

Social Interaction and Technology Utilization towards Learning Attitude of Stakeholders

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Abstract—University stakeholders have different requirements based on their hierarchy of needs. Educational managers have to address the issues related to stakeholders' experience on social interaction and technology utilization as possible factors that influence learning attitude. Quantitative descriptive type of research was utilized in the study with 355 randomly selected stakeholders as respondents composed of students, employees and alumni of one higher education institution in the Philippines. One-on-one interviews were conducted to 15 participants to validate the result of the data gathered along with the observation as part of the data collection procedure. Results showed that there is a high level of stakeholder experience in terms of social interaction and technology utilization among the three groups of respondents. However, students have significantly lower experience on front line staff services while alumni have significantly lower experience on timely response of their concerns. University employees have significantly higher level of learning attitude than students and alumni. Furthermore, the availability of technology for utilization from the point of view of the employees helps them improve their learning attitude while positive social interaction of students with the teaching and non-teaching staff helps them improve their leaning attitude. However, the learning attitude of alumni is not related to any cited experiences in the study. The capacity to learn of the interested parties of the academic institutions serves as a reference point for educational leaders to consider in planning relevant programs as part of continuous improvement towards organizational efficiency.

Keywords: educational management, educational technology, graduate outcomes, learning attitude, organizational efficiency, satisfaction, services

INTRODUCTION

There is a growing challenge and demand on how academic institutions can really bring positive learning experiences to stakeholders. The educational services through efficient and innovative management of educational technology are significant element of quality and excellence in the midst of fourth industrial revolution. The shortage of financial resources to offer state-of-the-art technological facilities and limited number of personnel who will address immediately all the concerns of the students and other stakeholders is considered an issue that academic institution is facing from private universities and colleges in a third world country like the Philippines. Lacking of available, affordable and appropriate technology as learning facility not only for students but also for employees and alumni hinders or sometimes delays the delivery of quality educational services.

The learning attitude of the stakeholders is identified in the study to be used as variable that can somehow describe as a result of the level of university stakeholders' experiences. There are many studies conducted about learning attitude as predictor of language learning [1], [2], relationship with learning style [3]-[5] learning satisfaction [6]-[9] and web-based learning [10]; as dependent variable of cooperative learning [11], flipped learning approach [12]; problem solving competence [13], [14] and academic achievement [15], [16]. All of these studies are about student learning attitude but the present study hypothesized that stakeholder's social interaction with the people in the university as well as how the level of their eagerness to maximize the utilization of technology can be used to explain the learning attitude of employees, students and alumni.

Social interaction between students and teachers as well as the non-teaching personnel has been considered an important component of satisfaction between both parties and the university. Cleveland-

Innes and Emes [17] noted that the nature of interaction in higher education environments impacts not only end outcomes, but also the approach to learning itself. Having good relationship describes a culture of camaraderie and friendship among school personnel and students until they become alumni. The institutions of higher learning is trying to provide various programs for the improvement of social interaction through its human resources to deliver quality services to students and graduates because they believed that having satisfied customers and employees are considered success measures of the organization [18], [19].

The harmonious relationship of students and employees most especially the teachers in the classroom served as a channel of communication to make the learning environment more interactive and conducive. Employees contribute in the holistic development of the students during their entire stay in the University. The stages of acquiring experiences from the learning environment provided by both teaching and non-teaching staff played an important role in moulding the character of the students. Employees have also their own essential requirements that the organization needs to address in order for them to fulfil their duties and responsibilities to customers. Therefore, this study interprets these requirements different from the needs of the students. Srivastava and Kaul [20] noted that customer experience has drawn significant interest in recent times from both academicians as well as practitioners where present experiences are expected to change as a function of consumer experience.

This study hypothesized that different clients have their own set of needs and demands, based on the hierarchy of needs from Maslow's. The kind of positive atmosphere invites clear behaviour among students to engage in various activities that help them enhance their capability to face the challenges of the degree and at the same time to prepare them for future job placement. Meanwhile, employees have their own set of needs that the organization should have to provide to make them satisfied and happy in serving their customers while alumni sought more attention on how the alma mater can bring value to whatever services can still offer to stay connected with the institution. Educational leaders have thought various strategies to use grounded information from the stakeholders to stay relevant in the midst of 4th Industrial revolution.

This study aimed to determine the relationship of

stakeholder experiences in terms of social interaction and technology utilization with learning attitude among students, employees and alumni in an institution of higher learning in the Philippines. Findings can be utilized by school leaders in providing relevant educational services and programs to maximize the benefits of available educational technology in enhancing stakeholder experiences towards a more positive learning attitude.

METHODS

The quantitative descriptive type of research was utilized in the study. Descriptive survey method is appropriate for data derived from simple observational situations, whether these are actually physically observed or observed through the use of a questionnaire or poll techniques [21].

Respondents

This study has 355 randomly selected respondents from the group of employees (n=97, 27.3%); students (n=148, 41.7%) and alumni (n=110, 31%) from one private university in the Philippines. Employees are selected based on the following inclusion criteria: regular employees serving the university for more than five (5) years that include college secretaries, personnel from support services and faculty members from general and professional courses. Students were selected regardless of sex, student leaders and/or active members of various student organizations inside and outside the university. The alumni who visited the university during the data gathering for six months were included in the study because they have at least fresh experience of the services being provided by the institution.

Instrument

The survey instrument for stakeholders' experiences in terms of social interaction were adapted from the ideas of Kožuh, Jeremić, Sarjaš, Bele, Devedžić and Debevc [22], and Ryser, Halseth and Thien [23], and Walker [24]. Meanwhile, in the formulation of the questionnaire for technology utilization, ideas were taken from Teotrakool [25], Mirzajani [26], and Abdelraheem [27]. The instrument used to measure the learning attitude of three types of stakeholders were adapted from the ideas of different authors of learning attitude scale of Kirby et al. [28], Haidari and Uzun [29], and other concepts from Facer [30] and Savolainen [31]. These instruments used the 5-point Likert rating scale from strongly agree to

strongly disagree. These were also content validated by the three experts in educational leadership and management, educational psychology, and measurement and evaluation. These instruments were also pilot-tested to 150 subject-respondents (50-students, 50 employees and 50 alumni) who were not part of the study. The result of the reliability test using Cronbach’s alpha is presented in Table 1.

Table 1. Result of Reliability Test

Variables	Number of Items	Cronbach’s Alpha	Remarks
Social Interaction	5	0.906	Excellent
Technology Utilization	4	0.924	Excellent
Learning Attitude	7	0.918	Excellent

The three (3) instruments obtained Cronbach’s alpha values which are all greater than 0.90 which implies that the instruments were reliable for this study with excellent internal consistency based on the rule of thumb.

Procedure

The questionnaires were personally administered by the researchers to the employees, students and alumni. They were informed regarding the purpose of the survey and ensured that the data and information gathered from the study will solely be used for the continuous improvement of the delivery of educational services in the university under study. Only those respondents who are willing to participate in the survey were given the questionnaires. Strict confidentiality of their identity as one of the respondents in the study was observed. They were also informed about their rights to withdraw their participation anytime they feel uncomfortable or inconvenience answering the statements in the questionnaire. One-on-one interview was also conducted to 15 respondents after the tabulation of all the gathered data for confirmation of the results. Five (5) informants each group was invited for one-on-one interview and included in the discussion some of the transcripts. Students were coded [S], Employees as [E] and Alumni as [A]. Observation was also conducted as part of the procedure to verify how the answers from the questionnaire truly reflect the reality of the services being offered by the university. Triangulation on the data gathering was observed to ensure every aspect of significant data entry were considered for analysis.

Data Analysis

Weighted mean was the statistical tool used to describe the result of the survey. Since the gathered data were normally distributed, the researcher used parametric test. Analysis of Variance was used to test the significant difference on the social interaction, technology utilization and learning attitude when the respondents are grouped according to type of respondents as employee, student and alumni, while Linear Regression was utilized to test the relationship between stakeholder experience and learning attitude taken the test results per type of respondent. The given scale was used to determine the experiences and learning attitude of the respondents: 4.50 - 5.00: Very High (VH); 3.50-4.49: High (H); 2.50-3.49: Moderate (M); 1.50 - 2.49: Low (L); 1.00-1.49: Very Low (VL).

RESULTS AND DISCUSSION

Table 2 presents the comparison of learning attitude of the three groups of stakeholders. Difference exists on the response of alumni which is significantly higher on having responsibility to make sense of what they have learned at school compared to students and employees. This signifies that recent graduates of the university have higher level of learning attitude because they are already starting to view the world outside the four walls of the classrooms and they are ready to apply whatever knowledge, skills and competencies they acquired from academics [32], [33], [34]. Meanwhile, the group of employees have significantly higher learning attitude on helping other people learn which contributes to their personal growth. It is part of the responsibility of the non-teaching staff or support group to assist all the students and alumni as primary stakeholder of the university as well as the teaching staff who deliver quality instruction [35]. It gives them a greater sense of fulfillment if they can share whatever knowledge they have. Knowledge sharing is the primary responsibility of the teachers in promoting innovation to build a strong knowledge economy [36]-[38].

Meanwhile, no significant difference exists among the three groups in terms of trying to relate their academic learning to practical issues (4.15) and trying to relate new materials to whatever knowledge they already have (4.35). They share common experiences on associating learning to reality [39], [40]. It brings proper application of knowledge to direction where they can generate new information from the learning experience.

Table 2. Comparison of Learning Attitude of the Stakeholders

Learning Attitude	E	S	A	WM	f-value	p-value
1. I try to relate academic learning to practical issues	4.23	4.19	4.04	4.15	0.982	.152
2. When I approach new material, I try to relate it to what I already know	4.46	4.27	4.31	4.35	1.024	.082
3. It is my responsibility to make sense of what I learn at school	4.02	4.14	4.51	4.22	8.123*	.017
4. Helping other people learn contributes to my personal growth	4.61	4.17	4.26	4.35	4.382*	.015
5. Learning about the experiences of others makes me strengthen my own skills.	4.31	4.51	4.45	4.42	0.988	.209
6. Learning new technology makes me feel comfortable of working with people	4.38	4.42	4.28	4.36	0.691	.281
7. Acquiring new learning experiences every day is a way of life.	4.46	4.37	4.52	4.45	0.766	.106
Composite Mean	4.35	4.30	4.34	4.33		

*E-employee; S-Students; A-Alumni; WM- Weighted Mean; *Significant at p-value<0.05; **Highly Significant at p-value<0.01;*

The group of alumni (4.52) has a very high level of leaning attitude in terms of acquiring new learning experiences everyday as a way of life compared to employees (4.46) and students (4.37). The alumni are starting to build their own career in their respective disciplines and they are open for new learning opportunities. They also appreciate higher responsibilities and assignments that will challenge their ability to think analytically and solve critical problems [41] [42] that will test their strength as new professionals.

Furthermore, the students (4.51) have very high positive attitude in learning about the experience of others that makes them strengthen their own skills compared to high level of learning attitude of alumni (4.45) and employees (4.31) but no significant difference exists among the respondents. Students are dependent on the learning inputs of their teachers. They listen to success stories of their teachers are well as those speakers from training, seminar and conferences they attended.

It provides them learning insights that could help them in preparing for employment. It also gives them confidence that somehow, they have people around them that will help reinforce their knowledge, technical skills and competencies to become globally competitive professionals.

They have also high level of learning attitude in terms of learning new technology that makes them feel comfortable of working with people. The knowledge associated with technology in terms of its process on how to operate the new machine or devise as well as utilizing its features and functionalities provide a sense of fulfillment to the users most especially if they will be applying these technologies working with

colleagues. Prensky [43] noted that students are learning, adopting, and using technology at a much more rapid pace than their teachers, and many teachers are highly fearful of the technologies that the students take for granted. Many studies are supporting the use of various technologies inside the classroom that can be a good source of knowledge but with proper supervision from the teachers [44], [45], [46]. Students of today are digital natives. They acquire their digital literacy autonomously and are adept at using various Information and Communication Technology (ICT) tools to enrich their daily leisure life [47].

Table 3 presents the comparison of customer experience among the three groups of respondents. When taken the responses as a whole, there is no significant difference on their responses. They have high level of customer experience in terms of social interaction with the administrative personnel for employees while among students and alumni for both teaching and non-teaching staff. Cleveland-Innes and Emes [17] emphasized that faculty and peer interactions have an influence in approach to learning over time. Therefore, learning experience can be encountered everywhere in the academic community and making every transaction with the students is part of lifelong learning.

Furthermore, the University employees treat the customers with great care is significantly higher than the responses from the alumni (3.32) compared to employees as treated among themselves (3.99) and the management where significant difference exists. Members of the organization create a service oriented atmosphere that leads to better appreciation of business transaction of the customer with the service providers. One of the employees said that:

“We always thought of bringing the best services that we can offer and extend to our clients most especially to the students.” [E3]

Caring is one of the core values of the university and it is manifested through bringing the right service to people with proper attention. They also demonstrate positive behavior through motivation and commitment to significantly provide impact to customers.

“We take extra mile to better serve the customers by understanding the situation of the client, meeting immediate concerns, attending to the urgent needs and respecting the students, parents and alumni as well as other stakeholders.” [E4]

Meanwhile, the staff members (4.54) are considered competent in handling the internal concerns which obtained a very high observation from the employees compared to high observation of students (4.13) and alumni (3.96) on the way they see school staff in addressing their concerns. Employees have significantly higher observation on the competence of staff in handling concerns than alumni. Employees believed that their co-workers have adequate skills and competence to address the concerns of colleagues as well as their customers. Competence is another core value of the University under study that serves as a weapon for them to fulfill the goal of the institution in bringing its resources in a right time and manner [48]. They demonstrate capabilities that manifest the core values, character and identity of the university. One alumnus said that:

“I appreciate the efforts of the faculty members and non-teaching staff on how they treated and accommodated me in the office whenever I wanted to see them for consultation and raise some concerns. They provided me immediate answers to address the problem.” [A1]

Teaching staff are considered competent on how problems are critically analyzed and offered solution

where win-win situation is always part of the decision. Being competent is not only a core value but also a skill to possess and manifest in a fast changing environment.

The knowledge of the employees in the delivery of instruction and educational services is an important asset of the academic institution from which sustainable competitive advantage can be derived. It is best appreciated when differentiated from data and information [49].

This knowledge pertains to the combination of skills, talents, expertise and experiences of the employees that can be acquired through proper study, training, job assignments and other responsibilities from working committees and quality circle. It involves the individual combining his or her experience, skills, intuition, ideas, judgement, context, motivations and interpretation [50]. It is part of the intellectual capital being developed by the academic institutions to provide quality educational services to all stakeholders.

“I have given opportunities to join training programs relevant to my field of specialization to enhance the mastery of subject matter and develop my skills on teaching.” [E5]

The growth and development of people are the foundation of achievements and success of the organization. Strong capability of employees to handle higher responsibility provides empowerment to participate in decision making for the continuous quality improvement of the institution.

Employees (4.41) are always happy on how they were served by the front-line staff which is significantly higher than on how alumni (4.12) and students (4.04) experienced happiness with the front-line staff services. Happiness is a choice and it is built on the character of the employees through wearing sweet smile while doing their transactions with co-workers and students.

Table 3. Comparison of Stakeholder Experience in terms of Social Interaction

Social Interaction	E	S	A	WM	f-value	p-value
1. I am always happy with the front-line staff services	4.41	4.04	4.12	4.17	7.982**	.000
2. University employees treat me with great care	3.99	4.26	4.32	4.20	6.000**	.003
3. The staff are competent in handling my concerns	4.54	4.13	3.96	4.19	15.123**	.000
4. I received timely response on my concerns and inquiries	4.27	4.16	3.98	4.14	.828	.441
5. The administration is accessible and open for online and offline communication	3.75	4.22	4.26	4.10	14.188**	.000
Composite Mean	4.11	4.06	4.02	4.07	1.618	.200

*E-employee; S-Students; A-Alumni; WM- Weighted Mean; *Significant at p-value<0.05; **Highly Significant at p-value<0.01*

Members of the front-line staff are considered important component of the successful implementation of service oriented goal and direction of the organization. It is very essential in any type of business to have front line staff with fresh outlook in life who could share positivities through sincere conversation with the clients.

“I always listen attentively to the concerns of the students and make them feel as part of my priority.”
[E1]

Good interactions with the clients build strong and longer relationships. Customers treasure the moments when they feel appreciated and satisfied while doing the transactions. Happy employees are motivated workers who share a part of themselves in fulfilling their duties and responsibilities. Students have incredibly high expectations around efficiency, service and quality, all of which are impacted greatly by front line and back-end staff. College and university staff members are uniquely positioned to have a massive impact on their customer, not just in a single moment in time but across their whole lives. It is critical for that experience to be positive and it's the responsibility of institutional leaders to create an environment that drives these positive experiences [51].

Alumni (4.26) have significantly higher experience in terms of accessibility and openness for online and offline communications of the administration compared to what the employees (3.75) have experienced which is considered significantly lower. The university is very glad to see its alumni who still visit their alma mater for whatever reasons. Moreover, leaving some comments and suggestions from the alumni to the school website is also being encouraged.

“I am very happy whenever our alumni visited our office and do some short conversations regarding their employment status and other personal matters. I always make myself available whenever there are alumni visiting our office.” [E2]

“I feel the sincerity of the people within the university whenever they see visiting their office just to greet my dean and favorite teachers during college to pay respect on what they did for me to develop my personality to become who I am today.”[A3]

The middle and top managers ensure that they are available to entertain the alumni and ask some questions related to personal and professional growth

of the graduates. They foster open communication for wider possibilities of bridging some gaps between the academe and industry through getting constant updates from alumni. Strengthening the connection with the alumni brings more opportunities for the university to improve its curricular offerings to make the delivery of education more relevant to the needs of the society.

Furthermore, employees (3.87) have experienced significantly higher on how they received timely response on their inquiries from the management compared to what the alumni (3.45) have experienced which is significantly lower. In the new era of information technology, people are used to get what they want in just one click of their finger tip from the virtual world and timely response from the physical world should also be in congruent with the online environment. The dawn of technological advances awakens the curiosity of the management to offer new ways on how to deliver online and offline services. Educational institutions recognized the need to enhance their means of communication and provide immediate actions to the inquiries of the clients by using social media.

“There are some delays on how communication letters, information and other memo sent to the offices which might not be given immediate attention for action.” [E3]

Information is always necessary to be delivered to the recipients to call the attention of the work units. Providing hard and soft copies is the practice of the university under study but it would be more economical and efficient if soft copies through intranet and Office 365 will only be used to quickly share information.

Understanding better the different levels of basic human needs builds a strong connection between the organization and the stakeholders. Maslow's Hierarchy of needs can describe the needs of the students which are different from the needs of the alumni. Making this into consideration as how academic institutions design their strategic plans provides meaningful development programs for all stakeholders.

Table 4 presents the comparison of Stakeholder Experience in terms of Technology Utilization. Employees have significantly lower experience in the use of e-learning technology compared to students (4.14). There is a moderate level of experience among employees (3.47) in terms of the utilization of e-learning technology, because they were not being provided with the online facility where they can access

e-modules and videos that they can use to improve their job performance. The university is not yet also offering distance education where some alumni wanted to enroll on this mode of delivery of instruction. Meanwhile, students are also satisfied with the use of online resources from the library where they can access anywhere and anytime the online journals.

“I haven’t attended any webinar or any seminar using online technology within the university. I have also limited training on the use of other communication or online technology.”[E1]

“Hopefully the university could able to deliver distance education so that we can enroll in graduate school where we will only be required to visit the campus once in a while.” [A2]

“Online resources of journals and magazines are very much useful in conducting research for my related studies and literature. But I just encountered some articles which I cannot access or download the full paper.” [S3]

It’s been a problem most especially during peak hours that students are experiencing low internet and wifi connection.

“Sometimes I experienced low wifi connection within the campus, that’s why I encountered delays on my submission of requirements before the end of the class.” [S2]

Meanwhile, employees (4.51) have very high level of experience in utilizing communication technology that facilitates reliable, fast and easy access to data and information like Microsoft Office 365 and social media. In addition, students (4.36) and alumni (4.21) have higher level of experience in making online communication with teachers through group chats and other platforms that facilitate learning activities and serve as channel to communicate with other school

personnel.

The group of employees (4.33) has significantly higher level of experience in utilizing online technology for processing of request compared to students (3.83 where full implementation of online enrollment is not yet in place while online request of credentials for alumni (3.72) is not yet also readily made accessible.

“I hope that the request for credentials and other pertinent documents may be made accessible online so that we don’t need to file a vacation leave from our work just to request for our school records.” [A2]

The adequacy of the technological facilities is still considered with high level of assessment from the respondents but obtained one of the least scores of 3.85 compared to other indicators. Students experienced conflicts on the schedule for the use of classrooms with functional LCD most especially on the first day and week of the opening of classes.

“As a student transferee, I am not that familiar with the environment and changing of room assignments and teachers confused me and gave me stressful moments during my first week of classes in the university.” [S5] as recalled by one of the students.

Audio visual rooms were equipped with appropriate technology are also not available in the campus because some of these facilities for small events like seminars and training were already converted to classrooms while some classrooms on the other hand were converted to offices.

“As student leader, sometimes, I don’t know where to conduct our seminar and workshop for the members of the organization due to lack of conference rooms.” [S4]

Table 4. Comparison of Stakeholder Experience in terms of Technology Utilization

Technology Utilization	E	S	A	WM	f-value	p-value
1. e-learning technology is available for utilization (LMS, distance education, webcast, e-modules)	3.47	4.14	4.05	3.89	4.292	.018
2. communication technology facilitates reliable, fast and easy access to data and information (Office 365, social media)	4.51	4.36	4.21	4.36	0.728	.682
3. online technology is available for processing of request and filling out survey forms	4.33	3.83	3.72	3.96	5.185*	.031
4. Technological facilities are adequate to support all school activities	3.96	3.78	3.82	3.85	0.593	.733
Composite Mean	4.19	4.03	3.95	4.06	1.447	.389

*E-employee; S-Students; A-Alumni; WM- Weighted Mean; *Significant at p-value<0.05*

Table 5. Relationship Between Stakeholder Experience and Learning Attitude

Learning Attitude		Social Interaction	Technology Utilization
Employee	r-value	0.294	0.719*
	p-value	0.067	0.003
Student	r-value	0.682*	0.392
	p-value	0.019	0.177
Alumni	r-value	0.152	0.245
	p-value	0.415	0.471

*Significant at $p\text{-value} < 0.05$

Table 5 reveals that significant moderate positive relationship exists between stakeholder experience in terms of social interaction and the learning attitude of the students as denoted by the computed r-value of 0.682 with p-value of 0.019 which is less than the 0.05 alpha level. This signifies that those students with higher level of social interaction with the teaching and non-staff staff are also those with higher level of positive learning attitude.

The student learning attitude can be described by the level of their experience through social interaction rather than their experience with technology utilization. The learning attitude of the employees on the other hand, is being influenced by their experience with the technology utilization in the University as denoted by the computed p-value of 0.003 which is less than 0.05 alpha level which means those employees with higher level of learning attitude are also those with the higher level of experience in terms of technology utilization. Meanwhile, the learning attitude of the alumni is not anymore affected by their experience with social interaction and technology utilization because the university only provides them very minimal services.

CONCLUSION AND RECOMMENDATION

There are issues identified among the respondents in terms of educational management in which this study revealed from the responses on survey and interviews. The three groups of respondents have higher level of experience with regard to social interaction and technology utilization. However, students have significantly lower experience when they asked if they are happy with the front line staff services compared to employees with significantly higher response. Alumni have significantly lower assessment on the timely response on their inquiries and competence of staff in handling their concerns.

Result of the learning attitude of the employees can be described through technology utilization, while

the learning attitude of students is defined by their experience in social interaction.

The reliability of the services is also an important aspect of quality that institutions need to take into account where front line staff in all work units need to have standard operating procedure that is being utilized for all types of clients so that they will not be compared with the other work units which performs differently.

Putting meaning to alumni personal and professional achievements where they are presently connected would make them realize that their alma mater is rejoicing with them in unity of their success. This is one way on how to manage customer relations as a long term plan. Bringing their children to where they graduated is considered an impact of good attachment of the alumni resulting to loyalty. They could also provide strong support in a form of donation to the community services or to the scholarship programs of the university. Inviting them in all school activities and gatherings as resource speakers or guests could be one of the strategies to strengthen the harmonious relationship with the alumni.

This study is limited to only one private institution of higher learning in the Philippines, therefore, the findings cannot be generalized to the entire population of the country. Therefore, similar study can be conducted on how customer experience and loyalty can be interpreted differently between private and public institutions. Measuring customer experience is very subjective based on the personality of the customer being served. Based on experience with the other measuring tools of satisfaction from the university, foreign students are highly demanding in terms of services they wanted to receive from the institution compared to Filipino of local students. Annual survey may also be conducted among the three groups to evaluate and monitor the trend whether the institution is really improving its performance in terms of serving all significant stakeholders. This area can be explored by future researchers as subject for further investigation.

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