

L A SALLE UNIVERSITY
LaSalle Research Forum

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Foreword

As a university, La Salle University (LSU) in Ozamiz City takes on research to continually raise standard of instruction and delivery of services, and to be of service to the community at large. In this issue, three researchers needed to establish the academic profile of HRM students in order to adjust their teaching methods appropriate for these students. Two studies by the same researcher looked into record keeping practices of LSU office personnel and the quality of service rendered by them. Leaving behind the confines of LSU campus, five researchers dealt on the relationships of our students with outside agencies such as the banking institutions. Further on, as service to the community, two researchers did a chemical analysis of bottled water in refilling stations in Ozamiz City. A bonus article in this issue is a project proposal initiated by two of our Deans together with the ISCO director. The Project aimed to help alleviate the plight of 12 tricycle drivers residing in Catadman-Manabay area.

Their concern for the welfare of and as a service to the community drove **Wiliva Andoy & Maritess Tapitan** to target three refilling stations in order to analyze water being bottled for the residents of the City of Ozamiz and nearby towns. Aware of evident waterborne diseases, the researchers ran water samples for bacteriological quality. This control test involved quantitative analysis in a 3 tube MPN technique.

Part of the service rendered by the University is the day-to-day minuscule yet essential dealing of the office personnel to customers, be they the parents, the students or other members of the community. **Julieta Betonio**, Personnel Director, conducted two studies to benchmark management and record keeping practices of all LSU offices and to gauge the quality of delivery by 50 members of the staff on areas such as customer focus, quality policy, planning, responsibility & authority, and resource.

Rosalia E. Celestiano, Cynthia Tac-An, & Cristilyn Yting wanted to find out the graduate attributes and work values preferred by all 18 Ozamiz City bank managers in hiring employees. This, the researchers believe, will determine whether the attributes and values inculcated in the students at La Salle University fit the needs of the target employers. Similarly, **Teresita O. Dayondon & Ma Melissa P. Abamonga** felt it was the right time for

innovation in the curriculum but first needed to know the assessment of the employers regarding the skills and personality of the On-the-Job Training students.

Lilare R. Sevilla, Joy Alngohuro & Rodelo Salburo profiled two hundred fifty first year and second year students enrolled in BSHRM in terms of mental ability, aptitude, and investigated the extent of use of six teaching methods by the faculty as perceived by the students. At the end of the study, the three researchers recommend a greater involvement of the Admission and Guidance Offices.

Daryl Famacion-Quinco, Dean of the College of Business and Economics and **Raymundo Dolor**, Dean of the College of Accountancy teamed up in a rent-to-own tricycle project proposal aimed to benefit tricycle drivers in Catadman-Manabay, the partner barangays of LSU in Ozamiz. However, prior to the beneficiaries receiving their tricycle is the conduct of monthly growth sessions on managing financial and business activities. All the procedures and essential practical details of the project are specified in the article. So read on.

All the studies in this issue revolve round the research thrust of LSU which is contribution to the quality of life of the members of the community. May that be realized as you read on each research output and look forward to the College of Arts and Sciences publication in December featuring the researchers in the Languages department. *May God bless us!*

P.S. As has been announced, publication of research output is done now by college; hence, the message of the Dean the following page.

Message of the Dean



Doing research is a real challenge for the CBE faculty what with their teaching schedule and other activities. I know that great effort and time has been spent in order to come up with a final research output. Thus, I congratulate those whose papers are included in this publication.

I would also like to express my fervent hope that all of the CBE faculty will continue to strive to do quality study to achieve our goal of using research to improve the quality of classroom instruction and the life of the community.

A handwritten signature in black ink, appearing to read 'D. Quinco', with a long horizontal flourish extending to the right.

Daryl S. Famacion-Quinco, CPA, MBA, LLB
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Analysis of Bottled Waters from the Water Refilling Stations in Ozamiz City

Wiliva Andoy

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Abstract

This study aims to analyze by means of an Escherichia coli analysis the water supply coming from the three water-refilling stations in Ozamiz City by identifying fecal coli forms as an indication of sewage contamination. Samples were taken from the bottled water and classified as Water A, Water B, and Water C. Results showed that Water A had maintained its bacteriological quality compared to other water samples. It was free from the indicator organism and therefore no pathogen was present, Water B had a slight pollution on the first trial. However, for the succeeding trials, no indicator organism was identified while Water C had a slight pollution on the first trial.

1. Introduction

Water covers about 3 quarters of the Earth's surface, yet very little of it is drinkable. Nearly 97% of the total supply is salt water, and only 30% is fresh. Of the fresh water supply, only $\frac{1}{4}$ of the total amount is available for use. The rest is located in the polar and glacier ice. Bottled waters have a strong positive image. But what are these waters? How do they differ from the water we get from the faucet? Mineral water is taken from protected underground reservoir that is lodged between the layers of rock. The water dissolves some of the minerals than most sources of surface water. Actually, most water contains some minerals and could be legitimately considered mineral water. Bottled waters have their advantages. Bottled waters are calorie free, generally sodium free or low in sodium, and quench a thirst better than their major competitor, soft drinks (Brown, 2004).

According to Ruiz et al (2006), water serves as a building material, or solvent and a regulator of body temperature. It does not supply energy or is not calorific. It is an essential nutrient involves in every part and every function of the body and is necessary for the; proper functioning of the digestive, circulatory and excretory systems, absorption of nutrients, transport of waste products out of the body, it aids digestion and is necessary for all chemical reactions in metabolism, transport of nutrients to every cell, it moistens the skin, mouth and nasal linings and lubricates joints, water serves as a shock absorber, it helps restoring normal blood volume and, together with electrolytes, water helps in acid-base balance.

Brown (2005) states that water is the simplest of all nutrients; yet, it is the most important. Every now and then, a story about contaminated bottled waters makes the news raising concerns about the safety of bottled water and the way the industry is monitored. Domestic bottlers must conform to the specified standards of water safety and labeling requirements. Setting standards for drinking water establishes threshold limits for different impurities found in drinking water. These limits are intended to minimize risks and therefore prevent deleterious health repercussions that result from lifelong exposure to these impurities through consumption of water. The government recognizes recent quality developments in the water supply sector in the country.

While the Philippine Standards for Drinking Water aims to achieve more comprehensive parameters to address issues on water quality, it also advocates for an efficient water quality surveillance system by prioritizing that need to be monitored. The standards set in 2007 PNSDW are based on the guidelines or criteria that are recommended by international institutions like the World Health Organization and others. There are certain factors that the national government should consider whether or not to adapt these guidelines values. First, standards that very stringent could limit the availability of water supply that meet such levels. National

standards are influenced by the national priorities and economic factors. The judgment of safety, or what is acceptable level of risk in particular circumstances is a matter that our society should decide.

Drinking water supplies should be free from contamination by human and animal excreta which can contain a variety of microbial contaminants. Frequent examinations for fecal indicator organisms remains as the most sensitive and efficient way of assessing the hygienic quality of water. Fecal indicator bacteria should fulfill certain criteria to give meaningful results (DOH, 2007).

According to Garbutt (1997), to fulfill the role of an indicator, an organism should

1. Be present in human feces in large numbers so that fecal pollution can be easily detected.
2. Only be found in feces and no other habitat unless fecal pollution has taken place.
3. Be present in feces when the pathogen is present.
4. Survive for a similar period in the polluted environment as the pathogen.
5. Respond to any disinfection systems employed to decontaminate the water in a similar way to the pathogen.
6. Be quick and easy to isolate and identify in the laboratory.

The organism chosen as an indicator for the water supplies that fulfilled these criteria is *Escherichia coli* that belong to a group of

microorganisms referred to as coli forms. The natural habitat of E.coli is the gut of humans and other animals.

Quality control tests on water supplies involve an initial quantitative analysis in a 3 tube MPN technique. This single test is often sufficient to determine safety. Criteria are stringent and can require the absence of coli forms from 100ml samples.

Access to safe drinking water is a basic human right. If there is a safe water supply, presence of waterborne pathogens can be prevented and the exposure of individuals to biological hazards can be reduced. Waterborne diseases are still the leading causes of illness in the country. Because of this, bottled water consumption from water refilling stations has become a long term solution. Are bottled waters safe? This question is often asked. For this reason, it is important that water from this type of source must be tested for bacteriological quality to guarantee its safety.

Statement of the Problem

To answer such question, this study aims to analyze by means of an Escherichia coli analysis the water supply coming from the water refilling stations in Ozamiz City by identifying fecal coli forms as an indication of sewage contamination.

Significance of the study

Since waterborne diseases are very much evident, it is therefore apparent that water supply must be tested for bacteriological quality to assure the safety of bottled waters which has become an alternative to public water supplies.

Scope and Limitation

1. This study covered only the three water-refilling stations in Ozamiz City. Water from public source was not included.
2. Respondents were not aware that they were subjected to an independent study by the researchers. Their names were withheld for confidentiality.
3. Samples were taken from the bottled water and not directly from the source.

Definition of terms

As used in this document, the following terms will be defined:

1. Coli form organisms - refers to any rod shaped, non-spore forming, gram negative bacteria that is able to ferment lactose at 37 degree Celsius with gas production after 24 hours.
2. Drinking water - water intended for direct human consumption or use in food preparation. Where high quality waters are scarce, the quality of water used for domestic purposes need not be as high as that of drinking water.
3. Escherichia coli - fecal indicator organism that when detected present in water supply signals fecal pollution of water.
4. Most Probable Number (MPN) method - a statistical method of determining microbial populations. A multiple tube dilution tube technique is utilized in a standard medium and observations are made for specific individual tube effects. Resultant coding is translated by mathematical probability tables into population numbers.

5. Water refilling stations - establishments where water is purified, sold and placed in water bottles.

2. Methodology

Sample

The volume of the sample was sufficient to carry out the test – 100 ml. Samples were collected for microbiological examination in the flasks that had been cleaned and rinsed carefully and given a final rinse with distilled water and sterilized. Contamination during and before examination was avoided by sanitizing the working environment and the equipment used. Samples were taken randomly from the bottled waters of the three water refilling stations in Ozamiz City. There were five samples obtained from each three water refilling stations in Ozamiz City. Sampling bottles were tagged with complete and accurate information and description. The information and the data were recorded.

Preparation of the dilution series

About 10 ml of the water sample was measured in sterilized flasks. There was an addition of 90 ml sterilized distilled water. It was set aside for 1 minute. About 1 ml was transferred from previously sterilized distilled water with a measurement of 9 ml triplicate tubes stored in a sterilized test tube. Procedure 2.4 was repeated to give a suitable dilution series up to the third dilution.

Application of the Most Probable Number Technique (MPN) method

Tubes were inoculated in triplicates with about 1 ml from the dilution series. Incubation was done at 37 degree Celsius for 24 hours.

The number of positive tubes in each group of three was counted and the MPN Table was used for interpretation to assess the number of cfu per ml. of the waste sample. Growth plus gas indicates positive.

Table 1 below shows the most probable numbers.

Table 1
Number of Positive Tubes at each Dilution

1st Dilution	2nd Dilution	3rd Dilution	MPN/ ml
0	1	0	2
1	0	0	4
1	1	0	7
1	2	0	11
2	0	0	9
2	0	1	14
2	1	1	20
2	2	0	21
3	0	0	23
3	0	1	40
3	1	0	40
3	1	1	70
3	2	0	90
3	2	2	150
3	2	2	210
3	3	0	200
3	3	1	500
3	3	2	1100
3	4	3	>1100

3. Results and Discussion

Table 2 shows the experiment results.

Table2
Experiment results

Water sample	Standard level(MPN/ml)	1 st trial (MPN/ml)	2 nd trial (MPN/ml)	3 rd trial (MPN/ml)	4 th trial (MPN/ml)	5 th trial (MPN/ml)
A	> 1.1	0	0	0	0	0
B	>1.1	2	0	0	0	0
C	>1.1	2	0	0	0	0

Table 1 reveals that sample from Water A did not ferment lactose in the media to give acid and gas after 24 hours of incubation. It gave a clear result and no sign of growth detected in the sample. Water A is from the indicator and therefore no pathogen is present.

Moreover, the Table further shows that in Water B there was a light pollution as evident in the 1st trial. It contained 2 MPN/ml which was a very clear deviation from the standard. But for the remaining trials, no growth and no gas was detected in sample B. No pathogen was present. Hence, in Water C the samples on the 1st trial from water C exhibited a growth plus gas in the second dilution. A slight pollution had taken place and pathogen was present. But for the remaining trials, no production of gas and no growth was detected in the sample after 24 hours of incubation.

4. Conclusion and Recommendations

Conclusion

1. Water A maintained its bacteriological quality compared to other water samples. It was free from the indicator organism and therefore no pathogen was present.

2. Water B had a slight pollution on the first trial. But for the succeeding trials, no indicator organism was identified. No purification was done on the first trial. It is therefore recommended that the water B source must conduct an independent tests specifically an E. coli test prior to the start of their operation. Water B source had to maintain its bacteriological quality. However, purification was employed and no pathogen detected for the rest of the trials.
3. Water C had a slight pollution on the first trial. No purification was done. Purification was employed and no pathogen is present for the rest of the trials.

Recommendations

- 1 All water refilling stations must conduct a daily water analysis to ensure bacteriological quality. This will be possible by installing their own laboratory strictly for water analysis. The refilling process must be temporarily suspended until test shows a negative result from the indicator.
- 2 Above all these, it is recommended that further studies be done not just for bacteriological but for chemical and physical quality of the water samples as well.

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Perception on the School's Quality of Delivery of Services

Julieta Betonio

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Abstract

The study aims to assess the level of quality of delivery of services of La Salle University. It gathered data through the use of standardized research instrument adopted from Iñigo, Angeles, Sison and Miranda (2000). The study involved ten (10) respondents from La Salle University Integrated School and forty (40) respondents from the tertiary level who are employed during 2006-2007.

1. Introduction

The success in achieving the mission of every business organization depends largely on the competence of the members in performing their functions especially on the delivery of services it extends to their clients (Sison, 1999).

In an educational institution (Amorgo, 2000) those that hold the key position are responsible in formulating quality system design to deliver quality service in order to satisfy their chosen clients. Along this line, Wiles (1996) opines, the quality of services delivered is designated to act as a reference point for both staff and other interested parties. It is a reflection of how the work activities are carried out at all levels within the organization. Furthermore, quality system helps in training the staff, assessment of tools for the services and external bodies and a marker when assessing the services and the possibility for improvement (Austin, 2000).

Statement of the Problem

This study aims to assess the level of quality of delivery of services of La Salle University. Specifically, the study seeks to answer the following problem:

1. What is the level of quality of delivery of services in terms of:
 - a. Customer Focus
 - b. Quality Policy
 - c. Planning
 - d. Responsibility and Authority
 - e. Resources

2. What activities may be designed to enhance the quality of delivery of services?

Significance of the Study

The significance and importance of this study lies in the fact that its result reveals the level of the school's quality of delivery of services to the clients. The findings of the study can be valuable input to management into the decisions that cover policy formulation and functional guidelines of the directions for improvement of the quality in delivering services to the clients. It is also of great assistance in determining more enhancement activities to be conducted towards rendering quality service and finally, the study may give insights on the expected duties and responsibilities that may deepen the dedication in the fulfillment of duties.

2. Methodology

The Study employed the descriptive research design. It gathered data through the use of standardized research instrument adopted from the authors Iñigo, Angeles, Sison and Miranda (2000). The study involved ten (10) respondents from La Salle University Integrated School and forty (40) respondents from the tertiary level who are employed during 2006-2007.

For in-depth treatment of data weighted mean was used to determine the school's quality of delivery of services in terms of customer focus, quality policy, planning, responsibility and authority, and resources.

3. Results and Discussion

This section presents, analyzes and interprets the data gathered on the school's quality of delivery of service. The data for every problem are presented in Tables.

The indicators of school's quality of delivery of services on customer focus are depicted in Table 1.

Table 1
Indicators of School's Quality of Delivery
of Services on Customer Focus

Indicators	Weighted Mean	Verbal Interpretation
1. Top management ensures that the customer needs are determined and met.	1.84	Fair
2. Customer satisfaction is monitored using consultation.	2.48	Fair
3. Customer feedbacks and complaints	2	Fair

are welcome.		
4. Enhancing customer service that provides accessibility, responsiveness and timeliness.	2.12	Fair
5. Employees service level on waiting time suits to the requirements used.	2.18	Fair
Overall Mean	2.124	Fair

Legend:

Rating Scale	Description	Interpretation
5 – 4.6	Outstanding	The Item is observed at all times.
4.5 – 3.6	Very Satisfactory	The item is observed in most cases but not at all times.
3.5 – 2.6	Satisfactory	-The item is manifested every now and then at a short interval of time.
2.5 – 1.6	Fair	The item is manifested once in a while
1.5 – 1.0	Poor	The item is never manifested.

Data revealed that all indicators on the school’s quality of delivery of services on customer focus were rated fair which meant the items considered were manifested once in awhile only. Item #2 had the highest rating, though fair but it shows that the management takes some form of monitoring but not intensive as observed by the respondents. In an interview conducted by the researcher, some faculty said that the school shows concern or monitors the needs of their clients occasionally only during meetings and usually it is during general assembly with parents before the start of classes.

In terms of service level rendered by the school to its clients, it suits also to the requirements needed and even enhanced customer service that provides accessibility, responsiveness, and timeliness. Customer feedbacks and complaints are also welcome. However, from the point of view of the respondents it needs to be improved so as to serve better the target clientele. As evidenced from item #1 it rated 1.84 with verbal description of fair. It happened to be the lowest ratings which show that

there is really a need to improve the school's quality in delivering services to customer.

The indicators of school's quality of delivery of services on quality policy are depicted in Table 2.

Table 2
Indicators of School's Quality of Delivery
of Services on Quality Policy

Indicators	Weighted Mean	Verbal Interpretation
1. It is appropriate to the purpose of the organization.	2	Fair
2. It includes a commitment to comply with requirements and continually improve the quality system.	2.06	Fair
3. Provides framework for establishing and reviewing quality objectives.	2.1	Fair
4. It is communicated and understood within the organization.	2.38	Fair
5. It is reviewed for continuing suitability.	2.36	Fair
Overall Mean	2.18	Fair

Legend:

Rating Scale	Description	Interpretation
5 – 4.6 -	Outstanding -	The Item is observed at all times.
4.5 – 3.6 -	Very Satisfactory -	The item is observed in most cases but not at all times.
3.5 – 2.6 -	Satisfactory -	The item is manifested every now and then at a short interval of time.

2.5 – 1.6 -	Fair	-	The item is manifested once in a while
1.5 – 1.0 -	Poor	-	The item is never manifested.

As can be gleaned from the data, it showed that the school had formulated its policy in relation to quality of its delivery of service to clients, and that it was communicated and made sure that it was understood within the organization. Management also exerted effort in reviewing these policies to assure continuing suitability in maintaining standard or quality in rendering its services. It can even be noted that the school tried as much as possible in complying with the requirements set by the CHED in terms of facilities and qualifications of faculty in order to continually improve the quality system in the delivery of service expected. However, respondents felt the need to revisit these policies and determine whether it is appropriate to the purpose or objective of the school in relation to its delivery of services as observed in item # 1 which was rated the lowest.

Relative to this view, Drucker (1991) explains that the success of an organization depends upon the policies formulated and the type of workers and leaders that it had especially in the implementation of its guiding rules and policies to attain its organizational goals and objectives.

The indicators of school’s quality of delivery of services on planning are presented in Table 3.

Table 3
Indicators of School’s Quality of Delivery
of Services on Planning

Indicators	Weighted Mean	Verbal Interpretation
1. The organization plan and develop the processes needed for quality service delivery to clients.	1.58	Poor
2. Quality objectives for the delivery	2.1	Fair

of service are planned in advanced.		
3. Any changes to service rendered and made are considered due to its impact in the operation.	2.12	Fair
4. Any priorities and targets for individual work activities set during the planning process is readily available.	2.22	Fair
5. Integrity of the delivery of service is maintained, planned and implemented.	2.1	Fair
Overall Mean	2.024	Fair

Legend:

Rating Scale		Description		Interpretation
5 – 4.6	-	Outstanding	-	The Item is observed at all times.
4.5 – 3.6	-	Very Satisfactory	-	The item is observed in most cases but not at all times.
3.5 – 2.	-	Satisfactory	-	The item is manifested every now and then at a short interval of time.
2.5 – 1.6	-	Fair	-	The item is manifested once in a while
1.5 – 1.0	-	Poor	-	The item is never manifested.

As seen from the result, the management of the school exhibited ability in planning. Hence, members were made aware and prepared for their next activity. The management made sure that the integrity of the delivery of service was monitored and quality objectives for delivery of service were planned in advanced, though these items were rated 2.1 with verbal description of fair by the respondent. On the other hand, rated poor is item #1 “the organization plan and develop the processes needed for quality delivery of service to clients” with a rating 1.58. In an interview conducted by the researcher, many respondents expressed that most of the times, they were not involved in planning and that they were seldom given the chance to contribute some ideas that might be of help in the quality of delivery of service to students. Mintzberg (1997) stated that planning function of administrators in any organization must be tailored and

directed towards achieving quality service or production in order to survive the competition. Moreover, planning also reduces uncertainty and provides consistency in the formulation of alternative solution to problem that may come in the process of delivering services in business: (Blanchard et al, 2001).

The indicators of the school’s quality of delivery on responsibility and authority are presented in Table 4.

Table 4
Indicators of School’s Quality of Delivery of
Services on Responsibility and Authority

Indicators	Weighted Mean	Verbal Interpretation
1. Management appoint respective heads to spearhead the implementation of policies.	1.7	Poor
2. Representatives has responsibility and authority needed by the organization.	1.78	Poor
3. Management ensure that the responsibility are clearly defined.	2.1	Fair
4. It ensures the promotion of awareness of clients.	2.1	Fair
5. Management reviews opportunity for improvement and need for clients.	2.28	Fair
Overall Mean	1.992	Fair

Legend:

Rating Scale	Description	Interpretation
5 – 4.6	Outstanding	The Item is observed at all times.
4.5 – 3.6	Very Satisfactory	The item is observed in most cases but not at all times.
3.5 – 2.	Satisfactory	The item is manifested every now and then at a short interval of time.

2.5 – 1.6	-	Fair	-	The item is manifested once in a while
1.5 – 1.0	-	Poor	-	The item is never manifested.

Table 4 shows that respondents rated item #5 fair with a mean of 2.28. Ensuring promotion of awareness of clients and clearly defined responsibility were also rated fair. From these data, it signifies that management manifests it once in awhile only. However, since these items are very vital in the quality of delivery of services to customers, it should be improved and given due consideration.

Poor ratings were given for items 1 & 2. According to the respondents' reply during the interview those who hold key position in schools need to develop and enhance interpersonal and communication skills so that employees will be motivated to render good service to clients.

The study of Katz' (1996) states that success in management is greatly conditioned by the knowledge and skills in three areas namely: technical, interpersonal and conceptual skills. Moreover, interpersonal and communication skills influence the manager's ability to think, understand and motivate people in the organization.

The indicators of school's quality of delivery of services on resources are shown in Table 5.

Table 5
Indicators of School's Quality of Delivery
of Services on Resources

Indicators	Weighted Mean	Verbal Interpretation
1. Implement and maintain quality in the delivery of services and continually improve effectiveness through accreditation.	1.74	Fair

2. Employees performance are competent on the basis of appropriate education, training, skills and experience.	1.86	Fair
3. Resources are recognized as a key element in ensuring and maintaining the ability to deliver services.	1.92	Fair
4. Necessary resources are provided by the management to deliver effective services to customers.	2.26	Fair
5. Training needs are regularly assessed as to suitability and effectiveness in the delivery of quality service.	2.3	Fair
Overall Mean	2.016	Fair

Legend:

Rating Scale		Description		Interpretation
5 – 4.6	-	Outstanding	-	The Item is observed at all times.
4.5 – 3.6	-	Very Satisfactory	-	The item is observed in most cases but not at all times.
3.5 – 2.	-	Satisfactory	-	The item is manifested every now and then at a short interval of time.
2.5 – 1.6	-	Fair	-	The item is manifested once in a while
1.5 – 1.0	-	Poor	-	The item is never manifested

As revealed in Table 5, all indicators were rated fair which implies that these items are manifested by the school once in awhile only. Though the result shows that necessary resources were provided by the management to deliver effective services to customer, this still implies that management must do something to enhance it together with the other indicators. The lack of necessary resources in the organization could hamper whatever objectives it aims to realize specially that it is geared towards rendering quality of delivery of services to customers.

More emphasis on improvement and enhancement should be focused in item #1 ‘Implement and maintain quality in the delivery of services and continually improve effectiveness through accreditation’ because all efforts that management spend on resources will only go to waste if management fails to implement and maintain the quality in the delivery of services as well as to be able to continually improve its effectiveness. Effectiveness in carrying out institutional activities can be attained by applying control system to ensure that plans are completed in relation to quality of delivery of service. As Mondy and Premeaux (1998) stated, plans should include enhancement of organizational resources which include people, job or position, technology, facilities and money. Stated further, planning include the process of prescribing formal relationship among people and resources to accomplish goals.

The summary of school’s quality of delivery of services is shown in Table 6.

Table 6
Summary of the School’s Quality of Delivery of Services

Areas	Weighted Mean	Verbal Description
1. Customer Focus	2.124	Fair
2. Quality Policy	2.18	Fair
3. Planning	2.024	Fair
4. Responsibility and Authority	1.992	Fair
5. Resource	2.016	Fair
Overall Mean	2.0672	FAIR

Table 6 discloses that the school’s quality of delivery of services, in general were rated fair. Quality Policy ranks higher followed by Customer Focus, Planning, Resources and the least is on Responsibility and Authority. The data implies that these areas are weak and that there is a need for management to see to it that these should be addressed since these are vital in the quality of delivery of services to customers.

4. Summary, Conclusion, and Recommendations

After having analyzed the data, the study found out that:

1. All indicators in Customer focus, Quality Policy and Resources were rated fair. On the other hand, more indicators were rated fair in Planning and Responsibility and Authority but some were rated poor.
2. The over-all rating of the indicators of the school's quality of delivery of services is fair.

Conclusion

The fair rating given by respondents is indicative of the school's need to quality delivery of services.

Recommendations

1. Development session in making plans, formulating policy and identify ways in determining customer needs should be conducted periodically to improve support for middle administrators who are entrusted to perform different tasks to carry out objectives of the institution.
2. More enhancement activities towards quality of delivery of service should be planned, implemented, and evaluated by the top administrators on a regular basis.
3. The management should see to it that these should be addressed because those who are appointed managers or leaders must be equipped with the necessary skills and abilities to implement policies firmly as well as guide the subordinates to carry out their respective assigned task.

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LSU's Office Management and Record Keeping Practices

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Abstract

A descriptive research method was used in this in order to assess the Office management and record keeping practices of La Salle University (LSU) Ozamiz City. The study adopted questionnaire of Iñigo, Angeles, Sison and Miranda (2000) as tool in gathering data. Fifty (50) office employees of La Salle University served as the respondents.

1. Introduction

An office is essentially a component in the general administration of the institution specifically in the processing and maintaining the integrity and confidentiality of the student records (Sarmiento, 1998). The efficient functioning of office operations is the task and responsibility of office management. Office management covers a wide scope of activities involved in the organization of an office and their effective management and supervision of its personnel, machines and operations. Furthermore, when properly administered, the office facilities not only contribute to the smooth functioning of the business organization but moreover the attainment of its objective.

In operating a business, management must create hundreds of records everyday such as sales invoices, purchased orders, checks, receipts and invoices, payments and inventory records. Records are evidence of the organizations' past transactions. It is therefore very important for every business organization to store or keep records in a proper place which will avoid the user the trouble of where to locate them when the need arise. Often staff may encounter problem in handling the important documents, where its system is not systematic. This problem arises due to

poor management practices particularly on record keeping that affect quality delivery of services.

As stated by Amorgo (1999) all matter pertinent to the institutional operation such as admission, accreditation, records management, communication, character verification of graduates from hiring agencies and institution deficiencies, reconstruction and reconciliation of records, the legal processing of students documents are all anchored in an office. With these actual operations, an office assumes big responsibility in the actual operation of the institution. Thus, it is the aim of this evaluative study to examine the university's system of office management and record keeping practices because it will provide the university a concrete evidence of its effectiveness that would eventually be a guide to initiate additional training and enhancement activities of staff to raise the quality of their services to their clients.

Statement of the Problem

This study aims to assess the Office management and record keeping practices of La Salle University Ozamiz City. Based on the study, the enhancement activities are designed. Furthermore, the study seeks to answer the following problems:

1. What is the office management practices in terms of:
 - a. Planning
 - b. Organizing
 - c. Staffing
 - d. Directing
 - e. Controlling
 - f. Office system methods and routines

2. What is the record keeping practices in terms of:
 - a. Simplicity
 - b. Accuracy
 - c. Confidentiality
 - d. Filing procedures

2. Methodology

The study employed the descriptive research to evaluate the office management and record keeping practices. The main tool in gathering the data was the questionnaire adopted from the authors Iñigo, Angeles, Sison and Miranda (2000). The respondents of the study comprised 50 office employees of La Salle University, SY 2006-2007. Weighted mean and simple percentage were used in determining the office management and record keeping practices.

Range of Rating and Its Verbal Interpretation

Rating Scale	Description	Interpretation
5 – 4.6	Always – (<i>Outstanding</i>)	the item is observed at all Times
4.5 – 3.6	Often – (<i>Very Satisfactory</i>)	the item is observed in most cases but not at all times
3.5 – 2.6	Sometimes – (<i>Satisfactory</i>)	the item is manifested every now and then at a short interval of time
2.5 – 1.6	Rarely – (<i>Fair</i>)	the item is manifested once in a while
1.5 – 1.0	Never – (<i>Poor</i>)	the item is never or almost never manifested

3. Results and Discussion

This section presents, analyzes and interprets the data gathered on office management and recordkeeping practices. The data for every problem were presented in tables and graphs.

Planning as one of the office management practices, is a function which involves a set of related activities by which management determines in advance what should be accomplished and how it should be realized. It helps the organization define and meet its objectives. The administrators (Office heads) through their plans, outline what an organization must do to be successful. Planning as shown in Table 1 dealt on identifying factors that may vary to an office need, its objectives, policies, facilities, plans on expansion and setting of standard for satisfactory accomplishment of the school programs and transactions.

Table 1 shows the Extent of Office Management practices in terms of planning.

Table 1
Office Management Practices in terms of Planning

A. Planning	Weighted Mean	Verbal Interpretation
1. The administration consider factors that may vary to an office need, its objective, policies, organizations and operations.	3.98	Always
2. The administration properly designed floor layout, lighting ventilation, reduction of noise, locker rooms, toilet facilities, drinking fountains and expansion plans.	2.22	Rarely
3. The offices have adequate space, standardized desks, chairs, tables, filing cabinets, vaults safe control of purchases of equipments.	2.56	Rarely
4. The Administration anticipates office activities in achieving the	2.26	Rarely

University's current programs and transactions.		
5. The operation planning involves setting standard of satisfactory accomplishments in reference to quantity time, quality and cost.	2.2	Rarely
Overall Mean	2.644	Always

As shown in Table 1, “the administration considers factors that may vary to an office need, its objective, policies, organization and operation was rated by the office employees (3.98) with a verbal description of “always”. This means that when administration plans for improvement, they often give due consideration to factors that may vary to an office need, including those that could affect in accomplishing its objectives, and those which could help in the successful implementation of policies, organization and its operations. On the other hand, rated by the office employees with a verbal interpretation of “rarely” are on the areas of “ the administration properly designed floor layout, lightning ventilation, reduction of noise, locker rooms, toilet facilities, drinking fountains (2.22), adequate space, standardized desks, chairs, tables, filing cabinets, vaults, safe control of purchases of equipments (2.56). administration anticipates office activities in achieving the school’s current programs and transactions, (2.26), and the lowest was on “the Operation planning involves setting standard of satisfactory accomplishments in reference to quantity, time, quality and cost which is (2.2) with verbal description of rarely. The office employees rated “rarely” on these areas maybe because in La Salle University system only the head of offices are often involved in planning which means the other employees may never know about it unless and until it is discuss in their area meeting.

Another office management practices in La Salle University is organizing. It involves arranging the necessary resources to carry out

plans. In this study organizing dealt with what tasks to be done, who will do it, how it should be clustered and when and where employees will report.

Table 2 shows the organizing practice of LSU offices.

Table 2
Office Practices in terms of Organizing

B. Organizing	Weighted Mean	Verbal Interpretation
1. The Administration officials set actual set up of departments, jobs and other units as planned.	1.9	Rarely
2. Offices organized deals to discover the easy way to keep track of all tasks and activities.	2.3	Rarely
3. Offices deal largely serving and develop personnel who can perform designed task.	2.42	Rarely
4. The President, Dean of College and Administration Offices works for manual of organization and work distributing specification and work assignments.	2.02	Rarely
5. The offices organize files where any document can be provided in 20 seconds or less.	2.66	Always
Overall Mean	2.26	Rarely

The data in Table 2 reveals that the offices of La Salle University has an organized files where any document can be provided to clients in 20 seconds or less was rated (2.66) with a verbal description of “always”. This implies that the school observed good and proper filing system that retrieval of documents from the file could easily be done, in fact

documents can be ready in 20 seconds while rated rarely by the office employees in organizing as one of the office management practices is on “the administration officials set actual set up of departments, jobs and other units as planned (1.9) rating with verbal description of “rarely”. This means that from the point of view of the La Salle University employees, there is still much to be done that should be included in planning to improve the organizational set up that is suited to every offices in order to maximize performance output. Donnelly, Gibson and Ivancevich (1992) opined that modern management theory based on the principle stated that there is no one best structure, rather the appropriate structure varies from situation to situations.

Staffing is another office management practices included in this study. It has something to do with administrations’ supervision, overseeing subordinates, to make sure that human resources are in place in accordance with their respective function.

Table 3 shows the staffing practice of LSU offices.

Table 3
Office Practices in terms of Staffing

C. Staffing	Weighted Mean	Verbal Interpretation
1. The administration supervises management structures, its goals and objectives that are met by employees.	2.06	Rarely
2. The Head of Offices functions in a manner which creates acceptance within the entity, for himself and for the member of the staff.	1.88	Rarely
3. Intercommunication is establish by the President, Dean and Administrative Offices to prevent gap between the	2.32	Rarely

teaching, non-teaching and student assistants.		
4. The Head of Offices conduct and appraise employees to analyze distribution of tasks and assignments.	2.22	Rarely
5. The President, Dean and Administrative Offices hold regular monthly meeting whenever possible at which representatives of different offices are brought together to discuss problems and evaluate programs and policies to attain goals in the offices assigned.	1.94	Rarely
Overall Mean	2.084	Rarely

As can be gleaned from the data in Table 3, office employees rated rarely in the areas of intercommunication is establish by the Dean and Administrative offices to prevent gap between the teaching, non-teaching and student assistants, (2.32) the head of offices conduct and appraise employees to analyze distribution of tasks and assignments, (2.22), the administration supervise management structures, its goals and objectives that are met by employees, (2.06), the President, Dean and Administrative Office heads hold regular monthly meeting whenever possible at which representatives of different offices are brought together to discuss problems and evaluation programs and policies to attain goals in the offices assigned, (1.94) and the head of offices functions in a manner which create acceptance with the entity, for himself and for the member of the staff, (1.88).

The findings show that according to the perception of office employees on staffing as one of the office management practice that intercommunication is established by the President, Dean and other Administrative Offices once in awhile to prevent gap between the teaching, non-teaching and student assistants as evidenced by a rating of (2.32).

Usually it takes in a form of written communication through school bulletin, memorandum, school paper and meetings. While in the area of the head of offices functions in a manner which creates acceptance within the entity, for himself and for the member of the staff was rated low (1.88 which is almost never done or manifested according to the perception of the office employees. In an interview conducted by the researcher, some offices as expressed by the office staff said that they can't feel it. They even seldom have meetings in their offices. They said they would like to have a regular meeting because they believe it is the right venue where they will know and get information from their heads of the updates of school or office policies, feedback on their work and their performance. A number of office staff said that administration implements new policies without proper dissemination hence they rated it low.

To understand better the perception of office staff along this line, Murphy et. Al (1991) in Daniel (2003) said, managing people effectively requires an understanding of several behavioral factors. Communication is surely one of those. It is one of the most vital skills that managers need, managers rarely work with things but rather with information about things. Thus communication pervades the management functions of planning, organizing, staffing and controlling. The success of work in any section of an organization depends to a great extent on how the leader and the staff are related with one another.

In terms of directing, as one of the office management practices, it involves communicating with others for effective and efficient accomplishment, motivate faculty/staff to help them perform effectively and efficiently.

Table 4 presents the perception of office staff in the area of directing.

Table 4
Office Practices in terms of Directing

D. Directing	Weighted Mean	Verbal Interpretation
1. The administration makes it possible to lead its adoption of modern methods and techniques applicable of the needs of offices.	2.02	Rarely
2. The Heads of Offices assures that action is taking place correctly in accordance with plans and instructions.	2.06	Rarely
3. Supervision determines whether the individual who is responsible for the action understand the information and direction and whether the subordinates follow it satisfactorily.	2.1	Rarely
4. Heads of Offices recognize questions for the employees to understand task given.	2.18	Rarely
5. Supervision of the Heads applies sensitivity to the needs of his employees that can enhance quality with intelligent leadership and use as a tool to win their help, cooperation and feedback.	2.36	Rarely
Overall Mean	2.144	Rarely

Rated with (2.36) is on supervision of the heads apply sensitivity to the needs of his employees that can enhance quality with intelligent leadership and use as a tool to win their help, cooperation and feedback, this means that office heads, give due consideration on the strengths and weaknesses of their subordinates and give more value or focus on what they need in order to improve the quality of their performance. Heads of offices see to it that as they try to get cooperation from their staff they

employ good leadership through listening or recognizing their questions to understand their tasks which is rated (2.18). heads of offices assure that action is taking place correctly in accordance with plans and instructions, rated (2.06), this implies that staff are given assurance that they will be guided in as doing their tasks and the administration makes it possible to lead its adoption of modern methods and techniques applicable of the needs of offices, rated (2.02) which means administration also provides modern methods and techniques in performing jobs assigned to staff such as upgraded computers and other facilities as well as good working conditions.

Generally, staff rated rarely on items in directing which means these are done or manifested once in a while only. However, though not often done, in an interview many claimed that they appreciated how the Heads of Offices lead them. They can feel that they are also sensitivity to their needs and that they really tried their best to help them to win their cooperation.

Another office management practices is controlling. It is the process of assuring that effects of organizational members conform to what was planned. In Merchant (1985), controlling includes all activities that managers undertake in attempting to ensure that actual results conform to planned results. Control is effective when standards can be established for the variables that are to be controlled, when information is available to measure the established standards and when managers can take corrective action whenever the variable deviates from its desired state or standard.

Table 5 presents the controlling practice of LS offices.

Table 5
Office Practices in terms of Controlling

E. Controlling	Weighted Mean	Verbal Interpretation
1. The administration is guiding the execution of plans in taking steps to ensure that the work is going according to plans.	2.12	Rarely
2. The Head of Offices involves in determining specifically who will do current work and where and when they will do it.	2.2	Rarely
3. The Management considers principal factors to be controlled such as quantity, time, quality and cost of work.	2.14	Rarely
4. The Head of Offices take corrective measures whenever results deviate plans, whether it carries of volume of work, time, quality and cost of work.	2.36	Rarely
5. The final decision are guided by administration policies and procedures to attain personal direction.	1.52	Never
Overall Mean	2.068	Rarely

Table 5 shows that administration is guiding the execution of plans in taking steps to ensure that the work is going according to plans, was rated (2.12), on the Head of offices involve in determining specifically who will do current work and where and when they will do it rated (2.2), management considers principal factors to be controlled such as quantity, time quality and cost of work (2.14), Heads of offices take corrective

measures whenever results deviate from plans, whether it carries of volume of work, time, quality and cost of work, (2.36) and final decision are guided by administration policies and procedures to attain personal direction rated (1.52).

Data in Table 5 revealed that per assessment of office employees, they claimed that Head of offices will make or employ the necessary actions whenever performance results doesn't conform to plans especially when it comes to principal factors that must be controlled in operations such as volume, time, quality and cost of work. Administration often guides Heads of offices in the execution of plans to ensure that work is going or its right direction and that Head of offices are entrusted to make sure that tasks are delegated to the right person who will perform it.

Another office management practices worth mentioning in this study is the extent of office system, methods and routines. This refers to the complete picture of office activity. It implies the process and sequence of doing something by which work is accomplished, especially when interrelated part are brought together and coordinated.

Table 6 presents the office systems practice of LSU.

Table 6
Office Practices in terms of Office Systems

F. Office Systems	Weighted Mean	Verbal Interpretation
1. Different offices of La Salle University imply the process sequence of doing things one at a time.	2.4	Rarely
2. Offices of La Salle University apply bookkeeping, filing, making records, writing letters	1.92	Rarely

such as interoffice memos and important instructions.		
3. Office routines assure more uniform accomplished of work, without the presence of the head.	1.84	Rarely
4. Different heads of office are making a detailed study of all the work done by each of the office employees.	2.52	Rarely
5. Office of La Salle University are often rearranged to reduce the time and distance traveled by office employees and their forms, stationeries, supplies and records.	2.46	Rarely
Overall Mean	2.228	Rarely

As reflected in Table 6, different heads of office are making detailed study of all the work done by each of the office employees (2.52). This means that per assessment of the office employee, this is done and as a result Heads of office introduce the system of doing their job better and offices of La Salle University are often rearranged to reduce the time and distance traveled by office employees and their forms, stationeries, supplies and records was rated (2.46) that implies this is done by rearranging and transferring things where it could readily available when needed. Different office of La Salle University imply the process sequence of doing things one at a time, (2.4), offices apply bookkeeping, filing, making records, writing letters such as interoffice memos and important instructions was rated (1.92), routines assure more uniform accomplished of work, without the presence of the head, (1.84). this low rating of the two items in office system is attributed by the fact that office employees would like to explore more on techniques and methods how to improve their bookkeeping, filing, making record, writing letters such as interoffice memos and other important instructions.

It is widely believed by Garcia's (1996) study that a well designed and effective furniture and a favorable working environment have a beneficial effect of employees productivity and serve the physical means of assisting employees in performing their tasks more efficiently. However, in the final analysis, it is probably the individual or human element that is most important in determining office productivity.

Table 7 shows the summary on the school's system of office management practices.

Table 7
Summary on the School's System of Office
Management Practices

Office Management Practices	Overall Mean	Verbal Interpretation
1. Planning	2.644	Sometimes
2. Organizing	2.26	Rarely
3. Staffing	2.084	Rarely
4. Directing	2.144	Rarely
5. Controlling	2.068	Rarely
6. Office Systems	2.228	Rarely
Grand Mean	2.238	Rarely

As shown in Table 7, office employees have an average assessment in planning which is sometimes the items in planning are done once in awhile while organizing, staffing, directing, controlling and office system are rated low by the employees "rarely" which imply that the items found in these areas are manifested once in awhile only. These findings generally mean that employees were not totally familiar with all the activities that the Heads of offices undertake to ensure that actual results of the planned activities of the school. In effect, the

standard now being established in achieving organizational goals are not properly understood by the office employees.

Office activities as a cluster of tasks is considered the vital center of the organization. It always play a great role in any enterprise due to the information that is being processed in a day. Thus, supervisors must plan, organize, know the staff requirement and finally be able to direct and control if possible and be able to maintain and keep records properly.

Table 8 shows the extent of record keeping in terms of simplicity. It is one of the systems or methods in maintaining and keeping records so that it will be made readily available when needed.

Table 8
Record Keeping Practices in terms of Simplicity

G1. Simplicity	Overall Mean	Verbal Interpretation
1. La Salle University has a simple record keeping system and provide long access of file.	2.22	Rarely
2. Offices of L a Salle University have a simple memory bank to all information regarding past and present actions concerning the employee.	2.36	Rarely
3. L a Salle University recognized new system in managing paperwork.	2.2	Rarely
4. Heads of Offices teach ways of managing paper work to their staff regularly.	2.82	Always
5. The management conducts services on how to apply simple techniques to enjoy countless rewards in managing paper works.	3.1	Always
Overall Mean	2.54	Rarely

As stated in Table 8, rated high or always as on the areas of “management conducts service on how to apply simple techniques to enjoy countless rewards in managing paper works”, (3.1), followed by Heads of offices teach ways on managing paper works to their staff regularly, (2.82) while offices of La Salle University have a simple memory bank to all information regarding past and present actions concerning the employee was rated (2.36), La Salle University has a simple record keeping system and provide long access of file, (2.2) with their verbal interpretation of “rarely”.

As indicated in Table 8, data reveals that management conducts service on how to apply simple techniques to enjoy countless rewards in managing paper works was rated high by the office employees and as well as on the Heads of offices teach ways of managing paper works to their staff regularly with a verbal description of “always”. This is due to the fact that the university has offices where files are kept properly and heads of these offices make it a point in conducting regular inventory of records as the basis in deciding whether or not some of these records/documents be discarded. By doing so, it would give enough space and allow new or recent documents to be stored in that area and provide long access of file.

The least was about La Salle University recognized new system in managing paper work, rated rarely. this is simply because, while it is true that management conducts services on how to apply simple techniques in managing paper works, they still go for the traditional ways of performing it such as hardcopy of documents (e.g. TOR) on a hardbound folder and keep it in a steel/wooden filing cabinet and then discarded old files after conducting inventory. From the point of view of office employees, they said that they could get rid or reduce problems of files and files of paper if information are stored in a diskette or USB which are the latest techniques in managing/reducing paper files in the office.

As stated by Sison (1998), in keeping records, one should create consistent files that conform original system, to eliminate waste of time. Efficiency and accuracy in record keeping may also be achieved if the heads of offices institute scientific filing system that increases efficiency with less cost of time.

Table 9
Record Keeping Practices in terms of Accuracy

G2. Accuracy	Overall Mean	Verbal Interpretation
1. L a Salle University provides a reliable service and information that can help management in evaluating employees traits, aptitudes and abilities.	2.36	Rarely
2. L a Salle University applies precise methods in keeping records to eliminate paper clutter and waste of supplies.	2.28	Rarely
3. Heads of offices and employees improve skills to increase quality and productivity.	2.26	Rarely
4. Heads of offices adapts system to save time and money and increase its efficiency.	2.34	Rarely
Overall Mean	2.31	Rarely

In terms of accuracy, the extent of performance of record keeping practices in terms of accuracy was generally perceived as rarely by the office employees which means it is manifested by the administration/heads of offices once in awhile only. The item “La Salle University provides reliable service and information that can help management in evaluating employees traits, aptitudes and abilities got a rating of (2.36) and the least

was Heads of offices and employees improve skills to increase quality and productivity, got a rating of (2.26). The findings pointed out that La Salle University system in its desire to get people into job or work that are suited to their skills and abilities, provides service and information that can help management evaluate personnel in terms of employees traits, aptitude and abilities. Often, this is done thru in-service training or send them to seminars where employees well get a chance of improving their skills and abilities. Learn something new especially in the areas of record keeping and managing paper works.

Table 10 shows the record keeping practices in terms of confidentiality of records.

Table 10
Record Keeping Practices in terms of
Confidentiality of Records

G3. Confidentiality of Records	Overall Mean	Verbal Interpretation
1. L a Salle University Authorize Personnel to access important records in the filing cabinets.	2.14	Rarely
2. La Salle University clients and employees, file a requisition form for documents they need.	1.84	Rarely
3. Offices of L a Salle University are using log book to indicate the purpose why the document are sent, received and pull out from the vault or the filing cabinet.	2.16	Rarely
4. CHED reports, notices and urgent management memos_given extra attention where student assistants are given orientation in its content.	2.16	Rarely

5. Any document filed are in safe cabinets and where taken care of by assigned personnel.	1.62	Never
6. Different Heads of Offices apply a step by step approach in handling transactions to monitor efficiency.	2.16	Rarely
Overall Mean	2.013	Rarely

As shown in Table 10, confidentiality of records is another item included under record keeping practices. In this study, it refers to how records or documents are treated, kept and handled by personnel in-charge in terms of its security or confidentiality.

A closer scrutiny of Table 10, shows that 83.33 percent of the items that measure confidentiality of records were rated rarely which means manifested only once in awhile ranging from 1.84 to 2.16. This finding imply that office employees affirmed that where files of records and other pertinent documents in the offices are concerned, La Salle University administration authorize personnel to access important records in the filing cabinets. CHED reports, notices and urgent management memos even the student assistants are also given orientation in its content and confident where documents has to be pulled out from the filing cabinets few only recorded it in a log book as to the purpose why the documents are sent to and who receives it. 16.67 percent or 1 item got a least rating of (1.62) with verbal description of never or it is not done or manifested or almost not manifested.

The findings further reveal that office employees need to be given orientation that confidentiality of records is vital if one must maintain good reputation and credibility otherwise the institution's reputation and credibility will be at stake. This is supported by Sison (199) and in

Amorgo (2005) he further emphasized that if Personnel records are kept confidential, they should be examined only by those duly authorized, such as employees' immediate supervisor and the company executives to maintain secrecy and importance of the employees' credibility and the company as well.

Another important item considered in record keeping practices is filing procedures. In this study, it dealt with the systems of keeping records for easy filing and retrieving or collecting and gathering of documents.

Table 11 shows the record keeping practices in terms of filing procedures.

Table 11
Record Keeping Practices in terms of Filing Procedures

G4. Filing Procedures	Overall Mean	Verbal Interpretation
1. The offices of L a Salle University applies the "in" basket system which the papers are collected by records in charge.	2.42	Rarely
2. Correspondence is checked if they have released marks which bears the initial of a person authorized to release, send or transaction is accomplished.	1.96	Rarely
3. Any documents are properly indexed to select proper captions under which a record is to be filed.	2.2	Rarely
4. Cross-reference is applied in the different offices when it is designed to help locate the requested names, subjects and geographic location.	2.26	Rarely
5. Correspondence is arranged	2.24	Rarely

according to underscored captions and any transactions for the day are placed in filing cabinets for safe keeping.		
Overall Mean	2.216	Rarely

Table 11 shows that generally, the office employees rated all the item in filing procedures in their offices as manifested once in awhile only or “rarely” manifested. Rated the most is on the area “the offices of La Salle University applies the “in basket system” which means that papers are collected by records in-charge, given (2.42) and got the least rating is on “correspondence is checked if they have released marks which bears the initial of a person authorized to release, send or transaction is accepted.

Table 12 shows the summary on the record keeping practices.

Table 12
Summary on the Record Keeping Practices

Record Keeping Practices	Overall Mean	Verbal Interpretation
1. Simplicity	2.54	Rarely
2. Accuracy	2.31	Rarely
3. Confidentiality of records	2.013	Rarely
4. Filing Procedures	2.255	Rarely
Grand Mean	2.279	Rarely

As reflected in Table 12, data revealed that simplicity was rated (2.54), accuracy (2.31), filing procedures and least is on confidentiality, (2.013). The findings imply that when keeping records in concerned office employees are able to do it well due to the fact that Head of offices teach way on how to manage paper works the simplest possible way. However, in terms of confidentiality of records, office employee has to improve along

this line since secrecy and confidentiality of records is very important if we must maintain employee's credibility and the company as well.

4. Findings, and Recommendations

Every organization has its own system of performing office works and record keeping practices. It is very necessary that each area of concern be given importance. Thus, there is a need to evaluate them regularly in order to identify areas that need further training.

Findings

After having analyzed the data, the study found out that:

1. When they make plans for the organization, administration considers factors that may vary to an office needs, objectives and organization operation.
2. The offices organize files where any documents can be provided easily.
3. The administration makes it possible to lead its adoption of modern methods and techniques applicable of the office needs.
4. La Salle University has a simple record keeping system.
5. Office employees rated low in their ability to recognize new system in managing paper works.
6. Heads of offices apply a step by step approach in handling transactions to monitor efficiency.
7. In terms of confidentiality of records, office employees claimed that they manifest it once in awhile only or rarely.

Recommendations

1. Office heads should intensify orientation to the staff the importance of the secrecy and confidentiality of records.
2. Administration should conduct seminar modules on good housekeeping or effective management of paper works.
3. Enhancement activities will be planned, implemented and evaluated by the top administrator every school year.

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Graduate Attributes Preferred by Banks in Ozamiz City: Basis for Curriculum Improvement

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Abstract

The study aims to assess the graduate attributes that are highly employable by the different banks in Ozamiz City. All nineteen banks managers in Ozamiz City were the respondents of the study. Results show that in terms of graduate attributes, for the rank of 1st, twenty nine percent of the different bank managers chose decision making skill, eighteen percent for ability to conceptualize, creativity, innovation and change, leadership and influence skills, listening skill and problem solving skill. Twelve percent chose the ability to manage conflict, planning, organizing and coordinating skills and technical skills while six percent for oral and written communication skills but none for visioning skill.

1. Introduction

Every university or college dream of success for their graduates in their field of specialization and La Salle University is one them. This academic institution aims for 100% board passers for courses that require board exam, 100% employment locally or internationally for those program that have no board exam, and 100 % entrepreneurship for those who train for such endeavor. Hence, this institution develops curriculums that equip students with all the knowledge, skills and values they need for their careers and sets very high standards of learning so that their graduates would be sought after by would-be employers.

Banks are one of the target employers of the graduates of the Colleges of Accountancy, Business and Economics. These financial institutions provide the best venue for our graduates to apply all the technical knowledge they learn in school. Moreover, it offers excellent compensation package and other incentives as well as job security. However, banks rarely advertise for job hiring because once word gets out, many applicants would file at the reception area hoping for the chance to take its test or to be considered for initial interview; hopefully make it to the last step of their selection process and eventually be hired. With this scenario, the Colleges of Accountancy, Business and Economics of La Salle University plans to make its graduates qualified for the first step of their selection process until job offer.

In order for that goal to be realized, both colleges must make sure that their respective graduates possess the attributes that banks require. Even more, these colleges prepare their graduates to become valuable human resources of these financial institutions.

With the goal of the colleges, Ozamiz City would then have bankers that are competent in their fields, committed to their company, compassionate in their dealings with their clients and to the less fortunate. They are confident in themselves and in their ability to be of service and being Christian in everything that they do personally and professionally for the service of God and nation.

Setting of the Study

The study focuses on determining the graduate attributes that bank managers would prefer to hire as part of their workforce. It specifically targets nineteen (19) banks in Ozamiz City namely: United Coconut Planters Bank (UCPB), Philippine National Bank (PNB), Metropolitan Bank and Trust Company (Metrobank – Rizal Ave.), Equitable PCI Bank, Metropolitan Bank and Trust Company (Metrobank – Burgos), Philippine

Savings Bank (PS Bank), China Banking Corporation (China Bank), Allied Banking Corporation (Allied Bank), Development Bank of the Philippines (DBP), Bank of the Philippine Island (BPI), Land Bank of the Philippines (Landbank), First Valley Bank, Panguil Bay Rural Bank, Rizal Banking Corporation, Rural Bank of Tangub City, Rural Bank of Ozamiz City, Bangko Sentral ng Pilipinas (Central Bank), First Consolidated Bank, Philippines Farmers Bank.

Theoretical Framework

The study is anchored on the employability skills framework (EFS) developed by Brisbane North Institute ([www. Queensland work futures](http://www.queenslandworkfutures.com.au), June 2004). EFS is a different mix of attributes, employability skills and technical skills employers consider when employing qualified trades people. The EFS defines qualified trades people as those exhibiting a high level of technical skills along with certain personal attributes and employability skills.

Statement of the Problem

The study aims to assess the graduate attributes that are highly employable by the different banks in Ozamiz City. Specifically, it seeks to answer the following questions:

1. What are the graduates attributes that banks look for in an employee?
2. What are the work values that banks look for in an employee?

Significance of the Study

The findings of the study would benefit La Salle University – Ozamiz, specifically the Colleges of Accountancy, Business and

Economics and even the Colleges of Computer Studies and Art and Sciences. The result will help the different colleges evaluate their curriculums to determine whether the attributes that they inculcated in their students fit the needs of their target employers, one of which is the banks. It also helps these colleges improve their curriculum to align with the requirements of these financial institutions, and most importantly, it will motivate these colleges to create their college core graduate attributes and guide them in formulating such. Thus, La Salle University's Colleges of Accountancy, Business and Economics would then produce graduates that are highly employable by these target employers. This study would eventually benefit the students because it would then be a basis for them to be hired by banks for they possess the attributes needed by their employers.

Scope and Limitation

This study covers all 18 banks in Ozamiz City, regardless of their categories- commercial, savings, etc. The respondents are the different managers who have been connected with the banks for many years.

2. Methodology

The study used a descriptive research design to identify the graduate attributes preferred by the bank managers in Ozamiz City.

A questionnaire developed by the researchers to identify the graduate attributes preferred by bank managers in Ozamiz City was distributed on March 18-28, 2008 and retrieved three days after. Only 17 responded because one manager went on leave for a month.

Descriptive statistics was used to identify the graduate attributes & work values preferred most by bank managers.

3. Results and Discussion

Graduate Attributes

Table 1 shows the ability to conceptualize of the respondents.

Table 1
Ability to Conceptualize

Rankings	No.of Respondents	Percentage
1	3	18
2	2	12
3	1	6
4	0	0
5	2	12
6	1	6
7	1	6
8	2	11
9	1	6
10	1	6
11	3	18
12	0	0
Total	17	100%

Table 1 shows that 18% of the respondents ranked 1 and 11 on the ability of the graduates to conceptualize, 12% of the respondents ranked 2 and 5, 11% ranked 8, 6% ranked 3,6,7,9 and 10 while none ranked this ability 4 and 12.

Table 2 shows the ability of the respondents to create, innovate, and change.

Table 2
Creativity, Innovation, and Change

Rankings	No.of Respondents	Percentage
1	3	18
2	2	12
3	2	12
4	1	6
5	0	0
6	2	11
7	1	6
8	2	11
9	1	6
10	1	6
11	1	6
12	1	6
Total	17	100

Table 2 shows that 18% of the respondents ranked creativity, innovation and change as 1, 12% ranked 2 and 3, 11% ranked 6 and 8, 6% ranked 4, 7, 9, 10, 11 and 12 while none ranked this ability as 5.

Table 3 presents the decision-making skill of the respondents.

Table 3
Decision Making Skill

Rankings	No.of Respondents	Percentage
1	5	29
2	3	18
3	0	0
4	3	18
5	1	6
6	0	0
7	1	6

8	2	11
9	1	6
10	0	0
11	1	6
12	0	0
Total	17	100

Table 3 shows that 29% of the respondents ranked 1 on decision making skill. 18% ranked 2 and 4, 11% ranked 8, 6% ranked 5, 7, 9 and 11 while none ranked this skill as 3, 6, 10 and 12.

Table 4 presents the leadership and influence skills of the respondents.

Table 4
Leadership and Influence Skills

Rankings	No.of Respondents	Percentage
1	3	18
2	3	18
3	3	18
4	2	11
5	1	6
6	2	11
7	0	0
8	0	0
9	1	6
10	0	0
11	1	6
12	1	6
Total	17	100

Table 4 shows that 18% of the respondents ranked leadership and influence skills as 1, 2 and 3. 11% ranked 4 and 6, 6% ranked 5, 9, 11 and 12 while none ranked this skill as 7, 8 and 10.

Table 5 presents the learning skills of the respondents.

Table 5
Learning Skills

Rankings	No.of Respondents	Percentage
1	3	18
2	0	0
3	4	23
4	1	6
5	2	12
6	2	12
7	0	0
8	0	0
9	1	6
10	1	6
11	2	11
12	1	6
Total	17	100

Table 5 shows that 23% ranked learning skill as 4. 18% ranked 1, 12% ranked 5 and 6, 11% ranked 11, 6% ranked 4, 9, 10 and 12 while none ranked this skill as 2,7 and 8.

Table 6 shows learning and interpersonal skills of the respondents.

Table 6
Learning and Interpersonal Skills

Rankings	No.of Respondents	Percentage
1	3	18

2	2	12
3	1	6
4	1	6
5	1	6
6	2	12
7	2	12
8	2	11
9	1	6
10	0	0
11	2	11
12	0	0
Total	17	11

Table 6 shows that 18% of the respondents ranked 1 on listening and interpersonal skills. 12% ranked this as 2, 6 and 7, 11% ranked as 8 and 11, 6% ranked 3, 4, 5 and 9 while none ranked these skills as 10 and 12.

Table 7 presents the ability of the respondents to manage conflict.

Table 7
Managing Conflict

Rankings	No.of Respondents	Percentage
1	2	12
2	0	0
3	1	6
4	0	0
5	0	0
6	2	12
7	2	11
8	1	6
9	3	18
10	6	35

11	0	0
12	0	0
Total	17	100

Table 7 shows that for managing conflict, 35% of the respondents ranked this as 10. 18% ranked 9, 12% ranked 1 and 6, 11% ranked 7, 6% ranked 3 and 8, while none ranked this skill as 2, 4, 5, 11 and 12.

Table 8 shows the oral and written communication skills of the respondents.

Table 8
Oral and Written Communication Skills

Rankings	No. of Respondents	Percentage
1	1	6
2	4	23
3	1	6
4	3	18
5	2	12
6	1	6
7	0	0
8	2	11
9	0	0
10	1	6
11	1	6
12	1	6
Total	17	100

Table 8 shows that 23% of the respondents ranked oral and written communication skills as 2. 18% ranked 4, 12% ranked 5, 11% ranked 8, 6% ranked 1, 3, 6, 10, 11 and 12 while none ranked these skills as 7 and 9.

Table 9 shows the planning, organizing, and coordinating skills of the respondents.

Table 9
Planning, Organizing, and Coordinating Skills

Rankings	No. of Respondents	Percentage
1	2	12
2	3	18
3	1	6
4	2	12
5	1	6
6	2	11
7	1	6
8	3	18
9	0	0
10	0	0
11	2	11
12	0	0
Total	17	100

Table 9 shows that for planning, organizing and coordinating skills, 18% of the respondents rated 2 and 8, 12% ranked 1 and 4, 11% ranked 6 and 11, 6% ranked 3, 5 and 7 while none for 9, 10 and 12.

Table 10 shows the problem solving skills of the respondents.

Table 10
Problem Solving Skills

Rankings	No. of Respondents	Percentage
1	3	18
2	2	12
3	2	12
4	0	0

5	3	18
6	1	6
7	2	12
8	0	0
9	2	11
10	2	11
11	0	0
12	0	0
Total	17	100

Table 10 shows that for problem solving skill ,18% of the respondents ranked 1 and 5. 12% ranked 2, 3 and 7, 11% ranked 9 and 10, 6% ranked 6 while none ranked this skill as 4, 8 11 and 12.

Table 11 shows the technical skill of the respondents.

Table 11
Technical Skill

Rankings	No. of Respondents	Percentage
1	2	12
2	1	6
3	4	23
4	1	6
5	0	0
6	1	6
7	1	6
8	0	0
9	2	12
10	0	0
11	0	0
12	5	29
Total	17	100

Table 11 shows that 29% of the respondents ranked 12 on technical skill. 23% ranked 3, 12% ranked 1 and 9, 6% ranked 2,4, 6 and 7 while none ranked this skill as 5, 8, 10 and 11.

Table 12 shows the visioning skill of the respondents

Table 12
Visioning Skill

Rankings	No. of Respondents	Percentage
1	0	0
2	1	6
3	1	6
4	0	0
5	3	18
6	0	0
7	3	18
8	0	0
9	1	6
10	2	11
11	1	6
12	5	29
Total	17	100

Table 12 shows that for visioning skill, 29% of the respondents ranked 12. 18% ranked 5 and 7, 6% ranked 2, 3, 9 and 11 while none ranked this skill as 1, 4, 6 and 8.

Work Values

Table 13 shows how committed the respondents are towards work.

Table 13
Work Commitment

Rankings	No. of Respondents	Percentage
1	5	29
2	4	23
3	3	18
4	2	12
5	1	6
6	2	12
7	0	0
8	0	0
Total	17	100

Table 13 shows that for the work value being committed, 29% of the respondents ranked this as 1. 23% ranked 2, 18% ranked 3, 12% ranked 4 and 6, 6% ranked 5 and none ranked this work value as 7 and 8.

Table 14 shows how compassionate are the respondents for their co-workers.

Table 14
Compassion for Co-Workers

Rankings	No. of Respondents	Percentage
1	1	6
2	1	6
3	1	6
4	2	11
5	0	0
6	3	18
7	3	18
8	6	35
Total	17	100

Table 14 shows that 35% of the respondents ranked 8 for the work value compassion for co-workers. 18% ranked this as 6 and 7, 11% ranked 4, 6% ranked this as 1, 2 and 3 while none ranked this work value as 5.

Table 15 shows how courteous the respondents are in their work.

Table 15
Courteousness

Rankings	No. of Respondents	Percentage
1	2	12
2	0	0
3	2	12
4	3	18
5	2	11
6	3	18
7	4	23
8	1	6
Total	17	100

Table 15 shows that for the work value being courteous, 23% ranked this as 7. 18% ranked 4, 12% ranked 1 and 3, 11% ranked 5, 6% ranked 8 while none ranked this work value as 2.

Table 16 shows the integrity and honesty values of the respondents.

Table 16
Integrity and Honesty

Rankings	No. of Respondents	Percentage
1	13	76
2	2	12
3	1	6

4	0	0
5	1	6
6	0	0
7	0	0
8	0	0
Total	17	100

Table 16 shows that 76% of the respondents ranked the work value integrity and honesty as 1. 12% ranked this as 2, 6% ranked this as 3 and 5 while none ranked this work value as 4, 6, 7 and 8.

Table 17 shows the practice initiative of the respondents.

Table 17
Initiative

Rankings	No. of Respondents	Percentage
1	1	6
2	3	18
3	4	23
4	1	6
5	2	12
6	2	12
7	2	12
8	2	11
Total	17	100

Table 17 shows that 23% of the respondents ranked the work value practicing initiative as 3. 18% ranked this as 2, 12% ranked this as 5, 6 and 7, 11% ranked 8, while 6% ranked this as 1 and 4.

Table 18 shows the punctuality of the respondents in their work.

Table 18
Punctuality

Rankings	No. of Respondents	Percentage
1	1	6
2	1	6
3	1	6
4	3	18
5	2	11
6	3	18
7	1	6
8	5	29
Total	17	100

Table 18 shows that as to the work value of being punctual 29% ranked 8 18% ranked this as 4 and 6, while 6% ranked 1, 2, 3 and 7.

Table 19 shows how responsible the respondents are in their work.

Table 19
Sense of Responsibility

Rankings	No. of Respondents	Percentage
1	1	6
2	5	30
3	4	23
4	2	12
5	4	23
6	0	0
7	1	6
8	0	0
Total	17	100

Table 19 shows that 30% of the respondents ranked the work value being responsible as 2. 23% ranked this as 3 and 5, 12% ranked 4, 6% ranked this as 1 and 7, while none ranked this as 6 and 8.

Table 20 shows how the respondents are self-motivated in their work.

Table 20
Self-Motivation

Rankings	No. of Respondents	Percentage
1	1	6
2	2	12
3	2	12
4	4	23
5	3	18
6	2	11
7	3	18
8	0	0
Total	17	100

Table 20 shows that 23% of the respondents ranked the work value being self-motivated as 4. 18% ranked this as 5 and 7, 12% ranked 2 and 3, 11% ranked as 6, 6% ranked 1 while none ranked 8.

Table 21 shows other work values of the respondents listed by managers not covered by the choices of work.

Table 21
Other Work Values Listed by Managers
Not Covered by the Choices

Other Work Values Needed by Bank Managers
Independence
Respectful
Industrious
Diligence
Religious
Trainable

Hardworking
Humble
Patience
Cooperative
Knows best how to satisfy client's needs and expectations
Customer service oriented employee
Ethics
Thinks like a businessman, behave like a priest
Passionate with the work
Proactive
Sense of urgency
Loyalty
Teamwork and cooperation
Discipline
Working attitude specially under pressure

Table 21 shows that specific work values not covered by the choices were being listed by managers because they needed this values in their specific banks. Deputy Director Ruben Badon of Bangko Sentral Ng Pilipinas listed the following work values as necessary for a rank and file employee: independence, respectful, industrious, diligence, religious and trainable. Banco De Oro Manager, Chio Bon Sy listed the the following work values as important; hardworking, humble, patience and cooperative. Mr. Divino Ledesma of Philippine Farmers Bank looks for graduates who also knows best how to satisfy client's needs and expectations and being a customer service oriented employee. Metrobank – Rizal Ave. Branch Manager Vicente Patangan Jr. specified that the graduate must possess ethics. Mr. Samson Cababan, Manager of Ist Valley Bank – Ozamiz Branch, preferred also graduates who think like a businessman but behave like a priest and is passionate with his/her work. United Coconut Planters Bank, Ozamiz City Branch Manager Crisantiago Parojinog needed a proactive graduate. Ms. Nancy Ojeda, Branch Manager of Rizal Commercial Banking Corporation, Ozamiz City listed the following work

values as necessary in their bank; sense of urgency, loyalty, discipline, teamwork and cooperation and Mr. Alberto Chiu, Allied banking Corporation, Ozamiz Branch Manager stated that a working attitude specially under pressure is a plus factor.

Table 22 shows the respondents' ranking of graduate attributes preferred by 17 bank managers

Table 22
 Ranking of Graduate Attributes Preferred
 by 17 Bank Managers

Rankings	Average	Graduate Attributes
1	4.18	Decision making skill
2	4.41	Leadership and influence skills
3	5.06	Problem solving skill
4	5.23	Oral and written communication skills
4	5.23	Planning, organizing and coordinating skills
5	5.41	Listening and interpersonal skills
6	5.53	Creativity, innovation and change
6	5.53	Learning skills
7	5.94	Ability to conceptualize
8	6.23	Technical skill
9	7.41	Managing conflict
10	8.29	Visioning skill

Table 22 shows the average rankings given by the 17 bank managers in Ozamiz City as to the most to the least preferred graduate attributes. Although they give different rankings for each of the graduate

attributes to fit the needs of their respective banks, more or less they deem all the graduate attributes important in an employee. The most important attribute that a La Salle University – Ozamiz graduate must possess to be able to get employed in the different banks in Ozamiz City is decision making skill (1), followed by leadership and influence skills (2), problem solving skill (3), oral and written communication skills and planning and organizing skills (4) and listening skill (5) respectively. The managers ranked 6th creativity, innovation and change, 7th being the ability to conceptualize, 8th technical skill, 9th the skill to manage conflicts and the 10th visioning skill.

Table 23 shows the ranking of work values of the respondents.

Table 23
Rankings of Work Values

Rankings	Average	Work Values
1	1.47	Possess integrity and honesty
2	2.76	Committed
3	3.41	Responsible
4	4.41	Practice initiative
4	4.41	Self-motivated
5	4.94	Courteous
6	5.47	Punctual
7	5.94	Compassion for co-workers

Table 23 shows the ranking given by the 17 bank managers in Ozamiz City as to the importance of the work values listed above. Although by nature of their different operations and categories, almost all of them agreed that the graduate must possess integrity and honesty (1) above everything else. This is due to the fact that banks are operated based on the trust given by their clients so they all need employees who are

trustworthy. The value of being committed is given 2nd rank, followed by being responsible (3rd), 4th being able to practice initiative and self-motivated. Being courteous is given the 5th rank, 6th being punctual and 7th being compassionate for co-workers.

4. Summary of Findings, Conclusion, and Recommendations

Summary

In terms of graduate attributes, for the 1st rank, 29% of the different bank managers gave the rating to decision making skill, 18% for ability to conceptualize, creativity, innovation and change, leadership and influence skills, listening skill and problem solving skill. 12% rated for the ability to manage conflict, planning, organizing and coordinating skills and technical skill. 6% rated for oral and written communication skills and none to visioning skill.

For the 2nd rank, 23% of the respondents rated for oral and written communication skills, 18% rated for decision making skill, leadership and influence skill and planning, organizing and coordinating skills. 12% rated for ability to conceptualize, creativity, innovation and change, listening skill and problem solving skill. 6% rated for technical and visioning skills while none ranked 2nd for learning and managing conflict.

For the 3rd rank, 23% of the bank managers rated for learning and problem solving skills, 18% for leadership and influence skills, 12% for creativity, innovation and change and problem solving skills, 6% for ability to conceptualize, listening, managing conflict, oral and written communication, planning, organizing and coordinating skills and visioning skills while none for decision making skills.

For the 4th rank, 18% of the respondents rated for decision making skill and oral and written communication skills. 12% for

planning, organizing and coordinating skills. 11% rated for leadership and influence skills. 6% rated for creativity, innovation and change, learning, listening and technical skills while none rated for ability to conceptualize, managing conflict, problem solving and visioning skills.

For the 5th rank, 18% of the respondents rated for problem solving and visioning skills. 12% for ability to conceptualize, learning, oral and written communication skills. 6% rated for decision making skill, leadership and influence skills, listening, planning, organizing and coordinating skills while none rated for creativity, innovation and change, managing conflict, and technical skills.

For the 6th rank, 12% of the respondents rated for learning, listening and managing conflict skills. 11% rated for creativity, innovation and change, leadership and influence skills and planning, organizing and coordinating skills. 6% rated for ability to conceptualize, oral and written communication skills, problem solving and technical skills while none for decision making and visioning skills.

For the 7th rank, 18% of the bank manager rated for visioning skill. 12% for listening and problem solving skills. 11% rated for managing conflict. 6% rated for ability to conceptualize, creativity, innovation and change, decision making, planning, organizing, coordinating and technical skills while none for leadership and influence skills, learning and oral and written communication skills.

For the 8th rank, 18% of the respondents rated for planning, organizing and coordinating skills. 11% rated for ability to conceptualize, creativity, innovation and change, decision making, listening, oral and written communication skills. 6% rated for managing conflict while none for leadership and influence skills, learning, problem solving, technical and visioning skills.

For the 9th rank, 18% of the respondents rated for managing conflict. 12% for technical skill, 11% for problem solving skill, 6% for ability to conceptualize, creativity, innovation and change, decision making, leadership and influence skills, learning, listening and visioning skills. None rated for oral and written communication, planning, organizing and coordinating skills.

For the 10th rank, 35% of the bank managers rated for managing conflict skill. 11% rated for problem solving and visioning skills. 6% for the ability to conceptualize, creativity, innovation and change, learning, oral and written communication skills while none for decision making, leadership and influence skills, listening, planning, organizing, coordinating and technical skills.

For the 11th rank, 18% of the respondents rated for ability to conceptualize. 11% for learning, listening, planning, organizing and coordinating skills. 6% rated for creativity, innovation and change, decision making, leadership and influence skills, oral and written communication skills and visioning skill while none for managing conflict, problem solving and technical skills.

For the 12th rank, 29% of the respondents rated for technical and visioning skills. 6% for creativity, innovation and change, leadership, learning, oral and written communication skill, while none for ability to conceptualize, decision making, listening, managing conflict, planning, organizing, coordinating and problem solving skills.

For work values, for the 1st rank, 76% of the respondents rated for the value of integrity and honesty. 29% rated for committed, 12% for being courteous and 6% for compassion for co-workers, practice initiative, being punctual, responsible and self-motivated.

For the 2nd rank, 30% of the bank managers rated for being responsible, 23% rated for being committed, 18% for practice initiative, 12% rated for integrity and honesty and being self-motivated. 6% rated for compassion for co-workers and being punctual while none rated for being courteous.

For the 3rd rank, 23% of the respondents rated for being able to practice initiative and responsible. 18% rated for being committed, 12% for being courteous and self-motivated. 6% rated for being compassionate to co-workers, being able to possess integrity and honesty and punctual.

For the 4th rank, 23% of the respondents rated for being self-motivated. 18% rated for being punctual and courteous. 12% for being committed and responsible. 11% rated for being compassionate to co-workers. 6% rated for being able to practice initiative while none rated for being able to possess integrity and honesty.

For the 5th rank, 23% of the respondents rated for being responsible. 18% rated for being self-motivated. 12% for being able to practice initiative, 11% for being courteous and punctual. 6% rated for being committed and being able to possess integrity and honesty while none rated for being compassionate to co-workers.

For the 6th rank, 18% of the respondents rated for being able to show compassion to co-workers, being courteous and being punctual. 12% rated for being committed and being able to practice initiative. 11% rated for being self-motivated while none for being able to possess integrity and honesty and being responsible.

For the 7th rank, 23% of the bank managers rated for being courteous, 18% rated for being able to show compassion to co-workers and self-motivated. 12% rated for being able to practice initiative, 6% rated for being punctual and responsible while none rated for being committed and being able to possess integrity and honesty.

For the 8th rank, 35% of the respondents rated for being able to show compassion to co-workers. 29% rated for being punctual, 11% rated for being able to practice initiative. 6% rated for being courteous while none for being committed, being able to possess integrity and honesty, being responsible and self-motivated.

Some bank managers also listed specific work values which are needed in their respective banks depending upon the nature of their operations. The other work values specifically listed by some bank managers are as follows; independence, respectful, industrious, diligence, religious, trainable, hardworking, humble, patience, cooperative, knows best how to satisfy client's needs and expectations, customer service oriented employee, ethics, thinks like a businessman but behaves like a priest, passionate with the work, proactive, sense of urgency, loyalty, teamwork and cooperation, discipline and has a working attitude specially under pressure.

Conclusion

It is the conclusion of the researchers that in order for the banks to operate smoothly, it's work force must possess technical, learning and the skill in making good decisions all the time for it is an industry where mistakes are unacceptable. For banks are business institutions where the economy of the country greatly depends, the workers must also possess the skill in solving problem and managing conflicts in all aspects of it's operations. In order to navigate it to the right direction, it's work force must also possess leadership and influence skills, the skills in planning, organizing, coordinating as well as the skill in visioning for it to prepare for a progressive future. To survive the ever changing dynamic world of business it must also possess the ability of being creative, innovative and being able to adopt to change. And most importantly, to be able to serve well it's clientele, the workers must also possess the skills in oral and written communication, listening and the ability to conceptualize services

for the improvement of it's client's business and enhance their standards of living.

Furthermore, the banks' work force must also possess work values such as integrity and honesty for these are business institutions mainly anchored in trust so that clients can trust the bank with their money for safekeeping and for investing purposes. Workers must also be committed to their jobs and be self motivated to be able do it with passion. They are responsible for their actions and decisions and can show compassion to their co-workers. To be able to practice initiative in dealing with each unique client to best serve their interest beyond their expectations and to show courtesy and be punctual in providing the best service they can give to their clients.

Recommendations

- 1 In order for the Colleges of Business, Economics and Accountancy of La Salle University to be able to produce graduates with the attributes and work values preferred by it's highly esteemed employer, the curricula of these colleges must be reviewed to make sure that the target attributes and work values are developed and inculcated in it's students.
- 2 The different faculty of these colleges as well as the colleges that offer the general subject to possess also the attributes and values it would like its students to possess. For the faculty's character and values are usually imitated and emulated by its students.
- 3 The major subjects main goal in its syllabi should be tailored to target specific attributes and values. These attributes and values must be those that are preferred by it's target employer, the banks.

- 4 In order to assure these banks that the university produce these kind of graduates, these graduates must be screened during it's exit interview and given questionnaires to test whether they are ready for this type of employer so that the school can also advise them as to their employability in any other institutions. With this, the university can align its programs and curricula as well as it's faculty to the needs and expectations of its students and to their target employers and eventually its graduates will become sought after in the work force of the different institutions it desires to serve and one of these institutions the school would like to provide the very best graduates are the bank especially in the same locality as the school, that is Ozamiz City.

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Employers' Assessment on Office Administration On-the-Job Trainees

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Abstract

A descriptive research method was employed in order to find out the Office Administration On-the-Job trainees' skills in their practice at different offices. There were forty two (42) managers and or different representatives of either private or government office in Ozamiz City. The respondents were the employers of the student trainees taking up the Office Management 2 and the Office Management 7 subjects during the second semester of SY 2007-2008. It was found out that the job performance of the student trainees in typewriting skills and keyboarding was very satisfactory, and the student trainees possessed desirable personality toward job.

1. Introduction

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.

The ability to evaluate one's own work accurately and constructively does not develop automatically. The more intellectually immature students are, the greater the chance that their personal investment will be bias what they see when they look at their own work.

The Office Administration course at La Salle University has always been innovative in its curriculum. Foremost of its innovation is the

concept of work education program. It has integrated in its curriculum the on-the-job training program or apprenticeship of students with emphasis on work experiences.

The value of practical work experience of the students is provided with a positive orientation to their future career by enlarging the scope of their study and by adding new dimensions to their outlook through practical experience. Academic classroom theories then are supplemented with actual and meaningful business experiences.

Students learn and gain experience best when they actually practice their skills and knowledge in a real job. The job provides them with chances to acquire and develop the skills, attitudes and maturity necessary to lead a productive and satisfying life.

It is in this program where students not only apply knowledge, use skills, communicate with older and experienced people but also learn to interact with these people.

Employers' assessment of the student trainees' performance assists the school in improving the program of the on-the-job training and at the same time provides opportunity for the students to develop entry level job skills which match the employment needs of the business community. It is therefore, necessary that businesses, offices, and industries must continue their roles in supporting the education of tomorrow's employees.

Practicum is a course offered in Bachelor of Science in Office Administration curriculum. It is a training course where students are taught and trained to apply office skills, knowledge, abilities, and values in making decisions and solving problems concerning office tasks. Practical on-the-job training in an office is the highlight of the course.

The students, while attending a one-hour classroom instruction in Practicum subject, have their on-the-job training or apprenticeship in either public or private office outside the campus for 200 hours.

Review of Related Literature

Education is opening the windows of the mind for mental ventilation. What one learns is an acquirement—what one does with this acquirement is an accomplishment. Education is and always will be a continuous journey.

A successful career person must have the knowledge of all general office procedures. These include good communication skills, human relation skills, knowledge in typewriting and computer. An individual who has the necessary knowledge and skills will have good employment opportunities and a better future in the business world (Susan Fenner, 1992.).

These are the reasons why students are expected to undergo on-the-job training program or apprenticeship to prepare them for a profession in which initiative, judgment, knowledge and skills are developed to provide them better and wider possibilities for responsible position in the business.

On-the-Job training programs provide development and training. They are designed to integrate academic study with work experience. The students involved in this program alternate of classroom study with office practice in business and industry. This blend of study and work practice provides the students with an opportunity to increase their academic knowledge and personal development as well as prepare for professional careers (Robert Craig, 1987).

Statement of the Problem

This study aims to find out the Office Administration On-the-Job trainees' skills in their practice at different offices. Specifically, this study seeks to answer the following questions:

1. What is the level of performance of Office Administration students in:
 - a) Typewriting/Keyboarding skill?
 - b) Dictation and Transcription skill?
 - c) General Secretarial Skill?
 - d) Interpersonal skill?

2. What is the employers' assessment of the On the job trainees' personality in terms of:
 - a) Good grooming
 - b) Orderliness
 - c) Appropriateness of attire
 - d) Punctuality

Significance of the Study

The results of the research would provide the following importance:

- a) Student trainees will know the skills where they are excellent and skills where they are poor or low as assessed by employers. Such knowledge will give them idea what skills they need to exert more effort and attention.

- b) Teachers can formulate strategies to help office administration students who are rated low in typewriting/ keyboarding, dictation

and transcription, general secretarial skill and interpersonal skill. Furthermore, teachers can help student trainees improve and maintain desirable personality in the job.

- c) The College of Business and Economics can continually improve its On-The-Job curriculum.

2. Methodology

This research used the descriptive method to assess the Office Administration On-the-the Job trainees. The respondents of this study were the Forty two (42) Managers and or different representatives of either private or government office in Ozamiz City. The respondents were the employers of the student trainees taking up the Office Management 2 and the Office Management 7 subjects during the second semester of SY 2007-2008.

The instrument used was the evaluation sheet as the main tool for gathering the data. The evaluation sheet was sent to the training stations for the purpose of evaluating the different skills of the student trainees.

The data gathered were tabulated, organized and computed for significant values. In order to find the degree of improvement of the trainee's with respect to the trainee's typewriting/keyboarding skill, dictation and transcription, general and secretarial skill, interpersonal skill and personality, the respondents were asked to evaluate each of the items by using a 5 point scale: 5 excellent, 4 very satisfactory, 3 satisfactory, 2 fail, 1 poor.

3. Results and Discussion

The data presented are arranged according to the specific problems considered in this study. Below are Tables of the different indicators in determining the different skills of the Office Administration On the Job trainees.

Table 1 shows the typewriting and keyboarding skill and its indicators.

Table 1
Typewriting/ Keyboarding Skill

Typewriting	Excellent		Very Satisfactory		Satisfactory		Fair		Poor		Total Respondents
	F	%	F	%	F	%	F	%	F	%	
1. Type with average speed	8	20%	15	37%	10	24%		0%	8	20%	41
2. Type neatly and accurately	8	20%	10	24%	14	0%		0%	9	22%	41
3. Can arrange material - letters, report	12	29%	10	24%	11	27%		0%	8	20%	41
4. Proofreads finished copy and submit free of errors	4	10%	13	32%	12	29%	2	5%	10	24%	41

5. Erasures cannot be noticed by readers	2	5%	12	29%	13	32%	3	7%	11	27%	41
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Table 1 shows that thirty seven (37%) percent or (15) of the respondents assessed the average speed in keyboarding by our student trainees as very satisfactory while twenty (20%) percent or 8 of the respondents assessed it as excellent and twenty (20%) percent or 8 also assessed it to be poor. It shows also that twenty nine (29%) percent or 12 of the respondents assessed skill on arranging materials letters, reports to be excellent, while twenty four (24%) percent or 10 assessed it to be very satisfactory. Twenty seven (27%) percent or 11 of the respondents assessed it to be satisfactory while twenty (20%) percent or 8 assessed it to be poor.

Table 1 also reveals that ten (10%) percent of the respondents assessed the proofreading skill after typing a document of our student trainees excellent while thirty two (32%) percent assessed it to be very satisfactory and twenty nine (29%) percent assessed it to be satisfactory while five (5%) percent or of the respondents assessed it to be fair and twenty four (24%) percent assessed it to be poor. It also reveals that five (5%) percent of the respondents assessed erasing neatly to be excellent while twenty nine (29%) percent of the respondents assessed it to be very satisfactory and thirty two (32%) percent of the respondents assessed it to be satisfactory while seven (7%) percent assessed it to be fair and twenty seven (27%) percent assessed it to be poor.

Based on the interpretation, the student trainees were good or can perform satisfactorily in their typewriting skill and that the student trainee can be depended upon in typewriting/keyboarding.

Table 2 shows the level of performance of student trainees on Dictation and Transcription skills.

Table 2
Dictation and Transcription

Dictation & transcription	Excellent		Very Satisfactory		Satisfactory		Fair		Poor		Total Respond ts
	Fig	%	Fig	%	Fig	%	Fig	%	Fig	%	
	1. Can transcribe dictation at a reasonably rapid rate	2	20%	11	27%	13	32%	2	5%	13	
2. Can transcribe shorthand notes accurately	3	7%	8	20%	10	24%	1	2%	19	46%	41
3. When words have been omitted, able to substitute other with the same meaning	3	7%	8	20%	10	24%	5	12%	15	37%	41

Table 2 reveals that thirty two percent (32%) assessed that the student trainees' skill on dictation and transcription at a reasonable rapid rate was satisfactory and thirty two percent (32%) also assessed it to be poor while twenty (20%) percent assessed it to be excellent.

It shows also that forty six (46%) percent assessed that the skill on transcribing shorthand notes accurately was poor while only seven percent (7%) assessed it to be excellent.

Based on Table 2, thirty-seven (37%) percent assessed that the skill on ability to substitute omitted words with the same meaning was poor while only seven (7%) percent assessed it to be excellent.

The above interpretations tell us that most of the respondents rated the student trainees poor on skill in dictation and transcription at reasonable speed, transcribing shorthand notes accurately and ability to substitute other word with the same meaning when words had been

omitted. Such interpretations also tell us that very few of the respondents rated the student trainees excellent in dictation and transcription skill.

The above findings then relate to us that the student trainees were not good in dictation and transcription. It further revealed that the student trainees were not competent in stenography and therefore there was less chance for them to become a stenographer.

Table 3 shows the level of performance of student trainees' skill in General Secretarial Procedures.

Table 3
General Secretarial Procedures Skill

General Secretarial Skills	Excellent		Very Satisfactory		Satisfactory		Fair		Poor		Total Respondents
	Fig	%	Fig	%	Fig	%	Fig	%	Fig	%	
1. Telephone Techniques and manners	1 1	20 %	1 8	44 %	7 7	17 %		0 %	5 5	12 %	41
2. Can maintain effective filing system	1 7	41 %	1 8	44 %	5 5	12 %	1 1	2 %		0 0%	41
3. Can comprehend & grasp instructions	1 4	34 %	1 6	39 %	1 0	24 %	1 1	2 %		0 0%	41
4. Performs assigned task accurately.	2 1	51 %	1 3	32 %	7 7	17 %		0 %		0 0%	41

As shown in Table 3, forty-four (44%) percent assessed the telephone techniques & manner of the student trainees to be very satisfactory while twelve (12%) percent assessed it to be poor.

It also shows that forty-four (44%) percent assessed that the ability to maintain effective filing system is very satisfactory while two (2%) percent assessed it to be fair.

The Table shows also that thirty-nine (39%) percent assessed the skill to comprehend & grasp instructions to be very satisfactory while two (2%) percent assessed it to be fair.

The above findings tell us that most of the respondents gave a general verbal rating of very satisfactory and only few of the respondents rated the student trainees poor and fair. It further tell us that the student trainees were efficient and effective in handling general secretarial procedure skill.

Table 4 indicates the level of performance of the On-The-Job student trainees in terms of Interpersonal Skill.

Table 4
Interpersonal Skill

Interpersonal Skills	Excellent		Very Satisfactory		Satisfactory		Fair		Poor		Total Respondents
	Fig	%	Fig	%	Fig	%	Fig	%	Fig	%	
1. Courtesy/Respect	27	66%	1	27%	3	7%	0	0%	0	0%	41
2. Industry	12	29%	19	46%	9	22%	1	2%	0	0%	41
3. Initiative	10	24%	22	54%	9	22%	0	0%	0	0%	41

4. Cooperation	1 8	44 %	1 8	44 %	5	12 %		0 %		0 %	41
5. Relationship with fellow office workers	1 8	44 %	1 6	39 %	7	17 %					41
6. Relationship with superiors	2 2	54 %	1 3	32 %	6	15 %					41
7. Interest and participation in office activities	2 1	51 %	1 2	29 %	7	17 %	1				41

Table 4 reveals that sixty-six (66%) percent rated the student trainees courteousness and being respectful to be excellent while only seven (7%) percent rated it as satisfactory.

The Table 4 further reveals that forty six (46%) percent rated the student trainees' industriousness to be very satisfactory while two (2%) percent or only 1 respondent rated it to be fair.

The Table also shows that fifty-four (54%) percent rated the student trainees' initiative in their work to be very satisfactory while twenty two (22%) percent rated the student trainees satisfactory.

It shows also that forty four (44%) percent rated the cooperativeness of the student trainees to be excellent and forty four (44%) percent also rated it very satisfactory.

Furthermore, Table 4 shows too that forty four (44%) percent rated that student trainees have excellent relationship with fellow office workers while seventeen (17%) percent rated it to be only satisfactory.

It shows also that fifty four (54%) percent rated that the student trainees had excellent relationship with superiors while fifteen percent (15%) rated it to be satisfactory.

In addition, the Table reveals that the fifty one (51%) percent or 21 respondents rated that the student trainees had excellent interest and participation in office activities while seventeen (17%) percent rated them only as satisfactory.

The above data gives us an idea that most of the respondents assessed the student trainees' interpersonal skill as excellent and very satisfactory while only seven of the respondents rated them satisfactory. It confirmed then that the Office administration student trainees of La Salle University can be trusted upon in any work and also can get along well with other people.

Table 5 shows the different indicators of the Office Administration student trainees' personality.

Table 5
Personality

Personality	Excellent		Very Satisfactory		Satisfactory		Fair		Poor		TOTAL
	F	%	F	%	F	%	F	%	F	%	
Good Grooming	21	51%	16	39%	4	10%		0%		0%	41
Appropriateness of dress	15	37%	20	49%	6	15%		0%		0%	41
Orderliness	15	37%	23	56%	3	7%		0%		0%	41
Punctuality	8	20%	21	51%	12	29%		0%		0%	41

Table 5 shows that fifty one (51%) percent assessed that student trainees grooming were excellent while ten (10%) percent assessed it to be satisfactory.

The Table shows also that forty-nine (49%) percent assessed that the appropriateness of the dresses worn by the student trainees were very satisfactory while fifteen (15%) percent assessed it to satisfactory.

In addition, Table 5 shows that fifty six (56%) percent assessed that the orderliness in the work area of the student trainees were very satisfactory while seven (7%) percent are satisfactory. Furthermore, fifty one (51%) percent assessed the punctuality of the student trainees very satisfactory and twenty (20%) percent assessed it to be excellent.

The above interpretations indicated that the respondents' assessment of the student trainees' personality varies between excellent and very satisfactory. Such tells us also that the student trainees had desirable personality in terms of good grooming, appropriateness of dress, orderliness in the work area and punctuality.

4. Summary, Conclusion, and Recommendations

Summary

This study aimed to find out the level of performance of the Office Administration of the different skills such as typewriting/keyboarding, dictation and transcription, general secretarial, interpersonal skill. Furthermore, it sought to know student trainees' personality in the job.

To achieve this goal, the forty-one Office Administration students underwent On-the-Job training program in some private and government offices in Ozamiz City. In addition, the researcher employed the descriptive method using an evaluation sheet to gather the data from the different managers or representatives as the respondents.

Based on the results of the study, typewriting/keyboarding skill, general secretarial procedure skill and interpersonal skill had an over all verbal rating of very satisfactory as assessed by the respondents.

On the other hand, dictation and transcription skill of the student trainees was assessed poor by the respondents.

Conclusion

Based on the results of the study, it can be concluded that:

The student trainees were capable, efficient and effective in handling general secretarial skills. Their interpersonal skill was rated excellent and the job performance in typewriting skills and keyboarding was very satisfactory. However, they were observed not to be skillful in dictation and transcription.

Recommendations

The following recommendations are presented to help strengthen the skills was rated poor:

1. Improve the curriculum in stenography.
2. Give intensive training to students on dictation and transcription
3. Identify students' attitudes toward stenography.
4. Expose the student trainees to offices where stenography is usually use.

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The Academic Profile of the B.S. Hospitality Management in La Salle University

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Abstract

A descriptive type of research was employed in this study in order to find out the academic profile of the B.S. Hotel and Restaurant Management in La Salle University (LSU), and the relationship of the student variables and their academic performance in 6 major subjects. The research subjects were the one hundred first and second year students enrolled in HRM course in school year 2006-2007. Universal sampling was used involving 100% students.

1. Introduction

Tertiary institutions continuously upgrade their curricular offerings for relevance to the needs of hospitality industry. The development of the ladderized curriculum in Bachelor of Science in Hotel and Restaurant management (BS HM/BS HRM) has the impact because of its major contribution to tourism industry. According to the estimates of the World Tourism Organization (WTO Source) tourism industry generated 1.4 trillion dollars in receipts (4.1% of world GDP) in 2000. This places the impact of the tourism on the economy at much higher level because it also includes domestic tourism which created 73.1 million persons employed in the year 2000, and global travel will grow rapidly for the next 20 years.

Furthermore, the demand for Filipino Hospitality is positioned at the epicenter of global travel and tourism growth and development. Seventy - Percent (75%) of all hotel and restaurant workers and professionals deployed here and abroad are Filipino hotel and restaurant

workers and professionals known for their competence, trainability, and adaptability.

This study is anchored on three (3) theories namely: Mental Ability of the learner, Aptitude of the learner, and Method of teaching which are among the many factors considered influential on students learning and ultimately, their academic performance.

Review of the Related Literature

The Mental Ability Theory

Teachers may expect intelligent students to surpass the dull or below average learners in the amount of learning.

The formulation of generalization, rationalizations and insights were most effective with students who ranked in the upper third group considering the student's mental age.

It is viewed in this mental ability theory that teachers practice the homogenous, grouping of students for instructions to facilitate learning in a class of similar mental ability. However, the heterogeneous grouping is also commendable due to the fact that it is more realistic of actual life situation.

The Aptitude of the Learner Theory

This refers to the interest manifested by the learner towards the subject and his feelings of desire to learn or motivation to gain knowledge about his subjects. Without such basic drive, the transfer of learning will be very slow.

Before the presentation of the subject-matter to be learned, the teacher must arouse the interest the learners to make them ready to

assimilate the lesson. Motivation maybe in the form of questions or sharing of past experiences and displaying of meaningful pictures. The motivation procedures will depend upon the nature of the subject-matter and the capability of the teacher to carry on. Learners with above average mentality can be easily motivated compared with those with low mental ability.

Attitudes may be developed early in life by the partners with whom the child is primarily in contact. Educated parents can expose children to things that will make them develop later some positive attitudes,

It was the principal purpose of this study to determine the extent of influence that the independent variables of mental ability and attitudes towards the subject had on the student academic performance in Hospitality Management Education.

The Method of Teaching Theory

Teaching methods or strategies in the delivery of educational services signify definite ways of performing the task of teaching. This involves careful selection of instructional materials. Adoption of this material's to the abilities of the students, the organization and presentation of materials in logical sequence. It implies choice of a means in order to accomplish an end which refers to the realization of the lessons objectives and aims. It involves understanding of the means in a school situation through a process of generalizing facts, ideas, values, and procedures where the direction has included a clear-cut indication of where and how the facts, ideas, values and procedures apply both in other subjects and in life, then transfer of learning is facilitated to the students minds.

Statement of the Problem

This study aims to find out the Academic Profile of the B.S. Hotel and Restaurant Management in La Salle University (LSU), Ozamiz City. Specifically, it seeks answers to the following:

1. What is the profile of the two hundred first year and second year students HRM at La Salle University in terms of:
 - a. Mental Ability
 - b. Aptitude towards the HRM course
 - c. Average ratings grade of major subjects in HM/HRM course computed from:
 - i. 1st Semester
 - ii. 2nd Semester
2. In what extent the instructors use the following methods:
 - a. Lecture method
 - b. Lecture- Discussion
 - c. Lecture- Demonstration
 - d. Lecture- Laboratory
 - e. Problem- solving (Case Study)
 - f. Reportorial Method
 - g. Socialized Discussion
 - h. Educational Tour

Significance of the Study

The results of the study may benefit to the following:

Guidance Office. It will help the guidance office in upgrading their guidance counseling and screening procedures for those who will enroll in Hospitality Management.

School of Hospitality Management Instructors. It will serve as an eye opener of the Instructors to improve their teaching strategies and techniques in the classroom.

2. Methodology

This is a descriptive study probing a significant relationship of the student variables and their academic performance in 6 major subjects.

The research subjects were the one hundred first and second year students enrolled in HRM course in school year 2006-2007. Universal sampling was used involving 100% students.

The setting of this study was the La Salle University, Ozamiz City specifically the college of HRM Education. where LSU is the first sectarian University institution in Misamis Occidental.

The research instruments included Mental Ability Test and Aptitude Test for HRM Course, administered by the guidance councilor of LSU as requested by the College of HRM Education.

The students academic performance, the grades in the 1st Semester were averaged and the same was done for the grades obtained during the second semester. Since there are six subjects in the HRM course are being considered, the general average was computed and used as indicator of academic performance.

The questionnaire did not only list down the names of the teaching strategies but were even described to enable the respondents give accurate responses on frequency of use by their instructors.

Procedures for Data Gathering

The Master list of students who were in their first & second year in school year 2006-2007 BS Hospitality Management & HRM 2 years was retrieved from the Registrar's office. The guidance office was informed of the mental ability test data of the 1st year and second year students. The researchers administered the questionnaire about method of instructions used by the instructions to the same group of students; the teaching strategies were very well described in the questionnaire to prevent guessing on the part of the students respondents. The grades from the registrar's office for the first semester & those for the 2nd year were obtained. The average ratings were computed covering the six academic subjects in the 1st year and second year curricula in Hotel and Restaurant Management course. These instituted the students' academic performance. The raw data collected from the different research tools were segregated according to the variables considered in the study, tallied and tabulated in preparation for data processing.

The major HRM subjects include the following:

1. Intro. To HRM
2. Housekeeping Procedures
3. Front Office Procedures
4. Food & Beverage Procedures
5. Culinary Arts
6. Food Preparation, Selection & Meal Planning & Management

Detailed discussion on these as the dependent variables in the study will be given in the later part of this topic.

3. Results and Discussion

Mental Ability

The raw scores obtained from the grades were computed into an average ranks from the lowest which is very low to the highest which is very superior. However, the low, very low and the below average scores were grouped as one & the category is below average, the raw scores are from 5 to 17 and the percentile rank is 33 and below.

Table 2 presents the profile of the research subjects in this study in terms of mental ability.

Table 2
Mental Ability Profile of HRM students

Raw Scores	Percentile Rank	F	Weight	%
5-17	33 & below	73	1	37
18-25	34-76	56	2	28
26-29	77-87	36	3	18
30-39	88-96	23	4	11
40 & above	97 & above	12	5	6
Total		200		100

Legend:

- 33 & below – below average
- 34-76 - average
- 77-87 - above average
- 88-96 - superior
- 97 & above – very superior

The data in the Table shows that the lowest I.Q. group was composed of students who obtained scores 17 and below belonging to percentile rank of 33 and below. This group already included those who were classified as low and very low I.Q. or intellectual capacity. There were 73 students representing 38 per cent in this below average group.

There were students whose raw scores were 18 to 25 with the equivalent percentile rank of 34 to 76. These 56 students represented 28% of the total 200 Hotel and Restaurant Management students involved in the study. Thirty-six (36) students or 18% obtained scores of 26 to 29 with the percentile rank of 88 to 96 for the superior intellect and only 12 students got scores of 40 and above with the percentile rank of 97 and above for the very superior mental ability.

The overall weighted mean of 2.23 supports the average level of intellect for the students enrolled at La Salle University in the Hotel and Restaurant Management Course. This means that their I.Q. percentile rank is 5 to 17.

Hotel and Restaurant Management Course is a new program offered at the La Salle University and for that reason, a policy of attraction was adopted during the enrolment period which did not see the importance of a strict retention policy. Thus, The average achievers are in big bulk in the school.

Aptitude of the Students

Another standardized test administered by the guidance office to the same groups of students was the different aptitude test or the test for abstract reasoning.

Table 3 presents the differential Aptitude Test Profile of HRM Students.

Table 3
Differential aptitude Test Profile of HRM Students

Raw Score	Percentile Rank	F	Weight	%
13-23	33 & below	62	1	31
24-35	34-76	48	2	24
36-39	77-87	41	3	21
40-48	88-96	31	4	15
49- & above	97 & above	18	5	9
Total		200		100

Legend:

- 33 & below - Poor
- 34- 76 - Average
- 77- 87 - Above Average
- 88- 96 - Superior
- 97 & above - Very Superior

From the Table, 1 is shown that the poorest aptitude towards the HRM course were displayed by students who obtained scores 13-23 in abstract reasoning and they belonged to the percentile rank of 33 & below. This group already includes those Classified as very low in attitude towards this course. The Parallel category is **below average**.

There were students whose raw scores were 24-35 with the percentile rank of 34-76. These 48 students were representing 24% of the total number which is 200. They composed the average group in terms of aptitude towards the course they are taking.

The next group of 41 students or 21% obtained scores of 36-39 with a percentile rank of 77-87. they constituted the above average aptitude for a positive inclination towards HRM. 31 students or 15% get scores of 40-48 with a percentile rank of 97 and above. Their aptitudes towards the HRM course were very superior as based on their abstract reasoning ability.

The general profile of average is revealed by an overall weighted mean of 2.48. This means a percentile rank of 13-23. This must be due to the Poor intellectual ability that also goes with reasoning.

Average Grades in major HRM subjects.

For the 1st semester of S.Y. 2006- 2007, the students' average grades computed from the ratings of subjects taken were drawn for the academic achievement profile.

Table 4 shows the distribution of students according to their average grades.

Table 4
Average ratings in major HRM subjects
profile 1st semester, 2006-2007

Ratings	weight	f	%
3.1 & below	1	19	10
2.6- 3.0	2	54	27
2.1- 2.5	3	102	51
1.6- 2.0	4	16	8
1.5 & above	5	9	4
Total		200	100

From Table 4, it is shown that there were only 9 students who got the highest rating of 1.5 which belonged to the very superior performance in the major subjects of the HRM course. There were 16 students whose ratings were in the bracket of 1.6-2.0 for the superior performance. There were 102 students representing 51% of the 200 HRM students who showed above average performance through ratings of 2.1-2.5. Some 54 students or 27% got 2.6 to 3.0 for the average performance & 19 students or 10% got ratings below average.

The general profile indicated by a weighted mean of 2.71 shows an average level of performance during the 1st semester which indicates the grades of 2.0 to 3.0. Students who enroll in the HRM course possessed the average intellectual capacity, the average aptitudes towards the Hotelier and Restaurateur career and the average performance in the major subjects of the said course.

The grades in the major subjects of HRM were again summed up and derived for the academic performance of the same students during the second semester. It can be noted that there is a very slight difference in the percentage of the 2 semesteral averages.

The succeeding Table gives the profile of the students of the HRM course in terms of averages obtained in their major subjects during the second semester.

Table 5 presents the average ratings major HRM subject profile, 2nd semester 2006.

Table 5
Average Ratings Major HRM Subject Profile
2nd semester 2006

Ratings	Weight	F	%
3.1 & below	1	21	11
2.6- 3.0	2	54	27
2.1- 2.5	3	102	51
1.6- 2.0	4	16	8
1.5 & above	5	7	3
Total		200	100

Extent of use of the teaching strategies by instructors of the HRM subjects

The students were able to perceive the teaching strategies that their instructors adopted in the process of imparting knowledge in the classroom setting or in the laboratory.

Table 6 shows the teaching strategies by HRM instructors.

Table 6
Extent used of teaching strategies by HRM instructors

Strategies	Always (4)	Often (3)	Seldom (2)	Never (1)
1	54	128	10	8
2	80	113	4	3
3	80	94	17	12

4	78	119	3	-
5	60	100	36	4
6	42	36	72	50
7	60	104	32	4
8	62	112	20	6
9	-	-	-	200
Total Average	57	89	22	31

As observed by students, their instructors used all mentioned teaching strategies at the often level and these strategies were considered effective. It can be noted that strategy 1 which is pure lecture method has been identified by the respondents as most often used followed by strategy 4, lecture laboratory. Based on the results, strategy 6, reportorial method, seems not so popular among the teachers eventhough this method will help develop the oral presentation skills of the students.

4. Conclusion

From the findings revealed in the study, the conclusion drawn includes the following:

1. The students who enrolled in the Hotel and Restaurant course at La Salle University during the school year 2006-2007 possessed an I.Q. level of average. An aptitude towards the course of poor and an average academic performance based on the grades in the least

six-major HRM. This implies that the University's guidance and counseling program failed to conduct a screening for mental ability and an aptitude test towards the course chosen in order not to produce misfits in their career. This implies further that is a need to enrich the guidance services for the institution to benefit the students who pay for these services under the Miscellaneous items.

2. The teaching strategy perceived by the Hotel and restaurant Management students as often used by their instructors was the “pure Lecture- Laboratory method”, which ranked number one. This method should be sparingly used because there is very minimal student participation. This method was often resorted to by teachers who do not create learning activities that require maximum student participation. The finding implies that there is a need for instructors at the tertiary education level to enroll in the masteral program in a course entitled “College Teaching” where they learn the different traditional and modern teaching strategies, the laws and principles of teaching and learning, the students evaluation and test construction and other matter.
3. There is significant correlation between academic performance and the student's mental ability, aptitude towards the course and extent use of effective teaching strategies. This implies that the students should be assisted in their choice of course upon enrollment in order to obtain the proper motivation that will warrant success in their studies. Teachers should adopt more the teaching strategies in order the students will be required to be involved since the self activity will not matter what race or mental ability level you have.

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Proposal on Rent to Own a Tricycle for Tricycle Drivers of Catadman, Ozamiz City

Daryl Famacion-Quinco
Raymundo Dolor
College of Accountancy

Project Site

The project site will be La Salle University, Ozamiz City specifically in the College of Accountancy and College of Business and Economics Offices. This is located at the Saint Benilde building of the institution.

Implementing Organization

The College of Accountancy and College of Business and Economics in collaboration with the Institutional Social Concern Office will be the implementing organization for the project.

Contact Persons

The contact persons for the project are:

Mr. Raymundo C. Dolor
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La Salle University

Ms. Daryl S. Famacion-Quinco
Dean, College of Business and Economics
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Ms. Aurora Gonzales
Director, Institutional Social Concerns Office
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Project Beneficiaries

The beneficiaries of the project are the twelve (12) tricycle drivers of the partner barangay of the institution, Catadman-Manabay, who are renting the pedicabs that they are driving for livelihood and income derivation purposes.

Indirectly the project will benefit the community that these families belong to in the sense that the improvement of their income will not be dependent on the community and that this condition will lead to the improvement of the community in general.

Project Duration

The project will run for a period of seven (7) years. It will take seven (7) years to complete the project in the sense that on the first year of implementation, the construction of one (1) tricycle will be done and on the second year two (2) tricycles can be constructed, thereby, the twelve (12) beneficiaries can be given their rent-to-own tricycle over a period of seven (7) years.

Total Project Cost

The project cost is expected to be two hundred thirty thousand pesos (PhP230,000.00). Each tricycle unit cost fifteen thousand pesos (PhP15,000.00), thus, twelve units will have the total cost of one hundred eighty (PhP180,000.00) pesos plus other necessary cost will total the aforementioned value.

Project Rationale

It is the Vision-Mission of the La Salle University as a Catholic educational institution to serve as a center of excellence in its three major functions of teaching, research and extension. The institution commits to the inculcation of Lasallian values and the development of a critical social awareness that result in responsible action in the service of God and nation. It is in this light that the Colleges of Accountancy and Business and Economics undertake this project in order to help alleviate the financial condition of the tricycle drivers of the partner barangay of the institution. There are eighteen (18) tricycle drivers in Catadman-Manabay, Ozamiz City. Twelve (12), sixty-seven (67) percent, of them do not own the unit that they are driving. They are renting the units at seventy pesos (PhP70.00) a day. The gross daily income that they usually earn ranges from one hundred fifty to two hundred fifty pesos (PhP150.00 to PhP250.00). Thus, in a given day, the average net take home income that they have averages to one hundred thirty pesos (PhP130.00). Eleven (11), ninety-two (92) percent, of the twelve drivers who rent tricycles are married. Eight (8), seventy-three (73) percent, of the eleven have children ranging from two (2) to six (6) in number. It is at this condition that the two colleges of the institution conceptualize this project. The families that will be the beneficiary of this project will be relieved of mental and emotional stress and also increase the net take home earnings that they can spend for their daily needs. They will be relieved of the stress of thinking as the day ends whether they can still rent the unit they drive that day and whether during the day they can generate enough income to cover the rent and still have enough for the families' basic needs.

Project Objectives

The general objective of this project is to provide the tricycle drivers of the partner barangay of the institution their own unit to drive in an easy installment basis through the rent – to – own program.

Specifically, the project aims to provide a substitute for the livelihood of the aforementioned drivers who are renting units to earn a living. This project would like to give these drivers an opportunity to improve their net take home pay by reducing their rent from seventy pesos (PhP70.00) a day to fifty pesos (PhP50.00) a day plus on a Saturday and Sunday the implementing agency will not be collecting any rent thus the whole amount earned for those days will entirely go to the recipient families. The project also aims to help relieve these drivers the mental and emotional stress brought about by the condition that they do not have the security afforded by driving their own unit of tricycle. The project will transfer ownership of the tricycles rented at the end of three hundred (300) days of continuous payment of the daily rent. In less than a year these families will have their own tricycles to own and manage for their livelihood.

Project Description

The project will be a collaboration of the faculty and students of the Colleges of Accountancy and Business and Economics, Institutional Social Concerns Office and the barangay officials of Catadman-Manabay. The beneficiaries are determined through the help of the barangay officials by providing the partner college the names of the tricycle drivers in their place. The names are then short listed to include only those who are renting their tricycles. Priority numbers are then assigned to the remaining drivers based on their civil status and number of children. Married drivers with the most number of children and earning the least in a month are given the most priority. The project will run for a period of seven years with one tricycle assembled for the first year and two in each of the next years for a total of twelve tricycles distributed for the next seven years.

The initial fund for the project will be collected from the students and faculty of the two colleges. The amount will be ten pesos per semester collected as the extension donation by the colleges. The donation

is estimated to be for the next two and a half years or five semesters in total.

The implementing agency will require the beneficiaries to sign a memorandum of agreement whereby the beneficiaries agree to pay a rental of fifty (PhP50.00) pesos a day from Monday to Friday to the implementing agency. Repairs and maintenance will be shouldered by the beneficiaries since at the end of the payment period, ownership will be transferred to them.

The Institutional Social Concerns Office will be in charge to get a special exemption from the City Government to operate the tricycle units under a special program for livelihood development of the beneficiaries. This exemption will be for all the taxes and licenses that are collected from the operation of a tricycle unit.

Project Implementation

The implementing agency identifies the beneficiaries and assigns priority numbers to them with the help of the barangay officials of the partner barangay. Orientation and growth sessions once a month will be conducted relative to the project of rent-to-own tricycle. This will be to ensure that the beneficiaries do not only appreciate the project extended to them but also to make sure that they get the knowledge and skills in managing their financial and business activities.

Construction of the tricycles of the project will be offered for bidding and the highest bidder will then be selected to do the tasks for the period of seven years. Contract will be signed between the implementing agency and the highest bidder chosen with the consent and approval of the president of the La Salle University.

Licensing and documents processing for the legal operation of the tricycles under the project will be managed by the Institutional Social Concerns Office.

The implementing agency will collect the daily rents of the tricycle and issue a receipt for the payment. The agency will follow up the beneficiaries in terms of their benefits and concerns with regards the operation of the tricycles so as to make the necessary improvements in the implementation of the project.

Project Monitoring and Evaluation

The Colleges of Accountancy and Business and Economics will be in charge in the monitoring of the project, rent-to-own tricycle. The following shall act as indicators during the monitoring and evaluation.

1. The beneficiaries must comply with the terms and conditions set forth in the memorandum of agreement. Monthly evaluation will be done to assess their compliance with the MOA.
2. Tricycles constructed are appropriate as prescribed by the City Government.
3. Monthly growth sessions with the beneficiaries in collaboration with the ISCO will be in accordance with the institutions, LSU, vision-mission.

Budgetary Requirements

The following is the budgetary requirements of the project.

Budget Line	Cost per budget	Total Project Cost	Counterpart	Rental Payment
I. Pre-Project Implementation				

1. Meeting with barangay officials	PhP 500.00 x 7 yrs.	PhP 3,500.00	PhP 3,500.00	
2. Orientation with beneficiaries	PhP 500.00 x 1 mo.	PhP 500.00	PhP 500.00	
3. Project Launching and MOA signing	PhP 2,000.00 x 1 mo.	PhP 2,000.00	PhP 2,000.00	
4. Institutional Linkages with LGU, barangay officials of Catadman-Manabay	-	-	-	-
II. Implementat ion Phase				
1. Construction of Tricycles				
a. First Year	PhP15,000.00	PhP15,000.00	PhP15,000.00	
b. Second Year	PhP15,000.00 x 2	PhP30,000.00	PhP15,000.00	PhP15,000.00
c. Third Year	PhP15,000.00 x 2	PhP30,000.00		PhP30,000.00
d. Fourth Year	PhP15,000.00 x 2	PhP30,000.00		PhP30,000.00
e. Fifth Year	PhP15,000.00 x 2	PhP30,000.00		PhP30,000.00
f. Sixth Year	PhP15,000.00 x 2	PhP30,000.00		PhP30,000.00
g. Seventh Year	PhP15,000.00 x 2	PhP30,000.00		PhP30,000.00

2.Registration and Licensing	-	-		
3. Growth Sessions	PhP500.00 x 12	PhP6,000.00		PhP6,000.00
III.Monitoring and Evaluation				
1. Conduct of regular monthly monitoring and evaluation of project components	-	-		
2. Post-Project Evaluation Plan	PhP2,000.00	PhP2,000.00		PhP2,000.00
IV.Documentation and Reports				
1. Documentation of Project Events and activities made	PhP1,000.00 x 14	PhP14,000.00	PhP14,000.00	
2. Video Production of Successful Projects	PhP1,000.00 x 7	PhP7,000.00		PhP7,000.00
Total Project Cost		PhP230,000.00	PhP50,000.00	PhP180,000.00

Activity Schedule (Gantt chart)

COMPONENTS/ACTIVITIES	EXPECTED OUTCOMES	PERIOD(MONTH/YEAR)
I. Pre-Project Implementation		
1. Meeting with barangay officials	Meetings conducted	June of each year from 2008-2014
2. Orientation with beneficiaries	Conducted project orientation	July 2008
3. Project Launching and MOA signing	Project launched and MOA signed	September 2008
II. Implementation Phase		
1. Construction of Tricycles	Ready tricycles for the project	
a. First Year		2008
b. Second Year		2009
c. Third Year		2010
d. Fourth Year		2011
e. Fifth Year		2012
f. Sixth Year		2013
g. Seventh Year		2014
2. Registration and Licensing	Legal operations of the project	2008-2014
3. Growth Sessions	Trained and equipped beneficiaries	Monthly for one year (2008)
III. Monitoring and Evaluation		
1. Conduct of regular monthly monitoring and evaluation of project components	Intensive Project Monitoring and undertaken the necessary improvements per evaluation	Monthly for the entire duration of the project (2008-2014)

	results	
2. Post-Project Evaluation Plan	Developed planned post evaluation framework	End of 2014
IV. Documentation and Reports		
1. Documentation of Project Events and activities made	Reports prepared and submitted	End of 2014
2. Video Production of Successful Projects	Video of project prepared	End of each year 2008-2014

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About the Researchers



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