

The Motivational Effects of LPU Awards of Excellence: Basis for Improvement

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Introduction

The Lyceum of the Philippines University is an institution of higher learning that is committed to the ideal of excellence, the principle of nationalism, and to the task of providing continuity of instruction. It is the policy of the institution to encourage students, to join student organizations that will supplement their formal education, serve as vehicle for practical and meaningful experience, greater productivity, and creative endeavors. The university aims to develop responsible, knowledgeable, and competent leaders. It recognizes the rights of the students to form associations for purposes not contrary to law and subject to rules and regulations (LPU Student Manual, 2013).

The importance of student organizations is emphasized in the study of Garcia and Bay Jr. (2012), who analyzed the impact of student organizations' performance to the attainment of the institutional goals of Lyceum of the Philippines University – Batangas (LPU-B). Results of their study revealed that LPU-B student organizations provide activities which contribute to the academic, socio-cultural, cognitive and personal development of the students, thus they play an important role in attaining the identified institutional goals.

Recognizing this fact, Lyceum of the Philippines University – Batangas (LPU-B) places value and importance on the student organizations that exist within the campus. In this regard,

the university holds an annual awarding ceremony for students and student organizations who demonstrated consummate performance for the academic year. This awards convocation is called LPU Awards of Excellence, meant to show the deep appreciation of student organizations' active participation in the university's activities, programs, and functions. The said event is also geared towards motivating student organizations to enhance their participation in co-curricular activities.

Miami University (2013) agrees with the notion that student organizations value awards and recognition. They discovered a list of the group factors that affect the motivation of students in these groups. These factors include the presence of opportunities for personal development and advancement, involvement in group processes, appreciation and fulfillment of personal needs, receiving awards and recognition, significance of group activities, and the presence of acceptance, belonging and teamwork within the group.

Similarly, Frey and Neckermann (2009) believed that awards serve as extrinsic incentives. They serve as direct motivators when people exert effort explicitly to win the award. Moreover, awards serve as indirect incentives when individuals cannot or do not work consciously towards them. They added that awards work because they create role models, highlight the value of a society, and also bring prestige to individuals who have acted similarly without being chosen as award recipients.

Considering the works of these authors, the researchers conducted this study in order to determine whether LPU's Awards of Excellence serves as a strong motivator for student organizations to exert exemplary performance. The findings that will be generated from this study will greatly help the researchers in making improvements with regards to the aforementioned awards convocation, should there be a necessity to do so. This study would also help in the formulation of other ideas in order to reinforce the positive performance of LPU-B's recognized student organizations.

Objectives of the Study

This study was conducted to determine the motivational effects of LPU Awards of Excellence among members of student organizations. Specifically, this study identified the performance of student organizations in terms of points accumulated by the organization during the academic year; determined the factors affecting the motivation of student organizations in terms of personal, intra-organizational, departmental, and institutional domains; assessed if there is a significant difference between the performance of the student organizations and the factors affecting their motivation; and proposed a checklist/plan to improve the LPU Awards of Excellence. The researchers hypothesized that there is no significant difference between the performance of the student organizations and the factors affecting their motivation.

Literature Review

Student organizations are significantly valuable entities in educational institutions. These organizations, being comprised of students particularly dedicated to diverse fields and advocacies, serve as media to hone and develop the capabilities of the youth. The active and exemplary performance of the said student groups in their respective lines of interest creates an impact on different areas of society. It is undeniable that it would be an absolute benefit if these positive student endeavors are going to be reinforced and continued. Various authors have presented this view.

Nazilah, Rozmi, and Fauziah (2012) conducted a study which evaluated whether there is an existence of a significant relationship between motivation and organizational commitment among college student volunteers. They have correlated organizational commitment to different subscale motives, namely understanding, altruistic, self-enhancement, self-protection, career, social, and overall motivation. Results of the said study showed that there is a positive correlation between the said factors and organizational commitment.

Hong and Tao (2010) explained that organizational commitment reflects the personality and involvement of the college student community. Moreover, it also influences the normal operations of the student organizations greatly and determines if a student organization will turn out to be a success or not. Results of their study revealed that the affective and growth commitment of students in organizations are dominant.

In the study conducted by Love (2013), he measured the organizational commitment of undergraduate business administration students to the university. He assessed the affective, continuance, and normative commitment of the said students. It was found out that gender, race, and grade point average (GPA) do not influence the commitment of the students. However, length of stay at the university and transfer status affected their level of commitment.

A similar study was presented by McNally and Irving (2010). However, they investigated whether the affective, continuance, and normative commitment of students interactively affects their focal and discretionary behaviors. Results of the study supported that the aforementioned components of commitment affected the behaviors of students in focusing and decision-making.

The study of Patterson (2012) indicated that collegiate clubs and organizations are influential in terms of developing leadership and should be supported. Through the diversity of leadership experiences, the study also showed that the subjects, who are agriculture and life science students, are highly motivated and seek opportunities for personal development through student and professional organization involvement. The results of this study support the notion that student organization participation is important and suggest that involvement in these organizational activities will develop higher rating on leadership skills and competence measures.

University of Texas at San Antonio (2013) stated that the purpose of student organizations is to provide students with opportunities to participate in activities that develop their intellectual, emotional, spiritual, physical, and professional abilities. These organizations are important components to the academic life of the University. Every student is encouraged to become a member of those organizations that appeal to their interest. Research has found that involvement in student organizations improves students' interpersonal skills, enhances skills in leadership, communication, teamwork, organizing, decision-making and planning. Involvement in student organizations also gives students a greater satisfaction with their college experience, provides useful experience in obtaining a job and providing job related skills, and develops lifelong values of volunteerism and service to others.

Meanwhile, Kuk et al. (2008) asserted that student co-curricular involvement, including clubs and organizations, may have positive implications for cognitive development and may foster critical thinking. According to their study, values held by peers have been found to have an influence on civic and community attitudes, humanistic attitudes, and socio-political attitudes. Moreover, casual interaction with members of racial and ethnic groups different from a student's own group may have positive effects on attitudes and values regarding racial-ethnic awareness and engagement. Student experiences in college are more powerful predictors of leadership development than an institution's characteristics. Involvement in co-curricular activities and involvement in leadership experiences have been linked to positive gains in students' academic and social self-concepts. The effects of participation in extra-curricular activities also indicate a positive influence on students' sense of autonomy. Additionally, it is assumed that student organizations share attributes and characteristics that are distinct from those of individual members and other organizations. At any given time, each student organization is at a distinct level of organizational maturity and espoused values and behaviors.

The College of Education and Psychology of the University of Southern Mississippi (2014) noted that joining student organizations help students practice and learn time management skills, delegation, and self-responsibility. Through student organizations, students will learn to balance education and organizational work while maintaining focus on their goals. They will also know how organizations work and how to manage everything from raising money, handling finances, marketing an event, and working as a team.

On the other hand, Kuk and Banning (2010) affirmed that campus student organizations serve as significant social networks for students and these groups serve as the important links of students to campus life. In addition, they attested that student organizations have the potential to serve as significant agents to advance the multicultural and diversity goals of college campuses.

The study of Kariyana et al. (2012) revealed that even educators are very positive about learners' participation in co-curricular activities. The educators have a common belief that school based co-curricular activities support the academic mission of schools. According to them, students who participated in such activities tend to be motivated, have a positive attitude towards school work, develop a positive perception of the school, and are generally

more disciplined than other students. Eventually, students who participate in said activities tend to attain better academic results.

Therefore, the reinforcement of student organizations' active and commendable performance will yield beneficial effects to the university where the organizations belong. It becomes imperative to motivate these student organizations to continue their outstanding contributions to the institution.

Manchester Community College (2013) listed some tips on how to motivate student leaders. They placed recognition and achievement on top of the list. According to them, these things are effective means to show interest in student organizations as well as appreciation of their efforts.

Several universities have already employed the use of awards and recognition to acknowledge the worthy efforts of student organizations and to motivate every student organization to excel. Austin Peay State University (2014) in Clarksville, Tennessee is one such example. They are holding an annual awards ceremony called Student Organization and Leader Awards in order to honor the leadership and service exhibited by individual students, student organizations, faculty, and staff. According to the said university, the focus of this awards program is to recognize students, student organizations, faculty, and staff who have made an impact on their peers, on campus and in the community throughout the year.

Similarly, the University of West Florida (2014) at Pensacola, Florida spearheads awarding programs annually. Their two most popular awarding programs are known as The Student Org Bash and The Student Affairs Student Leadership Awards Banquet. The Student Org Bash is an annual celebration designed to recognize the achievements of student organizations each academic year. On the other hand, The Student Affairs Student Leadership Awards Banquet is an annual award ceremony for the departments within the Division of Student Affairs to recognize student leadership across the campus.

In Lyceum of the Philippines University – Batangas, the Office of Student Affairs measures the performance of recognized student organizations according to the points they have accumulated during an academic year. Points are given to the recognized student organizations for every activity that they spearheaded or participated in. If a student organization initiates or partakes in an activity, they are required to accomplish a Student Activity Form issued by the office. If the said activity was approved by the respective signatories and successfully held, the said student organization is then required to submit a narrative report about the activity, along with photos of the activity and its duly accomplished Student Activity Form. This will then be recorded in the office's Monitoring of Student Activities software, which is programmed to follow the points assigned by the Screening Committee for the Most Outstanding Recognized Student Organizations of the Year. These points vary according to the classification of the spearheaded/participated activity.

Student organization activities are classified according to their nature and objective. There are four classifications of activities, namely Community Extension, Co-Curricular, Seminar, and Spiritual. Under Community Extension, every spearheaded activity yields 15 points, while every participated activity wins 5 points for the student organization. As for the other three classifications, points are based on whether the activity is international, national, regional, provincial, or within the university.

Under the international level, spearheaded activities are given 25 points each, and participated activities are given 15 points each. Under the national level, each spearheaded activity is worth 20 points, while each participated activity is worth 12 points. For regional activities, if the student organization spearheaded the activity, they will receive 15 points. However, if they just participated in one, they will just receive 9 points. Meanwhile, every provincial activity is worth 10 points each if spearheaded by the student organization and 6 points if the student organization partook in one. On the other hand, every spearheaded activity within the university will win 5 points for the student organization and every participated activity within the university will win 3 points.

A student organization that has accumulated a total of 150 points is qualified to vie for the LPU Awards of Excellence of the said academic year.

Methods

Research Design

This study utilized the descriptive research design. Descriptive research describes certain phenomena, characteristics, or functions. It can focus on one variable or on two or more variables at the same time (Mooi & Sarstedt, 2011). Descriptive research is a quantitative research design that focuses on understanding the current state of affairs in a given setting. It also attempts to illustrate an interest or point about a specific state or condition (Matthews & Kostelis, 2011).

Participants of the Study

The participants of the study included the officers of the Top 20 recognized student organizations. From this roster of recognized student organizations, 5 officers were selected randomly to serve as the respondents of the study.

Data Gathering Instrument

Analysis of the documents of the recognized student organizations was done to collect the data pertinent to the performance of the student organizations.

Similarly, a prepared questionnaire was used as a data-gathering instrument. It is composed of 32 questions which are formulated based on various related literature that discuss topics pertinent to student motivation in co-curricular activities. The questions are also

classified under four categories: personal factors, intra-organizational factors, departmental factors, and institutional factors. There are 8 questions under each category.

Motivating factors classified under the personal domain include: obtaining awards and recognition for oneself and family, fulfilling personal happiness, developing independence and sense of responsibility, enhancing social relationships, performing the challenging and valuable nature of school activities, improving self-confidence as a leader, meeting family expectations, and being a productive role model. Motivating factors classified under the intra-organizational domain include: receiving awards and recognition for the student organization, contributing to the organizational goals and objectives of LPU, securing legitimate organizational status, inspiring other student organizations to engage actively in school activities, promoting ideas for student organizational growth, maintaining the sense of acceptance, belonging, and teamwork within the student organization, meeting the expectations of leaders and co-members, and building a sound reputation for the student organization.

Motivating factors classified under the departmental domain include: gaining achievements for the College, becoming part of the fulfillment of the College goals and objectives, inspiring other College members to engage actively in school activities, enhancing the College's involvement in LPU endeavors, safeguarding the good reputation of the College, promoting the positive image of LPU to other College members, utilizing the resources and potentials of the College, and gaining opportunities to represent the College in competitions. Motivating factors classified under the institutional domain include: gaining achievements for LPU, taking part in the fulfillment of the LPU Vision and Mission, performing effectively the LPU's tri-fold function, contributing to the growth and development of LPU, maintaining LPU's outstanding status, gaining opportunities to represent LPU in competitions, enhancing the LPU's image in the community, and inspiring other LPU members to engage actively in school activities.

However, this set of questions was arranged randomly. This questionnaire has been subjected to reliability testing using Cronbach's Alpha. The computed value (0.948) revealed that the instrument is considered reliable.

Data Gathering Procedure

This research proposal was subjected to evaluation. After its approval, distribution of the questionnaires to the respondents proceeded. The data collected then underwent statistical treatment. Results were interpreted and analyzed. Conclusions and recommendations were formulated after the analysis of findings.

Data Analysis

After the collection of the questionnaires, the answers were tallied, tabulated and analyzed. Consequently, the answers to the survey questions have been recorded, with different statistical treatments used.

Weighted mean was used in determining the motivational factors affecting the motivation of student organizations in terms of personal, intra-organizational, departmental, and institutional domains

Ranking, a descriptive statistical method that shows positioned importance of an item, was also utilized. The researchers used number 1, 2, 3, 4, 5, 6... to show the degree of importance where 1 signifies the most important and the last number signifies the least.

The results were analyzed and interpreted using the SPSS Version 17.0, a statistical analysis software package. The hypothesis of the study was tested using ANOVA. The difference was tested at 0.05 level of significance.

Results and Discussion

Table 1
Performance of Student Organizations Based on Accumulated Points

Name of Recognized Student Organization	Points
College of Allied Medical Professions (CAMP)	
Association of Radiologic Technology Students (ARTS)	557
Society of Future Medical Laboratory Scientists (SOFUMELS)	288
CAMP College Council (CAMP Council)	280
Association of Physical Therapy Students (APTS)	229
Junior Pharmaceutical Association (JPA)	85
College of Business Administration (CBA)	
Junior Marketing Association (JMA)	399
Junior Association of E-Business Administration (JAEBA)	118
Junior Bankers Association (JBA)	99
CBA Honor Society (CBA Hon Soc)	90
CBA College Council (CBA Council)	76
Junior Financial Executives (JFINEX)	46
Human Resources Management Society (HRMS)	37
CBA Cultural Society	6
College of Computer Studies (CCS)	
CCS College Council (CCS Council)	32
LPU – Batangas Computer Society (LPU – BCS)	28
Philippine Society of Information Technology Students (PSITS)	20
CCS Honor Society (CCS Hon Soc)	20

Junior Philippine Computer Society (JPCS)	11
College of Education, Arts, and Sciences (CEAS)	
Mass Communication Students Association (MASA)	79
Future Educators' Association (FEDA)	75
Students Unified in Mathematics (SUM)	46
CEAS College Council (CEAS Council)	44
Psychology Association (Psych Assoc)	15
AB Drama Club	6
Multimedia Arts for Innovative Artists (MAFIA)	6
Drop Everything and Read (DEAR) – Main	3
Lyceum English Club	3
College of International Tourism and Hospitality Management (CITHM)	
Alliance of Future Cruiseliners (AFCL)	549
Lyceum Tourism Society (LTS)	245
Future Hoteliers and Restaurateurs Association (FHARA)	64
CITHM College Council (CITHM Council)	52
Le Cercle Culinaire (LCC)	26
College of Criminology (CRIM)	
Criminology College Council (CRIM Council)	32

College of Dentistry	
Dentistry College Council (DENT Council)	3
College of Engineering	
Junior Philippine Institute of Industrial Engineers (JPIIE)	35
Junior Philippine Society of Mechanical Engineers (JPSME)	26
Engineering College Council (COE Council)	8
Lyceum International Maritime Academy (LIMA)	
LIMA College Council (LIMA Council)	176
Office of the Crew of Cadets (OCC)	148
LIMA English Society (LIMA Eng Soc)	79
Drop Everything and Read (DEAR) – LIMA	15
Institutional	
Christ’s Youth in Action (CYA)	275
Mother Earth Savers’ Club (MESCC)	69
Perfect Way Ecological Movement (PWEM)	30
College Red Cross Youth Council (CRCYC)	30
Lyceum Intercollege Support Group – Brother’s Keeper (LICSG – BK)	16
Lyceum Student Assistants Organization (LSAO)	5

Legend: 150 and above – Outstanding; 100-149 – Excellent; 75-99 – Very Good; 50-74 – Good; 25-49 – Fair; 0-24 – Poor

Table 1 presents the accumulated points of the recognized student organizations for the academic year 2013-2014 based on the Monitoring of Student Activities Software used by the Office of Student Affairs. These points came from the activities they initiated or participated in, with proper and complete documentations of the same. It can be noticed that only 47 out of the 73 recognized student organizations of LPU – Batangas has managed to register points for the present academic year. Out of this 47, only 9 earned more than 150 points – the point requirement to be considered as one of the most outstanding recognized student organizations

of the year. Some organizations registered low points even if they were able to engage in activities because they were not able to submit complete narrative reports of those activities.

The points for activities were assigned by the Screening Committee for the Most Outstanding Recognized Student Organizations of the Year. These points vary according to the classification of the activity. There are four classifications of activities, namely Community Extension, Co-Curricular, Seminar, and Spiritual. Spearheaded activities are given more points as compared to participated activities. Additionally, for co-curricular activities, spiritual activities, and seminars, points are based on whether the activity is international, national, regional, provincial, or within the university.

This is an implication that majority of the recognized student organizations shows eagerness in participating in extracurricular activities. However, not everyone exhibits the expected compliance with regards to the submission of narrative reports, possibly because of the volume of activities.

Hong and Tao (2010) explained that organizational commitment reflects the personality and involvement of the college student community. Moreover, it also influences the normal operations of the student organizations greatly and determines if a student organization will turn out to be a success or not. Results of their study revealed that the affective and growth commitment of students in organizations are dominant.

On the other hand, Love (2013) presented a study wherein he measured the organizational commitment of undergraduate business administration students to the university. He assessed the affective, continuance, and normative commitment of the said students. It was found out that gender, race, and grade point average (GPA) do not influence the commitment of the students. However, length of stay at the university and transfer status affected their level of commitment.

Pilgrim (2013) and Burgess (2009) both supported the notion that involvement in extracurricular activities help students to become committed to a cause or a purpose. This allows them to contribute greatly in establishing sound relationships and an increased sense of belonging to the organization.

Table 2.1
Factors Affecting the Motivation of Student Organizations in terms Of Personal Domain
N=100

I need to...	WM	VI	Rank
1.) Obtain awards and recognition for myself and family.	4.37	Great Extent	7
2.) Fulfill my personal happiness	4.51	Very Great Extent	4
3.) Develop independence and sense of responsibility.	4.61	Very Great Extent	2
4.) Enhance my social relationships.	4.47	Great Extent	5
5.) Perform the challenging and valuable nature of school activities.	4.36	Great Extent	8
6.) Improve my self-confidence as a leader.	4.66	Very Great Extent	1
7.) Meet family expectations.	4.44	Great Extent	6
8.) Be a productive role model.	4.58	Very Great Extent	3
Composite Mean	4.50	Very Great Extent	

Legend: 4.50 - 5.00–Very Great Extent; 3.50 –4.49 – Great Extent; 2.50 – 3.49 –Moderate Extent; 1.50 – 2.49 –Less Extent; 1.00 – 1.49 –No Extent

Table 2.1 shows that the respondents considered the personal domain as a factor that affects the performance of the student organizations to a very great extent, having a composite mean of 4.50. The entire items yielded high to very high scores ranging from 4.36 – 4.66 interpreted as “Great Extent” to “Very Great Extent”.

Among the personal factors, improving self-confidence as a leader got the highest rank, having a weighted mean of 4.66. It is followed by developing dependence and sense of responsibility which has a weighted mean of 4.61. Meanwhile, the two lowest ranking items are performing the challenging and valuable nature of school activities and obtaining awards and recognition for self and family, which has a weighted mean of 4.36 and 4.37 respectively, thereby both affecting the performance of student organizations to a great extent. This implies that the respondents are more influenced by factors that promote their personal growth and development as an individual and student leader than by the factors concerning the nature of performed activities or to the possible honor and achievement to be gained from them.

These findings are consistent with the study of Massoni (2011), stating that by participating in extracurricular activities, students learn lessons in leadership, teamwork, organization, analytical thinking, problem solving, and time management. They also learn to juggle many tasks at once and it allows them to discover their talents. Students who participate in extracurricular activities also showed positive changes in students self confidence, teacher perception, and greater confidence, and then developed positive school related adult attachments.

Patterson (2012) shared the same notion. He indicated that collegiate clubs and organizations should be supported because they are influential in terms of developing leadership. In addition to this, through diverse leadership experiences, students become highly motivated and seek opportunities for personal development through student and professional organization involvement. The results of this study support the notion that student organization participation is important and suggest that involvement in these organizational activities will develop higher rating on leadership skills and competence measures.

Correspondingly, the University of Texas at San Antonio (2013) stated that the purpose of student organizations is to provide students with opportunities to participate in activities that develop their intellectual, emotional, spiritual, physical, and professional abilities. The university affirmed that involvement in student organizations improves students' interpersonal skills, enhances skills in leadership, communication, teamwork, organizing, decision-making and planning.

On the other hand, Kuk et al. (2008) asserted that the effects of participation in extra-curricular activities showed a positive influence on students' sense of autonomy. This premise was supported by the College of Education and Psychology of the University of Southern Mississippi (2014), noting that joining student organizations help students practice and learn time management skills, delegation, and self-responsibility. According to the college, students will learn to balance education and organizational work through student organizations. They will also know how organizations work and how to manage everything from raising money, handling finances, marketing an event, and working as a team.

Meanwhile, the influence of students' need for achievement on student motivation was clearly delineated in the study of Moore, Grabsch, and Rotter (2010) which utilized McClelland's Achievement Motivation Theory in explaining student participation in a residential leadership learning community. It was found out that this need for achievement is one of the primary sources of motivation in their participation in activities. Their findings revealed that 40 out of their student respondents (44.94%) demonstrated need for achievement in their responses.

The same study of Moore, Grabsch, and Rotter (2010) also showed that students love the challenging nature of extra-curricular activities. One such instance is during their interview, wherein one student specifically replied, "I wanted to challenge myself as a person – step outside my comfort zone and better understand what it takes to be a good leader."

Table 2.2
Factors Affecting the Motivation of Student Organizations in terms Of Intra-Organizational Domain
N=100

I need to...	WM	VI	Rank
1.) Receive awards and recognition for the student organization I belong.	4.30	Great Extent	7
2.) Contribute to the organizational goals and objectives of LPU.	4.39	Great Extent	5
3.) Secure our legitimate organizational status.	4.24	Great Extent	8
4.) Inspire other student organizations to engage actively in school activities.	4.40	Great Extent	4
5.) Promote ideas for student organizational growth.	4.42	Great Extent	3
6.) Maintain the sense of acceptance, belonging, and teamwork within my student organization.	4.52	Very Great Extent	1
7.) Meet the expectations of my leaders and co-members.			
8.) Build a sound reputation for the student organization I belong.	4.38	Great Extent	6
	4.48	Great Extent	2
Composite Mean	4.39	Great Extent	

Legend: 4.50 - 5.00–Very Great Extent; 3.50 –4.49 – Great Extent; 2.50 – 3.49 –Moderate Extent; 1.50 – 2.49 –Less Extent; 1.00 – 1.49 –No Extent

As seen in Table 2.2, the respondents considered the intra-organizational domain as a factor that affects the performance of the student organizations to a great extent, having a composite mean of 4.39. The items yielded mostly high scores, ranging from 4.24 – 4.52 interpreted as “Great Extent” to “Very Great Extent”.

Among the intra-organizational factors, maintaining the sense of acceptance, belonging, and teamwork within the student organization got the highest rank, having a weighted mean of

4.52. This is the sole factor under this category that affects student motivation to a very great extent. It is followed by building a sound reputation for the student organization which has a weighted mean of 4.48. Meanwhile, the two lowest ranking items are securing legitimate organizational status and receiving awards and recognition for the student organization which has a weighted mean of 4.24 and 4.30 respectively. This implies that students place much value on their respective student organizations. As a result, they give more importance to the stability of their student organization than to any award or recognition that they could possibly receive.

The study of Moore, Grabsch, and Rooter (2010) illustrated these findings as they revealed that students participate in activities because they have a strong desire to meet people, to establish friendships, and to develop a sense of community. They used the term “need for affiliation” to denote this. From their research, 39 out of 89 student respondents (43.82%) demonstrated this need for affiliation in their responses.

The importance of reputation and status in organizations was supported by Drexel University’s LeBow College of Business (2014). **They defined reputation** as a perception of value or distinctiveness vis-a-vis peers and competitors. Every organization will have a reputation, whether or not they help shape that reputation. According to them, people judge organizations in a variety of ways-by what they do, by what they say they do, and by what others say they do. Those organizations that do not manage their reputations will have it managed for them by competitors, critics or others. Similarly, the Student Activities Division of Texas A&M University (2014) upholds that a student organization must safeguard reputation among others in order to plan events successfully.

With regards to awards and recognition, Frey and Neckermann (2009) strongly claimed that awards serve as extrinsic incentives. They can either serve as direct motivators when people exert effort explicitly to win the award or as indirect incentives when individuals cannot or do not work consciously towards them. They added that awards work because they create role models, highlight the value of a society, and also bring prestige to individuals who have acted similarly without being chosen as award recipients.

O’Brien (2013) shared the similar premise. According to her, award ceremonies that recognize and celebrate the achievements within the education sector are extremely important for a number of reasons. She believed that awards ceremonies are of great benefit to the educational sector because they showcase and celebrate the education sector’s successes and honor the individuals and establishments behind them. However, they also bring an underlining competitiveness to the industry, which spurs on individuals and then pushes the whole industry forward.

Table 2.3
Factors Affecting the Motivation of Student Organizations in terms Of Departmental Domain
N=100

I need to...	WM	VI	Rank
1.) Gain achievements for my College.	4.44	Great Extent	4.5
2.) Become part of the fulfillment of the College goals and objectives.	4.34	Great Extent	7
3.) Inspire other College members to engage actively in school activities.	4.44	Great Extent	4.5
4.) Enhance our College’s involvement in LPU endeavors.	4.35	Great Extent	6
5.) Safeguard the good reputation of my College.	4.45	Great Extent	3
6.) Promote the positive image of LPU to other College members.	4.52	Very Great Extent	1
7.) Utilize the resources and potentials of my College.	4.32	Great Extent	8
8.) Gain opportunities to represent my College in competitions.	4.49	Great Extent	2
Composite Mean	4.42	Great Extent	

Legend: 4.50 - 5.00–Very Great Extent; 3.50 –4.49 – Great Extent; 2.50 – 3.49 –Moderate Extent; 1.50 – 2.49 –Less Extent; 1.00 – 1.49 –No Extent

Table 2.3 shows that the respondents considered the departmental domain as a factor that affects the performance of the student organizations to a great extent, having a composite mean of 4.42. The entire items yielded mostly high scores ranging from 4.32 – 4.52 interpreted as “Great Extent” to “Very Great Extent”.

Among the departmental factors, promoting the positive image of LPU to other College members got the highest rank, having a weighted mean of 4.52. This is the sole factor under this category that affects student motivation to a very great extent. It is followed by gaining opportunities to represent the College in competitions, which has a weighted mean of 4.49. Meanwhile, the two lowest ranking items are utilizing the resources and potentials of the College and becoming part of the fulfillment of the College goals and objectives, which has a

weighted mean of 4.32 and 4.34 respectively. This implies that students are more motivated whenever they are empowered to act as envoys in behalf of their department. It can also be an implication that a notable few may not be fully aware of what the goals and objectives of their respective Colleges are.

Promoting the positive image of the university to other members of the College is a form of internal marketing. This internal marketing was discussed in the study of Mulhern & Schultz (n.d.), stating that internal marketing is crucial in conveying corporate philosophy and creating a uniform culture across the organization. Fogel (2012) explained the purposes of this strategy. She claimed that internal marketing helps ensure that the organization's programs and policies are carried out effectively. It also helps organizations in delivering better customer service by aligning, coordinating, and motivating employees.

The study of Bigelow (2012) illustrated the positive feedback of students on their participation in competitions. The study revealed that students who participate in construction management competitions are perceived to enjoy the positive effects of confidence, connecting the dots, industry involvement, leadership, motivation, networking, presentation skills, problem solving, real world experience, teamwork, and time management.

Meanwhile, Bensimon (2009) as cited by Trowler (2010) affirms that active student engagement yields learning experiences for the students and the department they belong. It was noted that productive student engagement is an important means by which students develop feelings about their peers, professors, and institutions that give them a sense of connectedness, affiliation, and belonging, while simultaneously offering rich opportunities for learning and development.

Lizzio and Wilson (2009) as cited by Trowler (2010) explained that students tend to accept roles pertinent to the fulfillment of goals and objectives because they also receive beneficial effects from doing so. They have observed that students reported, on average, moderate to high levels of learning and development as a result of taking the representative role. The types of personal benefits that the students described generally reflected their motivations for originally accepting the role. This suggests that the representative role is potentially a rich context for learning across a number of different skill and attitudinal domains.

Table 2.4
Factors Affecting the Motivation of Student Organizations in terms Of Institutional Domain
N=100

I need to...	WM	VI	Rank
1.) Gain achievements for LPU.	4.42	Great Extent	4
2.) Take part in the fulfillment of the LPU Vision and Mission.	4.31	Great Extent	7
3.) Perform effectively the LPU’s tri-fold function.	4.24	Great Extent	8
4.) Contribute to the growth and development of LPU.	4.36	Great Extent	6
5.) Maintain LPU’s outstanding status.	4.52	Very Great Extent	1
6.) Gain opportunities to represent LPU in competitions.	4.50	Very Great Extent	2
7.) Enhance the LPU’s image in the community.	4.42	Great Extent	4
8.) Inspire other LPU members to engage actively in school activities.	4.42	Great Extent	4
Composite Mean	4.40	Great Extent	

Legend: 4.50 - 5.00–Very Great Extent; 3.50 –4.49 – Great Extent; 2.50 – 3.49 –Moderate Extent; 1.50 – 2.49 –Less Extent; 1.00 – 1.49 –No Extent

As shown in Table 2.4, the respondents considered the institutional domain as a factor that affects the performance of the student organizations to a great extent, having a composite mean of 4.40. The entire items yielded high to very high scores ranging from 4.24 – 4.52 interpreted as “Great Extent” to “Very Great Extent”.

Among the institutional factors, maintaining LPU’s outstanding status got the highest rank, having a weighted mean of 4.52. It is followed by gaining opportunities to represent LPU in competitions, which has a weighted mean of 4.50. These two factors are the only ones under this category that affects student motivation to a very great extent. Meanwhile, the two lowest ranking items are performing effectively the LPU’s tri-fold function and taking part in the fulfillment of the LPU Vision and Mission, which has a weighted mean of 4.24 and 4.31 respectively. This implies that students are motivated to participate actively in activities

primarily because they want to continuously uphold the good reputation of the university. Most students believe that they can do this by being competitive in their respective fields. These findings can also be an implication that some students may have regarded the two lowest ranking items as highly technical for them to accomplish, thus affecting their responses towards the said items.

University of Texas at San Antonio (2013) claimed that student organizations are important components to the academic life of a university because involvement in student organizations improves students' interpersonal skills, enhances skills in leadership, communication, teamwork, organizing, decision-making and planning. It also gives students a greater satisfaction with their college experience, provides useful experience in obtaining a job and providing job related skills, and develops lifelong values of volunteerism and service to others.

Kuk et al. (2008) affirmed that student experiences in college are more powerful predictors of leadership development than an institution's characteristics. According to their study, student organizations build the university's status because at any given time, each student organization will demonstrate a distinct level of organizational maturity and will espouse remarkable values and behaviors. Specifically, values held by fellow student organization members have been found to have an influence a student's civic and community attitudes, humanistic attitudes, and socio-political attitudes which will in turn enhance the reputation of the university.

With regards to the perception of students on their participation in contests and competitions, Cantador and Conde (2010) presented a candid picture. Their study revealed that students like a competitive environment. Students evaluated competition positively. In this case, 71% of their respondents stated that a team competitive environment is useful for the learning process. 70% of their respondents were motivated by the fact of participating in a competition, whereas only 24% felt indifferent about the issue.

Meanwhile, the study of Kuk and Banning (2010) explained that student organizations can help in the fulfillment of a university's functions since these organizations have the potential to serve as significant agents to advance the multicultural and diversity goals of college campuses. They added that campus student organizations serve as significant social networks for students and these groups serve as the important links of students to campus life.

The study of Kariyana et al. (2012) revealed that educators have a common belief that school based co-curricular activities support the academic mission of schools. According to them, students who participated in such activities tend to be motivated, have a positive attitude towards school work, develop a positive perception of the school, and are generally more disciplined than other students. Eventually, students who participate in said activities also tend to attain better academic results.

Table 3
Differences Between the Performance of the Student Organizations and the Factors Affecting their Motivation

Domains	Performance			
	F-value	p-value	Decision	Interpretation
Personal	0.439	0.962	FR	NS
Intra-organizational	0.569	0.890	FR	NS
Departmental	1.975	0.027	R	S
Institutional	1.232	0.265	FR	NS

Significant at p-value < 0.05 FR - Failed to Reject; R - Reject; NS - Not Significant; S - Significant

Table 3 presents the differences between the performance of the student organizations and the factors affecting their motivation. It is indicated from the results that there are no difference on the performance of the students organization when grouped to personal (F=0.439, p=0.906), intra-organizational (F=0.569, p=0.890) and institutional (F=1.232, p=0.265) domains since the computed p-value is greater than 0.05 level of significance. However, performance in student organizations was affected by departmental domains since the computed p-value is less than 0.05 level of significance. This implies that active performances of the recognized student organizations are mainly driven by the students' inclination to represent, develop, strengthen, and support their respective Colleges. This means that students have much respect and regard for their departments and to the ideals that they uphold.

Nazilah, Rozmi, and Fauziah (2012) conducted a study which evaluated whether there is an existence of a significant relationship between motivation and organizational commitment among college student volunteers. They managed to correlate organizational commitment to different subscale motives, namely understanding, altruistic, self-enhancement, self-protection, career, social, and overall motivation. Results of the said study showed that there is a positive correlation between the said factors and organizational commitment.

Pilgrim (2013) somehow expounded on why student organization members have a propensity towards improving their departments. He asserted that students who are involved in extra-curricular pursuits demonstrate this heightened state of belonging because they develop life-long relationships with their peers. Furthermore, extracurricular activities also foster a sense of commitment to a cause or a purpose.

Similarly, Burgess (2009) confirmed that students learn about long-term commitment when they are involved in extracurricular activities. Extracurricular involvement also allows students to make a contribution to their colleges in their own way.

PROPOSED PLAN OF ACTION

Key Areas of Improvement	Objective(s)	Proposed Activities/Strategies	Persons Responsible
Pre-Screening/Orientation	<ul style="list-style-type: none"> To familiarize the recognized student organizations (RSOs) on the proper preparation of all their documentary requirements upon the approval of their recognition/renewal 	<ul style="list-style-type: none"> Conduct initial orientation of the recognized student organizations (RSOs) regarding the reports they need to submit and the forms that they will be using Reinforce the discussion on the second semester of the present academic year and as necessary 	Office of Student Affairs, Internal Audit Office, Lyceum Supreme Student Council Officers, Recognized Student Organization (RSO) Officers and Members
Screening	<ul style="list-style-type: none"> To explain clearly the Guidelines for the Search for the Most Outstanding Student Organizations of the Year 	<ul style="list-style-type: none"> Conduct a meeting with the recognized student organizations after the formal opening of applications for the search 	Office of Student Affairs, LPU Awards of Excellence Screening Committee, Recognized Student Organization (RSO) Officers

<p>Awards and Recognition</p>	<ul style="list-style-type: none"> • To acknowledge the significant contributions of students and entities to the LPU – Batangas Mission and Vision 	<ul style="list-style-type: none"> • Recognize RSO officers and members who are actively participating in student organization and university activities • Recognize the respective departments of outstanding college-based student organizations • Include awards for outstanding performance in each of the four areas of student activities: co-curricular, community extension, seminars, and spiritual activities 	<p>Office of Student Affairs, LPU Awards of Excellence Screening Committee</p>
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Conclusions:

Based on the aforementioned findings, the researchers have drawn the following conclusions:

1. Majority of the student organizations of LPU – Batangas exhibited a poor performance for the academic year 2013-2014. This is strongly attributed to the inability of the said organizations to comply with documentary requirements.
2. The desire for personal growth, stable organizational structure, and opportunities to represent the department and the university outweighs awards when it comes to motivating students to engage in student organization activities.
3. Student organization performance varies significantly depending on the presence of motivating factors under the departmental domain.

Recommendations:

1. The Office of Student Affairs should conduct a more thorough discussion of the documentary requirements of recognized student organizations during their initial orientation. The student organizations should also be constantly reminded about the submission of their documents.
2. The LPU Awards of Excellence should be continued and enhanced as it also depicts the personal growth of student leaders and exemplifies the stability of the student organizations.
3. For college-based student organization awardees, due recognition should also be given to the departments in which they belong so as to motivate the student organizations to improve their performances as well.

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