

**EXPANDED TERTIARY EDUCATION EQUIVALENCY AND  
ACCREDITATION PROGRAM OF ST. PAUL UNIVERSITY  
PHILIPPINES: ITS RELATIONSHIP TO GRADUATES'  
PRODUCTIVITY AND JOB MORALE**

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**ABSTRACT**

*This study was conducted to determine the relationship of the participants' graduation from the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) to their productivity and job morale in their respective work assignments. Descriptive correlational research design was employed using survey questionnaire in gathering the data. There were twenty-five (25) participants in the study comprising of managers, supervisors as well as employees from both government and non-government organizations all throughout the Philippines. Frequency counts, percentages, weighted mean, t-test, ANOVA and Pearson-r were used for statistical analysis. Results showed that employee productivity were assessed by the participants as "very great extent" while their job morale were assessed as "very great extent." There is no significant difference in the level of productivity and job morale of the participants when grouped according to sex, civil status and course taken. However, there is significant difference in the level of productivity and job morale of the participants when grouped according to year of graduation. There is significant moderate correlation between the participants' level of productivity and job morale. Participants asserted that the primary benefit received in graduation from the ETEEAP is acquisition of an item for those in the government sector while promotion to the next rank is evident from the participants, from both government and non-government institutions.*

**Keywords:** *expanded tertiary education, equivalency and accreditation program, graduates' productivity, job morale*

## INTRODUCTION

College education for many serves as the gateway to better options and more opportunities. It is believed to be of great social importance especially in the modern, complex industrialized societies. Among the reasons though is the chance to read books, and listen to lectures of top experts in the field. This stimulation challenges students to think, ask questions, interact, and explore new ideas which provide space for additional growth and development. Having a college degree gives greater promotion opportunities.

Individuals must have personalities shaped or fashioned in ways that fit into the culture. Education everywhere has the function of the formation of social personalities. Education helps in transmitting culture through proper molding of social personalities.

A lot of people know that they want to go to college for an education but would not know exactly why or how it will enrich their lives. Earning a college degree is all about welcoming more doors of opportunities in life. It prepares one both intellectually and socially for his career and adult life.

Obviously, higher income is one of the primary benefits of earning a college degree. The benefits of a college degree also extend beyond generations. Families of college graduates are generally better economically and socially. It can also be taken as an investment in the future of one's family.

Aside from training one in an expert field, college education trains him to think analytically and understand complex issues and communicate his ideas about them. It also instills crucial skills like organization, self-discipline, and the ability to complete a task from start to finish. Overall, college education develops one into a more professional individual.

It is on this same thought that this study was undertaken to determine the relationship of the participants' graduation from the ETEEAP to their productivity and job morale in their respective work assignments.

## **Statement of the Problem**

This study aimed to determine the relationship of the participants' graduation from the ETEEAP of St. Paul University Philippines (SPUP) to their productivity and job morale.

Specifically, it sought to answer the following questions:

1. What is the profile of the participants in terms of sex, civil status, course taken, and year graduated?
2. What is the level of the graduates' productivity after having earned the ETEEAP degree?
3. Is there a significant difference in the level of productivity of the participants when they are grouped according to profile variables?
4. What is the assessment of the participants on their level of job morale after graduation from the ETEEAP degree?
5. Is there a significant difference in the level of job morale of the participants when they are grouped according to profile variables?
6. Is there a significant relationship between the participants' graduation from the ETEEAP of SPUP and their productivity and job morale?
7. What are the positive and negative experiences of the participants in the ETEEAP?
8. How has the ETEEAP benefited the participants?

## **METHODOLOGY**

### **Research Design**

This study made use of the descriptive-correlational research design using questionnaire to gather the needed data.

### **Participants of the Study**

The participants of the study were twenty-five (25) graduates of the ETEEAP of SPUP.

## **Instrumentation**

A questionnaire was used to determine the profile of the graduates and their level of job morale after graduation from the ETEEAP.

## **Data Analysis**

The data were analyzed using the following statistical tools.

*Frequency and percentage* distribution were used to determine the profile of the participants.

*Weighted mean* was used to determine the level of employees' productivity and job morale after they graduated from their courses.

*T-test and ANOVA* were used to determine if there is significant difference in the level of productivity and job morale of the participants when grouped according to profile variables.

*Pearson-r* was used to determine if there is significant relationship of the participants' graduation from the ETEEAP of SPUP to their productivity and job morale.

## **RESULTS AND DISCUSSION**

### **Participants' Profile**

Of the twenty-five (25) participants, 16 or 64% are male while 9 or 36% are female. Eight (8) or 32% of the participants are single and the other 17 or 68% of them are married. Eight (8) or 32% of the participants finished BSBA-Operations Management, 7 or 28% finished BSBA-Financial Management, 6 or 24% finished Bachelor of Science in Information Technology while 4 or 16% finished BSBA-Marketing Management. This further revealed that among the courses offered, Operations Management has the most number of takers. Moreover, 5 or 20% of the participants graduated in the year 2012, 6 or 24% graduated in the year 2013, another 6 or 24% graduated in the year

2014 and 8 or 32% graduated in the year 2015. Year 2015 has the highest number of graduates.

### **Weighted Mean and Qualitative Description of the Responses of the Participants on Employee Productivity**

Data revealed that all the statements on Job Productivity were assessed by the participants as “very great extent” with a weighted mean of 4.63.

### **Significant Difference in the Level of Productivity of the Participants when Grouped According to Profile Variables**

There is no significant difference in the level of productivity of the participants when grouped according to sex, civil status and course taken. This implies that regardless of participants’ sex, civil status and course taken, they have the same level of productivity. However, there is a significant difference in the level of productivity of the participants when grouped according to year of graduation. Based on the SPSS results, graduates of years 2014 and 2015 have significantly different level of productivity from those of graduates of years 2012 and 2013. Graduates of 2014 and 2015 have higher level of productivity than those graduates of years 2012 and 2013.

### **Weighted Mean and Qualitative Description of the Responses of the Participants on Employee Job Morale**

Result revealed that all the statements on Job Morale were assessed by the participants as “very great extent” with weighted mean of 4.59.

### **Significant Difference in the Job Morale of the Participants when Grouped According to Profile Variables**

There is no significant difference in the job morale of the participants when grouped according to sex, civil status and course taken. This implies that regardless of participants’ sex, civil status and course taken, they have the same job morale. However, there

is significant difference in the job morale of the participants when grouped according to year of graduation. Based on the SPSS results, graduates of year 2014 and 2015 have significantly different job morale from those of graduates of year 2012 and 2013. Graduates of 2014 and 2015 have better job morale than those graduates of year 2012 and 2013.

### **Significant Relationship Between the Participants' Graduation from the ETEEAP of SPU and their Productivity and Job Morale**

There is significant relationship between the participants' level of productivity and job morale since the p-value is less than 0.05 level of significance. It further revealed that there is a moderate correlation between the two variables. This implies that participants with a high productivity level have higher job morale.

### **Facilitating Experiences/Forces of the Participants in the ETEEAP**

- Believing in the power of education
- Sent siblings to college
- Challenge of the business world
- Promotion and career development
- Better job offers
- Stagnant career opportunity due to lack of educational qualification
- Gesture of gratitude for parents
- Desire to be educationally qualified in the corporate world as a battlefield
- Requirement of a position
- Fulfillment of a dream
- Blocks/Difficulties encountered by the Participants
- Amount of time devoted in finishing school requirements
- Demands of the work to give full time attention
- Financial constraint and limited time to finish the modules
- Both work and studies are of equal importance, I am confused which to prioritize
- As an Overseas Worker, the schedule is difficult to report to the campus for some requirements
- At age 53, the thought of being too old to be in college
- Allotment of time to comply with school's written requirements

### **Benefits derived from taking ETEEAP as expressed by the Participants**

- Sent to a Harvard School of Business Leadership
- Joy of receiving the full pledged claimed degree
- To be vertically aligned with the subjects I teach in college
- Confidence meeting the CHED requirement
- Chance to get promoted (13 participants)
- Fulfilled as a person
- Joy to my parents (3 participants)
- Permanent job after graduation (4 participants)
- Good example for the children to study hard
- Self-security, self-worth, and confidence
- Globally competitive (6 participants)
- Carrying the values of St. Paul everywhere/anywhere
- More knowledge in Financial Management
- I read more books
- It boosts the confidence in the workplace
- Compete and take a lead
- Chance to work abroad
- The intrinsic joy of being a degree holder, it paved the way to finish master's degree.

### **CONCLUSION**

The participants' level of productivity is a contributory factor to their job morale. The ETEEAP of SPUP has improved the participants' productivity and job morale. The ETEEAP of SPUP has benefited the participants significantly.

### **RECOMMENDATIONS**

In the light of foregoing findings and conclusions of the study, the researcher recommends the following:

That SPUP may continue its mission to deliver quality education to individuals who have landed in a job without finishing a college degree.

That SPUP may consider offering more programs for ETEEAP to accommodate more takers.

That the instructors/professors may be flexible in the mode of giving requirements and learning modules to fit the conditions of takers.

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