programs for alumni engagement are not just meals and an occasional letter, but active engagement through alumni life-long learning programs are critical. Alumni increasingly are expecting their "university affiliations to reflect their personal identity, career status and sense of accomplishment" (Brenzel, 2000). Career services is another key area that alumni expect to be engaged in when they need it. This interaction is extremely individual in nature, and the subject matter and careers is among one of the most important contributions made by university advancement departments impacting all aspects of their lives by providing education, guidance, and networking opportunities to alumni.

Alumni relations needs to focus on the future and be continually looking for new and innovative ways to engage our alumna. Ensuring quality interactions happen at a meaningful level that inspire alumni to financially support the institution is of the utmost importance. Institutions must adapt to the way people live and communicate, in addition to innovating programs and ideas that will "accommodate and capitalize on the trends" (Grafton, 2000).

Career services can help alumni actively manage their careers. In addition, alumni career services are essential when alumni are in a career crisis, when they are unhappy with their career choice or when they are unemployed. At these times, alumni are particularly grateful for what they perceive as "a demonstration of support and caring for their well-being by their alma mater" (Dibbert, 2000).

Creating opportunities for your alumni to volunteer provides an opportunity to attract alumni engagement of those alum that have not been involved in the more traditional ways. The millennial generation is increasingly looking for ways to be socially active and may be more inclined to engage with your institution if you offer programing that allows them to engage for social good instead of just eating a meal, listening to a seminar, or attending sport or music events. The need exists for social outreach programs and it creates a win-win for the institution, the alumni and the group being served (Lennon, 2000).

Institutions that develop and maintain strong award programs acknowledge their alumna's strengths while adding to the universities' progress and growth (Dolbert, 2000). Recognizing the achievements of your alumni through some form of award program not only engages the individual but drives participation in events from some that may not at attended otherwise. Awards have been seen to increase giving and provide a platform from which to share the success or good deeds of our alumni. Symbolic in nature, alumni awards generally do not need to come with a monetary prize.

Fundraising

The Cambridge Dictionaries Online defines fundraising as "the act of collecting or producing money for a particular purpose, especially for a charity" ("fundraising," 2018). It can also be seen as the act of finding and collecting contributions from individuals, companies, charity foundations, government agencies or other external sources for organizations or projects (Jelavic,Vasic & Matesa, 2013). This definition includes not only the "find and collecting" of funds but also the process or act of seeking contributions. A narrower view might be the act of finding, soliciting and collecting funds and resources from external sources for projects within an organization.

Fundraising is commonly thought to simply be the act of asking for money. The reality is that in successful programs 'asking' is the "penultimate step in a sophisticated process of development that is directly tied to the academic mission and is fully integrated with the overall management and growth of the university" (Worth, 2000). The fundraising process begins at the heart of an institution, clarifying its mission and how your programs and priorities fit into that mission. From there you can identify the strategic direction and formulate how this helps achieve your mission.

In Stanley Weinstein's book, The Complete Guide to Fundraising Management(2017), it is stated that fundraising is the "art of nurturing relationships". He goes on to say that people do not give to an organization's needs but "make their investment based on their relationship to the asker". A good fundraiser will build relationships with people that have the means necessary to help their organization carry out their mission, ask them to invest in the mission through charitable giving and thank them "so graciously that they continue their support".

Holland and Miller (1999) say that fundraising "is a dignified process of marketing principles and exchange values." This voluntary exchange allows the donor to offer value (a gift) to the organization and, with the exception of possible tax benefits, not expect anything tangible in return.

Fundraising has played a key role in university advancement since the earliest days of higher education and continues in this central role in the advancement function of all institutions. Around the world, universities are implementing fundraising programs based on the American model, creating an international phenomenon (Worth, 2000).

The fundraising efforts can be broken into several categories: The annual fund, major gifts and planned giving make up the core. The annual fund, an unrestricted fund that can be put towards the area of greatest need, is still the base of a giving program and helps institutions involve the broader group while identifying potential major or planned donors.

Marketing

Marketing has gradually been making its way into the educational and nonprofit sectors, but higher education has been one of the last to truly embrace it. This seems to be because of a long standing belief that marketing was only for goods and services in addition to the belief of some academics that a properly run institution of higher learning did not need marketing (Madden, 2000).

Marketing as Madden (2000) defines it is "the theory and practice of creating and sustaining exchange relationships". This is a shift from the more traditional definition of creating value or creating and sustaining exchange transactions, but it also more accurately describes how marketing is applied to student recruitment and fundraising.

Marketing as it pertains to university advancement grew slowly within higher education institutions as they would add an office of public relations, fundraising or enrollment management. This meant that a strategic or integrated approach has not been taken by many institutions and these departments operate independent of each other (Madden, 2000).

Indiana University asked one of their constituency groups, Hoosiers for Higher Education, to collect all communications they received from the university for a period of one month, and then send them back to the University in a collection along with their thoughts. What they discovered shocked them. Some families had received one hundred different communications all with a wide range of quality, look and message. The primary feelings of this group was that they were being contact too often, with too much information that was clearly indicating that one function of the university did not know what another was doing. Clearly a confusing image was being projected, and they did not have an integrated approach (Conn, 2000).

To resolve this, they set out to change how they communicated and used an audience-centered approach to their relationship building. Within two years they had seen enrollment increases in seven out of eight of their campuses, with some campuses seeing a 10 percent or higher enrollment increase. They were also able to measure an awareness increase of their quality factors and career development prospects within the state of Indiana. All of this stemmed from an integrated approach and structure to marketing and communication. The unifying message they use across all departments and communications that has helped them along is simply why should you believe in our institution (Conn, 2000).

An integrated marketing and communication effort should be set apart by its "commitment to strategic, organizational, and message integration" (Sevier, 2000). Research plays an important part in this process. Marketing research differs from scientific or even institutional research in that it looks at the role of information gathering and analysis in making decisions. Specialists need to be developed in the statistical tools and survey methods needed in marketing research. To reduce time and energy, it is always good to work with those that have experience and to review similar research done by similar institutions. There is no need to "reinvent the wheel" (Van de Water, 2000).

An integrated or collaborative approach to marketing allows content generation to come from different sources. The content should be relevant to the desired messaging for the intended audiences. This can be a difficult thing for universities to accept and adopt. If implemented well, alumni, students, parents, donors, communities and even faculty and staff will all be on the same page and more closely linked then ever (Johnson, 2000).

University Advancement and Organizational Structure

Each university is unique in its organizational structure, fundraising goals and mission. Ultimately, these institutions are made of people who differ in their approach, beliefs and style. As such, each institution would be well served to evaluate its' place in the market and to structure itself to compete at its best (Chave,2000).

Chave, goes on to recommend that institutions have a centralized and coordinated advancement services group. This centralized structure is not meant to restrict access to information, but rather ensure that it is accurate and delivered to those that need it most. This helps accomplish delivery of a consistent message along with enhancing the effectiveness of advancement efforts through training.

Johnson (2000), suggests that an integrated or collaborative approach to marketing be adopted to allow content generation to come from different sources. The content should be relevant to the desired messaging for the intended audiences. This can be a difficult thing for universities to accept and adopt. If implemented well Alumni, students, parents, donors, communities and even faculty and staff will all be on the same page and more closely linked then ever (Johnson, 2000).

Organizing the fundraising efforts can take a centralized or decentralized approach, it can include or exclude any number of departments, but it must be set to develop the necessary relationship to encourage philanthropic giving. Regardless of the form a development office takes, the vice president for university advancement must be able to communicate at a high level to inspire his team members to perform beyond the expectations of the institution (Kelley, 2000). University advancement and alumni relations specifically need to focus on the future and be continually looking for new and innovative ways to engage our alumni. Ensuring these quality interactions happen at a meaningful level that inspire alumni to financially support the institution is of the utmost importance. Institutions must stay connected to the way people live and communicate with them accordingly, in addition to innovating programs and ideas that will "accommodate and capitalize on the trends" (Grafton, 2000).

"Leadership is a moral activity. Ethic cannot be separated for the day-to-day activities of a person who makes any claim to leadership responsibility …" (Anderson, 2000). A "well prepared chief advancement officer that has developed a good understanding of institutional issues and achieved effective relationship with both the academic and administrative leaders is in an exceptionally good position to lead strategic planning efforts" (Haden, 2000). The institution's president may be the only other institutional officer to develop a comprehensive understating of issues for both internal and external constituencies.

A peer level relationship with senior administrators and academics alike should be established, ensuring the chief advancement officer's knowledge, experience, and deep understanding of the intellectual endeavors can be put to the best use. The chief advancement officer must be viewed as a colleague and not simply an "expert assistant" (Haden, 2000).

In recent decades, many universities have been moving in the direction of a more hierarchical and centralized structure, with top-down planning and reduced local autonomy for departments. Yet, the management literature over this period has stressed the numerous benefits of flatter organizational structures, decentralization and others (Martin, 2016). What might best explain the level of advancement for the Universities? And how is the position of universities connected to organizational structures? This paper will critically examine the effect of organizational structures on university advancement paying close attention to the matrix, flat and organic models.

The aim of this study is to examine the effect of organizational structure on university advancement at Asia-Pacific International University.

Methodology

This study used a descriptive and correlational research design to gather the needed data. This research design allowed the research to state the problem of the study, develop data gathering instruments, sample size, design data collection procedure, analyze the information and predict the conclusion from the findings.

Table 1
Demographic information

	Frequency	Percent
Gender		
Male	14	41.2
Female	20	58.8
Age		
18-30	5	14.7
31-49	17	50.0
50 +	12	35.3
Education		
Bachelor's	6	17.6
Master's	19	55.9
Doctoral	9	26.5
Years of Experience in the workforce		
1-10	11	32.4
11 – 20	7	20.6
21 – 30	8	23.5
31 and above	8	23.5
Have you ever or do you currently work in University Advancement?		
Yes	24	70.6
No	10	29.4
Years of Experience working for University advancement?		
Fundraising	1	2.9
Marketing	4	11.8
Communications	2	5.9
University Faculty	20	58.8
Other	7	20.6

Data collection and Instrument

A questionnaire was developed and distributed to the respondents, as well as an online form with the same format using Survey Monkey, and the link was sent out through email to the respondents. The surveys were collected over a week's time. The questionnaire was grouped into three sections: Demographic information, organizational structure questions, and university advancement questions. By using these three areas, the researcher hoped to answer the research questions that guided the study:

- What are the different organizational structures applied in universities?
- What is the level of advancement in the selected university?
- Is there significant effect of applied organizational structures and university advancement?

The survey employed a 5-point Likert scale described as follows:
5= Always. 4= Often, 3=Sometimes, 2=Seldom and 1=Never

Data analysis

Collected data were analyzed using descriptive statistics and inferential analysis. Question 1 and Question 2 were analyzed using descriptive statistics such as percentages and frequencies, and Question 3 was analyzed with the help of Pearson correlation coefficient to examine relationship between the organizational structure factors and the university advancement factors.

Reliability & Validity

Cronbach's alpha was run on both groups on transformed variables: Organizational structure and university advancement. The results yielded an alpha of 0.773 for the five organizational structure question group and 0.833 for the three questions for the university advancement group. Therefore, the results show that the questions were reliable at more than 70% and were validated to be used for the purposes of the survey.

Table 2:
Cronbach test

Question	Cronbach's Alpha
Organizational Structures	.773
University Advancement	.833

Ethical consideration

The researcher explained the purpose of the study to the respondents through an informed consent and short introduction before they could respond to the questions. A statement also stated clearly to the respondents that to take part in the study was voluntary, and that the information that was to be provided would be kept confidential and used only for the purposes of the study.

Results Analysis and Discussion

With a mean value of 3.8059 and 3.6824, hierarchical and mechanistic organizational structures, respectively, are applied at a higher rate than the flat, organic or matrixed organizational structures. Matrix had the lowest mean at 3.2706, with flat second to last with 3.3456, and organic falling in the middle of the whole group with a mean of 3.4559. Standard deviation for each of the structures was less than one. This is interesting and answers our research question indicating that while a flat, matrixed or organic organizational structure is preferred for university advancement, this institution does not structure itself in the recommended fashion (Arons, 2014).

Table 3a
Organizational Structure

		Q1		Q2		Q3		Q4		Q5	
		#	%	#	%	#	%	#	%	#	%
Matrix											
	Never	1	2.9	2	5.9	3	8.8	1	2.9	1	2.9
	Seldom	3	8.8	4	11.8	7	20.6	3	8.8	6	17.6
	Sometimes	17	50	13	38.2	11	32.4	13	38.2	10	29.4
	Often	12	35.3	12	35.3	10	29.4	16	47.1	15	44.1
	Always	1	2.9	3	8.8	3	8.8	1	2.9	2	5.9
	N	34	100	34	100	34	100	34	100	34	100
Mechanistic Structure											
	Never	0	0	0	0	0	0	0	0	0	0
	Seldom	6	17.6	1	2.9	4	11.8	3	8.8	1	2.9
	Sometimes	13	38.2	7	20.6	12	35.3	3	8.8	14	41.2
	Often	12	35.3	15	44.1	15	44.1	21	61.8	18	52.9
	Always	3	8.8	11	32.4	3	8.8	7	20.6	1	2.9
	N	34	100	34	100	34	100	34	100	34	100
Hierarchical Structure											

Never	0	0	0	0	0	0	0	0	0	0
Seldom	2	5.9	0	0	0	0	0	0	3	8.8
Sometimes	10	29.4	9	26.5	10	29.4	8	23.5	6	17.6
Often	18	52.9	22	64.7	17	50.0	23	67.6	22	64.7
Always	4	11.8	3	8.8	7	20.6	3	8.8	3	8.8
N	34	100	34	100	34	100	34	100	34	100

Table 3b
Organizational Structure

	Q1		Q2		Q3		Q4		Q5	
	#	%	#	%	#	%	#	%	#	%
Flat structure										
Never	1	2.9	2	5.9	4	11.8	0	0	1	2.9
Seldom	6	17.6	9	26.5	7	20.6	2	5.9	6	17.6
Sometimes	5	14.7	14	41.2	12	35.2	5	14.7	10	29.4
Often	13	38.2	9	26.5	11	32.4	20	58.8	15	44.1
Always	9	26.5	0	0	0	0	7	20.6	2	5.9
N	34	100	34	100	34	100	34	100	34	100
Organic Structure										
Never	1	2.9	0	0	1	2.9	1	2.9		0
Seldom	1	2.9	4	11.8	2	5.9	2	5.9		2.9
Sometimes	14	41.2	17	50.0	9	26.5	21	61.8		41.2
Often	13	38.2	12	35.3	15	44.1	9	26.5		52.9
Always	5	14.7	1	2.9	7	20.6	1	2.9		2.9
N	34	100	34	100	34	100	34	100		100

Table 3c
Mean of Computed Variables

Organizational Structure	Mean	Std. Deviation	N
Matrix	3.2706	0.58233	34
Flat	3.3456	0.66005	34
Organic	3.4559	0.56899	34
Mechanistic	3.6824	0.47767	34
Hierarchical	3.8059	0.37005	34

University Advancement

To answer our research question we can go to the numbers. The numbers below support the frequencies seen in the raw data indicating that most respondents fell in the sometimes to never category with very few answering in the in the often or always for any of the university advancement variables. University advancement is not being applied at a high level within the institution of higher learning.

Table 4a
University Advancement

	Q1		Q2		Q3		Q4		Q5		Q4		Q5	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Marketing														
Never	20	58.8	0	0	25	73.5	19	55.9	3	8.8	4	11.8	2	5.9
Seldom	4	11.8	20	58.8	3	8.8	7	20.6	13	38.2	7	20.6	5	14.7
Sometimes	7	20.6	4	11.8	3	8.8	4	11.8	9	26.5	15	44.1	13	38.2
Often	2	5.9	7	20.6	2	5.9	3	8.8	7	20.6	5	14.7	10	29.4
Always	1	2.9	3	8.8	1	2.9	1	2.9	2	5.9	3	8.8	4	11.8

Table 4b
University Advancement cont.

		Q1		Q2		Q3		Q4		Q5	
		#	%	#	%	#	%	#	%	#	%
Fundraising											
	Never	3	8.8	7	20.6	10	29.4	17	50.0	26	76.5
	Seldom	3	8.8	14	41.2	11	32.4	9	26.5	3	8.8
	Sometimes	13	38.2	10	29.4	9	26.5	5	14.7	3	8.8
	Often	11	32.4	2	5.9	2	5.9	2	5.9	1	2.9
	Always	4	11.8	1	2.9	2	5.9	1	2.9	1	2.9
Alumni											
	Never	17	50.0	8	23.5	6	17.6	5	14.7	8	23.5
	Seldom	7	20.6	8	23.5	8	23.5	7	20.6	10	29.4
	Sometimes	5	14.7	12	35.3	14	41.2	14	41.2	11	32.4
	Often	3	8.8	3	8.8	5	14.7	4	11.8	3	8.8
	Always	2	5.9	3	8.8	1	2.9	4	11.8	2	5.9

Table 4c
Mean of computed variables

University Advancement	Mean	Std. Deviation	N
Marketing	2.2857	0.87711	34
Fundraising	2.2353	0.78543	34
Alumni	2.4941	0.95376	34

Correlation between organizational structures applied and university advancement

Pearson's Correlation Test was used to compare the dependent variable of university advancement questions to the independent variable of organizational structure questions. The questions for each factor were transformed to gain a single data set for each. Advancement questions were focused on the different functions of advancement and the level of experience or exposure that respondents had to these functions. Organizational structures questions looked at what structure was being employed at the different universities. SPSS was used to run the correlation and to identify the significance number or p-value for the correlation coefficient r. A confidence level of 95% or greater was used to identify significance. The results identified the following. First, we see a statistically significant relationship between University Advancement's marketing factor and the matrix organizational structure. The correlation coefficient r is .52 with a p-value of 0.002. Continuing with dependent variable, we see a statistically significant relationship between marketing and the flat organizational structure with a coefficient r of .381 and p-value of 0.026. The university advancement factor of marketing positively correlated at a significant level to both matrix and flat organizational structures with a 95% confidence level. Second, we see a statistically significant relationship between the dependent variable of university advancement fundraising and the matrix organizational structure. The correlation coefficient r is .510 and the p-value of .002. This gives us a 99.5% confidence level of the positive correlation. Third, we see a statistically significant relationship between the dependent university advancement factor of alumni with independent variable of a matrix organizational structure. The correlation coefficient r is .462 with a p-value of .006. The gives us a 95% confidence level of the positive correlation

Table 5
Correlation

	University Marketing Advancement	University Fundraising Advancement	University Alumni Advancement
Matrix	.520**	.510**	.462**
Organizational Structure	.002	.002	.006
Flat	.381*		
Organizational Structure	.026		
Organic			.458**
Organizational Structure			.006

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Limitations

This study was limited by a small number of respondents from a single institution in Thailand. While requests for participation went to 180+ respondents only 34 fully completed the survey, while small it did make up 19 percent of the population. Additionally, this was a quantitative research that employed a survey to collect data. Future studies would benefit from combining qualitative research with the quantitative. This would provide further insight into organizational structure and university advancement.

Discussion

In summary, we see a positive correlation between all three dependent variables (Marketing, fundraising & Alumni) and the independent variable of matrix organization structure. This correlation indicates that the combination of project teams and departments work well for university advancement functions (Stokes, 2005).

Additionally, marketing showed a positive correlation with a flat organizational structure which is in keeping with Arons (2014) view that a flat organizational structure is more conducive to the marketing function.

Finally, we see the positive correlation between an organic organizational structure and the alumni function of university advancement. This indicates that the informal and empowered environment created by an organic organizational structure is an environment that alumni relations can thrive in (Stokes, 2005).

Because we see a statistically significant positive correlation between some of our variables, we reject the null hypotheses that there is no significant effect between organizational structures applied and university advancement.

Conclusions and Recommendations

Key to the success of any organization is the structure it uses to get things done. This structure defines employee domains and helps provide the processes necessary for them to succeed. There are many benefits to a well-defined and healthy organizational structure, however a properly designed structure contributes directly to the mission of your institution (Meyers, 2017).

Arons, et al. (2014), says that organizations can be more effective if they learn to partner with their other internal functions. Important to this process is keeping an innovative and collaborative approach that allows you learn from your mistakes and celebrate when you succeed.

Data analysis revealed that the matrixed organizational structure positively correlated at a significant level with all three of the university advancement factors reviewed in this pilot study. The flexible nature of a matrixed organization and the emphasis on cross functional project teams plays a big part in this (Arons, et al., 2014; Stokes, 2005).

Marketing, in addition to the matrixed structure, positively correlated at a significant level to the flat organizational structure.

"Marketing is too important to be left just to marketers. In fact, the most effective marketing teams make connections both inside and outside the company that influence the business strategy… the data shows that marketing teams are working more closely with CEOs than in the past and are approving more significant investment decisions. Close collaboration between marketing and CEOs is more common in industries like consumer packaged goods than in energy or healthcare" (Arons et al., 2014).

This idea supports the positive correlation between the marketing function and a flat organizational structure. By removing the layers of leadership that exist between marketers and the CEO, a stronger organization can emerge.

Organic organizational structure also showed a positive correlation at a significant level with the alumni function of university advancement. Organic structures are informal, collaborative and drive communication in addition to the freedom to choose what needs to be done and how you are going to do it (Stokes, 2005).

Because we see a statistically significant positive correlation between some of our organizational structure variables and university advancement variables, we reject the null hypotheses that there is no significant effect between organizational structures applied and university advancement. Additionally, the research shows that universities tend to favor the hierarchical or mechanistic structures over the recommended, flat, organic and informal structures necessary for university advancement to thrive. Last we see in the data that university advancement is not implemented at a high level within the institution of higher learning.

There are three recommendations that come to surface after reviewing all the information. First, universities need to look deep within and see if they really want to implement the university advancement functions at a high level. If they do, then they should consider an organizational structure that supports their strategy. Flat, organic and matrixed structures all lend themselves to accomplishing this goal. It is not necessary to change how the whole university operates, but the university advancement functions specifically need this collaborative environment. If other areas within the university can work in support of university advancement, the efforts will pay dividends. Second, a larger study with more institutions and respondents should be completed to follow up on this initial work. Third, in today's climate, university advancement is especially important. This group functions as the window to all the external constituencies. A focus should be placed on university advancement and its functions to ensure that institutions have the resources they need moving forward.

Varying recommendations in the literature based on the specific functions for university advancement can be seen. Based on this study, we believe that an informal, integrated, and collaborative organizational structure is necessary for the university as a whole to perform at the highest possible level.

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The Difference Ability of Accounting and Financial Skill: The Empirical Evidences of Dairy Farmers in Saraburi, Thailand

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Abstract

The purposes of this survey are to 1) investigate the ability level of accounting and financial skills of dairy farmers, and 2) compare the difference between gender and education level of the accounting abilities and financial skills of dairy farmers. The sample were 240 dairy farmers or owners, who operated dairy farms located around Saraburi Province. The statistical analysis performed were frequency, percentage, mean, standard deviation, t-test, and One-way ANOVA. The findings show significance in gender and age with accounting and financial skills, but there was no significant difference between genders in the financial ability of farmers at a statistical level of 0.05. Nevertheless, this study sheds an insight on finding the ability of dairy farmers. The discussion and conclusion show the implications, contributions, limitations, and suggestions for future research.

Keywords: *Accounting Ability, Financial Ability, Dairy Farmers*

The method of listing all farm business transactions and all farm resources has financial impacts on income. It is a methodical way in the job of dairy farm finance and accounting (Bart, 2006). Current agricultural procedures deem record keeping significant, primarily accounting records, by dairy farmers (Undutimi, 2013). Handling farms by using financial record and accounting are obligatory for dairy farmers to be fruitful (Yaaghubi et al., 2009). In nearly all developing countries, including Thailand, there is a scarcity of knowledge in finance management and accounting to execute requirements in small and medium agribusiness firms (Ahmed & Zabri, 2012). Likewise, in these countries, among dairy farm running skills, dairy farm accounting skills frequently are given much less consideration by accountants, farmers, and decision makers (Poppe, 1991). Accordingly, principles of accounting are not correctly used in various agribusiness doings in these countries which leads the owners or farmers to not be concerned about implementing any kind of finance and accounting actions for their firms (Poppe, 1991; Poppe & Breembroek, 1992). Meanwhile, researchers indicate that those who use accounting measures make farm efficiency better (Luening, 1989; Allen, 1994). Garcia et al. (1983) explained that farmers who prepare financial statements project cash flow better than farmers who exclude accounting measures. Streeter (1990) stated that farmers using accounting arrangements have better management systems and choice-making. Additionally, investors, agricultural policymakers, as well as those engaged in agricultural activities, need more accounting details that lead to a better prediction of farm environments (Bronstien, 1995; Crane & Leatham, 1995; Argilés, 1998). The conclusion can be drawn that there is a necessity for accounting details in agri-business activities. This kind of information is beneficial for many shareholders in agri-business with the farmers. Rightly preserved farm accounts are effective for the farmers concerning the profitability and productivity of their farms. Updated and sound accounting procedures and records are important in providing reliable strategies for farmers, helping them in adjusting their decision-making plans in managing their agri-businesses (Sharma, 2012). In a dairy farm, the accounting measures are very vital in giving the required information for administrative choice-making. These measures offer the dairy farm owners knowledge and information for required financial analysis and other analytical instruments, such as recognizing the weaknesses and strengths of the dairy firm. Also, dairy farm accounting records can be utilized as a guide for progress.

In addition, prior evidence points out that small and micro businesses show dairy farmers' lack of accounting skill (Al-Sharafat, 2016), lack of management experience and skill (Lussier, 1996), and lack of knowledge of financial and accounting skills (Marriott, 2004). This paper identifies the challenges facing the task of providing dairy farmers with the knowledge and skills that will raise their competency level to meet what is required for business growth. These challenges if met, warrant that the competency level of farm owners will be improved. Current accounting ability and the skill levels of owners are not in line with what is required in the dynamic environments of business. Therefore, the aim of this study is to offer empirical evidence on measurement the farmers' accounting and financial skills of dairy owners in Thailand through assessing the levels of adopting farm accounting and financial techniques as a management tool by dairy entrepreneurs.

Accounting skills

The accounting skill is defined as the basis of our social life. A accounting management skills are described as the skills that help owners or entrepreneurs in handling the recording, and the finance and accounts management associated with parts of the farm. Adegite (2010) explained that the accounting occupation expresses the language of the firm as it stores all dealings of businesses that have financial insinuations. As such, accounting is a regimen that involves the recording, classification, systematic gathering, interpretation, transmission, and analysis of information to help users make a financial decision. The accounting profession, as said by Evbodaghe (2009), has been accountable for the expansion of financial information and an assurance to assist both non-business and business firms to have the capacity to become successful. Globally, the international accountancy profession has aided many countries to have more stable and stronger economies. In actual fact, the profession is authorized by public trust and investor confidence. In the absence of information credibility presented and prepared by the organization management, the profession will be at risk. In some countries, such as Thailand, the accounting practice is guided by the code of conduct of the Federation of Accounting Professions of Thailand (FAP). The FAP is the one organization that legally acknowledges the accounting principles of Thailand. Ajibolade (2008) states that the codes of ethics are dedicated to ethical problems such as transparency, accountability, and integrity. Accounting skills include attention directing, record keeping, reporting skills, and financial management, which are anticipated to encourage performance evaluation, business reporting, and the effective decision of any firm innovativeness (Akande 2011). Additionally, accounting skills are guiding skills that allow the owner to make important decisions on pricing issues and production while reporting or writing skills define the technique and method by which business information is described to the business stakeholders (Ajibolade, 2008). Agbiogwu (2010) noted nine (9) common characteristics among the entrepreneurs other than accounting skills. The following are the common traits: mental and physical stamina, a need to have their own destiny to be controlled by themselves, a competitive instinct, pliability when they were defeated, decisiveness, good judgment, the capability to motivate others, great communication skills, and an optimistic attitude.

Accounting is a way to keep record of the flow of money. By accounting, we use the system to classify, record, interpret and summarize the firm's financial data (Brown & Clow 1992). It is also explained that the financial data consists of the dealings that happen in the day-to-day business operations. A good owner should be familiar with funds uses and common sources in a firm.

Financial skill

In most businesses, as well as dairy businesses, financial ability is one of many useful skills that owners need. Besides the common management functions, precise skills consist of production, financial function, sales, and marketing, which are essential to the dairy businesses success (Meredith, 1986, p9). Financial skill is "set of skill and knowledge that allows an individual to make informed and effective decisions with all of their financial resources" (Wikipedia, 2018). Evidence uncovered that financial skill is "mandatory" for managers or owners (Gibson, 2004), with "commercial management" skills progressively becoming vital in modern firms, along with other common management skills (Litteljohn & Watson, 2004). Better financial skills can also improve the concern for the firm (Subramaniam et al., 2002), which will be an advantage. Dyt and Halabi (2007) stated that there is an absence of financial skill for small and medium firms, but some practical results display capabilities at three stages of management. The capabilities are the following: financial skills such as accounting and budgeting, cost control, control mechanisms, and processes; financial management consists of resource utilization, risk assessment, and analysis. Baliyan & Marumo (2016) emphasized the necessity for skills in handling dairy business performance. Other authors that stress out the significance of financial skills for owners or managers are Kay and Moncarz (2004), Doherty (2002), Raybould and Wilkins (2005), and Harper et al. (2005). All of the authors have studied different features of the qualifications needed. It is without proof (Kay and Moncarz, 2004; Harper et al., 2005) that managers with good financial skills are more expected to attain success (see also Graham and Harris, 1999). Although, the necessity seems to be confirmed, there is uncertainty as to the effectiveness and extent of these skills. In conclusion, there are problems disturbing dairy farms. The part of financial management inside the unit has been demonstrated to be varying quickly, with the influence of technology and the endless determination of profits being crucial factors. Recent expectations for the firm are good, but vicissitudes in approach to systems management mean that the emphasis on financial management in the business has weakened. This has affected the control functions, with managers voicing apprehension at the confidence on systems and the possibility for losses. Meantime, growing pressure on profitability indicates that it is important to sustain tight controls, and so there is a growing job for managers to take charge of many financial features in their dairy businesses. They need to use the better knowledge accessible to correctly plan and predict their costs and revenues, so as to take suitable action to exploit profitability and performance satisfaction.

Dairy farms in Thailand

In 1960, the Thai dairy industry was developed after the King of Denmark gave some dairy cows to the King of Thailand during his visit to Denmark. The King started the Dairy Farming Promotion Organization of Thailand and the Livestock Department started breeding AI. Holstein Friesians with native cows in 1971. Since 1983, Thailand has imported 50,000 dairy cows from Australia and New Zealand. Nowadays, Thailand has a raw milk production capacity of 2,800 tons a day, or just over one million tons per year (2015). Forty percent of production goes to a school milk program and the rest to the commercial dairy sector (Thongnoi, 2015). Giving credit to the Ministry of Agriculture and Cooperatives, Thailand is the largest producer and exporter of dairy products in the ASEAN.

In recent years, Thailand has increased demand for meat, milk, and milk products. Despite great increases in local milk production, the accelerating demand for dairy products still exceeds the available local supply. Previously, milk was never an important product in Thailand until the second half of the 20th century. But during the past 15 years, Thailand milk animals have increased more than 1.5 times (Phi, 2017).

The data from Phi (2017) shows the number of milk animals and production in Thailand. Recently, there has been a plateau trend. Perhaps, dairy production in Thailand has reached the limit of productivity. The quantity and value of dairy products in Thailand have an increasing trend. Major dairy products producers such as Australia, New Zealand, South Korea and China can easily access the Thai market. The total value of dairy products imports in the year 2015 was US$583 million. In dairy products, the value of milk and cream concentrated or containing added sugar or other sweetening matter always has the highest rate (58% in 2015).

The trend of dairy production of milk in Thailand for the year 2018 shows that the number of dairy cows and raw milk production is expected to increase from the natural expansion of the cattle. In addition, dairy farming nowadays manages farm systems that are well farmed and more efficient. The Department of Livestock Development has the policy to improve the quality of cow's milk with a focus on productivity optimization. Technology is used to develop raw milk quality, and reduce production costs. Focusing on food in dairy farming in the year 2018, the total number of dairy cows (January 1, 2018) was expected to be 660,155 increase from 645,495 in the year 2017 (2.27%) and the number of breeding cows 276,321, increased from 269,397 in 2017 (2.57%). The production of raw milk in 2018 is expected to be 1,233,483 tons, an increase from 1,197,658 tons in the year 2017 (2.99%).

Although the trend of cow and raw milk are increasing dairy farmers remain faced with troubled situations. First, increasing the farm standards and improving the quality of raw milk to fit with consumer standards by dairy farmers call for more knowledge about farm management including a pattern of the modern dairy farm, feeding systems, and the methods to improve and increase the quality of raw milk. Second, disease problems such as mastitis and stomatitis that affect raw milk quality periodically break out, which cannot be controlled and prevented in the dairy farms. Third, climate change affects the health of dairy cows and the raw milk yield of farmers fluctuates. This problem results in unsatisfactory farm income. Finally, there is the lack of inheritors to take over the dairy farm business from the first generation of dairy farmers because the new generation view dairy business is work every day without a break, although it brings in higher income than other types of farming or working in any company.

Moreover, Thai dairy farming faces the risk of losing competitiveness with lower efficiency and higher production costs. Thai milk producers run the risk of being overthrown because they will not be able to compete. Of the issues mentioned above, the problems appear to be an internal issue of modern farm management and higher production costs that dairy farmers can solve by self-development through knowledge and increased capability in how to use accounting and financial tools in dairy business. Therefore, this study investigates the level of accounting and financial skill in dairy farmers or owners and with the purpose to send the results to relevant agencies to find solutions in the future.

Research Method

Population and Sample

The population in this research are the owners and entrepreneurs of dairy farms, in Saraburi and Nakhon Ratchasima, Thailand, comprised of 2,495 and 3,627 households, respectively. There were 6,122 dairy farmers (Department of Livestock Development, 2016). The sample of 240 dairy farms from the Saraburi and Nakhon Ratchasima provinces in Thailand was used for this study chosen by the random sampling method. The response rate of respondents was 63.83 percent from the total number of informants of 376 dairy farmers.

Variables

Independent Variable: Demographic profile, including gender, education level, age, number of family members, experience in business (years), the total number of cows in a farm, and the total number of cows inbreeding.

Dependent Variable: The accounting and financial skill of the owners or entrepreneurs in dairy farms around Saraburi and Nakhon Ratchasima in Thailand.

Research Instrumentation

The instrumentation used in this research was a questionnaire drawn up from various research papers. The questions were divided into 2 parts.

Part 1 Demographic Profile, consists of seven items including gender, education level, age, number of family members, experience in business (year), the total number of cow in a farm, and the total number of cows inbreeding. The questions in the first part were multiple choice questions and open-end questions.

Part 2 Accounting and financial skills were measured using a measurement tool adapted from Egbe (2015), Al-Sharafat (2016) and Baliyan and Marumo (2016). It contains thirteen accounting items and five financial items. Responses were scored using a five-point scale Likert-type scale (1= “strongly disagree”, 5 = “strongly agree”). The accounting skill items were reported to test reliabilities averaging .913 and financial skill items showed the average Cronbach’s Alpha value was .906.

Data Analysis

The statistical program was used to analyze the data. Statistics used in data analysis were frequency, percentage, mean, standard deviation, Independent t-test, One-way ANOVA, and Scheffe’s method of comparison. The results may be interpreted using Srisaad (1992)’s method followed as 4.21 - 5.00 highest level, 3.41 - 4.20 high level, 2.61 - 3.40 moderate level, 1.81 - 2.60 low level and 1.00 - 1.80 lowest level.

Results and discussion

Demographic Profile

From the 240 respondents, the results show that 143 (59.6%) respondents were male and 129 (52.5%) respondents graduated from the secondary school. The informants average age was 40.89 years old; the average number of members in the family was 4.04; the average number of cows was 37.35, and the average number of cows inbreeding was 22.29. Table 1 provides more details on the respondents’ profile.

Table 1
Demographic of informants

Profile	n	Percentage (%)
Gender		
Male	143	59.6
Female	97	40.4
Education level		
Primary school	69	28.7
Secondary school	129	52.5
Bachelor degree	26	10.8
Master degree	1	0.4
Other	18	7.5
Gender	Gender	Gender
Male	Male	Male
Experience in dairy farm business		12.23
Total cows		37.37
Total cows inbreeding		22.29

The levels of accounting skills

The results sho1wn in Table 2 reveal the level of owners' accountings skill in dairy business. The highest average value was shown for the response to: "You are able to record and calculate initial capital on your farm" ($\bar{X}$ = 3.86). The lowest average value recorded was shown for the response to: "You are with low farm accounting profession" ($\bar{X}$=2.88). In total, the average level calculated was at a high level ($\bar{X}$ =3.52).

Table 2
Descriptive statistics for dairy farmers in accounting skills

Accounting skills	Mean	S.D.	Level
1. You are able to record and calculate initial capital on your farm	3.86	.72	High
2. You are able to record and calculate amount consumed inputs in your farm	3.84	.67	High
3. You are able to record and calculate amount conducted production in your farm	3.80	.70	High
4. You are able to record and calculate profit and loss in your farm	3.80	.77	High
5. You are able to follow-up continuing education to improve your accounting skill	3.68	.88	High
6. You are effectively managing your financial and credit from various sources based on your accounting skills	3.60	.95	High
7. You are effectively managing your financial operations based on your accounting records	3.70	.92	High

8. You are able to create an effective accounting system for your farm	3.54	1.00	High
9. You achieved performance above profitability benchmarks based on your accounting skills	3.70	.96	High
10. You can train your employees on accounting record keeping	3.32	1.03	Moderate
11. You are with high farm accounting profession	2.92	1.04	Moderate
12. You are with low farm accounting profession	2.88	.95	Moderate
13. You need no help in accounting records in your agri-business operation	3.08	.97	Moderate
Total	3.52	.66	High

The levels of financial skills

The results shown in Table 3 reveal the level of owners' accountings skill in dairy business. The highest average value was shown for the response to: "You are the ability to sell and calculate profit form dairy farm business" ($\bar{X}$ = 3.80). The lowest average value recorded was shown for the response to: "You have the ability to manage income taxes effectively" ($\bar{X}$= 2.88). In total, the average level calculated was at a high level ($\bar{X}$ = 3.65).

Table 3

Descriptive statistics for dairy farmers in financial skills

Accounting skills	Mean	S.D.	Level
1. You have the ability to create good and efficient financial system	3.76	.79	High
2. You have the ability to sell and calculate profit from dairy farm business	3.80	.79	High
3. You have the ability to improve financial management skill through continuing education	3.54	.99	High
4. You have the ability to purchase needed inputs to enjoy discount prices	3.71	.80	High
5. You have the ability to manage income taxes effectively	3.43	1.11	High
Total	3.65	.77	High

The comparison of different ability of accounting and financial skill with different demographic profile

Gender

Table 4 shows the t-test analysis results of accounting and financial skills by gender. The results showed that gender significantly impacted accounting skills at the 0.05 level but not statistically significant different from financial skills.

Table 4

A comparisons of accounting and financial skill by gender of dairy farmers

	Male (n=143)		Female (n=97)		F	P
	$\bar{X}$	S.D.	$\bar{X}$	S.D.		
Accounting skills	3.58	.62	3.43	.72	5.30*	.02
Financial skills	3.73	.72	3.52	.83	3.65	.06

Education level and accounting skills

Table 5 shows a comparison of the level of accounting skill categorized by education level. The results of One-way ANOVA showed that the education level of respondents significantly impacted accounting skills ($p < 0.05$). The Scheffe's method of paired comparison also revealed a statistically significant difference at the 0.05 level.

Table 5

ANOVA between education and accounting skill of dairy farmers

Source of variance	S.S.	df	M.S.	F	p
In group	10.93	3	3.64	9.08*	.00
Between group	94.68	236	.40		
Total	105.61	239			

* $p \leq 0.05$ (1-tailed) ** $p \leq 0.01$ (1-tailed)

To determine which pairs of means of education level significantly differed from each other, Scheffe post hoc pair-wise comparison test was performed. The result showed that respondents who graduated from the elementary level differed from respondents who graduated from a bachelor's degree and other. In addition, the respondents who graduated from secondary school differed from respondents who graduated from a bachelor's degree. The difference was statistically significant ($p < 0.05$), as shown in Table 6. These results showed that dairy farmers who graduated from a bachelor's degree and other education level possessed accounting skills higher than those of dairy farmers who graduated from elementary and secondary school.

Table 6

The test of different of educational level by Scheffe's Method

Education level	Mean	Elementary	Secondary	Bachelor	Other
Elementary	3.27		-.24	-.65*	-.60*
Secondary	3.51			-.41*	-.36
Bachelor	4.87				.05
Other	3.93				

Education level and financial skills

Table 7 shows a comparison of the level of financial skill categorized by education level. The results of One-way ANOVA showed that the education level of respondents significantly impacted financial skills ($p < 0.05$). The Scheffé's method of paired comparison also revealed a statistically significant difference at the 0.05 level.

Table 7

ANOVA between education and financial skill of dairy farmers

Source of variance	S.S.	df	M.S.	F	p
In group	9.83	3	3.28	5.83*	.00
Between group	132.70	236	.56		
Total	142.54	239			

* $p \leq 0.05$ (1-tailed) ** $p \leq 0.01$ (1-tailed)

To determine which pairs of means of education level significantly differed from each other, Scheffe post hoc pair-wise comparison test was performed. The result showed that respondents who graduated from the elementary level differed from respondents who graduated from a bachelor's degree and other. The difference was the statistically significant difference ($p < 0.05$), as shown in Table 8. These results showed that dairy farmers who graduated from a bachelor's degree and other education level possess financial skills higher than those of dairy farmers who graduated from elementary school.

Table 8

The test of different of educational level by Scheffe's Method

Education level	Mean	Elementary	Secondary	Bachelor	Other
Elementary	3.40		-.26	-.54*	-.67*
Secondary	3.66			-.28	-.40
Bachelor	3.94				-.13
Other	4.07				

Conclusion

From the 240 respondents, the data showed that 143 (59.6%) were male, 129 (52.5%) respondents had graduated from secondary school. The average age was 40.89 years old, the number of family members was 4.04, experience in dairy business was 12.23, the total number of cows was 37.37 and total of cows inbreeding was 22.29. The results revealed that accounting skill of owners or entrepreneurs in dairy farm businesses placed the highest value on the item: "You are able to record and calculate of initial capital on your farm". They placed the lowest value on the item: "You are with low farm accounting profession". Moreover, the results showed that the financial skills of owners or entrepreneurs in dairy farm business placed the highest value on the response to: "You have the ability to sell and calculate profit from dairy farm business". They placed the lowest value on the response to: "You have the ability to manage income taxes effectively".

This study found differences between genders and accounting skills and no differences between genders and financial skill and this result was consistent with the findings of previous studies, such as those of Al-Sharafat (2016), Baliyan and Marumo (2016), and Makinen (2013). Gender and education level achieved added benefits in developing accounting skills. This result is similar to several prior studies (Hughes, 1993; Gumusluoglu & Ilsev, 2009). Other demographic factors consisting of age, work experience, and location of the unit revealed no difference in terms of accounting and financial skills demonstrated. This finding is also consistent with the findings of prior studies, such as those of Harrison (2006) and Cooney (2012). Furthermore, the results showed that dairy farmers who graduated from elementary and secondary school rated low in both accounting and financial skills. This evidence consistency with Baliyan and Marumo (2016)'s study indicates that a low level of skill in accounting and finance may be attributed to the fact that most of the owners had poor educational background. Thus, dairy farmers need to improve both accounting and financial skills through raising the educational level as well as training and workshop attendance to develop dairy farm skills.

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Job and Life Satisfaction of Teaching Personnel in a State University in Quezon Province

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Abstract

The purposes of this survey are to 1) investigate the ability level of accounting and financial skills of dairy farmers, and 2) compare the difference between gender and education level of the accounting abilities and financial skills of dairy farmers. The sample were 240 dairy farmers or owners, who operated dairy farms located around Saraburi Province. The statistical analysis performed were frequency, percentage, mean, standard deviation, t-test, and One-way ANOVA. The findings show significance in gender and age with accounting and financial skills, but there was no significant difference between genders in the financial ability of farmers at a statistical level of 0.05. Nevertheless, this study sheds an insight on finding the ability of dairy farmers. The discussion and conclusion show the implications, contributions, limitations, and suggestions for future research.

Keywords: *Job Satisfaction, Life Satisfaction, Teaching Personnel*

Teaching is a profession which should be chosen not out of coincidence or obligation but out of passion. A teacher who loves and enjoys teaching will have a high level of job satisfaction. However, teaching profession is facing problems related to teacher's job satisfaction (Abdullah, Uli & Parasuraman, 2009). The general perception is that teachers in the government school are dissatisfied with their profession.

Job satisfaction is one of the most widely discussed and enthusiastically studied constructs in such related disciplines as industrial-organizational psychology, organizational behavior, personnel and human resource management and organizational management (Tasnim, 2006). According to Stone (2009) the dimension of jobs satisfaction are compensation and benefits, promotion, supervision and working condition. Moreover, Lee, An and Noh (2012) discussed that employees are very tightly satisfied when it comes to supervision, working condition and job will be highly satisfied when it comes to compensation and benefits. Job satisfaction is affected by various factors: some of these factors are individual factors such as age, gender, work experience, occupation, level of education, and personality and some are environmental factors such as pay, promotion, opportunities, working conditions, the nature of the work, and the employing institution. Moreover, job satisfaction is critical in a person's life; when a person gets enough job satisfaction, he/she will enjoy life in general will be psychologically healthy and will have a great potential to increase his/her success both in professional and personal life (Erdamar & Demirel, 2016). In other words, if one is satisfied with job, he/she also satisfied with life. Life at home and life at work are two different important areas that reciprocally influence one another. Life satisfaction refers to an individual's cognitive assessment of satisfaction with their life circumstances (Erdogan, Bauer, Truxillo & Mansfield, 2012). Moreover, life satisfaction is an indicator for the well-being and it "depends on doing well in major areas of life, such as relationships, health, work, income, spirituality and leisure" (Diener & Biswas-Diener, 2008).

Indeed, despite the growth in the number of studies on the topic, the job satisfaction – life satisfaction relationship remains one of the most enduring chicken-and-egg questions in social psychology (Mishra, Nielsen, Smyth & Newman, 2014). As Bowling, Escheman and Wang (2010) conclude, in their meta-analysis of the job satisfaction – life satisfaction relationship: The casual nature of the relationship between job satisfaction and life satisfaction has not been clearly established.

The aim of this study is to determine the job and life satisfaction of teaching personnel. To that end, this study had the following objectives:

1. To determine the job satisfaction of teaching personnel in terms of: compensations, promotion, supervisory practices.
2. To determine the life satisfaction of teaching personnel in terms of: family, health, social relationship, and work.
3. To determine the significant relationship between job satisfaction and life satisfaction.
4. To determine the significant differences on job satisfaction and life satisfaction when grouped according to profile.

Methodology

Research Design

To achieve the purpose of this study, a Descriptive-Correlational design was conducted. A survey was conducted among the 204 teaching personnel from the state university.

Respondents of the Study

The total population consisted 301 teaching personnel. The data was came from the record of Human Resource Management Office (HRMO) as of 2017. However, out of 301 teaching personnel only 204 were able to answer questionnaire because they were present during the survey.

In terms of age, the sample consisted of 34.80% (n=71) 40-50 years old, 2647% (n=54) 36-40 years old, 23.51% (n=48) above 50 years old and 15.20% (n=31) 23-35 years old; while 55.39% (n=113) were female and 44.62% (n=91) were male. In term of civil status, 76.96 (n=157) were married and 22.55% (n=46) were single. In addition, more than half of the respondents at 59.31% (n=121) had been with the organization for more than 10 years, furthermore, 21.57% (n=44) had been in the organization for 6-10 years, 13.24% (n=27) had been in the organization for 1-5 years and 5.88% (n=12) had been with the organization for just less than 1 year.

Measuring Instrument

This study used a self-constructed questionnaire for job satisfaction and for life satisfaction. The five point scale was used as a basis of evaluating life and job satisfaction of teaching personnel with the scare response of strongly agree to strongly disagree.

The questionnaire underwent reliability test with alpha reliability of .886.

Results and Discussion
Job Satisfaction of Teaching Personnel

Table 1
Compensation and Benefits

Compensation and Benefits	WM	SR
1. My salary is appropriate to my position.	3.44	Strongly Agree
2. I enjoy the benefits given by the institution.	3.42	Strongly Agree
3. I received the mandatory benefits.	3.53	Strongly Agree
Average Weighted Mean	3.46	Strongly Agree

According to Wiley (2009) that compensation consists of the pay and benefits received from the institution by the employees. However, Kossek and Block discussed hat benefit is a form of compensation provided to employees in addition to their pay. The state university gives a mandatory benefits such as mid-year and year-end bonus, performance based bonus, productivity enhancement incentives, maternity/paternity, special privilege leave and other types of benefits.

The respondents all strongly agree with the compensation and benefits given to them by the institutions the weighted mean are 3.44, 3.42 and 3.53. Which shows satisfaction from what they received from the university.

Table 2
Promotion

Promotion	WM	SR
1. The institution provides promotion base on accomplishments	3.13	Agree
2. The institution provides equal criteria for promotion	3.08	Agree
3.If the position for the first level becomes vacant, the teaching personnel in the department who occupy positions deemed to be next-in-rank to the vacancy is considered for promotion	3	Agree
4. My department head endorses his/her subordinates for promotion.	3.08	Agree
Average Weighted Mean	3.07	Agree

The above table shows that state university in Quezon Province gives promotion. Its either promotion given was based on accomplishments or based on the endorsement of immediate head. However, the respondents response are all just "agree", it means that promotion is somehow given to the teaching personnel but with little less satisfaction with it. Results indicate that promotion to be the aspect of the job respondents were least satisfied with, moreover, promotion to be an important aspect of for most academics (Gruneberg & Startup, 1978). Moreover, pay and promotion have low correlation with overall job satisfaction but moderately correlated with facet specific overall job satisfaction (Abdullah, Uli & Parusaman, 2009). Ramlah (1984) stated that "failure to obtain promotion is a blow to a man's self-respect from which it will arouse and causes dissatisfaction and also frustration in work".

Table 3
Supervisory Practices

Supervisory Practices	WM	SR
1. My department head recognizes my work.	3.41	Strongly Agree
2. My department head call attention to my duties and responsibilities when needed.	3.36	Strongly Agree
3. My department dead always validate my work.	3.42	Strongly Agree

4. My department head conduct group interaction or meeting when a certain job must be accomplished	3.26	Strongly Agree
Average Weighted Mean	3.36	Strongly Agree

The table above present the supervisory practices in the state university in Quezon Province. It shows that there is a good supervisory practices in the said state university because the respondents "strongly agree" that their supervisors are doing their responsibilities. Furthermore, supervision has also positive relation with job satisfaction (Abdullah, Uli & Parasuman, 2009). Supervisors who establish a supportive personal relationship with their subordinates and take a personal interest in them contribute to their employees' satisfaction and take a personal interest in them contribute to their employees' satisfaction (Barowe, Mangione & Quinn, 1972).

Table 4
Working Condition

Working Condition	WM	SR
1. The place I occupy is conducive for me to work conveniently and comfortably.	3.13	Agree
2. The faculty office is well lighted.	3.19	Agree
3. The place is well ventilated.	3.2	Agree
4. The teaching material are provided which help me to execute my function.	3.17	Agree
5. There is a clean and functional restroom.	3.31	Agree
Average Weighted Mean	3.20	Agree

According to Martines (2008) that first thing that impress or depress workers are the working conditions. It includes space allotted, physical layout, ventilation, lighting and among others. The data shows that the teaching personnel are satisfied with their working conditions because they "agree" that their space is conducive for work. However, little improvement of facilities are necessary for more convenient and conducive work environment. The results presented in Table clearly have implications for Herzberg's Two Factor Theory of Job Satisfaction. This theory claims that the factors which cause satisfaction are separate and distinct from the factors which cause dissatisfaction. The factors which cause satisfaction relate basically to intrinsic aspects of the job, such as the job itself, responsibility, and so on (motivators), whereas the dissatisfiers are basically extrinsic aspects of the job such as pay, working conditions and so on (hygenes). As King (1970) has pointed out, it is not entirely clear what the two factor theory entails, but its weakest form is that motivators contribute more to satisfaction than do hygene factors, and hygene factors contribute more to dissatisfaction than do motivators.

Life Satisfaction of Teaching Personnel in a State University in Quezon Province.

Table 5
Family

Family	WM	SR
1. My family life is close to ideal.	3.57	Strongly Agree
2. I am already contented with what we have in our family	3.45	Strongly Agree
3. So far, I have gotten the important things I want in my family life	3.33	Strongly Agree
4. My family's future is already secured.	3.22	Agree
Average Weighted Mean	3.39	Strongly Agree

The revealed that most the teaching personnel in state university satisfied with their family because majority of the responses of respondents are "strongly agree". On the other hand, the respondents believed that they are just "agree" their family's future is secured.

Table 6
Health

Family	WM	SR
1. I am secured with my health due to health care	3.31	Strongly Agree
2. I have excellent health condition.	3.18	Agree
3. I do not need long time drug maintenance.	3.28	Strongly Agree
4. I am free from any sickness or illness.	3.26	Strongly Agree
5. I am healthy both physically and mentally.	3.38	Strongly Agree
Average Weighted Mean	3.38	Strongly Agree

The data shows that overall the teaching personnel are satisfied with their health because majority of respondents responses are "strongly agree". However, there are teaching personnel just "agree" that they have excellent health condition.

Table 7
Social Relationship

Social Relationship	WM	SR
1. My friends respect me.	3.59	Strongly Agree
2. My family holds a lot of esteem for me.	3.64	Strongly Agree
3. I can trust my friends.	3.45	Strongly Agree
4. I have friends that I can rely on during hard times.	3.48	Strongly Agree
5. My officemates support me in the performance of my duties and responsibilities	3.3	Strongly Agree
Average Weighted Mean	3.49	Strongly Agree

The data shows that the teaching personnel are satisfied with their social support. Majority of the respondents responses are "strongly agree" that they support social environment.

Table 8
Work

Work	WM	SR
1. I am already secured in my job.	3.39	Strongly Agree
2. I can work on my own.	3.31	Strongly Agree
3. I am already financially stable due to my career.	3.13	Agree
4. My work environment is stress-free.	2.88	Agree
5. The university conducts training and development to increase the teaching personnel knowledge and skills	3.01	Agree
Average Weighted Mean	3.14	Agree

The revealed that the teaching personnel are highly satisfied having a secured job in the state university. On the other hand, the respondents just "agree" that their work are satisfied with their work. If the teaching personnel just "agree" about their work satisfaction are not fully satisfied. This was supported by Kahneman and Deaton (2010) that satisfying work is an important component of life satisfaction.

Relationship of Job Satisfaction and Life Satisfaction

Table 9

		LIFE_SATISFACTION
JOB_ SATISFACTION	Pearson Correlation	.630**
	Sig. (2-tailed)	.000

*Correlation is significant at the 0.05 level

Based on the table, the job satisfaction and the life satisfaction have very strong linear relationship with correlation coefficient 0.630. This indicates that the life satisfaction is influenced by the job satisfaction of the respondents or vice versa. With probability value less than 0.001, this implies that the obtained relationship between the life satisfaction and the job satisfaction is significant. Hence, the job satisfaction of the respondents might be predicted on level of their life satisfaction.

Significant Differences on Job Satisfaction and Life Satisfaction when grouped according to profile

The level of job satisfaction varied across the age and there was a significant differences with the p-value equal to 0.112>0.05. It was supported by the study of Shama and Jyoti (2009) that job satisfaction varies with age for men as well as women in various occupations. In addition the level of job satisfaction varies across tenure, and as to the mean ranks, the respondents who stay long in the office/department are the most satisfied on their job. This indicate that senior found to have higher facet satisfaction compared to a younger teacher (Abdullah, Uli & Parasuraman, 2009). Also, in terms of gender there was significant difference on job satisfaction. In contrast, according to Abdullah, Uli & Parasuraman (2009) that the male teachers were relatively more satisfied that female teachers. However, in terms of position, and civil status has no significant difference on job satisfaction.

Moreover, life satisfaction varied across gender with p-value 0.017<0.05. The life satisfaction of the respondents varied across civil status with p-value 0.004<0.05. The life satisfaction of the respondents varied across tenure with p-value 0.033<0.05. On the other hand, the life satisfaction of the respondents has no significant differences across position of the respondents.

Conclusions

In conclusion, the results present the empirical evidence that mostly the teaching personnel were satisfied with the compensation and benefits, promotion, supervisory practice and working condition. Therefore, the teaching personnel in the state university in Quezon Province were basically satisfied on their job. In addition, the teaching personnel were satisfied with the family, health, social relationship and work. This is an indication that the teaching personnel were satisfied on their life.

On the other hand, evidence shows that there is a significant positive relationship between job satisfaction and life satisfaction of the teaching personnel in the state university. Conversely, as the result presents the level of job satisfaction varied across age and tenure. As to the mean rank, the respondents who work in the state university for the longest time are the most satisfied with their job. Same with the married individuals are most satisfied with their job compare to single and widow.

Furthermore, the life satisfaction of the teaching personnel has significant difference across the age, gender and civil status.

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Job Satisfaction and Organizational Commitment among Private School Teachers in Nasugbu, Batangas: Basis for Improving Teachers' Retention

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Abstract

In the face of uncertainties, organizational handlers have come to the realization that organization's success can no longer be sustained through improved products and services alone but through dedicated, satisfied and committed employees. The study investigates job satisfaction and organizational commitment among private school teachers in Nasugbu, Batangas. The sample consists of 57 teachers from the different private schools in town. Statistical tools such as frequency, percentage, pearson r correlation and analysis of variance (ANOVA) are utilized to analyze the data gathered. Findings revealed that private school teachers in Nasugbu, Batangas are very satisfied on their job and that they are committed to the organization. Result of correlation analysis suggests that there exists a moderate positive and significant correlation between job satisfaction and organizational commitment. It is also revealed that there is no significant difference between each of the profile variables of the respondents and their job satisfaction and organizational commitment. Based on the findings, the researcher recommends that the management continue to offer a fair and flexible promotional policies and opportunities and an effective job advancement schemes, build effective communication and lastly, give frequent and clear feedback to improve the employees' perception of security and further improve their job satisfaction.

Keywords: *Job Satisfaction, Organizational Commitment, Teachers, Private Schools*

It is widely accepted that man is the most important resource of any organization. The success or failure of an organization may depend on the human resource whose needs and expectations must be considered. In an educational institution, these human resources are composed mostly of teachers. Teachers are at the forefront of education and learning. The quality of education, in turn, hinges on the quality of teachers (San Yee, 2014). This is recognized by UNESCO, in its 2030 Agenda for Sustainable Development, which highlights the need for all governments to ensure that all learners are taught by qualified, professionally trained and well-supported teachers as a means of achieving the stated targets. Experienced teachers are better teachers (Brill & McCartney, 2008; Rivkin, Hanushek, & Kain, 2005); yet schools face a critical challenge in retaining qualified teachers. Estimates of teacher attrition range from 20%

to 50% of teachers leaving the profession within the first five years (Ingersoll & Smith, 2003; Latham & Vogt, 2007; Perrachione, Rossen, & Petersen, 2008).

Two factors that may be looked at to explain the retention of employees in an organization are job satisfaction and organizational commitment. According to Newstrom (2007) job satisfaction is a set of favorable or unfavorable feelings and emotion within which employees view their work. It is an affective attitude, a feeling of relative like or dislike towards something. Satisfaction is a result of an employee's internal evaluation of the factors surrounding his job and whether these factors meet his expectations. These factors may include working conditions, pay, rewards, recognition, interpersonal relationship and supervision. Satisfaction grows when these factors exceed the expectations and this would likely develop his commitment towards the organization in general (Satyendra, 2015).

George (2011) pointed out that organizational commitment is regarded as a prime requirement for any educational organization. Teachers who are committed have strong psychological and emotional ties to their institutions, their students and their subject areas. They are good followers, exerts considerable efforts to deliver their assigned jobs and have a strong desire to remain affiliated with the institution they belong or having employee loyalty. Loyal employees are devoted to the success of the organization and believe that being an employee of this organization is in their best interest. They cannot be easily swayed by an offer of bit more money (DeFranzo, 2012). Therefore, schools more than ever need strong and committed manpower (Haftkhavani, Faghiharami, Araghieh, 2012). A teacher who is committed would be able to utilize his efforts in the arena of school and classroom and has more capabilities to cope with the obstacles in teaching at the classroom setting.

Organizational commitment has also been linked to various significant outcomes, such as increased organizational citizenship behavior, decreased turnover intent and turnover, and lower levels of absenteeism (Lambert et al, 2015). Thus, if employers wish to decrease turnover and absenteeism and increase motivation and productivity, managing job satisfaction as well as organizational commitment is imperative.

Additionally, if organizations do not consider how to foster organizational commitment, whether by creating an emotional attachment to the company, the feeling of owing the company loyalty, and/or creating what employees view to be the best work environment for their needs, negative work behaviors, such as absenteeism, can result and can end in turnover (Lambert et.al, 2015). Thus, it is important for employers to explore the ways in which generational differences impact both job satisfaction and organizational commitment.

Although numerous studies have been conducted on job satisfaction, organizational commitment, and organizational management practices there is limited literature of its application in the Philippines educational setting, especially in the primary educational level. Thus, this study is conducted.

OBJECTIVES

In general, the study aims to determine the level and relationship between the job satisfaction and organizational commitment among private school teachers in Nasugbu Batangas. It specifically aims to determine the demographic profile of the respondents as to sex; civil status; educational attainment; employment status; eligibility status; and length of service. In addition, the study also intends to describe the job satisfaction and organizational commitment of the respondents. Finally, the study seeks to find out the correlation between job satisfaction and organizational commitment among the respondents and whether there is significant difference when the respondents are grouped according to their demographic profile.

LITERATURE REVIEW

Job Satisfaction. A condition underpinning any high-performance organization is that employees experience job satisfaction. Job satisfaction is the level of contentment a person feels regarding his or her job. This feeling is mainly based on an individual's perception of satisfaction. Job satisfaction can be influenced by a person's ability to complete required tasks, the level of communication in an organization, and the way management treats employees.

Job satisfaction have been studied back in 1930s, but on the other hand, work attitude relating to job satisfaction was already recognized by Taylor since 1912 in his description of scientific management. It has been defined in many ways throughout years of researches. Among this long list of definition for job satisfaction, Dunnette and Locke (2014) defined job satisfaction as a pleasurable or positive emotional state that occurred from the appraisals of one's job experiences. According to Locke the construct of job satisfaction is distinguishable from morale and job involvement. Job satisfaction is more present-oriented and refers to one's job situation, while morale is future-oriented and related to organizations' goal. On the other hand, job involvement relates to a degree where a person is fully absorbed by the job, while job satisfaction is the actual emotional state resulting from job experience. In addition, Weiss, Dawis, England and Lofquist explained that employees seek to achieve and maintain correspondence with their environment. According to Newstrom (2007) job satisfaction is a set of favourable or unfavourable feelings and emotion with which employees view their work. Job satisfaction is an affective attitude, a feeling of relative like or dislike towards something.

In a strict sense, however, job satisfaction refers to the positive feeling about one's job resulting from an evaluation of its characteristics. When the feeling about one's job is not positive, the appropriate term is job dissatisfaction. When people are satisfied with their jobs they become productive, there will be a strong tendency to achieve customer loyalty, employees will be loyal to the company, there will be low absenteeism and turnover, less job stress and burnout, better safety performance and better life satisfaction.

Factors Affecting Job Satisfaction. There are certain factors associated with job satisfaction: salary which means adequacy of salary and perceived equity compared with others; the work itself which pertains to the extent to which job tasks are considered interesting and provide opportunities for learning and accepting responsibility; promotion opportunity or the chances for further advancement; quality of supervision which relates to the technical competence and the interpersonal skills of one's immediate superior; relationship with co-worker which refers to the extent to which co-workers are friendly, component and supportive; working conditions which means the extent to which the physical work environment is comfortable and supportive of productivity; and job security which pertains to the beliefs that one's position is relatively secure and continued employment with the organization is a reasonable expectation (Ice, 2017).

In addition to these factors, one of the most important aspects of an individual's work in a modern organization concerns communication demands that the employee encounters on the job. Demands can be characterized as a communication load: "the rate and complexity of communication input an individual must process in a particular time frame." If an individual receives too many messages simultaneously, does not receive enough input on the job, or is unsuccessful in processing these inputs, the individual is more likely to become dissatisfied, aggravated, and unhappy with work, leading to a low level of job satisfaction.

When considering these factors in order to maximize job satisfaction, it is also important to consider Frederick Herzberg's Two-Factor Theory of Motivation, or motivator-hygiene theory, which was developed in the 1960s. According to Herzberg, job satisfaction and job dissatisfaction are not on opposite ends of a spectrum; rather, the factors that produce job satisfaction are different from those that produce dissatisfaction. Additionally, Herzberg believed that motivating factors contributed more to job satisfaction, while hygiene factors contributed to job satisfaction and dissatisfaction equally. Examples of motivating factors include responsibility levels, interesting work, achievement opportunities, recognition, and opportunities to advance in the organization, while hygiene factors include working conditions, salary, status, company policies, supervision, and peer relationships. In addition, Herzberg argued that some of the factors that seemingly increase job satisfaction merely decrease dissatisfaction—specifically, economic factors such as salary level and working conditions (Tschantz, 2016).

Job Satisfaction and Job Performance. Many organizations face challenges in accurately measuring job satisfaction, as the definition of satisfaction can differ among various people within an organization. However, most organizations realize that workers' level of job satisfaction can impact their job performance, and thus determining metrics is crucial to creating strong efficiency.

The relationship between job satisfaction and job performance has a long and controversial history. Researchers were first made aware of the link between satisfaction and performance through the 1924-1933 Hawthorne studies. Since the Hawthorne studies, numerous researchers have critically examined the idea that "a happy worker is a productive worker". Research results of Iaffaldano and Muchinsky have found a weak connection, approximately 0.17, between job satisfaction and job performance. However, research conducted by Organ discovered that a stronger connection between performance and satisfaction could not be established because of the narrow definition of job performance. Organ believes that when the definition of job performance includes behaviors such as organizational citizenship which means the extent to which one's voluntary support contributes to the success of an organization the relationship between satisfaction and performance will improve. It is important to note that the connection between job satisfaction and job performance is higher for difficult jobs than for less difficult jobs (Redmon & Lane, 2016).

Despite widespread belief to the contrary, studies have shown that high-performing employees do not feel satisfied with their job simply as a result of a high-level titles or increased pay. This lack of correlation is a significant concern for organizations, since studies also reveal that the implementation of positive HR practices results in financial gain for the organizations. The cost of employees is quite high, and creating satisfaction relevant to the return on this investment is paramount. Simply put: positive work environments and increased shareholder value are directly related.

Organizational Commitment. The concept of organizational commitment, which since 1970s has been subject to intense scientific studies, has been defined broadly in literature as a "person's identification of himself/herself with an organization and willingness to belong to that organization".

Organizational commitment is the bond employees experience with their organization. Broadly speaking, employees who are committed to their organization generally feel a connection with their organization, feel that they fit in and, feel they understand the goals of the organization. The added value of such employees is that they tend to be more determined in their work, show relatively high productivity and are more proactive in offering their support (Van der Werf, 2014).

Commitment is a very multidimensional concept and therefore somewhat hard to define. Commitment has been studied much, and it still "remains one of the most challenging and researched in the fields of management, organizational behavior and human resource management (Cohen, 2007). There has been numerous ways to define commitment in the past years and researchers from different fields like to emphasize different aspects of it. Often commitment is seen as a force that binds individual to a course of action that is relevant to one or more targets. Those targets can be directed to people, for example family or friends as well as to various institutions, like sports, community groups or work organization (Lambert et.al., 2015).

According to Schermerhorn (2010) organizational commitment is similar to job involvement, but reflects the degree of loyalty an individual feels toward the organization. Individuals with high organizational commitment identify strongly with the organization and take pride in considering themselves a member. Also, researchers find that strong emotional commitments to the organization—based on values and interests of others, are as much as four times more powerful in positively influencing performance than are rational commitments--- based primarily on pay and self-interests.

Medina (2011) defined organizational commitment as the degree to which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization.

Organizational commitment often reflects the employee's belief in the mission and goals of the organization, willingness to expand effort in accomplishing them and intentions to continue working in the organization. Employees who are organizationally committed have good attendance records, show willingness to adhere to the firm's policies and lower turnover rates (Medina, 2011).

Organizational commitment is defined as the relative strength of an individual's identification with and involvement in a particular organization. Conceptually, according to Mowday, Steers and Porter, it can be characterized by at least three factors: a strong belief in and acceptance of the organization's goals and values; a willingness to exert considerable effort on behalf of the organization; and a strong desire to maintain membership in the organization.

Affective Commitment. John Meyer and Natalie Allen define affective commitment as employee's affection for their job, meaning the emotional attachment to, identification with, and involvement in an organization. Employees who emotionally dedicated to the organization usually stay because of the common goals and values they possess with the organization. They keep on working in the organization because they personally want to. Development of affective commitment involves identification with the organization and internalization of organizational principles and standards.

Affective commitment relates to how much employees *want* to stay at their organization. If an employee is affectively committed to their organization, it means that they want to stay at their organization. They typically identify with the organizational goals, feel that they fit into the organization and are satisfied with their work. Employees who are affectively committed feel valued, act as ambassadors for their organization and are generally great assets for organizations (Van der Werf, 2014).

Affective organizational commitment which includes organizational identification, organizational involvement and organizational loyalty is the psychological attachment to organization as a result of memento of friendship. As defined by Mowday, Porter, and Steers, affective organizational commitment is "a strong belief in and acceptance of the organization's goals and values; a willingness to exert considerable effort on behalf of the organization; and a strong desire to maintain membership in the organization" (Akhigbe et.al, 2014).

Organizational identification is a situation in which the employee and the organization share the same goals and values. As the people in the organization shares the same values of the organization, the organization begins to get closer and starts working more like one big team. Companies want their employees to identify with the company's goals and values so they have a better chance of working as a team and winning. When employees identify or agree with these aspects of business, they have more pride about the jobs they do and the companies they work for and will feel better about themselves in the roles they are in (Wengrzyn, 2017).

Organizational involvement is when employees participate directly to help an organization fulfil its mission and meet its objective by applying their ideas, expertise and efforts towards problem solving and decision making. This involvement increases ownership and commitment, retains the best employees and fosters an environment in which people choose to be motivated and contributing (Manktelow et.al, 2017)

Organizational loyalty on the other hand, is person's devotion or sentiment of attachment to the organization. It is the most important that determines the effectiveness and efficiency of the organization. Employees with loyalty towards the organization are committed employees with a sense of belongingness towards the organization. Such employees accept the organizational goals and values and have psychological attachment to the organization. Organizational loyalty makes the employees committed to their work. They hold a strong sense of duty towards their work, and place intrinsic value on work. These employees are motivated to work and have a strong job involvement. Work becomes part of their life (Manktelow et.al, 2017). Employees with loyalty towards organization are committed employees with a sense of belongingness towards the organization. Such employees accept the organizational goals and values and have psychological attachment to the organization (Satyendra, 2015).

It's important to grow affective commitment, and reduce the team's reliance on continuance and normative commitment, so that the organization has a team of people who feel passionate for their roles (Manktelow et.al, 2017).

Importance of Job Satisfaction and Organizational Commitment. Job satisfaction is important for organizations to cultivate in their employees, as it can affect employees' mental health and productivity at work (Campione, 2015).

Organizations want to prevent withdrawal behavior. To prevent job withdrawal causing from job dissatisfaction, organizations therefore need to promote job satisfaction, a pleasant feeling resulting from the perception that one's job fulfills or allows for the fulfillment of one's important job values.

Because an employee's overall job attitude is determined by his or her job satisfaction and organizational commitment (McShane and Von Glinow, 2015) it is important for organizations to consider job satisfaction as well as organizational commitment.

Additionally, if organizations do not consider how to foster organizational commitment, whether by creating an emotional attachment to the company, the feeling of owing the company loyalty, and/or creating what employees view to be the best work environment for their needs, negative work behaviors, such as absenteeism, can result and can end in turnover (Lambert et.al, 2015). Thus, it is important for employers to explore the ways in which generational differences impact both job satisfaction and organizational commitment, and apply this knowledge to implement organizational changes that help cater to the personalities, needs, and expectations of the Millennial generation in order to not only decrease turnover, but maximize their potential in the company as well.

Methodology

The researcher used the descriptive-survey method of research to describe the data and characteristics about the population, phenomenon to answer the objectives of the study. A descriptive method of research is a process of collecting, analyzing data about conditions, beliefs, practices, trends and processes. With this type of research, the prevailing conditions or how a person, group or thing behaves or function in the present is primarily the focus of the study. It often involves some type of comparison or contrast. The main objective of the research was to determine the level of job satisfaction and organizational commitment of the private school teachers in Nasugbu Batangas. For the researcher to elicit information that will answer the problems of the study, the researcher used a questionnaire as the principal data gathering instrument. The questionnaire utilized in the study was patterned from the questionnaires used by Marcelina M. Miguel from her unpublished dissertation in the University of the Philippines entitled "Relationship of Organizational Climate, Job Performance and Job Satisfaction", Minnesota Satisfaction Questionnaire and another one developed by John Cook and Toby Wall. The questionnaire was modified in order to fit to the present study. It is composed of three parts. The first part consists of the profile of the respondents regarding their sex, civil status, educational attainment, employment status, eligibility status and length of service. The second part contains several statements that measures the respondent's level of job satisfaction and the third part consisted of statements that measures the respondent's level of organizational commitment.

The questionnaires were personally distributed to the private school teachers in Nasugbu. After gathering the answered questionnaires, the researcher started tallying, analyzing, and interpreting the data. Statistical tools such as frequency, percentage, mode, pearson r correlation and analysis of variance (ANOVA) are utilized to analyze the data gathered.

Results and Discussion

Profile of the Respondents

The researcher prepared a survey questionnaire with three parts; the first part was about the profile of the respondents as regards their sex, civil status, educational attainment, employment status, LET result and length of service. The researcher believed that the said areas are significant to the study. Table 1 shows that the distribution of male and female respondents are not equal. Majority of the respondents are female which accounted for 87.7%.

Table 1
Distribution of the respondents as to sex

Sex	Frequency	Percentage
Male	7	12.3
Female	50	87.7
TOTAL	57	100

It can be presumed that there are more women in the labor force nowadays. They want to experience both the liberating and empowering feeling of earning a regular wage and of having increased autonomy over their economic lives. They want to work, earn money and support themselves and of course their family financially. Marcinkus (2012) stated that though typically men are the ones who work for their family, today, more and more women are now in the workplace. The number of women in the organization has grown significantly in over the past decade, and their representation is expected to increase as well as into the new century.

Table 2

Distribution of the respondents as to civil status

Civil Status	Frequency	Percentage
Single	30	52.6
Married	26	45.6
Widowed	1	1.8
TOTAL	57	100

Table 2 reveals that majority of the teachers are single which is 52.63% of the total respondents or comprising 30 teachers.

In explaining this result, it can be deduced that there are more single teachers working in the different private schools in Nasugbu Batangas This is may be because of the reason that they are not yet ready to get married; as most of them are still young. They are also known to be career driven. They focus more on building their careers and working for a better and stable future rather than getting married early.

According Bustle (2016), young people are skipping out on not just marriage, but commitment in general. They are focused on their achievements and career and know what to do to get better results (Gay, 2017).

Table 3

Distribution of the respondents as to educational attainment

Educational Attainment	Frequency	Percentage
College Degree	43	75.4
Graduate Level (Not Completed)	5	8.8
Graduate Degree	9	15.8
TOTAL	57	100

As reflected on table 3, majority of the teachers are college graduate which is 75.4% of the total respondents or composed of 43 teachers.

It can be concluded from this result that most of them are aiming to have a better job in the future. Nowadays, college diploma is a minimum requirement that employers are looking for in an applicant. If someone wants to have a more stable better job he/she should finished college and gets a college diploma first. In the teaching profession, the minimum requirement to be able to teach in the primary and secondary grade levels is a college degree. However, most schools are encouraging their teachers to enrol and finish graduate degree levels.

Table 4

Distribution of the respondents as to employment status

Employment Status	Frequency	Percentage
Permanent or Regular	24	42.1
Contractual	32	56.1
Temporary	1	1.8
TOTAL	57	100

As indicated in the table above, majority of the teachers working in those private schools are contractual.

This finding could mean that the different private schools in Nasugbu Batangas prefer to hire teachers in contractual basis. This reduces the labor cost because they are not subject to some benefits unlike the permanent workers. Individual hired through contract of service has an option to enrol themselves in social benefit programs such as the SSS, PhilHealth and Pag-ibig Fund, as self–employed members.

Table 5

Distribution of the respondents as to Eligibility Status

LET Passer	Frequency	Percentage
YES	27	42.37
NO	30	52.63
TOTAL	57	100

For teachers in the Philippines, eligibility means a person has successfully passed the licensure examination for teachers (LET). Only LET passers are allowed to apply and be hired in the public or government schools. From the result, it is not surprising that many of the private school teachers are non-LET passers as this is not a requirement in the private schools, although LET passers are highly preferable. Another probable reason is that some of the teachers who have just graduated from college may not have taken yet the licensure exam. As presented in Table 6, majority of the respondents have rendered 0-2 years of service in them are new to the organization they will exert more effort to learn and showcase their skills and abilities to gain the respect and recognition of their colleauges and superiors which is important for them and will help the organization in improving its overall performance.

Table 6

Distribution of the respondents as to length of service

Length of Service	Frequency	Percentage
0-2 years	23	40.4
3-5 years	10	17.5
6-8 years	6	10.5
9-11 years	3	5.3
12-14 years	6	10.5
15 years or more	9	15.8
TOTAL	57	100

The findings suggest that since many of On an article written by Nickalls (2017) she conversed that since millennials are living in an ever-changing world, thus, a creative bunch. They are constantly thinking of new ideas and are willing to think outside the box. Recognition and respect on the other hand is essential for them to calibrate and adjust their work and perform even better.

Job satisfaction of the Respondents

Table 7

Job satisfaction of private school teachers in Nasugbu, Batangas

Variable	Ave. Response	Var.	Freq.	(%)
Recognition	VS	0.581	27	47.4
Possibility of Growth	VS	0.447	28	49.1
Advancement	VS	0.564	30	52.6
Achievement	VS	0.363	31	54.4
Responsibility	VS	0.427	28	49.1
Pay	VS	1.105	25	43.9
Benefits	VS	0.940	29	50.9
Rewards	VS	0.910	24	42.1
Work itself	VS	0.516	30	52.6
Job Security	VS	0.647	33	57.9

Supervision	VS	0.606	32	56.1
Organizational Policy and Administration	VS			
0.515	31	54.4		
Working Conditions	VS	0.632	29	50.9
Interpersonal Relations	VS	0.576	29	50.9

Note: VS- Very Satisfied

It can be contemplated from the table above that the respondents are very satisfied with all of the dimensions of job satisfaction. With this result, the researcher came to the judgment that the organization guarantees the adequacy of the hygiene factors or the dissatisfiers (advancement, pay, benefits, rewards, job security, supervision, organizational policy and administration, working conditions, and interpersonal relations) to avoid employee dissatisfaction. The organization also makes sure that the work is stimulating and rewarding that's why the employees are motivated to work and perform harder and better. Moreover, the millennial employees are moderately satisfied in their job because their job inside the organization utilizes their skills and competencies to the maximum that let them learn something valuable. And lastly, the respondents believe that there exists a harmonious and peaceful relationship in the organization that's why they are not dissatisfied with their job.

The characteristics associated with job dissatisfaction are called hygiene factors. When these have been adequately addressed, people will not be dissatisfied. A study conducted by Tan and Amna (2012) showed that hygiene factors dominated motivators in terms of job satisfaction of sales personnel in Malaysia. Moreover, Odunlade (2012) argued that job satisfaction is defined as an individual's reaction to the job experience. There are various components that are considered to be vital to job satisfaction and they include the following: pay, promotion, benefits, supervisor, co-workers, work conditions, communication, safety, productivity, and the work itself. These variables are important because they all influence the way a person feels about his job though each of these figures into an individual's job satisfaction differently.

Organizational commitment of the Respondents

Table 8

Organizational commitment of private school teachers in Nasugbu, Batangas

Variable	Ave. Response	Var.	Freq.	(%)
Organizational Identification	SA	0.429	36	63.2
Organizational Involvement	SA	0.469	33	57.9
Organizational Loyalty	SA	0.626	26	45.6

Note: SA- Strongly Agree

As manifested in the table above, the teachers' average response on the statements under the three components of organizational commitment are all "strongly agree". This result is an indication that the respondents' exhibit commitment and they feel a strong emotional attachment to the organization they are currently employed in and they want to be involved in the organization's success. Furthermore, this result means that the teachers in general identify themselves with the organization and they believe that they share the same goals and values; that they involve themselves on the matters concerning the organization by applying their own ideas, skills and expertise to achieve the goals and objectives of the organization and; that they are loyal and devoted to the organization and believe that being an employee of the organization is in their best interest.

According to Akhigbe et.al (2014) organization commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization Organizational commitment is characterized as employee's willingness to contribute to organizational goals. Furthermore, affective organizational commitment such as organizational identification, organizational involvement and organizational loyalty is the psychological attachment to organization as a result of memento of friendship. It is the strong belief in and acceptance of the organization's goals and values; a willingness to exert considerable effort on behalf of the organization; and a strong desire to maintain membership in the organization.

Correlation between Job Satisfaction and Organizational Commitment

Table 9

Hypothesis test result of significant relationship between Job Satisfaction and Organizational Commitment among private school teachers of Nasugbu, Batangas

		Job Satisfaction (JS)	Organizational Commitment (OC)
JS	Pearson Correlation	1	.415**
	OC		.001
	N	57	57
OC	Pearson Correlation	.415**	
	Sig. (2-tailed)	.001	
	N	57	

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

Results of the Pearson correlation indicated that there is a significant positive association between job satisfaction and organizational commitment, (r(55) = .415, p = .001). Pearson r 0.415 indicates a moderate correlation between job satisfaction and organizational commitment. Pearson's Correlation Coefficient is the test statistics that measures statistical relationship and association between two continuous variables hence, it is used to determine the significant relationship between job satisfaction and organizational commitment. Table 9 shows that there is moderate positive correlation between the level of job satisfaction and the organizational commitment of teachers which is statistically significant. In this case, the null hypothesis will be rejected. This finding suggests that the teachers who are satisfied with their job are also committed to the organization. For instance, the respondents may be satisfied to their job because the organization met their expectations and provided their needs and at the same time they are committed to the organization for the reason that they share the same goals and values, they feel an emotional attachment to the organization and they want to maintain membership in the organization.

A descriptive research study using survey or questionnaire conducted by Abebe and Markos (2016) using survey or questionnaire at Arba Minch University, Ethiopia, reveals that there is a weak positive correlation between job satisfaction and organizational commitment which is statistically significant ($r=0.124$, $p<0.01$). This suggests that the participant's job satisfaction may not relate to their feeling of attachment and involvement in the organization. Furthermore, a study conducted by Suma and Lesha (2013) found that there is a strong significant positive correlation between job satisfaction and organizational commitment ($r=0.801$, $p<0.01$). This strength of relationship entails that if the level of job satisfaction changes, then organizational commitment would also change accordingly. These findings suggest therefore that the greater the job satisfaction among the employees at the Municipality of Shkoder, the more committed they will be to the organization.

However, in the present study, since the correlation is moderate level it cannot be exactly and precisely conclude that when the job satisfaction of the respondents increases their organizational commitment also increases.

Difference between the Job Satisfaction and Organizational Commitment of the Respondents when Grouped according to their Demographics.

As indicated in Table 10, it was found out that there is no significant difference between the job satisfaction of the respondents at the $p<.01$ level when grouped according to their demographics. In this case the researcher accepts the null hypothesis. It can be presumed that the respondents are very satisfied with their job and that their satisfaction is not dependent on their sex. According to a study conducted by Mabasa et.al (2016) there is no significant differences between academic staff members' level of satisfaction and commitment in terms of gender.

Table 10
Hypothesis test result of significant difference between job satisfaction among private school teachers when grouped according to their profile

Profile Variable	p-value	Interpretation
Sex	.383	Not Significant
Civil Status	.628	Not Significant
Educational Attainment	.604	Not Significant
Employment Status	.334	Not Significant
LPT/LET Passer	.189	Not Significant
Length of Service	.113	Not Significant

With regards to civil status, it was revealed that there is no significant difference between level of job satisfaction and the civil status of the respondents at $p<0.05$ level [$F(3,238)=2.033$, $p = 0.110$]. In this case the researchers accept the null hypothesis. This could mean that the single, married, separated and widowed private school teachers in Nasugbu Batangas are all moderately satisfied with their job. Furthermore, this is an indication that the level of job satisfaction of the respondents does not create any dependency with their civil status. On a study conducted by Mohammad (2013), it was found that Bangladeshi employees, irrespective of gender and marital status (single, married, separated and widowed) are 'moderately satisfied'. No statistically significant evidence is observed indicating differences in job satisfaction level between "male and female" or between "married, unmarried, separated and widowed."

Moreover, it was also found that there is no significant difference between the level of job satisfaction of the respondents and their educational attainment at $p <0.05$ level

[F(3,238)=0. 843, p= 472]. With this result, the researchers accept the null hypothesis. This result is an indication that the level of job satisfaction of the millennial employees is not dependent to their educational attainment. The respondents who have different educational background and attainments are all moderately satisfied with their job. A study conducted by Blance and Menes (2013) revealed that there exist no significant difference between the educational attainment (p-value=0.88) of the employees and their job satisfaction. The level of education of the employees has no bearing on job satisfaction. This may be attributed to the 'equal pay for equal work' being practiced by the company.

As shown in the table, it was also revealed that there is no significant difference between the level of job satisfaction of the respondents and their employment status at p<0.05 level [F(3,238)=1.542, p=0. 204]. In this case the respondents accept the null hypothesis. This finding suggests that whatever employment status the millennial employees have, they are still moderately satisfied with their job. Furthermore, it can also be presumed that the organization treats all its employees fairly and equally and this may be the reason why they are all satisfied in their job regardless of their employment status. A study conducted by Cha et.al (2012) revealed through multivariate analysis of covariance (MANOVA) that there were no statistically significant differences between the employment status of the faculty staff members with regard to job satisfaction, organizational commitment, and contextual performance.

Lastly, with regards to length of service, it was showed that there is no significant difference between the level of job satisfaction and the length of service of the teachers. Given this result, the researcher accepts the null hypothesis. This finding is an indication that the level of job satisfaction of the teachers is not dependent with the length of service that they rendered in the organization. Moreover, regardless of whether the respondents are new to the organization or not they all feel very satisfied with their job. Blance and Menes (2013) revealed that the job satisfaction of employees with shorter service (3.70 +0.55) do not significantly differ (p-value=0.52) with those having longer service (3.78 +0.60).

Corollary to the findings above, it is clear that there is no significant difference between on each of the parameters of the profile of the respondents and the level of their job satisfaction. Viewing in this sense, it can be stated that regardless of the sex, civil status, educational attainment, employment status, LPT/LET passer and length of service of the teachers they are all recognized, given the chance to grow, have the chance to advance or further develop themselves, feel a sense of achievement, given fair responsibilities, given fair and equitable pay, benefits and rewards, interested in the nature of their job, feel secured about their job, given enough supervision, given fair policies, being provided with a comfortable workplace, and they have a harmonious relationship with each other.

Table 11 is focused on the presentation, analysis and interpretation of data regarding the difference between the organizational commitment of the respondents when group according to their sex, civil status, educational attainment, employment status, eligibility status and length of service.

Table 11

Hypothesis test result of significant difference between organizational commitment among private school teachers when grouped accord-

ing to their profile

Profile Variable	p-value	Interpretation
Sex	0.907	Not Significant
Civil Status	0.718	Not Significant
Educational Attainment	0.260	Not Significant
Employment Status	0.042	Not Significant
Eligibility Status	0.144	Not Significant
Length of Service	0.093	Not Significant

The result suggests that there is no significant difference between the organizational commitment of the respondents at the $p<.01$ level when grouped according to sex [$F(1, 55) = 0.014$, $p = 0.907$]."These indicate that the teachers are emotionally attached and committed to the organization and they fully embrace the goals and objectives of the organization regardless of their sex. In other words, sex or gender does not affect a person's tendency to commit to an organization. A study conducted by Jaron et.al (2015) shows that there is no significant difference in any component of organizational commitment when respondents are grouped according to gender. Whether there is a high or low level of commitment or whatever the level of commitment is, it cannot be explained by their gender.

With regards to civil status, it was found that there is no significant difference between the organizational commitment and the civil status of the private school teachers. With this, it can be construed that the organizational commitment of the respondents is not dependent on their civil status. Whether they're single, married, separated or widowed they still feel committed to the organization and devoted to assist in the achievement of the organization's goals and objectives. The respondents are characterized by a strong acceptance of the organization's values and willingness to exert efforts to remain in the organization regardless of their civil status. The result of the study conducted by Tikare (2016) indicated that there is no significant difference in total score of commitment, affective commitment, continuance commitment and normative commitment with reference to civil status. The civil status does not interfere if there is a professional role; if there are legal and ethical and financial responsibilities; and if there is an urge for career advancement and their commitment to the organization. Furthermore, it was also revealed that there is no significant difference between the organizational commitment and the educational attainment of the teachers in private schools in Nasugbu Batangas. In this case the researcher accepts the null hypothesis. This finding suggests that the respondents' educational attainment and background does not affect their commitment to the organization. The respondents have a strong relationship to the organization and they dedicate themselves to enhance the organization's performance regardless of their educational attainment.

Furthermore, this result denotes that there is no varying degree of emotional attachment to the organization based on the respondents' educational attainment. Coşkuner and Yertutan (2013), revealed that the organizational commitment of the employees did not differ by sex, civil status, position and educational attainment. This shows that companies do not maintain a different attitude toward their employees depending on sex, civil status, educational attainment and position while appointment and provision of opportunities for the employees.

Moreover, as shown in the table, it was discovered that there is no significant difference between the organizational commitment and the employment status of the respondents, thus, the researcher accepts the null hypothesis. This result simply implies that there exist no dependency between the commitment of the respondents and their employment status. They all feel devoted, emotionally involved with the organization and feel personally responsible for the organization's success regardless of their employment status. This findings also denotes that the respondents, whatever employment status they hold, have confidence on the values of the organization which is why they take them as their own and serves extra effort to sustain those organizational goals and values. Furthermore, the respondents believed that they are all treated fairly and equally inside the organization regardless of their employment status.

Jaron et.al (2015) discussed that there is no significant difference in the organizational commitment of the employees when they are grouped according to their employment status. This indicates that regardless of their employment status, they feel committed to the organization.

Lastly, with regards to length of service, it was revealed that there is no significant difference between the organizational commitment and the length of service of the private school teachers. Thus, the researcher accepts the null hypothesis. This finding denotes that the respondents are willing to give something in order to contribute to the organization's wellbeing, they empathize with the organization's problems and they feel that the organization holds meaning for them regardless of the length of service that they rendered to the organization. Therefore tenure is not a measure of commitment. Blance and Menes (2013) reveals that when the organizational commitment of the respondents were compared considering their sex age, length of service civil status and educational attainment, no significant differences were seen since the p-value is less than 0.05

To sum it up, it is clear that there is no significant relationship between each of the parameters of the profile of the private school teachers and their organizational commitment. With this result, it can be concluded regardless of their sex, civil status, educational attainment, employment status and length of service in the organization, the respondents identify themselves on the organization and they share the same goals and values, they involve themselves on the organization and dedicate themselves for the improvement of the organization's performance and lastly they are loyal to the organization who wishes to maintain membership in the organization.

Conclusions and Recommendations

In the light of the findings of the study, the following conclusions were drawn. Most of the respondents are female, single, college graduate, are contractual employees and have rendered 0-2 years of service in the organization. Moreover, it was also concluded that the private school teachers in Nasugbu Batangas are very satisfied with their job. They were recognized, given the chance to grow, had the chance to advance or further develop themselves, given fair responsibilities, felt secure about their job, given enough supervision, were provided with a comfortable workplace, given fair compensation, had a harmonious relationship with each other, were proud and interested in the nature of their job and were given fair policies thus they generally feel moderately satisfied with their jobs.

It was also deduced that the respondents exhibit a commitment to the organization. They share the same goals and values with the organization and identify themselves with these aspects of the organization; they involve themselves in the organization and; they are loyal to the organization and wish to remain in the organization.

Furthermore, there is a moderate positive correlation between the job satisfaction and organizational commitment of the teachers in private school in Nasugbu Batangas which is considered to be statistically significant. However, since the relationship is moderate, the researcher cannot exactly say and conclude that when the job satisfaction of the respondents increases, their organizational commitment also increases. Lastly, there is no significant difference between the level of job satisfaction and organizational commitment and the profile of the respondents, therefore, the level of job satisfaction and organizational commitment of the private school teachers are not dependent on their demographic profile. Based on the findings of the study, the researcher recommends to continue to ensure the equal opportunities to each and everyone in the organization with regards to promotion and advancement, enhance the communication process inside the organization and work on making it more effective. In view of the findings regarding the organizational commitment of the respondents, the administration/management need to ensure that quality performance and loyalty of their employees are being rewarded by giving them either financial rewards or even through praise or recognition, assigning a more challenging tasks to their employees to make them feel valued and trusted and lastly, encouraging active participation in the decision-making process of the organization, letting them make more decisions that matter and can impact the organization in order to improve their loyalty and cultivate organizational commitment among the employees.

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Female Students Girl Dormitory Satisfaction Assessment of Adventist University of Indonesia (Unai) 2017-2018

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Abstract

Dormitory satisfaction of a university is one of the most significant aspects in the sustainability of a higher education. This study aims to assess the implementation of dormitory policies and Adventist Education Philosophies on Dormitory satisfaction of female students in school year of 2017-2018. A quantitative survey will be conducted to measure some hyphotheses through a self-structured questionnaire. A total of 228 respondents involved in this survey. The Convenience purposive sampling used on this study. SPPSS technique applied to process the data. The empirical results provide a strong support for the existence and sustainability of Adventist University of Indonesia (UNAI).
Keywords: *dormitory satisfaction, sustainability, female students*

Residential satisfaction of university dormitory serves as one of the significant aspect in the framework of sustainability in higher education. The study aims to develop POE (Post-Occupancy Evaluation) that composed of socio-technical factors. Socio aspect contains of residents behavior, experience and expectacy, technical factors such as the building and the security. The socio and technical aspects of the system have interdependent with each others (Ning and Chen, 2016)

This study will answer some research questions:

1. How relevant the implementation of rules on student character.
2. How well the maintenance of dormitory facilities by the school.
3. How well the dean of dormitory gives service to the students.
4. How relevant the dormitory program on the student career preparation.
5. How well the cafeteria provide food for the students.

6. How relevant the dormitory program on the character building of the students.
7. How satisfy student staying in the dormitory regarding the implementation of the rules.
8. How helpful dormitory policies in helping student with financial difficulties

Methodology

A quantitative survey will be conducted to measure some hyphotheses through a self structured questionnaire. A total of 228 respondent will be involved in this survey. The Convenience purposive sampling will be used on this study. SPPSS technique will be applied to process the data. Purposive sampling applied in this study. All respondent are those who stayed in the dormitory. The number of sampling applied using this

formula : $\dfrac{(\, n = t \;\; x \;\; p\,(1\text{-}p)}{m}$

Where : n = required sample size

t = confidence level at 95% (standard value of 1,96)

p = estimated prevalence of the variable of interest

m= margin of error at 5% (Standard value of 0.05) (Sincero, 2012.)

Adventist Education Philosophy

The Seventh-day Adventist Philosophy of education is Christ centered. Adventist believe that under the guidance of Holy Spirit, God's character and purposes can be understood as revealed nature, the Bible, and Jesus Christ. The distinctive characteristic of Adventist education derived from the Bible and the writing of Ellen G. White point to the redemptive aim of true education; to restore human beings into the image of their Maker.

Adventist education imparts more than academic knowledge. It fosters a balanced development of the whole person spirituality, intellectually, physically, and socially. (General Conference Education Department, 2018)

Benefit of Studying in SDA College Dormitory

Students who choose an Adventist College or university see measurable benefits such as

Technical Aspect (Facilities) :

Dormitory, The basic function of universities dormitory is to provide a living place for students. The may contain multiple beds in one room. Bedrooms are the core physical component. Some studies expand pantry and leissure room. A simple way to measure occupants satisfaction with the building component one by one (Najib, et al, 2011). Satisfaction is derived from comparing occupants actual and preferred situation. When the real situation does not meet occupants requirements, dissatisfaction will occur. Besides physical building performance, assessing occupants' satisfaction covers factors even beyond the building level such as neighborhood faclities and maintenance services. (Francescato, et al, 2016).

Cafeteria, University cafeteria and the food service play an important role in determining students' satisfaction and can be one of the factors influencing their preference for enrolling to university. Cafeteria and food service programs are recognized in several academic studies as one of strongest retention strategies for students at university (Levitz,2010). Customer satisfaction influences students intention and behavior, which, in turn, leads to an organizations' future revenue and profit (Gilbert & Veloutsou, 2006). Food quality is related to the quality of the meals, diversity of food, food hygiene and environment (Hui & Zhao, 2004). Eating venue especially in school meals is different from cafeteria to classroom and gender of meals eater is different. Prior research noted that variety, diversity, and comfort in cafeteria food options at a university give students a sense of having meals at home while on campus (Raman & Chinniah, 2011).

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Social Aspects

Sustainable Spirituality. Spirituality is a way of living, is a being-in-love. Being in love with nature. Being in Love with God. Loving our neighbors as ourselves and including in the circle of friendship animate and inanimate life (Andrews, 2010).

Seventh-day Adventist education seeks to give every student the opportunity to accept Jesus. Christ as their personal savior and to realize their inestimable values as a child of God. It is recognized that Adventist Education will cost each family a considerable amount (Mc. Clintock, 2018). Our highest goal is to see each student enter into a personal relationship with Jesus Christ and continue walk with Him day by day. Students are challenged in the practical application of their faith in the choices they make, in the attitudes they posses, and in what they coose to go along with thast would contrary to God's word. Students are confronted with how their actions reflect upon their claim to be as Christians. Living for Jesus Christ is not something that can be turned off and on depending on the situation. It should be a singular priority (Adrews, 2010).

Graduates from Adventist higher institutions they were 7x more likely to develop a personal relationship with Jesus than others students who attended public universities. Students in Adventist college have professor whom 7x study the Bible. Their friendship will be stronger and deeper, they will feel confidence and focus to do well academically and get involves on campus to earn your skills for your future career (The Association of Adventist Colleges and Universities, 2018).

Graduates from Adventist Colleges, students have some spiritual benefits such as, *a deeper personal relationship with Jesus (Adventist College : 58.7% ; Public University 8.2%), Professors developed spiritual values (Adventist Colleges : 36.5% ; Public School ; 4.5%), Professors pray with students in Colleges (Adventist Colleges : 25.7% ; Public University : 3.3%), Professors who studied the Bible and increased their faith (Adventist colleges 49.5% ; Public School 6.3%), Friends who positively influenced their walk with Christ (Adventist Colleges 56.6% ; Public University 13.1%), Friends who attended worship with them (Adventist Colleges : 69.7% ; Public Un iversity 9.1%),* (The Association of Adventist Colleges and Universities, 2018).

Leadership Training. In the dormitory students enjoy opportunity to get involved and practice leadership skills in the Adventist dormitory programs. The four years they could be rich, lively, and full of the experiences they need to participate and lead among peers (The Association of Adventist Colleges and Universities, 2018). Leadership and teamwork are also promoted in the dormitory, it makes easier for the teacher to set the rules, boundaries and follow up students in every aspect of their life, even better than their parents (Atieno, 2017).

Students gain a sense of fulfilment from their community when they are involved with student leadership and are given the formal means to get to know others, to practice their leadership skills, and learn a great deal about themselves (Recident Hall Association, 2018).

Undergraduate School-should arrange for labor on campus and /or cooperative education. Including opportunity for voluntary community service, and provide some financial assistance (Geraty, 1993). A variety of work opportunities are available to enrich students' learning and aid in paying their school expenses. Secondly some Adventist school provide some scholarship and loans with some criteria based on several factors such as, financial need, family income, and GPAS' (General Point Average) (Wahlman, 2018).

Some benefits of choosing an Adventist higher educations : *Public speaking skills (Adventist Colleges : 50.4% ; Public University : 43.5%), Moral principles (Adventist Colleges*

:64.8% ; Public University 24.8%), Healthy Living Principles (Adventist Colleges 54.2% ; Public University 24.2%), Philosophy of life (Adventist Colleges : 55.9% ; Public University : 8.7%). (The Association of Adventist Colleges and Universities, 2018).

Students graduated from boarding school succeed at significantly on higher rate they are more likely to earn and advanced degree and active faster career(The Arts & Science Group of Baltimore for Association of Boarding School (TABS), 2017)

Forever Friendship. Friendship made on Adventist campus can lead to internship, jobs, relationship and others opportunities for improving our career. Sahred faith and values will help us feel right at home at an Adventist College. When we are connected, it easier to feel comfortable, you're much more like to involve in enjoyable activities (The Association of Adventist Colleges and Universities, 2018). Boarding school provides a good environment for students to socialize and learn to live with others from different background. This increase they knowledge of different shades of society. (Atieno, 2017).

To have long lasting friendship, students need to build up strong relationship with their roommates with some tips such as: Adopt humility, be generous, participate in group activities, doing some works together such as laundry, studying, cleaning or cooking. (Farrington, 2009). Living under the same roof with so many different types of people truly allows an individual to see the world with the whole new perspective. (Justin, 2014).

There are some friendship experiences were more likely in Adventist College than in Public University: They have friends influenced their attitude and values (Adventist Colleges : 47.5% ; Public University 32.1%), lifelong friendship with classmates, faculty and staff (Adventist Colleges : 57.1% ; Public University 22.8%), positive dating interactions (Adventist Colleges : 47.5% ; Public University : 14.9%) (The Association of Adventist Colleges and Universities, 2018).

The Caring of Dormitory Dean

To take care those of Students, the Dean of Dormitory need to have structure and Nurture. Structure is the steadfast of caring. It tells how to do things well, how to be assertive and responsible. When combine with right rulers and skills, structure will help students to function responsible and provide safety (Murray, 2018). Nurture is the gentle and relational side of caring. It give permission to do things well. The best nurture for students is Supportive care, a major characteristic of supportive care is a recognition of students' need, but the freedom to accept or reject the care that is in place remains with the student. Students

Theory of Satisfaction

The heart of satisfaction process is the comparison of what was expected with the product of service's performance – this process has traditionally been described as the "confirmation/disconfirmation process", first customer would form expectation prior to purchasing a product service. Second, consumption of or experience with the product or service produces a level of perceived quality that is influenced by expectation (Vavra, 2002).

Satisfaction can be determined by subjective (e.g. customer needs, emotions) and objective factors (e.g product and service feature). Applying to the hospitality industry, there have been numerous studies that examines attributes that travelers may find important regarding customer satisfaction. Service quality and customer satisfaction are distinct concept, although they are closely related (Ivanka, A.H., Suzana, M.Sanja Raspor, 2010).

Atkinson (2002) found out that cleanliness, security, values of money and courtesy of staff determine customer satisfaction. Knutson

(1988) revealed that room cleanliness and comfort, convenience of location, prompt service, safety and security, and friendliness of employees are important. A study conducted by Akan claimed that the vital factors are the behavior of employees, cleanliness and timeliness.

In this study, researcher used Disconfirmation theory argues that satisfaction is related to the size and direction of the disconfirmation experience that occurs as a result of comparing service performance again expectation (Ekinci Y & Sirakaya, 2004). Szymanski and Henard found in the meta-analysis that the disconfirmation paradigm is the best predictor of customer satisfaction (Petrick, J.F, 2004). Ekinci et al (2004) cites Oliver's updated definition on the disconfirmation theory, which states, "Satisfaction is the guest fulfilment response. It is judgement that a product or service feature, or the product or service itself, provided, a pleasurable level of consumption-related fulfilment, including level of under-or over-fulfilment".

Results and Discussion

1. Demography of the Respondents

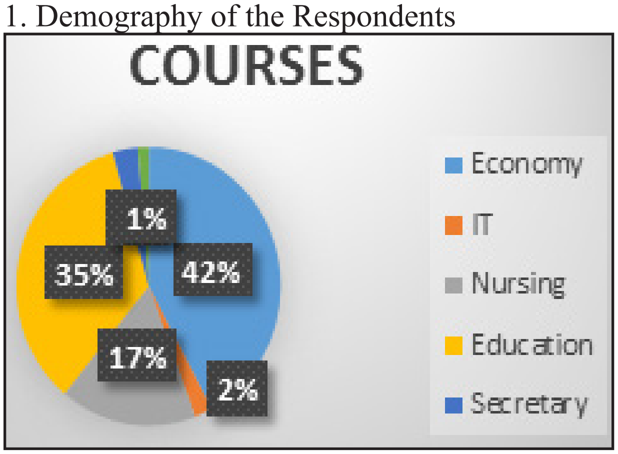


Figure 1.

The 228 respondents who were involved in the research composed of 42% (Economy/ Business), 35% (Education), 17% (Nursing), 2% (IT).

2. Year Level

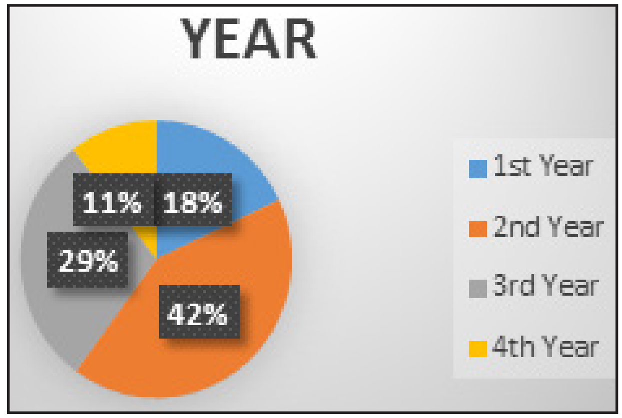
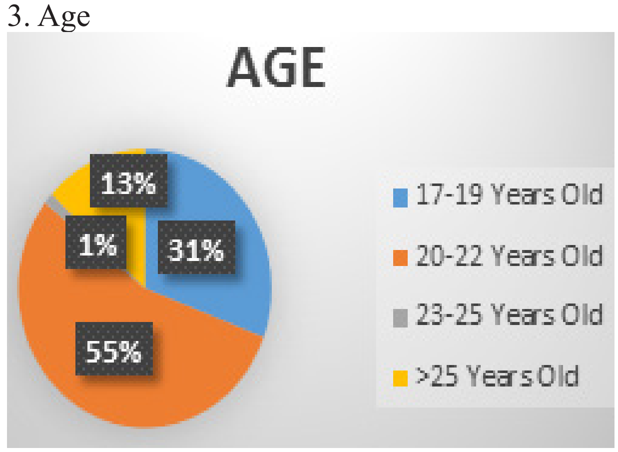


Figure 2.

The year level of respondents are : 42% (2nd year), 29% (3rd year), 18% (1st year), 11% (4th year)

3. Age



The age of the respondents 55% (20-22 yo), 31%(17-19 yo), 13%(above 25 yo), 1% (23-25 yo)

Table 1
Subheading 1

No	Question	Answer	Freq	%
01.	Dormitory im-plements the rules	Consistent	118	51.8
02.	The effective-ness of dormitory rules in forming stu-dent's charac-ter	Effective	160	70.2
03.	The mainte-nance of the dormitory facilities by students	Well maintained	166	72.8
04.	The dormitory dean is helping students with problems	Helpful	162	71.1
05.	The procedure in which stu-dents obtain room facilities in the	Easily	153	67.1
06.	The safety of living in the dormitory	Safe	155	68.0
07.	The concern of dormitory dean towards the student's health	Concerned	158	69.3
08.	Education in the dormitory towards stu-dents' career development	Relevant	171	75.0
09.	Food served in the cafeteria in terms of health	Healthy	162	71.1
10.	Food served in the cafeteria in terms of taste	Delicious	126	55.3
11.	Dormitory fa-cilities that is provided for students	Adequate	148	64.9
12.	Dormitory rul-ers in forming a Christian character	Relevant	156	68.4
13.	Worship in the development of student's spirituality	Relevant	135	59.2
14.	Dormitory pol-icies in helping students with financial difficul-ties	Helpful	161	70.6
15.	Student level of satisfaction in implementation of dormitory rules	Satisfied	136	59.6

This study answered some research questions :
1.How relevant the implementation of rules on student character.
Answer :

Dormitory ruler is relevant in forming Christian Character (156)(68.4%)

All level of Adventist schooling build on the foundation laid by home and church. The Christian teachers function in the classroom as a God's minister in the plan of redemption. The greatest need of students is to accept Jesus
Christ as personal savior and commit to a life of Christian values and service. The formal and non-formal curricula help students reach their potential for spiritual, mental, physical, social, and vocational development. Preparing students for a life of service in the family, church, and the larger community is a primary aim in the school (GC Education, 2016)

2. How well the maintenance of dormitory facilities by the school.
Answer :

The maintenance of dormitory facilities by students is well maintenance (166)(72%)

The basic function of universities dormitory is to provide a living place for students. The may contain multiple beds in one room. Bedrooms are the core physical component. Some studies expand pantry and leissure room. A simple way to measure occupants satisfaction with the building component one by one (Najib, et al, 2011).

3.How well the dean of dormitory gives service to the students :

The dormitory dean is helping students with problems : Helpful (162) (71%)
The procedure in which students obtain room facilities : Easily (153) (67.1%)
The safety of living in the dormitory :Safe (155) (68%)
The concern of dormitory dean towards students' health : Concerned (158)69%)

To take care those of Students, the Dean of Dormitory need to have structure and Nurture. Structure is the steadfast of caring. It tells how to do things well, how to be assertive and responsible. When combine with right rulers and skills, structure will help students to function responsible and provide safety (Murray, 2018).

4. How relevant the dormitory program on the Student career preparation

Education in the dormitory towards students' career development Relevant (171) (75.0%)

A relevant Adventist college experience help students to be prepared for life as a lifelong learner to be ready to handle real-world situations. When students are confident.In their ability to embrace change, they will be ready for facing any kinds of chalenggings in their life (The Association of Adventist Colleges and Universities, 2018).

Frienship made on Adventist campus can lead to internship, jobs, relationship and others opportunities for improving our career. Sahred faith and values will help us feel right at home at an Adventist College. When we are connected, it easier to feel comfortable, you're much more like to involve in injoyable activities (The Association of Adventist Colleges and Universities, 2018).

5. How well the cafeteria provide food for the students.

Food served in the cafeteria in terms of health
Healthy (162) (71.1%)
Food served in the cafeteria in terms of taste
Delicious (126) (55.3%)

Cafeteria, University cafeteria and the food service play an important role in determining students' satisfaction and can be one of the factors influencing their preference for enrolling to university. Cafeteria and food service programs are recognized in several academic studies as one of strongest retention strategies for students at university (Levitz,2010). Customer satisfaction influences students intention and behavior, which, in turn, leads to an organizations' future revenue and profit (Gilbert & Veloutsou, 2006). Food quality is related to the quality of the meals, diversity of food, food hygiene and environment (Hui & Zhao, 2004).

6. Dormitory rules in forming a Christian Character (156) (68.4%) and spirituality (135) (59.4)

Graduatefrom Adventist higher institutions they were 7x more likely to develop a personal relationship with Jesus than others students who attended public universities. Students in Adventist college have professor whom 7x study the Bible. They surounded by friends were 4x more likely have positively influenced their walk with Christ. When student's spiritual life is thriving, so will all other areas of life. Their friendship will be stronger and deeper, they will feel confidence and focus to do well academically and get involves on campus to earn your skills for your future career (The Association of Adventist Colleges and Universities, 2018).

7. How helpful dormitory policies in helping

student with financial difficulties

Dormitory policies in helping students with financial difficulties

Helpful (161) (70.6%)

In Adventist school there some ways to overcome financial problem, firstly is through student labor. The school years help to provide a period of exploration and reflection. They offer experiences to orient them into the world of work. Happy are those youth who have the opportunity for enriched environment offered in their formal education or schooling. Values of work Experience Education are: exercises physical and mental powers, demonstrates dignity of labor, enhances a person self-worth and help in financial problem. Undergraduate School-should arrange for labor on campus and /or cooperative education. Including opportunity for voluntary community service, and provide some financial assistance (Geraty, 1993). A variety of work opportunities are available to enrich students' learning and aid in paying their school expenses. Second some Adventist school provide some scholarship and loans with some criteria based on several factors such as, financial need, family income, and GPAS' (General Point Average) (Wahlman, 2018).

8.How satisfy student staying in the dormitory regarding the implementation of the rules.

Student who stay in the dormitory feel satisfy with the implementation of the rules (136) (59.6%)

Conclusions and Recommendations

Based on this research Female dormitory of Unai on 2017/2018. Student Satisfy with implementation of Policies in the dormitory rules for character and spirituality building. The dormitory facilities is maintained well. The dean of dormitory is caring and helpful of Students problems. The dormitory program is helpful in helping students with financial challenges. All in all students feel satisfy with dormitory services.

Next research hopefully can be measured the satisfaction of the parents which their children were in dormitory.

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Marketability of KinCat Taro Chips of Batangas State University ARASOF-Nasugbu

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Abstract

The purpose of this research was to identify the marketability of KinCat taro chips in Batangas State University ARASOF-Nasugbu– an initiated extension project of the College of Accountancy, Business, Economics and International Hospitality Management. The study explored the level of acceptability of the product's three flavors in terms of color, aroma, flavor, texture and general acceptability to distinguish the marketing mix to formulate a marketing and positioning strategy that will attract the market. The first phase of the study involved a survey where the researcher identified 347 samples composed of 297 students and 50 employees (teaching and non-teaching staff). Frequency count and percentage was considered. Results revealed that the general acceptability of the product is 38.33 % which means that the marketability of the product is high. Similarly, comments provided by the participants suggested that in order to increase the market acceptability of the KinCat taro chips, manufacturers should consider further improvement in nutritional content, expiry date and a more interesting brand name. However, it was further recommended that the college should determine factors such as introduction or market testing of KinCat taro chips to enhance customer familiarity.

Keywords: *Marketability, market acceptability, marketing strategy, market positioning.*

Taro is mostly consumed in the Philippines as a fresh products. Selling occurs through major central markets as well as smaller outlets. Fresh taro fluctuates in supply and price, and in some instances may be sold below the cost of production. Making taro chips is similar to making potato chips. The quality of final product is determined both by the quality of the plant material used and the frying process.

Batangas State University ARASOF-Nasugbu, particularly College of Accountancy, Business Economics and International Hospitality Management decided to initiate an extension program of taro chip production based on the following assumptions: a. this project will create jobs to some unemployed group of women's of Barangay Catandaaan in Nasugbu, Batangas; b. Fresh taro suffers from seasonal fluctuations in price and a taro growers could achieve more stable income; and c. Taro chips are very attractive in appearance with a distinctive natural taste, texture and color which may provide attractive market attributes.

Researcher found out an indication that there were prospects for improving returns to producers through value-adding beyond smaller 'cottage industry' supply volumes.

With this cited situation in mind, the researcher was encouraged to conduct a study about the marketability of KinCat Taro chips in Nasugbu, Batangas. The study was foreseen as a possible avenue to maximize the profitability of taro chips.

Generally, the study aimed to determine the marketability of KinCat Taro Chips as an extension project produced by Kinabugsukan, Catandaan within BatStateU community. The study also aimed to determine the following profile of the respondents; to identify the level of acceptability of three flavors of taro chips in terms of color, aroma, flavor, texture, and general acceptability; to distinguish the marketing mix to be formulated and implemented to attract the market and avail the product offered as per product strategy, place strategy, price strategy and promotion strategy; and to develop and design a positioning strategy to increase the competitive advantage of the product.

Methodology

In determining the marketability of KinCat Taro Chips, the components of the methodology was defined through studying the research locale, the research design, the population and sampling design, the data gathering tool, the data gathering procedure, and statistical analysis of data.

Research Design

Descriptive research design was used to describe the perception of the target market towards the taro chips product. The main goal was to further describe the data and characteristics about what is being studied. The idea behind this type of research was to study frequencies, averages, and other statistical calculations.

Participants of the study

The respondents of the study were a random sample of 347 from BatStateU ARASOF community including faculty, staff, and students from different colleges. They were identified using the Sloven's formula: n (sample size) = N (population) / 1 + N (population) x e^2 (margin of error at .05 squared).

n = 2620/(1+2620*.05^2)

n = 347

Table 1

Respondent Sample

RESPONDENTS	SAMPLE
Employees	50
Students:	
CABEIHM	50
CECS	50
CAS	50
CTE	50
CONAHS	50
CIT	47
TOTAL	347

Data Gathering Instrument

The researcher used a survey questionnaire to gather the needed data from the respondents. The draft of the questionnaire was drawn out based on the researcher's readings, previous relevant studies, professional literature, published, and unpublished theses.

The questionnaire for the respondents was divided into three sections: the profile of the respondents, which include the name, age, gender, civil status, address/school, occupation and monthly income/allowance; the sensory evaluation test for the product and; and the marketing strategies which include the analysis of product, place, price, promotion.

Data Gathering Procedure

Questionnaires were personally administered in gathering the data from the respondents. The respondents were guided while answering the questions indicated. This method was used to speed up the accomplishment of the data gathering. Data gathering was completed in approximately two weeks.

Hedonic test was utilized to test the marketability and acceptability of the product. Moreover, samples of KinCat taro chips were presented and given to the participants to properly evaluate the product.

The samples were served and placed on individual saucers for evaluation of color, aroma, texture, flavor, and general acceptability. The samples were evaluated by tasters composed of selected faculty and students who have previous experience in sensory evaluation. Each of them was provided with a score sheet where the ratings of the products were recorded.

Statistical Treatment of Data

Responses to the questionnaire by the sample population were statistically analyzed with the data requirements of the study. Responses of the respondents were statistically analyzed with data instrument of the study. Frequency count and percentage was considered.

Results and Discussion

Data were analyzed using frequency and percentage. The responses were gathered from the responses of different colleges and employees of Batangas State University ARASOF-Nasugbu.

Based on the specific items cited in the statement of the problem and objective of the study, the data derived from the responses of BatStateU ARASOF-Nasugbu to the given questionnaire presented the following aspects: profile of the respondents, the level of acceptability of three flavor of Taro Chips in terms of color, aroma, flavor, texture, and general acceptability and the positioning strategies to be used in the marketing mix strategies.

The socio demographic profile of the respondents as to participants, age, sex and monthly income or allowance were summarized in Table 2.

Participants. Based on the findings, the employees and students from different colleges like CABEIHM, CECS, CTE, CONAHS, CIT and CAS

Age. The results revealed that more than half of the respondents belong to the age bracket of 15-20 with 73%. The reason behind this result was the respondents were dominated by students, i.e., 297 or 86%of the total respondents. In addition, 15%of the respondents belong to the age bracket of 21 to 25 which is 12%students and 3%employees. Furthermore, 30%of the respondents are in the age bracket of 26 to 30 and another .30%in the age bracket of 31 to 35. The remaining 50% was distributed to the age bracket of 36 to 40 and 41 and above. The results show that only one student is included in the age bracket of 41 and above which is .30%of the 20% of the stated age bracket.

Sex. The results showed that female respondents outnumbered male respondents with 56% while male have only 46%. It is in accordance with the results of the survey conducted and from the information gathered from the university registrar and human resource management office.

Monthly Income/Allowance. The results revealed that 51% of the respondents receive a monthly allowance or income in the income bracket of 1000-2000, 19% in the income bracket of 2001-5000, and 16% in the income bracket of below 500. The possible reason for that result was mainly the respondent of different percentage stated was students who get their income/allowance only from their parents. Since this is the amount of money the respondents use in their daily expenses, it excludes other expenses like tuition fees and rent. In addition to the result, 15% was in the income bracket of 5000 and above which primarily are employees.

Table 2
Percentage and Frequency of Socio-Demographic Profile

Socio-Demographic Profile	Frequency (N=347)	Percentage (%)
Age (Students)		
15-20	253	73
21-25	41	12
26-30	1	.30
31-35	1	.30
36-40		0
41-above		0
Employees		
15-20		
21-35	10	3
26-30		
31-35		
36-40	20	6
41-above	20	6
Monthly Income/Allowance		
Below 500	54	16
1000-2000	176	51
2001-5000	65	19
5001-above	52	15
Sex		
Female	196	56
Male	151	44

The Level of Acceptability of the KinCat Taro Chips in terms of Flavor, Aroma, Color and Texture.

Familiarity of the respondents with KinCat taro chips.The familiarity of the respondents to the taro chips of Batangas State University ARASOF – Nasugbu is presented in Table 3.

Based on the results, 98.56%of the respondents are familiar with taro chips of BatStateU ARASOF which implies that the respondents who answered yes will be the possible market of the product. While only 1.44%of the respondents are not familiar with the offered product. The researcher believed that the 1.44%are irregular students taking special classes, that is why they are not familiar with the product.

Table 3
Familiarity of the respondents to KinCat Taro Chips of Batangas State University ARASOF-Nasugbu

Familuarit	Frequenct (n=347)	Percented (%)
Familiar	342	98.56
Not Familiar	5	1.44
Total	347	100

The level of familiarity of the respondents with KinCat taro chips were presented in Table 4. Fourty-two point thirty six percent of the respondents confirmed that they are moderately familiar with KinCat taro chips, which mean that they are familiar but seldom buy the product. On the other hand, 98.56% of the respondents said they are very familiar with Kincat taro chips and that they always buy KinCat taro chips. However, only 1.44% of the respondents answered that they are not familiar with taro chips of BatStateU ARASOF.

Table 4
Level of familiarity of the participants in KinCat taro chips

Level of Familiarity	Frequency (N=347)	Percentage (%)
Very Familiar	342	98.56
Moderately Familiar	0	0
Slightly Familiar	0	0
Not so familiar	0	0
Not familiar	5	1.44
Total	347	100
Not familiar	5	1.44
Total	347	100

Based on the results, the college extension office should still extend more effort in prioritizing the improvement of the taro chips' flavor, aroma, texture, and color. Although as per the assessment of the researcher, there is a high marketability of the product considering the information gathered during the data gathering procedure.

Table 17 shows the general acceptability of the product. Generally, it gives an ideal result as 38.33% like the Kincat taro chips very much. This means that the marketability of the product is high, as it is supported by 36.31% of the participants who moderately liked the product and with a positive feedback from the respondents who said they extremely like the chips and neither like nor dislike the product which can help to continually improve the product. Similarly, comments provided by the respondents suggested that in order to increase the market acceptability of the KinCat taro chips, it should consider further improvement like the nutritional content, expiry date and a more interesting brand name.

Table 5

Hedonic Test for general acceptability

General Acceptability	Frequency (n=347)	Percentage (%)
Like Extremely	49	14.12
Like Very Much	133	38.33
Like Moderately	126	36.31
Like Slightly	35	10.09
Neither Like nor Dislike	4	1.15
Dislike Slightly	0	0
Dislike Moderately	0	0
Dislike Very Much	0	0
Dislike Extremely	0	0
Total	347	100

Marketing Mix

For the openness of the respondents to the idea of buying taro chips, 99% of the respondents were open to the idea of buying taro chips. It gives an idea to the proponents that they can expand the market for the extension project of the school which is the KinCat taro chips.

Table 6

Are you open to the idea of buying Taro Chips?

	Frequency (n=347)	Percentage (%)
Yes	342	98.56
No	5	1.44
Total	347	100

Table 7 shows the participants' willingness to avail the product. It shows that 59.94% or 208 of the total respondents rated 4 in their willingness to avail KinCat taro chips. The result implies that there is a high potential to the product to gain market acceptability.

Table 7

Level of willingness to avail the product

Level	Frequenct (n=347)	Percented (%)
Very Willing	104	29.97
Willing	208	59.94
Not so willing	22	6.34
Slightly willing	10	2.88
Not willing	3	.86
Total	347	100

Tables 8 and 9 were somehow related with each other as Table 8 answers the question about the respondents' purpose in buying taro chips. Ninety-five point ten percent of the target market state that they usually buy taro for snacks. On the other hand, results revealed also that 77% of the respondents normally spend below 50 pesos for their snacks. The result was basically based on the respondents' dependence on their monthly income or allowance which they cited during the survey and the fact also that students outnumbered the employees.

Table 8

Purpose of buying taro chips

Purpose	Frequency (n=347)	Percentage (%)
For gifts	7	2.02
For snacks	330	95.10
For give aways	10	2.88
Total	347	100

Table 9

Amount normally spend for your snacks?

Spending	Frequency (n=347)	Percentage (%)
Below 50	267	76.95
P51-100	75	21.61
P101-500	0	0
More than P500	5	1.44
Total	347	100

Table 10 summarizes results of how much the respondents are willing to spend for the taro chips. Eighty-three percent were willing to spend below 50 pesos. The assumption was the same for Table 17 that result must be based on the respondents' dependence on their monthly income or allowance.

Table 10

Amount willing to spend for Taro chips?

Willing to Spend	Frequency (n=347)	Percentage (%)
Below 50	287	82.71
P51-100	56	16.12
More than 100	4	1.15
Total	347	100

The findings for the results of how the price of the taro chips will affect the preference of the respondents over other snacks were summarized in Table 11.

The results revealed that more than half of the respondents answered that the price of taro chips will affect their preference over kinds of snacks. The reason was the price of taro being more economical than other kinds of snacks that is already out in the market.

Table 11

Will the price of Taro affect your preference over other kinds of snacks?

	Frequency (n=347)	Percentage (%)
Yes	209	60.23
No	138	39.77
Total	347	100

Data about where the participants get information about similar product were tabulated in Table 12. It shows that 73%of the participants get information about similar product through direct selling or marketing. The reason behind this result was that the colleges, specifically the extension services of the colleges, haven't done any other effort yet in advertising the product than direct selling.

Table 12

Where do you get information about similar product?

Medium	Frequency (n=347)	Percentage (%)
Internet	52	15
Flyers	7	2.
Posters	24	7
Direct selling/ marketing	252	73

Others, NA	11	3.
Others, Friends	1	.29
Total	347	100

Conclusion

This study determined the marketability of KinCat taro chips of Batangas State University ARASOF- Nasugbu.

The respondents from BatStateU community influenced the researchers to improve the attributes of the KinCat taro chips to increase its marketability. In addition the smaller the amount of the monthly income or allowance, the more they tend to decrease their expenses for their snacks. Moreover, the price of the taro chips affects the preference of the respondents over other snacks. This is because of the economical price of the product against other snacks which, as per observation, the flavor and the whole product can actually compete with other products. The researcher therefore concludes that further improvement should be made for product development and marketability although the general acceptability was high as per the result of the survey.

Recommendation

In general, to increase the marketability of the product, the Batangas State University ARASOF-Nasugbu, particularly the extension office of the College of Accountancy, Business, Economics and International Hospitality Management should determine factors that can encourage the customers to buy the products, such as proper introduction or market testing of KinCat taro chips to enhance their familiarity with the product, particularly with the different flavors that it offers.

Product Strategy

The product must stress important features including the flavor, aroma, texture, color and product development. Barangay Catandaan also need to evaluate the market of its capability of paying the services offered because there may be some instance when the consumer does not want or more likely cannot afford to have the product.

It is also recommended that extension office come up to the idea of innovating and putting a twist to their product such as infusing other attributes so that target market will really enjoy and become satisfied with the product.

Place Strategy

The college must also take note about the openness of the consumers to the idea of buying and willingness to avail such product. Since survey shows that majority of the people in BatStateU community are willing to avail similar product as an alternative to their needs and preferences, entrepreneurs are encouraged to adopt the findings as guide in making appropriate decisions specially in proper distribution of the product. It is further recommended that the product should be sold in more accessible locations to attract more customers and markets.

Pricing Strategy

It is recommended that interested entrepreneurs must take note of the consumer perception on the pricing of the product they offer because costumers always find an affordable product for their snacks. In contrary, they are just unsure about the right cost or do not have the budget yet for it because most of the times they just start to plan about it when it is already needed. The college must inform the customers that in the marketability of the product, all the arrangements are taken care of, personal records are organized and protection is provided in case the need arises from the customer's buying behavior.

Promotion Strategy

The college must also stress out the importance of creating a catchy and easy-to-remember advertisement so that the market will easily recognize and be familiarized with the similar product. They must also see to it that the advertisement they will provide will create an impact to the audience so when they can distinguish it from otherswith the same service. Based on the results of this study, the researchers recommend the use of other flavors. It is also recommended that cost analysis be included. In addition, the shelf-life or storability of the product may be likewise studied, as well as the packaging materials bemost appropriate for the product.

Positioning Strategy

The products needs a powerful strategy to follow out the rout of its marketability. Kin-Cat taro chips should be positioned where it will stand according to the market. It should be positioned as more crisp, prepared with pure oil quality and freshness having unique packaging. For the pricing strategy, the extensionist should set the price for the product which gives the party a maximum possible profitin the initial stage of the product, desirable move that the partner wants to make to make awareness initially. The product will be served as a more interesting snack of the town.

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Impact of Psychological Contract to Motivation of Permanent Faculty Members in a State University in Batangas

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Abstract

This study aimed to determine the impact of psychological contract to motivation of permanent faculty members at Batangas State University ARASOF-Nasugbu. Data were gathered through survey questionnaire from 55 respondents. Data gathered were tallied, tabulated analyzed and interpreted. The statistical methods used were frequency, percentage, mean and ANOVA. Based on the findings, the following conclusions were drawn: There are more female permanent faculty members than males and they are within the age range of 39-47, there were more married employees than unmarried ones. Most of the employees are Master's Degree Program Graduate and majority of them are Assistant Professors and rendered work in the University for 11-15 years; Permanent faculty members and their employer of the university are fulfilling their commitment/obligations in the university; and are intrinsically and extrinsically motivated because they are driven by personal enjoyment, interest and pleasure to perform their work in the university; Fulfillment of psychological contract of employees drives them to benefit the university as a whole because it tends to increase the quality of their obligations. There is a positive impact of psychological contract to motivation of permanent faculty members in the university; and Civil status and highest educational attainment have significant difference in the psychological contract or commitment/obligations of them to their employer. Based on the findings of the study, it is hereby recommended that Human Resource Management of the university should continuously provide growth opportunities to permanent faculty members and should maintain the fulfillment of psychological contract of permanent faculty members to increase the quality of their commitment and obligation to the university and motivation to perform their work and for the future researchers, the researchers recommend that they should further understand and explore the study about the psychological contract of permanent faculty members.

Keywords: *Psychological contract, motivation, Permanent Faculty members*

In a world heralded by ambiguity, adjustments and anxiety, it is vital for employers to develop stable and effective relationships with their employees. Changes in values of the work force make it more difficult to motivate and retain a dynamic and profitable work force. These changes have been argued to necessitate that organizations should manage their informal obligations systematically. In order to combat these difficult times, positive relationships between employers and employees are paramount. A solid working relationship can stamp out detrimental turnover costs, retain vibrant talent and encourage efficient, productive employees committed to the welfare of the organization. This relationship can be referred to and examined by use of the concept of the psychological contract. This contract is part of what motivates employees to be productive at work and enables them to give their work at all. By understanding and exploring the psychological contract, employers and those in person-handling position will be able to incite a faithful, fruitful and fulfilled workforce.

Human resources are considered as the organization's most valuable resource. For that reason, organizations require a Human Resource Management (HRM) that provides the adequate workforce within the new global economy. Major activities carried out in the organization are controlled and held by the contribution of human resources. Stressed that it has same value and importance for any organization like academic institution cannot be avoided. The key roles of human resource management in any organization are selection and recruitment, planning, training, development program for its employees and motivation of employees to step for improvement in the organization.

Motivated employees become a strategic asset in the competitive advantages of organizations. After devoting time and effort to have the best employees, of course employers want to motivate them in turn because motivated employees are lifeblood for the organization. After having oriented and familiarized about the organization and training them to become competitive, it is important to motivate them to get the desired efforts from them to achieve organizational objectives. After the recruitment process and agreement between the employee and employer have been reached, most employers impose a formal contract that involves the nature of the job of the hired applicant but prior to that, they also make an initial yet informal statement to the employee which later on will become the promise of the employer that in turn will trigger the employees' expectation. Such promise is called the Psychological Contract.

Psychological contract has been described as an individual's beliefs in the terms and conditions of a reciprocal exchange agreement between the employee and the organization. It represents the mutual beliefs, perceptions, and an informal obligation between an employer and an employee. It defines the detailed practicality of the work to be done and is distinguishable from the formula written contract of employment which, for the most part, only identifies mutual duties and responsibilities in a generalized form. However, major problems on employee motivation become evident when employees of an organization start perceiving that there is a wide mismatch between their expectations and organizational commitments. In the academic environment, a psychological contract involves a set of expectations by a faculty member about the promise made as part of the new job but not formally written in the letter of offer and official contract. Once that such expectation has been met by the employer, the employee has a greater tendency to become motivated. Prior empirical and theoretical research suggests that engaged employees are more productive and, in turn, those universities are more successful.

OBJECTIVES

The focus of the study is to determine the impact of psychological contract to motivation of permanent faculty members at Batangas State University Arasof-Nasugbu. The study aimed to determine the profile of the respondents; the extent of commitments/obligations of permanent faculty members to their employer, the extent of the commitments/obligations of employer to permanent faculty members; the extent of the fulfillment of psychological contract of permanent faculty members; the extent of motivation of permanent faculty members as regards to their motivational factors; the extent of the impact of psychological contract to motivation of permanent faculty members and lastly the significant difference in the psychological contract of permanent faculty members when grouped according to profile.

METHODOLOGY

The researchers used the descriptive survey method of research. According to Dr. Aggarwal (2008), descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation.

The descriptive method of research was used for the study which is appropriate since it aims to determine the impact of psychological contract to motivation of permanent faculty members at the university. Survey questionnaire was used as the instrument to gather information from permanent faculty members; it was constructed based on various studies and adapted from Psychological Contract Inventory of Denise Rousseau.

RESULTS AND DISCUSSION

Profile of the Respondents

The proponents prepared a survey questionnaire with six parts; the first part was about the profile of the respondents as regards their age, sex, civil status, highest educational attainment, plantilla position, designation and length of service in BatStaeU. The researchers believed that the said areas are significant to their study. It has been the basis of comparison as to prove if there is a significant difference in the psychological contract of permanent faculty members. There are more female permanent faculty members than males who rendered work in the University and most of them are within the age range of 39-47. There were also more married employees than unmarried ones. Most of the employees are Master's Degree Graduates and majority of them are Assistant Professors. In addition, most of the permanent faculty members do not have designation. With regard to their length of service, most of them rendered work in the University for 11-15 years.

Extent of the Commitments/Obligations of Permanent Faculty Members to their Employer

The part two of the survey was about the extent of the commitments/obligations of permanent faculty members to their employer. It was designed in a checklist manner, where they assessed the extent of their commitments/obligations to their employer. The most numbered commitments/obligations were considered as the employees' most fulfilled commitments/obligations to their employer.

Table 1
Extent of the Commitments/Obligations of Permanent Faculty Members to their Employer in Terms of Loyalty

Employee Loyalty	Mean	Verbal Interpretation
I usually make personal sacrifices like sacrificing my family time for this organization.	4.09	To a moderate extent
I take the organization's concerns personally like concern for my personal welfare.	4.22	To a great extent
I protect the organization's image.	4.67	To a great extent
I commit myself personally to this organization.	4.56	To a great extent
AVERAGE MEAN	4.38	To a great extent

Table 1 shows that majority of the respondents protect the organization's image with the mean of 4.67. It can be interpreted that employees see themselves as stakeholders who play part in the achievement of organization's reputation to the public. It implies that the respondents support the university, manifest loyalty and commitment to the organization's needs and interests and engage to become a good organizational citizen. According to the study of Satyendra (2015), employee attitudes towards the organization give rise to the behavioral component of loyalty. It indicates that the respondents usually make personal sacrifices like sacrificing their family time for the organization with the lowest mean of 4.09. It reveals that the respondents may probably think that they are valued by their employer and the organization really established a positive employee-employer relationship that may guarantee that there is a trustworthy environment inside the organization. According to the study of Satyendra (2015), employers' loyalty makes the employees committed to their work.

Table 2
Extent of the Commitments/Obligations of Permanent Faculty Members to their Employer in Terms of Performance Support

Employee Performance Support	Mean	Verbal Interpretation
I accept increasingly challenging performance standards.	4.4	To a great extent
I adjust to changing performance demands due to business necessity.	4.15	To a moderate extent
I respond positively to dynamic performance requirements.	4.43	To a great extent
I accept new and different performance demands.	4.42	To a great extent
AVERAGE MEAN	4.35	To a great extent

Table 2 shows that majority of the respondents accept increasingly challenging performance standard with a mean of 4.4. It can be interpreted that the permanent faculty members are open to accepting challenges in performance standards which would help them to learn and be trained for their professional growth. According to Tariq R. et al., (2011), new change in skill and modification in the service ought to employee adaptability to the upcoming new challenges and scenario while performing their duties.

Table 3
Extent of the Commitments/Obligations of Permanent Faculty Members to their Employer in Terms of Development

Employee Development	Mean	Verbal Interpretation
I seek out developmental opportunities that enhance my value to this employer.	4.51	To a great extent
I build my knowledge and skills to increase my value to this organization.	4.56	To a great extent
I make myself increasingly valuable to my employer.	4.67	To a great extent
I actively seek internal opportunities for training and development.	4.53	To a great extent
AVERAGE MEAN	4.59	To a great extent

Table 3 indicates that majority of the respondents make themselves increasingly valuable to their employer with a mean of 4.67. It implies that they wanted to be perceived as an asset by the employer that will enable the university to remain its competitive edge. It implies that permanent faculty members are willing to develop their skills in their work and also to maintain the capacities as effective employees with the requisite knowledge that will enable them to be valued by their employer.

The lowest mean (4.51) shows that the respondents seek developmental opportunities that enhance their value to their employer. It implies that permanent faculty members are eager to develop and improve personally and professionally in order for them to prove and to show that they are capable of doing something that their employer doesn't know and in return it can be interpreted that they will be valued by their employer. According to Chiwot T. B. (2017), a self-actualized person is motivated by personal growth and, as a result, becomes more creative as they seek various ways to develop themselves.

Table 4
Extent of the Commitments/Obligations of Permanent Faculty Members to their Employer in Terms of External Marketability

Employee External Marketability	Mean	Verbal
Interpretation	4.53	To a great extent
I build contacts outside the organization that enhance my career potentials.	3.95	To a moderate extent
I build my knowledge and skills to increase my future employment opportunities elsewhere.	3.96	To a moderate extent
I increase my perceptibility to potential employers outside the organization.	3.49	To a moderate extent
I seek out assignments that enhance my employability elsewhere.	3.47	To a moderate extent
AVERAGE MEAN	3.72	To a moderate extent

Table 4 shows that the respondents build their knowledge and skills to increase their future employment opportunities elsewhere obtaining the highest mean of 3.96. It can be observed that the permanent faculty members are willing to develop their knowledge and skills not only within the university but also outside on it because they want to explore what they can do other done the work within the university that will serve as additional points for their employability. According to the study of Judih et al., (2010), employees are searching for opportunities for self-development that can expand their horizons. Being able to perform different roles and be employed in different organizations nowadays may be one of the best-selling points for an employee.

Table 5

Extent of the Commitments/Obligations of Permanent Faculty Members to their Employer in Terms of Stability

Employee Stability	Mean	Verbal Interpretation
I will stay with the organization for indefinite period of time.	4.53	To a great extent
I will give my loyalty and commitment to the organization.	4.67	To a great extent
I will do anything for me not to be dismissed.	4.69	To a great extent
I will stay in the organization as long as they need me	4.44	To a great extent
AVERAGE MEAN	4.58	To a great extent

Table 5 shows that majority of the respondents will do anything for them not to be dismissed in the university with the mean of 4.69. It implies that permanent faculty members' psychological contract is fulfilled by their employer which reflects their motivation to stay in the university. Research has identified that fulfilling the psychological contract fosters the feelings of being valued, which bring forward positive affective outcome (Coyle-Shapiro and Kessler, 2000) such as enthusiasm, self-worth, and being cared for (Conway and Briner 2002) and an emotional uplift (Lawler and Yoon, 1996). Del Campo (2007) argues that the 'management' of the psychological contract can result in increased job performance, lower staff turnover and higher job satisfaction for both employee and employer (Del Campo, 2007).

It also indicates that the respondents will stay in the organization as long as they are needed having the mean of 4.44. It can be interpreted that they will work with the university as long as they are involved in the survival and existence of it.

Table 6

Summary of the Extent of Commitments/Obligations Permanent Faculty Members have to their Employer

	Average Mean	Verbal Interpretation
Loyalty	4.38	To a great extent
Performance Support	4.35	To a great extent
Development	4.59	To a great extent
External Marketability	3.72	To a moderate extent
Stability	4.58	To a great extent

As a summary of the extent of the commitments/obligations of permanent faculty members to their employer, Table 2.6 shows that in terms of employees' development it got the highest average mean of 4.59 to a great extent. It can be interpreted that permanent faculty members perceived that they are obliged to develop their knowledge, skills and abilities that will be valued by their employer as they are provided by developmental opportunities by the latter. It implies that the employees are eager to participate in developmental job and to do what is required to keep the job so it suggests that they provide satisfactory opportunities to learn, to be trained, to develop their professional growth and to increase their commitment and motivation toward work productivity. On the other hand, employees' stability got the average mean of 4.58 to a great extent. It can be interpreted that they fulfill to remain in the performance as they perceived that their psychological contract had been fulfilled by their employer which reflects to their motivation to stay in the university. Employees' loyalty got the average mean of 4.38 to a great extent, it implies that they care for the organization and fulfill to support the firm, manifest loyalty and commitment to the university's needs and interests. Employees' performance support got the mean of 4.35 to a great extent, it can be interpreted that they are open to changes and successfully performing new and more demanding goals to remain competitive in the university. On the other hand, commitments/obligations the permanent faculty members to their employer in terms of external marketability got the lowest average mean of 3.72 to a moderate extent. It implies that majority of the permanent faculty members are driven to settle on the fulfillment of their career development within the university provided by their employer, so it can be interpreted that they are not really eager to seek out for external employability elsewhere.

Extent of the Commitments/Obligations of Employer to Permanent Faculty Members

The part three of the survey was about the extent of the commitments/obligations of employers to permanent faculty members it was designed in a checklist manner, where permanent faculty members will assess the extent of employers commitments/obligations to them. The most numbered commitment/obligations will be considered as the most fulfilled commitments/obligations of their employer.

Table 3.1

Extent of the Commitments/Obligations of the Employer to Permanent Faculty Members in terms of Loyalty

Employer Loyalty	Mean	Verbal Interpretation
My employer is: concern for my personal welfare.	4.16	To a moderate extent
Responsive for my personal concerns and well-being.	3.98	To a moderate extent
Making decisions with interests in mind.	4.07	To a moderate extent
Concern for my long-term well-being.	4.09	To a moderate extent
AVERAGE MEAN	4.03	To a moderate extent

Table 3.1 shows that most of the respondents perceived that their employer is concerned for their long-term well-being with the highest mean of 4.16 with a verbal interpretation of *to a moderate extent*. It can be interpreted that permanent faculty members perceived that their employer values them and give them importance because they are the ones who render work for them and contribute for the university's success and, in return, obliged them to fulfill their promises to their employer. The care and concern shown by the employer obligate employees to reciprocate with actions that promote the well-being of the employer (Lo & Aryee, 2003). The fulfillment of the psychological contract indicates the support and commitments of an employer to the employees.

Table 3.2
Extent of the Commitments/Obligations of the Employer to Permanent Faculty Members in terms of Performance Support

Employer Performance Support	Mean	Verbal Interpretation
My employer: supports me to attain the highest possible levels of performance.	4.24	To a great extent
Helps me to respond to ever greater industry standards.	4.18	To a moderate extent
Supports me in meeting increasingly higher goals.	4.15	To a moderate extent
Enables me to adjust to new challenging performance requirements.	4.2	To a great extent
AVERAGE MEAN	4.19	To a moderate extent

Table 3.2 shows that the employers support the respondents to attain the highest possible levels of performance. This has the highest mean (4.24) interpreted as to a great extent. It implies that the employer wants to promote job satisfaction, motivation and increase productivity. It can be interpreted that if the performance support is neglected it may decrease the competitiveness of the permanent faculty members within the university. Very often, employees may become attached to employer because of the help and support they may have received from them (Chen, Tsui & Farh, 2002). According to Ainsworth, Blehar, Waters & Wall (1978), relationships with affective bonds may provide a sense of security and place, a source of companionship, and a sense of worth/competence.

Table 3.3
Extent of the Commitments/Obligations of the Employer to Permanent Faculty Members in terms of Development

Employer Development	Mean	Verbal Interpretation
My employer: provides me opportunities for career development within the organization.	4.31	To a great extent
Provides me developmental opportunities within the organization.	4.25	To a great extent
Provides me an advancement within the organization.	4.18	To a moderate extent
Provides me opportunities for promotion.	4.27	To a great extent
AVERAGE MEAN	4.25	To a great extent

As reflected in Table 3.3, respondents' employer, to a great extent, provides them opportunities for career development within the organization. This got the highest mean of 4.31. It can be interpreted that permanent faculty members commit themselves to develop skills valued by their current employer so that their employer reciprocate the benefit of providing career development. According to Rousseau (2008), employer is committed to create worker career development opportunities within the firm. Good employee relations produce positive feelings to employees who accordingly keep their promises to organizations (Robinson et al., 1994).

As shown in the Table, respondents perceived that their employer, to a moderate extent, provides them advancement within the organization. This got the lowest mean of 4.18. It can be interpreted that employees are learning new ideas, concepts and facts that improve their career opportunities and help them to increase their self-efficacy and help to contribute to the progress of the university. According to Idris,

B. K. (2014), the success of any organization depends on the efforts and career advancement (i.e., salary, goal achievement, promotion prospect) of its employees.

Table 3.4
Extent of the Commitments/Obligations of the Employer to Permanent Faculty Members in terms of External Marketability

Employer External Marketability	Mean	Verbal Interpretation
My employer: helps me to develop externally marketable skill	3.56	To a moderate extent
Provide opportunities to increase my performance outside the organization.	3.53	To a moderate extent
Provides potential job opportunities outside the organization.	3.22	To some extent
Build contacts that create employment opportunities elsewhere.	3.18	To some extent
AVERAGE MEAN	3.37	To a moderate extent

The Table indicates that the respondents perceived that their employer, to a moderate extent, helps them to develop externally marketable skills. This got the highest mean of 3.56. It implies that the employer helps to expand permanent faculty members marketable skill because it will enable them to cope with different roles and tasks not only within the university but also outside through career development in the external labor market. According to Rousseau (2008), employee is obligated to develop marketable skills on the other hand employer was committed to enhancing worker's long-term employability outside the organization as well as within it.

As depicted in the Table, respondents perceived that their employer, to some extent, builds contacts that create their employment opportunities elsewhere with a mean of 3.18. It can be perceived that the employers value permanent faculty members as assets for having been in the university in a long term having the appropriate knowledge and skills in performing their role and tasks in their work. According to Rousseau (2008), dynamic and open-ended employment arrangements are conditioned on economic success of firm and employees opportunities to develop career advantages. Both employees and firm/employer contribute highly to each other's learning and development.

Table 3.5
Extent of the Commitments/Obligations of the Employer to Permanent Faculty Members in terms of Stability

Employer Stability	Mean	Verbal Interpretation
My employer: secure my employment.	4.42	To a great extent
Provide salaries and benefits I can count	4.47	To a great extent
Provides steady employment.	4.65	To a great extent
Provides stable benefits or employees' families.	4.31	To a great extent
AVERAGE MEAN	4.46	To a great extent

Table 3.5 shows that the respondents perceived that their employer, to a great extent, provides them steady employment. This implies that they are fulfilling their roles as an employee so that their employer is obliged to employ them in a long-term which consequently might drive their determination to stay in the university. According to Patrick, H.A. (2008), the strength of a psychological contract depends on how fair an individual believes an employer is in fulfilling its perceived obligations.

The last statement got the lowest mean of 4.31 which indicates that respondents perceived that their employer, to a great extent, provides stable benefits for their families. It can be interpreted that when employer promises were being fulfilled, it motivates them to work and remain in the University.

Table 3.6

Summary of the Extent of the Commitments/Obligations of the Employer to Permanent Faculty Members

	Average Mean	Verbal Interpretation
Loyalty	4.03	To a moderate extent
Performance Support	4.19	To a moderate extent
Development	4.25	To a great extent
External Marketability	3.37	To some extent
Stability	4.46	To a great extent

As depicted in Table 3.6, the extent of commitments/obligations of the employer as perceived by permanent faculty members in terms of stability got the highest average mean of 4.46 interpreted as to a great extent. It can be interpreted that the permanent faculty members perceived that their employer offers them stable salaries and long-term employment. In terms of development it got the average mean of 4.25 which falls under to a great extent. This implies that employees perceived that their employer provided them career development opportunities to increase their value to them. In terms of performance support, it got the average mean of 4.19 interpreted as to a moderate extent. This suggests that their employer is committed to promote continuous learning and to help them successfully execute escalating performance requirements. Employer's commitment/obligation in terms of loyalty got the average mean of 4.03 which falls under to a great extent. It can be interpreted that employees are confident that their employer is committed to fulfilling to support their well-being and interests and their families. On the other hand, in terms of external marketability, it got the lowest average mean of 3.37 to some extent. This implies that their employer somewhat has the fear for permanent faculty member to seek out for external employability after being trained and develop their marketable skills in the external labor market.

Extent of the Fulfillment of Psychological Contract of Permanent Faculty Members to their Employer

The part four of the survey was about the extent of the fulfillment of psychological contract of permanent faculty members to their employer it was designed in a checklist manner, where permanent faculty members will assess the extent of the fulfillment of their psychological contract to their employer.

Table 4.1

Extent of the Fulfillment of Psychological Contract of Permanent Faculty Members to their Employer

Employee Fulfillment	Mean	Verbal Interpretation
Overall, how well have you fulfilled your commitments to your employer?	4.45	To a great extent
In general, how well do you live up to your promises to your employer?	4.36	To a great extent
AVERAGE MEAN	4.36	To a great extent

The Table indicates that the first statement got the highest mean of 4.45. It shows that the respondents, overall, fulfilled their commitments to their employer. It can be interpreted that if employees feel that there is a breach of contract, it might result in inferior performance, demotivation, and lower commitment in their work and in return they might lower their contributions to their employer. Employees who receive more inducements than promised (Conway & Briner, 2002; Coyle-Shapiro & Kessler, 2002; Turnley & Feldman, 2000) such as a better welfare package, better career, may experience satisfaction with the inducements involved (Adams, 1965; Lawler, 1971; Locke, 1976).

The second statement which got the lowest mean of 4.36 showed that the respondents, to a great extent, live up to their promises to their employer. It implies that employees are motivated to reciprocate the positive actions of their employer by increasing the level at which they perform their tasks, as they perceive that their employment relationship is based on a fair social exchange. Psychological contract fulfillment creates feelings of being valued, increases trust, and leads to positive outcomes for the employee and the organization (Conway & Briner, 2002; Coyle-Shapiro & Kessler, 2002; Robinson & Morrison, 1995).

Table 4.2

Extent of the Fulfillment of Psychological Contract by the Employer as perceived by the Permanent Faculty Members

Employer Fulfillment	Mean	Verbal Interpretation
Overall, how well does your employer fulfill its commitments to you?	4.16	To a moderate extent
In general, how well does your employer live up to its promise?		To a moderate extent
AVERAGE MEAN	4.15	To a moderate extent

Table 4.2 shows that the first statement got the highest mean which means that respondent's employer, to a great extent, fulfills his/her commitments. It implies that employees perceive that their employer has fulfilled their promises thus drives their willingness to remain motivated to work within the organization. Equity theory (Adams, 1963; 1965) posits that when the psychological contract is fulfilled, employees may reciprocate by behaving positively in the employment relationship. The second statement which got the lowest mean shows that, in general, their employer, to a moderate extent, live up to its promises to employees. It can be interpreted that the fulfillment of promises created a relationship in which employees would try and fulfill their promises to the organization if the organization fulfilled the promises to the employees.

Extent of the Motivation of Permanent Faculty Members

The part five of the survey was about the extent of the motivation of permanent faculty members in terms of intrinsic and extrinsic factors it was designed in a checklist manner, where permanent faculty members will assess the extent of their motivation in their workplace. The most numbered motivational factor will be considered as what motivates them the most.

Table 5.1

Extent of Motivation of Permanent Faculty Members in terms of Intrinsic Factors

Intrinsic Factors	Mean	Verbal Interpretation
Achievements	4.15	To a moderate extent
Job interest	4.35	To a great extent
Opportunity for career development	4.29	To a great extent
Recognition	3.89	To a moderate extent
Responsibility	4.31	To a great extent
Trust	4.36	To a great extent

AVERAGE MEAN	4.23	To a great extent

As reflected in Table 5.1, trust got the highest mean of 4.36 which motivates the employees *to a great extent*. It shows that trust motivates them the most so they feel that they have a well-established relationship with their co-workers and employers within the University. Trust can make intrapersonal and interpersonal effects and influence on the relations inside and out the organization (Annamalai, Abdullah and Alasidiyeen, 2010).

Table 5.2
Extent of Motivation of Permanent Faculty Members in terms of Extrinsic Factors

Extrinsic Factors	Mean	Verbal Interpretation
Good working relationship with co-workers	4.47	To a great extent
Good working relationship with employer	4.29	To a great extent
Job security	4.49	To a great extent
Opportunity for external marketability	3.84	To a moderate extent
Opportunity for promotion	4.2	To a great extent
Satisfaction with salary	4.33	To a great extent
Working environment	4.11	To a moderate extent
AVERAGE MEAN	4.24	To a great extent

The Table shows that among the extrinsic motivational factors, job security got the highest mean of 4.49. It implies that job security motivates most the permanent faculty members. So it can be interpreted that job security ensures employees to feel confident about their organization's future and helps them not to worry about their future as they have security of tenure, and increasing organizations' productivity. According to a survey by Human Resource Services Inc., the top motivational factor for employees is job security (Gallup B., 2017). Employees want to feel that their job is secure and will be there in years to come.

Extent of the Impact of Psychological Contract to Motivation of Permanent Faculty Members

The last part of the survey was about the extent of the impact of psychological contract to motivation of permanent faculty members. They assessed their psychological contract whether it affects their motivation. The most numbered item has the greatest extent of impact of psychological contract to their motivation.

Table 6.1
Extent of the Impact of Psychological Contract to Motivation of Permanent Faculty Members in terms of Loyalty

Loyalty	Mean	Verbal Interpretation
I am sacrificing some aspects of my self-interest to further the best of my employer.	4.16	To a moderate extent
I am having greater motivation to work harder.	4.29	To a great extent
I am working with interest and commitment in the organization.	4.45	To a great extent
I am willing to put in a great deal of extra effort to help this organization be successful.	4.42	To a great extent

AVERAGE MEAN	4.33	To a great extent

As reflected in Table 6.1, respondents are working with interests and commitment in the organization with the highest mean of 4.45. It can be interpreted that fulfillment of employees' psychological contract engendering them to trust and drives their loyal behaviors to the organization that influences their attachment to the organization. Employees, whose psychological contracts are fulfilled, have a higher propensity to believe that the organization can be trusted – something that is fundamental to the employment experience (Robinson, 1996).

Table 6.2

Extent of the Impact of Psychological Contract to Motivation of Permanent Faculty Members in terms of Performance Support

Performance Support	Mean	Verbal Interpretation
I am capable to stretch my abilities and drive enjoyment from such a challenge.	4.36	To a great extent
I am willing to improve for better adjustment in changing performance demands.	4.35`	To a great extent
I am having interests to adapt in new and different performance standards.	4.33	To a great extent
I am having personal drive to accomplish new and demanding goals.	4.38	To a great extent
AVERAGE MEAN	4.38	To a great extent

Table 6.2 shows that the respondents are having personal drive to accomplish new and demanding goals which got the highest mean of 4.38. It can be interpreted that the employees are motivated to perform new and demanding goals which can change again and again in the future. Permanent faculty members are likely to alter the performance of their tasks based on the extent to which their psychological contracts are fulfilled. As a result, employees are motivated to reciprocate the positive actions of their employer by increasing the level at which they perform their tasks and goals, as they perceive that their employment relationship is based on a fair social exchange (Moorman, 1991; Organ, 1988; 1990; Turnley et al., 2003).

Table 6.3

Extent of the Impact of Psychological Contract to Motivation of Permanent Faculty Members Respondents in terms of Development

Development	Mean	Verbal Interpretation
I independently set and expand efforts toward challenging and meaningful goals.	4.44	To a great extent
I am having interests to 0 continuous learning.	4.45	To a great extent
I am driven to work harder for the opportunity for promotion.	4.35	To a great extent
I am having personal drive to keep trying in the face of obstacles and career barriers.	4.44	To a great extent
AVERAGE MEAN	4.42	To a great extent

As observed in Table 6.3, the respondents are having interests in continuous learning with the highest mean of 4.45. It implies that permanent faculty members are motivated to expand their ability to learn by upgrading their skills and increasing their knowledge. It can also be interpreted that employers support to help employees grow will encourage employees to develop their skills and knowledge that is valued by the organization. Psychological contract literature, further argues that fulfillment of the employer promises will be reciprocated by employee satisfaction, commitment and motivation (Coyle-Shapiro & Kessler, 2000).

Table 6.4

Extent of the Impact of Psychological Contract to Motivation of Permanent Faculty Members the Respondents in terms of External Marketability

External Marketability	Mean	Verbal Interpretation
I am capable of performing various tasks and roles.	4.22	To a great extent
I am building my knowledge and skills development as to expand my horizons.	4.2	To a great extent
I am driven to equip with right skills and abilities to develop externally marketable skills.	4.13	To a moderate extent
I am having the willingness to expose to new experience.	4.18	To a moderate extent
AVERAGE MEAN	4.18	To a moderate extent

Table 6.4 shows that the respondents are capable of performing various tasks and roles which got the highest mean of 4.22. It implies that permanent faculty members are developing their skills and knowledge through career development within and outside the firm that drives them to acquire the capability to perform various tasks and roles. In conclusion, the promises and expectations of employees affect their motivation with regard to external marketability; as a result, they are being capable of performing various tasks and roles (Rousseau, Levison, Guest & Conway, 2003).

Table 6.5

Extent of the Impact of Psychological Contract to Motivation of Permanent Faculty Members the Respondents in terms of Stability

Stability	Mean	Verbal Interpretation
I am driven to deliver my level best toward the organization.	4.45	To a great extent
I am driven to perform exceptionally well.	4.36	To a great extent
I am striving hard to deliver my level best and live up to the expectations of my employer.	4.36	To a great extent
I am engaging in my work and everything else later.	4.22	To a great extent
AVERAGE MEAN	4.36	To a great extent

As shown in Table 6.5 the respondents are driven to deliver their level best toward the organization which got the highest mean of 4.45. It can be interpreted that they received adequate salaries and long-term employment from their employer that may lead to the fulfillment of their job tasks and roles to keep their job. Del Campo (2007), argues that the 'management' of the psychological contract can result in increased job performance. The Table indicates that the respondents are engaged in their work and everything else later which got the lowest mean of 4.22. It can be interpreted that permanent faculty members are determined to remain in the university and commit themselves in their work and put aside their personal matters or other considerations while at work as employees perceived that their obligations and their employer obligations had been fulfilled.

Table 6.6
Summary of the Extent of the Impact of Psychological Contract to Motivation of Permanent Faculty Members

	Average Mean	Verbal Interpretation
Loyalty	4.33	To a great extent
Performance Support	4.38	To a great extent
Development	4.42	To a great extent
External Marketability	4.18	To a moderate extent
Stability	4.36	To a great extent

Table 6.6 depicts that the extent of the impact of psychological contract to motivation of respondents in terms of development got the highest average mean of 4.38. It implies that permanent faculty members are self-actualized persons seeking for growth and development and are willingly open to further develop their knowledge and skills that will be valued by the organization. In terms of stability, it got the average mean of 4.36 which falls under to a great extent. This suggests that employees are motivated to further the best of their employer and stay in the university if they perceived that they are provided by adequate salaries and long-term employment by their employer. In terms of performance support, it got the average mean of 4.38 interpreted as *to a great extent*." It can be interpreted that permanent faculty members are eager to reciprocate the support of their employer through motivation in adapting in new and demanding performance standards and goals within the university that will benefit the organization as a whole. Loyalty got the average mean of 4.36 to a great extent. It implies that fulfillment of psychological contract of employees drives their loyal behavior to support and commit in the university through putting the organization ahead of personal, family and other considerations.

Result of the Hypothesis Test on the Difference in the Psychological Contract of Permanent Faculty Members

After presenting the information gathered which is the profile of the respondents, the extent of the commitments/obligations of the respondents to their employer, the extent of the commitments/obligations of the employer to the respondents, the extent of the fulfillment of the psychological contract of the respondents, the extent of the motivation of the respondents in terms of intrinsic and extrinsic factors and the impact of the psychological contract to the motivation of the respondents, a significant difference between the psychological contract of the respondents to their employer and their profile with regards to their civil status and their highest educational attainment was verified.

Table 7.1
Result of the Hypothesis Test on the Difference in the Psychological Contract of Permanent Faculty Members as regards to their Commitment/Obligations to their Employer when Group According to Profile

Profile Variables	p-value	Decision on Ho	Conclusion
Age	0.741	Failed	Not significant
Sex	0.105	Failed	Not significant
Civil Status	0.026	Reject	Significant
Highest Educational Attainment	0.042	Reject	Significant
Plantilla Position	0.986	Failed	Not significant
Designation	0.882	Failed	Not significant

Length of Service in BatStateU ARASOF (in years)	0.773	Failed	Not significant

The Table clearly indicates that there is a significant difference in the psychological contract of permanent faculty members as regards to their commitment/obligations to their employer when grouped according to civil status at p<.05 (p = 0.026). In this case the null hypothesis will be rejected and the alternative hypothesis will be accepted. It can be interpreted that when employees are grouped according to their civil status, the differences in their psychological contract as regards to their obligation to their employer exist. It can be interpreted that it is due to the level of their engagement in relation to their family responsibilities. Significant difference was seen between the civil status of permanent employees and their obligations to their employer. Within a psychological contract, it is possible that the employee and the employer may perceive the obligations or expectations differently (Rousseau, 2008). Indeed, married employees were found to commit obligations to their employer significantly different because of their personal responsibilities (Chambel M. J., 2016).

Table 7.2

Result of the Hypothesis Test on the Difference in the Psychological Contract of Permanent Faculty Members as regards to Commitment/ Obligations the Employer has to them when Group According to Profile

Profile Variable	p-value	Decision on Ho	Conclusion
Age	0.468	Failed to reject	Not significant
Sex	0.701	Failed to reject	Not significant
Civil Status	0.848	Failed to reject	Not significant
Highest Educational Attainment	0.670	Failed to reject	Not significant
Plantilla Position	0.891	Failed to reject	Not significant
Designation	0.886	Failed to reject	Not significant
Length of Service BatStateU ARASOF (in years)	0.760	Failed to reject	Not significant

Table 7.2 revealed that there is no significant difference in the psychological contract of permanent faculty members as regards to their obligations to their employer when grouped according to age, sex, civil status, highest education attainment, plantilla position, designation and length of service in the university at p>.05 (p=0.468, p=0.701, p=0.848, p=0.670, p=0.891, p=886, p=760). In this case, the respondents failed to reject the null hypothesis and the alternative hypothesis will not be accepted. It can be interpreted that when employees are grouped according to age, sex, civil status, highest education attainment, plantilla position, designation and length of service in the university, the differences in their psychological contract as regards to their obligation to their employer do not exist. It implies that employees believed that their employer is obliged to fulfill their obligations towards them by carrying same promises with regard to their profile.

Conclusion

From the findings of the study, the following conclusions are drawn:

There are more female permanent faculty members than males who rendered work in the University and most of them are within the age range of 39-47. There were also more married employees than unmarried ones. Most of the employees are Master's Degree Graduates and majority of them are Assistant Professors. In addition, most of the permanent faculty members do not have designation. With regard to their length of service, most of them rendered work in the University for 11-15 years.

Permanent faculty members and the employer of the University are fulfilling their commitment/obligations to each other because the employment relationship in the University is based on a fair social exchange.

The factor that has the lowest average mean among the factors of psychological contract is external marketability. Though permanent faculty members showed that they are motivated to perform a variety of tasks, they are also prepared to learn and adapt their portfolio of capabilities by career development in the external labor market that can serve as their best-selling points. As the employer promises them lifelong learning however, they are driven by their loyal behavior to commit themselves to stay in the organization and to do what is required to keep the job.

Fulfillment of psychological contract of employees drives them to benefit the University as a whole because it tends to increase the quality of their obligations and to exhibit continuous commitment to the organization as they feel more involved with the organization and identify more closely with its values.

Permanent Faculty members are intrinsically and extrinsically motivated because they are driven by personal enjoyment, interest and pleasure to perform their work in the University and also because their motivation is governed by reinforcement contingencies.

There is a positive impact of psychological contract to motivation of permanent faculty members in the University because they are confident that their psychological contract had been fulfilled by their employer.

Lastly, civil status and highest educational attainment has significant difference in the psychological contract or commitment/obligations of them to their employer. This is due to their personal responsibility as well as the level of knowledge and skills that they have acquired.

Recommendations

Based on the findings of the study, it is hereby recommended that:

Human Resource Management of the university should continuously provide growth opportunities to permanent faculty members to increase their value to the university and to their employer for developing good employment relationship and for bringing significant benefits to each other.

Human Resource Management should maintain the fulfillment of psychological contract of permanent faculty members to increase the quality of their commitment and obligation to the university, and motivation to perform their work.

Human Resource Management should appreciate the significance of accomplishing employees' needs and expectations that impact their motivation. Employer of the university with the support of the administration of the university should endeavor to design and develop motivational program based on their needs to remain motivated within the university.

For the future researchers, the researchers recommend that they should further understand and explore the study about the psychological contract of permanent faculty members because it is subject to change and unstable.

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Employee Empowerment and Job Performance in the Resort Industry in Nasugbu, Batangas

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Abstract

Finding out what may lead to increased job performance is a central issue for the resort industry, as increased job performance will also lead to higher lev¬els of customer satisfaction. The study aimed to determine the employee empowerment and job performance in the resort industry in Nasugbu, Batangas. Descriptive study design with questionnaire as the main data gathering instrument was used to survey 208 rank-and-file employees of the various resorts. The data gathered were tallied, analyzed and interpreted by using frequency, percentage, mean and Pearson's correlation coefficient. The result of the study showed that employee empowerment practices were applied and practiced in the resort industry through participation, empowerment through involvement and empowerment through delayering. The study also revealed that there is a significant relationship between employee empowerment practices and the job performance of the employees. Based on the findings of the study, it is recommended that resort establishments continue practicing employee empowerment for it has a significant effect to the performance of the employees that may also enhance the organizational performance.
Keywords: *Employee Empowerment, Job Performance, Resort Industry*

Today, tourism plays a big role in sustaining the development of many countries. The emergence of a large number and variety of travel destinations have given birth to a highly competitive industry.

To be competitive, one of the most important issues in the progress of an organization, or any business, is the human resources involved. Therefore, all organizations should aim to promote a workplace where employees truly care about the results the organization produces and continually strive to improve. This organization set-up can help empower employees.

Empowerment of workers is a management approach used by organizations in response to the need for better competition and higher rates of employee retainment. Empowerment allows an employee to follow a self-directed path towards organizational success. Motivated and empowered employees have the ability to help the organization succeed. It plays a significant role in employee satisfaction thus promoting the performance of organizations.

In an empowered organization, management should communicate organizational goals and strategies in such a way that the employees, vendors, and customers understand what to expect from the organization. Also, employees who are empowered are more involved in their job and have the desire to improve their knowledge and skills.

As employees are more eager to share their skills with one another, the skill levels within an organization also rise, resulting in jobs done in a more capable way, and increasing employee motivation, commitment and creativity. Empowered employees enable organizations to be more flexible and responsive and can lead to improvements in both individual and organizational performance. Employee empowerment is more relevant in today's competitive environment where knowledgeable workers are more prevalent and organizations are moving towards decentralized, organic types of organizational structures.

During the past decades various scholars have revealed a growing interest in the theory of empowerment. In management literature, the concept has been extensively accepted as an important component for ensuring service quality and customer satisfaction. The key to empowerment is the delegation of authority at lower levels and by engaging all employees in decision-making, which leads to improvements in the sense of pride, self-esteem and responsibility of the employees (Brown, Harvey 2006).

Randolph (1995) perhaps offers the simplest definition of employee empowerment, viewing it as the process of transferring power from the employer to the employees. Empowerment may be viewed as giving people authority – to make decisions based on what they feel is right, to have control over their work, to take risks and to learn from their mistakes, and to promote change. Decision making within the organization will be shifted downwards – from management to workers on the production floor or to service workers on the front lines (Carpio, 2009). In addition, Gill (2011) defines employee empowerment as the feelings of competence, autonomy, and contribution to the decision making or applications of leadership by the employees, thereby providing them a meaningful work. The employee empowerment concept grants the employees with the power necessary to employ planning and judgment in their work, participates in their work related decision-making, and authorizes them to respond quickly to the needs and concerns of the customers (Durai, 2010).

In today's competitive world, for any industry to survive and grow, creative empowered human resources are the central pillars and, in fact, the real assets of any organization. An empowered employee can lead to better job performance which would help a company improve service delivery, become more innovative, increase productivity and gain a competitive edge.

Job performance has been defined as the overall expected value from employees' behaviors carried out over the course of a set period of time (Motowidlo, Borman, and Schmidt, 1997). Performance is a property of behavior, or what people do at work.

When job performance is taken into account it is also necessary to deal with the term empowerment. Hechanova, Alampay and Franco (2006) claimed that employees could logically be married to service operations because it is difficult to separate the production of the service from its delivery. This is why the idea of providing workers with the flexibility and ability to meet customer demands as they arise is naturally appealing.

In the studies of Hartline & Ferrell (1996) and Hurley (1998), in the hospitality industry, front-line employees spent most of their time dealing direct¬ly with customers and their attitudes easily influenced customer satisfaction and the per¬ception of services. Keeping this information in mind, finding out what may possibly lead these employees to increased job performance turns out to be a central issue for the hospitality industry as job performance also leads to high lev¬els of customer satisfaction.

The basic source for providing competitive advantage and customer satisfaction in hotel enterprises is the employee. Empowerment applications play a significant role in increasing employee productivity and providing organizational efficiency. Interest in employee empowerment within the hospitality industry has been associated with some of the key themes identified in the development of Human Resource Management generally, namely, gaining competitive advantage through improved service quality. In particular, it has been found that service deliverers (frontline people) play a crucial role in determining the extent and quality of customer experience and satisfaction (Lashley&Mcgoldrick, 1994).

In addition, empowerment is said to create more job satisfaction and self-esteem for employees, engage them in discretionary behavior aimed at meeting or exceeding guests' expectations in service encounters (Klidas et al., 2007, cited by Ro & Chen, 2011). Furthermore, Chow et al. (2006) suggest that employees will provide better quality service and feel a sense of pride in their job if they are trusted and empowered to solve any guest service issues.

A study by Yilmaz (2015), examined the probable effect of perceived empowerment on job per¬formance of 230 participants working in the tourism sector as front-line employees. The outcomes of his study indicated that psychological empowerment was positively correlated with employee job performance, which was mostly affected by self-determination and the impact dimensions of empowerment. Moreover, tests were conducted to analyze the significant differences in participants' perception of empow¬erment and job performance according to their demographic characteristics. A signif¬icant difference was found between perceived empowerment and gender, age and work experience, where¬as there was no significant difference between empowerment and education levels.

On the other hand, the relationship between job performance and work experience was supported; however, no relationship was found between job performance and gender, age and the education level of the participants. It can be claimed that psychological empowerment was a central issue linked to increased job performance. Therefore this research makes a useful contribution to current knowledge by investigating the direct effect of perceived empowerment on employee job performance in the hos¬pitality industry, especially where frontline employees spend most of their time directly dealing with customers.

Statement of the Problem

This study is aimed to determine the level of employee empowerment and its impact on job performance in the resort industry in Nasugbu, Batangas; specifically, it aimed to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
   1.1. age,
   1.2. sex,
   1.3. educational attainment,
   1.4. length of service, and
   1.5. employment status?
2. How are the following forms of employee empowerment practiced within the organization?
   1.1. empowerment through participation,
   1.2. empowerment through involvement, and
   1.3.empowerment through delayering?
3. How do employees perceive their own job performance within the organization?
4. Is there a significant relationship between empowerment practices and job performance in the resort industry?

Methodology

This study utilized the descriptive method of research. The main objective of the research was to determine the employee empowerment and job performance in the resort industry. In obtaining the objective, the researchers' gathered information about the empowerment practiced by resort industry and the job performance of the employees through adopting the descriptive method of research which is used to describe characteristics and/or behavior of a sample population with three main purposes which are to describe, explain and validate research findings.

Purposive sampling was used by the researchers because it includes people of interest and excludes those who do not suit the purpose. Another sampling method used was the stratified random sampling wherein participants were obtained by choosing a simple random sample from each of the selected resorts into which the population had been divided.

The respondents of the study were the rank-and-file employees of the selected resorts in Nasugbu, Batangas.

The researchers used questionnaire as the main instrument to gather information from the respondents. The questionnaires were constructed and organized in such a way that the respondents are at ease in answering the questions provided.

An extensive research was made to develop the questionnaire. It was created using suitable questions devised by the researchers from suggested readings and electronic sources.

The survey questionnaire was used as the main data gathering instrument for this study. The questionnaire used in the study was divided into three (3) parts: the first part of the questionnaire focuses on the respondent's profile which reveals the personal information of the employees relevant in the study; the second part covered the different forms of employee empowerment, namely the empowerment through participation, involvement and delayering; and the third part focused on the job performance of the employees which composed of questions that will assess their job performance.

The questionnaire was presented to the experts who extended their knowledge and further improved the questionnaire. Their insights and comments have been considered by the researchers. After validation, the questionnaire was revised and the necessary improvements were made and reliability test was conducted.

The questionnaires were personally distributed to the respondents from the three selected resorts in Nasugbu. They were given to the individuals who have direct bearing to the study and in order to satisfy the proponent's goal that is to get and measure the opinions, polls, and attitudes of the respondents of the study. After gathering the answered questionnaires, the researchers started tallying, analyzing and interpreting the data.

Results and Discussion

Profile of the Respondents

Profile as to Age. Majority (68.3%) of the respondents belonged to the age of 18-35 age group. This suggests that most of the employees working in the resorts are Millennials. There were only 66 (31.7%) of employees in the 36-60 age group, considered as belonging to Generation X. It implies that resorts prefer employees who are Millennials rather than those who belong to Gen X. Millennials are more flexible and can more easily adapt to their work.

Table 1

Distribution of Respondents as to Age

Age Group	Frequency	Percentage
18-35	142	68.3
36-60	66	31.7
Total	208	100.0

According to the U.S. Bureau of Labor Statistics of Career Guide to Industries 2007, the hospitality industry's growth rate is increasing and the importance of finding good employees, especially youth workers, is very crucial. Claps (2010), in a study entitled "The Millennial Generation and the Workplace," observed that Millennials are proud to devote their time and resources to their employer and they desire the same type of investment in return. Millennials differ from previous generations in their expectations, priorities and career ambitions. More than their predecessors, they require regular feedback, rapid career progression and a breadth of career experiences. Contrary to previous generations, particularly Gen X, who on the whole, were comfortable with hierarchy and patiently working their way up from junior operational to managerial roles, Millennials demand to be heard and expect a fast career trajectory. They want clear direction and clarity in terms of objectives and expectations.

Profile as to Sex. There is almost an equal distribution of male and female employees, with the number of female employees representing a slightly larger percentage of the total respondents. The data illustrates that work in the resort industry is not male dominated, and that both males and females are fully accepted.

Table 2

Distribution of Respondents as to Sex

Sex	Frequency	Percentage (%)
Male	101	48.6
Female	107	51.4
Total	208	100.0

Within the global context, hotel industry provides considerable employment opportunities for both men and women (International Labour Organization (ILO), 2010). It was found that women constitute a reasonable number of the labour force in the hotel industry (Verick, 2014; UNWTO, 2011).

According to the European Commission, the hospitality industry is labor-intensive, which means that growth has a strong impact on employment. Hotels and restaurants are major employers of young people and there are more women than men working in the sector. Hotels, catering and tourism (HCT) is a large and fast-growing service sector, with an average female participation of 55.5 per cent at global level and up to 70 per cent at regional level.

The general picture suggests that the tourism industry seems to be a particularly important sector for women (46% of the workforce are women) as their percentages of employment in most countries are higher than in the workforce in general (34 - 40% are women, ILO data). The numbers of women and their percentage of the workforce in tourism vary greatly between countries - from 2% up to over 80%. Although there were few obvious regional trends it would appear that in those countries where tourism is a more mature industry woman generally accounted for around 50% of the workforce.

Profile as to Educational Attainment. Most of the respondents finished College Education with a frequency of seventy eight (78) which is equivalent to 37.5%, whereas the least number of respondents were High school Undergraduates with a frequency of twenty seven (27) and an equivalent percentage of 13%. These resorts were considered to be dominated by college graduates and college undergraduates.

Table 3

Distribution of Respondents as to Educational Attainment

Educational Attainment	Frequency	Percentage (%)
Highscholl Graduate	29	13.9
Vocational Graduate	29	13.9
Undergraduate	27	13.0
College Undergraduate	45	21.6
College Graduate	78	37.5
Total	208	100.0

Karl Atlow, a college recruiter for Marriott International stated during a campus presentation that "most hospitality companies really don't care if you have a graduate degree in hospitality" (K. Atlow, February 16, 2009). However, companies, including Marriott, expect an undergraduate degree to provide adequate preparation for entrance into the hospitality industry (Williams, 1998). There is a long-standing debate about whether higher education increases the career potential and success of managers in the hospitality industry. Research has long acknowledged that in general, persons with a college education are better prepared for higher level vocations that lead to advancements (Williams, 2003).

Profile as to Length of Service in the Resort Industry. Majority of the respondents have rendered services for 1-3 years or less. On the other hand, only a few of the respondents have rendered services for more than 6 years, comprising 5.3% of the total. This suggests that most employees do not last more than 6 years working in a resort given that the result of the survey showed that the respondents are composed mostly of millennial employees.

Table 4
Distribution of Respondents as to Length of Service in the Resort Industry

Length of Service	Frequency	Percentage (%)
Less than 1 year	73	35.1
1-3 years	76	36.5
4-6 years	48	23.1
More than 6 years	11	5.3
Total	208	100.0

A Gallup report (2016) on the millennial generation revealed that 21% of millennials said they changed jobs within the past year, which was more than three times the number of non-millennials who reported the same. Millennials also showed less willingness to stay in their current jobs. Half of the millennials – compared with 60% non-millennials – strongly agreed that they planned to be working at their company one year from now. Millennials were also the most willing to act on better opportunities as 36% reported that they would look for a job with a different organization in the next 12 months if the job market improves, compared with 21% of non-millennials who said the same.

In a study by Claps (2010), millennials were found to understand that they would not be in their current jobs forever, and were regularly looking for ways to improve their resume to make themselves attractive candidates for future jobs and opportunities. They wanted to make themselves as marketable as possible, which is a frightening prospect for companies who desire to keep them for many years to avoid turnover.

Millennials want to advance in their careers at a fairly steady pace; however, with older generations staying in the workplace for a longer period of time, it will be harder for millennials to keep moving up the ladder within the same company.

Profile as to Employment Status. More than half of the total respondents are permanent or regular employees represented by 125 employees. On the other hand, there are very few employees working part time. These establishments, where the survey was conducted, were big enough and had complex organizational structures and processes for making employees permanent. However, the survey was conducted during the season where resorts were not in their busiest period. Large numbers of seasonal workers were hired in addition to permanent staff during peak season. The number of part time employees increased during the summer season wherein the tourists are pervasive.

Employee Empowerment practices in orga-

nizations

The part two of the survey covered the employee empowerment practices in organizations. It was designed in a checklist manner, where they will assess how often they practice each statement in the questionnaire.

Table 5

Empowerment through Participation Practices in the Resort Industry

Empowerment Practices	Mean	Rf	Verbal Interpretation
1. I am involved in making decisions that affect my work.	3.50	35%	Oftentimes
2. I am given authority to decide without consulting my manager.	3.19	42%	Sometimes
3. I have access to the information I need to make good decisions.	3.63	40%	Oftentimes
4. I have the authority to connect problems when they occur.	3.51	33%	Oftentimes
5. I am involved in making organizational goals.	3.48	36%	Oftentimes

Rf – Relative frequency

As presented in the table, the employees in the three resort establishments have access to information *oftentimes* which supports them in making good decisions which got the highest mean of 3.63 and a relative frequency of 40%. It is very important that employees are given access to information in order to make decisions accurately when necessary because, in the resort industry, providing prompt services is important.

On the other hand, the table shows that 42% of respondents agree they are sometimes given the authority to decide on certain things without consulting their managers, which has a mean of 3.19. Regarding decision making, although there are employees who are given the authority to decide on things concerning the organization, the manager has the final authority to approve the decision made by the employee. Employees are sometimes authorized to make decisions on their own since prompt services need to be given to the guests.

According to Bitner and Gremler 2009, it is the company's responsibility to give employees the tools needed to make decisions using their own common sense. In this way, employees are able to use empowerment responsively so that in most cases they will not have to involve their managers when dealing with everyday problems.

According to Ro and Chen (2011), empowered staff were able to provide guests with prompt responses to service requests, quicker solutions to service failures, bend the rules to please customers, use creativity to please guests, which helps enhance service quality and customer satisfaction. In addition, empowerment was said to create more job satisfaction and self-esteem for the employees, and engaged them in discretionary behavior aimed at meeting or exceeding guests' expectations in service encounters (Klidas et al., 2007 cited by Ro & Chen, 2011).

Furthermore, Chow et al. (2006) suggested that the employees will provide better quality service and feel a sense of pride in their job if they are trusted and empowered to solve any guest service issues.

Table 6
Empowerment through Involvement Practices in the Resort Industry

Empowerment Practices	Mean	Rf	Verbal Interpretation
6. I am involved in determining the goals of the organization.	3.63	44%	Oftentimes
7. My manager/ supervisor encourages me to suggest ways to improve productivity at work.	3.69	35%	Oftentimes
8. My manager/ supervisor asks for my opinion the new projects of the organization.	3.56	32%	Oftentimes
9. My manager / supervisor encourages me to participate in problem-solving situation of the resort.	3.59	30%	Oftentimes
10. My manager/ supervisor encourages me to give feedback about the organization.	3.62	35%	Oftentimes

Rf – Relative frequency

The table shows that employees represented by 35% of the respondents and having a mean of 3.69 are oftentimes encouraged by their supervisors or managers to suggest ways in order to improve how they do their work and to increase their productivity. Motivating employees by encouraging them to give more of what they can give to accomplish tasks increases their productivity and makes them feel empowered. The support of managers towards the improvement of employees is very important, especially in the resort industry where employees have direct contact with guests as they are the ones who provide the services.

As also shown in the table above, employees are oftentimes asked about their opinions whenever there are new projects as agreed by 32% of the respondents, and with a mean of 3.56. It implies that the management considers the employees' opinions regarding projects especially those that will affect everyone in the organization. Getting the employees' opinions will contribute to the management's understanding of all the details of the project.

According to Lashley (1997), employees were encouraged to become involved in an emotional sense and were given some freedom to perform in front of the customer as they saw fit. In other cases, employees were invited to make suggestions about service quality improvement, or problem detection. That said, managers still made the decisions and employees had little decision making discretion about their tasks or the sequence in which they were completed. As a relational construct, this form of empowerment limited employees to a consultative and task focused role.

Marchington et al. (1992) observed that employee involvement was used to describe initiatives which were largely designed and initiated by management and intended to improve communication with employees, generate greater commitment and enhance employee contributions to the organization.

Table 7

Empowerment through Delayering Practices in the Resort Industry

Empowerment Practices	Mean	Rf	Verbal Interpretation
11. Higher management shares information with employees at all levels.	3.57	36%	Oftentimes
12. I can freely communicate with the top level of management.	3.54	36%	Oftentimes
13. Higher management encourages teamwork among levels.	3.73	41%	Oftentimes
14.Higher management is interested in training their people at any level for career advancement.	3.61	39%	Oftentimes
15. Employees at my level receive the necessary support and resources in the performance of our job.	3.59	34%	Oftentimes

Rf – Relative frequency

As shown in the table above, teamwork among the employees are oftentimes encouraged by the higher management as agreed by 41% of the total respondents, having the highest mean of 3.73. The work in resort establishments requires teamwork as they are faced with many guests; especially when the resort is big enough to accommodate a lot of people. The result implies that higher management encouraged employees to work hand in hand since the different functions of a resort are connected to each other. On the other hand, with a mean of 3.59 and a relative frequency of 34%, employees agreed that they oftentimes receive the resources they need to perform their job. This implies that higher management made sure that support and resources were provided to their employees to execute their jobs properly. Skills and abilities alone are not enough to do the job, and work can be done on time if employees also have the resources they need including support from higher management.

According to Lashley (1997), empowered managers were encouraged to act as 'independent' entrepreneurs and to make necessary decisions about service adjustments to suit local conditions. Furthermore, the similarity between empowered managers and empowered employees was that they can only make decisions that fit within the scope and domain of their work.

Other benefits for organizations might include increased effectiveness of communication between employees and managers. As senior management will not be capable of controlling an increased number of subordinate managers, empowered junior managers will need to work autonomously within specified limits without constant supervision, which also implies that they will be responsible and accountable for their undertakings (Lashley, 2001)

Table 8

Summary of the assessment of the respondents on the Employee Empowerment practices in the Resort Industry

Empowerment Practices	Mean	Verbal Interpretation
Empowerment through Participation	3.46	Oftentimes
Empowerment through Involvement	3.62	Oftentimes
Empowerment through Delayering	3.61	Oftentimes

Rf – Relative frequency

The table shows that 37.20% of the respondents agree that employee empowerment through participation is *oftentimes* practiced in resorts. This represents the employees who were encouraged to participate and be involved in the decision making process. On the other hand, empowerment through involvement is also practiced *oftentimes* as agreed upon by 35.20% of the respondents. This implies that employees were encouraged to give their suggestions, ideas and insights most of the time. The table also shows that 37.20% of the respondents agree that empowerment through delayering is practiced in the resorts *oftentimes*. This suggests that some resorts had fewer levels of hierarchy between the highest and the lowest levels in order to boost operational efficiency. This type of empowerment is common among resort establishments.

Job Performance of Employees

The part three of the questionnaire focused on the job performance. It was made in a checklist form which contains job performance indicators.

Table 9

Respondents' perception of their Job Performance in the organization

Empowerment Practices	Mean	Rf	Verbal Interpretation
1. I am accountable not only in my job since I have the resources and the authority to step up and take action.	3.61	36.1%	Oftentimes
2. I am proactive. I can recognize when there are possible issues/problems that may arise.	3.62	38.5%	Oftentimes
3. I invest more in my work because I can see that my decisions are contributing to the organization's success.	3.65	36.5%	Oftentimes
4. I am able to solve problems immediately before it gets complicated.	3.71	34.1%	Oftentimes
5. I make sure that our customers experience a better service.	3.80	31.3%	Oftentimes
6. I share my ideas to further the productivity of the organization.	3.80	43.8%	Oftentimes
7. I am motivated to work because I feel that I am valued.	3.78	40.4%	Oftentimes
8. I look for better ways in solving problems and conflicts.	3.73	37.0%	Oftentimes
9. I use time at work properly.	3.73	34.6%	Oftentimes
10. I make my work productive every day.	3.83	40.4%	Oftentimes
11. I communicate with my co-workers to create a good relationship and to improve our teamwork.	3.90	42.8%	Oftentimes
12. I work at my best as if it is my own business.	3.68	34.6%	Oftentimes
13. I can make decisions immediately if necessary.	3.59	29.8%	Oftentimes
14. I encourage my co-workers to give their own suggestions for the improvement of the organizational performance.	3.67	38.9%	Oftentimes

15. I help in creating change in the organization.	3.63	40.9%	Oftentimes

Rf – Relative frequency

As presented in the table, 42.8% of the respondents answered that they oftentimes communicate with their co-employees in order to build a good working relationship and to improve the way they work as a team. It has the highest mean of 3.90. This suggests that employees in the resorts were encouraged to improve their relationship with each other when working in a team. While 40.4% are shown to agree that they make their job productive in their everyday work. This implies that employees increased their productivity as they were empowered in the organization. With the same mean of 3.80, the table shows employees make sure that they provide the customers with better service and that they share their ideas for improving the productivity of each employee. In a service industry with the primary goal of having the customer experience the best service possible, this can be provided if each employee improves his or her work.

On the other hand, with a mean of 3.78, employees agree that they are motivated to work since they feel that they are valued as individual employees. This suggests that the more the employees see that they are valued or given importance the more they are motivated to give their best in every task they do. With a mean of 3.73, employees oftentimes use the time at work properly, which suggests that there is no time wasted to do things which are not connected to their job. With the same mean, employees answered that they look for better ways in solving conflicts. This shows that employees are being creative in solving problems as they try to look for better solutions.

Moreover, as represented by 38.5% of the respondents, they agreed that they are oftentimes proactive, which suggests that they are able to anticipate potential problems and devise possible solutions or take action before the problem occurred. With a mean of 3.63, employees agreed that they help the organization in creating change. This means that empowered employees are open to changes that may happen and they take part in order to implement change successfully.

On the other hand, with the lowest mean of 3.59, employees are oftentimes making decisions immediately when necessary. This implies that the respondents are authorized to make decisions within their control when problems at their level arose. Decisions are made without consultation and this happens when an immediate solution to a problem is needed.

Relationship between Employee Empowerment practices and Job Performance of employees

After presenting the information gathered which is the profile of the respondents, the employee empowerment practices, and the job performance of the employees, a significant relationship between the employee empowerment practices and the job performance of the employees is verified.

Table 10

Correlation between Employee Empowerment and Job Performance of the Respondents

Employee Empowerment	Pr	D of C	P-value	D	C
Participation	0.319	W	0.000	Reject Ho	S
Involvement	0.495	M	0.000	Reject Ho	S
Delayering	0.564	M	0.000	Reject Ho	S

Pr – Pearson r W - Weak
D of C – Degree of Correlation M - Moderate
D – Decision
C – Conclusion
S - Significant

Table 10 provides the Pearson's correlation coefficient between employee empowerment practices and job performance. If the value of Pearson's correlation is near 0.00, it means that there is no correlation and if the value is near 1.00, correlation exists. The result suggested that there is a significant relationship between the employee empowerment practices and the job performance of the employees in the resort industry in Nasugbu, Batangas since p-value is less than $\alpha = 0.01$. Pearson r coefficient of 0.319, 0.495 and 0.564 implies a significant correlation between the variables. Thus, positive values of correlation coefficient indicate that an increase in one variable causes an increase in another variable which only means that the higher the empowerment, the higher the job performance.

There is a significant relationship between empowerment through participation and job performance, however, it is a weak correlation. This is because certain factors need to be present so that when participation, involvement and delayering increase, job performance also increases. However, there are also instances when job performance will not increase even if the level of participation, involvement and delayering increases. On the other hand, empowerment through involvement has a moderate correlation with the job performance. It means that there is a higher level of significance of relationship between the two variables. The same goes with empowerment through delayering which also has a moderate correlation with job performance.

In a study by Yilmaz (2015), the probable effect of perceived empowerment on job per-formance of 230 participants working in tourism sector as frontline employees was examined. The outcomes of this study indicated that psychological empowerment was positively correlated with employee job performance and employees' job performance were mostly effected from self-determination and impact dimensions of empowerment.

Conclusions and Recommendations

From the findings of the study, it is concluded that there are more millennials employed in resort establishments in Nasugbu; majority are college graduates and most of them have been in the service for 1-3 years; and most are permanent employees.

Empowerment is being practiced in the resort industry in Nasugbu as all three empowerment practices are oftentimes applied.

The employees in the resort industry in Nasugbu are empowered as reflected in their job performance and oftentimes engaged in the empowerment related practices.

The null hypothesis was rejected because the employee empowerment practices had a significant relationship with the job performance of the employees.

It is recommended that resort establishments continue practicing employee empowerment for it has a significant effect on the performance of the employees that may also enhance the organizational performance. Top management of the resort establishments may allow employees more freedom in making decisions within their control. Future studies may be undertaken that will widen the scope of this study in such a way that the whole tourism industry be involved.

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Relationship between Capital Adequacy Ratio and Loan to Deposit Ratio towards Return on Asset of Banks Listed at Infobank15 of Indonesian Stock Exchange

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Abstract

The existence of banks is very important for today's society. Banks can manage the financial traffic and control the economic growth. Bank is a financial intermediary that receives savings from the community in the form of savings, demand deposits, deposits, and others; then the funds are collected and channeled back to the community in the form of loans or credit. However, banks still need to gain profit. The study explored the effect of the adequacy of banks capital and the ratio between loan and deposit towards the return on asset of banks. The study is conducted on banks listed INFOBANK15 index at Indonesian Stock Exchange. Eight banks listed from the index were studied and data were obtained from PT, Capital Market Electronic Library. The variables used in the study is independent variables consists of Capital Adequacy Ratio & Loan to Deposit Ratio and dependent variables consist of Return on Asset from year 2012-2016. The study used statistical method to process and analyze the data. They are: descriptive statistics, correlation analysis, normality test, and regression analysis. The results showed that there is no significant relationship between CAR, LDR and ROA with F-statistic of 0.250581 and probability 0.779659. R-square is 0.013364 that shows only 1.33364% of independent variables can explain the variation in dependent variables.

Keywords: *Capital Adequacy Ratio, Loan Deposit Ratio, Return on Asset*

The existence of banks is very important for today's society. Banks can manage the financial traffic and control the economic growth. Bank is a financial intermediary that receives savings from the community in the form of savings, demand deposits, deposits, and others; then the funds are collected and channeled back to the community in the form of loans or credit. (Kasmir, 2014; Sujarweni, 2017). As a trustworthy financial institution, the bank community must be able to manage its finances carefully.

Bank in running the operation, of course, aims to obtain maximum profit. By earning profits, bank capital can increase so as to increase the ability of banks in carrying out its operations. Low profits make it difficult for banks to grow and the level of public confidence will go down against the bank. One of the main indicators used as the basis for the assessment of financial performance of banks is through the banks' financial statements. (Kasmir, 2014; Sujarweni, 2017).

Based on the financial statements will be calculated a number of financial ratios that serve as the basis for assessment of bank soundness. To measure whether the bank is healthy or not, it can be seen through the profitability performance of the bank. Profitability is the financial ratios used to measure a company's ability to profit from its operations. One of the banking profitability ratios is Return on Assets. According to Kasmir (2012), Return on Assets is the ratio that shows the return on the amount of assets used in the company. The hope is, the higher the ROA, the better the company (Murhadi, 2013, pp. 65). Thus, Return on Assets can be used to measure the effectiveness of a company in generating profits by assessing operational performance and by utilizing the assets or resources owned by the company. Having a higher Return on Asset can be a sign that management uses assets efficiently (Tsvetanov, 2017, p.92). According to Darmawi (2014), the bank health assessment of the earning element Return on Asset in a banking must reach 1.25% - 1.5% (p.20). The greater the Return on Assets (ROA) of a bank, the larger level of bank profits, the better is the bank's position in terms of asset use (Pandia, 2012, pp. 208).

In obtaining a large profit, the company requires a lot of capital. The required capital can be obtained from various ways such as public savings and channeled back to the community in the form of loans. Capital is one factor that is important for the bank in developing its business and in accommodating the risk of loss. When the community cannot pay off its obligations to the bank, the bank has capital reserves to anticipate it. To assess the adequacy of bank capital, banks must also link their capital adequacy with bank risk. Capital Adequacy Ratio (CAR) of a bank is how a bank finances its activities with its ownership of capital (Fahmi, 2014). The higher the Capital Adequacy Ratio (CAR) owned, the greater is the possibility to finance various operations and contribute maximally to things related to profitability. The government has also set the Capital Adequacy Ratio (CAR) standard for banks to at least 8%.

Previous studies stated that there is a significant correlatiom between CAR, LDR towards ROA and other research shows that CAR and LDR does not have significant correlation towards Return on Asset Therefore, the studies would like to look at the relationship between

***Capital Adequacy Ratio* (CAR) and LDR towards *Return on Asset* (ROA) on Banks Listed at Indonesian Stock Exchange from Year 2012-2015.**

Bank in Indonesia

Bank is an institution that can integrate people who have lack of funds. Surely this relationship is mutually beneficial to the parties concerned. According to Cashmir (2014), "Banking has the function of collecting funds from the public (funding)" (p. 24). The Bank is also known as a savings and loans institution (Hadi & Hastuti, 2015, p. 64). Kasmir (2012) said, "Banks are financial institutions whose activities are collecting funds from the community and channeling these funds back to the community and providing other bank services" (p.12).

Based on Law no. 10 year 1998, the definition of bank is a business entity that collects funds from the community in the form of savings, and distributed to the community in the form of credit and other forms in order to improve the standard of living of many people.

Return on Assets (ROA)

There are many indicators in the calculation of valuation through the profitability ratios commonly used by banks, but on this occasion the researcher used the ratio Return on Assets (ROA), on the grounds that this ratio can calculate the ability of a bank as a whole in obtaining profitability and managerial efficiency.

Meanwhile, according to Subagyo (2015), Return on Assets (ROA) is: A measure of the Bank's management capability means to measure the extent to which management operates the Bank's operations effectively and efficiently in using resources to develop the business in order to create optimal bank revenue. (p. 13)

Return on Assets is an indicator of the ability of banks to earn a profit on a number of assets owned by a bank (Pandia, 2012 p. 71). Return on Assets (ROA) can be obtained by calculating the ratio between profits before tax with total assets (Net Income divided by Total Assets).

Can be formulated as follows:

$$\textit{Return on Asset} = \frac{\textit{Laba sebelum pajak}}{\textit{Total Asset}} \text{ x } 100\%$$

Sumber: Pandia (2012)

The Criteria for Return on Assets (ROA) are as follows:

Tab1e 1

Standard ROA

Criteria	Ratio ROA
Sehat	≥ 1,215%
Cukup Sehat	≥0,999% - ≥1,215%
Kurang Sehat	≥0,765% - ≥0,999%
Tidak Sehat	<0,7665%

Sumber: Sujarweni (2017)

Capital Adequacy Ratio (CAR)

In measuring a performance in a bank, the capital adequacy factor is very important and needs to be considered. Capital Adequacy Ratio (CAR) is the ratio of bank's performance to measure capital adequacy owned by banks in supporting risk-bearing assets, such as loans provided by a bank.

According to the Dictionary of Bank Indonesia (2015), "Capital Adequacy Ratio is the Bank's capital adequacy ratio measured by comparison between the amounts of capital with risk-weighted assets (RWA)."

Moreover, according to Fahmi (2014), "Capital Adequacy Ratio (CAR) or often referred to as the capital adequacy ratio of the bank, that is how a bank can finance its activities with ownership of capital owned". It can be concluded that Capital Adequacy Ratio (CAR) is a ratio of the comparison between the amount of bank assets with the risk in lending and how the performance of banks used to measure capital adequacy in banks.

The formula for finding a Capital Adequacy Ratio (CAR) of a bank is as follows:

$$\text{Capital Adequacy Ratio} = \frac{\textit{Modal}}{\textit{AktivaTertimbang menurut Risiko}} \text{ x } 100\%$$

Sumber: Surat Edaran Bank Indonesia No. 3/30/DPNP Tanggal 14 Desember 2001

Loan to Deposit Ratio (LDR)

Loan to Deposit Ratio (LDR) is one of the ratios in calculating Liquidity (bank liquidity) (Sujarweni, 2017).

According to Darmawi (2014), one of the illiquid measures of the concept of inventory is the ratio of borrowing to the deposit. Although the high lending to deposit ratio is never determined, it is a force that influences lending and investment decisions. (p. 61)

While Kasmir (2012) says that, "Loan to Deposit Ratio is a ratio to measure the composition of the loan amount given compared to the amount of public funds and own capital used" (page 319).

Where it can be seen that the usefulness of this LDR ratio is to know how much the bank's ability to pay deposits made by customers by providing credit. Loan to Deposit Ratio can be used also to measure the running or not a function in banking.

Deposit Ratio (LDR) according to Sujarweni (2017), namely:

$$LDR = \frac{Total\ Kredit}{Total\ Dana\ Pihak\ Ketiga} \text{ [RE1] x 100\%}$$

Loan to Deposit Ratio (LDR) can be a strategy for management in assessing a bank. If a bank has a high LDR or exceeds the limit then the bank is said to be an aggressive bank.

Hypothesis

From the discussion above the hypothesis of the study are as follows:

H1 There is a significant relationship between CAR & ROA

H2 There is a significant relationship between LDR & ROA

H3 There is a significant relationship CAR, LDR & ROA

Methodology

[RE2]
Dependent Variable: ROA
Method: Panel Least Squares
Date: 05/08/18 Time: 13:40
Sample: 2012 2018
Periods included: 5
Cross-sections included: 8
Total panel (balanced) observations: 40

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	1.211829	2.150673	0.563465	0.5765
CAR	0.066041	0.093676	0.704989	0.4852
LDR	0.001886	0.014076	0.134019	0.8941

R-squared	0.013364	Mean dependent var	2.547000
Adjusted R-squared	-0.039968	S.D. dependent var	1.158390
S.E. of regression	1.181312	Akaike info criterion	3.243168
Sum squared resid	51.63347	Schwarz criterion	3.369834
Log likelihood	-61.86335	Hannan-Quinn criter	3.288988
F-statistic	0.250581	Durbin-Watson stat	0.117020
Prob (F-statistic)	0.779659		

The study is conducted on banks listed at Indonesian Stock Exchange. There are 43 banks listed and data were obtained from PT- Capital Market Electronic Library. The variables used in the study are independent variables consisting of Capital Adequacy Ratio & Loan to Deposit Ratio and dependent variables consisting of Return on Asset from year 2012-2015. The study used statistical method to process and analysis of data, they are: descriptive statistics, correlation analysis, normality test, and regression analysis.

Descriptive Statistic

	CAR	LDR	ROA
Mean	17.80275	84.53100	2.547000
Median	17.69500	86.5200	2.340000
Maximum	22.91000	108.8600	5.150000
Minimum	14.20000	55.43000	1.000000
Std. Dev.	2.029315	13.50490	1.158390
Skewness	0.479494	-0.466710	0.644892
Kurtos is	2.715042	2.963789	2.354173
Jarque-Bera	1.668100	1.454306	3.465148
Probability	0.434287	0.483283	0.176829
Sum	712.1100	3381.240	101.8800
Sum Sq. Dev.	160.6066	7112.915	52.33284
Observations	40	40	40

Table above shows the descriptive statistic of variables used in the study. Descriptive statistic used to describe the characteristic of the variables used in the study. The results showed that CAR in INFOBANK15 for the eight banks is 17.8% which is above 8% standard for CAR. LDR is 84.5% which shows bank is doing its purpose of giving loan and receiving deposit. And that ROA is adequate as it is 2.547 above the standard 1.5%.

F- Test

The table shows that there is no significant relationship between CAR, LDR and ROA with F-statistic of 0.250581 and probability 0.779659. R-square is 0.013364 that shows only 1.33364% of independent variables can explain the variation in dependent variables.

Determinants of Employee Performance at the Bandar Lampung Adventist Hospital

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Abstract

To know the determinants of employee performance has been a concern of employers. Through questionnaires and interviews, this quantitative study employed 104 respondents, medics and non-medics, from Bandar Lampung Adventist Hospital in West Indonesia. The results of the study claimed that job placement, educational attainment, and training are factors of the employee performance and they influence a total of 41.9% towards workers' accomplishment. Further study suggests identification of more determinants for an efficient and effective employee performance.
Keywords: *Employee Empowerment, Job Performance, Resort Industry*

The success of achieving the goals of any company is determined by its human resources with good performance. Given this, companies need to improve its human resources for such resources play important roles toward the company's productivity in achieving its mission and vision.

Considering the factors that enhance employee performance, Ardana (2012) emphasizes that job placement with improper educational attainment may cause employee's dissatisfaction and less productivity. In other words, it should be the right job for the right educational attainment. In addition to job placement, training, objective performance assessment, fair distribution of working hours, compensation system are also factors towards employee performance (HHR, 2012).

The Bandar Lampung Adventist Hospital Indonesia (BLAH), a provider of health services in the West Indonesia, specifically in Bandar Lampung is not exempted knowing the determinants of employee performance. Knowing these factors, workers can perform effectively and efficiently for company's success. This study is purposed to know the determinants of employee performance of the aforementioned hospital.

Review of the Literature

Literature attests that educational attainment, training, and job placement are factors of employee performance. These factors will be discussed in the following sections.

Educational Attainment

Educational attainment has a significant effect on the employee performance which could help the company in reaching its goals (Veithzal, 2009; Vionita, 2013). In other words, educational attainment enhance workers' productivity in their assigned jobs.

Training

Studies (Desler, 2010; Hardjanto, 2012; Hasibuan, 2000) attest the role of training to employee performance. Training prepares workers to be able to carry out with correct procedures and good skills their work which will enable them to be productive (Desler, 2010).

Job Placement

Job placement should be properly done by the human resource management (Gomes, 2003). Job placement, the right placement of employees, is one of the keys to achieving optimal work performance wherein both creativity and initiative will of the employees can be developed (Hasibuan, 2007).

In this study, the formulation of the problem is as follows:

1. Do the following influence employee performance?
   a. Educational attainment
   b. Training
   c. Job Placement
2. How does education attainment, training and job placement affect simultaneously to the employee performance?

Research Purposes

The objective of this research was to identify the determinants of employee performance and to find out how much of these factors contribute towards employee performance.

Methodology

This research is quantitave in nature. It is a descriptive study with the use of documentations and questionnaires as the research instruments. While, educational attaintment (X1), training (X2), and job placement (X3) are the independent variables, employee performance (Y) is the dependent variable.

Research Setting and Participants

This study was conducted in one of the Adventist hospitals which was situated in Bandar Lampung, West Indonesia. Respondents in this study were 104—both medics and non medics. Out of the 425 regular workers (225 medics and 200 non-medics), only 104 employees were taken based on the criteria of being a regular worker for at least 2 years and had been part of a certain department for a year.

Using simple random sampling which according to Sugiyono (2009, p. 82) is "taking members of the sample from the population without regard to the existing data in the population", the supposed respondents for the study was 110. However, 2 respondents did not complete the questionnaire, while 4 did not return the questionnaires. Thus the final respondents were only 104. In calculating sample size, Slovin formula was used.

$$n = \frac{N}{1 + N(e)^2}$$

Where n (sample seize, N (population size), and e (margin error). With a margin error of 10% and given the formula below, the total sample would be 81 (rounded off).

$$= \frac{425}{1 + 425\,(10\%)^2}$$

Data Collection

This study which was conducted at the Bandar Lampung Adventist Hospital had 104 respondents. This study employed both primary and secondary data. It included questionnaires, documentations, and interviews.

Quesitonnaires. Questionnaires were distributed to the respondents to get their perpsective on the issues upon consideration. The questionnaire was a modified version of Sunarto's (2012). It was a 5-point Likert scale (Sugiyono, 2008).

Table 1

Likert Scale

Sangat Setuju (Strongly Agree)	5
Setuju (Agree)	4
Kurang Setuju (Neutral)	3
Tidak Setuju (Disagree)	2
Sangat Tidak Setuju (Strongly Disagree)	1

Source: Sugiyono (2008: 1-99)

A table on the class interval was also employed (see below).

Table 2

Kelas Interval

No	Skala Interpretasi (Interpretation Scale)	Nilai (Value)	Variabel Interpretasi Kepuasan (Satisfaction Interpretation Variables)
1	Sangat Tidak Efektif (Very ineffective)	1.00-1.79	Sangat Tidak Puas (STP)(Very Dissatisfied)
2	Tidak Efektif (Ineffective)	1.80-2.59	Tidak Puas (TP)(Unsatisfied)
3	Kurang Efektif (Less Effective)	2.60-3.39	Kurang Puas (KP)(Less Satisfied)
4	Efektif (Effective)	3.40-4.19	Puas (P)(Satisfied)
5	Sangat Efektif (Very Effective)	4.20-5.00	Sangat Puas (SP)(Very Satisfied)

Sumber: Sudjana (2006:48)

The researcher also made use of the documentation of the respondents to learn further about their educational attainment, training, and job performance—factors in scrutiny.

Interview. Interviews with related parties, in order to obtain information that has not been represented through distributed questionnaires were also conducted. "Interviews are a form of direct communication between researchers and respondents" (Sugiyono, 2010). The researcher tried to find out what the BLAH had done in relation to the factors that were studied. How the hospital handled recruitment, improved employees' competence, placed their workers, deepened skills, scheduled for ration, and trained workers were all taken into account.

Data Analysis Techniques

This quantitative study used multiple regression. The hypothesis that has been formulated was tested using linear regression analysis. The causal relationship model, a development of multiple regression analysis, is formulated in notation as shown below:

$$Y^1=a_0+b_1X_1+b_2X_2+b_3X_3+b_4X_1X_2X_3+\varepsilon$$

Information:
Y = Employee performance
a_0 = Constant
b_1 = Employee education attainment coefficient on employee performance.
b_2 = Coefficient of employee training on employee performance.
b_3 = Coefficient of employee work placement on employee performance.
b_4 = Coefficient of education attainment, training and job placement of employees on employee performance
x_1 = Employee educational attainment
x_2 = Employee training
x_3 = Employee job placement.
x_4 = Educational attainment, training and employee job placement.

This study used multiple linear regression with a significance test—T-test and F-test (Ghozali, 2005). They are further explain below:

1. T-test to examine the partial effect, a hypothesis was formulated.
   Ho: P = 0 (There is no influence between variables X on Y)
   Ha: P ≠ 0 (There is an influence between the variables X to Y)

   According to the P value criteria:
   a. If P > 5%, the decision is to accept the null hypothesis (Ho) or reject the Ha. It means that there is no significant effect between the independent variables on the dependent variable.
   b. If P < 5%, the decision is to reject the null hypothesis (Ho) or accept the Ha. It means that there is a significant effect between the independent variables on the dependent variable.

2. F-test was used to test the simultaneous effect of the independent variables. The formulation of the statistical hypothesis is as follow:
   Ho: P = 0 (There is no influence between variables (X1),(X2), and (X3)on Y
   Ha: P ≠ 0 (there are influences between variables (X1),(X2), and (X3)on Y

   According to the P value criteria:
   a. If P > 5%, the decision is to accept the null hypothesis (Ho) or reject Ha. It means that there is no significant effect between the independent variables on the dependent variable.
   b. If P < 5%, the decision is to reject the null hypothesis (Ho) or accpet Ha accepted. It means that there is a significant effect between the independent variables on the dependent variable.

Analysis of Correlation Coefficients

The Spearman correlation coefficient is used to meet the degree of closeness of two variables that have a minimum ordinal measurement scale.

$$r_s = \frac{1 - 6\,\Sigma\, d_t^2}{n\,(n^2 - 1)}$$

r_s : is the coefficient of rank correlation
di : is the difference in rank between paired values of *X* and *Y*, it can be calculated as (*rank of* X_i - rank of Y_i)
n : is a sample size or the number of pairs values *X* and *Y* in the selected sample.

If there are twin numbers in the x and y variables, the spearman rank correlation formula used is as follows:

$$r_s = \frac{\sum x^2 + \sum y^2 - \sum d_i^2}{2\sqrt{\sum x^2 . \sum y^2}}$$

to look for ∑x is:

$$\sum x^2 = \frac{N^3 - N}{12} - \sum T_x$$

to look for ∑y is :

$$\sum y^2 = \frac{N^3 - N}{12} - \sum Ty$$

Information:
rs = Spearman rank coefficient
x = Independent variable
y = Dependent variable
N = Number of respondents
Di = Difference between rank x and rank y
Di2 = Value of the squared difference from at
To find out the value of the correction factor of the twin values using the formula:

$$T_x = T_y = \frac{t^3 - t}{t}$$

where:
t = Data factor that has the same value
Tx = Ty = Correction factor.

Guidelines for interpreting strength of correlation (Sugiyono, 2007) is reflected below (Table 3).

Table 3
Guidelines for Interpreting Strength of Correlation

Interval Kuesioner (Questionnaire Interval)	Tingkat Hubungan (Relationship Level)
0.00 - 0.199	Tingkat Rendah (Weak to no relationship)
0.20 - 0.399	Rendah (Weak relationship)
0.40 - 0.599	Sedang (Moderate relationship)
0.60 - 0.799	Kuat (Strong relationship)
0.80 - 1.00	Sangat Kuat (Very strong relationship)

Sugiyono (2007:250)

Test Validity and Reliability

The questionnaire adapted from Sunarto (2012) yielded results that it was valid and reliable. Therefore, it was used as part of the data collection.

Significant Test

The significant test is used to determine whether the hypothesis is accepted or rejected. Using the formula (Sugiyono (2004):

$$t = \frac{r_s\sqrt{N-2}}{\sqrt{1-r_s^{\,2}}}$$

Information:
rs = Rank Spearman correlation coefficient
N = Number of samples
T = T- test statistics

The criteria accepted or rejected by this hypothesis are:
- If $t_{count} > t_{table}$, then the null hypothesis (Ho) is rejected.
- If $t_{count} < t_{table}$ then the null hypothesis (Ho) is accepted.

Determination Coefficient Analysis

The Determination Coefficient Analysis was also employed for the data analysis. It was significant to find out the magnitude of the contribution of independent variables (the influence of educational attainment, training and job placement) on the change in variable y (employee performance). Below is the formula:

$$Kd = r_s^{\,2} x100\%$$

Information:
Kd = coefficient of determination
rs = Rank Spearman correlation coefficient

Results and Discussion

Number of Respondents by Gender

Respondents based on male were 33 respondents (31.7%), and women were 71 (68.3%)—as reflected in Table 4.

Table 4
Number of Respondents by Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	33	31.7	31.7	31.7
	Fe-male	71	68.3	68.3	100.0
	Total	104			

Number of Respondents by Age

Respondents based on age as in the following table:

Table 5
Number of Respondents Based on Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22-30 year	24	23.1	23.1	23.1
	31-40 year	46	44.2	44.2	67.3
	>41 year	34	32.7	32.7	100.0
	Total	104	100.0	100.0	

The respondents' ages are seen above. There were 24 people aged 22-30 years (23.1%); 46 people aged 31-40 years (44.2%) and 34 people aged > 41 years (32.7%). Majority of respondents (44.2%) were aged 31-40—matured enough for the study.

Number of Respondents Based on Educational attainment

Respondents based on education level as in the following table:

Table 6
Number of Respondents Based on Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highschool	22	21.2	21.2	21.2
	Diploma	37	35.6	35.6	56.7
	S1	36	34.6	34.6	91.3
	S2	9	8.7	8.7	100.0
	Total	104	100.0	100.0	

From the educational attainment frequency table, it is reflected that 22 (21.2%) were high school graduates; 37 (35.6%) diploma graduates; 36 (34.6%) Bachelor degree holder; and 9 (8.7%) were Postgraduates. This implies that the respondents had the ability to understand the questions and interview for the study.

Number of Respondents Based on Years of Service

Based on the employees' years of service, there were 34.6% of respondents who had worked for more than 15 years, 26% of respondents had worked between 11-15 years, and 12.5% of respondents had worked between 6-10 years and there were 26.9% of respondents had worked between 0-5 years. This is reflected in the table below.

Table 7
Numbers of Respondents Based on Years of Service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 years	28	26.9	26.9	26.9
	6-10 years	13	12.5	12.5	39.4
	11-15 years	27	26.0	26.0	65.4
	> 15 years	36	34.6	34.6	100.0
	Total	104	100.0	100.0	

Most of the respondents have worked at BLAH for more than 15 years. This implies that they have sufficient knowledge on how BLAH operates and could provide the necessary data.

Test Validity and Reliability

The measurement of the validity of this instrument is done with the product moment correlation between item scores and scale scores. Correlation coefficients can be considered satisfactory if the calculated r value is greater than r table (5%, N). While the instrument is said to be reliably measured using Cronbach Alpha. An instrument can be said to be reliable if it has a reliability coefficient of 0.6 (Nunnally, 1967) or more.

Overall the results of testing the validity and reliability for each variable appear like the following table:

Table 8

Validity of the Variable Education (X_1), Training (X_2), and Employee Performance (Y)

Table 9

Reliability of Independent Variable: Education (X_1), Training (X_2), and Job Placement (X_3)

Independent Variable	Cronbach's Alpha
Education	0.770
Training	0.801
Job Placement	0.847

With Cronbach alpha (α) value greater than 0.6 (Nunnally, 1967), educational attainment, training and job placement are considered as reliable variables.

Educational Attainment and Partial Effect on Employee Performance

Descriptive explanation of items and research variables based on respondents 'answers using descriptive analysis is intended to describe the distribution of the frequency of the respondents' answer based on the questionnaire distributed. The frequency distribution results of the 104 respondents are described below.

Educational Attainment (X_1)
Table 10
Respondents' Answer About Education (X_1)

Statistics

X1

N	Valid	104
	Missing	0
Mean		21.7019
Std. Error of Mean		.25559
Median		21.0000
Mode		25.00
Std. Deviation		2.60649
Variance		6.794
Skewness		-.786
Std. Error of Skewness		.237
Range		15.00
Minimum		10.00
Maximum		25.00
Sum		2257.00
Percentiles	25	20.0000
	50	21.0000
	75	24.0000

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	1.0	1.0	1.0
	17	2	1.9	1.9	2.9
	18	7	6.7	6.7	9.6
	19	6	5.8	5.8	15.4
	20	19	18.3	18.3	33.7
	21	18	17.3	17.3	51.0
	22	15	14.4	14.4	65.4
	23	3	2.9	2.9	68.3
	24	9	8.7	8.7	76.9
	25	24	23.1	23.1	100.0
	Total	104	100.0	100.0	

From the table above, it can be seen that the mean value is 21,7019 for the 5 statement items. The average respondents provide answers with a score of 4.34038. It indicates that they are in agreement to the statement that education helps in completing the tasks assigned to them. The value of the mode revealed a 25 to 5 point. It shows that respondents strongly agreed that education is very helpful in completing the task.

From the table above, it is also known that the skewness value is between -2 and +2. It means that the distribution of educational attainment data is normally distributed. This is so because the distribution of data is concentrated in the 75th positive quartile which shows the strongly agree answers.

From the frequency data, it is reflected that the average respondents give an answer by being in a total score of 20-22, which is 50%. The respondents who answered with a perfect score of (25) is 23%.

Employee Performance Variable (Y)
Table 11
Respondents' Answers About Employee Performance (Y)

Statistics

Y

N	Valid	104
	Missing	0
Mean		19.6923
Std. Error of Mean		.25419
Median		20.0000
Mode		20.00
Std. Deviation		2.59228
Variance		6.720
Skewness		.555
Std. Error of Skewness		.237
Range		11.00
Minimum		14.00
Maximum		25.00
Sum		2048.00
Percentiles	25	18.0000
	50	20.0000
	75	21.0000

Y

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	1	1.0	1.0	1.0
	15	1	1.0	1.0	1.9
	16	6	5.8	5.8	7.7
	17	14	13.5	13.5	21.2
	18	14	13.5	13.5	34.6
	19	14	13.5	13.5	48.1
	20	26	25.0	25.0	73.1
	21	8	7.7	7.7	80.8
	22	4	3.8	3.8	84.6
	23	3	2.9	2.9	87.5
	24	3	2.9	2.9	90.4
	25	10	9.6	9.6	100.0
	Total	104	100.0	100.0	

From table above, it can be inferred that the mean value of 19.6923 for 5 statement items means that the average respondents answered with a score of 3.938. It indicates that the average respondents agree that the job performance of the employees helps in the completion of the tasks assigned to them. Also, skewness values are between -2 and +2. It means that the distribution of educational attainment data is normally distributed since it is concentrated in a positive 50 quartile which means the respondents answered agree. This is reflected with the 52%.

Partial Effect of Educational Attainment to Employee Performance

This is to determine the effect of partial educational attainment on employee performance. This is reflected in Table 12.

Table 12

Significant Test, Partial Effect Between Education on Employee Performance

Coefficients[a]

Model		Unstandardized Coefficient B	Unstandardized Coefficient Std. Error	Standardized Coefficient Beta	t	Sig	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	9.599	1.902		5.045	.000		
	Education	.465	.087	.468	5.343	.000	1.000	1.000

a. Dependent Variable. Perform.

From the table above, it is shown that while the calculated value is 5.343, the t table score at α = 5% and df = 103 (104-1) is 1.65978. Since t count> from t table, Ho is rejected. It means that educational attainment has a positive effect on employee performance. This is reflected in the curve below.

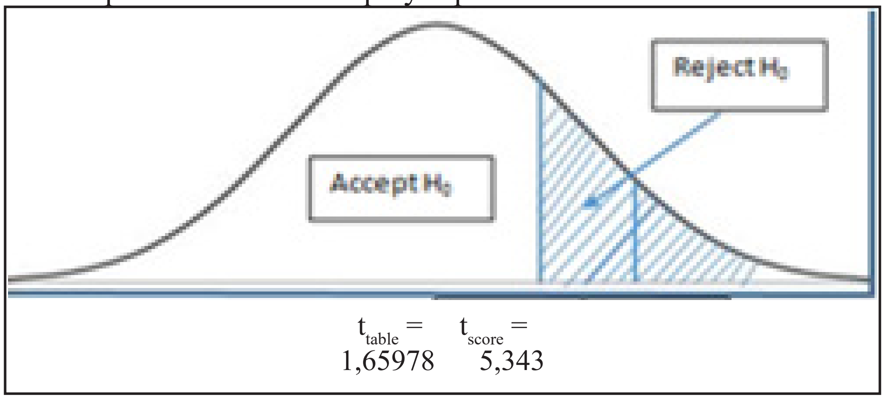

Figure 1. *Curve Normal Distribution*

Table 13

Partial Effect of Educational Attainment to Employee Performance

Correlations

			Education	Employee Performance
Spearman's rho	Education	Correlation Coefficient	1.000	.405**
		Sig. (1-tailed)	.	.000
		N	104	104
	Employee Performance	Correlation Coefficient	.405**	1.000
		Sig. (1-tailed)	.000	.
		N	104	104

**. Correlation is significant at the 0.01 level (1-tailed)

From the results above, it can be inferred that educational attainment has a positive impact towards and employee performance for it has a positive correlation of 0.405. Also, the coefficient of determination of the results of this test is 16.4025%. It means that educational attainments impacts employee performance by 16.4025%.

Partial Effect of Training to Employee Performance

This section explains the impact of training to employee performance.

Table 14

Respondents' Answer About Training (X_2)

Statistic

X2

N	Valid	104
	Missing	0
Mean		21.5000

Std. Error of Mean		.24481
Median		21.0000
Mode		20.00
Std. Deviation		2.49660
Variance		6.233
Skewness		-.065
Std. Error of Skewness		.237
Range		10.00
Minimum		15.00
Maximum		25.00
Sum		2236.00
Percentiles	25	20.0000
	50	21.0000
	75	24.0000

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	1	1.0	1.0	1.0
	16	2	1.9	1.9	2.9
	17	2	1.9	1.9	4.8
	18	2	1.9	1.9	6.7
	19	14	13.5	13.5	20.2
	20	23	22.1	22.1	42.3
	21	15	14.4	14.4	56.7
	22	7	6.7	6.7	63.5
	23	10	9.6	9.6	73.1
	24	6	5.8	5.8	78.8
	25	22	21.2	21.2	100.0
	Total	104	100.0	100.0	

The table above shows that average of the respondents agree that their training impacts in completing the tasks assigned to them as reflected by the score of 4.3 Also, the skewness value is between -2 and +2.

Partial Effect of Training to Employee Performance

Significance tests for training on employee performance are calculated as follows:

Table 15

Significant Test, Partial Effect Between Training on Employee Performance

Coefficient[a]

Model		Unstandardized Coefficient B	Unstandardized Coefficient Std. Error	Standardized Coefficient Beta	t	Sig	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	10.148	2.011		5.045	.000		
	Training	.444	.093	.428	4.776	.000	1.000	1.000

a. Dependent Variable: Empl. Performance

From table above, it is known that while the value of t count is 4.776, the value of t table at α = 5% and df = 103 (104-1) is 1.65978. Since t count> from t table, Ho is rejected. It means that training has a positive influence to employee performance as also reflected below.

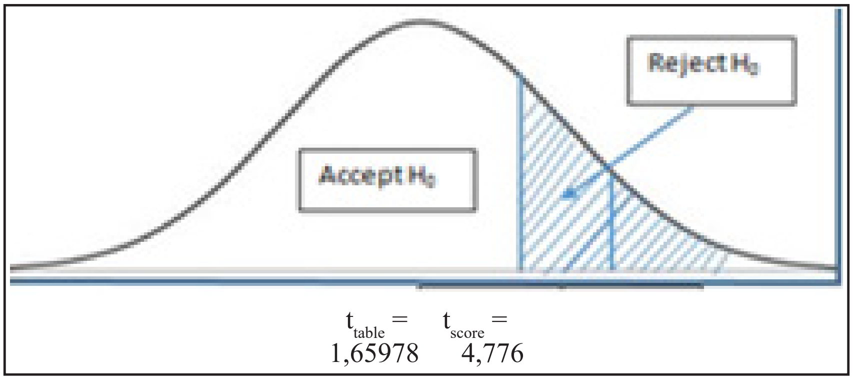

Figure 2. *Curve Normal Distribution*

Table 16

Hypothesis Test 2, Partial Effect Between Training on Employee Performance

Correlations

			Education	Employee Performance
Spearman's rho	Education	Correlation Coefficient	1.000	.405**
		Sig. (1-tailed)	.	.000
		N	104	104
	Employee Performance	Correlation Coefficient	.405**	1.000
		Sig. (1-tailed)	.000	.
		N	104	104

**. Correlation is significant at the 0.01 level (1-tailed)

From the results above it can be seen that the training has an impact to employee performance, with a positive correlation of 0.411. The obtained correlation coefficient obtained is medium and positive. It means that more training increases employee performance. The coefficient of determination of the results of this test is 16.8921%. It means that employee performance is influenced by training by 16.8921%.

The Effect of Job Placement and Effect to Employee Performance

The frequency distribution results of the 104 respondents of this study are described in Table 1.18.

Table 17

Respondents' Answer about Job Placement (X_3)

Statistic

X3

N	Valid	104
	Missing	0
Mean		11.9036
Std. Error of Mean		.19493
Median		12.0000
Mode		12.00
Std. Deviation		1.98792
Variance		3.952
Skewness		-.099
Std. Error of Skewness		.237
Range		8.00
Minimum		7.00
Maximum		15.00
Sum		1238.00
Percentiles	25	10.2500
	50	12.0000
	75	13.0000

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	1	1.0	1.0	1.0
	8	3	2.9	2.9	3.8
	9	10	9.6	9.6	13.5
	10	12	11.5	11.5	25.0
	11	13	12.5	12.5	37.5
	12	30	28.8	28.8	66.3

13	12	11.5	11.5	77.9
14	7	6.7	6.7	84.6
15	16	15.4	15.4	100.0
Total	104	100.0	100.0	

The above table reflects of a mean value of 11.9038% for 5 statement items. It means that the average respondents answered with a score of 2.38—agreed that job placements help towards their performance. It enhances in completing their assigned tasks. Also, the skewness value is between -2 and +2. The distribution of data is concentrated in a positive 50 quartile—respondents answered agreed.

Partial Effect of Job Placement to Employee Performance

Significance tests for job placement variables on employee performance are calculated in Table 18.

Table 18

Significant Test, Partial Effect Between Job Placement obn Employee Performance

Coefficients[a]

Model		Unstandardized Coefficient B	Unstandardized Coefficient Std. Error	Standardized Coefficient Beta	t	Sig	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	9.986	1.216		8.213	.000		
	Job Placement	.815	.101	.625	8.093	.000	1.000	1.000

a. Dependent Variable: Perfom

From the table above, it is known that while the value of t count is 8.093, the value of t table at α = 5% and df = 103 (104-1) is 1.65978. Since t count> from t table, then Ho is rejected. It means that job placements influence employee performance as also describe below.

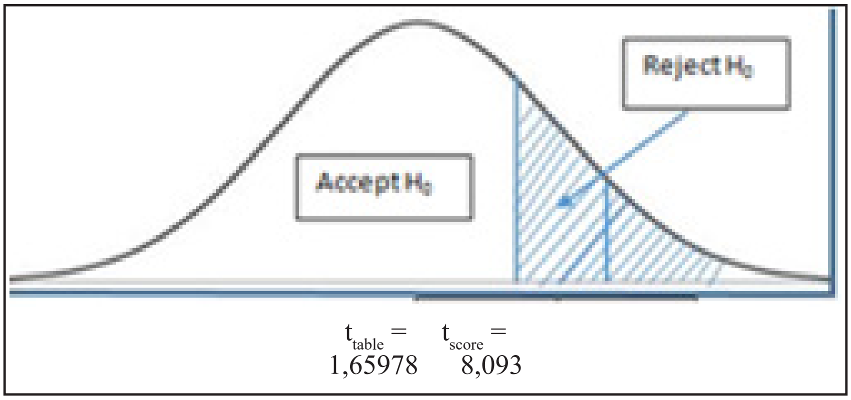

Figure 3. *Curve Normal Distribution*

Table 19

Hypothesis 3, Partial Effect Between Job Placement on Employee Performance

Correlations

			Job Placement	Employee Performance
Spearman's rho	Job Placement	Correlation Coefficient	1.000	.567**
		Sig. (1-tailed)	.	.000
		N	104	104
	Employee Performance	Correlation Coefficient	.567**	1.000
		Sig. (1-tailed)	.000	.
		N	104	104

**. Correlation is significant at the 0.01 level (1-tailed)

From the test results above it can be seen that the job placement and employee performance have a positive correlation of 0.567. The correlation coefficient obtained is medium and positive. It means that job placement is right, it will result to a better employee performance. The coefficient of determination of the results of this test is 32.1489%. It means that 32.1489% of the employee is affected by job placement.

T-test

The t-test was carried out to prove the influence of the three dependent variables to employee performance. Findings based on the results of the t-test (see Table 12), educational attainment is statistically significant towards employee performance. This is evident from the t-count value of 5.343 which is greater than the t-table at df = 103 (104-1); the degree of significance (α) = 0.05 is 1.65973 (5.343> 1.65978) or by looking at the probability value of 0.000 which is smaller than α = 0.05. On the other hand, the beta value of the educational attainment is 0.468—meaning its partial effect to employee performance is 46.8%.

Training, the other determinant, has a significant effect to employee performance. The value of t-count 4.776 which is greater than t-table at df = 103 (104-1); the degree of significance (α)

= 0.05 which is 1.65978 (4.776 > 1.65978) and by looking at the probability value of 0.000 which is smaller than α = 0.05 and the beta value of 42.8% all point that that training is a factor towards employee performance.

Also, job placement variables is statistically significant effect to employee performance. As reflected in the table, the t-count value of 8093 is greater than the t-table at df = 103 (104-1); the degree of significance (α) = 0.05 is 1.65978 (8.093> 1.65978) and the probability value of 0.000 is smaller than α = 0.05. The beta value of the job placement is 62.5%--the magnittude of the dominant of its partial effect.

Simultaneous Influence of Educational Attainment, Training and Job Placement on Employee Performance

This section aims to describe whether education, training and placement variables that synergize simultaneously will have a positive influence on improving employee performance.

Table 20

Hypothesis Test 4, Simultaneous Effect Between Education, Training and Job Placement on Employee Performance

Coefficients[a]

		Unstandardized Coefficient		Standardized Coefficient			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig	Tolerance	VIF
1	(Constant)	6.169	1.893		3.259	.002		
	Education	.216	.091	.217	2.365	.020	.668	1.498
	Training	.047	.100	.045	.465	.643	.606	1.651
	Job Placement	.658	.118	.504	5.572	.000	.688	1.454

a. Dependent Variable: Perform

F Test

Test results of simultaneous testing significance (F Test) are reflected in Table 21.

Table 21

Significant Test, Simultaneous Effect Between Education, Training and Job Placement on Employee Performance

Anova[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	301.981	3	100.660	25.799	.000[a]
	Residual	390.173	100	3.902		
	Total	692.154	103			

a. Predictors: (Constant), Job Placement, Education, Training

b. Dependent Variable: Performance

From the results of the F test to determine the simultaneous effect of all independent variables to the dependent variable (Y), the F count of 25.799, with a significance level of 0.000 is smaller than F table at α = 0.05 and df = 103 (104-1) is 2.69. Since F count> from F table, Ho is rejected, while Ha is accepted. Findings was that which means educational attainment, training and job placement have a positive influence simultaneously on employee performance, which can be described in the following picture:

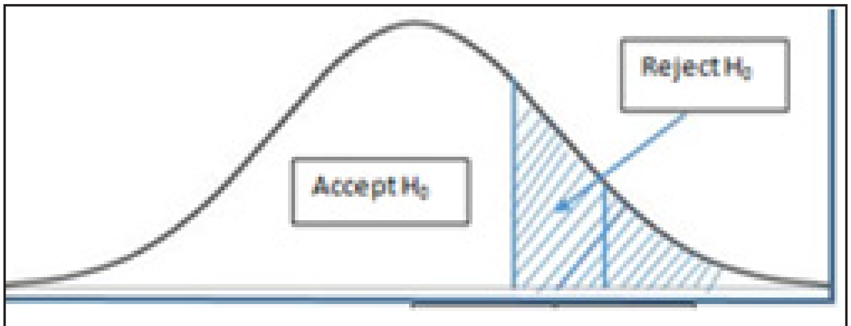

Figure 4. *Curve Normal Distribution*

Multiple Determination Coefficients (R2)

Table 22

Correlation Between Education,Training, and Job Placement on Employee Performance

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.661[a]	.436	.419	1.97528	1.715

a. Predictors: (Constant), Job Placement, Education, Training

b. Dependent Variable: Performance

From the results of the correlation calculation above, it is known that the correlation coefficient is 0.661 or strong and positive. It means, that if these three variables simultaneously rise, it will cause an increase in Y, and if these three variables simultaneously decrease, it will cause Y to also decrease. The simultaneous determination coefficient of 41.9% indicates that 41.9% increase or decrease of Y, is influenced simultaneously by educational attainment, training and job placement.

Inferential Statistics Summary

From the results of the above discussion, the results of inferential statistical tests is summarized in table below.

Table 23

Inferencing Statistical Summary

Variable	Correlation Coefficient (r)	Coefisien Determination (r^2)
Education	0.468	0.211

Training	0.428	0.175
Job Placement	0.625	0.385
Education, Training, Job Placement	0.661	0.419

The table above show that educational attainment, training, and job placement are all determinants of employee performance. Job placement has the greatest impact, followed by educational attainment, and training.

Findings and Discussion

Based on the results of multiple regression analysis through F test, the independent variables—educational attainment, training, and placement play significant influence on the performance of the workers at BLAH. As much as 41.9% of the dependent variable (employee performance) are caused by the aforementioned variables.

From the results of the significance test, the F calculated value was 25.799—greater than the calculated F value of 3.94. It means that null hypothesis is rejected. In other words, educational attainment, training, and job placement were proven to have a positive influence on employee performance.

Job placement plays as the most dominant factor towards employee performance. It has the highest beta coefficent of 62.5%. It is followed by educational attainment (46.8%), then training (42.8).

Conclusions and Recommendations

This study proves that educational attainment, training, and job placement influence employee performance. It is therefore necessary to take these into account so workers can be more efficient and effective in their assigned tasks.

It is recommended to take step necessary steps to know other determinants of employee performance. By knowing other factors, there will be great chances of improving employee performance making them more effective and efficient, and thus contributing to the success of the institution as a whole.

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Footwear Trade Industry: An Analysis of Export Strategy Based on Indonesia Main Export Destination

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Abstract

This study aimed to analyze exports strategy based on Indonesian main exports destination, which the researcher look upon the factors affecting footwear trade industry in Indonesia. Understanding these factors could help leaders in the trade industry to plan their strategies better and further research on footwear trading. A set of data was obtained from Badan Pusat Statistic (BPS) based on the data from Indonesia's footwear main export destination namely: United States, China, Belgium, Germany, Japan, United Kingdom, Netherlands, Korea, Italy, Australia, Mexico, France, Canada, Denmark, Singapore, Brazil, Hong Kong, Russian Federation, Chile, Argentina and other countries. Exploratory factor analysis was used to identify the underlying dimensions of countries as Indonesia main export destination. The result of the study showed that the sample size was adequate for the analysis and the communalities of all the variables were more than .4; therefore, all the variables were useful in the model. Since, the variables were identified in a factor of 0.7 or more, the result showed that all factors based on Indonesia's main export destination which was from the years 2012-2016 contributed to the exports of footwear in Indonesia.

Keywords: *Footwear, Factor Analysis, Export, Indonesia*

Looking on the appearance of today's industry, it seems that the industry in many sectors is shown to grow and grow rapidly. Footwear industry is one of the industrial sectors that experienced a relatively tight competition. This is due to the market that are shown to be open for opportunities both within and outside the country. Which means company can sell their product in and out of Indonesia nevertheless, despite footwear companies are shown to exporting their products to countries abroad, Indonesia is still potential market for footwear products. There are many products that belong to the footwear industry for example shoes and sandals. In many ways, Shoes and sandals are equipment needed by the community since both are used for everyday needs and formal needs such as to work or just needed to look neat. But entering the era of globalization, there is a fairly tight shoe industry competition caused by the number of imported shoe products that enter the market, especially China that offers products with cheaper prices, coupled with the emergence of brand new shoes that offer a very attractive design. This causes the shoe manufacturers to be able to compete in the fight for market share. The shoe business has a potential market share because the free market for the ASEAN region, Asia Pacific and the world, has been put into effect. Shoes is one of the most ready domestic commodities to compete in the free market. The threat faced is big enough that the competition between producers in fighting for the same consumer market is increasingly tight. The greatest sales potential from 2009. From the glory of leather export in 1986-1996 has been transformed into a glorious export of finished leather finished products that ranks third under textile and wood as the main non-oil export commodities of shoes, jackets, bags and gloves. In the decade of the 1990s, Indonesia's skin became the target of the world's shoe industry, because the quality is very distinctive. Indonesia has fulfilled about 3 percent of the world's footwear needs. It is based on the data of export value in 2013 which reached US $ 3.8 billion or around Rp 44 trillion. The value grew from 2012 which only reached US $ 3.6 billion or around Rp 42 trillion. But in the following years the footwear industry has stagnated as it is adapted from the Ministry of Commerce's website. Stagnation or decline in footwear sales is influenced by internal factors such as the problem of labor and raw materials are less to support footwear production, thus slowing the country's economy. Nevertheless, this study aims to identify factor that affecting footwear trade industry in Indonesia based on Indonesia main export destination. Understanding these factors could help leaders in trade industry institutions to better plan their strategies and further research on footwear trading. Furthermore, there needs to be a new pattern or model of how all aspects of marketing and effective government roles constrict to the improvement of Indonesia's footwear industry in order to be more competitive in domestic and foreign markets.

Review of Literature

Business strategy cannot be separated from marketing strategy. In marketing known 4P of Marketing is Product, Price, Promotion and Place which can be translated as product, price, promotion and location where company reside and market its product. Product. The word product comes from the English "Product" product more shows on a manufactured (Kotler and Armstrong, 1996, Station, 1996). According to Tjiptono (2008) product classification is in two main groups namely goods and services and viewed from the aspect of its durability, it can be nondurable goods and durable goods. On the other hand the product can also be divided into consumer goods (consumer goods) and industrial goods (industrial goods). One of the most important values customers expect from producers is the highest quality of products and services. A quality product will determine the quality of life of the company. In this era of globalization, society or consumers increasingly critical in assessing a product. From some of the problems faced by the business world in reaching customers include product quality, where consumers are increasingly critical and the number of choices of products and services offered, but the innovative business world will never stop looking for opportunities. Some experts pointed out what and how the quality of products that customers expect (Kotler, 2003; Tjiptono, 1999; Kotler, 2003; Nugroho Setiadi, 2003; Tjiptono, 2008; Parasuraman et al., 2003; Rangkuti, 2015) as well as those contained in the Standard National Indonesia where the quality is the overall characteristics and characteristics of products or services whose ability can satisfy the needs, whether expressed explicitly or undercover. Therefore, companies need to develop their product and service strategies (Kotler, 2003; David, 2008; Hunger and Wheelen, 2012; Leviti, 2003; Kotler & Armstrong, 2004). The price of the product is basically the amount paid by the customer to enjoy it. Price is a very important component in the definition of the marketing mix. (Kotler, 2016). It is also a very important component of the marketing plan because it determines the profit and survival of your company. Adjusting product prices has a major impact on the overall marketing strategy and greatly affects the sales and demand for the product. This is basically a sensitive area though. If a new company knows the market and has not made a name for themselves, it is unlikely your target market will be willing to pay the high price. Although they may be willing to hand over large sums of money, it is difficult to make it do so during the business birth. Price always helps shape your product perception in consumer's eyes. Always remember that low prices usually mean inferior goods in the eyes of consumers because comparing your goodness with competitors. As a result, too high a price will make the cost greater than the benefits in the eyes of the consumer.

Methodology

This study aims to identify factor that affecting footwear trade industry in Indonesia based on Indonesia main export destination. Understanding these factors could help leaders in trade industry institutions to better plan their strategies and further research on footwear trading. A set of data was obtained from Badan Pusat Statistic (BPS) based on data from Indonesia footwear main export destination namely: United States, China, Belgium, Germany, Japan, United Kingdom, Netherlands, Korea, Italy, Australia, Mexico, France, Canada, Denmark, Singapore, Brazil, Hong Kong, Russian Federation, Chile, Argentina and Other Countries. Exploratory factor analysis was used to identify the underlying dimensions of countries as Indonesia main export destination. By applying the factor analysis, the study will decide the number of factors to be retained and the total variance explained by these factors; the study can identify the variables in each factor retained in the final solution, on the basis of its factor loadings; the study can give names to each factor retained on the basis of the nature of variables included in it; the study can suggest the test battery for assessing the footwear trade main export destination in Indonesia; and the study can test the adequacy of sample size used in factor analysis. The following relevant outputs have been selected for the discussion: Descriptive statistics, correlation matrix, KMO and Bartlett's test, Communalities of all the variables, total variance explained, scree plot, and component matrix: unrotated factor solution, and rotated component matrix: varimax-rotated solution.

Descriptive Statistic

Table 1 shows from the mean result of footwear exports that USA has the highest mean with several European countries like Germany, Belgium, UK, and Italy, and Asian countries like, China and Japan as the next highest export destination from Indonesia, from year 2012-2016.

Correlation Matrix

Table 2 shows correlation matrix of all the variables. The result shows that the correlation matrix is significant at 0.01.

Communalities

Higher communality of a variable indicates that the major portion of its variability is explained by all the identified factors in the analysis. From table 4, it can be seen that the communalities of all the variables are more than 0.4; hence, all the variables are useful in the model.

Eigenvalue

It can be seen that after rotation, the first factor explain 45.415% of the total variance, respectively. The eigenvalues for each of the factor are shown in table. Only those factors are retained whose eigenvalues are 1 or more than 1. Here, you can see that the eigenvalue for the first three factors are >1; hence, only four factors have been retained in this study.

Component Matrix

The factor loadings of all the variables on each of the four factors have been shown in this table. Since this is an unrotated factor solution, and therefore some of the variables may show their contribution in more than one factor. In order to avoid this situation, the factors are rotated. Varimax rotation has been used in this example to rotate the factors, as this is the most popular method used by the researchers due to its efficiency.

Variables are usually identified in a factor if their loading on the factor 0.7 or more. This ensures that the factor extracts sufficient variance from that variable. Based on the table above the result shows that all factors which is from year 2012-2016 contributed to the exports of footwear in Indonesia.

Test Battery

After using the varimax rotation, the final solution so obtained in table 7. Clear picture emerges in this final solution about the variables explaining the factors correctly. The rotation facilitates the variables to appear in one and only factor. Factor one in table 7 contains variables that major the main export destination of Indonesia. Thus, the test battery developed shows that USA and Japan as the main export destination for Indonesia.

Research Discussion

The results shows that actually all countries mentioned in research are affecting the footwear trade industry. Based on the region, North America, North Asia, and ASEAN countries are potentials market as they have the biggest average of exports destination. And after using factor analysis method it shows that United States of America take the first place as the main export destination of footwear industry.

This results implicate that leaders in the footwear trade industry must understand the strategy in balancing the footwear exports. As the dependency of one country can affect the whole trade industry. Indonesia footwear companies and Indonesia government need to tread lightly in their policy when doing business with the USA companies and country while at the same time open the opportunities in exporting to other region that are potential such as, East Europe, South America, West Europe which still has a fairly low export compare to North Asia and West Europe.

Africa is not mentioned in the data BPS which means it is category in other countries. Africa is a continent and it is not a country which means Indonesia has a big opportunity to open the market in Africa.

The footwear industry can be Indonesia's mainstay in the midst of a weakening national economy and the rupiah exchange rate lately. Because, the footwear industry is a sector whose trade value continues to increase with an average surplus.

Conclusions and Recommendations

The result shows that the conclusion of the study indicates that USA and Japan are the main export destination for Indonesia. Indonesia government may look this as an opportunity to heighten bilateral cooperation in regard export of Indonesian footwear. Readers are advised to run the confirmatory factor analysis with more data set before using the research instrument to measure the Indonesia main export destination.

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Competency Requirements of Tourism Employees in Select Establishments in Tourism Travel Distribution Sector, Airline Sector and Accommodation Sector

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Abstract

This study investigates the gap between the competency requirements that the tourism industry imposes among its employees, and the actual training and instruction given by HEIs in the face of job mismatch cases in the field. The research covered the profile variables of the respondents in terms of sex, age, highest educational attainment, position in the company, years in the service, and most importantly the respective skills required by each of the sectors involved. One of the things that generated the curiosity of the researchers was whether or not the graduates are trained in line with the industry requirement. Another was the existence of a common set of competencies or skills among the sectors and lastly, the possibility of revealing sector specific competencies or skills across the three select sectors. Questionnaires were distributed among 15 purposively chosen full scale tourism establishments with 5 participants for every sector. Results reveal that there is no significant difference in competency requirements when grouped according to sector. However, the research identified sector-specific skills that highlighted the employer's preference for soft skills such as communication skills. The outcome of this study may shed useful insights on HEI instruction in producing competitive graduates who may hopefully give considerable inputs to the industry in the future.
Keywords: *Competency Requirements, Tourism Skills, HEI Instruction, Training Needs*

University Education is considered the gateway to a successful and fulfilling future career among college students. It serves as a place of transformation, wherein every learner evolves into skilled and more refined individuals, in preparation for the corporate battlefield that awaits each hopeful graduate, immediately after the completion of the educational programs of their choice. In other words, much of how graduates would conquer the complex workplace challenges relies on highly relevant and industry aligned instruction provided by the educators of Higher

Education Institutions (HEIs).Owing to HEIs' prominent role in work place preparation through training and education, universities, together with the affiliate college instructors, should bear in mind the magnitude of responsibility and accountability wrapped around the title and prestige of being included among Higher Education Institutions in the country.

A study of Luna Scott (2015) published by UNESCO highlights the premise that appropriate competencies and skills help learners navigate the challenges of the 21st century. Luna Scott (2015) explains that preparing students for work, citizenship and life in the 21st century could be very intimidating. Overwhelming concepts on Globalization, new technologies, migration, international competition, changing markets, and transnational environmental and political challenges make mentoring and training more complex; yet despite these complications, the same set of challenges are identified in the study to be the major drivers that guide the academe sector to fine tune and precision skill and knowledge acquisition among students to better suit the current labor market situation.

Often described by the World Tourism Organization (UNTWO) as labor-intensive, dynamic and among the fastest growing industry in the world, the Tourism business seems to have kept its market growing with an increasing growth rate of 4% per annum and an impressive generation of 256 million jobs world-wide as disclosed by the World Tourism and Travel Council in 2016. It comes as no surprise when the Commission on Higher Education identified the Travel and Tourism Management course as one of the top baccalaureate programs of choice based on enrollment statistics of female students alongside other courses like Business Administration, Secondary Education, Elementary Education, Hotel and Restaurant Management, Information Technology, Accountancy, Criminology, Psychology, and Nursing.

However, as promising as the situation may appear in a more general perspective of the sector, Endurun's Assistant Dean of the College of Hospitality Management, Bel S. Castro revealed a pressing concern in the industry,in terms of the current employability of tourism and hospitality management graduates. In Castro's presentation during the 2016 Philippine Restaurant Investment Conference, the issues on nationwide job mismatch, specifically in the tourism sector surfaced. Supporting this claim, Castro (2016) reported that the hospitality and travel jobs reported a huge decline in online recruitment at an estimated -45 %.

The same condition became the headline of an article in a local broadsheet newspaper, The Philippine Star, in 2016 entitled Skills mismatch hounds upbeat tourism industry. Author Carlo S. Lorrenciana, related details of how, despite the demand for jobs in the tourism industry continues to increase as more hotels are opening on the first quarter of 2016 year and in the following years, skills mismatch remains to be a problem.

The country's Department of Labor and Employment (DOLE), through the Bureau of Local Employment, already published an Industry Career Guide on Hotel, Restaurant and Tourism in 2012; highlighting the core competencies for each position offered in the hospitality industry. The material provided Labor Market Information (LMI), through labor market signaling activities, which is very crucial for an efficient and active employment service. Dimapilis-Baldoz , the appointed DOLE secretary in 2012 explained that among the objectives of publishing the mentioned manual is to provide us a broader understanding of the present and future labor market demands, and to provide all stakeholders, most especially the working population, with the right information that will hopefully bridge the gaps between training and hiring and improve the job placement process. The said guide may be one of the several strategies that DOLE has employed to help resolve the crisis.

Undersecretary Romeo Lagman of the (DOLE), on the other hand, pointed a finger, not at weak LMI but at the country's academic curriculum for being unresponsive to the demands of the recent labor market situation. In an article published for the Philippine Star on June 2010, Lagman shared the findings of a program of the agency that showed inability of the country's education curriculum to respond to "the needs of industries and businesses operating in the current global environment." The appeal from hiring and recruitment experts may be indicative of a gap in the Higher Education Institutions (HEIs) that persists in having curriculums that are "unsuitable" in providing their graduates with the possibility of employment.

Although the upfront statement of Lagman may have identified a cause, the situation seemed to remain unchanged over the years. Evidently, the efforts of the government are not enough to address such dilemma. Mangkilat (2016) disclosed in an article for Manila Bulletin, the alarming results of a collaborative study by the International Labour Organization, Bureau for Employers Activities (ACT/EMP) and the Employers' Confederation of the Philippines (ECOP). Mangkilat (2016), related the findings of the study in describing how the degree of job mismatch problems in the country may hamper the growth of the economy. The said article also attributed the still weak labor market information system, along with inadequate training and the lack of support in science and technology sectors, to be among the contributing factors of the country's job mismatch crisis.

Mangkilat (2016) and Campos (2016) both agree that job skills mismatch remained a critical concern in the Philippines. Both authors also identified the hospitality sector which includes tourism to be among the three industries to have more pronounced cases of mismatches. Mangkilat (2016) clarified that two of the three industries, the automotive and electronic sectors, observed job mismatches in terms of the inadequate training among its applicants. The hospitality sector applicants, on the contrary, appeared to be equipped with relevant technical skills, yet job mismatch is also observed as respective training institutions may have overlooked the importance English language proficiency, both written and verbal skill.

As of AY 2016-2017, CHED's data showed that there are 1,943 HEIs nationwide – 233 are public and 1,710 are private. For all disciplines, enrolment for the AY 2016-17 was at 3, 589, 484 wherein 1, 641, 607 were enrolled in public HEIs while 1,947, 877 were enrolled in private HEIs. Meanwhile, there were 681, 468 graduates in all disciplines – of which 343, 628 were from public and 337, 840 were from private HEIs. Over half a million fresh graduates shall venture out in to the corporate world with statistics and numbers in the labor market going against them.

Castro (2016) described the state of hospitality labor in two powerful statements. First was that HR insights revealed that only 1 out of 10 applicants are qualified for employment, and the second was that, only 65% of the college's recent graduates have been offered a job and were employed. Such claims emphasize the need to bridge the gap between the academe and the industry linkages and addressing the issue on job mismatch has become more urgent than ever before.

Hence, the proponents of this study deemed that it is of paramount importance to further investigate and clarify the Competence Requirements of Tourism Employees on Select Airline, Accommodation and Travel Distribution Sectors, by utilizing the features of empirical approaches to research.

Background of the Study

Tourism Manpower. Tourism has always been among the major drivers of economy. Diverse, multi-faceted and massive, everything seem to be going in favor of this industry, as records on international tourist arrivals show growth by an impressive 7% rating in 2017, and is expected to reach a total of 1,322,000 according to the latest UNWTO World Tourism Barometer. The solid momentum has been forecasted to continue in 2018 at a rate of 4%-5%.

World Travel and Tourism Council's figures are in resonance with this trend and have recorded about 108,741,000 travel and tourism jobs generated by the industry in 2016 (3.6% of total employment) and it is expected to grow by 2.1% in 2017 to 111,013,000. By 2027, Travel & Tourism is anticipated to generate around 138,086,000 jobs directly, with an increase of 2.2% every year for the next decade. Without a doubt,with statistics appearing positive for Tourism, as a result, many would want to have their share of this pie either as an entrepreneur or an employee.

Yet despite the fact that there are plenty of opportunities in this sector, not everyone who applies for a job makes the cut. For an industry that is built upon the foundation of intangibility and service, Tourism requires a Human Resource Strategy that is able to meet its complexities and uniqueness for both sustainability and profitability.

Competencies of a Tourism Professional. Three of the most coveted sectors in the industry are the Airline, Accommodation, and Travel Distribution sectors. In an article written by Bueza (2014) for Rappler.com, a local online newspaper, Travel and Tourism jobs including airline cabin crew, reservation officers for travel distribution sectors and hotel employees, are considered the highest paying jobs for fresh graduates in the country. Each of the mentioned sectors requires a different set of competencies and qualities. As the applicants compete for a job vacancy; they are measured and assessed in terms of how they qualify and meet every criterion of the vacant position.

Zeher and Mossenlechner (2009) suggested a simpler method of streamlining the list of competencies for screening and hiring. Narrowing all the competencies into four major categories namely, Professional and Methodological Competencies, Social and Communicative Competencies, Personal Competencies and Activity and Action Oriented Competencies; a more precise and clear cut concept of tourism competency requirements may be presented to both training and hiring sectors of the industry, as they bridge gaps that may have brought about job mismatches.

Competencies and Employability. Chen and Tseng (2014) emphasized the importance of remaining competitiveness among workers in maintaining their employability. This is because the old psychological contract of security in exchange for loyalty has been substituted by a new contract which prioritizes flexibility as main basis for employability. Flexibility in terms of responsiveness to meet the shifting demands of the industry, to simply put, has now become the game changer in terms of Hiring and Employment. Mismatches unfortunately are indicative of the workers' lack of capacity to adapt the changing needs of the labor market.

Rodriguez (2015) of DOLE explained that labor mismatch has many faces. It could be the gap between the skills (i.e., generic, technical and soft skills) possessed by workers and those that are required by the job. Skills mismatches on the other hand, could be the insufficient skills acquired by the worker that renders him unfit for a job. Mismatch between educational qualifications (i.e., formal academic skills) arise in two different situations. Over education wherein a worker exceeds the educational requirement for a job and under-education wherein a worker is lacking of educational qualifications needed to make him eligible for the position.

Former President Benigno S. Aquino III's response may be considered in order for the concerned sector to arrive with a way to resolve the predicament. Aquino, in his 2015 State of the Nation Address was quoted saying"… The solution to this was also simple: Talk to prospective employers and ask them what skills are demanded by the positions they are opening. Now, it is in these skills that we train Filipinos, so that they can maximize opportunities." Clearly, getting a more precise picture of skills mismatches by utilizing insights straight from the employers may facilitate the resolution for the country's job mismatch crisis.

Thus, it is with this mindset that proponents explored and pursued the study in an attempt to give a more comprehensive view of the competency requirements for tourism professionals.

Objectives

This study aimed to understand the competence requirements of tourism employees, as perceived by the industry.

Specifically, the study answered the following questions:

1. What is the profile of the respondents as regards:
   a. Sex
   b. Age
   c. Highest educational attainment
   d. Position in the company
   e. Length of Service
2. What is the perception of the respondents in terms of the following tourism competencies?
   a. Professional and Methodological Competencies
   b. Social and Communicative Competencies
   c. Personal Competencies
   d. Activity and Action Oriented Competencies
3. Is there a significant difference between the set of preferred competencies when grouped according to sector? , and;
4. Based on the findings what recommendations may be proposed to utilize the results of the study in improving the employability of tourism job applicants?

Methodology

Descriptive research is research used to "describe" a situation, subject, behavior, or phenomenon as defined by the Center of Innovation in Research and Teaching Institute of the Grand Canyon University in Arizona. The method answers questions of who, what, when, where, and how in relation to a specified research question or problem. Among its characteristics is the capacity to gather quantifiable information that can be used to statistically analyze a target audience or a particular subject. Researchers may achieve this by making use of survey investigation that is considered to be among the best approaches in writing a descriptive research.

Under these conditions, the proponents have identified Descriptive Method to be appropriate for the study as the nature of the research demands the given conditions for proper implementation. Purposive sampling was employed as the extent of operation and availability of the concerned participants were primary considerations in this study. Fifteen Human Resource Officers, Supervisors and Managers from different full- scale Manila based travel and tourism companies were given questionnaires.

The questionnaires consist of several sections. The first section is designed to establish the profile of the respondents.

The second part would be a list of skills under four major competencies.

The first is Professional and Methodological Competencies which includes Language Skills, Problem-solving Skills, Tourism-related Knowledge, Information Technology Skills, Technical Skills, Text Work Efficiency and Written Communication Skills. The second is Social and Communicative Competencies which covers Social Networking Skills, Social and Team Skills Persuasion Skills.

The third is Personal Competencies which is attributed with Ability to work under pressure Customer Service Skills, Self-motivation and Willingness to Learn, Critical Thinking Skills and Communication Skills.

The fourth and last among the major categories would be Activity and Action-Oriented Competencies that involves Determination and Goal Orientation, Creativity, and Decision-Making Abilities. Each respondent will also be asked to pick three most important skills that are crucial for their respective sectors.

The third part of the questionnaire determines the respondents' choice as the most vital among the set of competencies. Data will then be subjected to analysis and statistical treatment to achieve the objectives of this study.

One-way ANOVA shall be employed in order to find out the significant difference on the competency requirements among the three tourism sectors involved in the study. As what Lane et.al (2013) stated, Analysis of Variance (ANOVA) is the statistical method used to test the variation between two or more means. Having to subject three sectors in the study, and the variability of the competencies they require for each respective group of workers, the researchers believed that the mentioned statistical treatment is the most applicable.

Results and Discussion

The researchers gathered information from the respondents (N = 15) through questionnaires with 5 managers and/or supervisors for each sector. The researchers had 100% retrieval of data. The study included the demographical profile of the respondents as regards to age, sex, higher educational attainment, position in the company and years in service, what are the skills required according to Travel Distribution Sector, Accommodation Sector, and Airline Sector, if there is a significant difference in the competency requirement according to the said sectors and to determine which set of competencies is perceived in the industry to be the most relevant.

After the analysis and interpretation of the data gathered by the researchers, the following findings were revealed.

For the profile of the respondents as regards: Sex, 86.66 % of respondents were female, with Age 33.33% of respondents were 36 to 45 and 46 to 55 of age. The highest educational attainment among the respondents was Bachelor's Degree. In terms of the Position in the company,53.33%of respondents are department managers. Finally, as for the Years in service, 66.66% of respondents have been working between 1 to 5 years.

The research also reaped the following data with regards to the skills requirements of the following sectors:

The Travel Distribution Sector prefers workers to have Tourism-related Knowledge, Self-motivation and Willingness to learn and Communication Skills. Travelers nowadays require more than just reservation assistance and tour planning as they now put more value to experience. This shift in attitude has also altered the skills that a Travel Agent must possess in the workplace. Association of Southern African Travel Agents or ASATA (2015) explained that aside from reservation assistance, travel distribution sector employees should extend a sound advice and helpful recommendations that are crucial in creating a one-of-a-kind experience for the traveler that matches customer-specific requirements and expectations. Thus, Tourism-Related Knowledge is primarily considered in every travel agent applicant.

The Airline Sector gives high regards to applicants with strong Problem Solving Skills, Language Skills, and Text Work Efficiency and Written Communication Skills. Aiguo (2008) described a novel discipline referred to as Aviation English. Aviation English is comprehensive but a specialized subset of English related specifically to aviation operations, that encompasses the "plain" language used for radiotelephony communications when phraseologies are not enough. Aviation English is not limited to controller and pilot communication since it includes the utility of English language in operation related-aspects including the language required by pilots for briefings, announcements, and flight deck communication, and the language used by flight attendants, dispatchers, managers, and officials within the aviation industry. A need for a more sector-aligned form of language communication in the airline sector is suggested in the study. In the case of the airline sector, it is what the discipline that the industry referred to as Aviation English. Still under the umbrella of Communication Skills, Aviation English may possibly be a variation of the communication skills requirement for the members of the labor force in the tourism industry.

Only the respondents from the Accommodation sector gave high preference to the third set of competencies particularly the Personal Competencies which includes Customer Service Skills. Wescott (2015) related how important service is in tourism and hospitality industry since the success or failure of businesses and destinations depends on it. Walton (2006) as cited in the introduction of the IFTA Staff Training Module (2006) related that the outcome of years of polling and market research are still very relevant until today. The said material highlighted how customers internalize their customer service experience constantly and grades every transaction made without the staff even knowing it. Since the nature of business for accommodation businesses involves guests that are expected to be pampered, consistent delivery of quality customer is mandatory.

Each of the sectors requires a different set of skills but 2 out of 3 sectors chose Communication Skills as one of the top three skills that are crucial to accomplish tasks involved in the jobs of each respective sector. The Airline sector chose Language Skills in place of Communication Skills. It should be noted, however, that Language skills cannot be separated from Communication skills.

Thompson (2010) explained that the concept of communication is always associated with language since it serves as a vehicle in presenting ideas, thoughts, feelings, opinions to the world. The ability to give comfort not just with amenities and facilities but through friendly and welcoming words and relaying useful and correct information about a tourist destination may also be considered as attributes of quality customer service and impeccable communication skills. A person who can channel the hospitality and sincerity of the accommodation that one works for can be considered as a valuable asset of any tourism business organization. The ability to act as conduit of services is also considered pivotal in the delivery of service. Tourism professionals who are always deployed as front liners employ strong communication skills and display cultural sensitivity to be able to convey to each guest the service philosophy of the establishment that they represent.

The Philippine Statistics Authority (PSA)'s 2011/2012 BLES Integrated Survey (BITS) concretizes the findings, as 95.3% of the establishment participants considered communication skills both oral and written to be important in the recruitment of applicants for entry level positions. It appeared that communication skills transcend other sectors as an overwhelming majority of the over-all sample population including non-tourism industries giving high importance to this ability.

As for the set of competencies preferred per sector the findings are as follows: The first set, referred to as the Professional and Methodological Competencies, was unanimously deemed the most important by respondents of this study.

Erpenbeck and von Rosestiel (2003) as cited by Zeher and Mossenlechner (2009) described Professional and Methodological

Competencies to be comprised of skills, abilities and knowledge that are necessary to meet the challenges and tasks in one's profession. They are also considered as universal problem-solving and decision-making competencies, which may not only be applied in one's job, but also in one's personal life as well. These set of competencies may be very generic and may also be applicable in other industries, but is considered very essential in completing work related tasks not just in the tourism industry but among other industries as well.

Castro (2016) disclosed that among the reasons why graduates do not get hired for a specific job is the lack of professional skills: critical analysis and problem-solving skills, as well as leadership and teamwork. Most of the mentioned traits are under Professional and Methodological Competencies, thus reinforcing the findings of this research. Both Travel Distribution and Airline prioritize the mentioned set of competencies.

Statistical treatment revealed that there is no significant difference in the set competencies when group according to sectors as displayed Tables 1 and 2.

Table 1
Summary of Data

	1	2	3	4	5	Total
N	3	3	3	3		12
$\sum X$	5	3	4	3		15
Mean	1.667	1	1.3333	1		1.25
$\sum X^2$	9	3	6	3		21
SD	0.5774	0	0.5774	0		0.4523

Table 2
Result Details

Source	SS	df	MS	
Between treatments	0.9167	3	0.3056	F = 1.83333
Within treatments	1.3333	8	0.1667	
Total	2.25	11		

The f-ratio value is 1.83333. The p-value is .219214. The result is not significant at $p < .05$. The results above may be attributable to a couple of possible factors. One could be that the number of respondents that may be too limited to be able to establish a significant difference. Since the respondents belong to the same industry having clients of the same nature, there may have been an overlap that prevented the researchers to establish the significant differences.

Though the research failed to establish the distinction among all three sectors in terms of competency requirements, one important take away from the study may be considered. That is, the emphasis on soft skills specifically, Communication Skills that seem to have gone beyond its utility to one tourism sector by unanimously earning the favor of all three tourism sectors involved in the study.

Conclusions and Recommendations

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

1. Majority of the respondents in Manila are female with the age of 36 to 45 and 46 to 55, Bachelor's Degree Holder, Department Manager and working for 1 to 5 years.
2. Responses from the participants revealed sector specific skills with the Airline sector giving high preference to Problem Solving Skills, the Accommodation sector prioritizing job applicants with Communication Skills and Travel Distribution sector giving high regards to workers with Tourism Related Knowledge.
3. Language and Communication Skills are the common skills required by employers in all three tourism sectors.
4. The findings revealed that there is no significant difference in the competency requirements when grouped according to sector.

Based on the results of the study the following recommendations are hereby advanced:

1. That the university should strengthen and include social skills competencies in the curriculum of B.S. Tourism Management including communication skills, together with other skills such as problem solving and tourism related knowledge;
2. That the university should establish linkages with travel distribution, airline and accommodation sectors through scouting course aligned host training establishments for the internship program of B.S. Tourism Management students;
3. Lastly studies relative to competency requirements in different sectors in tourism industry be conducted periodically in order to gain insights in fine tuning aid the B.S. Tourism Management curriculum.

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Online Resources:

The World Travel and Tourism Council @ https://www.wttc.org/

Philippine Statistics Authority @http://www.psa.gov.ph/

Center of Innovation in Research and Teaching Institute @https://cirt.gcu.edu/

Analysis of Financial Performance to Firm Value of Banks in Indonesia

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Abstract

As investors' rate of return depends on the level of profitability, the company's ability to meet its long-term obligations, and its dividend policy, investors generally pay more attention to firm's financial performance, namely liquidity, profitability, solvency, and corporate dividend policy. Therefore this study aims to examine the influence of firm's liqudity (loan to deposit ratio), profitability (return on equity and return on asset), solvability (debt to equity ratio and debt to asset ratio), and dividend policy (dividend payout ratio) to firm value (price to book value). This study employed banks listed on Indonesia Stock Exchange for the period of 2012-2016 as sample with the total of five banks using purposive sampling method. Results of F-test showed that all independent variables have significant effect to firm value, with prediction ability of 62,4%. Further, this study showed a significant and positive influence of return on equity and dividend payout ratio on firm value, it implies that an increase in profitability and dividend policy will result to the increase in firm value. Therefore, it is useful for investors to consider these variables of research in order to make the right investment decisions and doing stock trading confidently.
Keywords: *Bank, Dividend Policy, Firm Value, Liquidity, Profitability, Solvability*

A company is established with the aim of, among others, to obtain maximum profit for the interest of the owners, to ensure company's business continuity (going concern), to achieve social welfare as corporate social responsibility, and to maximize the value of the company as reflected in its stock price (Harjito & Martono, 2008). As a financial intermediary, the bank is a company that collects and distributes funds from the public, investors, and provides other services or services in the context of a financial intermediary (Usman, 2001; Widati, 2012). Considering the growing number of banks, with some of which have been listed in the stock market, investors should be careful about their investment placements.

According to Wijaya, Ihsan, and Solikhin (2012), investors will place their investments in the form of share purchases in reputable banks to obtain maximum returns. Therefore, every bank strives to maintain its continuity and keep improving its business development in order to run the business activity continuously (Bangun & Wati, 2007).

The value of a company viewed through market value is a market perception derived from investors, creditors, and other stakeholders on the condition of the company and is reflected in the market value of the company's stock (Wardjono, 2010). Market value can be measured using Price To Book Value (PBV) Ratio. Study by Bangun and Wati (2007) on trading company, service and investment find that profitability significantly affects firm value, whereas dividend policy does not have significant effect on firm value.

Rompas (2013) contend that solvency has a significant effect on the value of state-owned enterprises. Whereas, different results are shown by the study of Sambora, Handayani, and Rahayu, (2014) which indicates that profitability has no effect on firm value. In addition, Sari (2013) find that dividend policy has positive and significant effect on firm value. Ramdania (2016) reported that the Indonesian economic condition in 2015 experienced a slowdown thus affecting the banking industry in Indonesia. The 2015 national banking profit declined by approximately 2.3%-2.5% as compared to the 2014 earnings.

This study extends the previous study by Soewignyo (2016) by including bank liquidity (Loan to Deposit Ratio) which has now changed to LFR (loan to funding ratio). Consequently, this study is focused on the analysis of financial performance against firm value (price to book value) of banks listed on Indonesia Stock Exchange for the period 2012-2016 using multiple linear regression statistics.

This study is divided into: literature review and hypothesis development, methodology, results and discussion, and conclusions and suggestions.

Review of Literature

Firm Value

According to Fuad, Christine, Nurlela, Sugiarto, and Paul (2006), value of the company is the price that prospective investors are willing to pay if the company is sold. For listed companies, the value indicator is the stock price traded on the stock exchange. In other words, the value of the company is reflected in the bargaining power of the stock, hence if a company is assessed to have good prospects in the future, then the value of its shares increases (Mardiyati, Ahmad, & Putri, 2012).

High corporate value is the desire of every company owner as a shareholder because high value shows high prosperity of the owner of the company (Nurhayati, 2013). The greater the value of a company, namely the shareholder value, then this shows that the public has assessed the stock market price above its book value.

Firm value can be measured using Price to Book Value (PBV) Ratio. PBV describes how much the market appreciates the book value of a company's stock. Higher ratio implies that the market is more confident about the prospect of the company (Sugiono, 2009). Wardjono (2010) argue that a well-run company generally has a PBV ratio above one, that is, the stock market value is greater than its book value. In this study, PBV is calculated by the following formula:

$$\text{PBV} = \frac{\text{Market Price per Share}}{\text{Book Value per Share}}$$

$$\text{Book Value per Share} = \frac{\text{Total Asset - Total Liabilities}}{\text{The number of Shares of Stock Outstanding}}$$

Liquidity and Firm Value

According to Kashmir (2008), liquidity is the ability of banks to meet their short-term obligations when billed. One measure of liquidity is by using Loan to Deposit Ratio (LDR). High LDR means that the risks involved in investing are high. The high LDR value implies that the bank's liquidity level is low; this will reduce investor's confidence to invest in the bank. This in turn will result in reduced demand for the bank's stock which will ultimately decrease the value of the company.

This supports the results of Nurhartanto (2010) which states that the LDR has a significant influence on stock prices. Nevertheless, study by Abdullah (2004) and Efriyanto (2007) state that LDR has a significant negative effect on stock prices.

Fadhli (2015) examines banking, insurance and other financial institutions and concludes that liquidity (LDR) has a significant effect on firm value. The higher the liquidity, the lower the value of the company as reflected through its stock price.

The Loan to Deposit Ratio (LDR) that has been renamed LFR (Loan to Funding Ratio) is calculated as follows:

$$LFR = \frac{\text{Credit given}}{\text{Third - party funds + Securities issues by the bank}} \text{ x100\%}$$

Profitability and Value of the Company

According to Gitman and Zutter (2012), profitability is the relationship between income and costs generated by using company assets, both current and fixed, in production activities. Bangun and Wati (2007) define profitability as company's ability to generate profit in relation to total assets (ROA) as well as shareholder's capital (ROE). Profitability is an indicator of performance undertaken by management in managing corporate wealth as shown by the profits generated through sales or investments made by the company (Sudarmadji & Sularto, 2007). The greater the profit earned, the greater the company's ability to pay dividends and resume its business (Nurhayati, 2013).

Profitability ratios are used to measure a company's ability to generate profits from business activities undertaken. Therefore, investors can see how efficiently a company uses its assets in performing its operations. Profitability ratio is also the end result of a number of policies and decisions made by the company (Mardiyati, Ahmad & Putri, 2012). In this study, researchers used Return on Equity (ROE) and Return on Assets (ROA) as proxies of profitability.

Return on equity (ROE) is a ratio that indicates company's ability to generate net income for shareholders' equity returns (Hermuningsih, 2013). Therefore, ROE reflects the wealth of shareholders or the value of the company (Mardiyanto, 2009).

$$ROE = \frac{\text{Net Income}}{\text{Total Equity}}$$

The greater the ROE result, the better the company's performance. The increased ratio shows that management performance increases in managing the operational funding sources effectively to generate net income. The growth of ROE shows an improvement in the prospect of the company. In other words, there is a potential increase in profits earned by the company. This is captured by investors as a positive signal from the company, thus increasing investor confidence and will facilitate company management to attract capital in the form of shares. If there is an increase in a company's stock demand, it will indirectly raise the stock price in the capital market (Hermuningsih, 2013).

Return on Assets (ROA) describes the company's finances in generating net income from the assets used for the company's operations. Sugiono (2009) states that ROA is used to measure the return on all existing assets or in other words describes the efficiency of the assets used in the company. ROA growth can also increase investor confidence and in turn raise stock prices.

$$ROE = \frac{\text{Net Income}}{\text{Total Assets}}$$

Research conducted by Bangun and Wati (2007) using trading, service and investment companies listed on Jakarta Stock Exchange for the 2003-2005 period shows that profitability as measured by ROE have significant effect on firm value (PBV). Similar result is also shown by several researchers by using the same profitability measure, that is ROE, namely by Hermuningsih (2013) who studied public companies listed on Indonesia Stock Exchange for the 2006-2010 period and Mardiyati, Ahmad, and Putri (2012) who conducted research on manufacturing companies listed on the Stock Exchange for the 2005-2010 period. In contrast, studies conducted by Sambora, Handayani, and Rahayu (2014) and Daryanti and Bahar (2010) found that the profitability measured by ROE do not significantly affect firm value, in this case PBV.

In addition, research by Chen and Chen (2011) on firms listed in Taiwan for the 2005-2009 period shows that profitability as measured by return on assets (ROA) has a significant effect on firm value as measured by closing stock prices.

The higher the profit earned by a company, the higher the return earned by the investor. Valuation of investors is influenced by the rate of return and if the valuation of a share is high, then the value of the company also increases (Bangun & Wati, 2007). High profits will provide an indication of good corporate prospects, which can lead investors to increase share demand. Increased stock demand will in turn lead to increased corporate value (Mardiyati, Ahmad & Putri, 2012).

Solvency and Firm Value

Every company certainly has funds to run activities and expand business, however the available funds are not necessarily enough. According to Herprasetyo (2009), there are two sources of funds to cover the shortage, namely external and internal sources. Internal sources of funds are obtained from within the company such as the the additional capital and the retained earnings. While external sources are obtained from outside the company such as banks, third party debt, and issuance of securities.

Solvency is the ability of a company to generate profit over a certain period; therefore, company is required to be stable by taking into account the ability of the company to repay its debts, both short-term and long-term debt (Atmadja, 2013). Ross, Waterfield and Jordan (2003) explain that capital solvency leads to the degree to which firms rely on debt. The more companies use debt financing in their capital structure, the greater the level of solvency. Therefore, the selection of sources of funds depends on the purpose, terms, benefits, and so on. Each source of funds has advantages and disadvantages. The ability of the company to fulfill its obligations can be assessed by measuring:

1. Debt to Asset Ratio (DAR) is the ratio used to measure the ratio of total debt to total assets. In other words, how much the company's assets are financed by debt or how much corporate debt the affects the management of assets.
2. Debt to Equity Ratio (DER) which is the ratio used to assess debt to equity. This ratio is sought by comparing the entire debt with the entire equity. This ratio is useful to know the amount of funds provided by the borrower and funds owned by the owner of the company. In other words, this ratio serves to measure each dollar of own capital used for debt guarantees.

A safe DER level is usually less than 50 percent. The smaller DER, the better it is for the company (Fakhruddin & Hardianto, 2001; Kuswadi, 2006). Larger DER indicates that the capital structure utilizes more debt as compared to own capital, thus reflecting relatively high corporate risk (Natarsyah, 2000).

$$\text{DER} = \frac{\text{Debt}}{\text{Total Equity}} \text{x}100\%$$

$$\text{DER} = \frac{\text{Debt}}{\text{Total Assets}} \text{x}100\%$$

Corry, Winda, Anzlina and Rustam (2013) studied real estate and property companies in Indonesia, and find that DER has no influence on firm value. This implies that any DER increase will not be followed by an increase or decrease in corporate value. Similarly, Fadhli (2015) find that DER has no significant effect on changes in the value of banking, insurance and other financial institutions. Higher debt usage will save tax payments and increase profits to be received by shareholders. However in addition to profit, a negative impact can also be generated from high debt level, namely the risk of default due to the high interest cost and principal which exceeds the benefits of debt; accordingly, it can cause the decrease in the value of the company.

Study conducted by Rompas (2013) on non-bank state-owned enterprises listed on Indonesia Stock Exchange find that DAR has a significant effect on firm value. The management policy of increasing debt resulted in the high cost of capital to be borne in carrying out its operations. This will reduce the level of corporate earnings, hence investors consider whether their funds are should remain invested in the company or withdrawn if the policy will reduce the company's future earnings. If the investors withdraw their funds, it will have an impact on the existing stock price, consequently results in decrease of firm value.

Dividend policy and firm value

Dividend policy is an integral part of corporate funding decisions. Generally, dividend policy is measured using the Dividend Payout Ratio (DPR). DPR shows the amount of profit that can be held in the company as a source of funding. Dividend policy affects investor's assessment of a company. The reason is that dividend policy can influence company's stock price (Mardiyati, Ahmad & Putri, 2012). According to Weston and Brigham (2005) optimal dividend policy will be able to maximize company's stock price.

Study conducted by Sari (2013) find that dividend policy has a positive and significant effect on the value of the company. The greater the dividends distributed to shareholders or investors, the better the company's performance will be and in turn the value of the company will increase. If the company sets a higher dividend than the previous year, then the return received by investor will be higher. This is what influences investor valuation and if the investor's valuation is higher on the price of a stock this will increase the value of the company (Bangun & Wati, 2007).

$$\text{DPR} = \frac{\text{Dividend per share}}{\text{Profit per share}}$$

Increasing dividend payments are a positive signal that the company's prospects are getting better therefore investors will be interested in buying shares and the value of the company will increase (Luh & Ni, 2011).

Several other studies also find similar results that the dividend policy as measured by DPR has a positive and significant impact on the value of the company, namely Muid and Noerirawan (2012) and Luh and Ni (2011). Nevertheless there are also other researchers who find contradictory results, namely Bangun and Wati (2007) and Mardiyati, Ahmad, and Putri (2012). Their results show that partially dividend policy does not have a significant effect on the value of the company.

Liquidity, profitability, solvency and dividend policy on company value

There is limited research found using the four financial variables. Research conducted by Bangun and Wati (2007) find that profitability and dividend policy have a significant effect on firm value simultaneously. Investor interest in the level of return received is one of the determinants of increasing corporate value. The level of return received by investors depends on the level of profitability and dividend policy. The high level of profitability of a company indicates that the company's prospects are also good, hence triggering investors' demand for shares. This positive response will increase the share price and will ultimately increase the value of the company itself (Hermuningsih, 2013).

Simultaneously (Mardiyati, Ahmad & Putri, 2012; Soewignyo, 2016) argued that profitability, debt policy, and dividend policy have a significant efect on firm value of manufacturing companies. Furthermore, Fadhli (2015) examines banking, insurance, and other financial institutions, and conclude that liquidity (LDR) has a significant effect on firm value. When liquidity gets higher, the lower the value of the company is reflected through stock prices. This interpretation occurs because of the subjective perception of investors on economic conditions in 2010-2013.

Based on prior studies, this study propose alternative hypotheses that LFR, ROE, ROA, DER, DPR have simultaneous significant influence on the price to book value of banks.

Methodology

This study uses a causal method that shows whether independent variables affect the dependent variable (Juliandi, Irfan & Manurung, 2014). This study examines whether liquidity, profitability, solvency and dividend policy affect the value of banking companies. The independent variables in this study is liquidity and profitability with LDR, ROA and ROE as proxies; solvency measured by DAR and DER; and dividend policy is calculated by DPR. Whereas, the dependent variable is the value of the company calculated by PBV.

In the selection of sample, this study uses purposive sampling method. This method is based on certain considerations or criteria (Sugiyono, 2013). The criteria include, banking sector companies that have gone public, consistently publish financial reports, and make dividend payments for the 2012-2016 period.

Based on the criteria set out above, the number of sample obtained is five companies. The following is a list of companies included.

Table 1
List of sample of publicly listed banking companies

No.	Code	Name
1.	BBNI	Bank Negara Indonesia (Perseso) Tbk
2.	BBTN	Bank Tabungan Negara (Perseso)
3.	BDMN	Bank Danamon Indonesia Tbk
4.	BMRI	Bank Mandiri (Persero) Tbk
5.	BBRI	Bank Rakyat Indonesia (Perseso) Tbk

Source: Indonesia Stock Exchange

Return on asset (ROA) ratio data that does not meet the classical assumption test having VIF value > 10 must be excluded from the study. Multicollinearity test is performed and shows that all independent variables, LDR, ROE, ROA, DAR, DER, and DPR have tolerance values > 0.10 and VIF values <10, this implies that multicollinearity does not occur. The classical assumption test with normal analysis using Kolmogorov-Smirnov shows a value of 0.980 > 0.05, thus the sample of this study is normally distributed. Heteroscedasticity test using scatterplot test shows the pattern that appears is not clear, and is spread above and below 0 in Y axis, therefore it is concluded that there is no heteroscedasticity problem.

Result and Discussion

Table 2

Simultaneous test of LDR, ROE, DER, DAR and DPR variables on firm value (PBV).

Model	Unstandardized Coefficients		Standardized Coefficient	T	F	Sig
	B	Std. Error	B			
Constant	-2,893	3,372		-0,858		,402
					8,965	0,000
LDR	-0,215	0,286	-0,103	-0,753		0,460
ROE	6,808	1,388	0,684	4,905		0,000
DAR	4,415	4,764	0,321	0,927		0,366
DER	-0,110	0,093	-0,393	-1,176		0,254
DPR	2,026	0,907	0,311	2,234		0,038

a. Dependent Variable: PBV

Based on table 2, results of the F test show significance of 0.000 <0.05, hence Ha is accepted, which means that there is a significant influence of LDR, ROE, DER, DAR and DPR on firm value (PBV) of banks listed on the Stock Exchange in 2012 2016.

Table 3

Adjusted R square value.

Model	R	Rsquare	Adjusted R Square
1	0.838	0.702	0.624

Table 3 shows adjusted R^2 of 0.624, which means that the contribution of liquidity, profitability, solvency and dividend to the company value is 62.4% and the remaining 37.6% is influenced by other variables. The results of the study are in accordance with prior studies (Bangun & Wati, 2007; Mardiyati, Ahmad & Putri, 2012; Hasna, 2014; Chen & Chen, 2011), but in contrast to (Sambora, Handayani & Rahayu, 2014; Daryanti & Bahar, 2010)

Further research is conducted to examine liquidity, profitability, debt policy and dividend policy in table 1. It is found that profitability as measured by ROE has a significant positive effect on the value of the company with a significant level of 0.000 <0.05, and unstandardized beta 6.808 which means that each increase in one ROE unit can increase the company value by 6.808.

The company's ability to generate net income for the return of shareholder equity is very attractive to investors. Investor interest in the level of return received is one of the determinants of increasing corporate value. The level of return received by investors depends on the level of profitability (ROE). The high level of profitability of a company indicates that the company's prospects are also good, hence triggering investors' demand for shares. This positive response will increase the share price and will ultimately increase the value of the company itself (Hermuningsih, 2013).

Furthermore, solvency, which is the ratio of debt to shareholder equity (DER) and total assets (DAR), is found to have no significant effect on firm value. The results of this study are different from previous studies by Soewignyo (2016). Until 2014, DAR was found to have a significant negative effect, meaning that each increase in one DAR unit would reduce the value of the company. In the past two years, 2015-2016, the ability of Indonesian banks to pay their debts compared to their total assets has improved, but the ability to pay debts when compared to shareholders' equity is a big risk. The management policy increases debt resulting in high capital costs that must be borne in operating activities. This will reduce banking profits in the future, which will cause investors to withdraw their funds, resulting in a decrease in the value of the company.

In testing the dividend policy as measured by DPR, there has been significant progress in banking in Indonesia. Up to 2014, the DPR did not show a significant influence on the value of the company, but on the contrary the next two years the banking system had made a significant dividend policy benefiting investors. Cash dividend policy is often seen as a signal in assessing the good and bad of a company. Bad for companies because the funds that companies can use to finance investments are getting lower, and this will worsen stock prices. As a result, companies should set an optimal dividend policy (Sugiarto, 2011).

Similarly, low banking liquidity has no significant effect on the value of the company. This is due to risky lending in the industrial sector. It is hoped that the issuance of Bank Indonesia regulations to regulate banking liquidity will increase investor confidence and security for the bank itself.

Conclusion

In investing in the capital market, especially the banking industry in Indonesia, investors generally pay attention to the value of the company. The value of the company depends on the level of liquidity, profitability, solvency, dividend policy, namely the company's ability to meet short and long term obligations, and dividend policy. The conclusions obtained in this study therefore are as follows:

1. Investors in placing their investments in the form of purchasing banking shares pay attention to the value of the company. Simultaneously, liquidity, profitability, solvency and dividends have a significant effect on the value of the company with an adjusted $R^2 = 62.4\%$, the remaining 37.6% is determined by other factors.
2. Profitability as measured by ROE has a significant positive effect on the value of the company. Investors are interested in the company's ability to generate net income for the return of shareholder equity. High profitability indicates that the company's prospects are also good.
3. Indonesian banks still rely on debt financing in their capital structure which results in low liquidity. The ability to pay bank debt compared to shareholders' equity is more risk than its assets.
4. Dividend policy conducted by banking companies in the past two years has succeeded in providing significant trust to investors.

Recommendation

This study does not measure other factors that can influence the value of banking companies such as corporate governance, intellectual capital, capital, and asset quality. Adding these factors will enable researchers to further contribute and input the banking industry to pay more attention to factors that can influence the value of banking companies. Because with increasing company value, this will make the company experience great growth.

Implications for the banking industry, especially for publicly listed banks in an effort to increase the value of the company, should pay more attention to and increase profitability, and the company's dividend policy as this study finds that profitability and dividend policy have a significant influence in increasing the value of the company. Also need to improve the performance of liquidity and solvency in order that the increase in firm value will be able to attract investors to invest.

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