College Life Experience, Satisfaction, and Estimated Gains of Graduating Seniors: Exit Survey Results from 2015- 2017

Jolly S. Balila, Arjem Noryn Caringal-Agum

Abstract

Student's satisfaction data help in making curriculum more effective and responsive. The researchers saw the need to conduct an exit survey for institutional improvement; hence, this study was conceptualized. The study assessed the college life experiences, satisfaction, and estimated gains which measured the skills and competencies developed during the university students' stay at the Adventist University of the Philippines (AUP). The exit survey was yearly administered to graduating seniors for three consecutive years with a total number of 152,138, and 130, respectively during the school years 2014-2015, 2015-2016, and 2016-2017. Using descriptive statistics, the results revealed that the graduating seniors for three consecutive years have good and commendable college life experience in terms of academic learning and student-faculty interaction. However, the graduating seniors perceived that hey have fair college life experience in terms of co-curricular and extra-curricular activities. The satisfaction level of the administrative, academic, and support services is moderate. The level of gainsacquired by the graduating seniors is very high for three consecutive years. The degree of satisfaction of the graduating seniors in their quality of vertical and horizontal relationship is high. The practical implications of the findings and possible future research directions were identified in this study.

Keywords: *satisfaction, college life experiences, estimated gains, exit survey*

Exit surveys or exit interviews are done to generate feedback from an employee to lower the rate of employee resignation or transfer and to increase employee retention, as well as to improve the organization or institution as a whole (Mahan, 2016). Determining the satisfaction in both academic and non-academic (Workplace) setting is necessary. It helps college and universities make their curriculum more responsive and tailor-fit to the needs of a changing marketplace (Eyck, Tews & Ballester, 2009). In the Adventist University of the Philippines (AUP) context, the exit survey is done to generate feedback from the senior students (graduating students) to help improve the services that the University offers to all students.

In academic settings, students' satisfaction data help in making curriculum more effective and responsive. The effectiveness of a curriculum can be evaluated using both the direct and indirect performance measures (Jamelske, 20009). In connection, expectations that students already have, prior to their university life, are drivers that make a difference in student satisfaction (Shahsavar & Sudzina, 2017). These expectations can affect the exit survey that would be conducted on them. Furthermore, Shahsavar and Sudzina (2017) also commented that student satisfaction only happens when the quality of services meets or exceeds the students' expectations.

In the study conducted by Tessema, Ready, and Yu (2012), many factors affect the students' satisfaction with major curriculum effectiveness of their programs. Five were identified in the model as factors that affect college students' satisfaction. These are quality of instruction, capstone experience, academic advising, overall college experience, and preparation for career or graduate school.

The first factor in the model was the quality of instruction. One of the major challenges in education nowadays is the quality of classroom instructions (Waxman & Padron, 2009). Teachers and institutions can contribute to the

failure and dissatisfaction of students through low quality classroom instructions. Teachers constitute as one of the key elements behind a student's performance and success, claimed United Nations Educational, Scientific Cultural Organization (UNESCO, 2018). We may define good teaching as the kind of instruction that leads to the teacher's desired outcome and the learners' effective learning.

The second factor in the model was the capstone experience. Capstone experience is "a culminating set of experiences that captive, encapsulate, synthesize and demonstrate learning" (University of Hawaii, 2013). It is one of the most common learning experiences that is student-driven, requiring students to take full responsibility for the experience (The University of Hong Kong, n.d.). Capstone Experience is also designed to encourage students to think critically, solve problems, and develop different kinds of communication skills e.g. oral communication, public speaking, media literacy, etc. (Education Reform, 2016).

The third factor in the model was academic advising. According to Kuhn (2008), academic advising happens when an institutional representative gives insight or instruction to a college student in terms of academe, social or even personal issues. It is done to suggest, counsel, inform, discipline or mentor. "The academic advisors teach students how to make the most of their college life" (Miller, 2012). The administrators of Florida National University [FNU] (2017) emphasized the importance of academic advising. They reiterated that without academic guidance, students might stay longer in college than they should be. They might go off-track that could lead to the delay. Effective academic advising can also lead to student retention, the FNU administrators added.

The fourth factor in the model was the overall college experience. The experiences that students have in college make a significant difference to their plans after college (Cook, 2015). Their overall experiences can make or break their future. What students do in college and how they experience doing them have profound relationship to their future and career.

The fifth and the last factor in the model was the preparation for career and graduate school. After college, students have the option to pursue graduate studies or focus on career. To do so, the teachers and the institutions have an influence to help them get prepared for their life after college. Students need to be prepared for the skills that could help them in their career. That is why, internship/ practicum/ on-the-job training is a pre-requisite before one graduates (Walsh, 2017). To some, pursuing graduate studies can guide them to a better career in the future. A graduate degree is increasingly considered an asset by the society. People are tirelessly equipping themselves with necessary skills to get a better job (Argosy University, 2018). Hence, college graduates' future depends on their opted path: a career or a graduate degree.

Since there is a need for the Adventist University of the Philippines (AUP) to conduct this study for institutional improvement, this exit survey was conceptualized. The five aforementioned factors were also considered as bases of the exit survey conducted. The purpose of this study was to determine the college life experiences, satisfaction, and estimated gains which measured the skills and competencies developed during the student's stay at the University. The theoretical and practical implications of the findings, and possible future research directions were identified in this study.

Method

Research Design

The data appropriated in this descriptive study were generated from the exit survey of the University's senior students regarding their college experiences, satisfaction, and the skills and competencies acquired or developed during their stay at the University. The survey was conducted over a three year-period (2015-2017) at AUP during the seniors' graduation rehearsals.

Instrumentation

The survey included: a) College life experiences with academic learning, student-faculty interaction, and co-curricular and extra-curricular experiences as indicators, b) satisfaction with the different services (administrative, academic, and support

services), c) Estimated gains, which measured the skills and competencies acquired or developed during their stay in university, and their d) satisfaction of the quality of relationship.

The seniors' satisfaction of the administrative, academic, and support services was measured using a five-point Likert scale ranging from 1-5 with and verbal interpretation of *Not all satisfied (1), Slightly Satisfied (2), Moderately Satisfied), Very satisfied (4), and Extremely Satisfied (5).*

The estimated gains from the University measured the skills and competencies acquired and developed. It was measured using a forced choice method since the middle option, Uncertain, was not included: instead, the not Applicable was added.

The exit survey questionnaire also include the satisfaction of the quality of relationship which was measured using a five-point Likert Type scale *Not at all Satisfied (1), Slightly Satisfied (2), Moderately Satisfied (3), Very Satisfied (4), and Extremely Satisfied (5).*

Analysis of Data

The data were gathered during the school year 2014-2015, 2015-2016, and 2016-2017, with a total number of 152, 138, and 130 graduating seniors, respectively. Descriptive statistics such as the mean, and standard deviation were used in this study.

Results

The college life experiences of graduating seniors were measured in terms of academic life, student-faculty interaction, co-curricular and extracurricular activities. It was revealed in the study that the students often experienced a well-lived academic life. Some of the common academic experiences of the graduating seniors in 2015 and 2016 were the following: a) their learning experiences prepared them to face the real world, b) they completed the assigned task for the class, and c) their academic program was stimulating and challenging, However, the degree of attendance in seminars/conference/colloquium related to their course is sometimes,

The graduating seniors of 2017 have similar academic experiences. It can be noted that the attendance to seminars/conference/colloquium related to their courses/programs should be emphasized as part of their academic experiences, as revealed by the graduating seniors.

The result of 2017 exit survey revealed that the seniors' college experience had improved compared to the two previous years. This result is supported by their common response (often) to the indicators of the college experience measures. This time, the attendance to seminars/conference/colloquium related to their course was given emphasis as reflected in table 1. They often attended seminars, workshops, and conferences. It is reinforced by the statement that "active engagement in education results to learning outcomes" (Bouwmeester, de Kleijin, & van Rijen, 2016). Seminars, workshops and conferences are part of the educational engagement that students must join.

Table 1
College life Experiences of Graduating Seniors

	2014-2015			2015-2016			2016-2017		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
CA 1. I had sufficient opportunities to learn with other students in my program.	4.27	.700	O	4.29	.787	O	4.31	.786	O
CA 2. Current developments in my field were discussed by professors in my academic program.	4.28	.759	O	4.24	.728	O	4.29	.731	O
CA 3. I completed the assigned task for the class.	4.41	.685	O	4.39	.714	O	4.45	.716	O
CA 4. I worked on a class assignment, projects, and assignments with other students.	4.16	.806	O	4.20	.799	O	4.16	.852	O
CA 5. I worked on a paper/project where ideas from several sources were integrated.	4.26	.686	O	4.21	.745	O	4.22	.800	O

{table continues on the next page}

CA 6. I attended seminars/conference/colloquium related to my course.	3.75	.978	S	3.62	.954	S	3.78	.930	O
CA 7. My academic program was stimulating and challenging.	4.39	.683	O	4.23	.792	O	4.47	.740	O
CA 8. My learning experiences prepared me to face the real world.	4.48	.654	O	4.40	.672	O	4.47	.706	O

Legend: A= Always   O= Often   S= Sometimes   R= Rarely   N= Never   VI= Verbal Interpretation

Student-faculty relationship is one of the soft attributes considered as part of student satisfaction. It is an intangible consideration that cannot be measured with metrics (Smith & Child, 2015).

Table 2 reflects the extent of student-faculty interaction of the graduating seniors and it shows that sometimes and often the graduating seniors experienced student-faculty-interaction. Particularly, they sometimes discussed plans and ambitions with their faculty, worked on a community outreach projects, and had informal discussions with my teacher, for the three consecutive years.

Furthermore, the seniors often discussed their academic programs with their department chair/teacher, received feedback from their teacher about their course, consulted their teacher outside the class, had informal discussion with their teacher, worked hard as result of the feedback, and sought the advice of their teacher. These indicators were good practices to maintain student-teacher interaction. There were indicators that the graduating seniors sometimes experienced with their teacher during their stay in the university but had improved for the next two years; such item was "worked with a faculty on research projects". This can be explained as a result of the campaign of the university on the need for faculty and students to conduct research.

Table 2
Student-faculty interaction

	2014-2015			2015-2016			2016-2017		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
CB 1. I discussed my career plans and ambitions with a faculty.	3.23	1.036	S	3.28	.954	S	3.48	1.021	S
CB 2. I worked with a faculty on a community outreach projects.	3.30	1.098	S	3.29	1.053	S	3.51	1.202	S
CB 3. I worked with a faculty on a research projects.	3.43	1.099	S	3.62	1.086	O	3.70	1.111	O
CB 4. I discussed my academic programs with my department chair/teacher.	3.60	1.008	O	3.61	1.051	O	3.68	1.093	O
CB 5. I received feedback from my teacher about my course.	3.72	.925	O	3.76	.883	O	3.92	.949	O
CB 6. I consulted my teacher outside the class.	3.51	.986	O	3.55	1.042	O	3.67	1.022	O
CB 7. I had informal discussion with my teacher.	3.25	1.149	S	3.38	1.089	S	3.37	1.128	S
CB 8. I worked hard as result of the feedback.	3.90	.817	O	3.83	.896	O	3.95	.860	O
CB 9. I sought the advice of my teacher.	3.95	.874	O	3.96	.853	O	3.94	.887	O

Legend: A= Always   O= Often   S= Sometimes   R= Rarely   N= Never   VI= Verbal Interpretation

The core aim of education is to hone a child's holistic development (Das, 2016). This implies the importance of both the curricular and extracurricular engagement of a student in school. Table 3 describes the curricular and extracurricular activities of the graduating seniors for three consecutive years. It was revealed in the results that the graduating seniors sometimes participated and be actively involved in the curricular and extracurricular activities of the university.

Table 3
Curricular and Extra Curricular Activities

	2014-2015			2015-2016			2016-2017		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
CC1. I participated in music, arts, and other cultural activities.	3.24	1.196	S	3.08	1.218	S	3.25	1.159	S
CC2. I actively involved in student organization, small groups, and school publications.	3.22	1.323	S	3.15	1.222	S	3.22	1.336	S
CC3. I participated in sports and other recreational activities.	3.23	1.226	S	3.19	1.126	S	3.13	1.337	S
CC4. I joined in small groups/religious organization.	3.24	1.418	S	3.17	1.294	S	3.12	1.423	S
CC5. I participated in campus ministry.	2.97	1.400	S	2.98	1.297	S	3.01	1.320	S
CC6. I joined in missionary/evangelistic activities.	2.91	1.416	S	2.80	1.292	S	2.71	1.251	S
CC7. I participated in community outreach.	3.27	1.327	S	3.40	1.140	S	3.22	1.250	S

Legend: A= Always   O= Often   S= Sometimes   R= Rarely   N= Never   VI= Verbal Interpretation

The result of the overall mean for college life experiences revealed that the graduating seniors in three consecutive years, measured every year as good and commendable college life experiences in terms of academic learning, and student-faculty interaction. However, the graduating seniors perceived that they have fair college life experiences in terms of co-curricular and extra-curricular activities. The overall rating of the college life experiences of the graduating students is generally good.

Table 4
Overall Mean of College life Experiences

	2014-2015			2015-2016			2016-2017		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
1. Academic Learning Experience	4.23	.478	Often (Good)	4.20	.511	Often (Good)	4.27	0.52	Good
2. Students Faculty Interaction	3.54	.705	Often (Good)	3.58	.700	Often (Good)	3.68	0.747	Good
3. Co-curricular and extra-curricular Activities Involvement	3.16	1.05	Sometimes (fair)	3.11	.947	Sometimes (fair)	3.09	1.03	Fair
College Life Experiences	3.65	.556	Often (Good)	3.63	.517	Often (Good)	3.68	.57	Good

Legend: Very Good (4.51-5)   Good (3.51-4.5)   Fair (2.5-3)   Poor (1.51-2.5)   Very poor (Below 1.5)

Understanding the complexities of a student's quality of life is essential for universities to have a strategic plan to help students and to serve them well (Arslan & Akkas, 2014). The exit survey conducted for the three consecutive academic years, 2014-2015, 2015-2016, and 2016-2017, respectively, can be a basis of service improvement for the administration of AUP. The feedback from the senior students about their college life, including the kind of relationship they have with the faculty and their involvement in different curricular and extracurricular activities are a good footing for the administration to develop better support services for the students.

Satisfaction of Administrative, academic, and Support Services

The result in Table 5 revealed the satisfaction survey on the administrative support services among graduating seniors. It showed that the graduating seniors are moderately satisfied of the administrative services of AUP in terms of orientation procedures, financial aid services, billing and payment procedures, admission procedures, enrolment/registration procedures, and handling complaints from 2015-2017. However, the graduating seniors were moderately satisfied in the previous two years and were highly satisfied in 2017 with the services of testing/guidance office.

Table 5
Level of Satisfaction of the Administrative Services

	2014-2015			2015-2016			2016-2017		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
AA1. Orientation procedures	3.39	.920	Moderate	3.25	.901	Moderate	3.58	.929	High
AA2. Testing/guidance office	3.56	.867	High	3.46	.848	Moderate	3.69	.894	High
AA3. Financial aid services	3.01	1.082	Moderate	3.08	.997	Moderate	3.40	.994	Moderate
AA4. Billing and payment procedures	2.85	1.092	Moderate	2.99	.950	Moderate	3.27	.982	Moderate
AA5. Admission procedures	2.78	1.143	Moderate	2.92	1.096	Moderate	3.27	.982	Moderate
AA6. Enrolment/Registration procedures	2.48	1.223	Moderate	2.64	1.135	Moderate	2.98	1.122	Moderate
AA7. Handling complaints	2.59	1.191	Moderate	2.58	1.113	Moderate	2.90	1.146	Moderate

Legend: 1= Very low   2= Low   3= Moderate   4= High   5= Very High

Support services are facilities that make challenging situations better. From all results in Table 6, the graduating seniors during the three consecutive years are moderately satisfied of the services of the Records and Admission, Academic Advising, and the Community Extension. The satisfaction level of the seniors was not consistent in the past three years. There was a high level of satisfaction in terms of the Library services in 2015, Moderate in 2016, and high in 2017. However, the satisfaction level of the graduating seniors was consistently high. The services of the AOLIS (Online Information) were consistently high in three consecutive years.

Table 6
Level of satisfaction Academic Support Services

	2014-2015			2015-2016			2016-2017		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
AB1. Records and Admission	3.20	1.01	Moderate	3.28	911	Moderate	3.44	1.061	Moderate
AB2. Academic advising	3.38	.91	Moderate	3.26	.904	Moderate	3.58	.955	High
AB7. Library services	3.59	.98	High	3.45	.947	Moderate	3.61	.977	High
AB8. AOLIS (Online Information)	3.72	.89	High	3.69	1.048	High	3.79	.848	High
AB9. Community Extension	3.18	.92	Moderate	3.24	.869	Moderate	3.48	.869	Moderate

The non-academic support services in Table 6 are indirectly supporting the academic services of the University. These services greatly influence the success of the university. The result of the exit survey among graduating seniors revealed that their satisfaction level of the support services of the university were moderate in three consecutive years except for student finance, swimming pool, and laboratory which were rated high in 2016-2017. Interestingly, respondents of the study were consistently highly satisfied of the Spiritual Development Services of the university for three consecutive years.

The overall results of the administrative, academic, and support services was 3.37 (SD= .75) indicating a moderate degree of satisfaction of the overall services of the university.

Table 6
Level of Satisfaction of the non-Academic Support Services

	2014-2015			2015-2016			2016-2017		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
AB3. Accounting	3.29	.884	Moderate	3.28	.94	Moderate	3.46	.943	Moderate
AB4. Student Finance	3.31	.955	Moderate	3.22	.92	Moderate	3.51	.995	High
AB5. Student services	3.24	1.000	Moderate	3.00	1.04	Moderate	3.33	1.038	Moderate
AB6. Food Services	2.96	1.071	Moderate	2.72	1.14	Moderate	3.24	3.863	Moderate
AB10. Public Safety	2.74	1.191	Moderate	2.90	1.10	Moderate	3.21	1.046	Moderate
AB11. Photocopy services	3.08	1.058	Moderate	3.23	.97	Moderate	3.42	1.000	Moderate
AB12. Athletic facilities	3.18	1.042	Moderate	3.20	.91	Moderate	3.35	.932	Moderate
AB13. Swimming pool	3.17	1.021	Moderate	3.23	.93	Moderate	3.52	.992	High
AB14. Information Communication services	3.17	.911	Moderate	3.13	.83	Moderate	3.38	.945	Moderate
AB15. Laboratory	3.29	1.004	Moderate	3.29	.84	Moderate	3.64	1.056	High
AB16. Dormitory/Residence	3.23	1.036	Moderate	2.98	1.04	Moderate	3.25	1.006	Moderate
AB17. Health service	3.10	1.066	Moderate	2.97	.89	Moderate	3.37	.992	Moderate
AB18. Spiritual development	3.70	.939	High	3.76	.91	High	3.86	.952	High

Legend: 1= Very Low   2= Low   3= Moderate   4= High   5= Very High

Every university perceived to have contributed to the skills and competencies of their students. Several skills and competencies were identified as reflected in Table 7. The graduating seniors at their respective year agree and strongly agree that they acquired the listed skills and competencies during their stay at the University. The overall results summarized the estimated gains acquired by the seniors during their stay at the university. It revealed that the level of "gains" acquired by the graduating seniors was very high in three consecutive years as indicated by the mean of 3.57 (SD = .42) as shown in the scaled response of strongly agree.

Table 7
Skills and Competencies Acquired or Developed from Adventist University of the Philippines

	2014-2015			2015-2016			2016-2017		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
1. Critical thinking and problem-solving skills	3.50	.618	A	3.5	.676	SA	3.58	.678	SA
2. Communication skills	3.49	.582	A	3.49		A	3.57	.562	SA
3. Aesthetic, expressive, and creative qualities	3.39	.656	A	3.34	.676	A	3.45	.636	A
4. Vocational and occupational competence	3.37	.618	A	3.28	.552	A	3.47	.636	A
5. Information management and literacy skills	3.40	.587	A	3.36	.633	A	3.52	.594	SA
6. Academic, scholarly and intellectual qualities	3.46	.594	A	3.51	.594	SA	3.57	.545	SA
7. Practical value of my skills	3.58	.649	SA	3.53	.617	SA	3.62	.598	SA
8. Spiritual maturity	3.54	.689	SA	3.49	.675	A	3.56	.595	SA
9. Multicultural sensitive-ability to get along with multicultural people	3.53	.623	SA	3.63	.605	A	3.67	.508	SA
10. Adaption to change	3.51	.635	SA	3.49	.623	A	3.55	.620	SA

{table continues on the next page}

11. Application of multidisciplinary knowledge	3.40	.596	A	3.34	.624	A	3.58	.605	SA
12. Understanding self, abilities, and personalities	3.53	.636	SA	3.55	.600	SA	3.53	.608	SA
13. Values and ethical standards	3.53	.656	SA	3.45	.693	A	3.60	.571	SA
14. Willingness to serve others	3.58	.647	SA	3.54	.588	SA	3.68	.539	SA
15. Leadership skills	3.41	.642	A	3.36	.628	A	3.46	.608	A
16. Healthful living	3.47	.604	A	3.45	.500	A	3.52	.677	SA
17. Ability to collaborate and be effective team member	3.44	.658	A		.608	A	3.61	.585	SA
18. Missionary spirit	3.46	.682	A	3.41	.703	A	3.53	.653	SA
Estimated Gains from AUP	3.54	.509	SA	3.51	.50	SA	3.57	.420	SA

Legend: 1(Strongly Disagree-SD) Very Low   2(Disagree-D) Low   3(Agree-A) High   4(Strongly Agree-SA) Very High

The Adventist University of the Philippines is nurturing vertical (God) and horizontal (subordinates, supervisors, peers, etc.) relationship. This exit survey measured both. The result showed that the seniors included in this survey showed that they were highly satisfied with the quality of relationship they have with God, their department chair, faculty and staff, students, with their home deans, and the community. Further, the respondents of the study were moderately satisfied with their relationship with their department chair, home deans, and the community in 2015-2016 but their satisfaction level have increased (high) in 2016-2017. Another result in this study that should be given attention was that their satisfaction level with their administrators was moderate in the three consecutive years.

Table 8
Satisfaction of the Quality of Relationship

	2014-2015			2015-2016			2016-2017		
	Mean	SD	VI	Mean	SD	VI	Mean	SD	VI
s1. Relationship with God	4.23	.775	HS	4.06	.909	HS	4.21	.860	HS
s2. Relationship with administrators	3.02	1.052	MS	3.06	.978	MS	3.31	.962	MS
s3. Relationship with my department chair	3.81	.915	HS	3.47	.894	MS	3.84	1.091	HS
s4. Relationship with my college dean	3.56	.995	HS	4.06	.775	HS	3.88	.973	HS
s5. Relationship with staff	3.72	.891	HS	4.02	.818	HS	3.82	.992	HS
s6. Relationship with other student	4.09	.754	HS	3.55	.869	HS	4.12	.896	HS
s7. Relationship with faculty members in my department	4.02	.781	HS	4.06	.909	HS	4.02	.851	HS
s8. Relationship with the community	3.64	.893	HS	3.06	.978	MS	3.74	.847	HS
s9. Relationship with my home dean (if dormitory resident)	3.88	1.045	HS	3.47	.894	MS	3.82	1.149	HS
Satisfaction of the Quality of Relationship	3.77	.606	HS	3.71	.50	HS	3.86	.715	HS

Legend: 1(Not at all Satisfied-NS)   2(Slightly Satisfied-SS)   3(Moderately Satisfied-MS)   4(Highly Satisfied-HS)   5(Extremely Satisfied-ES)

Student satisfaction is a widely used measure of program, service, and support quality (Sears et al., 2016).It is the satisfaction a student feels after his or her desired outcome is met or achieved. From the exit survey conducted, the seniors are proven to be generally satisfied with the services offered by the institution.

Conclusion and Recommendations

The graduating seniors in three consecutive years have good and commendable college life experience in terms of academic learning, and student-faculty interaction. However, the graduating seniors perceived that they have fair college life experiences in terms of co-curricular and

extracurricular activities. The satisfaction level of the administrative, academic, and support services was moderate. The level of "gains" acquired by the graduating seniors was very high in three consecutive years. The degree of satisfaction of the graduating seniors in their quality of vertical and horizontal relationship was high. With these results, there are still more rooms for improvement of the services of the university.

Based on the results of the study, the recommendations are as follows: a) Identify factors and the extent to which they affect students' satisfaction, b) The students' involvement in seminars, colloquium, trainings and workshops related to their courses/programs should be monitored, c) Since the students have minimal involvement in co-curricular and extracurricular activities, the university should create programs to encourage students' involvement. The university should monitor students' activities to ensure balanced students' college life experiences during their stay at the university, and d) Exit surveys and related studies should be regularly conducted to monitor, support, and improve the study-life balance of the students.

References

Argosy University (2018). *The importance of a master's degree in today's economy.* https://www.argosy.edu/our-community/blog/the-importance-of-a-masters-degree-in-todyas-economy

Bouwmeester, R.A., de Kleijin, R. A., & van Rijen, H. V. (2016). Peer-instructed seminar attendance is associated with improved preparation, deeper learning and higher exam scores: A survey study. *BMC Medical Education.* https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4979114/

Cook, L. (2015). *College experiences are key to graduates' happiness.* U.S. News and World Report. https://www.usnews.com/news/blogs/data-mine/2015/01/12/college-experiences-are-ket-to-graduates-happiness

Das, Dwipmallika (2016). Role of co-curricular activities in bringing all-round development to the students of high school stage with specials reference to Guwahati, India: a case study. *The Clarion International Multidisciplinary Journal, 5*(2), 75-81. http://0-eds.b.ebscohost.com.catalog.Ilu.edu/eds/pdfviewer/pdfviewer?vid=1&sid=99fd98a7-4d56-4411-a591-2f532fa91dc9%40sessionmgr102

Education Reform (2016). Capstone Project. *The Glossary of Education Reform for Journalists, Parents, and Community Members.* https://www.edglossary.org/capstone-project/

Eyck, R., Tews, M., & Ballester, J.M. (2009). Improved medical student satisfaction and test performance with a simulation-based emergency medicine curriculum: A randomized controlled trial. *Paper presented at the ACEP 2008 Research Forum*, October 2008, Chicago, IL.

Florida National University (2017). The importance of academic advising. *FNU Academic Advising Blog.* https://www.fnu.edu/importance -academic-advising/

Jamelske, xx (2009). Measuring the impact of a university first-year experience program on Student GPA and retention. *Higher Education, 57*(3), 373-391.

Kuhn, T. (2008). Historical foundations of academic advising. In Gordon, Habley and Grites. *Academic Advising: A Comprehensive Campus Process*. San Francisco: Jossey-Bass

Mahan, W. (2016). The benefits to conducting external exit interviews. *Workplace Wisdom Blog.* https://workinstitute.com/resources/workplace-wisdom-blog/articleid/2122/the-benefits-to-conducting-external-exit-interviews

Miller, M.A. (2012). *Structuring our conversations: Shifting to four dimensional advising models*. http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Structuring-Our-Conversations-Shifting-to-Four-Dimensional-Advising-MOdels.aspx

Sears, C. R., Boyce, M.A., Boon, S.D., Goghari, V.M., Irwin, K. & Boyes, M. (2016). Predictors of student satisfaction in a large psychology undergraduate program. *Canadian Psychological Association, 58*(2), 148-160. http://0-eds.b.ebscohost.com.catalog.Ilu.edu/eds/pdfviewer/pdfviewer?vid=1&sid=1bf4b86d-d148-4246-acc2-9fa5311e0172%40pdc-v-sessmgr01

Shahsavar T. & Sudzina F. (2017). Student satisfaction and loyalty in Denmark: Application of EPSI Methodology. *PLoS ONE, 12*(12): e0189576. https://doi.org/10.1371/journal.pone.0189576

Smith, M. & Child, A. (2015). Unlocking the secret of student satisfaction. *Times Higher Education: The World University Ranking*. https://www.timeshighereducation.com/blog/unlocking-secret-student-satisfaction

Tesseme, M.T., Ready, K., Yu, W. (2012). Factors affecting college students' satisfaction with major curriculum: Evidence from nine years of data. *International Journal of Humanities and Social Science,22*, 34.

The University of Hong Kong(n.d.). Capstone experience and URFP. *Teaching and Learning E-blog*. https://tl.hku.hk/staff/capstone-experience-and-urfp/

United Nations Educational Scientific and Cultural Organization (April 2018). *What makes a good teacher*. https://en.unesco.org/news/what-makes-good-teacher

University of Hawaii (2013). *Capstone Experience*. http://www.manoa.hawaii.edu/assesment/howto/capstone.htm

Walsh, K. (2017). *How to prepare college graduates to the future of work.* Bentley University: News, Career Trends, Career Advice. https://www.bentley.edu/prepared/how-prepare-college-graduates-future-work

Waxman, H. Padron, Y. (2009). Improving the quality of classroom instructions for students at risk of failure in urban area. *Peabody Journal of Education, 70*(2), 44-65. https://doi.org/10.1080/01619569509538822

Assessment of Medical Expenses of University Employees: Basis for Health and Wellness Program

Shirley J. Lascuña, Jolly S. Balila, Reuel E. Narbarte, Robert A. Borromeo

Abstract

Medical expenses can be the most serious challenge which can drain the finances of an organization. The declining health of the world population has significant consequences in an organization's financial performance. This study was conducted to assess the medical expenses of 382 regular employees in a university. A retrospective data (2014-2016) were collected from the accounting department. The expenses in medical, optical, dental, and executive check-ups were accounted for in this study. The results revealed the total medical-related expenses for the consecutive years were PhP10,367,602.53($204,715), PhP17,459,818.89($344,756), and PhP9,394,049.85 ($185,612.9), respectively. The year 2015 has the highest medical cost and expenses among university employees compared to the health cost in 2014 to 2016. Moreover, the medical expense of the teaching employees for the year 2014 to 2016 is higher compared to non-teaching employees. Furthermore, the optical expense in 2014 is higher among males. However, the results revealed that the medical expenses within three years are not affected by age and years of service. By taking a proactive approach to the employees' health through wellness initiatives and periodic preventive health evaluation, an organization can improve the health of their employees. A health and wellness program is recommended for future health advantage such as lower medical costs, increased employee morale, and efficient performance in the workplace. Further study should be conducted to determine the factors affecting the high medical cost.

Keywords: *medical expenses, optical, dental, executive check-up*

Employee benefits are non-salary compensation that an institution or a company has to offer to its employees, and these benefits basically include health insurance, retirement benefits, etc. (Held, 2018; The Law Dictionary, n.d.). Benefits vary from one institution to another and are stipulated in addition to salary (Doyle, 2018). A survey was done by Glassdoor Economic Research in 2016 (Purdon, 2018). The result of the survey revealed that health insurance, retirement plans, pension, and vacation and paid time off are the top employee benefits.

Among all the benefits that employees are entitled of, this study focused only on the health/medical benefits, specifically, medical expenses. Medical expenses can be the most serious challenge which can drain the finances of an organization. The declining health of the world population has significant consequences in an organization's financial performance. A workplace health program can keep healthy employees in the "low-risk" category by promoting health maintenance, while also targeting those unhealthy employees in the higher-risk categories, therefore lowering overall health insurance cost.

In the study conducted by the National Business Group on Health [NBGH] (2016), they purposed to know the reason behind the escalating health care benefits costs for employers, and the planned solutions that employers have on the cost concerns. Results revealed that the three top causes of rising costs are:

1. Specialty pharmacy benefits. Prescription drugs are expected to cost 7.3% more in 2017, but specialty drugs are expected to increase 16.8%. Eighty percent of employers rated this in the top three, 31%

said it was their #1 problem.

2. High-cost claimants (those with $50,000+ in annual claims). Nearly three-quarters of employers rated this in the top three, no doubt because the average high-cost claimant racks up $122,382 in annual claims, almost 30x average claims costs. Put another way, slightly more than 1% of claimants are responsible for 31% of health care costs among surveyed companies.

3. High-cost diseases and conditions. Chronic conditions account for 53% of high-cost claims, whereas acute conditions account for 47%.

According to 56 published studies about worksite health programs that are systematically reviewed, there is 25% savings each on absenteeism, health care costs, and workers' compensation and disability management claims costs if workplace health programs are well-implemented (Champman,2005).

Further, NGBH (2016) mentioned that some employers openly discourage their employees from using their health benefits in the hope to lower their costs, even those with serious chronic ailments. Some even load most of the cost to employees, thus, improving corporate affordability; bright and potential talents away.

Employers surveyed by NBGH stated that they definitely have plans to improve their health care benefits, without compromising monetary responsibility to both the employees and employers.

Thus, this study was conducted to assess the medical expenses of denominational employees in a university, and determine the initiatives of the university to decrease the medical cost and related expenses, and develop a health and wellness program for the university employees to improve their health status.

Review of Literature
Denominational Benefits

Health care is one of the indicators of a country's investment (Burney, Alenezi, Al-Musallam, & Al-Khayat, 2016). It was stipulated from the Working Policy 2011-2015 of Southern Asia-Pacific Division that:

The Southern Asia-Pacific Division of the General Conference (SSD) provides a health care assistance plan for its employees. This plan is not health insurance. It provides assistance for a range of medical, optical and dental expenses for employees and their eligible dependents. It includes primary coverage for hospital care, surgery, emergency care, pre- admission testing, out-patient consultation, and prescription drugs. It is not intended, However, to cover all of the health care services and products available. This plan is intended to provide the framework for medical assistance throughout this Division. All provisions are subject to modification as well as ratification and approval of the Executive Committee of the appropriate union. Local conferences, Missions, and institutions may only make changes or alterations to this plan with the voted approval of the Union Executive Committee. Entities directly attached to SSD must obtain this approval from the SSD Administrative Committee (SSD, n.d., p. 293, par. 1-2).

The health care assistance of the SSD (pp.294-295) defined the specific individuals who can avail the plan, and they are as follows:

(A). Employee- regular full-time employee who has completed the probationary period

(B). Spouse- spouse of an employee who qualifies for family allowances

(C). Dependent child- should be:

 (c1) born to, or legally adopted by, the employee and/or spouse

 (c2) is a stepchild by marriage receiving more than 50 percent of support from the new family unit

 (c3) is eligible to be claimed as a dependent on the employee's income tax return; (except that is not intended that this be a limitation for dependents over 21 who otherwise qualify)

 (c4) is unmarried

 (c5) until the dependent's 19th birthday,

or until the dependent's 24th birthday if eligible for education subsidy.

Health care expense assistance. According to Ortiz-Rodriguez and Small (2016), many are foregoing medical treatment due to financial constraint, and this may lead to low productivity or death. Health assistance is also paramount to employees of an institution or a company. The institution under the Seventh-Day Adventist Denomination has a unique set up when it comes to giving benefits to the employees. The eligible recipients of the denominational benefits are the regular-denominational fulltime employees. The qualified dependents are a) unemployed spouse of employee, b) children who are born to or legally adopted by the employee and unmarried, and unemployed up to their 19th birthday, or up to their 24th birthday if they are full-time undergraduate students. The different health care assistance provided for the regular denominational employees are found in the Working Policy pp.295-327 and they are as follows:

Medical benefit. Scott (n.d.) mentioned in an online article that many employees depend on their medical benefits to sustain their health and their family member's well-being. Moreover, these benefits cover extensive health states. In Adventist institutions, the medical benefit is given to an a) employee having outpatient health care expenses and may be subsidized 75 percent of such expenses, b) Inpatient whose expenses are incurred due to hospitalization, inclusive of physician's professional fee and may be subsidized for a maximum of 90% on receipted bills, and c) employee with catastrophic hospital coverage and the hospitalization is in excess of 10 times the local monthly wage factor and may be allowed 100 percent subsidy on receipted bills. The share of the employee is as follows:

Employee share ---------------------- 10%
Worker' share ----------------------- 40%
Institution's share ------------------ 50%

Optical benefit. "Employers who provide vision benefits as part of employees' benefits package are showing care about their workers' well-being (Satter, 2017). "Eye problems, if left unattended, may lead to more serious and expensive problems (Bowker, 2017). Vision insurance, according to Gimbel (2018), can either be employer-paid or voluntary insurance plan. Optical benefit of the employee shall cover 75% of receipted bills up to a ceiling which is reviewed and approved annually. (Exam, Eye Glasses, Contact Lenses).

Dental benefit. Oral care is important for an overall health. Ninety percent of Most employees consider dental benefit as an important part of their privileges as workers, although dental is considered a secondary benefit (Wilson, 2016). Dental benefit shall cover 75% of receipt bills up to a ceiling which is reviewed and approved annually. This includes a) necessary general and restorative care, b) preventive care, and c) orthodontic care. This privilege should not be taken for granted. Employers should educate all employees of the benefits from oral health care (Gale, 2018).

Hearing aid. The World Health Organization, as cited by Bennett, Meyer, and Eikelboom (2018), estimated that over 360,000,000 people are suffering from the loss of hearing. Functional sense of hearing is essential for the productivity of an employee. Thus, care for the ears should be part of the benefits of employees. In the Adventist institutions, the hearing aid benefit shall cover 75% of receipted bills up to a ceiling which is reviewed and approved annually. This includes a) services of audiometrician / hearing specialist, b) hearing aids and repairs (excluding batteries).

Periodic preventive health evaluation. Due to the escalating number of chronic ailments and mortality, health promotion among employees is being ignited recently including the periodic preventive health examination/ evaluation (Brunner et al., 2013). Periodic preventive health evaluation is needed to ensure the health status of a workforce. Adventist institutions are not excluded in this protocol. Aside from the medical, optical, dental, and hearing aid benefits, the denomination employees are

given periodic preventive health evaluation. Each worker and his/her spouse shall undergo periodic comprehensive health evaluation to promote favorable lifestyle and detect early signs of treatable disease. The frequency of authorized comprehensive health evaluation shall be as follows:

Age	Frequency
18 - 30	once every six year
31 - 40	once every three year
41 - 60	once every two year
61 and above	once every year

To avail of the health evaluation, a one-day off incentive is provided for the denominational workers during or near his/her birthday for physical check-up. He/she will just file a day leave request form. A 100% reimbursement for authorized health evaluation shall be applied.

The comprehensive health evaluations shall include a complete medical history, physical examination and the following: Chest X-ray, complete blood count, serum lipids, blood sugar, ecg, urinalysis, rectal exam, stool exams, mammogram for age 40 and above, colon endoscopy is recommended after age 50, pop smear, PSA test (for ages 45 and above).

The dependents are also given health care benefits. If a physical examination is desired for other dependent members of an employee's family, the cost will be covered under the provisions of the health-care assistance policy.

Dermatologic cases with medical aid. The employees with dermatologic cases are also given medical aid. The following dermatologic cases shall be given medical aid: acne vulgaris- moderate to severe, rosacea, perioral dermatitis, eczema dermatitis, psoriasis, ichtysosis, acanthosisnigricans, and bullous diseases. Other inflammatory disorders are also given medical aid: pityriasisrosea, erythema multiuforme, erythema nodosum, benign neoplasms and hyperplasias (epidermoid cyst, keratoacanthoma, pyogenic granuloma, keloids if it causes infection but not for aesthetic purposes), precancerous lesions and cutaneous carcinomas, solar ctinic keratosis, cutaneous horn, squamus cell carcinoma, basal cell carcinoma, vitiligo, urticaria/ angioedema,

pressure ulcers, adverse cutaneous drug eruptions, neurodermatitis, bacterial infections involving the skin, impetigo ecthyma, infectious folliculitis, abscess, furuncle and carbuncle, erysipelas and cellutities, leprosy, cutaneous tuberculosis (scrofuloderma), superficial fungal infections, dermatophytosis, candidiasis, pityriasisiversicolor, and onychomycosis.

The viral infection of the skin is also covered by medical aid such as: molluscumcontagiosum, herpes simplex, varicella, herpes zoster verruca vulgari, verruca plantaris, insect bites and infestations, arthropod bite reaction, pediculosiscapitis, pubias and corposis and scabies.

Disorder of hair follicles and related disorders are also covered by medical aid. These are alopecia areata, telogen effluvium, androgenetic alopecia (in women), and xanthelasma.

However, the following dermatologic cases shall not be given aid or assistance: hyper pigmentation and hypo pigmentation following inflammation of the skin, androgenetic alopecia, acne scars, and other cosmetic procedures.

Methods

A retrospective data (2014-2016) were collected from the records of the accounting department of a private international university in the Philippines. The expenses in medical, optical, dental, and executive check-ups were accounted for in this study. The medical expenses of 382 employees were used in the analysis to assess the status of medical expenses reported by the faculty for the last 3 years. Of the 382 employees included in the study, 56.8% are females. 92.4% are married. And 50% were from the teaching department. The ages ranged from 25 to 65 years old with a mean of 47.44 (SD =9.15). In terms of years of service, the mean number of years served in the university when the study was conducted was 18.12 years, and 23% of these employees served the university for 10 year below, 35.4% had served the university for more than 10 years to 20 years, 32% had serve the university for more than 20 to 30 years, and the 9.6% had served the university for more than 30 years.

Data were analyzed using SPSS version 24. Percentage based on frequency, mean, standard deviation, general linear model was used to address the objectives of the study.

Results and Discussion

The health-related expenses of the university employees were analyzed in terms of medical, optical, dental, and annual health evaluation and the total medical expenses. The median was used to describe these expenses since the data were non-normal. The results revealed that the year 2015 has the highest total medical expense among universities employees compared to the health cost in 2014 and 2016. This can be explained by the total medical expenses incurred by three teaching faculty members who expired due to terminal/chronic disease like cancer, and stroke. The total medical-related expenses for the three consecutive years (2014-2016) were PhP 10,367,602.53 ($ 204,715), PhP 17,459,818.89 ($344,756), and PhP 9,394,049.85 ($185,612.9), respectively.

Table 1
Medical, Optical, and Dental Expenses of University Employees in Philippine Peso (1 Peso = 51 USD)

	MEDICAL 2016	OPTICAL2016	DENTAL2016	ANNUAL2016	Total-Medical 2016
Mean	21,178.10	5443.377	6467.961	29,333.270	
Median	7,158.32	5,250.000	3,750.000	31,099.000	Php10,367,602.53
Std. Deviation	48463.730	2800.9897	6932.4640	13,662.3005	($204,715)
	MEDICAL2015	OPTICAL2015	DENTAL2015	ANNUAL2015	Total-Medical 2015
Mean		5604.285	6495.326	31,852.76	
Median		5100.000	3404.815	33,302.50	Php10,367,602.53
Std. Deviation		3162.4286	7813.1595	11,274.090	($344,756)
	MEDICAL2014	OPTICAL2014	DENTAL2014	ANNUAL2014	Total-Medical 2014
Mean	22194.56	4306.4570	4920.692	18,214.11	
Median	7890.75	4200.0000	1985.625	18,899.00	Php9,394,049.85
Std. Deviation	44794.874	2314.47871	6068.6604	16,846.021	($185,612.9)

Comparison of the Medical-related Expenses by Gender

Table 2 shows that there is no difference in the total medical-related expenses between male and female for the three consecutive years (2014-2016). The equal variances not assumed were used to compare the medical-related expenses.

Table 2
Comparison to Total Medical Expenses Between Gender

		N	Mean	SD	t-value	df	p-value
Total-medical2016	Male	159	28701.59	48801.06	.256	369	.798
	Female	212	27396.36	48611.15			
Total-medical2015	Male	158	50723.66	167142.06	.588	368	.557
	Female	212	43284.38	67106.81			
Total-medical2014	Male	158	24702.23	41247.14	.176	368	.861
	Female	212	23904.77	44643.38			

Furthermore, the optical expenses in 2014 is higher (t=2.362, df= 147, p= .019) among males. The others health related expenses in terms of medical and dental are not significantly different between male and female.

Table 3

Comparison of Health-Related Expenses by Employee Category

		N	Mean	SD	t-value	df	p-value
Total-Medical2016	Teaching	190	33143.93	59265.15	2.32	375	.021
	Non-teaching	187	21651.24	33129.46			
Total-Medical2015	Teaching	189	55274.71	160193.27	1.505	374	.133
	Non-teaching	187	36764.91	51326.28			
Total-Medical2014	Teaching	189	29365.32	54578.97	2.008	374	.045
	Non-teaching	187	20228.27	30057.72			

Moreover, the total medical expense of the teaching employees for the year 2014 and 2016 is significantly higher compared to non-teaching employees. However, the total medical-related expenses for both teaching and teaching employees are statistically comparable in 2015.

Correlation of the Total Medical-related Expenses by Age and Years of Service

Table 4

Relationship of Age and Years of Service on Total Medical-Related Expenses

	r2014	r2015	r2016
Age	-.072	.027	.086
Years of Service	.006	-.080	.033
**Significant at .05	*Significant at .01		

The results revealed that the total medical expenses within three years are not affected by age and years of service. Further, the ages and years of service are not statistically correlated with the optical, dental, and annual expenses of the faculty. This means that younger or older employees may both incur higher medical cost.

University Program/Initiatives to Decrease the Medical cost and related expenses
The university created/developed programs to decrease the medical cost and related expenses of the university employees and at the same time improve their health status.
1. Employees are allowed to attend wellness programs to help employees improve and manage their current health conditions. The employees are allowed to enroll in the Complete Health Improvement Program (CHIP) with 100% subsidy.
2. The HR Department created a Health Program for the university employees for them to have annual health evaluation. The frequency of the health evaluation is dependent on their age and will be scheduled during their birthday.
3. The University Health Service is tasked to schedule the health evaluation and also the recording of the health evaluation results. These results will be the base health data for the next health evaluation check-ups.
4. The medical procedures should be made by the University Health Service. Other procedures not available in the health service to the university will be done in the University accredited health care providers.
5. The University employees are also encouraged to use the gym, swimming pool and other health and wellness and facilities for their health improvement.
6. The University also provided a space for organic gardening.

Conclusion
The results revealed the total medical-related expenses for the consecutive years were PhP10,367,602.53($204,715), PhP17,459,818.89($344,756), and PhP9,394,049.85($185,612.9),

respectively. The year 2015 has the highest medical cost and expenses among university employees compared to the health cost in 2014 and 2016. Moreover, the medical expense of the teaching employees for the year 2014 and 2016 is higher compared to non-teaching employees. Furthermore, the optical expense in 2014 is higher among males. However, the results revealed that the medical expenses within three years were not affected by the age and years of service. By taking a proactive approach to the employees' health through wellness initiatives and periodic preventive health evaluation, an organization can improve the health of their employees. A health and wellness program is recommended for future health advantage such as lower medical costs, increased employee morale, and efficient performance in the workplace. Further study should be conducted to determine the factors affecting high medical cost.

Recommendations

The following were recommended in this study:

1. Knowing the medical challenges, the employees should follow religiously the health program developed by the HR department to avoid late detection of Chronic diseases.

2. The University should design a sustainable health and wellness program for the university employees. A health and wellness program is best recommended for future health advantage such as lower medical costs, increased employee morale, and efficient performance in the workplace. Further study should be conducted to determine the factors affecting the high medical cost.

3. Further studies should be conducted to determine if the university health programs for the university employees are effective. Thus, in the long run the program is beneficial for both the employees the university in general.

References

Bennett, R. J., Meyer, C.J., & Eikelboom, R. H. (2018). Evaluating hearing aid management: De4velopement of the development of the hearing aid skills and knowledge inventory (HASKI). *American Journal of Audiology, 27*(3), 333-348). http://0-eds.a.ebscohost.com.catalog.Ilu.edu/eds/detail/detail?vid=0%sid=90eab302-8abb-47b7-b92b-6cf4fb06fdb7%40session mgr4007&bdata=JnNpdGU9ZWRzL WxpdmUmc2NvcGU9c210ZQ%3d% 3d#db=rzh&AN=131761893

Bowker, D. (2017). What are the benefits of my company offering vision insurance to employees?. Zenefits Newsletter. https://www.zenefits.com/blog/what-are-the-benefits-of-my-company-offering-vision-insurance-to-employees/

Brunner-Ziegler, S., Rieder, A., Stein, K. V., Koppensteiner, R., Hoffmann, K., & Dorner, T. E. (2013). Predictors of participation in preventive health examinations in Austria. *BMC Public Health, 13*(1), 1-16. Doi: 10.1186/1471-2458-13-1138

Burney, N., Alenezi, M., Al- Musallam, N., & Al-Khayat, A. (2016). The demand for medical care services: Evidence from Kuwait based on households' out-of-pocket expenses. *Applied Economics, 48*(28), 2636-2650.

Chapman, L. S. (2005). Meta-evaluation of worksite health promotion economic return studies. *Am J Health Promot, 19*(6):1-11.

Doyle, A. (2018). Types of employee benefits and perks. The balance Careers. https://www.thebalancecareers.com/types-of-employee-benefits-and-perks-2060433

Gale, S.F. (2018). The bright shine of dental benefits. *Workforce, 97*(2), 48. http://0-eds.a.ebscohost.com.catalog.Ilu.edu/eds/detail/

detail?vid=0&sid=1bf10d9e-f
627-42a2-8a7b-1d3e8c21bbc7
%40sdc-v-sessmgr02&bdata=
JnNpdGU9ZWRzLWxpdmUm
c2NvcGU9c210ZQ%3d%3d#
db=buh&AN=128252797

Gimbel, B. (2018). Seeing clearly: Vision
Benefits. *Benefits Magazine, 55*(9),
50-54. http://0-eds.a.ebscohost.
com.catalog.Ilu/eds/detail/
detail?vid=0&sid=79ea02c9-ceca-
44fc-900e-e5d1139a248c%40session
mgr4009&bdata=
JnNpdGU9ZWRzLWxpdm
Umc2NvcGU9c210ZQ%3d%
3d#db=buh&AN=131479644

Held, J. (2018). Benefit trends Employee
benefits key to recruitment and
retention. *Benefits Magazine, 55*(9),
8-10. http://0-eds.a.ebscohost.com.
catalog.Ilu.edu/eds/pdfviewer/
pdfviewer?vid=1&sid=fb98e989-
2b9f-4316-b5a0-cf2fe0d6d0de%40
sessionmgr4007

National Business Group on Health (2016).
Employee benefits costs on the
rise: What it means for employer.
Spencer James Group. http://www.
spencerjamesgroup.com/employee-
benefits-costs-on-the-rise/

Ortiz-Rodriguez, J. & Small, E. (2016).
The financial burden of healthcare
cost: Coping strategies for medical
expenses in Mexico. *Social
Indicators Research, 133*(1), 275-
284. http://0-eds.a.ebscohost.
com.catalog.Ilu.edu/eds/detail/
detail?vid=0&sid=1745dc96-8e0c-
471b-97bc-c6706be0b2a1%40sdc-v-
sessmgr06%bdata=JnNpdGU9ZWRzL
WxpdmUmc2NvcGU9c210ZQ%3d%
3d#db=sih&AN=124133549

Purdon, E. (2018). Employee benefits:
Thinking beyond the paycheck. *Jornal
of Financial Service Professionals*,
72(3), 11-15. http://0-eds.a.ebscohost.
com.catalog.Ilu.edu/eds/pdfviewer/
pdfviewer?vid=2&sid=229acdc4-
bad9-4d36-a40d-1bfe724bbb27%40
sessionmgr4006

Satter, M. (2017). *Employees see vision
benefits as important part of package*.
Benefits-pro.Com. https://www.
benefitspro.com/2017/04/24/
employees-see-vision-benefits-as
-important-part-of/?slreturn=2018
1020213852

Scott, Sherrie. (n.d.). *Employee Medical
Benefits*. Small Business-Chron.
com. http://smallbusiness.chron.com/
employee-medical-benefits-2701.html

Southern Asia-Pacific Division (n.d.). Working
policy 2011-2015. Philippines:SSD.

The Law Dictionary (n.d.). What is employee
benefits?. The Law Dictionary (2nd
ed.) https://thelawdictionary.org/
employee-benefits/

Wilson, D. (2016). Dental benefits: A standout
option. *Benefits Magazine, 53*(9),
50-54. http://0-eds.a.ebscohost.
com.catalog.Ilu.edu/eds/detail/
detail?vid=0&sid=8e009316-1b03-
46c1-b2ca-d37e6ac8f1f0%40sdc-v-ses
smgr05&bdata=JnNpdGU9ZWRzLW
xpdmUmc2NvcGU9c210ZQ%3d%3d
#db=buh&AN=117331437

Sense of Civic Responsibility of National Service Training Program Completers and Non-Completers in a University Setting

Mark Vernon E. Saban

Abstract

In Incompliance to Republic Act 9163, Philippine higher education institutions are mandated to include National Service Training Program (NSTP) program into all the degree program curricula offered. The government aims to develop young people who are civic-conscious towards nation building. The present study aimed to determine the extent of the sense of civic responsibility of NSTP completers and non-completers of a University as of July 2017. Using a quantitative approach, descriptive design, 204 respondents enrolled in June-July 2017 answered the self-constructed survey questionnaire. Findings show That the respondents had very high sense of civic responsibility in terms of connection to the community and civic awareness. However, in terms of civic efficacy, they had yielded only a high sense of civic responsibility. This could be attributed to their sense of willingness but feeling of unpreparedness. A comparison of NSTP completers and non-completers indicated no significant difference in their sense of civic responsibility. It is thus recommended for the administration and concerned department to further look into how NSTP program can maximize its opportunities to effectively foster a greater sense of civic consciousness and responsibility among the youth.

Keywords: *National Service Training Program, Philippines, sense of civic responsibility, quantitative study*

The most critical resource of a country is its people. The way the next generation of citizens' act determines the country's future more than anything else within its borders (Vargas 2013). The ancient Greeks described a good citizen as a good person who does not only live an honorable and virtuous life but also committed and involved in civic and public life. Thus, citizenship has always been connected to individuals who act for the best interest of the state. According to Aristotle, the state as a community of some kind is made up of many parts and these are the citizens who compose it. We must not suppose that anyone of the citizens belongs to himself or herself, for they all belong to the state (Collectors Library of Essential thinkers, 2009). Teaching students to be active participants is an important role of education (Groundwater-Smith et al., 2010). No one will argue that the state should sets its attention above all to the education of the youth, that the neglect of education does harm to the nation. Greater education may increase people's cognitive skills, including their understanding of politics. It may improve their political participation in part because it enhances their sense of civic responsibility and helps them understand matters involved in political process (Orum & Dale, as cited in Dobratz, Wader & Bruzzel, 2012).

The researchers deemed it crucial for NSTP to raise the sense of civic responsibility of the Filipino youth. Therefore, this study aimed to determine the sense of civic responsibility of NSTP completers and non-completers of a University located in the province of Cavite, Philippines.

Scope and Limitations

This study aimed to determine the sense of civic responsibility of NSTP completers and non-completers as of July 2017. Respondents were comprised of randomly selected students in the dormitories, enrolled in the period of the inter-semester 2017 in a University setting. Sense of civic responsibility covered areas in the following: connection to the community, civic awareness, and civic efficacy.

Limitations in the conduct of this study include the following: respondents' perception on their sense of civic responsibility might have come from various reference points. These respondents could have been under different NSTP instructors with varying styles and levels of effectiveness. Therefore, the result of non-significance of the comparison between NSTP completers and non-completers could not be directly attributed to ascertain the quality of NSTP program offered. Another limitation could be the number of respondents involved in the study. This follows the assumption that the bigger the number of respondents, the more reliable the result would have been.

Review of the Literature

Citizenship entails the treatment of individuals as public figures, political beings who act on duties, obligations and responsibilities for the promotion of public good (De leon, 2005). While the concept describes good citizens as active participants of the affairs of his political community, in reality, many individuals merely sit it out in the sidelines, from the comfort of their living room as spectators than participants (Geer et al., 2005). Flanagan and Levine (2010) state that youth today, when compared to the previous generations, are less likely to exhibit many important characteristics of citizenship despite the fact that policy makers across the United States are working to provide young citizens the positive opportunities for civic participation.

A study from the Nation Conference of State Legislatures (2010) found that more young people between ages 18-24 did not understand the principles of citizenship, were disengaged in political process, lacked the knowledge necessary for effective government and had limited appreciation of democracy. This problem is not different from the Philippine experience, as to other democracies. According to the National Framework for Youth Development of UNESCO (2010), although young Filipinos in general felt they are adequately involved in decisions that affect their life at home and school, they severely lacked involvement and influence in the community and local affairs.

The National Youth Assessment (2010) found that insufficient funds for youth activities, lack of interest among youth people, and lack of education and understanding of their civic responsibilities are factors hindering youth participation in the Philippines.

The state recognizes the vital role of youth in nation building and shall promote and protect their moral, physical, spiritual and social well-being. It shall inculcate in the youth patriotism, and encourage their involvement in Public and Civic Affairs (Lazo, 2009, p.379).

Republic Act (RA) 9163, also known as National Service Training Program (NSTP) Act of 2001, was enacted in January 2002. Its guiding principles stipulated in Section 2 of RA 9163 "affirmed that it is the prime duty of the government to serve and protect its citizens". In recognizing the vital role of the youth in national building, the state shall promote their civic-consciousness and develop their physical, moral, spiritual, intellectual and social well-being. It shall inculcate in the youth patriotism and advance their involvement in public and civic affairs. With this, NSTP program is aimed at enhancing civic consciousness and defense preparedness in the youth by developing the ethic of service and patriotism while undergoing training.

The nation and the school share the same responsibility; the system of education should lay the foundation of the nation (Totten & Pedersen, 2006). The role of classroom culture should be better recognized as part of efforts to developed sense of civic responsibility among college students. As White (1952) suggested, education should "prepare students for the joy of service in this world, and for the joy of service in this world, and for the joy of greater service in the world to come" (p.13). There have been studies conducted investigating the implementation of NSTP program in the Philippines. Losabia and Gabriel (2015) analyzed the impact of participation in the service of learning component of NSTP. They found that students' level of participation in the community service component of the program was high, implying that these students gave their best in serving the identified communities. This finding supports

Yap and Pil's (2011) conclusion to a study done in Southern Philippines context. The study found NSTP program implementation and student development were significantly related. Further affirming these, another study (Balmeo, Falinchao, Biay, Ebes, Eclarino, & Lao-ang, 2015) emphasized that "NSTP courses are effective and they influenced the self-improvement, performance, community involvement, and demonstration of abilities and skills of the students to an extent" (p. 78). These studies show the vital role f NSTP in shaping future generations of servant leaders through the inculcation of civic consciousness and sense of social responsibility.

Theoretical Framework

This study is anchored on the following theories:

Paulo Freire's Critical Pedagogy. A form of popular education in Latin America, an adult education program evolving from village-based literacy work that assigns priority to a guide analysis of how ideology, power and influence specifically impact upon and disadvantage the immediate lives of illiterate learners. The educator assists them to learn to read in the process of planning and taking an active role in collective social action to effect change. For critical pedagogy, the critical learner, prototypically an illiterate rural peasant, not only comes to recognize justice, but upon his recognition, is expected to actively participate in the specific political or civic action required to change it. The processes and problems involved in taking informed, collective, political and civic action in a functioning democracy are seldom addressed in the literature of critical pedagogy (Illeris, 2009).

Social Learning Theory Lev Vygotsky. This theory opines that we learn through our interactions and communications with others. Vygotsky examined how our social environments influence the learning process. He suggested that learning takes place through the interaction's students have with their peers, teachers, and other experts. Consequently, teachers can create a learning environment that maximizes the learner's ability to interact with each other through discussion, collaboration,

and feedback. Moreover, Vygotsky (1962) argues that culture is the primary determining factor for knowledge construction. We learn through this cultural lens by interacting with others and following the rules, skills, and abilities shaped by our culture. Several studies have been conducted looking into the implementation and effect of NSTP program in some higher education institutions the Philippines. However, no particular study has yet been done in this university which aimed to determine the sense of civic responsibility of NSTP completers. Hence, this study sought to answer the following question:

1. What is the extent of respondents' sense of civic responsibility in terms of connection to the community, civic awareness, and civic efficacy?
2. Is there a significant difference in the respondents' sense of civic responsibility of when demographic profiles are considered such as age gender, college category, religion and family income?

Methodology

The purpose of this study was to determine the sense of civic responsibility of NSTP completers and non-completers at a university setting. Sense of civic responsibility comprised connection to the community, civic awareness, and civic efficacy.

Research Design

This quantitative study utilized a descriptive design. Creswell (2014) describes descriptive research as a specific research design that seeks to describe the current status of an identified variable. In this study, the variable being described is the sense of civic responsibility of NSTP completers and non-completers.

Participants, Sampling and Setting

Participants were students of a university. Respondents of the study were 204 randomly sampled students in the university enrolled in the period of inter-semester 2017. These students were staying in the dormitories, randomly chosen based on availability and willingness to the questionnaire.

Data Collection

Data were collected through administration of survey questionnaires to the randomly sampled students in the dormitories. The study made use of a self-constructed survey questionnaires, with items gleaned from various literatures on social responsibility and civic responsibility. The instrument has two parts: demographic profile and students' sense of civic responsibility. The sense of civic responsibility has three sub-variables, namely: connection to the community, civic awareness, and civic efficacy. The questionnaire employed four-Likert scale: 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly agree. With this, the verbal interpretation will be as follows: 3:01-4:00 = Very High, 2:01-3:00 = High, 1:01-2:00 = Low, 0.00-0.99 = Very Low.

The questionnaire was subjected to expert validation. Then with the help of research assistants, the questionnaires were administered in the students' dormitories to random students enrolled in the period of inter-semester 2017.

Data Analysis

The data gathered were encoded and were treated with SPSS. Frequency, percentage, mean, standard deviation, t-test and ANOVA were used as statistical treatments. The researcher ensured the ethical conduct of the study by keeping the data confidential, respondents anonymous and not inflicting physical or psychological harm.

Results

This section presents the demographic profile of the study respondents. Answers to the research questions for this study are also presented. Furthermore, the purpose of the study was addressed which was to determine the sense of civic responsibility of NSTP students in a university setting.

Demographic Profile of Respondents

The respondents of the study were 204 randomly sampled students in the university enrolled in the period of inter-semester 2017. Of 204, 167(82%) indicated to have already taken the NSTP courses as prescribed in the curriculum of every degree program; whereas 37 (18%) indicated they had not yet taken the said courses. As for the demographic profile of the respondents: 119 were male and 82 were female; 178 were Seventh-Day Adventists (SDAs) and 24 were non-SDAs; 4(2%) were 17 years old and younger, 68 (33%) were 18-19 years old, 65 (32%) were 20-21 years old; 32 (16%) were 22-23 years old; 23(11%) were 24-25 years old; and 12(6%) were more than 25 years old.

In terms of respondents' family income, 90 (44%) had an income of less than PhP10,000, 45(22%) had an income of PhP10,000-PhP20,000, 20(10%) had an income of PhP20,001-PhP30,000, 13(6%) had an income of PhP30,001-PhP40,000, only 6(3%) had an income of PhP40,001-PhP50,000 and lastly, 19(9%) had an income of PhP50,000 and above. As to the distribution of respondents in terms of college category, 14(7%) were from the College of Arts and Humanities (CAH), 74 (36%) from the college of Business (COB), 5(3%) from the college of Dentistry (COD), 35 (17%) from the College of Education (COE), 21 (10%) from the College of Health (COH), 10(5%) from the College of Nursing, 11(5%) from the College of Theology (COT), 31 (15%) from the College of Science and Technology (CST). These data show that the bulk of the respondents came from COB, COE, and CST. In addition, Figure 1 shows the distribution of percentage to the four colleges with the biggest number of respondents who participated in the study.

Figure 1. Distribution of four colleges with the biggest number of respondents

Connection to the Community

The result in Table 1 shows the extent of respondents' sense of civic responsibility in terms of connection to the community. The overall mean of 3.02 indicates that the respondents had a very high sense of civic responsibility in terms of connection to the community. The item that garnered the highest mean was item 8 which states, "I want to be connected to my community". However, item 7 had the lowest mean of 2.66 which states, "I have communication with the leaders of my community".

Table 1

Respondents' Sense of Civic Responsibility in terms of Connection to the Community

Connection to the Community	Mean	SD
I want to be connected to my community.	3.25	.655
I want to know what I can do for the betterment of my community.	3.20	.583
I have a desire to get involved in my community.	3.19	.652
I feel I need to have a sense of volunteerism towards my community.	3.14	.636
I benefit emotionally from contributing to my community, even if it is a hard and challenging work.	3.03	.592
I feel a personal obligation to contribute in some way to my community.	3.10	.660
I feel a sense of belongingness in my community.	2.99	.696
I have a strong and personal attachment to a particular community.	2.97	.646
I have a lot of personal contact with people in my community.	2.75	.725
I have communication with the leaders of my community.	2.66	.715
Connection to the Community	3.02	

It can be observed that the items with the highest and lowest means are interrelated. Respondents indicating that they wanted to be connected to their respective communities did not necessarily mean that they were actually connected. Coincidentally, their lowest mean was on whether or not they had communication with the leaders of their community. If they had communication, it would mean that they had an actual connection to their community. This finding is supported by Flanagan and Levine (2010) stating that the youth today, when compared to the previous generation, are less likely to exhibit many important characteristics of citizenship despite the fact that policy makers across the United States are working to provide young citizens the positive opportunities for civic participation. In the Philippine context, some studies show students' willingness and openness for development and preparedness to contribute for nation building (Losabia & Gabriel, 2015; Yap & Pil, 2015); much more when there are varied opportunities to make an impact to the community.

Civic Awareness

The respondents' sense of civic responsibility in terms of civic awareness as presented in Table 2 was very high (M= 3.10). Item 5, "Helping other people is something that I am personally responsible for," garnered the highest mean of 3.26 which indicates that the respondents felt accountable to help their fellowmen. Helping may be in various forms. The item with the second highest mean of 3.19 states, "It is my responsibility to help improve my community" which affirms the aforementioned item with the highest mean. Two items share in the lowest spot with a mean of 2.99. These are "It is easy for me to put aside my self-interest in favor of a greater good" and "becoming involved in political or social issues is a good way to improve the community". This finding suggests that the respondents were not very willing to put aside self-interest for the good of the majority.

Moreover, the mean of the item on involvement with political or social issues as means of improving sense of community also shows respondents' seemingly lack of political and social involvement. This may call for the fortification of civic education which may be explicit or implicit in school curriculum. Teaching students to be active participants is an important role of education (Groundwater-Smith et al., 2010). No one will argue that the state should set its attention above all to the education of the youth; that the neglect of education does harm to the nation. Greater education may increase people's cognitive skills, including their understanding of politics. It may improve their political participation in part because it enhances their sense of civic responsibility and helps them understand matters involved in political process (Orum & Dale, as cited in Dobratz, Wader & Bruzzel, 2012).

Table 2
Respondents' sense of Civic Responsibility in Terms of Civic Awareness

Civic Awareness	Mean	SD
Helping other people is something that I am personally responsible for.	3.26	.674
It is my responsibility to help improve the community.	3.19	.658
I am aware of the important needs in the community.	3.16	.650
Being concerned about state and local issues is an important responsibility for everybody.	3.16	.627
Being actively involved in community issues is everyone's responsibility, including mine.	3.11	.623
I am aware of what can be done to meet the important needs in the community.	3.10	.639
I understand how political and social policies or issues affect members in the community.	3.04	.666
I often discuss and think about how political, social, local, or national issues affect the community.	3.01	.721
It is easy for me to put aside my self interest in favor of a greater good.	2.99	.695
Becoming involved in political or social issues is a good way to improve the community.	2.99	.651
Civic Awareness	3.10	

Civic Awareness	Mean	SD
1. I often discuss and think about how political, social, local, or national issues affect the community.	3.01	.721
2. It is my responsibility to help improve the community.	3.19	.658
3. I am aware of the important needs in the community.	3.16	.650
4. I am aware of what can be done to meet the important needs in the community.	3.10	.639
5. Helping other people is something that I am personally responsible for.	3.26	.674
6. It is easy for me to put aside my self interest in favor of a greater good.	2.99	.695
7. Becoming involved in political or social issues is a good way to improve the community.	2.99	.651
8. Being concerned about state and local issues is an important responsibility for everybody.	3.16	.627
9. Being actively involved in community issues is everyone's responsibility, including mine.	3.11	.623
10. I understand how political and social policies or issues affect members in the community.	3.04	.666
Civic Awareness	3.10	

Civic Efficacy

Table 3 shows the results of respondents' sense of civic responsibility in terms of civic efficacy. The overall mean of 2.92 indicates that the respondents' civic efficacy was high. For this particular sub-variable item 7 garnered the highest mean of 3.07 and it pertains to the respondents' belief in making a difference in the community. In this same set, the lowest mean of 2.88 pertained to items 3 and 5: "I feel I have the power to make a difference in the community" and "I participated in activities that help to improve the community, even if I am new to them." This refers to the seemingly low self-efficacy of the respondents as to what they can do to shape the community they live in. Even their participation was somewhat limited.

This finding is affirmed by De Leon's (2005) thoughts on the value of one's citizenship- which treats individuals as public figures, political beings who act on duties, obligations and responsibilities for the promotion of public good. While the concept describes good citizens as active participants of the affairs of his political community, in reality, many individuals merely sit it out in the sidelines, from the comfort of their living room as spectators than participants (Geer et al., 2005).

In addition, Flanagan and Levine (2010) state that youth today, when compared to the previous generations, are less likely to exhibit many important characteristics of citizenship despite the fact that policy makers across the United States are working to provide young citizens the positive opportunities for civic participation.

Table 3
Respondents' Sense of Civic Responsibility in Terms of Civic Efficacy

Civic Awareness	Mean	SD
I try to find time or a way to make a positive difference in the community.	3.08	.634
I believe that I can make a difference in the community.	3.07	.586
I am or plan to become actively involved in issues that positively affect the community.	3.02	.617
I try to encourage others to participate in the community.	2.97	.659
I believe that I can have enough influence to impact community decisions.	2.96	.644
I feel I have the power to make a difference in the community.	2.88	.696
I participate in activities that help to improve the community, even if I am new to them.	2.88	.651
Providing service to the community is something I prefer to let others do.	2.83	.726
I participate in political or social causes in order to improve the community.	2.77	.714
I often try to act on solutions that address political, social, local, or national problems in the community.	2.77	.666
Civic Efficacy	2.92	

Civic Awareness	Mean	SD
1. I participate in political or social causes in order to improve the community.	2.77	.714
2. Providing service to the community is something I prefer to let others do.	2.83	.726
3. I feel I have the power to make a difference in the community.	2.88	.696
4. I often try to act on solutions that address political, social, local, or national problems in the community.	2.77	.666
5. I participate in activities that help to improve the community, even if I am new to them.	2.88	.651
6. I try to encourage others to participate in the community.	2.97	.659
7. I believe that I can make a difference in the community.	3.07	.586
8. I believe that I can have enough influence to impact community decisions.	2.96	.644
9. I am or plan to become actively involved in issues that positively affect the community.	3.02	.617
10. I try to find time or a way to make a positive difference in the community.	3.08	.634
Civic Efficacy	2.92	

Respondents' Sense of Civic responsibility Considering the Demographic Variables

There were no significant differences in the respondents' sense of civic responsibility when demographic profiles were considered such as age, gender, college category, religion and family income.

Sense of Civic Responsibility Between NSTP Completers and Non-Completers

The comparisons between NSTP completers and non-completers were not significant considering all the sub-variables of the sense of civic responsibility: connection to the community, civic awareness, and civic efficacy.

Conclusion

The data gathered from among the randomly sampled respondents formed the extent of sense of civic responsibility of those who had and had not yet completed the NSTP program as part of every degree program curriculum offered by the university. Findings show that the respondents had very high sense of civic responsibility in terms of connection to the community and civic awareness. However, in terms of civic efficacy, they had yielded a high sense of civic responsibility. This could be attributed to their sense of preparedness, further implying that they were willing to participate and make a difference in their respective communities, but they could have felt unprepared or unequipped to do such. Furthermore, the finding on no significant difference in the respondents' sense of civic responsibility demographic profiles were considered is a bit surprising. It is assumed that perhaps if the sample size was bigger than the actual, significant differences could have been noted. Another unexpected finding is the non-significance of comparison between NSTP completers and non-completers. This implies that the respondents' sense of civic responsibility was of the same extent, whether or not they had taken NSTP.

Based from the findings and conclusion of the study, it is recommended that the NSTP department conduct an isolated study, particularly a quasi-experimental determining the impact of an NSTP program under one instructor. A pre-intervention and post-intervention questionnaire can be administered. Then compare the results. Another recommendation is for the administration to further look into how the opportunities of NSTP program can be maximized in order to foster sense of civic consciousness and responsibility among the youth.

References

Balmeo, M., Falinchao, J., Biay, K. K., Ebes, J. K., Eclarino, J., & Lao-ang, I. G. (2015). *The effects of NSTP on the lives of St. Louis University*. https://files.eric.ed.gov/fulltext/EJ1100611.pdf

Campbell, D. (2009). Measuring the effects of education on health and civic engagement. *Proceedings of the Copenhagen Symposon, Organization for Economic Cooperation and Development.*

Candelaria. A. R. (2012). *Poor education as a threat to security.* http://www.philippine.basic.education/Philbasiceducation.blogspot.com/2012/poor.educatation.as.threat.to.security.html

De Leon, H. (2005). Philippine constitution. Quezon City, Philippines: Rex Book store. Denby, R. A. (2011). *The impact of service learning on students' sense of civic responsibility.* University of Western Ontario.

Diamante, R. (2000). *Citizenship education program and its relationship to the political socialization of students.* Unpublished Thesis, Adventist University of the Philippines.

Geer, M. (2005). *Policy, practices and politics in teacher education.* Corvin Press.

Gottieb, K., & Robinson, G. (2014). *A practical guide for integrating civic responsibility in the curriculum.* American Association of Community College Press.

Groundwater-Smith S., Ewing R., Le Cornu, R. (2010). *Teaching dilemmas* (3rd ed.). Thomson Learning.

Losabia, K., & Gabriel, C. (2015). *An analysis of the impact of participation in the National Service Training Program II.* http://Ipulaguna.edu.ph/wp-content/uploads/2016/08/An-Analysis-Of-The-Impact-Of-Participation-Inthe-Nstp-Ii.pdf

Nelson, J. L. (2000). *Critical issues in education, dialogues and dialectics.* McGraw Hill.

Scapp, R. (2003). *Teaching values, critical perspective on education, politics and culture*. London, UK: Routledge.

Smith, A., Fountain, S., & Mc Lean, H. (2012). *Civic education in primary and secondary schools in the republic of Serbia.* http://www.civice954k.%educ.scho985.serbia

Thornton, C. (2006). *Civic responsibility and research universities, ideology, culture and action.* North Carolina State University

Totten, S., & Pedersen, J. (2013). *Addressing Social issues in the classroom and beyond: Pedagogical efforts of pioneers in the field*. Information Age Publishing.

Yap, J. J., & Pil, G. (2011). *Extent of implementation of the National Service Training Program-Civic Welfare Training Service on student development in Davao Doctors College*. http://ejournals.ph/article.php?id=1945

Study on Customer Satisfaction with Physical Facilities of Adventist University of the Philippines

Rex B. Pueblo, Lelanie M. Malala, Joel P. Jumalon, Natividad D. Estapon

Abstract

This study was conducted to examine the customer satisfaction rate for the quality of the Adventist University of the Philippines' physical facilities including the university campus, laboratories, public restrooms, and dormitories. Descriptive survey design was utilized through self-constructed questionnaire. There were 96 purposively-sampled respondents. The results highlighted the respondents' level of satisfaction for each physical facility. The respondents were seemingly satisfied with their experienced with the different facets of the university, since the general rates given were good and very good. The renovation and maintenance of the comfort rooms, upgrading of the other university facilities, and the construction of classrooms and buildings are some of the aspects are recommended to be prioritized.

Keywords: *customer satisfaction, physical facilities*

In any institution, customer satisfaction is a vital factor that contributes to its length of service. Customers' voice regarding products and service can either be detrimental or beneficial to a certain company, business or institution. According to Cambridge Online Dictionary, satisfaction is the condition of having a desire or need fulfilled. Customer satisfaction is an important measure to determine how successful an organization will be in customer relationships (Fecikova, 2004). The more the customer is satisfied with the facilities, goods and service offered to him or her, the longer he or she will use the facilities, will purchase the goods, and will acquire the services. Customer satisfaction can be reciprocated with customer loyalty and trust (Yildiz, 2017).

The quality of the physical facilities of an institution has an effect to customer satisfaction. Thus, satisfaction surveys with the physical facilities should always be the top priority of any institution. According to Banning, Clemons, Mckelfresh, and Gibbs (2010), when it comes to learning facilities, environmental variables that can affect the learning outcomes of students can also be physical. Abdullahi, Wan Yusoff, and Gwamma (2017) even reinforced the aforementioned

statement by claiming that physical facilities have an important role to ensure the quality of teaching and learning process with respect to achieving quality education. Schneider (2002) corresponded through a comprehensive review that spatial configurations, noise, heat, cold, light, and air quality affect the students' and teachers' academic performance.

A number of researches have found out that school's physical facilities can have a profound impact in the retention of both teachers and students (Pennstate, 2015). "Infrastructure is the fastest growing segment of the higher education scenario" (Janardhana & Rajasekhar, 2012, p. 53). The American environmentalist David Orr noted that "the curriculum embedded in any building instructs as fully and as powerfully as any course taught in it" (1999, p.212). The aforesaid statements imply the importance of the quality of the physical facilities in learning institutions. The campus' physical environment affects how students move through space, how they mingle with friends on campus, and how they feel in the space (Zandvliet & Broekhuizen, 2017). If both teachers and students feel comfortable in the physical environment of a learning institution, teaching and learning capabilities can be optimized.

Academic institutions' assessment of the facility performance has become a matter of concern and interest around the globe since it is associated with the student's performance either directly or indirectly (Vidalakis et al., 2013; Uline & Tschannen-Moran, 2008). Students' perceptions of institutional support seem to reinforce positive learning outcomes (Fish, Gefen, Kaczetow, Winograd, & Futtersak-Goldberg, 2015). Thus, the main objective of this study was to examine customer satisfaction towards the quality of the physical facilities of the Adventist University of the Philippines (AUP). The physical facilities evaluated by the customer were focused on the university campus, buildings, classrooms' laboratory facilities, public restrooms, and the dormitories.

Methodology

This study utilized the descriptive survey design which used a self-constructed questionnaire. The questionnaire was administered among 96 purposively-sampled respondents who are students (62.5%), faculty (7.3%), and staff (17.7%). All of these respondents have availed the services of the university's physical facilities department. The following 5-point Likert type scale was used in this survey: Poor, Fair, Good, Very Good, and Excellent. The questionnaire was administered during the school year 2017-2017. Confidentiality was assured to the respondents. The statistical analysis included the mean, standard deviation, frequencies, and percentages.

Results

Colleges and universities are massively investing on the development, improvement, and renovation of campus amenities and facilities. Some of which are built for the non-academic side of campus life to ensure a more comfortable stay for both teachers and students (Bady, 2013, par. 1; Rullran, 2018, par. 1). Physical facilities are intentionally designed to look desirable and appealing to customers. Since these are made for the benefit of the customers, their satisfaction should be considered. In connection, the research results generated among the customers of AUP were able to highlight their level of satisfaction of the physical facilities. The results showed that the customers' satisfaction varies depending on the kind of experience that they had in using the different amenities and facilities on campus.

Table 1 shows the satisfaction rate given to the University Campus which includes the landscaping, roads, path walks, drainage, parking area, street lights, signage(s), traffic management, and sports and facilities. Based on the results in Table 1, the university campus is rated good in all its indicators. The highest rating was given to the landscaping which made it one of the best showcases of AUP, while the lowest rating was garnered by the drainage.

Table 1

Satisfaction with University Campus

	Mean	SD	VI
1. Landscaping	3.46	.994	Good
2. Roads	3.07	1.059	Good
3. Path walks	3.28	.891	Good
4. Drainage	2.99	.968	Good
5. Parking Area	3.31	.825	Good
6. Street lights	3.11	.950	Good
7. Signage(s)	3.31	.880	Good
8. Traffic management	3.35	.951	Good
9. Sports and facilities	3.42	1.048	Good

Table 2 shows the satisfaction rate given to the different buildings inside the university which includes the buildings' structure/design, hallways, entrance/exit, stairs, doors, and windows, and amenities. In this table, the structure/design, hallways, and entrance/exit are rated very good by the customers. Stairs, doors, and windows, and amenities are rated good. This result only confirmed what physical facilities the customers had seen around the University campus.

Table 2
Satisfaction with buildings

	Mean	SD	VI
1. Structure/design	3.57	.836	Very Good
2. Hallways	3.58	.842	Very Good
3. Entrance/Exit	3.51	.858	Very Good
4. Stairs	3.46	.796	Good
5. Door and windows	3.33	.856	Good
6. Amenities	3.36	.810	Good

Table 3 shows the satisfaction rate given to the classrooms inside the university which includes the lights, ventilation, space and amenities in the classrooms. The result in Table 3 reveals that the lights and space are rated very good. The ventilation and amenities are rated good. The rating on ventilation seemed interesting, maybe for reason that the classrooms are not air-conditioned. However, air-conditioner might not be often necessary since the environment has a cool and fresh ambiance already.

Table 3
Satisfaction with Classrooms

	Mean	SD	VI
1. Lights	3.66	.829	Very Good
2. Ventilation	3.47	.896	Good
3. Space	3.59	.918	Very Good
4. Amenities	3.54	.913	Good

Table 4 shows satisfaction rate given to the laboratory facilities including the space, safety measures, ventilation, lighting, and equipment. Based on the result, among all the five facilities, the lighting in the laboratory is the only one rated very good while the other four laboratory facilities are all rated good.

Table 4
Satisfaction with Laboratory Facilities

	Mean	SD	VI
1. Space	3.43	.843	Good
2. Safety measures	3.47	.782	Good
3. Ventilation	3.33	.780	Good
4. Lighting	3.53	.903	Very Good
5. Equipment	3.44	.957	Good

Table 5 shows the satisfaction rate given to the public restrooms on campus. The public restrooms were rated in terms of accessibilities, hardware, and water supply. These facilities were all rated good by the respondents.

Table 5
Satisfaction with public restrooms

	Mean	SD	VI
1. Accessibility	3.31	.951	Good
2. Hardware amenities	3.31	.834	Good
3. Water supply	3.71	.978	Good

AUP is a boarding school with men's and ladies' dormitories. Table 6 shows the satisfaction rate given to the facilities and services provided by the dormitories which include the room space, room amenities, comfort rooms, laundry, fire safety, entrance/exit, windows and common access. The result revealed that the dormitories are given a rating of good in all the facilities and services associated to it. Fire safety has the highest rating (3.29) and comfort rooms have the lowest rating (2.66). This means that the Physical Facilities Department should give top priority to the improvement of the comfort rooms among all the physical facilities of the university.

Table 6
Satisfaction with Dormitories

	Mean	SD	VI
1. Room space	3.00	.986	Good
2. Room amenities	2.90	1.002	Good
3. Confort rooms	2.66	1.030	Good
4. Laundry	2.81	.952	Good
5. Fire safety	3.29	.895	Good
6. Entrance/Exit	3.26	1.014	Good
7. Windows	2.89	1.008	Good
8. Common access	3.18	.977	Good

Table 7 sums up all the results from the five categories namely: campus, buildings, classrooms, restrooms, and dormitories. The overall rating for the facilities under the university campus, buildings, restrooms and dormitory are rated good while the classrooms category is given the rating of very good.

Table 7
Satisfaction by Specific Areas in AUP

	Mean	SD	VI
Campus	3.26	.76	Good
Buildings	3.47	.72	Good
Classrooms	3.56	.82	Very Good
Restrooms	3.44	.79	Good
Dormitory	2.99	.78	Good

The respondents further revealed in Table 8 that they are satisfied with their experiences at the Facilities Development Office and the Facilities Maintenance Management. The overall mean of 3.84 for the experience satisfaction with the Facilities Development Office and 3.77 for the experience satisfaction with the Facilities Maintenance Management proved that claim.

Table 8
Over-all Satisfaction of the Facilities

	Mean	SD
How satisfied are you with your experience at Facilities Development Office?	3.84	.802
How satisfied are you with your experience at Facilities Maintenance Management?	3.77	.716

The physical and emotional health of faculty and students depend on the quality of the physical location, hence, proving the relationship of the facilities in their academic and social growth (Woolner, Clark, Laing, Thomas, & Tiplady, 2012). Although most campus buildings were built for academic reasons, some facilities are intended to develop the physiological, social and other needs of students, faculty, and even visitors. One of the responsibilities of an institution is to invest in the development, improvement, and renovation of its physical facilities (Cellini, Ferreira, & Rothstein, 2010). Facilities of good quality are beneficial to both the institution and the customers.

Conclusion

With regards to the consideration of the physical facilities on campus, many researchers generally concluded that it is difficult to attend to the complex needs of a large number of students if facilities and amenities are inadequate (Pennstate, 2015). In that event, this survey concluded that AUP's Physical Facilities Department was doing a competitive job in assisting AUP to be an effective institution since the facilities were rated good and very good. Further, the respondents were also satisfied with their experiences at the Facilities Development Office and their experiences with the Facilities Maintenance Management. However, there are still rooms for improvement which the department should consider.

Recommendations

Improved physical facilities bring positive ambiance to learners thus making them achieve more (ScottMcGowen, 2018). On the other hand, poor quality buildings, facilities and amenities decrease customer retention. Since customer satisfaction is the most important goal of institutions, investing on rewarding facilities should not be overlooked. After analyzing the data gathered from all the respondents, the researchers came up with some recommendations. The renovation and maintenance of the comfort rooms, upgrading of the other university facilities, and the construction of classrooms and buildings are some of the aspects that should be given the utmost priority. They play an important part for AUP's becoming a leading university in the Asia Pacific Region.

References

Abdullahi, I., Wan Yusoff, W., Gwamna, E. (2017). A review of physical and non-physical facilities performance on student satisfaction in Northern Nigerian Universities. The Social Sciences, 12(4), 600-608. http://docsdrive.com/pdfs/medwelljournals/science/2017/600-608.pdf

Bady, S. (January 2013). Trends report: new facilities enhance the quality of campus life. https://www.bdcnetwork.com/trends-report-new-facilities-enhance-quality-campus-life

Banning, J. H., Clemons, S., Mckelfresh, D. & Gibbs, R. W. (2010). Special places for Students: Third place and restorative place. *College Students Journal, 44*, 906-912.

Cellini, S. R., Ferreira, F. & Rothstein, J. (2010). The value of school facility investments: Evidence from a dynamic regression discontinuity design. *The Quarterly Journal of Economics, 125*(1), 215-261. https://doi.org/10.1162/qjec.2010.125.1.215

Fecikova, I. (2004). An index method for measurement of customer satisfaction. *The TQM Magazine, 16*(1), 57-66.

Fish, M. C., Gefen, D. R., Kaczetow, W., Winograd, G., & Futtersak-Goldberg, R. (August 14, 2015). *Development and validation of the collage campus environment scale (CCES): Promoting positive collage experiences*. http://0-eds.b.ebscohost.com.catalog.Ilu.edu/eds/pdfviewer/pdfviewer?vid=1&sid=dc996789-1219-4a69-8867-cd8441534fbc%40sessionmgr104

Janardhana, G. & Rajasekhar, M. (2012). Customer Satisfaction versus Infrastructural Facilities in the Realm of Higher Education—A Case Study of Sri Venkateshwara University Tirupati. *Journal on Educational Psychology, 6*(1), 53-68. http://0-eds.a.ebscohost.com.catalog.Ilu.edu/eds/detail/detail?vid=0&sid=79432b18-fa25-4755-8722-e36509952d08%40session mgr4010&bdata=JnNpdGU9ZWRzL WxpdmUmc2NvcGU9c210ZQ%3d%3d#AN=EJ1102294&db=eric

Orr, D. (1999). Architecture as pedagogy. In C. Kibert (Ed.), *Learning spaces* (pp. 13. 1-13. 11). https://books.google.com.ph/books?hl=en&lr=&id=G9R I3WczEVMC&oi=fnd&pg=PA212&ots=8_26Cuxaoo&sig=43WGSQ zeTI4Y7oogEZfGByBEV-E&redir_esc=y#v=onepage&q&f=false

Pennstate (2015). *The importance of school facilities in improving student outcomes*. Evaluation and Education Policy Analysis. Center for Evaluation and Education Policy Analysis, College of Education, Pennsylvania State University: Pennsylvania.

Rullran, L. (January 2018). *Lazy rivers and learning*. Inside Higher Ed. https://www.insidehighered.com/views/2018/01/17/improving-value-campus-facilities-opinion

Satisfaction. Cambridge online dictionary. https://dictionary.cambridge.org/us/dictionary/english/satisfaction

Schneider, M. (2002). *Do school facilities affect academic outcomes?* ERIC.

Scott McGowen, Robert. (2018). *The impact of school facilities on student achievement, attendance, behavior, completion rate and teacher turnover rate in selected Texas High schools.*

Uline, C. & Tschannen-Moran, M. (2008). The walls speak: the interplay of quality facilities, school climate, and student achievement. *Journal of Educational Administration,* 55-73.

Vidalakis, C. M., M. Sun, & Papa, A. (2013). The quality and value of higher education facilities: A comparative study. *Facilities*, 31, 489-504.

Woolner, P., Clark, J., Laing, K., Thomas, u., & Tiplady, L. (2012). *Children, Youth, and Environment Journals*. http://www.colorado.edu/journals/cye/index_issues.htm

Yildiz, E. (2017). Effects of service quality on consumer satisfaction, trust, customer loyalty, and word of mouth: an application on cargo companies in gumushane. *Global Journal of Economics and Business Studies, 6*(12), 81-88.

Zandvliet, D. & Broekhuizen, A. (July, 2017). Spaces for learning: development and validation of the school physical and campus environment survey. *Learning Environments Research, 20*(2), 175-187. https://0-link-springer -com.catalog.Ilu.edu/article/10.1007 %2Fs10984-017-9228-y

Customer Satisfaction of the Public Safety Department of the Adventist University of the Philippines

Jolly S. Balila, Andres L. Burce, Danilo T. Estapon, Rogelio R. Baret

Abstract

This survey was conducted to determine the customer satisfaction of the public safety department of the Adventist University of the Philippines (AUP). Descriptive method was materialized through survey questionnaires distributed among 206 respondents all of which are students, faculty, staff and visitors from AUP, chosen through convenient sampling. The researchers delved into the reality of the university's public security services and came up with eight indicators that determine customer satisfaction. Among the eight are the consistency in implementing safety and security, attitude, grooming, work efficiency/ speed, knowledge of the job, communication skills, helpfulness, and contract adherence. Four behavioral themes were categorized as consistency, fairness, meanness, and promptness which were generated from the content analysis. The result showed that AUP's Public Safety Department provides: a Satisfactory performance in the implementation of the general responsibilities and in their attitude; a Very satisfaction service on ensuring the security and safety in the main gate; and a satisfactory rating for ensuring security and safety in the parking lot. Furthermore, the researchers recommend that the Public Safety Department be reoriented of its staff's job description; that the guards on duty should impartially implement the regulations to everyone under their jurisdiction; that guards on night duties should wear vests that can make them distinguishable among students, faculty, staff, and vistors; and implement that one-way rule to avoid accidents.

Keywords: *customer satisfaction, safety and security, consistency, contract adherence*

Results of events on campus that cause harassment, harm, and even death made it common to found talks concerning the institutions' stand on the safety precautions to mitigate the aftermath of incidents. Just like any other, in higher education institutions (HEIs), protection for the people, specifically, students, faculty, staff, and other clients, among universities is still relevant (Owusu & Abnory, 2016). Campus safety and security remains a prominent concern being faced by educational institutions (Williams, LePere-Schloop, Silk, & Hebdon, 2015).

Safety is a condition wherein one is safe from harm. According to Cambridge Online Dictionary, safety is the sate of being protected from danger or harm. It simply means a harmless circumstance and surety of freedom from any hazard, loss, injury, and the likes, intentionally or unintentionally (Brown & Andy, 2007).

A safe campus and environment for students, faculty and staff, families, and visitors is a prerogative of colleges and different institutions (National Association of Independent Colleges and Universities [NAICU], 2016, par.1). On campus safety, according to Volkwein, Szelest, and Lizottet (as cited by Flannery & Quinn-Leering, 2000), claimed that universities are safe academic setting. However, they mentioned that the violent crime rates among communities where universities are located are ten times higher than that within campuses. In contrast, there are still many university students who experience hostile behavior as victims, offenders, or even both (Flannery & Quinn-Leering, 2000).

The HEIs are faced with numerous challenges in their effort to provide a safe campus. The university premises have been known as harbor for students. Here is where

parents send off their children to further educational and improve social experiences to become self-sufficient citizens. Parents expect their children to experience a safe school environment (Carrico, 2016). No parent wants to send his or her child to a danger-prone campus. However, university campuses are unique communities prone to different kinds of threat, both academically and residentially (Lachlan, Spence, & McIntyre, 2016, p.95).

According to Kaplin & Lee (2009, pp. 23-49), as cited by Miller and Sorochty (2015), the principles administered in private institutions relate to the so-called contract law, which is a set of rules and regulations relating to the relationship of the private institution to its students. Hence, the rules and regulations being implemented in the Adventist University of the Philippines (AUP) were based on the student manual which was approved by the administration. The school administrators provide the manpower services to oversee the security and safety of the students, faculty, staff, and visitors. In connection with this, the performance of the department who provides the services must be regularly evaluated. However, there was no study conducted in the past to evaluate the satisfaction of the campus residents. Due to the limited number of researches conducted locally regarding the experiences of the university students on safety and security drive the researchers to pursue this study. Thus, this survey was conducted to determine the customer satisfaction of the public safety department of the AUP.

Methodology

Descriptive method was used to determine the customer satisfaction of AUP campus residents particularly students, teachers, staff, and visitors using survey questionnaire. There were 206 respondents in this study. The convenience sampling was used in the study in choosing respondents until the preferred number is met. The samples consisted of faculty / staff (17.8%), in-campus students (58.4%), off-campus students (21.8%), parents (1%),

and visitors (1%). Of the 206 respondents, 25.2% are males, 62.1% are females, and the 12.6% did not indicate their gender.

The survey questionnaire was subdivided into two: (a) the general responsibilities and attitude of the security and safety personnel, and (b) the security and safety of the different location in AUP. The ratings to describe the services rendered by the public safety were the following: outstanding (5), Very satisfactory (4), Satisfactory (3), Fair (2), and Poor (1). The customers were also provided an open space for them to write some additional comments of their perception of the services of the Public Safety Department. The data were analyzed using frequency, percentages, mean, and standard deviation. The qualitative data from the customers were content analyzed.

Results and Discussion

Eight indicators were identified to determine the satisfaction level of the students, faculty, staff, and visitors to the services of the public safety department. Tables 1 and 2 describe the result of the survey. The tables reveal in the result that the Public Safety Department received an overall rating of 3.38 (SD= .92) from the respondents on the general services and attitude. This result implies that the respondents are only satisfied with performance of the Public Safety Department on the consistency in implementing safety and security, attitude (courtesy, politeness, tactfulness), grooming (overall appearance), work efficiency/speed, knowledge of the job, communication skills, helpfulness, and on their adherence to contract. Negative attitude impacts the workplace (Morley, n.d.). It escalates and could affect not only the people but the institution itself. To continually grow a successful institution, consistency in providing good quality service, reinforced by positive attitude, is the key. One's attitude serves as a magnet to his or her existing and potential customers, faculty, staff, and visitors (Pirouz, 2015, par. 5).

Table 1
Descriptive Results on General Responsibilities and Attitude

	Mean	SD	VI
1. Consistency in implementing safety and security	3.36	1.13	Satisfactory
2. Attitude (Courtesy, politeness, tactfulness)	3.29	1.10	Satisfactory
3. Grooming (Overall appearance)	3.71	1.06	Satisfactory
4. Work efficiency/speed (Ability to respond)	3.36	1.04	Satisfactory
5. Knowledge of the job	3.33	1.06	Satisfactory
6. Communication Skills	3.20	1.04	Satisfactory
7. Helpfulness	3.42	1.10	Satisfactory
8. Adherence to contract	3. 29	1.02	Satisfactory
Overall Satisfaction of the General Responsibilities and Attitude	3.38	0.91	Satisfactory

Four behavioral themes in the evaluation of the Public Safety Department were generated from the content analysis based on the open-ended responses. These were categorized as consistency, fairness, meanness, and promptness.

Consistency. Consistency is a key ingredient to succeed in all of life's aspects (James, n.d., par. 1). In the case of AUP's Public Security Department, consistency is their underpinning strategy to have a harmonious relationship with all their customers. The Public Security Personnel are perceived to be inconsistent in the implementation of their rules and policies. Olandrewaju (2017) stressed that the inconsistency or instability of policies ruins education and the development of the whole country. Hence, if the regulations and policies are inconsistently implemented, the students' view about school rules and regulations will be negative.

As a result of the survey conducted at AUP, it was observed by the respondents that warning is not provided before the implementation of rules on giving infraction in not wearing of IDs, and in wearing short uniforms and other short dresses for the ladies.

Public Security Personnel are also perceived to be very restrictive in dealing with Filipinos and are more lenient and/or they give more favor to international students. Moreover, it is observed that there are guards who do not follow the rules they are implementing to the students. The verbatim statements from the respondents are stated as follows:

"Please be consistent in implementing. Give announcement/warnings before giving infractions."

"Please be consistent and fair. Please work on communication. Encouragement vs. negativity."

"Please be consistent and fair. Please don't choose who you're going to give infractions."

"Please improve your job and be consistent."

"Sana naman next time pag naghuli kayo, siguraduhin niyo muna na mismong worker nyo or student guard nagsusuot ng ID. Thank you and God bless."

(I hope that the next time you charge someone of infraction, make sure that your worker or the student guard is wearing ID. Thank you and God bless.)

"Implementing of your rules and regulations are not accurate your rules and regulation is seasonal."

"Discipline yourself first before other I know na di naman lahat. Be a good example to others. Huwag pasaway. Then be fair lalo na sa panghuhuli ng nagsusuot ng maiiksing short mga Pilipino hinuhuli nio pero ung foreigner takot kayo."

(Discipline yourself first before you discipline others. I know that not all are the same. Be a good example to others. Don't be stubborn. Be fair especially when giving infractions when wearing short shorts. You're giving infractions to Filipinos but you're scared to give infractions to foreigners.)

"Needs consistency in implementing rules and regulations."

"Hoping for the rules and regulations be consistency applied to everyone."

Success is not only based on what the institution can offer but also how the institutions deals with its customers (Brown, 2017). Building relationship through impartiality and consistency is one of the primary considerations that an institution must give regard to. However, the verbatim statements from the respondents confirmed the inconsistent implementation of the universities policies under the jurisdiction of the Public Security Department of AUP.

Fairness. Fair procedures are imperative to the authority of decisions, policies, and regulations parallel to an individual's acceptance of those decisions, policies, and regulations. Evident fairness is an extensive component in maintaining satisfactory relationships with customers or clients (Aggarwal & Larrick, 2012). Thus, corrective sanctions should be universally practiced in an institution regardless of an individual's race, position, social status or gender. Rules need to be implemented impartially. When principles of fairness are implemented ineffectively, or not implemented at all, confidence in an institution may decrease. People within a learning institution, especially the students, may feel uncomfortable and might soon withdraw their commitment to impartial institutions. They may even be defiant and create their own institutions or organizations (Maiese & Burgess, 2017). In the case of the AUP's Public Safety Department, it is perceived to be unfair in the implementation of the rules to the respondents. The following are the actual statements from the respondents:

> *"They're not fair! They're using their superiority to take advantage of people [sic]."*
> *"Please be fair to everyone."*
> *"Be fair to everyone. Always smile, don't frown."*
> *"Unfair."*
> *"Unfair in treating students. They let the students go out when without gate pass especially their friends and beautiful ladies [sic]."*
> *"Bastos minsan (sometimes rude), they whistle sometimes when they see sexy ladies. Not smiling!!!"*
> *"Arrogant, they are not giving blue card to those sexy chicks (wearing short shorts) and beautiful ladies, late response, annoying, giving blue cards wrong timing [sic]."*
> *"Don't be bias sometimes."*
> *"Be considerate po. Consider fairness to everyone." (Be considerate. Consider fairness to everyone.)*

Samaha, Palmatier, and Dant (2011) claimed that unfairness can negatively affect a relationship in various ways. The verbatim statements above verified that unfair treatment to students, faculty, staff, and visitors, considering their race, status, gender and position can impair their trust to the authority.

Attitude/meanness. An attitude refers to one's behavior, opinions, and beliefs about the different aspects of the environment. How one behaves at work defines the kind of attitude that he or she has. One of the strongest influences over a person's satisfaction level is how he or she is treated (Carpenter, Bauer, & Erdogan, 2009). The behavior of the guards was also observed by the respondents in this survey. The guards are observed to be too strict, rude, and mean in dealing with students who violated school rules and regulations. They further observed that the guards are the ones violating some of the school rules. The following statements are noted by the respondents:

> *"Too strict, too superior, too mean."*
> *"There not doing their job well [sic]."*
> *"Not all, but some are not polite in approaching."*
> *"Be more courteous and approachable. Do not think that you the boss, please be sensitive. Be more kind."*
> *"Act like a guard, not a boss."*
> *"Sorry po, but you have to improve the attitude."*
> *"Were in a Christian school and we have to develop the Christian approach way. Be nice po, its okey to be strict about the rules but shows it in a loving way. God bless AUP!"*
> *(Sorry, but you have to improve the attitude. We're in a Christian school and we have to develop the Christian approach way. Be nice, it's okay to be*

strict about the rules but shows it in a loving way. God bless AUP!)

"They are the one who breaks the rules! (majority no manners) [sic]."

"Bastos & annoying especially yung ibang boys na guards [sic]." (rude and annoying, especially some men guards.)

"They are arrogant, and not helpful they just helping their girlfriend, they respond late always [sic]."

"More friendly and secure us, not scare us [sic]."

"They follow the rules to the letter meaning there are no considerations if the infraction is close to being fulfilled [sic]."

"Don't forget to smile and greet others."

"They don't talk too much. The campus feels safe, but the security."

"Approach properly, don't be harsh all the time,"

"Sometimes seems to be not knowledgeable about the school rules and why rules are in place [sic]."

"Sometimes rude!"

The Public Security Department is the forefront of AUP. The department's personnel are the first people dealing with clients and customers even before they get to the various departments and offices on campus. The article How to deal with bad Attitude at Workplace (10 Unique Ways) stated that one's love for his work will be obviously seen through his right attitude at work. The article even added that bad attitude can negatively affect someone's productivity.

Promptness. One important theme evident this study is promptness. Quick and efficient response to emergencies and problem is indeed a necessity to provide quality service to customers and to gain their confidence in an institution or business knowing that it is reliable during emergencies (Press-Enterprise, 2010, par. 4). While slow response garners more complaints, a quick response gains and regains customer's trust, loyalty and confidence. That being said, the Public Safety Department must be quick to respond when there's an emergency or urgent need in the campus. The verbatim response from the department regarding this issue is stated below:

"Our goal is customer satisfaction (visitors, AUP workers, parents & Student) when there's emergency or urgent need in the campus, they (Security Department personnel) should be quick to respond."

Alongside this, another major responsibility of the Public Safety Department is to ensure the overall safety of the strategic locations in the University campus. Table 2 shows that the performance of this department in relation to its services for the incoming and outgoing students, faculty, staff, and visitors at the main gate and inside the campus is very satisfactory. However, the department received a satisfactory rating on their services at Gate 2 and in the parking lot.

Table 2
Overall Safety and Security in Different Locations Inside AUP Campus

	Mean	SD	VI
1. Main gate incoming	3.60	1.10	Very satisfactory
2. Main gate outgoing	3.61	1.06	Very satisfactory
3. Inside campus	3.55	1.058	Very satisfactory
4. Gate 2	3.32	1.081	Satisfactory
5. Parking lot	3.39	1.057	Satisfactory
Overall safety and Security	3.49	.91	Satisfactory

Safety is the top priority of any university and it is important for people to familiarize themselves in the different areas on campus where safety personnel are on duty (Coley, 2016, par. 1). After analyzing all the data gathered, the researchers found out that albeit the number of complaints about the kind of service being rendered by the Public Safety Department of AUP, the respondents of the study also noticed the good services of the Public safety department. Some respondents recognized the effort of the department in providing outstanding services to the university.

They were seen to do their job for the security and safety of the University. The statements below are noted:

"Outstanding."
"Very Good outstanding service! God bless! [sic]"
"Good job- you're improving."
"Keep up the good work."
"Thank you for your good service. God Bless."
"Good service in our campus."
"Thank you for your hard work we appreciate it [sic]."

Customer satisfaction is a very important component of any business or institution because it serves as a means to measure the service quality and improve the performance through the customers' point of view (Bramley, 2017, par. 1). Moreover, it can act as a magnet that could attract new prospects. Aside from that, it could also serve as an indicator for customer retention and loyalty to the institution. Therefore, the Public Safety Department of AUP can be a huge help to lengthen the service of the university while assuring the safety of the students, faculty, staff, and visitors.

Conclusion

The Public Safety Department provides a satisfactory performance for AUP in the implementation of the general responsibilities and in their attitude. They further provide a very satisfactory service on ensuring the security and safety in the main gate for the incoming and outgoing students, faculty and staff, and visitors. A satisfactory rating was afforded them in ensuring security and safety in the parking lot.

The content analysis revealed four behavioral themes in relation to the services provided by the Public Safety Department which include consistency, fairness, attitude/meanness, and promptness. These are the areas that need to be improved in the services of the Public Safety Department.

Recommendations

The following are the recommendations of the study:

1. The Public Safety Department must be re-oriented of their job description through a seminar. Further, they should be trained on how to deal with their customers (Students, faculty and staff and visitors).
2. The guards on duty should wear their vest during night duty to distinguish them from students, faculty and staff, visitors and other unidentified visitors.
3. The management of the Public Safety Department should make sure that guards on duty implement the approved rules to everybody under its jurisdiction. Further, aside from greeting the people coming in, the security guards on duty at the gate must diligently check the bags and luggage and check their ID's and gate passes.
4. The Public Safety Department should religiously implement the one-way route in the biggest parking area to avoid accidents.
5. Customer satisfactory survey should be done regularly for the improvement of departmental services.

References

Aggarwal, P., & Larrick, R. P. (2012). When consumers care about being treated fairly: The interaction of relationship norms and fairness norms. *Journal of Consumer Psychology, 22*, 114-127. Doi:10.1016/j.jcps.2011.11.009

Bramley, B. (June 217). The importance of customer satisfaction. *Thoughtshift Digital Marketing Happiness*. https://www.thoughtshift.co.uk/the-importance-of-customer-satisfaction/

Brown, J. (2017). *Three proven ways to stay consistent, meet your goals, and realize your dreams*. Entrepreneur Asia Pacific. https://www. entrepreneur.com/article/269718

Brown, S. L. & Andy, M. M. (2007). Risk perception, fuzzy representations, and comparative optimism. *British Journal of Psychology, 98*, 575-578. http://dx.doi. org/10.1348/000712606X169020

Carpenter, M., Bauer, T., & Erdogan, B. (2009). *Principles of management* (1st ed.). New York: Flat World Knowledge. https://2012books. lardbucket.org/books/management-principles-v1.1/s06-04-work-attitudes. html

Carrico, B. A. (2016). *The effects of students' perceptions of campus safety and security on student enrollment.* Theses, dissertation, and Capstones.

Coley, S. M. (March 2016). *Emergency resources help ensure safety on campus.* http://polycentric.ccp. edu/2016/03/emergency-resources-help-ensure-safety-on-campus/

Flannery, D. J., & Quinn-Leering, K. (2000). Violence on college campuses: Understanding its impact on student well-being. *Community College Journal of Research & Practice, 24*(10), 78-92.

How to deal with bad Attitude at Workplace (10 Unique Ways) (April 1, 2017). EDUCBA Library. https://www. educba.com/bad-attitude-at-workplace/

James, S. (n.d.). How to be consistent: The secret to lasting consistency. *Project Life Mastery.* https:// projectlifemastery.com/how-to-be-consistent-the-secret-to-lasting-consistency/

Kaplin, W. A., & Lee, B. A. (2009). *A legal guide for student affairs professionals* (4th ed.). San Francisco, CA: Jossey-Bass.

Lachlan, K. A., Spence, P. r., & McIntyre, J. J. (March 2016). *Responding to a campus emergency: the effect of alert sources on learning, message speed, and perceptions of campus safety.* http://0-eds.b.ebscohost.

com.catalog.Ilu.edu/eds/pdfviewer/ pdfviewer?vid=1&sid=c90f1a47-2ee2-4c66-8895-0f56000532b1%40sessionmgr104

Maiese, M. & Burgess, H. (2017). Principles of justice and fairness. *Beyond Intractability.* Conflict Information Consortium, University of Colorado. https://www.beyondintractability. org?essay/principles_of_justice

Morley, Miranda. (n.d.). Negative Attitudes that Affect Businesses. *Small Business – Chron.com* http://smallbusiness. chron.com/negative-attitudes-affect-businesses-21662.html

Miller, T. E. & Sorochty, R. W. (2015). *Risk management in student affairs: Foundations for safety and success.* San Francisco, CA: Jossey-Bass.

National Association of Independent Colleges and Universities (2016). *Campus safety.* https://www.naicu.edu/policy-advocacy/regulation/campus-safety

Olandrewaju, K. (2017). Policy inconsistency, bane of education development. *New Telegraph.* https://newtelegraphonline. com/2017/05/policy-inconsistency-bane-education-development/

Owusu, G. A., Akoto, J. S, & Abnory, M. M. (2016). Is our safety and security guaranteed on university of cape coast campus? Undergraduates students' perceptions. *International Journal of Higher Education, 5*(4), 1. Retrieved from file:///E:/Instituitional%20 research/Public%20safety/EJ1117079. pdf

Pirouz, A. (August 2015). The importance of attitude for business success. https:// www.huffingtonpost.com/alex-pirouz/ the-importance-of-attitude-for-business-success_b_7958636.html

Press-Enterprise (September 2010). *Responding quickly is key to customer service, retention.* https://www.pe.com/2010/09 /01/responding-quickly-is-key-to-customer-service-retention/

Samaha, S. A., Palmatier, R. W., & Dant, R. P. (2011). Poisoning relationships: Perceived unfairness in channels of distribution. *Journal of Marketing, 75*(3), 99-117. Doi:10.1509/jmkg.75.3.99

Williams, B. N., LePere-Schloop, M., Silk, P. D., & Hebdon, A. (2015). The co-production of campus safety and security: a case study at the University of Georgia. *International Review of Administrative Sciences, 82*(1), 110-130. https://doi.org/10.1177/0020852315573157

Academic Experiences of University Academy Alumni: Survey Result from Year 2016-2017

Ardelma V. Sarmiento, Jolly S. Balila and Mercedes M. Ibañez

Abstract

Effective monitoring and evaluation is deemed necessary to determine whether the school is delivering the desired results and improving planning and its operation. Thus, this quantitative study aimed to evaluate the experiences of Adventist University of the Philippines Academy students. Utilizing a survey instrument, date were taken from randomly sampled 100 AUP-Academy (AUPA) alumni from 2016 and earlier. Results from the descriptive analysis showed that the respondents were satisfied of their academic learning experiences, students-faculty interaction and extra and co-curricular activities in AUPA. Respondents were also satisfied with the administrative and academic support services. The respondents have gained a lot from AUPA. They were very satisfied with the quality relationship with their administrators, fellow students, faculty and staff. It was also revealed that their relationship with God becomes stronger. Around 25 or 37% of those who responded to the qualitative questions have encountered problems specially in fulfilling class requirements, participating in class activities and managing time. A difference is evident in the approach students take in learning. Thus, it is being recommended that students be given opportunities to engage in self-directed learning activities and lessons be directed towards students' holistic growth.

Keywords: *monitoring, evaluation, teaching performance, school services, guide for planning*

Monitoring is a methodical process of gathering, scrutinizing, and utilizing data or evidences to track a person's, a program's, or an organization's development in achieving goals and objectives and to clearly direct management decisions (UN Women, 2012, par. 1). On the other hand, Un Women (2012) also mentioned that evaluation is the methodical performance assessment of a person, program, institution, or organization for a certain activity, project, assignment, and the likes. Evaluation targets the predicted or attained accomplishments.

Monitoring and evaluation are inseparable. These two systematic processes are very important to ensure that the schools (a) follow norms and values of the country despite the increase in number of schools, (b) emphasize strict control and close inspection of school facilities and operation, (c) monitor teacher instruction and performance, and (d) review materials and follow approved curriculum.

(Tomal, 2015). Evaluation is regularly done to "improve, not to prove" Stufflebeam (as cited by Wang, Qiao, & Li, 2016).

According to Chapman and Sammons (2013), through monitoring and evaluation in schools, good leadership and accountability are put into practice which leads to school improvement. This also helps in figuring out whether the teaching method in the school is delivering to the desired educational results. Any school management team will have better means to learning and improve from past experiences, enrich planning, and better allocation of resources if they put the best monitoring and evaluation practices.

Evaluation and assessment frameworks will not be able to improve student learning and school services if they are not accompanied by appropriate incentives to motivate change and provide focused support for teachers in classroom and staff in offices. Indeed, the focus

on improving linkages to classroom practice is one of the most critical points for designing an effective evaluation and assessment framework (OECD, n.d.).

The study sought to determine whether the school is delivering the expected outcome and improving its planning and operations. Therefore, the study was conducted to assess the experience UA during their stay at the Adventist University of the Philippines. The alumni were graduates of UA from Year 2016-2018. Specifically, the study determined the following objectives of the study: a) determine the academic learning experiences, b) determine students-faculty interaction, c) determine the extra and co-curricular activities involvement, d) satisfaction level on administrative services, e) academic and support services, f) estimated gains from the university, g) satisfaction of the quality relationship. Other strengths and weaknesses of UA were also garnered through open-ended questions. The instrument used to gather data was subjected to expert validation.

Methodology

This quantitative study aimed to evaluate the experiences of 100 Adventist University of the Philippines Academy alumni. This study adapted a validated survey questionnaire from the Research Office of Adventist University of the Philippines. Data were taken from randomly sampled 100 Adventist University of the Philippines Academy alumni from Year 2016-2017. To ensure biases of the evaluation, the academy non-staff distributed the survey questionnaires. Confidentiality and anonymity were ensured to the respondents of the study. Descriptive statistics were used particularly mean and standard deviation. The analyses were done using SPSS Version 23.

Results and Discussion

Any experience a learner acquires in the course of learning is called learning experience (Linde, 2018). Students are entitled to have enjoyable, engaging, and effective learning experience (Frey, 2015).Congruently, the result presented in Table 1 shows in their previous academic experiences with the University Academy that they oftentimes attend programs or activities to enhance their knowledge in a certain subject (mean= 3.63; SD= .85), they contribute to class discussions (mean= 3.82; SD= .78), they work on a paper or project where ideas from several sources are integrated (mean = 4.07; SD= .98), and have sufficient opportunities to learn with other students in their classes (mean= 4.17; SD= .79). They always work on a class assignment (mean= 4.24; SD= .73) and project or requirements with other students (mean= 4.29; SD= .77). This result indicated that the respondents have very satisfied academic learning experiences in their school (mean= 4.03; SD= .51).

Table 1
Respondents' Ratings for Academic Learning Experiences

	Mean	SD	VI
1. I attended programs/activities to enhance my knowledge in a certain subject.	3.63	.85	Often
2. I contributed to class discussions.	3.82	.78	Often
3. I worked on a paper/project where ideas from several sources are integrated	4.07	.98	Often
4. I had sufficient opportunities to learn with other students in my classes.	4.17	.79	Often
5. I completed the assigned task for the class.	4.24	.73	Always
6. I worked on a class assignment, project and requirements with other students.	4.25	.77	Always
Rating in Academic Learning Experience	4.03	.51	Often (Satisfactory)

Legend: 4.2-5 Always (Extremely Satisfied)   3.4-4.1 Often (Satisfied)   2.6-3.3 Sometimes(Moderately Satisfied)
1.8-2.5 Rarely(Slightly Satisfied)   1-1.7 Never(Not Satisfied)

Every day, teachers are tasked to facilitate numerous student-teacher interactions and the task comes in different categories such as emotional assistance, classroom management, and

instructional support (University of Virginia Center for Advance Study of Teaching and Learning, n.d.). Moreover, Gregory and Edwards (2016) stated that teachers can interact positively with students when evaluating them by looking for strengths rather than weaknesses. They should be aware of the nonverbal messages they send to their students. They can also use a sense of humor when interacting with them. By knowing their students personally and having a sense of empathy when interacting with them, teachers can help the students to feel that they belong. At times, what seem to be insignificant actions help build a well-founded relationship (Clement & Whatley, 2013; Farley-Lucas & Sargent, 2012).

The students' rating with their interaction with the school's faculty is presented in Table 2. Sometimes they work with the faculty on their research project (mean= 3.12; SD= 1.11), and on their community outreach project (mean= 3.28; SD=1.29). They discuss their concerns about the subject with their teacher (mean= 3.29; SD= .98), consult their teacher outside the class (mean= 3.29; SD= .98), discuss about their career plans and ambitions (mean= 3.38; SD= 1.02), and have an informal discussion with them (mean= 3.37; SD= 1.06). Oftentimes, they receive feedback from their teacher about their class standing (mean= 3.67; SD= .92), work hard as a result of the feedback (mean= 3.69; SD= .87), and seek the advice of their teacher (mean= 3.77; SD= .66). The respondents are satisfied with their interactions with the school's faculty (mean= 3.43; SD= .70).

This result affirmed what Holdaway and Becker (2015) have cited in their study that students' social life affected by their interaction with the people around them. When educators believe that their students are valuable and treat them with respect, their students will be more likely to respond with respect and live up the respect that is shown to them. Students feel whether those whom they encounter in school truly care about them. Those who are in the offices show that they care by returning phone calls and emails from students, greeting them in pleasant manner, seeking to meet their needs and answer their questions, and searching for answers if they do not immediately have them. Teachers show care for students by doing the above things, as well as by carefully preparing for classes, seeking to create a warm and inviting atmosphere in which students can learn, and many other gestures of caring. Of all the propositions that has been described, none is more important than the educator's genuine ability and desire to care about others and oneself (Gregory & Edwards, 2016).

Table 2

Respondents' Rating for Academic Learning Experiences

	Mean	SD	VI
1. I worked with a faculty on a research project.	3.12	1.11	Sometimes
2. I worked with a faculty on a community outreach project.	3.28	1.29	Sometimes
3. I discussed my concerns about the subject with my teacher.	3.29	.98	Sometimes
4. I consulted my teacher outside the class.	3.31	1.06	Sometimes
5. I had informal discussions with my teacher.	3.37	1.06	Sometimes
6. I discussed my career plans and ambitions with a faculty.	3.38	1.02	Sometimes
7. I received feedback from my teacher about my class standing.	3.67	.92	Often
8. I worked hard as result of the feedback.	3.69	.87	Often
9. I sought the advice of my teacher.	3.77	.66	Often
Rating in Students-faculty Interaction	3.43	.70	Often (Satisfied)

Legend: 4.2-5 Always (Extremely Satisfied)   3.4-4.1 Often (Satisfied)   2.6-3.3 Sometimes(Moderately Satisfied)
1.8-2.5 Rarely(Slightly Satisfied)   1-1.7 Never(Not Satisfied)

Education is such a big umbrella that encompasses all aspects of learning (curricular, co-curricular, and extracurricular). A balance among them, especially between curricular and co-curricular activities, should be maintained (Das, 2016).

Das (2016) supplemented his claim by defining co-curricular activities. Co-curricular activities are activities, course, and other learning experiences that pairs well with curricular endeavors of learners. Engagement in co-curricular activities provide students greater opportunities to acquire desired results, as reinforced by Waryas (2015).

Table 3 shows that the respondents are very satisfied with their extra and co-curricular activities involvement with a mean of 3.51 and standard deviation of .81 as presented in Table 3. Sometimes the respondents participate in an art exhibit or visit a gallery (mean= 2.92; SD= 1.22) and get actively involved in campus organization, Student Government, or school publications (mean= 3.15; SD= 1.32). Oftentimes they participate in outreach programs (mean= 3.43; SD= 1.27), used campus recreational activities (mean= 3.54; SD= .89), attend a social event in the campus (mean= 3.91; SD= .95), and play a team sport or join the intramurals (mean= 4.09; SD= 1.16).

Table 3

Respondents' Rating for Academic Learning Experiences

		Mean	SD	VI
1.	I participated in an art exhibit/visit a gallery.	2.92	1.22	Sometimes
2.	I get actively involved in campus organization, Student Government, or school publications.	3.15	1.32	Sometimes
3.	I participated in outreach programs.	3.43	1.27	Often
4.	I used campus recreational activities.	3.54	.89	Often
5.	I attended a social event in the campus.	3.91	.95	Often
6.	I played a team sport/joined the intramurals.	4.09	1.16	Often
Rating in Extra and Co-Curricular Activities Involvement		3.51	.81	Often (Satisfied)

Legend: 4.2-5 Always (Extremely Satisfied)   3.4-4.1 Often (Satisfied)   2.6-3.3 Sometimes(Moderately Satisfied)
1.8-2.5 Rarely(Slightly Satisfied)   1-1.7 Never(Not Satisfied)

Table 4 presents the respondents' ratings for administrative services. The result of the study shows that students are satisfied with the overall administration's service with a mean of 3.62 and standard deviation of .71. The following services include orientation procedures (mean= 3.52; SD= .83), handling complaints (mean= 3.52; SD= .87), testing and guidance services (mean= 3.58; SD= .83), billing and payment procedures (mean= 3.64; SD= .85), admission procedures (mean= 3.66; SD= .88), financial aid services (mean= 3.71; SD= .78), and enrollment and registration procedures (mean= 3.72; SD= .90) where in the respondents are satisfied with these services.

Table 4

Respondents' Rating for Administrative Services

		Mean	SD	VI
1.	Orientation Procedures	3.52	.83	Satisfied
2.	Handling Complaints	3.52	.87	Satisfied
3.	Testing/ Guidance Office	3.58	.83	Satisfied
4.	Billing and Payment Procedures	3.64	.85	Satisfied
5.	Admission Procedures	3.66	.88	Satisfied
6.	Financial Aid Services	3.71	.78	Satisfied
7.	Enrolment/Registration Procedure	3.72	.90	Satisfied
Rating in Administrative		3.62	.71	Satisfied

Legend: 4.2-5 Always (Extremely Satisfied)   3.4-4.1 Often (Satisfied)   2.6-3.3 Sometimes(Moderately Satisfied)
1.8-2.5 Rarely(Slightly Satisfied)   1-1.7 Never(Not Satisfied)

The effective principals appear as an instructional or educational leader who affects school climate and student achievement. Although the principals' impact on student achievement maybe indirect, it is critical. The principals' control is the most important factor affecting a school's teaching and instructional quality including attracting, selecting and keeping outstanding teachers. Working with the school community to establish a common mission, instructional vision and goals; creating a school, culture grounded in collaboration and high expectations, facilitations, continuous instructional improvement; and producing excellent academic results for all student as gauged by external tests aligned with state academic standards (Owings & Kaplan, 2012).

The respondents' ratings towards academic and support services are presented in Table 5. The result of the study showed that the respondents are very satisfied with the academic support and services with a mean of 3.67 and standard deviation of .64. They are very satisfied with the athletic facilities (mean= 3.28; SD= 1.15), spiritual guidance services (mean= 3.32; SD= 1.00), campus security (mean= 3.53; SD= .97, photocopy services (mean= 3.54; SD= .82), research services (mean= 3.67; SD= .85), dormitories (mean= 3.68; SD= .90), community extension (mean= 3.74; SD= .94), academic advising (mean= 3.80; SD= .92), Library services (mean= 3.89; SD= .88), and health services (mean= 3.89; SD= .91).

Table 5
Respondents' Rating for Academic and Support Services

		Mean	SD	VI
1.	Athletic Facilities	3.28	1.15	Moderately Satisfied
2.	Spiritual Guidance Services	3.32	1.00	Moderately Satisfied
3.	Campus Security	3.53	.97	Satisfied
4.	Photocopy Services	3.54	.82	Satisfied
5.	Research Services	3.67	.85	Satisfied
6.	Dormitories	3.68	.90	Satisfied
7.	Community Extension	3.74	.94	Satisfied
8.	Academic Advising (Homeroom Adviser/Guidance Counselor)	3.80	.92	Satisfied
9.	Library Services	3.89	.88	Satisfied
10.	Health Services	3.89	.91	Satisfied
	Rating in Academic and Support Services	3.67	.64	Satisfied

Legend: 4.2-5 Always (Extremely Satisfied)   3.4-4.1 Often (Satisfied)   2.6-3.3 Sometimes(Moderately Satisfied)
1.8-2.5 Rarely(Slightly Satisfied)   1-1.7 Never(Not Satisfied)

Educators can seek to create a democratic workplace for those who work here, as well as for the students who attend their schools. They should be aware that people have different perceptions of the way things should be done, and that they have arrived at those perceptions through their experiences. Finally, everyone in school should meet to see themselves in positive manner (Gregory & Edwards, 2016).

Educators who are personally inviting with others are highly independent. They value their relationship with others, and they are concerned about them and their feelings.

Table 6 presents the respondents' ratings in their estimated gains from the school. The respondents agreed that they have gained the ability to collaborate and be an effective team member (mean= 3.01; SD= 1.21), willingness to serve others (mean= 3.12; SD= 1.27), understanding themselves, their abilities, and personality (mean= 3.13; SD= 1.27), values and ethical standards (mean= 3.15; SD= 1.27), vocational and occupational competence (mean= 3.16; SD= .95), leadership skills (mean= 3.23; SD= 1.14), application of multidisciplinary knowledge (mean= 3.23; SD= 1.14), esthetic, expressive, and creative qualities (mean= 3.25; SD= .92), spiritual maturity (mean= 3.26; SD= 1.16), healthy habits (mean= 3.28; SD= 1.01), ability to get along with multicultural people

(mean= 3.31; SD= 1.00), work education program or work value (mean= 3.35; SD= 1.00), academic, scholarly and intellectual qualities (mean= 3.36; SD= .87), and adaptation to change (mean= 3.39; SD= .96). They strongly agreed that they have gained from the school the information management and literacy skills (mean= 3.43; SD= .83), communication skills both oral and written (mean= 3.50; SD= .63), critical thinking and problem solving (mean= 3.53; SD= .74), and teamwork skills (mean= 4.12; SD= .89). This result indicated that the respondents are very satisfied with their estimated gains from the school with a mean of 3.32 and standard deviation of .69.

Table 6
Respondents' Ratings in Estimated Gains from the University

	Mean	SD	VI
1. Ability to collaborate and be an effective team member	3.01	1.21	Agree
2. Willingness to serve others	3.12	1.27	Agree
3. Understanding myself, my abilities, and personality	3.13	1.27	Agree
4. Values and ethical standards	3.15	1.27	Agree
5. Vocational and occupational competence	3.16	.95	Agree
6. Leadership skills	3.23	1.14	Agree
7. Application of multidisciplinary knowledge	3.23	1.14	Agree
8. Aesthetic, expressive, and creative qualities	3.25	.92	Agree
9. Spiritual maturity	3.26	1.16	Agree
10. Healthy habits	3.28	1.01	Agree
11. Ability to get along with multicultural people	3.31	1.00	Agree
12. Work education program/ work value	3.35	1.00	Agree
13. Academic, scholarly, and intellectual qualities	3.36	.87	Agree
14. Adaptation to change	3.39	.96	Agree
15. Information management and literacy skills	3.43	.83	Strongly Agree
16. Communication skills (oral and written)	3.50	.63	Strongly Agree
17. Critical thinking and problem solving	3.53	.74	Strongly Agree
18. Teamwork skills	4.12	.89	Strongly Agree
Rating in Estimated Gains from AUP	3.32	.69	Agree (High)

Legend: 4.2-5 Always (Extremely Satisfied)   3.4-4.1 Often (Satisfied)   2.6-3.3 Sometimes(Moderately Satisfied)   1.8-2.5 Rarely(Slightly Satisfied)   1-1.7 Never(Not Satisfied)

When policies are perceived as fair, inclusive, democratic, caring, and respectful, they will have a positive effect on people's attitudes. Educators should enforce the policies with an atmosphere of optimism, trust, respect, care and intentionality for everyone in the school. School administrators and educators should also intentionally develop invitational programs for students. The programs are balanced so that students will benefit and become engaged. They enable students to be self-directed, work in groups, and learn from each other (Purkey & Novak, 2008).

The result of the study showed that the respondents are very satisfied with their quality relationship (mean= 4.05; SD= .62)as presented in Table 7. They are very satisfied with their relationship with administration (mean= 3.93; SD= .81), with other students (mean= 4.04; SD= .79), with the faculty members (mean= 4.08; SD= .77), with staff (mean= 4.09; SD= .81), and their relationship with God (mean= 4.10; SD= .86).

Table 7

Respondents' Ratings for Satisfaction of the Quality Relationship

		Mean	SD	VI
1.	Relationship with administration	3.93	.81	Very Satisfied
2.	Relationship with other students	4.04	.79	Very Satisfied
3.	Relationship with the faculty members	4.08	.77	Very Satisfied
4.	Relationship with staff	4.09	.81	Very Satisfied
5.	Relationship with God	4.10	.86	Very Satisfied
	Rating in Satisfaction of the Quality Relationship	4.05	.62	Very Satisfied

Legend: 4.2-5 Always (Extremely Satisfied)   3.4-4.1 Often (Satisfied)   2.6-3.3 Sometimes(Moderately Satisfied)

1.8-2.5 Rarely(Slightly Satisfied)   1-1.7 Never(Not Satisfied)

Respondents' Best Experiences with Academic Program at AUP Academy

Among the 61 respondents who responded, 29.51% of them believe that intramurals, camping, and field trips are the best academic program experiences they have in the academy. The week of Prayer, chapel convocations, and other religious programs were among the best practices they have had at the Academy as claimed by 24.59% of the respondents who answered the qualitative questions.

Table 8

Experiences with Academic Programs at AUP Academy

	Frequency	Percentage
Intramurals, camping, and field trips	18	29.51
Week of prayer, chapel convocations and other religious programs	15	24.59
Different co-curricular activities like choir and outreach programs	12	19.67
Programs with presentations like, Filipino, Music, and Arts Day	8	13.11
Joining quiz bee, area meet and other programs with interactions and socializations with other schools	5	8.20
Every day is best experience	3	4.92

Total number of responses= 61

Problems Encountered as a Student at AUP Academy

The problems encountered by the AU alumni were also determined in this study. Among the 68 respondents, 25 or a total of 36.76% admitted that the most difficult problem for them are the too many assignments and requirements that should be submitted immediately.

Table 9

Problems Encountered as a Student at AUPA

	Frequency	Percentage
Too many projects and requirements that should be passed right away	25	36.76
Doing requirements at the same time attending co-curricular activities	18	26.47
Adjusting to community, dormitory life and school environment	13	19.12
Time management	12	17.65

Total number of responses= 68

Conclusion and Recommendation

Education is considered as an investment in terms of development of human resources, skills, motivation, knowledge and the like. Evaluation helps build an educational program, assesses its achievements and improves upon its effectiveness. The evaluation revealed both the strength and weaknesses. Respondents were satisfied with the administrative and academic support services, student-faculty interaction, extra and co-curricular activities involvement, administrative services, and academic support services. They were very satisfied with the quality of relationship in the University Academy (UA). The overall perception of the gains from UA is high, indicating that they have gained a lot from the University Academy and have quality relationship with the administration, fellow students, faculty and staff. It was also revealed that their relationship with God becomes stronger. The respondents strongly recommended the school to friends and relatives. The respondents have encountered problems at the Academy specifically in fulfilling class requirements, participating in class activities and managing time. A different is evident in the approach students take in learning.

It is recommended to (a) execute periodic evaluation, such as exit survey, as basis for curriculum enhancement or revision, and (b) practice collaboration in planning and teaching for a more efficient learning experience for students.

References

Chapman, C. & Sammons, P. (2013). *School self-evaluation for school improvement: What works and why?*. Berkshire, MA: CfBT. https://www. educationdevelopmenttrust.com/~/ media/EDT/Reports/Research/2013/r-school-self-evaluation-2013.pdf

Clement, C., Whatley, K. (2013). Engaging students: friendly but not their friend. *Faculty Focus*. https://www. facultyfocus.com/articles/teaching-and-learning/engaging-students-friendly-but-not-their-friend/

Das, D. (2016). Role of co-curricular activities in bringing all-around development to the students of high school stage with specials reference to Guwahati, India: A study. *The Clarion, 5*(2), 75-81. http://0-eds.b.ebscohost. com.catalog.Ilu.edu/eds/pdfviewer/ pdfviewer?vid=1&sid=b0d6b41c-0209-486a-860c-4839285f0158%40 pdc-v-sessmgr06

Farley-Lucas, B., Sargent, M. (2012). Enhancing out-of-class communication: Students' top 10 suggestions. *Faculty Focus*. https:// www.facultyfocus.com/articles/ philisophy-of-teaching/enhancing-out-of-class-communication-students-top-10-suggestions/

Frey, J. (2015). The importance of learning experience design for higher education. *Getting Smart*. https:// www.gettingsmart.com/2015/04/the-importance-of-learning-experience-design-for-higher-education/

Gregory, Sheila & Edwards, Jenny. (2016). Invitational Education and practice in higher education. *An international perspective*. Maryland: Rowman & Littlefield Publishing Group.

Holdaway, A., Becker, S. (2015). Sluggish cognitive tempo and student-teacher relationship quality: Short-term longitudinal and concurrent associations. *School Psychology Quarterly* (March 2015 Issue). http://0-eds.b.ebscohost. com.catalog.Ilu.edu/eds/detail/ detail?vid=0&sid=7ad07bd0-faaf-43d5-9727-d203608e1913%40pdc-v-sessmgr06&bdata=JnNpdGU9ZWRzL WxpdmUmc2NvcGU9c210ZQ%3d% 3d#AN=2018-10598-001&db=pdh

Linde, S. (2018). *Including learning experiences in the curriculum.* Study. com. https://study.com/academy/

lesson/including-learning-experiences-in-curriculumn.html

Owings, W. & Kaplan, L. (2012). Leadership and organizational behavior in education. Pearson Education Inc. Purkey, W. W., & Novak, J. M. (2008). *Fundamentals of invitational education.* Kennesaw, GA: International Alliance for Invitational Education.

Tomal, Daniel R. & Co (2015). *Supervision and evaluation for learning and growth.* Rowman & Littlefield Publishing Group, Inc. Suite 200, Lanham, Maryland.

Organisation for Economic Co-operation and Development (n.d.). OECD Review on evaluation and assessment frameworks for improving school outcomes. *OECD Better Policies for Better Lives.* http://www.oecd.org/education/school/oecdreviewone valuationandassessmentframeworks forimprovingschooloutcomes.htm

University of Virginia Center for Advanced Study of Teaching and Learning (n.d.). Teacher-student interactions: The key to quality classrooms. *Reading Rockets*. http://www.readingrockets.org/article/teacher-student-interactions-key-quality-classrooms

UN Women (2012). What is monitoring and evaluation?. *UN Women*. http://www.endvawnow,org/en/articles/330-what-is-monitoring-and-evaluation-.html

Wang, Z., Qioa, W., & Li, J. (2016). Data-intensive evaluation: The concept, methods, and prospects of higher education monitoring evaluation. *Chinese Education & Society, 49*, 86-98. http://0-eds.b.ebscohost.com.catalog.Ilu.edu/eds/pdfviewer/pdfviewer?vid=1&sid=61738300-f411-4a52-9515-4a89c3e56344%40pdc-v-sessmgr03

Waryas, D. (2015). Characterizing and assessing co-curricular activities for graduate and professional-school students: Exploring the value of intentional assessment planning and practice. *New Directions for Institutional Research*. http://0-eds.b.ebscohost.com.catalog.Ilu.edu/eds/pdfviewer/pdfviewer?vid=1&sid=9f7c2fle-e50c-44e6-8c78-f783fc792005%40pdc-v-sessmgr03

Impact of Christian Education on Professional Competence, Active Faith, Social Responsibility, Selfless Service, and Balanced Lifestyle of Graduating College Students

Jolly S. Balila, Arjem Noryn C. Agum, Beryl Ben Mergal,
Amelina R. Fabroa, Sabina L. Pariñas, Fancisco D. Gayoba

Abstract

A true Christian education produces a successful graduate. Adventist University of the Philippines (AUP) aimed to produce graduates that exemplify the institutional outcomes in terms of Professional competence, Active faith, Social responsibility, Selfless service, and Balanced Lifestyle (PASSB). To determine the impact of Adventist education at AUP, this descriptive study was conducted among 192 purposively sampled graduating college students during the year 2017-2018. The validated questionnaires were administered during the Alumni banquet to graduating college students who are internationally diverse and have enrolled in the university for 8.6 semesters. The result of the study revealed that the graduating college students of AUP proved to have high level of professional competence, active faith, social responsibility, selfless service, and balanced lifestyle. These results verified that the Adventist education has positive impact on graduating students' life in terms of PASSB. However, the regularity of eating breakfast, enough nap and sleep, exercise, and good lifestyle in general were found to be the least practiced among the indicators of balanced lifestyle. Recommendations were identified based on the findings.

Keywords: *professional competence, active faith, social responsibility, selfless service, balanced lifestyle*

Education is the field that deals with teaching approaches and acquiring knowledge in school premises or in other school-like environments. Additionally, education is the transmission of values and collection of knowledge of a society (Riche et al., 2007). Students are going to school predominantly to gain knowledge about the world and to be transformed to a better self (Doumbia, 2013). More so, education is not limited to going to schools or universities. The whole process of welcoming truth and possibility and fostering self to find time to discovery is education (Smith, 2015). However, according to Psychology Today (n.d.), educational needs of students are congruently changing alongside the world's radical change. Development Psychologist, Dr Marilyn Price-Mitchell (2014) mentioned that education is more than just acquiring knowledge; it is raising children into academically skilled, healthy, and happy individuals.

To maintain the well-balanced development of four aspects of life (physical, mental, social, and spiritual), education should focus on Christ (Virkler, 2014). Mark Virkler (2014) purposively stated that recognizing Christ in our lives and acting as Him would best describe Christian education. For students to become Christian professionals in this postmodern era, they should be educated through Christian perspective and Christian approach (Theron, 2013). In a postmodern world, it is essential to instill among students the importance of making Christ the focal point of their lives through Christian education. According to David Feddes (2012), education, if combined with Biblical principles, can create a solid rock foundation of learning. College students' life revolves around many factors.

For them to be contented in their stay in the university or college, their holistic needs should be met, however, there was no

study yet conducted in the past measuring the institutional outcomes of university, the Adventist University of the Philippines have identified the institutional outcomes in terms of Professional Competence, Active Faith, Social Responsibility, Selfless Service, and Balanced Lifestyle (PASSB). This study aimed to determine the impact of Christian education in the institutional outcomes of university alumni during the academic year 2017-2018.

Literature Review

This section revolves around the literature related to the impact of Christian Education on students concerning professional competence, active faith, social responsibility, selfless service, and balanced lifestyle.

Competence refers to someone's know-how to perform a task proficiently (Sieck, 2018). Emma Geller (2011) supported the claim by defining that competence is when people think of how good they are at doing something. Geller (2011) even added that competence cannot be directly observed; it can only be obvious through performance. In correspondence, the American Psychological Association (n.d.) defined competence as the power to have full control of one's own emotion when dealing with specific problems. Hence, competence is one of the outcomes that the researchers sought to determine from the respondents; and to be specific¬ professional competence.

The development of professional competence is connected to education (Camelo & Angeremi, 2013). It may also be developed outside school were informal learning occurs. Teachers, as professionals, need professional competence to ensure they have the mastery of what and how to teach (Rahman, 2014) and result to influencing students to be prepared for their own professions. Preparing students, especially university students for the workforce, requires unearthing of their soft skills and equipping them of in-demand skills (Walsh, 2017). In her article, Beckie Supiano (2018) mentioned that approximately 60% of employers believe that college graduates are already prepared for work on an entry level; but only one-third of executives and one-fourth of hiring managers believe that college graduates have the skills to be promoted.

Indeed, professional competence should not be confused with over confidence. A study was done by the National Association of Colleges and Employers utilizing 4,213 graduating seniors and 208 employers as respondents (Bauer-Wolf, 2018). The study revealed that a high percentage of students see themselves as proficient in different competencies such as professionalism, oral/written communication, critical thinking /problem solving, teamwork/ collaboration, and leadership, in contrast to the low percentages given by the employers.

The second outcome is active faith. Faith, as a worldview, is the formidable belief to supernatural power that maneuvers man's destiny (CT Staff, 2010). Biblically, "Faith is the substance of things hoped for, the evidence of things not seen" (Hebrews 11:1, KJV). This verse is supported by the prophetess, Ellen G. White, in many of her books. In her book Early Writings, Ellen G. White (1890) mentioned that true faith "lays hold of and claims the promised blessing before it is realized and felt."

Faith is not just mere head belief but rather a working alliance to the Lord (Porterfield, 2014). Similarly, White (1890, June 16) mentioned that as coworkers of God, we should not sit still and indolently wait for some momentous events; we have to faithfully work and wait for the fruit of our labor. It should be a Christian University's desire to train students to positively serve and contribute to the world (Shelley, 2016).

The third outcome is social responsibility. It is important to prepare students to become responsible citizens; one way to do that is to have them involved in community services (Weybrecht, 2013). Students, even at an early age, should understand the significance of their role in the society as individuals (MyNews24, 2016). Their realization of their social responsibility can help them be more prepared working with others in a workplace. Silverio (2017) cited that understanding an individual's responsibility at work makes him or her gain a sense of purpose.

The fourth outcome is selfless service. Everyone can offer service, but not everyone can be selfless in serving others, Johnson (2013) acknowledge that the benefit of serving

others without personal gain results to gaining more than expected. According to the Seventh-day Adventist's Sabbath School Quarterly (2003, June 18), the spirit of giving is not always related to money; it is giving of self, time, talents, sympathy, and love to others. As an Adventist institution, AUP aims to cultivate the spirit of selfless service to all its students.

The last outcome is balanced lifestyle. As aforementioned, Christian education is not purely on academics but on other life facets as well. Balanced lifestyle, as defined by Rodriguez (2009), is being optimistic, concentrating on good habits, and reducing stress. Campbell (n.d.) affirmed by commenting that balance comes in physical, emotional, and spiritual forms; it is to create harmony between life responsibilities and activities. Ellen G. White (1930) reminded that it is both the Christian's privilege and duty to rejuvenate our bodies and spirits purposing to use our mental and physical faculties to glorify God.

Theoretical Foundation

This study is founded in the scriptures and the writings of the prophetess, Ellen Gould White. The book of Proverbs from the Old Testament reiterated the significance of education. For instance, Proverbs 22:6 emphasized that a child should be trained up in the way he must go so that when he grows old, he will always relive what he learned. God does not prohibit us in gaining wisdom, for in Proverbs 4:7 it was mentioned that since wisdom is fundamental, people gain wisdom. Proverbs 15:2 even declared that what we say presents who we are: wise or foolish.

Accordingly, White (1903) declared that true education regards the worth of scientific or literary information; but above all information and intellectual acquirements, character should be built. White (1903) added that character building is of most importance especially nowadays that sin has totally corrupted the minds of young people. Furthermore, still in her book Education, Mrs. White (1903) accentuated that the work of education and redemption are one; the framework that is profound in AUP's philosophy to restore the lost image of God to human by empowering the mental, physical, social, and physical faculties. Mrs. White's

book, Fundamentals of Christian Education, cited that the youth can either be trained for the service of good or evil; we must choose to train them for the former.

The Adventist University of the Philippines being an Adventist institution is committed to provide exemplary education to people around the globe. The educational experience at AUP aimed to produce graduates that exemplify the following: Professional Competence (Expertise and Leadership in their academic or professional discipline, continually improving professionally through lifelong learning); Active Faith (A growing, transforming relationship with God and application of the biblical truths expressed in the Seventh-day Adventist beliefs and spirituality to a variety of real-world issues); Social Responsibility (Commitment and engagement to improve the quality of life of all people, and to care for the environment); Selfless Service (Application of knowledge to real-world challenges in the spirit of unselfish service, fulfilling God's calling in their lifework); and Balance Lifestyle (Pursuit of wholeness by maintaining a balanced healthy lifestyle – spirituality, mentally, physically, socially).

Methodology

This descriptive study investigated the impact of Adventist Education the institutional outcomes in terms of Professional competence, Active faith, Social responsibility, Selfless service, and Balance lifestyle (PASSB). The PASSB was approve as an institutional outcome of graduates of AUP.

Of the 192 purposively sampled graduating college students, 51.6% are females, 74% are Seventh-day Adventists, and 86.5% are Filipinos. The respondents of the study were the 38% of the total graduates of AUP during the year 2017-2018. The questionnaires were content construct validated. The validated questionnaires were administered to graduating college students who are internationally diverse and have enrolled in the university for 8.6 semesters.

The data was administered during the alumni banquet set several days before graduation and was analyzed using SPSS.

Ethical concerns were ensured such as confidentiality and anonymity. Frequency, percentage, mean, and standard deviation were used to analyzed the data.

Results and Discussion

The following section presents the results of the PASSB survey 2017-2018. Each outcome, including all indicators, is presented in tables. Table 1 describes the professional competence of the graduating college students. It indicates a high level of professional competence with the overall mean of 4.24%. among the 14 indicators, I have learned the skills necessary, so I can function effectively is the highest (95.90%); followed by I accept responsibility for own decisions and actions (95.30%); I am prepared for the work expected of my profession (92.70%); I have been involved in a research activity (92.20); and I can use a common software (i.e. Microsoft Office, keynote) (91.70%).

Table 1
Professional Competence of the Graduating College Students

Item	F	%		Scaled Response	Mean
I am confident to lead	52	27.10%	79.20%	Strongly Agree	4.04
	100	52.10%		Agree	
I will pursue continuing (i.e. trainings, graduate school)	56	29.20%	74.00%	Strongly Agree	4.01
	86	44.80%		Agree	
I am prepared for the work expected of my profession.	56	29.20%	92.70%	Strongly Agree	4.21
	122	63.50%		Agree	
My learning experiences prepare me to face real world challenges.	74	38.50%	91.60%	Strongly Agree	4.3
	102	53.10%		Agree	
I am certain that I can get a job opportunities	75	39.10%	90.10%	Strongly Agree	4.29
	98	51%		Agree	
I am a team player.	66	34.10%	77.10%	Strongly Agree	4.06
	82	42.70%		Agree	
I can get any information using technology.	60	31.30%	90.20%	Strongly Agree	4.2
	113	58.90%		Agree	
I accept responsibility for own decisions and actions	78	40.60%	95.30%	Strongly Agree	4.37
	105	54.70%		Agree	
I have learned the skills necessary, so I can function effectively.	75	39.10%	95.90%	Strongly Agree	4.36
	109	56.80%		Agree	
I am competent in my chosen career	65	33.90%	88.10%	Strongly Agree	4.23
	104	54.20%		Agree	
I can communicate in my chosen career	63	32.80%	89.10%	Strongly Agree	4.21
	108	56.30%		Agree	
I can use common software (i.e. Microsoft office, keynote).	87	45.30%	91.70%	Strongly Agree	4.37
	89	46.40%			
I have been involved in a research activity.	89	46.40%	92.20%	Strongly Agree	4.37
	88	45.80%		Agree	
I attended seminars/ conferences related to my program.	93	48.40%	91.60%	Strongly Agree	4.37
	83	43.20%		Agree	

Grand Mean = 4.24 (High) Std. Dev. = .43

Table 2 shows the extent of active faith of graduating college students. With an overall mean of 4.30, the table depicts a high level of active faith among graduating college students. From the 20 indicators, having moral principles that can guide my actions displays to be the highest indicator (94.30%); followed by having personal relationship with Jesus Christ (93.70%); positively influence their relationship with Christ (93.30%); having sense of purpose, meaningful philosophy of life, and sense of Gods leading in my life (92.2%); and having time for personal prayer and devotion (91.20%).

Table 2

Extent of Active Faith of Graduating College Students

Item	F	%		Scaled Response	Mean
A sense of purpose in life	95	49.50%	92.20%	Strongly Agree	4.41
	82	42.70%		Agree	
A sense of God's calling for my life	96	50%	90.10%	Strongly Agree	4.38
	77	40.10%		Agree	
Moral principles that can guide my actions	84	43.80%	94.30%	Strongly Agree	4.38
	97	50.50%		Agree	
A personal relationship with Jesus Christ	101	52.60%	93.70%	Strongly Agree	4.47
	79	41.10%		Agree	
Time for personal prayer and devotion	90	46.90%	91.20%	Strongly Agree	4.37
	85	44.30%		Agree	
A desire to study the Bible	87	45.30%	88.50%	Strongly Agree	4.33
	83	43.20%		Agree	
Spiritual maturity	78	49%	89.60	Strongly Agree	4.28
	94	40.60%		Agree	
Sharing Biblical truth to others	74	38.50%	87.50%	Strongly Agree	4.24
	94	49%		Agree	
A meaningful philosophy of life	76	39.60%	92.20%	Strongly Agree	4.31
	101	52.60%		Agree	
A sense of God's leading in my life	94	49%	92.20%	Strongly Agree	4.41
	83	43.20%		Agree	
An involvement in my church	80	41.70%	86.50%	Strongly Agree	4.25
	86	44.80%		Agree	
Positively influence my relationship with Christ	90	46.90%	93.30%	Strongly Agree	4.39
	89	46.40%		Agree	
Increase my faith in the Holy Bible	86	44.80%	89.60%	Strongly Agree	4.34
	86	44.80%		Agree	
Increase church attendance (at least twice a month)	71	37%	79.70%	Strongly Agree	4.07
	82	42.70%		Agree	
Increase attendance in week of prayer meeting (at least 8 per semester)	79	41.10%	83.80%	Strongly Agree	4.17
	82	42.70%		Agree	
Equipped to face spiritual challenges in the real world	73	38%	88.00%	Strongly Agree	4.23
	96	50%		Agree	
Follow the biblical principles of health	71	37%	83.40%	Strongly Agree	4.17
	89	46.40%		Agree	

{table continues on the next page}

Increase attendance to fosters wholeness in my life	62	32.30%	85.90%	Strongly Agree	4.17
	103	53.60%		Agree	
Practical biblical perspective and lifestyle	74	38.50%	90.10%	Strongly Agree	4.29
	99	51.60%		Agree	
Commitment to practice affirming values (purity and healthy behaviors)	75	39.10%	92.20%	Strongly Agree	4.3
	102	53.10%		Agree	

Overall mean= 4.30 Std. Dev.= .57

Table 3 discloses the high level of social responsibility of the graduating college students, with the overall mean of 4.27. The top five of the 10 indicators are as follows: plan to continue helping people even after they graduate from college (93.80%); respect for cultural differences (92.70%); have desire in giving time and effort to help other people (89.60%); have compassion for the less fortunate (87.00%); and experienced positive relationships with students of other regions/dialects and nationalities (86.40%).

Table 3
Level of Social Responsibility of the Graduating College Students

Item	F	%		Scaled Response	Mean
Waste segregation practices (reduce, reuse, recycle)	67	34.90%	78.10%	Strongly Agree	4.08
	83	43.20%		Agree	
A desire in giving time and effort to help other people	81	42.20%	89.60%	Strongly Agree	4.32
	91	47.40%		Agree	
Donating money to those in need	54	28.10%	80.70%	Strongly Agree	4.06
	101	52.60%		Agree	
Respect for cultural differences	105	54.70%	92.70%	Strongly Agree	4.47
	73	38%		Agree	
Compassion for the less fortunate	80	41.70%	87.00%	Strongly Agree	4.26
	87	45.30%		Agree	
Understanding of equality issues	90	46.90%	86.00%	Strongly Agree	4.29
	75	39.10%		Agree	
Volunteered in community and missionary work during my stay in this university	78	40.60%	83.30%	Strongly Agree	4.23
	82	42.70%		Agree	
Plan to continue helping people even after I graduate from college	102	53.70%	93.80%	Strongly Agree	4.46
	77	40.10%		Agree	
Involved in activities that care for the environment, at least a total of 8 hours per semester	70	36.80%	79.50%	Strongly Agree	4.12
	82	42.70%		Agree	
Experienced positive relationship with students of other regions/ dialects and nationalities	92	47.90%	86.40%	Strongly Agree	4.46
	74	38.40%		Agree	

Overall Mean= 4.27 Std. Dev.= .57

Table 4 poses the high level of selfless service rendered by graduating college students. The top five out of the 11 indicators are: have identified ways that profession can be used to served God's plan and purpose of the world (90.70%); give service beyond the call of duty (84.60%); help others without seeking recognition (84.30%); have increased engagement with voluntary service (82.50%); and have increased commitment to service and mission (82.00%).

Table 4

Selfless Service Rendered by Graduating Students

Item	F	%		Scaled Response	Mean
Giving Service beyond the call of duty	75	39.90%	84.60%	Strongly Agree	4.22
	84	44.70%		Agree	
Earning money ONLY for personal needs	59	30.70%	57.30%	Agree	3.39
	51	26.60%		Neither A/DA	
Helping others without seeking recognition	69	35.90%	84.30%	Strongly Agree	4.2
	93	48.40%		Agree	
Prioritizing needs of others over my own personal interest	51	26.60%	74.50%	Strongly Agree	4.01
	92	47.90%		Agree	
Willingness to be assigned in remote areas	56	29.80%	68.60%	Strongly Agree	3.93
	73	38.80%		Agree	
Willingness to sacrifice for the benefits of others	56	29.30%	77.10%	Strongly Agree	4.04
	89	47.30%		Agree	
Volunteering to charity work	66	35.10%	81.40%	Strongly Agree	4.13
	87	46.30%		Agree	
Participating in Voice of Youth, evangelistic crusades, medical missions, and other related program activities	66	35.10%	66.90%	Strongly Agree	3.96
	61	31.80%		Agree	
Increased commitment to service and mission	69	36.70%	82.00%	Strongly Agree	4.18
	87	45.30%		Agree	
Increased engagement with voluntary service	65	34.60%	82.50%	Strongly Agree	4.15
	92	47.90%		Agree	
Identifying ways that profession can be used to serve God's plan and purposes for the world	77	41.20%	90.70%	Strongly Agree	4.32
	95	49.50%		Agree	

Overall Mean= 4.04   Std. Dev.= .64

Table 5 presents the extent of balanced lifestyle of graduating college students. The overall mean of 3.98 indicates a balanced lifestyle being practice by the graduating college students of AUP. The results displayed that the top five indicators of balanced lifestyle are the following: make sure they can learn new skills and information (95.70%); perceived problems as opportunities for growth (91.20%); can adapt to change (88.20%); can work comfortably with persons with difference ethnic or racial group (87.70%); and have a sensitive of the feeling of others (86.20%). However, some balanced lifestyle indicators need to be addressed. Only 28.60% say that they regularly eat breakfast; only 30.50% get an average of seven hours of sleep per night; 32.30% exercise at least three times a week; 38.50% answered that their lifestyle has improve since their stay at this university; and only 30.60% find time to nap every day.

Table 5

Extent of Balance Lifestyle of the Graduating College Students

Item	F	%		Scaled Response	Mean
I get an average of seven hours of sleep per night	57	30.50%	61.00%	Agree	3.5
	57	30.50%		Neither A/DA	
I regularly eat breakfast	55	28.60%	57.20%	Agree	3.63
	55	28.60%		Moderately Agree	

I find time to nap every day	66	35.50%	66.10%	Agree	3.64
	57	30.60%		Moderately Agree	
My lifestyle has improved since my stay at this university	74	38.50%	65.10%	Agree	3.72
	51	26.20%		Moderately Agree	
I appreciate vegetarian diet	58	30.20%	70.80%	Strongly Agree	3.95
	78	40.60%		Agree	
I spend quality time with my circle of friends	74	38.50%	80.70%	Strongly Agree	4.21
	81	42.20%		Agree	
I have good relationship with the teachers in my program	67	34.90%	83.00%	Strongly Agree	4.18
	90	48.10%		Agree	
I can work comfortably with persons with difference ethnic or racial group	70	37.40%	87.70%	Strongly Agree	4.24
	94	50.30%		Agree	
I exercise at least three times a week	60	32.30%	64.60%	Agree	3.56
	60	32.30%		Moderately Agree	
I can adapt to change	68	36.60%	88.20%	Strongly Agree	4.25
	96	51.60%		Agree	
Perceive problems as opportunities for growth	82	43.60%	91.20%	Strongly Agree	4.35
	90	47.60%		Agree	
I have a sensitive of the feeling of others	66	35.10	86.20%	Strongly Agree	4.2
	96	51.10		Agree	
I make sure I learn new skills and information	89	47.30	95.70%	Strongly Agree	4.41
	91	48.40		Agree	

Conclusion

The graduating college students of AUP proved to have high level of professional competence, active faith, social responsibility, selfless service, and balance lifestyle. These results proved the Adventist education has positive impact on graduating students' life in terms of PASSB. However, on the balanced lifestyle, there are areas that need to be addressed. The regularity of eating breakfast, enough nap and sleep, exercise, and good lifestyle in general were found to be the least practiced among the indicators of balanced lifestyle.

Recommendation

Based on the results, specific areas on balanced lifestyle should be closely monitored by the university in order to realize the true meaning and aim of Adventist Education in AUP. Interventions programs on PASSB should be regularly implemented to maintain and enhance positive impact to students.

Specific intervention program for balanced lifestyle particularly on eating, nap and sleep, exercise, and lifestyle in general should be designed for AUP students since these were the noted weaknesses based on findings of this study.

It is further recommended that the same study be done on a regular basis for the improvement of the institution's provided programs and services. Moreover, it is recommended that a qualitative study of the respondents' written comments be done for an in-depth exploration of the reasons behind their answers.

Finally, strengthen the institution's implementation of its philosophy to develop the mental, physical, mental, and spiritual faculties of its students and nurture them to be professionally competent, active in their faith, sensitive of their social responsibility, selflessly serving others, and living a balanced lifestyle.

References

American Psychological Association (n.d.). Competence. *APA Dictionary of Psychology.* https://dictionary.apa.org/competence

Bauer-Wolf, J. (2018). Overconfident students, dubious employers. *Inside Higher Ed.* https://www.insidehighered.com/news/2018/02/23/study-students-believe-they-are-prepared-workplace-employers-disagree

Camelo, S.H. & Angerami, E.L. (2013). Professional competence: The building of concepts and strategies developed by health services and implications for nursing. *Texto Contexto – Enfermagem, 22*(2). http://www.scielo.br/scielo.php?pid=S0104-07072013000200034&script=sci_arttext&tlng=en

Campbell, J. (n.d.). what is a balanced life? *Sharecare*. https://www.sharecare.com/health/wellness-healthy-living/what-is-a-balanced-life

CT staff (2010). The importance of faith in everyday life. *Campus Times*. http://www.campustimes.org/2010/04/22/the-importance-of-faith-in-everyday-life/

Doumbia, K. (2013). Why is education so important?. *EdLab*. https://edlab.tc.columbia.edu/blog/9886-Why-is-Education-So-Important-in-Our-Life

Feddes, D. (2012). Christianity and Education. *Banner of Truth*. https://banneroftruth.org/us/resources/articles/2002/christianity-and-education/

Geller, E. (2011). Competence vs. performance. *Psychology in Action*. Retrieved from https://www.psychologyinaction.org/psychology-in-action-1/2011/04/15/competence-vs-performance

Hebrews 11:1. *King James Version.* https://www.biblegateway.com/passage/?serach=Hebrews+11%3A1&version=KJV

Johnson, J. (2013). Selfless service, part I: Is selfless service possible?. Psychology Today. https://www.psychologytoday.com/us/blog/cui-bono/201305/selfless-service-part-i-is-selfless-service-possible

MyNews24 (2016). *Roles and importance of student in society*. MyNews24. https://www.news24.com/MyNews24/role-and-importance-of-students-in-society-20160315

Poterfield, C. (2014). Life: Active faith. *Baptist Standard*. https://www.baptiststandard.com/departments/bible-study/life-active-faith/

Price-Mitchell, M. (2014). What is education? Insights from the world's greatest minds. *Psychology Today*. https://www.psychologytoday.com/ca/blog/the-moment-youth/201405/what-is-education-insights-the-worlds-greatest-minds

Psychology Today (n.d.). Education: From kindergarten to college. *Psychology Today*. https://www.psychologytoday.com./us/basics/education

Rahman, M. (2014). Professional competence, pedagogical competence and performance of junior high school of science teachers (Published Abstract). *Journal of Education and Practices, 5*(9). https://www.iiste.org/Journals/index.php/JEP/article/view/11868

Riche, P., Nakosteen, M., Szyliowicz, J., Moumouni, A., Lawson, R.F., Meyer, A.E….Lauwerys, J.A. (2007). Education. *Encyclopedia Britannica*. https://www.britannica.com/topic/education

Rodriguez, D. (2009). How to lead a well-
balanced life. Everyday Health.
https://www.everydayhealth.com/
healthy-living/how-to-live-a-well-
balanced-life.aspx

Seventh-day Adventist Sabbath School
Quarterly (2003, June 18). Selfless
service: Giving instead of getting.
http://ssnet.org/qrtrly/eng/03b/less12.
html

Shelley (2016). *Why faith is important in
education*. Bishop Tyrrell Angelican
College. http://www.btac.nsw.edu.
au/2016/12/faith-important-education/

Sieck, W. (2018). *What is competence and why
it is important?*. Global Cognition.
https://www.globalcognition.org/what-
is-competence/

Silverio, L. (2017). The importance of social
responsibility at the workplace.
*Association Internationale des
Étudiants en Sciences Économiques
et Commerciales (AIESEC)*. https://
blog.aiesec.org/importance-social-
responsibility-workplace/

Smith, M. (2015). What is education? A
definition and discussion. Infed. http://
infed.org/mobi/what-is-education-a-
definition-and-discussion/

Supiano, B. (2018). Colleges say they prepare
students for a career, not just a first
job. Is that true?. *The Chronicle of
Higher Education*. https://www.
chronicle.com/article/Colleges-Say-
They-Prepare/244376

Theron, P. (2013). The impact of Christian
higher education of the lives of
students and societies in Africa.
Koers, 78(1). http://www.scielo.
org.za/scielo.php?script=sci_
arttext&pid=S2304-85572013
000100001

Virkler, M. (2014). *What is the definition
of Christian education?*. Christian
Leadership University. https://www.
cluonline.com/what-is-the-definition-
of-christian-education/

Walsh, K. (2017). *How to prepare college
graduates for the future work*. Bently
University. https://www.bentley.
edu/prepared/how-prepare-college-
graduates-future-work

Weybrecht, G. (2013). Promoting social
responsibility among students.
*Goa Institute of Management.
Primetime.* https://primetime.unprme.
org/2013/07/22/promoting-social-
reponsibility-among-students-goa-
institute-of-management/

White, E.G. (1890). Chapter 18: Prayer and
faith. Early Writings. USA: Review
and Herald.

White, E.G. (1890, June 16). Chapter 5: Faith
and works. Faith and Works (Morning
Talk at Basel, Switzerland). USA:
Signs of the Times.

White, E.G. (1930). The value of recreation:
Christian recreation. *Messages to
Young People*. http://www.gilead.net/
egw/books/misc/Messages_to_Young_
People/index.htm?http&url=www.
gilead.net/egw/books/misc/Messages_
to_Young_People/68_The_Value_of_
Recreation.htm

White, E.G. (1603). *Education and character.
Education*. http://www.ellenwhite.
info/books/bk-ed-25.

White, E.G. (1903). Relation of education to
redemption. *Education*. http://www.
ellenwhite.info/books/bk-ed-04.htm

White, E.G. (1923). Proper education.
Fundamentals of Christian Education.
https://m.egwwritings.org/pl/
book/32.29#30

Effects of John Lawrence Detwiller Memorial Library Instruction Program on Knowledge and Utilization of Resources among College Students

Gladys Joy G. Soretes, Michael J. Empinado, Keren B. Oguis, Vanessa Kaye G. Torremocha,
Naicy G. Sanidad, Michelle O. Carbonilla, Edwin A. Balila, Myrtle C. Orbon

Abstract

Library resources play a major role in teaching, learning, and research. Utilization of these resources should be regularly monitored to make sure it is maximized. Thus, this study was conceptualized to determine the effects of John Lawrence Detwiller Memorial (JLDM) Library Instruction Program on knowledge and utilization of resources among college students of Adventist University of the Philippines (AUP) during the collegiate year 2016-2017. This pre-experimental study purposively 150 new students from Science and Technology, Allied Health, Arts, and Business who were equally divided into two groups: Library Instruction Program attendees and non-attendees. A validated self-constructed questionnaire was used to asses the knowledge gained by the attendees and how often they use the resources after receiving the instruction program compared to the non-attendees. The results of the study showed that both groups are knowledgeable on how to use the library resources. These resources were less utilized by the college students. The comparative analysis revealed that JLDM Library instruction program has no significant effect on the knowledge and utilization of resources considering the respondents' academic area suggesting that their academic area does not affect their knowledge and utilization of resources. There is also no significant effect in the use of OPAC, types of resources, and resources usage policy. However, there is a significant effect on the location resources indicating that those students who attended the JLDM Library Instruction Program increased the level of knowledge about the location of resources. Moreover, there is no significant effect in the utilization of printed resources and electronic resources but there is a significant effect on the use of non-print resources. Recommendation on the standardization of JLDM Library Instruction Program is also discussed.

Keywords: *academic area, electronic resources, JLDM Library Instruction Program, non-print resources, printed resources*

The library, as a heart of an instrument, is a resource center of knowledge for every student, faculty and researchers. It plays a very important role in promoting knowledge to very scholar's life. The librarian ensures that the resources are used up to maximum benefits of its clients; and to make the best utilization of the library, the library instruction is the need of the hour.

Academic library is an integral part of a college, university, or other institutions of postsecondary education. It is administered to meet the information and research needs of its students, faculty and staff providing them with organized collection printed materials or other academic resources (National Center for Education Statistics [NCES], 2015). Philippine Association of Academic and Research Libraries (PAARL, 2010) posits that the overall mission of the academic library is to offer information services that reinforce the services offered by an institution such as teaching, research, and public services; whereas its main objective is to select, collect, organize, and provide users the access to all information available.

According to Blevins and Inman (2014), library instructions are the major component of the services offered by an academic library. Numerous terms have been developed for instruction in the use of library and

information; two of these are the library orientation and library instruction. The term library instruction and library orientation are mostly used interchangeably without remark of their difference (Hinchliffe and Woodard, 2001). Moreover, Suleiman (2012) mentioned that the library orientation and instruction are among the various programs that are utilized to enhance the library skills of new students.

As Hinchliffe and Woodard (2001) discussed, the library instruction refers to library use instructions, with an emphasis on institution-specific procedures, collections and policies. The library instruction's main focus is in-depth explanation of library materials concentrating on tools and mechanics.

The John Lawrence Detwiller Memorial (JLDM Library) serves as the life blood of the university's academic life. JLDM Library is centrally located at Adventist University of the Philippines (AUP) in Putting Kahoy, Silang, Cavite, Philippines.

The JLDM library's collection consists of variety of materials divided into two categories: (1) the print materials (such as books, pamphlets, periodicals, vertical files, etc.) and (2) non-print materials (such as CDs, DVDs, and VHSs and electronic resources). The JLDM Library also participates in the research in the research and educational programs of the University by selecting, collecting, preserving and conserving its collection. JLDM also provides easy access to the collection through retrieval of tools and appropriate information services.

The JLDM Library is conducting a library instruction every first month of a semester headed by the Public Service Librarian. Lecture is one the methods used through Power Point presentation where sections, staff, collections, rules, and regulations are introduced. It is followed by an actual demonstration on how to use as Online Public Access Catalog (OPAC), and online information retrieval from a metadata like EBSCO and etc.

Students who received library instruction are the undergraduate students enrolled in Communication Arts 1. Of the chosen schedule by their professor, not all students have the opportunity to join. Keeping in view the importance of library instruction and in this

case, the researchers aimed to determine the effect of JLDM Library instruction Program on knowledge and utilization of resources among college students.

Theoretical framework

Save the time of the reader is the fourth law of the Ranganathan's Principles on Librarianship (AIMS, 2017). This is more important than the principle of cost effectiveness and is a recognition of the part of the excellence of library services and its ability to meet the needs of the library used efficiently. Library users wish to gain easy access to the materials or information sources that can be help in their needs. In order to save the time of the reader, the library conducts a Library instruction, also called bibliographic instruction (BI), user education and library orientation, consists of instructional programs designed to teach library users how to locate the information they need quickly and effectively. It prepares individuals to make immediate and lifelong use of information effectively by teaching the concepts and logic of information.

The Ranganathan's fourth law is connected to the triarchic of Robert Stenbergas. Sternberg's second stage of his theory "Creative Thinking" focuses on the development, application of fresh ideas, and creation of possible solutions (Balagot, 2014). The knowledge of an individuals influences each certain task that he or she would do, regardless of his or her experience of doing it before. It involves a person's ability to apply their exiting knowledge to new problems. There are two categories of creative intelligence: novelty and automatization. Novelty concerns how a person reacts the first time he or she encounters something new. Automatization concerns how person learns to perform repeated tasks automatically.

Methodology
Research Design

The study used a pre-experimental design particularly the static-group comparison. The respondents, who attended and who did not attend the Library Instruction Program were compared in terms of their knowledge and utilization of

resources for the purpose of knowing the effect of JLDM Library Instruction Program.

Static group comparison of pre-experimental design is a design wherein a group which has experienced X (instruction program), is compared with one which has not, for the purpose of establishing the effect of X. (Campbell & Stanley, 2015).

Population and Sampling

The population of the study comprised of students enrolled in AUP. The samples of the study were selected purposively from Sciences and Technology, Allied Health, Arts, and Business. The respondents were identified into two categories: library instruction program attendees and non-attendees. Simple random sampling was used in the group of attendees, where individuals had been given equal chance of being included in the sample. Seventy-five students who attended the instruction program and 75 who did not were the respondents of this study with the total of 150 respondents.

The respondents of the study were described according to their gender, year level, academic area and categories of students (attendees and non-attendees). The following figures are the distribution of the respondents' profile.

Gender distribution. The sexes of the respondents are equally distributed. Out of 150 respondents, 75 or 50% were females and 75 or 50% were males.

Respondents' year level. In terms of year level, out of 150, 69 (46%) were first year; 47, (31.3%) were second year; 20, (13.3%) were third year; 13, (8.7%) were fourth year. Most of the respondents are from the first year while the least of the respondents came from fourth year.

Academic area. Out of 150 respondents, 35 or 23% were from the Science and Technology, 39 or 26% were from the Allied Health, 37 or 25% were from the Arts, and the 38 or 26% from the Business. Most of the respondents are from the Allied Health, and the least are from Basic Science and Technology.

Student's category (library instruction attendees and non-attendees). Out of 150 respondents, 758 or 50% had attended the JLDM Library Instruction program and 75 or 50% had not.

Instrumentation

In this study a self-constructed questionnaire was used as the tool to assess how many attendees gained knowledge and how often they used the resources after receiving the JLDM Library Instruction Program compared to those students who did not attend the program. The questionnaire has three parts. The first part determined the profile of the respondents. The second part aimed to determine the knowledge of the student on the resources in terms of the use of OPAC, types of resources, location of resources, and resources usage policies. The last part aimed to determine the respondents' utilization of resources.

Part I of the questionnaire asked for the personal characteristics of the respondents. Part II determined the level of knowledge about the resources. Part III uncovered the level of utilization of resources which used to scale 0 (Never Utilized), 1 per week (Less Utilization), 2 times per week (Moderately Utilized), 3 times per week (Highly Utilization), 4 times per week (Very High/ Extremely High Utilization). The questionnaire was validated by licensed librarians, a statistician, and experts on the field of the librarianship.

Statistical Treatment of the Data

Descriptive statistics using frequency and percentage were used to present the profile of the respondents. To determine the level of knowledge, mean and standards were used. To determine the differences on the knowledge and utilization of resources of the respondents according the academic areas, one-way analysis of variance (ANOVA) was utilized. To determine the effect of JLDM Library Instruction Program on level of knowledge and utilization of resources, T-Test was utilized.

Results and Discussion

The study aimed to assess the effects of JLDM Library Instruction Program on the knowledge and utilization of resources among the college students. The results in the Table 1 revealed that the respondents were knowledgeable on how to use the OPAC. They also know the type of resources and where to locate the resources. However, the respondents

are thoroughly knowledgeable of the resources usage policy. These results were supported by the mean results in the table.

Table 1
Knowledge of Respondents Who Attended the Library Instruction Program

	Mean	SD	Interpretation
Use of OPAC	7.44	1.31	Knowledgeable
Types of Resources	8.21	1.77	Knowledgeable
Location of Resources	7.59	1.05	Knowledgeable
Resources Usage Policy	6.47	1.36	Thoroughly Knowledgeable

Knowledge of Respondents Who Did Not Attend the Library Instruction Program

	Mean	SD	Interpretation
Use of OPAC	7.16	1.91	Knowledgeable
Types of Resources	7.16	1.72	Knowledgeable
Location of Resources	7.40	1.49	Knowledgeable
Resources Usage Policy	6.11	1.62	Thoroughly Knowledgeable

Table 2 further revealed that the respondents who did not attend the library instruction program are also knowledgeable on how to use the OPAC, the type of resources and where to locate the resources. They are thoroughly knowledgeable of the resources usage policy. The results for both groups were similar as reflected in the mean results. When combined regardless of where group they belong, the results were still the same as reflected in Table 2.

Table 2
Respondent's Overall Level of Knowledge of Resources

	Mean	SD	Interpretation
Use of OPAC	7.30	1.64	Knowledgeable
Types of Resources	7.69	1.82	Knowledgeable
Location of Resources	7.50	1.29	Knowledgeable
Resources Usage Policy	6.29	1.50	Thoroughly Knowledgeable
Knowledge of Resources	28.77	3.79	Knowledgeable

Table 3 presents the extent of utilization of the library resources of the respondents who attended and those who did not attended the Library Instruction Program. The table shows that, Printed, Non-print Resources, and electronic resources are less utilized by the college students. These results are also true for those who did not receive the Library and Instruction Programs.

Table 3
Utilization of Resources of the Respondents Who Attend the Library Instruction Program

	Mean	SD	Interpretation
Printed Resources	1.38	0.43	Less Utilized
Non-printed Resources	1.27	0.51	Less Utilized
Electronic Resources	1.34	0.51	Less Utilized

Utilization of Resources of the Respondents Who Did Not Attend the Library Instruction Program

	Mean	SD	Interpretation
Printed Resources	1.48	0.44	Less Utilized
Non-printed Resources	1.22	0.37	Less Utilized
Electronic Resources	1.39	0.42	Less Utilized

Respondents' Utilization of Resources

Table 4 presents the level of utilization for printed resources combined for those who attended and not attended the Library Instruction Program. Results showed that reference books are moderately utilized. The other printed resources reflected in the table are less utilized. The less utilized Bound Periodicals got the lowest mean of 1.26 (0.50). The results imply that the respondents have a low level of utilization of printed resources. While undergraduate students typically embrace the use of electronic resources, traditional sources such as books and printed journal remain crucial component in their research because of their reliability and permanent accessibility.

Table 4
Printed Resources

	Mean	SD	Interpretation
Circulation Books	1.50	0.60	Less Utilized
Filipiniana Books	1.54	0.63	Less Utilized
Reserved Books	1.41	0.60	Less Utilized
Reference Books	1.60	0.64	Moderately Utilized
Curriculum Section Books	1.39	0.59	Less Utilized
Newspapers	1.35	0.59	Less Utilized
Magazines	1.44	0.99	Less Utilized
Journal	1.38	0.58	Less Utilized
Bound periodicals	1.26	0.50	Less Utilized
Thesis	1.32	0.60	Less Utilized
Printed Resources	1.43	0.44	Less Utilized

Table 6
Electronic Resources

	Mean	SD	Interpretation
E-Books	1.42	0.61	Less Utilized
E-Journal	1.36	0.57	Less Utilized
Ebscohost	1.28	0.53	Less Utilized
VCD's	1.17	0.46	Less Utilized
DVD's	1.18	0.45	Less Utilized
Online Resources	1.69	0.77	Moderately Utilized
Electronic Resources	1.36	0.46	Less Utilized
Dolls	1.16	0.45	Less Utilized
Microfilm	1.19	0.44	Less Utilized
Cards	1.23	0.51	Less Utilized
Non-Printed Resources	1.25	0.44	Less Utilized

Table 5 presents the level of utilization for non-print resources. Of the non-print materials, Pictures has the highest mean of 1.37 (SD= 0.61) but still indicating a less utilized library materials. Generally, all the non-print materials are used by the college students.

Table 5
Non-Print Resources

	Mean	SD	Interpretation
Educational Games	1.28	0.56	Less Utilized
Pictures	1.37	0.61	Less Utilized
Charts	1.30	0.58	Less Utilized
Graphs	1.28	0.55	Less Utilized
Posters	1.22	0.51	Less Utilized
Puppets	1.19	0.49	Less Utilized
Realia	1.20	0.51	Less Utilized
Dolls	1.16	0.45	Less Utilized
Microfilm	1.19	0.44	Less Utilized
Cards	1.23	0.51	Less Utilized
Non-Print Resources	1.25	0.44	Less Utilized

Table 6 presents the extent of utilization for electronic resources. It showed that online resources got the highest mean of 1.69 (SD= 0.77). On the average, electronic resources have a mean of 1.36 (SD= 0.46), interpreted as less utilized. This implied that respondents have low level of utilization on electronic resources.

Table 7 presents the composite scores of the extent of utilization of library resources. Revealed in this study, the printed resources, non-printed resources, and electronic resources are less utilized by the college students. This implies that respondents have a low level of utilization on library resources.

Library Instruction Program enhances library use whether print or non-print materials. In this study of Maduako (2015), it was stated that the user education or library instruction given to the students has improved their use of the library and its turn them as regular users of the library.

Table 7
Respondent's Overall Level of Utilization of Resources (Attendees and Non-attendees)

	Mean	SD	Interpretation
Printed Resources	1.43	0.44	Less Utilized
Non-Printed Resources	1.25	0.44	Less Utilized
Electronic Resources	1.36	0.46	Less Utilized

Table 8 illustrates the differences on the knowledge and utilization of resources among respondents considering academic area. It implies that the respondents from Allied Health, Arts, and Business have comparable knowledge and utilization of the library resources.

Effects of John Lawrence Detwiller Memorial Library Instruction Program
on Knowledge and Utilization of Resources among College Students

66

Table 8

Difference on the Knowledge and Utilization of Resources of the Respondents Considering Academic Area

		Mean	SD	F	Sig	df	Interpretation
Knowledge on Resources	Basic Science/ Technology	28.91	5.22	0.17	0.91	3	Not Significant
	Allied Health	28.85	3.46				
	Arts	28.86	2.97			145	
	Business	28.37	3.39				
	Total	28.37	3.80			148	
Utilization of Resources	Basic Science/ Technology	1.37	0.44			3	Not Significant
	Allied Health	1.31	0.44			142	
	Arts	1.37	0.29				
	Business	1.34	0.35				
	Total	1.35	0.38				

Table 9 illustrates the effect of the JLDM Library Instruction Program on Knowledge of Resources. The results showed that there is no significant effect in the use of OPAC, types of resources, and resources usage policy. Moreover, there is a significant effect on the location of resources (p= .025; t= -.886). This implied that those students who attended the JLDM Library Instruction Program increased the level of knowledge on where to locate the library resources.

Table 9

Effect of the JLDM Library Instruction Program on Knowledge or Resources

	Attendees of Orientation	Mean	SD	I	Sig	df	Interpretation
Use of OPAC	Did not Attend	7.16000	1.91043	-1.047	.601	148	Not significant
	Attended	7.4400	1.30736	-1.047		130.843	
Type of Resources	Did not Attend	7.1600	1.72454	-3.688	7.13	148	Not significant
	Attended	8.2133	1.77287	-3.688		147.887	
Location of Resources	Did not Attend	7.4000	1.48870	-886	.025	148	Significant
	Attended	7.5867	1.05386	-886		133.281	
Resources Usage Policy	Did not Attend	6.1067	1.62392	-1.472	.562	148	Not significant
	Attended	6.4667	1.35899	-3.124	.054	148	

Table 10, illustrates the significant effect of JLDM Library Instruction Program on level of utilization of printer resources. The table shows that there is no significant effect in the utilization of printed resources and electronic resources. Moreover, there is a significant effect on the use of non-print resources (p= .05; t= -0.63). This implied that those students who attended the JLDM Library Instruction Program increased the level of utilization on non-printed resources. It would be beneficial to learn how a well-designed Library Orientation Program affects students' usage and information seeking abilities, and to see if such program would produce more library users and increase the level of their knowledge. The more library knowledge a student can acquire, the greater is his or her opportunity to succeed academically (Baca, 2014).

Table 10

Effect of JLDM Library Instruction Program on Extent of Utilization or Resources

	Attendees of orientation	Mean	SD	t	Sig	Interpretation
Printed Resources	Did not Attend	1.48	0.44	1.40	0.98	Not Significant
	Attended	1.38	0.43	1.40		
Non-Printed Resources	Did not Attend	1.22	0.37	-0.63	0.05	Significant
	Attended	1.27	0.51	-0.63		
Electronic Resources	Did not Attend	1.39	0.42	0.62	.551	Not Significant
	Attended	1.34	0.51	0.61		
Utilization of Resources	Did not Attend	1.36	0.32	0.44	.024	Significant
	Attended	1.33	0.43	0.44		

Conclusion

The respondents who attended and did not attend the JLDM Library Instruction Program are knowledgeable of using the OPAC, types and location of resources. On the other hand, the college students are moderately knowledgeable of the usage policies of resources.

As for the extent of resource utilization of the respondents who attended and who did attend the JLDM Library Instruction Program, the printed, non-printed, and electronic resources were less utilized.

There is no significant effect on the knowledge and utilization of resources considering their academic area. There is also a non-significant effect on the use of OPAC, types of resources, and resources usage policy. However, there is a significant effect on the location of resources. This suggested that those students who attended the JLDM Library Instruction Program increase the level of knowledge about the location of resources. Moreover, there is no significant effect in the utilization of printed resources and electronic resources but there is a significant effect on the use of non-print resources. This indicates that those students who attended the JLDM Library Instruction Program increased the level of knowledge and utilization of resources among college students in some aspects only.

Recommendation

Based on the results of the study, the researchers have drawn the following recommendations:

The implementers of the JLDM Library Instruction Program should be reviewed in order to improve knowledge and the effectivity of the program.

JLDM Library Instruction Program should be requirement during the start of first year's curriculum. The content of the program should emphasize more about the resources usage policies and strengthen the discussion and application of types and location of resources available and orient new students how to use OPAC. It should also include the promotion of different types of resources and introduce them as reliable resources of information especially on research works.

Teachers and librarians' collaboration is encouraged for the efficiency of the Library Instruction and Orientation Programs and for the increase of student utilization of the library resources specifically in retrieving information using variety formats that students will be using for research projects. JLDM Library Instruction Program should break the wall between users and information resources in locating and in retrieving them.

Findings of this study should be considered by the JLDM Library Director as feedback the improvement of JLDM Library Instruction Program. The researchers commended the JLDM Library create Standard Library Instruction Program that will be implemented every semester.

Effects of John Lawrence Detwiller Memorial Library Instruction Program
on Knowledge and Utilization of Resources among College Students

68

Further study on evaluation of the Library Instruction Program is highly recommended for the improvement of the instruction program implemented by the JLDM Library.

References

AIMS (2017). Five laws of library science… detailing the principles of operating a library system. *AIMS*. http://aims.fao.org/activity/blog/five-laws-library-science-detailing-principles-operating-library-system

Baca, L.A. (2014). The effect of library orientation on library knowledge. *The Christian Librarian, 57*(2). http://digitalcommons.georgefox.edu/tlc/vol57/iss2/13

Balagot, J. (2014). *Sternberg's triarchic theory of intelligences*. https://www.slideshare.net/janettecbalagot/sternbergs-triachic-theory-of-intelligences

Blevins, A. & Inman, M. (2014). *Curriculum-based library instruction: From cultivating faculty relationships to assessment.* UK: Rownan & Little Field Publishing.

Campbell, D.T. & Stanley, J. C. (2015). Experimental and quasi-experimental designs for research. *Ravenio Books*. https://books.google.com.phy/books?id=KCTrCgAAQBAJ&dq=-pre-experimental=design&lr=&source=gbs_navlinks_s

Hinchliffe, L. J., & Woodard, B.S. (2001). Instruction. In R. E. Bopp and L. C. Smith (eds.), *Reference and information services: An introduction* (3rd ed., pp. 177-209). Englewood, CO: Libraries Unlimited.

Maduako, P.Z. (2015). User education and library use in college of education in Abia and Imo States. *Library Philosophy and Practice.* http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=2331&context=libphilprac

National Center for Education Statistics (2015). *Academic Library National Center for Education Statistics.* https://definedterm.com/academic_library

PARL (2010). 2010 PARL standards for academic libraries final draft proposal. *Philippine Association of Academic and Research Libraries.* https://www.slideshare.net/PAARLOnline/2010-paarl-standards-for-academic-libraries-fina-l-draft-proposal

Suleiman, S. A. (2012). User education programs in academic libraries: the experience of the International Islamic University in Malaysia students. *Library Philosophy and Practice.* https://www.webpages.uidaho.edu/~mbolin/ali.pdf

Sy, J.Y. (2005). *The development of library instruction program for the St. Stephen's High School Library with emphasis on improving specific library-related skills.* http://lisresearchphil.blogspot.com/2008/12/development-of-library-instruction.html

An Investigation on the Number of Freshmen Students Sent by Seventh-Day Adventist Academies to Adventist University of the Philippines: Basis for Promotional Strategies

Ruth P. Javien, Marievec L. Baret, Jackilyn M. Bicua, Liezel E. Edquilang, Rosalinda F. Franche, Marikit Anne M. Gayoba, Cherry M. Latigay, Darlene J. Riano, May Shiell C. Sonio

Abstract

This study determined the number of students sent by the Seventh-day Adventist academies to AUP. This study employed descriptive internal desk research method in the data collection and analysis. The data were taken from the application forms accomplished by the 1,263 freshmen students who came and studied at Adventist University of the Philippines (AUP) from Academic Year 2012-2017. Frequency was used to describe the number of students from different academies. The results of the study revealed the number of students from the different academies in the country from the highest to the lowest number of students sent to AUP. Rant no. 1 in the list is AUP Academy with a total of four hundred freshmen students (400), rank no. 2 is Lipa Adventist Academy with a total of one hundred twenty (120) freshmen students, rank no. 3 is Central Luzon Adventist Academy with a total of seventy nine (79) freshmen students, rank no.4 is Northeast Luzon Adventist Academy with a total of fifty four (54) freshmen students and rank no.5 is Pasay City Adventist Academy with a total of fifty one (51) freshmen students and the rest of the Seventh-day Adventist academies in the country. The researcher recommends that the marketing department of AUP should do something in order to have many freshmen students from our Seventh-day Adventist academies. After knowing the results of the study, it is time to promote to the academies whose results are zero (0) freshmen, one (1) the two (2) and the rest.

Keywords: *Seventh-day Adventist Academies, promotional strategies*

The Adventist University of the Philippines (AUP) is blessed by its students coming from different Seventh-day Adventist (SDA) academies around the country. However, some SDA academies are not represented well. It could be that many of our young people opted to study in a non-SDA school. Nowadays, tuition fees in the government colleges and universities are free. If non-SDA private colleges and universities, scholarships are granted to students. It is possible that due to the new program of the government some of our students are studying in a non-SDA college or university.

An investigation is necessary in order to know the number of students sent to AUP by the different SDA academies as a basis for a campaign for SDA distinctive Christian education. The SDA church would like all Adventist children to be able to attend an Adventist Institution. Our school is designed to prepare learners for responsible citizenship in this world and in the world to come. Moreover, Adventist education attempts to achieve a balance of development; spiritual, intellectual, physical and social dimensions.

A study was made between students who studied in SDA schools and those who attended public schools regarding faith behaviors and attitudes. It was discovered that students coming out of Adventist schools scored higher reporting a strong relationship with God (Anthony, 2013).

Purpose of the Study

This study determined the number of freshmen students sent by SDA academies to AUP. Specifically, to know which SDA Academy feed the most freshmen students to AUP and SDA Academy sent the least number of freshmen students to AUP from Academic Year 2012-2013 to Academic Year 2016-2017.

Methodology

Research Design

This study employed descriptive internal desk research method in the data collection and data analysis. Desk research is the process of collecting existing data from previous researchers to get a wider scope of knowledge about that certain field (Travis, 2016). In this case, it is basically collecting data from existing resources within the institution. The data were taken from the application forms accomplished by the 1,263 freshmen students who came and studied at AUP from Academic Year 2012-2017.

Table 1 indicates the number of SDA academies that each conference has in the whole country. It also shows the number of laymen schools in the country particularly the academies and one academy belongs to the General Conference-the AIIAS Academy.

Population of the Study

There are 54 SDA Academies in the whole Philippines under the three conferences namely: North Philippine Union Conference in Metro Manila, Central Philippine Union Conference in Visayas, and South Philippine Union Conference in Mindanao as of this year 2018. Out of fifty 54, eight are laymen academies.

Table 1

SDA Laymen Academies

No.	Name of Conference	No. of Academies	Laymen School	Total
1	North Philippine Union Conference	24	5	29
2	Central Philippine Union Conference	9	1	10
3	South Philippine Union Conference	12	2	14
		1		1
	Total	46	8	54

Research Instrument

The tools used in the study were the applications forms of the freshmen students who decided to study here at AUP. The research participants of this study were 1,263 freshmen students from Academic Year 2012-2013 to Academic Year 2016-2017.

Data Gathering Procedure

The accomplished application forms of the students who decided to study at AUP were taken from the active files of the Records and Admissions Office. The academies where they came from were copied one by one from the application forms of the students by the Records and Admissions personnel, the work scholars and the work education students.

To ensure that the information were copied correctly, the records assistants were assigned to encode and double check the work done by the students. To double check the work done by students, the researchers randomly reviewed the data copied by the students from the applications forms.

Analysis of the Data

The data taken from the application forms of the students were tabulated and encoded in the Excel software program. Percentage based on frequency and tables were used to determine the number of students from different academies.

Results and Discussions

Number of freshmen students sent by SDA academies to AUP by Conference

Table 2 shows the 29 academies under the North Philippine Union Conference in Luzon. Five academies are laymen schools namely: Baler Essential Adventist Academy in Baler, Aurora; Central Palawan Adventist Academy in Puerto Princesa City, Palawan; Central Pangasinan Adventist School in Mapandan, Pangasinan; Commonwealth Adventist Christian Academy in Batasan Hills, Quezon City and Hillside View Academy in San Fernando, Romblon.

Table 2

Academies in North Philippine Union Conference

No.	Name of Academy	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total
1	Adventist University of the Philippines Academy (AUPA)	85	110	138	57	10	400
2	Baesa Adventist Academy	5	12	17	9	0	43
3	Baguio Adventist Academy	0	0	0	0	0	0
4	Baguio Seventh-day Adventist School	4	4	5	3	0	16
5	Banahaw View Academy	9	4	3	4	1	21
6	Central Luzon Adventist Academy	24	16	23	14	2	79
7	Conception Adventist Academy	0	0	0	2	1	3
8	D-SHEP Foundation Academy	3	3	8	3	2	19
9	Faith Adventist Academy	4	1	2	1	2	10
10	Lipa Adventist Academy	36	25	33	23	3	120
11	Manila Center Church Academy	0	0	2	0	0	2
12	Naga View Adventist College Academy	12	8	17	10	2	49
13	Northeast Luzon Adventist Academy	8	16	16	14	0	54
14	Northern Luzon Adventist Academy	2	9	1	8	0	20
15	North Luzon Advent Academy	0	0	0	0	0	0
16	Palawan Adventist Academy	7	5	4	0	1	17
17	Palawan Adventist School, Inc.	0	0	0	2	0	2
18	Partido Mission Academy	0	0	1	1	0	2
19	Pasay City Adventist Academy	14	5	18	11	3	51
20	Polilo Adventist Institute	3	2	6	2	0	13
21	Rosario Adventist High School	1	0	0	0	1	2
22	San Jose Adventist Academy Inc.	3	0	8	7	1	19
23	Sta. Elena Adventist Academy	0	0	2	0	0	2
24	Tirad View Academy	3	2	2	0	0	7
25	Baler Essential Adventist Academy, Baler Aurora	2	0	3	0	0	5
26	Central Palawan Adventist Academy, Puerto Princesa, Palawan	8	6	5	0	0	19
27	Central Pangasinan Adventist School, Mapandan, Pangasinan	1	0	3	0	0	4
28	Commonwealth Adventist Christian Academy, Batasan Hills, Quezon City	2	0	0	0	1	3
29	Hillside View Academy, San Fernando, Romblon	5	1	2	2	0	10
	Total	241	229	319	173	30	992

Table 2 also indicates the total number of students sent to AUP each year by each academy. In the academic year 2012-2013, the academies within the North Philippine Union Conference sent 241 freshmen students, in the year 2013-2014, 229 freshmen students, in the year 2014-2015, 319 freshmen students, in the year 2015-2016, 173 freshmen students, and in the year 2016-2017, 30 freshmen students, with a total of 992 students from school year 2012-2013 to 2016-2017, respectively.

Table 3

Academies in Central Philippine Union Conference

No.	Name of Academy	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total
1	Adventist Academy- Cebu (formerly known as East Visayan Academy)	11	13	8	6	0	38
2	Adventist Academy of Negros Oriental	0	0	0	1	0	1
3	Adventist Mission Academy of Romblon (AMAR)	5	6	10	4	0	25
4	Central Philippine Adventist Academy	0	0	0	0	0	0
5	Negros Mission Academy	4	9	1	1	0	15
6	River View Adventist Academy	1	0	0	0	0	1
7	Semirara Adventist Academy	8	2	1	5	0	16
8	Spring View Adventist Academy	0	0	0	0	0	0
9	West Visayan Academy	12	5	12	7	1	37
10	East Visayan Adventist Academy, Javier, Leyte	10	10	7	0	1	28
	Total	51	45	39	24	2	161

Table 3 illustrates 10 academies under Central Philippine Union Conference in the Visayas region. Out of these 10 academies, one is a laymen school, specifically, East Visayan Adventist Academy in Javier, Leyte. It also shows that in the year 2012-2013, there were 51 freshmen students who studied at AUP, in the year 2013-2014, 45 freshmen students studied in AUP, in 2014-2015, 39 freshmen students studied at AUP and in the year 2015-2016, 24 freshmen student studied in AUP, and in the year 2016-2017, two freshmen students studied in AUP. A total of 161 freshmen students studied in AUP from the school year 2012-2013 to 2016-2017.

Table 4

Academies in South Philippine Union Conference

No.	Name of Academy	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total
1	Adventist Medical Center Academy-Iligan, Inc.	0	0	0	0	0	0
2	Central Bukidnon Institute	0	3	5	2	0	10
3	Lake View Academy	1	0	0	1	3	5
4	Matutum View Academy	0	0	4	3	0	7
5	Mindanao Mission ACADEMY	0	0	7	2	2	11
6	Mountain View College Academy	1	4	8	5	1	19
7	Northeastern Mindanao Academy	2	2	2	1	0	7
8	Philippine Advent College Academy	0	2	0	1	0	3
9	Roxas Adventist Academy	4	2	0	2	0	8

{table continues on the next page}

10	South Philippine Adventist College Academy	6	6	5	3	1	21
11	Western Mindanao Academy	0	3	0	1	1	5
12	Zamboanga Peninsula Adventist Academy	0	0	0	0	0	0
13	Caldwell Adventist Academy, R.T Lim Boulevard, Zamboanga City	1	1	0	1	0	3
14	Katingawan Adventist Academy, Midsayap, North Cotabato	0	0	0	0	1	1
	Total	241	229	319	173	30	992

Table 4 demonstrates that there are 14 academies under the South Philippine Union Conference in Mindanao. Two of these are laymen schools, namely: Cadwell Adventist Academy in Zamboanga City and Katingawan Adventist Academy in Midsayap, North Cotabato. In the year 2012-2013, there were 15 freshmen student studied at AUP, 23 in the year 2013-2014, 31 freshmen student studied in AUP, in the year 2014-2015, 22 freshmen student studied in AUP. A total of 100 freshmen students from South Philippine Union Conference from the school year 2012-2013 to 2016-2017.

List of SDA Academies from Highest to Lowest Sent Freshmen Students
Table 5 shows the list of all the SDA Academies in the whole country under the Southern Asia-Pacific Division and the three conferences where they belong. It also shows the total number of students who studied in AUP from the school year 2012-2013 to school year 2016-2017.

Table 5
List of SDA Academies from Highest to Lowest Sent Freshmen Students

No.	Name of Academy	Conference	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Total
1	Adventist University of the Philippines Academy (AUPA)	NPUC	85	110	138	57	10	400
2	Lipa Adventist Academy	NPUC	36	25	33	23	3	120
3	Central Luzon Adventist Academy	NPUC	24	16	23	14	2	79
4	Northeast Luzon Adventist Academy	NPUC	8	16	16	14	0	54
5	Pasay City Adventist Academy	NPUC	14	5	18	11	3	51
6	Naga View Adventist College Academy	NPUC	12	8	17	10	2	49
7	Baesa Adventist Academy	NPUC	5	12	17	9	0	43
8	Adventist Academy-Cebu (formerly known as East Visayan Academy)	CPUC	11	13	8	6	0	38
9	West Visayan Academy	CPUC	12	5	12	7	1	37
10	East Visayan Adventist Academy, Javier Leyte	CPUC	10	10	7	0	1	28

{table continues on the next page}

An Investigation on the Number of Freshmen Students Sent by Seventh-Day Adventist
Academies to Adventist University of the Philippines: Basis for Promotional Strategies

74

11	Adventist Mission Academy of Romblon (AMAR)	CPUC	5	6	10	4	0	25
12	Banahaw View Academy	NPUC	9	4	3	4	1	21
	South Philippine Adventist College Academy	SPUC	6	6	5	3	1	21
13	Northern Luzon Adventist Academy	NPUC	2	9	1	8	0	20
14	D-SHEP Foundation Academy	NPUC	3	3	8	3	2	19
	San Jose Adventist Academy Inc.	NPUC	3	0	8	7	1	19
	Central Palawan Adventist Academy, Puerto Princesa, Palawan	NPUC	8	6	5	0	0	19
	Mountain View College Academy	SPUC	1	4	8	5	1	19
15	Palawan Adventist Academy	NPUC	7	5	4	0	1	17
16	Semirara Adventist Academy	CPUC	8	2	1	5	0	16
	Baguio Seventh-day Adventist School	NPUC	4	4	5	3	0	16
17	Negros Mission Academy	CPUC	4	9	1	1	0	15
18	Polillo Adventist Intitute	NPUC	3	2	6	2	0	13
	Mindanao Mission Academy	SPUC	0	0	7	2	2	11
	Adventist International Institute of Advance Studies (AIIAS)	GC	0	3	3	4	0	10
	Faith Adventist Academy	NPUC	4	1	2	1	2	10
	Hillside View Academy, San Fernando Romblon	NPUC	5	1	2	2	0	10
	Central Bukidnon Institute	SPUC	0	3	5	2	0	10
	Roxas Adventist Academy	SPUC	4	2	0	2	0	8
	Tirad View Academy	NPUC	3	2	2	0	0	7
	Matutum View Academy	SPUC	0	0	4	3	0	7
	Northeastern Mindanao Academy	SPUC	2	2	2	1	0	7
	Baler Essential Adventist Academy, Baler Aurora	NPUC	2	0	3	0	3	5
	Lake View Academy	SPUC	1	0	0	1	1	5

{table continues on the next page}

Western Mindanao Academy	SPUC	0	3	0	1	0	5
Central Pangasinan Adventist School, Mapandan, Pangasinan	NPUC	1	0	3	0	1	4
Conception Adventist Academy	NPUC	0	0	0	2	1	3
Commonwealth Adventist Christian Academy, Batasan Hills, Quezon City	NPUC	2	0	0	0	0	3
Philippine Advent College Academy	SPUC	0	2	0	1	0	3
Caldwell Adventist Academy, R.T Lim Boulevard, Zamboanga City	SPUC	1	1	0	1	0	3
Manila Center Church Academy	NPUC	0	0	2	0	0	2
Palawan Adventist School, Inc.	NPUC	0	0	0	2	0	2
Partido Mission Academy	NPUC	0	0	1	1		2
Rasario Adventist High School	NPUC	1	0	0	0	1	2
Sta. Elena Adventist Academy	NPUC	0	0	2	0	0	2
Adventist Academy of Negros Oriental	CPUC	0	0	0	1	0	1
River View Adventist Academy	CPUC	1	0	0	0	0	1
Katingawan Adventist Academy, Midsayap, North Cotabato	SPUC	0	0	0	0	1	1
Central Philippine Adventist Academy	CPUC	0	0	0	0	0	0
Spring View Adventist Academy	CPUC	0	0	0	0	0	0
Baguio Adventist Academy	NPUC	0	0	0	0	0	0
North Luzon Advent Academy	NPUC	0	0	0	0	0	0
Adventist Medical Center Academy – Illigan Inc.	SPUC	0	0	0	0	0	0
Zamboanga Penisula Adventist Academy	SPUC	0	0	0	0	0	0
Total		307	300	392	223	41	1263

An Investigation on the Number of Freshmen Students Sent by Seventh-Day Adventist
Academies to Adventist University of the Philippines: Basis for Promotional Strategies

76

Presented in Table 5 are the list of the SDA Academies from the highest number of students sent to AUP to the smallest number of students sent to AUP from the school year 2013-2013 to 2016-2017. Rank no. 1 in the list is from AUP academy with a total of 400 freshmen students, rank no. 2 is Lipa Adventist Academy with a total of 120 freshmen students, rank no. 3 is Central Luzon Adventist Academy with a total of 79 freshmen students, rank no. 4 is Northeast Luzon Adventist Academy with a total of 54 freshmen students and rank no.5 is Pasay City Adventist Academy with a total of 51 freshmen students and the rest of the SDA academies in the country.

Among all the SDA academies in the country, Central Philippine Adventist Academy, Spring View Academy, Baguio Adventist Academy, North Luzon Adventist Academy, Adventist Medical Center Academy- Illigan, Inc., and Zamboanga Peninsula Adventist Academy are the ones not sending any freshmen in AUP. It is understandable if some freshmen students from our SDA Academies in the Visayas and Mindanao regions do not study at AUP due to proximity and the presence of the SDA colleges in the said regions.

Conclusion

This study investigated the number of students sent to AUP by the different SDA Academies. Many of the students who studied in AUP in the year 2012-2013 up to the year 2016-2017 are from the North Philippine Union Conference territory although there were some freshmen students who came from the Visayas and Mindanao regions. It is understandable if some freshmen students from our SDA Academies in the Visayas and Mindanao regions will not come and study at AUP due to the distance and the presence of the SDA colleges in the said regions but it is surprising to know that there are some academies in the North whose freshmen students have no representations at all, even one student. The results of the study are alarming granting that there were no freshmen students in the year 2016-2017 due to the K11-12 program of the government. In addition to that there is a new program of the government in the public

colleges and universities in the country- free tuition fee for those with low income.

Recommendations

The researcher recommends that the marketing department of AUP do something in order to have many freshmen students from our SDA academies. After knowing the result of this study, it is time to promote to the academies whose results are zero, one, and two freshmen among the rest. It is also recommended that a study like this be regularly done for monitoring and service improvement.

References
Anthony, L. S. R. (2013). *Committed Seventh-day Adventist at secular institutions of higher education*. Michigan: Western Michigan University.

Cooper, G., Baglin, J., & Strathdee, R. (2017). Access to higher education: Does distance impact students' intentions to attend university?. *National Centre for Student Equity in Higher Education*. Perth: Curtin University.

Prachi, J. (201_). Desk research- methodology and techniques. *Management Study Guide Content Team*.

Ruiz, N. G. (2014). *The geography of foreign students in U.S. higher education: Origins and destinations*. MA, USA. www.brookings.edu/metro

Southern Asia Pacific Division Office (2018). *List of SDA Academies in the Philippines*. Cavite

Travis, D. (2016). Desk research: The what, why, and how. *Userfocus*. https://www.userfocus.co.uk/articles/desk-research-the-what-why-and-how.html

Garbage Segregation Practices of a University Campus

Mande Ron Ron O. Surnit, Jesha Miela D. Muñez, Maria Sarah Q. Bonador, Carl Brian R. Ebcas,
Evangelis Pardede, Mega Puspita, Hui-Lien Wu, Yi Na Zhou, Ferin Krisminato, Jolly S. Balila

Abstract

There is a law mandated to every educational institution to educate the public on the theories and practices on solid waste management. The study aimed to determine garbage segregation practices on a university campus. Using photovoice method, 10 participants photographed 23 photos that show the different garbage segregation practices using smart phone. This study utilized descriptive survey design and community-based participatory research (CBPR). The study explored the awareness, as well as the correct and incorrect practices on solid waste management among the garbage segregation practices on a university campus. The study found out that among the 23 photographs, 17 were identified as incorrect practices of garbage segregation. These photographs showed a mixture of different categories of garbage inside a single garbage container and garbage outside the containers. Furthermore, there were six photographs that have been identified as correct practices of garbage segregation. These photographs showed proper disposal practices particularly of the residual and compostables. These photographs were categorized into two groups namely Photographs A (identified as incorrect pratices of garbage segregation) and Photographs B (identified as correct practices of garbage segregation).

Keywords: *photovoice, solid waste management, segregation*

All schools, colleges, and universities, both public and private, are directed by law to educate students and the public of proper waste management; and to achieve the effectivity and sustainability of this mandated law, everyone's involvement and participation in Solid Waste Management Programs among institutions is encouraged (Paghasian, 2017). Students, faculty, and staff go for convenience because of their fast-paced lifestyle. Every day, they rush from one activity or class to another, leading to their purchase of single-use goods which, most of the time, results to excessive number of waste products (Chapman University, 2018).

It is consequential to reduce, if not eradicate the negative results of waste through proper waste disposal management.

As stated in the thesis of Choi (2016), the European Commission explains waste management as the proper gathering, transfer, retrieval, and dumping of waste which also includes the control of the dealer or broker for the after-care disposal. This means that waste management is a step by step process from collection to the treatment and disposal of waste. Moreover, waste management can include preventive actions such as in-process modifications, reuse, and recycling.

Photovoice, on the other hand, is a community based research methodology with the use of photographic imagery (Kelly, Lee, Bowen Ray, & Kandaurova, 2018). It is a design that helps disclose real-life perceptions, practices and events.

The problem

The study aimed to shed light towards better the understanding of the garbage segregation practices of college students. This study was conducted to specifically look into the significant relationship between the awareness and practices on garbage segregation practices on a university campus in Cavite, Philippines.

Theoretical Framework

　　Photovoice aims to expose and immerse research subjects in 'seeing the world and transforming it' (Wang & Burris, 1997). It is rooted in Paulo Freire's educational approach for critical consciousness (Freire, 1974) which implies that photographs are significant instruments to observe the community as well as the incongruity in it. Through photographs, a person can be an 'interpreter of the world'. In a recent study, photovoice utilizes the photographs and the stories behind the photographs to come up with the discussions about awareness to garbage segregation practices and advocacy to impact on policy.

Method

　　Descriptive survey design and community-based participatory research (CBPR) was utilized in this study to describe the garbage segregation practices in a university. The study purposively sampled 23 photographs displaying different garbage practices of a university campus using photovoice method. Photovoice is a qualitative research methodology that blends narrative with photographs in exploring issues within a community (Nykiforuk, Vallianatos, & Nieuwendik, 2011).

Results and Discussion

　　This section presents the selected photographs of correct and incorrect garbage segregation practices which are categorized in Photographs A and B. wherein Photographs A show the incorrect practices of garbage segregation while B show the correct practices of garbage segregation. These photographs were taken in a university campus during the months of June and July.
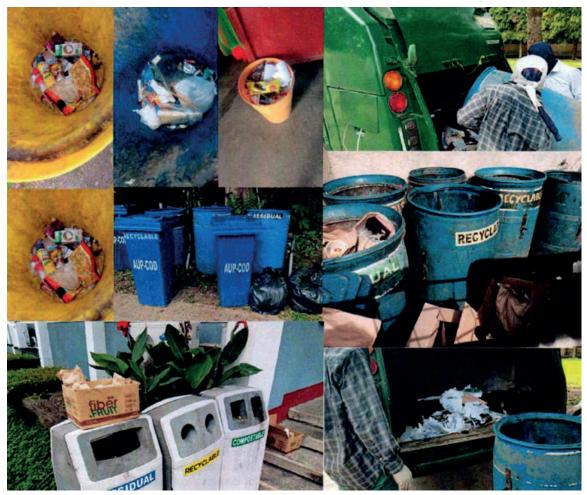

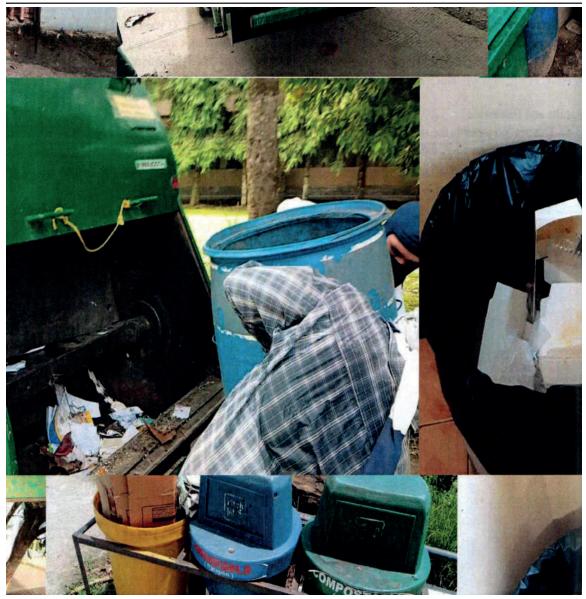*Figure 1a.* Photographs A. (Incorrect practices of garbage segregation)

Figure 1b. Photographs A. (Incorrect practices of garbage segregation)

Figure 2. Photographs B. (Correct practices of garbage segregation)

The data showed 23 photographs of practices of garbage segregations. Among the 23 photographs, 17 were identified as incorrect practices of garbage segregation. These photographs show a mixture of different categories of garbage thrown in a single garbage container and garbage that were not thrown inside the containers. Concurrently, there are 6 photographs that were identified as correct practices of garbage segregation. These photographs show proper disposal practices particularly of the residual and compostables. All 23 photographs were categorized into two groups namely Photographs A (incorrect practices of garbage segregation) and Photographs B (correct practices of garbage segregation).

Republic Act 9003 (Ecological Waste Management Act of 2000), signed last 2001, aimed to provide Ecological Solid Waste Management (Law Phil Project, 2018). It stipulates that the government should adopt a methodical, widespread, environmental SWM program that will sustain the proper segregation, collection, transfer, storing, usage and discarding of garbage, and implementation and use of the practices that best display solid waste management.

The Department of Environment and Natural Resources, (2000) provided guidelines on proper segregation of solid waste categorized into three types of waste: residuals, compostable, and recyclables. Under recyclables falls the proper placement of paper, plastics, steel, bottles, and glasses. While, under compostable belongs the solid waste, garden waste and kitchen waste. There a lot of types but all that can be decomposed belongs under this category; lastly, the residuals. Along with these are provided laws with prohibited acts with fines and penalties. (ACT, 2003).

Provided with enough information by the law, Republic Act 9003 mandates all institutions and organizations to adopt a methodic, all-inclusive, and environmental solid waste management program (Sapuay, 2014). To define more about this decree, solid waste will mean all disposed household, commercial, institutional, industrial, agricultural, street, construction, and other hazardous, non-hazardous, and non-toxic solid wastes (Law Phil Project, 2018). This shall guarantee public health and environment protection; utilize ecologically secure techniques; provide objectives and guidelines to avoid and reduce solid wastes; safeguard proper solid waste segregation, collection, transport, and storage; encourage nationwide researchers and programs to improve SWM; promote participation from different sectors; preserve all leading duty and implementation of SWM; reassure collaboration among implementers; reinforce involvement of the public; and strengthen the integration of topics regarding solid waste management in the curriculum.

Sapuay (2014) summarized in her study the following prohibited Act of proper waste management with the penalties under the law. Below is the prohibitions regarding R.A. 9003:

Table 1

Summary of R.A. 9003

Prohibited ACT	Penalties (Under Section 49)	Persons liable
Sec 48 (1): Littering, dumping of waste matters in public places, canals, estuaries, or permitting the same	P300- P1,000 and/or community service of 1 day to 15 days [Sec. 49 (a)]	Littering, dumping- by private persons Permitting- by public officials
(3): Open burning of solid waste	P300- P1,000 and/or imprisonment of 1 to 15 days [Sec 49 (b)]	Both government officials or private persons
(4): Causing or permitting the collection of non-segregated or unsorted waste	P1,000- P3,000 and/or imprisonment of 15 days to 6 months [Sec. 49 (c)]	Private persons- who collect the waste (e.g. waste contractors
Local government officials- mayor, engineer-for failure to direct waste collections		
(8): Mixing of source separated materials with other solid waste in any vehicle, box, receptacle	1st offense: P500,000 plus 5%- 10% of income for the previous year; 2nd offense: imprisonment of 1-3 years	Garbage contactors
Local government's garbage collectors		
(9): Establishment or operation of open dumpsite	1st offense: P500,000 fine 2nd offense: 1 to 3 years imprisonment	Private persons who allow their property to be used as open dumps Public officials who master open dumps

{table continues on the next page}

Sec. 50: Administrative Sanctions Local Government officials who fail to comply with or enforce the law shall be charged	Administrative civil, and criminal liability	Public officials
Sec. 52 Citizen Suit: Any citizen may initiate a legal action against any private person or public official	Under the Legal Empowerment Program of the Integrated Bar of the Philippines, it will assist any citizen who will file a case against any person or public official who fails to implement the law	Mass action suit against private citizens; administrative, civil, and/ or criminal charges against public officials

On the other hand, each country has its own law which provides assistance to the people to strengthen the broad knowledge of the dismantling of garbage such as rotting, non-rotting and utilizing. The Philippines has launched a law to meet or reduced pollution or messy environment. This law was passed to the Philippine congress as R.A. 9003. It is an act that provides relevant programs for an environmentally-friendly SWM, establishing the prohibited acts and the necessary institutional mechanism, and mandating penalties appropriating funds. Article 2 encapsulated various terms that we have to remember regarding SWM. For instance, (a) agricultural wastes are those generated from farms and fields; from planting or harvesting, trimming or pruning, and other farm wastes; (b) collection is the act of getting solid waste materials from a communal garbage cans/bins; (c) composting is the controlled decay of organic matter by microorganisms until they turn into soil-like matter (Patel, 2017);(d) disposal is the proper placing of solid waste into or on land; (e) ecological SWM is the systematic supervision of activities regarding the proper disposal or treatment of solid wastes which will not harm the environment; (f) recyclable material is any non-contaminated waste material that can be converted into another useful stuff. . these are just a few of the examples covered by that law. The whole article summed up the law that should not be done in the environment so that the community will be well-organized and be environmentally friendly (Senate and House of Representative of the Philippines, 2000).

Furthermore, the Philippines has included the enforcement of laws of environment; therefore, the government provides assistance in order to have a pleasant environment. In 2000, there was a law like ecological waste management or RA 9003. This law helped to build more villages in barangay offices, local government and many more, where they can support the whole community to become aware and knowledgeable of the exclusion of garbage. There are some governing organization such as Regional Ecological Center (REC) and Solid Waste Management Commission (SWM), which help in areas throughout the Philippines. We need to take part in the development of our own area (Acosta, Paul, Ricana, & Maceda, 2011).

In addition, Ducusin, Narvaez, Wilburn, and Mahmoudi, (2004) mentioned in their book The Guide, three basic methods recommended for proper disposal of safety boxes: autoclaving or microwaving, burial in a concrete septic vault, or burial in a waste pit. Ducusin, et al. (2004) also remarked that non-burn technologies like autoclaves and microwaves should be launched in selected DOH hospitals within Manila, Cebu, and Davao to handle health-care waste. Aside from this, The Guide also noted in details the estimated costing for the proper disposal and/or treatment of solid waste (P40 to 50 per kilogram in Metro Manila), the measurement of concrete septic vaults, and the construction of septic walls, according to the Guide, Moreover, The Guide also discussed about the disposal of hospital/medical waste products.

In other countries, the cycle of a consumer is to acquire the products that are needed, consume them, and discard what is not needed. That which is not needed called waste. The growing number of the global population consequently leads to an increase in the amount of waste generated by each household on a daily basis. The waste is collected by the municipality and it is then transported to landfills where ineffective management protocols lead to health and environmental hazards to those living in and around the dump sites (Nyuyen, 2011).

Waste sorting is to separate dry and wet garbage. The purpose is to better recycle garbage; dry garbage, wet garbage, and useless garbage. This can greatly reduce air and water, pollution. Here's garbage classification and management steps according to Tata Tea (n.d)

1. Put a special trash can in the kitchen to separate the dry and wet garbage.
2. Paper and plastic are placed in two bags separately
3. Clean the house's wet garbage every day, clean up the dry garbage once a week
4. Use a paper bag for the garbage in the bathroom

According to the survey conducted by Polaris Energy Conservation Network, the annual output of urban domestic garbage in China has far exceeded 100 million tons, and it is growing at a rate of 10% per year (Polaris Energy Conservation Network, n.d.). Many cities are in a bad situation surrounded by garbage. Therefore, the classification of universal household garbage is an urgent matter. The classification of waste in foreign countries has been implemented very early. Some countries have already classified waste into the curriculum of the school. However, the implementation of this program is not an easy task. It needs to go through a long process and may take generations to become fully implemented. in Japan, the guidelines for garbage sorting are available in every city. From an early age, the children are taught the method of garbage sorting and strictly abide by this principle. If you do not practice garbage sorting, you will face sizeable fines. The details of the garbage sorting in their citizen's manual are very cumbersome and the classification is very detailed. (Polaris Energy Conservation Network, n.d.)

Polaris Energy Conservation Network (n.d.) even added that Sweden is a model that appeals to the young generation to popularize garbage classification. People consciously protect the environment and handle domestic garbage scientifically and rationally. Moreover, the government's awareness of the national garbage classification has been implemented since childhood. In life, the consciousness of garbage classification is cultivated through the combination of theory and practice. In Singapore, garbage sorting relies on citizens to consciously practice segregation. Singapore is a country with very strict laws. However, they have not given any punishment for garbage sorting. It all depends on consciousness and awareness. The United States is home to one of the largest number of consumers on the planet. Even so, garbage sorting has long been a living habit of citizens.

Every year, approximately 4 billion plastic snack boxes and between 500-700 million instant noodle cartons are used in China. Waste plastic account for 4-7% of household waste. However, we can reduce solid waste if we reuse or recycle. 1200 tons of trees can be saved if we recycle 1,500 tons of paper. We can produce 600kg of diesel from 1 ton of waste plastic. Melting 1 ton of cans can from 1 ton of high quality aluminum. About 30%-40% of the garbage in life is recyclable, and these resources can turn into wealth (Gangjinshenbei, 2016).

Solid waste characterization spawned in Covenant University revealed that the 134.77 kg per day is the total waste characterization average of food wastes, thus, making it the highest waste characterization. Moreover, 235.42kg per day is the generated average of waste characterization from plastic materials. These results suggested that a drastic change be done in terms of waste disposal management. In addition, landfill system should not be the lone means of waste management to attain a sustainable solid waste management. (Okeniyi, J. O. & Anwan, E.U. 2012).

Conclusion and Recommendations

The study found, that based on the overall photographs gathered, there is a high rate of incorrect practices of garbage segregation in a university campus that might result in several consequences. Majority of the garbage containers were huge, accessible, and labeled properly; however, there is still the lack of understanding and discipline regarding proper waste management. Based on the results and observations, the researchers come up to the following recommendations:

To the waste management department

Empower the waste segregation policies aligned to government regulation and install CCTV (closed-circuit television) camera near the garbage container to further monitor; coordinate with department heads in the university to create waste reduction and recycling programs for each department and conduct seminar to educate faculty, staff, and students; also, add accessible recycle bins in public places and businesses; and invest on additional garbage truck/s.

To the faculty and staff

Conduct a strict implementation of rules and regulation coordinated from the waste management department that will give feedback, warning and consequences to all subordinates that will be caught not practicing the proper garbage segregation.

To the dormitory deans and home owners

Create and implement house rules related to the garbage segregation practices. Rules should be aligned to the regulation of higher management and provide accessible garbage container to each room, toilet lobby and etc. It will also be effective to assign someone to be in-charge for the day's garbage.

To the individual

Discipline yourself through an increase of awareness on waste segregation; always think of conservation and actualization.

To the future researchers

It is recommended that you conduct a deeper study and research on the importance and effects of waste segregation to the University campus.

References

Tata Tea (n.d.). "*5 simple ways to practice waste segregation*". https://www.jaagore.com/current-issues/5-simple-ways-to-practice-waste-segregation

Acosta, V.L., Paul, J.G., Ricana, M. V.F., & Maceda, L.R. (2011). *Implementing Regional Ecology Centers in the Visayas Region, Philippines: Networking to Enhance Sector Development and Solid Waste Management. International Conference on Solid Waste 2011 Moving Towards Sustainable Resource Management.* Hong Kong SAR, P.R. China.

ACT, R.O. (2003, November 2018). Republic of the Philippines. http://www.makati.gov.ph/portal/roms/docs/ORD.%20 2003/2003-095.pdf

Carlson, E. D., Engebretson, J., & Chamberlain, R.M. (2006). Photovoice as a social process of critical consciousness. *Qualitative Health Research, 16*(6).

Chapman University. (2018). *Waste Management on campus*. https://www.chapman.edu/campus-services/sustainability/_files/Chapter%201.pdf

Choi, H.J. (2016). *The environmental effectiveness of the solid waste management: A case study of Olso, Norway*. https://www.duo.uio.no/bitstream/handle/10852/52450/SUM_Final_Thesis_CHOI_.pdf?sequence=5&isAllowed=y

Ducusin, J., Narvaez, D., Wilburn, S. & Mahmoudi, F. (2004). A joint report by health care without harm and the Philippine Department of Health. *Waste Management and Disposal During the Philippine Follow-Up Measles Campaign.*

Freire, P. (1970). Pedagogy of the oppressed. *Penguin Education*, 60-95.

Freire, P. (1974). Extention or communication. Education for Critical Consciousness. *London: Continuum*, 123-146.

Gangjinshenbei, (2016). Waste disposal in US landfills underestimated by 115%.

Beston engineering for tomorrows world. https://www.bestongroup.net/author/changli/page/15/

Kelly, K., Lee, S.H., Bowen Ray, & Kardaurova, M (2018). Using the photovoice methodology to increase engagement and sharpen students' analytical skill regarding culture, lifestyle, and markets internationally. *Marketing Education Review, 28*(2), 69-74. http://0-eds.a.ebscohost.com.catalog.llu.edu/eds/detail/detail?vid=0&sid=06aec56f-584a-49b6-a59b-f7774f708dcc%40sessionmgr4006&bdata=JnNpdGU9ZWRzlWxpdmUmc2NvcGU9c210ZQ%3d%3d#AN=129472150%db=db=buh

Law Phil Project. (2018, July). Arellano Law Foundation. *Project / Philippines Laws and Jurisdiction*. https://www.lawphil.net/statues//repacts/ra2001/ra_9003_2001.html

DENR (2000). National Solid waste management Act 2000. *Department of Environmental and Natural Resources.* https://119.92.161.2/portal/Portals/10/proper%20waste%20segragation.pdf

Nguyen, H.X. (2011). Solid waste management in Mekong Delta. *Journal of Vietnamese Environment.* 1, 27-33 DOI:https://oa.slub-dresden.de/ejournals//jve/article/view/6

Nykiforuk, C., Vallianatos, H., & Nieuwnedyk, L. (2011). Photovoice as a method for revealing community perceptions of the built and social environment. *Int J Qual Methods, 10*(20), 103-124.

Okeniyi, J. O. & Anwan, E. U. (2012). Solid wastes generation in Covenant University, Ota, *Nigeria: Characterization and Implication for Sustainable Waste Management, 2,* 419-424.

Paghasian, M.(2017). Awareness and practices on Solid Waste Management among colleges in Mindanao State University Maigo School of Arts and Trades. *Advances in Social Science, Education and Humanities Research, 128*(1). Doi:10.2991/icet-17.2017.2

Patel, A. (2017). What is composting? *Direct Energy.* https//www..directnergy.com/blog/what-is-composting

Polaris Energy Conservation Network. (n.d.). *Countries in the world where waste sorting is widespread.* http://www.cnenergy.org/hb/201607/t20160729_345474.html

Sapuay, G. (2014). *Ecological Solid Waste Management Act of 2000* (RA 9003): A major step to better.

Senate and House Representative of the Philippines in congress assembled. (2000). An act providing for an ecological solid waste management program, creating the necessary institutional mechanisms and incentives, declaring certain acts prohibited and providing penalties, appropriating funds therefore, and for other purposes. *Republic of the Philippines Congress of the Philippines Metro Manila,* 1-50.

Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and ese for participatory needs assessment. *Health Education & Behavior, 24*(3), 369-387. http://dx.doi.org/10.1177/109019819702400309

RESEARCH OFFICE
Adventist University of the Philippines
www.aup.edu.ph/urc/aupresearchjournal