

**PERCEPTION OF STUDENT LEADERS ON THE  
INFLUENCE OF CPU LEADERSHIP TRAINING  
SEMINAR IN THEIR LIVES**

*Margen A. Java, Alfred C. Morales  
and Albert Jan Matthew A. Java*

**ABSTRACT**

This descriptive-relational study was conducted to determine the awareness of and attitudes towards leadership training seminar offered by the university and the perceived influence of this training in the lives of student-leaders. This made use of one-shot survey design augmented by qualitative data gathered through Focus Group Discussion. The respondents were the 165 student-leaders of Central Philippine University who had attended the Leadership Training Seminar conducted by the Student Development and Programs for the last three years (2013 – 2015). Data collected were processed and analyzed using Statistical Package for Social Sciences (SPSS) for Windows (Windows 10.0 version). Based on the findings of the study, the following conclusions are drawn: most of the respondents are females, aged 21 years old and older, belong to the Colleges of Arts and Sciences; Education; and Nursing and Allied Health Sciences; graduates of public high schools and living with their parents or staying in boarding houses; are affiliated with academic organizations; are officers of their organizations; attended the 2014 and 2013 Leadership Training Seminar (LTS); and were involved in both academic and non-academic organizations during their high school days; had no previous knowledge about it; are aware that the OSA/SDP/OSS/ Scholarship Office is the office in charge of the activity; are aware that key officers of their organization should attend; and believed that this activity is meant to enhance their leadership skills as student-leaders. The respondents have either moderate or high awareness of the LTS and have a very favorable attitude towards the LTS. The sex of the respondents has a bearing on the perceived influence of LTS in their lives. As for the overall influence of the LTS, the respondents felt that they became improved leaders; disciplined and better persons now serving without expecting a return and now have a heart to serve and trust God.

## INTRODUCTION

Schools are a place of learning. They mold students to become good leaders, followers, and useful citizens of the country. It is a miniature community reflecting the culture of the neighborhood or community in which it is found (Diesto, 2006).

Central Philippine University is a non-stock, non-profit Christian Institution of higher learning, where a well-rounded program of education is offered under influences that strengthen faith and build up character with the motto: “*Scientia et Fides.*” Moreover, it is mandated by the 1987 Philippine Constitution that all higher education institutions like CPU shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people and society (Commission on Higher Education Memorandum Order No. 09, Series of 2013). Hence, CPU has offered Leadership Training Seminar (LTS) for student leaders of the different recognized student organizations, year after year. This training primarily includes Self Awareness and Self Leadership. This also includes activities which promote goal setting, leadership, problem-solving and critical thinking, communication, and team building which are necessary skills of a leader.

The LTS for accredited student organizations is being facilitated by the Student Organization Committee (SOC) through the office of Student Development Programs and innovations are effected with the aim that better services could be given to students. Attendance to this seminar by the official representative of a student organization is mandatory. It has been assumed throughout the years, that all these programs are effective in influencing the lives of students, specifically, the student-leaders, although no study had been conducted regarding it.

However, after a program has been implemented, it needed to be evaluated as proven by the literatures cited by Java and Java (2015). For example, the Kapwa Upliftment Foundation, Inc. initiated an agroforestry component for its Malabog Comprehensive Livelihood and Health Promotion Project in Malabog, Davao City in 1989, five years after, an assessment of this project was done (from <http://serp-p.pids.gov.ph/printable.php3?tid=1503> as cited by Java and Java, 2015). The study of Java and Java (2015) regarding awareness of, attitude towards and involvement of CPU students in spiritual programs and the perceived impact on their lives showed that the different spiritual activities and programs of the university had contributed to the changed life that the students have.

These cited studies proved that there is indeed a need to conduct an evaluation and impact of programs once they had been established. Hence, this study on the perceived influence in the lives of student-leaders of Leadership Training Seminar offered by the university needs to be conducted in order to know whether the conduct of this LTS is worth the money, time, effort being afforded it through the years.

### *Objectives of the Study*

This study was conducted to determine the awareness of and attitudes towards leadership training seminar offered by the university and the perceived influence of this training in the lives of student-leaders.

Specifically, this study aimed to determine the:

1. personal characteristics of the respondents;
2. characteristics of the respondents in terms of their awareness of and attitude towards leadership training seminar

offered by the University and the perceived influence of this training in their lives;

3. awareness of respondents of leadership training seminar offered by the University and the variation in this awareness according to their personal characteristics;

4. attitude of respondents towards leadership training seminars offered by the University and variations in this attitude according to their personal characteristics;

5. relationship between the awareness of respondents of leadership training seminar offered by the University and their attitude towards this training;

6. relationship between the awareness of respondents of the leadership training seminar offered the University and the perceived influence of this seminar in their lives;

7. relationship between the attitude of respondents towards leadership training seminar offered the University and the perceived influence of this seminar in their lives;

8. relationship between the personal characteristics of respondents and the perceived influence of this leadership training seminar offered by the University in their lives; and,

9. describe the FGD participants according to their profile, their awareness of the conduct of the LTS, their attitude towards it, its influence in their lives and their recommendations for the future conduct of such an activity.

### *Theoretical/Conceptual Framework and Hypotheses*

- The theory which serves as the backbone of this study is the Field theory by Lewin (Neill, 2004). According to him, behavior is determined by the totality of situation of an individual. The student leaders respond either positively or negatively toward the Leadership Training Seminar depending upon their awareness of and attitude towards this said program. In this study, it is believed that the behavior of student-leaders, that is, their awareness of and attitude towards Leadership Training Seminar

offered by the university may greatly influence their perception of the influence of such in their lives.

- Moreover, attitudes give people the desire to perform (Clark, 2004). This truth is affirmed by Fazio (1983) in his Attitude- to-Behavior Process Model which states that “attitudes can guide a person’s behavior even when the person does not actively reflect and is deliberate about the attitude.” It is assumed that attitude will determine behavior. In this study, awareness of student-leaders of the leadership training activity/program may help them to have a positive attitude towards this program which may influence their lives as a whole.

- Moreover, knowledge and attitudes are important determinants of behavior (as cited by Java & Java (2015) from Brehm & Kassin,1996). This study assumes that the awareness of student-leaders of Leadership Training Seminar offered by the university may influence their attitude towards this activity and may further influence their participation in this program. Such knowledge imparted to them may result in either favorable or unfavorable attitude toward this activity/program. Those with favorable attitude may participate actively with this activity. This is so because attitudes (as cited by Java & Java from Baron and Byrne, 1991), are general evaluations people make about themselves, other persons, objects, social matters or issues. They involve a person’s likes and dislikes, preferences and aversions, toward specific aspects of the external world.

- Personal characteristics such as age, sex, college, type of high school graduated from, location of high school graduated from and living arrangement while studying at CPU, position and type of organization, and awareness of and attitude towards LTS are the antecedents and independent variables in this study respectively, which are expected to have some bearing on the dependent variable which is perceived influence of LTS in ones’ life.

• It could be seen from the discussion that indeed the above variables play a significant role in the perceived influence of LTS in the lives of student-leaders. In relation to the above discussions, the assumed interplay of the variables is shown in the diagram in Figure 1.

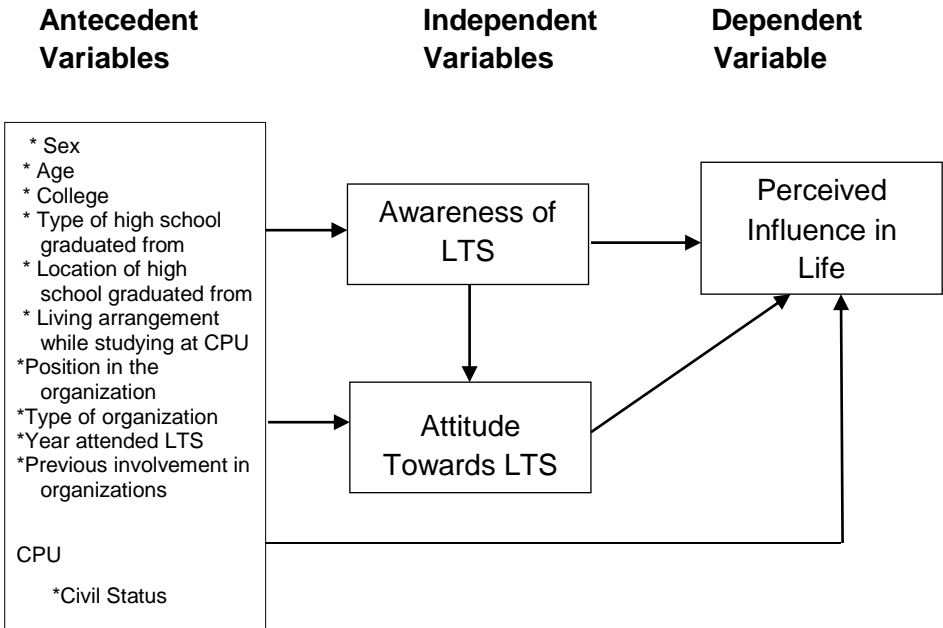


Figure 1. Schematic Presentation of the Relationship of the Variables in the Study

*Hypotheses of the Study*

Based on the study objectives, the following were the hypotheses of the study:

1. There are no significant variations in the awareness of respondents of leadership training seminar offered by the University and the variation in this awareness according to their characteristics;

2. There are no significant variations in the attitude of respondents towards leadership training seminar offered by the University and variations in this attitude according to their characteristics;

3. There is no significant relationship between the awareness of respondents of leadership training seminar offered by the University and their attitude towards this training;

4. There is no significant relationship between the awareness of respondents of the leadership training seminar offered by the University and the perceived influence of this seminar in their lives;

5. There is no significant relationship between the attitude of respondents towards leadership training seminar offered the University and the perceived influence of this seminar in their lives; and,

6. There is no significant relationship between the personal characteristics of respondents and the perceived influence of this leadership training seminar offered by the University in their lives.

### *Scope and Limitation of the Study*

The study was conducted at Central Philippine University during the school year 2016 – 2017. Both qualitative and quantitative data were gathered. The qualitative data were gathered through a Focus Group Discussion (FGD) participated by selected student leaders through the years and was conducted by the researchers themselves while the quantitative data were gathered using a researcher-made questionnaire based on the results of the FGD. The researchers contacted these student leaders using all means of communication.

## **METHODOLOGY**

This is a descriptive-relational study. A one-shot survey design was used to answer the objectives of the study. Qualitative data collected through FGD were used to validate and substantiate discussions and analysis. The study area and population included student-leaders of Central Philippine University who had attended the Leadership Training Seminar conducted by the Student Development and Programs from 2013 to 2015. The computed sample size is 177 at a confidence level of 95.0%, and a margin of error of 2.5% (The Research Advisors, 2006). However, after exhausting all means to reach the respondents, a total sample reached was 175 including the 10 FGD participants.

## **RESULTS AND DISCUSSION**

*Profile of Respondents as to sex, age, college, type and location of high school graduated from, living arrangement while studying at CPU, category, and position in the organization, year attended the LTS and previous involvement in organizations during high school.*

In terms of their sex, the females are a little bit more than the males. In terms of their age, almost three-fifths are aged 21 years old and older while a little less than one-half are aged 20 years old and younger and their mean age is 21.25 years. As to the college of the respondents as participants of the leadership training seminar, the top three of the colleges where they belonged are Arts and Sciences; Education; and Nursing and Allied Health Sciences.

As to the type of high school graduated from, more than one-half of them graduated from public high schools while a little over one-fourth graduated from private sectarian high schools and the rest from private non-sectarian high schools. As to the location



of high school graduated from, there is a little disparity in the number of respondents who graduated from high schools either located in the cities and towns while around one-tenth of them graduated from high schools located in barangays. As to their living arrangement while studying at CPU, a little less than one-half of the respondents are living with their parents, a little more than one-fourth of them are staying in boarding houses while around one-third of them are either living with relatives, in the dormitory or a combination of any of these living arrangements.

As to the category of the organization they are involved in, more than one-half are affiliated with academic organizations, a little less than one-fifth are involved either in religious, or special organizations respectively. As to position in the organization, the majority of those who attended are officers of the organizations where they are affiliated such as president, vice president, chairman, grand chancellor, and other positions.

As to year attended the LTS, more participant-respondents had attended the 2014 and 2013 LTS. As to their involvement in campus organizations during high school, a little less than one-third of them were involved in both academic and non-academic organizations, either as members or officers, a little less than one-fourth of them are involved in purely non-academic organizations and activities, while a little less than one-tenth are involved in purely academic organizations and activities and a little over one-third of them had no involvement in any organization or activity during their high school years.

Table 1.

*Profile of the Respondents as to Sex, Age, College and Type and Place of High School Graduated From (N = 165)*

| <b>Profile/Categories</b>                                 | <b>f</b>   | <b>%</b>     |
|---|------------|--------------|
| <b>Sex</b>  |            |              |
| Male  | 76         | 46.1         |
| Female  | 89         | 53.9         |
| <b>Total</b>  | <b>165</b> | <b>100.0</b> |
| <b>Age</b>  |            |              |
| 20 and below  | 70         | 42.4         |
| 21 and above  | 95         | 57.6         |
| <b>Total</b>  | <b>165</b> | <b>100.0</b> |
| <b>Mean Age = 21.25</b>                                   |            |              |
| <b>College</b>  |            |              |
| Agriculture, Hospitality Management,<br>Medicine (BSHFLM) | 7          | 4.2          |
| Arts and Sciences   | 29         | 25.5         |
| Business and Accountancy                                  | 42         | 6.1          |
| Computer Studies  | 10         | 15.8         |
| Education   | 26         | 24.2         |
| Engineering   | 40         | 2.4          |
| Nursing and Allied Health Sciences                        | 11         | 17.6         |
| <b>Total</b>  | <b>165</b> | <b>100.0</b> |
| <b>Type of High School Graduated From</b>                 |            |              |
| Public  | 95         | 57.6         |
| Private Sectarian   | 42         | 25.5         |
| Private Non-Sectarian                                     | 28         | 17.0         |
| <b>Total</b>  | <b>165</b> | <b>100.0</b> |
| <b>Place of High School Graduated From</b>                |            |              |
| Barangay  | 17         | 10.3         |
| Town  | 69         | 41.8         |
| City  | 79         | 47.9         |
| <b>Total</b>  | <b>165</b> | <b>100.0</b> |

Table 2.

Profile of the Respondents as to living arrangement while studying at CPU, position, and type of organization and year when attended the LTS and previous involvement in organizations of the respondents (N = 165)

| Profile/Categories                                      | f          | %            |
|---|------------|--------------|
| <b>Living Arrangement while in School</b>               |            |              |
| Living with Parents                                     | 80         | 48.5         |
| Living with Relatives                                   | 16         | 9.7          |
| Dormitory   | 12         | 7.3          |
| Boardinghouse   | 47         | 28.5         |
| Others & Combination                                    | 10         | 6.1          |
| <b>Total</b>  | <b>165</b> | <b>100.0</b> |
| <b>Position in the Organization</b>                     |            |              |
| President/Vice President/ Chairman/<br>Grand Chancellor | 72         | 43.6         |
| Other Officers  | 56         | 33.9         |
| Members   | 37         | 22.4         |
| <b>Total</b>  | <b>165</b> | <b>100.0</b> |
| <b>Category of the Organization</b>                     |            |              |
| Academic  | 86         | 52.1         |
| Special   | 29         | 17.6         |
| Cultural & Arts/Fraternity/Sports                       | 18         | 10.9         |
| Religious   | 32         | 19.4         |
| <b>Total</b>  | <b>165</b> | <b>100.0</b> |
| <b>Year Attended the LTS</b>                            |            |              |
| 2013  | 44         | 26.7         |
| 2014  | 66         | 40.0         |
| 2015  | 55         | 33.3         |
| <b>Total</b>  | <b>165</b> | <b>100.0</b> |
| <b>Involvement in Campus Organizations during HS</b>    |            |              |
| No Involvement  | 60         | 36.4         |
| Academic involvement                                    | 13         | 7.9          |
| Non-Academic involvement                                | 41         | 24.8         |
| Both Acad & Non-Acad Involvement                        | 51         | 30.9         |
| <b>Total</b>  | <b>165</b> | <b>100.0</b> |

*Profile of Respondents as to knowledge from whom learned, office in- charge of the activity, who can attend and objectives of the LTS*

As to from whom did they learn the program from, almost one-half of the respondents did not learn it from anyone or had previous knowledge about it; a little less than one-third of them learned about it from the senior members of their organization while the rest of the respondents learned from different sources such as council officers/friends and some offices in the university and bulletin board announcements. As to knowledge of what office is in charge of the activity, the majority are aware that the OSA/SDP/OSS/Scholarship Office is the office in charge of the activity, although, the name of the office changed from time to time. As to awareness of who can attend, two-thirds of the group is aware that key officers of their organization, such as president, vice president, treasurer, secretary, executive committee leaders and the like should attend. However, if the key officials are not available, then the designated member of an organization can attend as attested by more than one-fifth of them.

As to knowledge of the objective of the LTS, majority of them believed that this activity is meant to enhance their leadership skills as student-leaders; a little less than one-fifth of them believe that this activity is to hone student-leaders in all areas of their lives, thus, becoming a better person; as well as to become good stewards and united in their cause.

Table 3.

*Profile of the Respondents as to knowledge from whom learned, office in- charge of the activity, who can attend and objectives of the LTS (N = 165)*

| <b>Profile/Categories</b>                                | <b>f</b>   | <b>%</b>     |
|--|------------|--------------|
| <b>From Whom Learned</b>                                 |            |              |
| None   | 82         | 49.7         |
| Council Officers   | 7          | 4.2          |
| Senior Members   | 48         | 29.1         |
| Student Dev't. & Programs                                | 6          | 3.6          |
| Bulletin Board Announcements                             | 3          | 1.8          |
| Friend   | 15         | 9.1          |
| Guidance Services Center                                 | 1          | 0.6          |
| CPUR   | 3          | 1.8          |
| <b>Total</b>   | <b>165</b> | <b>100.0</b> |
| <b>Office In-Charge of the Activity</b>                  |            |              |
| None   | 18         | 10.9         |
| OSA/SDP/OSS  | 120        | 72.7         |
| CPUR   | 8          | 4.8          |
| Guidance Services Center                                 | 5          | 3.0          |
| Scholarship Office                                       | 9          | 5.5          |
| AYALA  | 3          | 1.8          |
| NSTP   | 1          | 0.6          |
| Multiple Answers   | 1          | 0.6          |
| <b>Total</b>   | <b>165</b> | <b>100.0</b> |
| <b>Who Can Attend the LTS</b>                            |            |              |
| None   | 7          | 4.2          |
| Member of Recognized Organization                        | 44         | 26.7         |
| Exec. Committee or Student-Leaders                       | 22         | 13.3         |
| President & Treasurer of Student Orgs                    | 50         | 30.3         |
| Everyone   | 13         | 7.9          |
| Officers of Organizations                                | 27         | 16.4         |
| All First Year Students                                  | 2          | 1.2          |
| <b>Total</b>   | <b>165</b> | <b>100.0</b> |
| <b>Objectives of the LTS</b>                             |            |              |
| NA/Forgot  | 19         | 11.5         |
| To have the student-leaders in all areas of life         | 29         | 17.6         |
| To enhance the leadership skills of the student-leaders. | 90         | 54.5         |
| To be good stewards and united in their cause.           | 26         | 15.8         |
| To become better person.                                 | 1          | 0.6          |
| <b>Total</b>   | <b>165</b> | <b>100.0</b> |

*Awareness of LTS*

The respondents have either moderate or high level of awareness of the LTS.

Table 4.  
*Awareness of Respondents of LTS (N = 165)*

| <b>Awareness of LTS</b> | <b>f</b>   | <b>%</b>     |
|-------------------------|------------|--------------|
| High                    | 75         | 45.5         |
| Moderate                | 90         | 54.5         |
| <b>Total</b>            | <b>165</b> | <b>100.0</b> |

Mean = 3.76

*Variations on Awareness of LTS*

There were slightly more female, older respondents who graduated from public high schools located in the city, belonging to the different colleges, with different living arrangements while in school, either an officer or member of the different categories of organizations, regardless of year LTS attended, with or without involvement in high school organizations have a high level of awareness of LTS. However, when these personal characteristics of the respondents were related to their awareness of LTS, the analysis of variance is not significant, hence, it could be said that these personal characteristics of the respondents are not related to their awareness of LTS.

Table 5.  
Distribution of the Awareness of Respondents of the University's LTS according to their profile

| Respondents' Profile                            | Awareness of LTS |       |          |       |       |       | Mean              |
|---|------------------|-------|----------|-------|-------|-------|-------------------|
|   | High             |       | Moderate |       | Total |       |                   |
|   | f                | %     | f        | %     | f     | %     |                   |
| <b>Sex</b>                                      |                  |       |          |       |       |       |                   |
| Male  | 35               | 46.7  | 41       | 45.6  | 76    | 46.1  | 3.74 - High       |
| Female  | 40               | 53.3  | 49       | 54.4  | 89    | 53.9  | 3.79 - High       |
| <b>Total</b>                                    | 75               | 100.0 | 90       | 100.0 | 165   | 100.0 | 3.76 - High       |
| t- test = -0.261 Sig. (2-tailed) = 0.794        |                  |       |          |       |       |       |                   |
| p > .05 not significant at .05 alpha            |                  |       |          |       |       |       |                   |
| <b>Age</b>                                      |                  |       |          |       |       |       |                   |
| 20 years old and below                          | 37               | 49.3  | 33       | 36.7  | 70    | 42.4  | 3.64 - High       |
| 21 years old and above                          | 38               | 50.7  | 57       | 63.3  | 95    | 57.6  | 3.85 - High       |
| <b>Total</b>                                    | 75               | 100.0 | 90       | 100.0 | 165   | 100.0 | 3.76 - High<br>-- |
| t-test = -1.097 Sig. (2-tailed) = 0.274         |                  |       |          |       |       |       |                   |
| p > .05 not significant at .05 alpha            |                  |       |          |       |       |       |                   |
| <b>College</b>                                  |                  |       |          |       |       |       |                   |
| CARES/ CHM/ BS HFLM                             | 2                | 2.7   | 5        | 5.6   | 7     | 4.2   | 3.29 - Mod        |
| CAS   | 15               | 20.0  | 14       | 15.6  | 29    | 6.7   | 3.45- High        |
| CBA   | 19               | 25.3  | 23       | 25.6  | 42    | 25.5  | 3.50 -High        |
| CCS   | 5                | 6.7   | 5        | 5.6   | 10    | 6.1   | 4.20-High         |
| CoEd  | 14               | 18.7  | 12       | 13.3  | 26    | 15.8  | 4.04-High         |
| CoEn  | 14               | 18.7  | 26       | 28.9  | 40    | 24.2  | 4.03- High        |
| CNAHS   | 6                | 8.0   | 5        | 5.6   | 11    | 6.7   | 3.91-High         |
| <b>Total</b>                                    | 75               | 100.0 | 90       | 100.0 | 165   | 100.0 | 3.76 - High<br>-- |
| F- test = 0.691 Sig. = 0.657                    |                  |       |          |       |       |       |                   |
| <b>Type of High School Graduated From</b>       |                  |       |          |       |       |       |                   |
| Public  | 45               | 60.0  | 50       | 55.6  | 95    | 57.6  | 3.72 - High       |
| Private Sectarian                               | 16               | 21.3  | 26       | 28.9  | 42    | 25.5  | 3.81- High        |
| Private Non-Sectarian                           | 14               | 18.7  | 14       | 15.6  | 28    | 17.0  | 3.86 - High       |
| <b>Total</b>                                    | 75               | 100.0 | 90       | 100.0 | 165   | 100.0 | 3.76 - High<br>-- |
| F- test = .639 Sig. = .529                      |                  |       |          |       |       |       |                   |
| p > .05 not significant at .05 alpha            |                  |       |          |       |       |       |                   |
| <b>Location of High School Graduated From</b>   |                  |       |          |       |       |       |                   |
| City  | 34               | 45.3  | 45       | 50.0  | 79    | 47.9  | 3.80- High        |
| Town  | 28               | 37.3  | 41       | 45.6  | 69    | 41.8  | 3.64 - High       |
| Barangay  | 13               | 17.3  | 4        | 4.4   | 17    | 10.3  | 4.12 - High       |
| <b>Total</b>                                    | 75               | 100.0 | 90       | 100.0 | 165   | 100.0 | 3.76 - High<br>-- |
| F-test= 3.827 Sig. =0.024                       |                  |       |          |       |       |       |                   |
| p < .05 significant at .05 alpha                |                  |       |          |       |       |       |                   |
| <b>Living Arrangement while Studying at CPU</b> |                  |       |          |       |       |       |                   |
| Living with Parents                             | 35               | 46.7  | 45       | 50.0  | 80    | 48.5  | 3.74- High        |
| Living with Relatives                           | 6                | 8.0   | 10       | 11.0  | 16    | 9.7   | 3.69- High        |
| Dormitory                                       | 6                | 8.0   | 6        | 6.7   | 12    | 7.3   | 4.00-High         |

Table 5 continued

|  |    |                     |    |       |     |       |                   |
|--|----|---------------------|----|-------|-----|-------|-------------------|
| Boarding House                                 | 24 | 32.0                | 23 | 25.6  | 47  | 28.5  | 3.83- High        |
| Others/ Combination                            | 4  | 5.3                 | 6  | 6.7   | 10  | 6.1   | 3.50- High        |
| <b>Total</b>                                   | 75 | 100.0               | 90 | 100.0 | 165 | 100.0 | 3.76 - High<br>-- |
| <b>F-test= 0.322</b>                           |    | <b>Sig. = 0.863</b> |    |       |     |       |                   |
| <b>Position in the Organization</b>            |    |                     |    |       |     |       |                   |
| President/Vice President/<br>Grand Chancellor  | 32 | 42.7                | 40 | 44.4  | 72  | 43.6  | 3.89 - High       |
| Other Officership                              | 26 | 34.7                | 30 | 33.3  | 56  | 33.9  | 3.63 - High       |
| Members  | 17 | 22.7                | 20 | 22.2  | 37  | 22.4  | 3.73 - High       |
| <b>Total</b>                                   | 75 | 100.0               | 90 | 100.0 | 165 | 100.0 | 3.76 - High<br>-- |
| <b>F-test = 0.265</b>                          |    | <b>Sig. = 0.851</b> |    |       |     |       |                   |
| <b>p &gt; .05 not significant at .05 alpha</b> |    |                     |    |       |     |       |                   |
| <b>Category of the Organization</b>            |    |                     |    |       |     |       |                   |
| Academic                                       | 39 | 52.0                | 47 | 52.2  | 86  | 52.1  | 3.71 - High       |
| Special  | 15 | 20.0                | 14 | 15.6  | 29  | 17.6  | 3.76 - High       |
| Cultural & Arts/ Fraternity/<br>Sports         | 7  | 9.3                 | 11 | 12.2  | 18  | 10.9  | 3.94 - High       |
| Religious                                      | 14 | 18.7                | 18 | 20.0  | 32  | 19.4  | 3.81 - High       |
| <b>Total</b>                                   | 75 | 100.0               | 90 | 100.0 | 165 | 100.0 | 3.76 - High<br>-- |
| <b>F-test = 1.610</b>                          |    | <b>Sig. = 0.160</b> |    |       |     |       |                   |
| <b>Year Attended</b>                           |    |                     |    |       |     |       |                   |
| 2013   | 19 | 5.3                 | 25 | 27.8  | 44  | 26.7  | 3.77 - High       |
| 2014   | 26 | 34.7                | 40 | 44.4  | 66  | 40.0  | 3.58 - High       |
| 2015   | 30 | 40.0                | 25 | 27.8  | 55  | 33.3  | 3.98 - High       |
| <b>Total</b>                                   | 75 | 100.0               | 90 | 100.0 | 165 | 100.0 | 3.76 - High<br>-- |
| <b>F-test = 1.451</b>                          |    | <b>Sig. = 0.237</b> |    |       |     |       |                   |
| <b>p &gt; .05 not significant at .05 alpha</b> |    |                     |    |       |     |       |                   |
| <b>High School Involvement</b>                 |    |                     |    |       |     |       |                   |
| No Involvement                                 | 26 | 34.7                | 34 | 37.8  | 60  | 36.4  | 3.48-High         |
| Academic Involvement                           | 6  | 8.0                 | 7  | 7.8   | 13  | 7.9   | 4.08-High         |
| Non-Academic Involvement                       | 16 | 21.3                | 25 | 27.8  | 41  | 24.8  | 3.68- High        |
| Both   | 27 | 36.0                | 24 | 26.7  | 51  | 30.9  | 4.08-High         |
| <b>Total</b>                                   | 75 | 100.0               | 90 | 100.0 | 165 | 100.0 | 3.76 - High<br>-- |
| <b>F-test =0.641</b>                           |    | <b>Sig. = 0.590</b> |    |       |     |       |                   |
| <b>p &lt; .05 significant at .05 alpha</b>     |    |                     |    |       |     |       |                   |



*Attitude Towards LTS*

Almost all of the respondents have a very favorable attitude towards the LTS.

Table 6.  
*Over-all Attitude of Respondents Towards LTS. (N = 165)*

| <b>Attitude Towards LTS</b> | <b>f</b>   | <b>%</b>     |
|-----------------------------|------------|--------------|
| Unfavorable                 | 1          | 0.6          |
| Favorable                   | 45         | 27.3         |
| Highly Favorable            | 110        | 66.7         |
| Very Highly Favorable       | 9          | 5.5          |
| <b>Total</b>                | <b>165</b> | <b>100.0</b> |

Net Score of Attitude = 98.9

*Variations in Attitude towards LTS*

The tendency of respondents to have a very highly favorable, highly favorable or favorable attitude toward LTS program of the university is not influenced by their personal characteristics such as sex, age, college, type of high school graduated from, location of high school graduated from and living arrangement while studying at CPU, position, type of organization and year when attended LTS and previous involvement in organizations. This means that irrespective of their personal characteristics, their attitude towards LTS program of the University is favorable.

Table 7.

*Distribution of the Respondents Attitude Towards the University's LTS according to their profile*

| Respondents' Profile  | Attitude Towards LTS  |      |                  |      |           |      |             |     |       |       |           |                          |
|---|-----------------------|------|------------------|------|-----------|------|-------------|-----|-------|-------|-----------|--------------------------|
|   | Very Highly Favorable |      | Highly Favorable |      | Favorable |      | Unfavorable |     | Total |       | Net Score | Mean                     |
|   | f                     | %    | f                | %    | f         | %    | f           | %   | f     | %     |           |                          |
| <b>Sex</b>  |                       |      |                  |      |           |      |             |     |       |       |           |                          |
| Male  | 4                     | 5.3  | 52               | 68.4 | 19        | 25.0 | 1           | 1.3 | 76    | 100.0 | 97.4      | 42.05 - Highly Favorable |
| Female  | 5                     | 5.6  | 58               | 65.2 | 26        | 29.2 |             |     | 89    | 100.0 | 100.0     | 42.96 - Highly Favorable |
| <b>Total</b>  | 9                     | 5.5  | 110              | 66.7 | 45        | 27.3 | 1           | 0.6 | 165   | 100.0 | 98.9      | 42.54 - Highly Favorable |
| t-test = -1.268                      Sig. (2-tailed) = .207 |                       |      |                  |      |           |      |             |     |       |       |           |                          |
| p > .05 not significant at .05 alpha                        |                       |      |                  |      |           |      |             |     |       |       |           |                          |
| <b>Age</b>  |                       |      |                  |      |           |      |             |     |       |       |           |                          |
| 20 years old and below                                      | 3                     | 4.3  | 46               | 65.7 | 21        | 30.0 |             |     | 70    | 100.0 | 100.0     | 42.57 - Highly Favorable |
| 21 years old and above                                      | 6                     | 6.3  | 64               | 67.4 | 24        | 25.3 | 1           | 1.1 | 95    | 100.0 | 97.9      | 42.52 - Highly Favorable |
| <b>Total</b>  | 9                     | 5.5  | 110              | 66.7 | 45        | 27.3 | 1           | 0.6 | 165   | 100.0 | 98.9      | 42.54 - Highly Favorable |
| t-test = -0.939                      Sig. (2-tailed) = .077 |                       |      |                  |      |           |      |             |     |       |       |           |                          |
| p > .05 not significant at .05 alpha                        |                       |      |                  |      |           |      |             |     |       |       |           |                          |
| <b>College</b>  |                       |      |                  |      |           |      |             |     |       |       |           |                          |
| CARES/ CHM/ BSHFLM  | 1                     | 14.3 | 3                | 42.9 | 3         | 42.9 |             |     | 7     | 100.0 | 100.0     | 43.43 - Highly Favorable |
| CAS   | 2                     | 6.9  | 17               | 58.6 | 10        | 34.5 |             |     | 29    | 100.0 | 100.0     | 42.72 - Highly Favorable |
| CBA   | 3                     | 7.1  | 32               | 76.2 | 7         | 16.7 |             |     | 42    | 100.0 | 100.0     | 43.67 - Highly Favorable |
| CCS   |                       |      | 7                | 70.0 | 3         | 30.0 |             |     | 10    | 100.0 | 100.0     | 41.40 - Highly Favorable |
| CoEd  | 2                     | 7.7  | 18               | 69.2 | 6         | 23.1 |             |     | 26    | 100.0 | 100.0     | 43.04 - Highly Favorable |
| CoEn  | 1                     | 2.5  | 28               | 70.0 | 10        | 25.0 | 1           | 2.5 | 40    | 100.0 | 95.0      | 41.50 - Highly Favorable |

Table 7 Continued

|   |   |      |     |      |    |      |   |     |     |       |       |                          |
|---|---|------|-----|------|----|------|---|-----|-----|-------|-------|--------------------------|
| CNAHS   |   |      | 5   | 45.5 | 6  | 54.5 |   |     | 11  | 100.0 | 100.0 | 40.8 - Highly Favorable  |
| <b>Total</b>                                    | 9 | 5.5  | 110 | 66.7 | 45 | 27.3 | 1 | 0.6 | 165 | 100.0 | 98.9  | 42.54 - Highly Favorable |
| F-test =0.189 Sig. = 0.088                      |   |      |     |      |    |      |   |     |     |       |       |                          |
| <b>Type of High School Graduated From</b>       |   |      |     |      |    |      |   |     |     |       |       |                          |
| Public  | 6 | 6.3  | 59  | 62.1 | 29 | 30.5 | 1 | 1.1 | 95  | 100.0 | 97.8  | 42.27- Highly Favorable  |
| Private Sectarian                               | 1 | 2.4  | 32  | 76.2 | 9  | 21.4 |   |     |     | 42    | 100.0 | 42.81- Highly Favorable  |
| Private Non- Sectarian                          | 2 | 7.1  | 19  | 67.9 | 7  | 25.0 |   |     |     | 28    | 100.0 | 43.04 - Highly Favorable |
| <b>Total</b>                                    | 9 | 5.5  | 110 | 66.7 | 45 | 27.3 | 1 | 0.6 | 165 | 100.0 | 98.9  | 42.54 - Highly Favorable |
| F-test = 0.403 Sig. = 0.669                     |   |      |     |      |    |      |   |     |     |       |       |                          |
| <b>Location of High School Graduated From</b>   |   |      |     |      |    |      |   |     |     |       |       |                          |
| City  | 3 | 3.8  | 53  | 67.1 | 23 | 29.1 |   |     | 79  | 100.0 | 100.0 | 41.96 - Highly Favorable |
| Town  | 5 | 7.2  | 43  | 62.3 | 20 | 29.0 | 1 | 1.4 | 69  | 100.0 | 97.1  | 43.00- Highly Favorable  |
| Barangay  | 1 | 5.9  | 14  | 82.4 | 2  | 11.8 |   |     | 17  | 100.0 | 100.0 | 43.36- Highly Favorable  |
| <b>Total</b>                                    | 9 | 5.5  | 110 | 66.7 | 45 | 27.3 | 1 | 0.6 | 165 | 100.0 | 98.9  | 42.54 - Highly Favorable |
| F-test =0.930 Sig. =0.397                       |   |      |     |      |    |      |   |     |     |       |       |                          |
| <b>Living Arrangement while Studying at CPU</b> |   |      |     |      |    |      |   |     |     |       |       |                          |
| Living with Parents                             | 2 | 2.5  | 56  | 70.0 | 22 | 27.5 |   |     | 80  | 100.0 | 100.0 | 42.08- Highly Favorable  |
| Living with Relatives                           | 2 | 12.5 | 9   | 56.3 | 5  | 31.3 |   |     | 16  | 100.0 | 100.0 | 42.63- Highly Favorable  |
| Dormitory                                       |   |      | 10  | 83.3 | 2  | 16.7 |   |     | 12  | 100.0 | 100.0 | 43.25- Highly Favorable  |
| Boarding House                                  | 4 | 8.5  | 28  | 59.6 | 14 | 29.8 | 1 | 2.1 | 47  | 100.0 | 95.8  | 43.04- Highly Favorable  |
| Others/Combination                              | 1 | 10.0 | 7   | 70.0 | 2  | 20.0 |   |     | 3   | 100.0 | 100.0 | 42.90- Highly Favorable  |
| <b>Total</b>                                    | 9 | 5.5  | 110 | 66.7 | 45 | 27.3 | 1 | 0.6 | 165 | 100.0 | 98.9  | 42.54 - Highly Favorable |
| F-test = -0.050 Sig. =0.688                     |   |      |     |      |    |      |   |     |     |       |       |                          |

Table 7 Continued

| Position in the Organization |          |            |            |             |           |             |          |            |            |              |             |                                 |
|------------------------------|----------|------------|------------|-------------|-----------|-------------|----------|------------|------------|--------------|-------------|---------------------------------|
| Pres/VP/Grand hancellor      | 5        | 6.9        | 48         | 66.7        | 19        | 26.4        |          |            | 72         | 100.0        | 100.0       | 42.75- Highly Favorable         |
| Other Officership            | 3        | 5.4        | 36         | 64.3        | 16        | 28.6        | 1        | 1.8        | 56         | 100.0        | 96.5        | 42.30- Highly Favorable         |
| Members                      | 1        | 2.7        | 26         | 70.3        | 10        | 27.0        |          |            | 37         | 100.0        | 100.0       | 42.49- Highly Favorable         |
| <b>Total</b>                 | <b>9</b> | <b>5.5</b> | <b>110</b> | <b>66.7</b> | <b>45</b> | <b>27.3</b> | <b>1</b> | <b>0.6</b> | <b>165</b> | <b>100.0</b> | <b>98.9</b> | <b>42.54 - Highly Favorable</b> |
| F = 1.329 Sig.=0.219         |          |            |            |             |           |             |          |            |            |              |             |                                 |
| Category of the Organization |          |            |            |             |           |             |          |            |            |              |             |                                 |
| Academic                     | 2        | 2.3        | 62         | 72.1        | 22        | 25.6        |          |            | 86         | 100.0        | 100.0       | 42.55- Highly Favorable         |
| Special                      | 5        | 17.2       | 15         | 51.7        | 18        | 27.6        | 1        | 3.4        | 29         | 100.0        | 93.1        | 42.93- Highly Favorable         |
| Cultural & Arts/Frat/Sports  | 2        | 11.1       | 13         | 72.2        | 3         | 16.7        |          |            | 18         | 100.0        | 100.0       | 44.11- Highly Favorable         |
| Religious                    |          |            | 20         | 62.5        | 12        | 37.5        |          |            | 32         | 100.0        | 100.0       | 41.28- Highly Favorable         |
| <b>Total</b>                 | <b>9</b> | <b>5.5</b> | <b>110</b> | <b>66.7</b> | <b>45</b> | <b>27.3</b> | <b>1</b> | <b>0.6</b> | <b>165</b> | <b>100.0</b> | <b>98.9</b> | <b>42.54 - Highly Favorable</b> |
| F = -0.010 Sig. = 0.930      |          |            |            |             |           |             |          |            |            |              |             |                                 |
| Year Attended                |          |            |            |             |           |             |          |            |            |              |             |                                 |
| 2013                         | 2        | 4.5        | 28         | 63.6        | 13        | 29.5        | 1        | 2.3        | 44         | 100.0        | 95.3        | 42.18- Highly Favorable         |
| 2014                         | 5        | 7.6        | 40         | 60.6        | 21        | 31.8        |          |            | 66         | 100.0        | 100.0       | 42.42- Highly Favorable         |
| 2015                         | 2        | 3.6        | 42         | 76.4        | 11        | 20.0        |          |            | 55         | 100.0        | 100.0       | 42.96- Highly Favorable         |
| <b>Total</b>                 | <b>9</b> | <b>5.5</b> | <b>110</b> | <b>66.7</b> | <b>45</b> | <b>27.3</b> | <b>1</b> | <b>0.6</b> | <b>165</b> | <b>100.0</b> | <b>98.9</b> | <b>42.54 - Highly Favorable</b> |
| F = 0.732 Sig. = 0.463       |          |            |            |             |           |             |          |            |            |              |             |                                 |
| High School Involvement      |          |            |            |             |           |             |          |            |            |              |             |                                 |
| No Involvement               | 1        | 1.7        | 39         | 65.0        | 19        | 31.7        | 1        | 1.7        | 60         | 100.0        | 96.7        | 41.43-Highly Favorable          |
| Academic Involvement         | 1        | 7.7        | 8          | 61.5        | 4         | 30.8        |          |            | 13         | 100.0        | 100.0       | 42.08-Highly Favorable          |
| Non-Academic Involvement     | 3        | 7.3        | 28         | 68.3        | 10        | 24.4        |          |            | 41         | 100.0        | 100.0       | 43.27- Highly Favorable         |
| Both                         | 4        | 7.8        | 35         | 68.6        | 12        | 23.5        |          |            | 51         | 100.0        | 100.0       | 43.37-Highly Favorable          |
| <b>Total</b>                 | <b>9</b> | <b>5.5</b> | <b>110</b> | <b>66.7</b> | <b>45</b> | <b>27.3</b> | <b>1</b> | <b>0.6</b> | <b>165</b> | <b>100.0</b> | <b>98.9</b> | <b>42.54 - Highly Favorable</b> |
| F = 1.178 Sig.=0.320         |          |            |            |             |           |             |          |            |            |              |             |                                 |

*Perceived Influence of LTS in the Lives of Respondents*

Majority of the respondents perceived that the LTS had influenced their lives to a great and very great extent respectively.

Table 8. *Perceived Influence of LTS to Respondents (N = 165)*

| <b>Perceived Influence of LTS</b> | <b>f</b>   | <b>%</b>     |
|-----------------------------------|------------|--------------|
| No Change/Still                   | 19         | 11.5         |
| Some Extent                       | 34         | 20.6         |
| Great Extent                      | 75         | 45.5         |
| Very Great Extent                 | 37         | 22.4         |
| <b>Total</b>                      | <b>165</b> | <b>100.0</b> |

Mean = 2.24

Net Score of Perceived Influence = 77.0%

*Explanations for this Change*

These changes specifically are in the areas of their personal, academic, social, emotional, psychological, and spiritual life. In the personal area, around three-fourths of the respondents perceived that changes had been made in this area such as they came out of their comfort zone and became persistent to accomplish every task. In the academic area, more than one-third of the respondents felt that they were now able to balance their academic and leadership responsibilities and now able to manage their time wisely. In the social aspect, around one-half of them said that they were able to gain new friends, became more sociable, and had improved their social skills. In the emotional aspect, more than one half of them had been helped in how to deal with conflicts,

problems, emotions in the organizations and that they had developed their patience in coping with emotions and feelings. In the area of their psychological life, three-fifths of them became more open-minded, firm in their decisions, became more time conscious and role model to others. Finally, in the area of their spiritual life, a little less than three-fifths of them became more intimate with God as well as their faith was strengthened.

Table 9.  
Reasons/Explanations for Change (N = 165)

| Reasons/Explanations for Change |  | f          | %            |
|---------------------------------|--|------------|--------------|
| <b>Personal Life</b>            |  |            |              |
|                                 | Come out of my comfort zone, to be persistent and accomplish every task      | 75         | 45.5         |
|                                 | Reflect on my personal strengths and weaknesses                              | 34         | 20.6         |
|                                 | God-centered perspective in facing life's reality                            | 4          | 2.4          |
|                                 | Learn to trust/became more confident   | 10         | 6.1          |
|                                 | NA/No Change   | 42         | 25.5         |
|                                 | <b>Total</b>   | <b>165</b> | <b>100.0</b> |
|                                 | <b>Net Score of Change in Personal Life</b>                                  |            | <b>49.1</b>  |
| <b>Academic Life</b>            |  |            |              |
|                                 | Balance academic and leadership responsibilities/time management             | 59         | 35.8         |
|                                 | Gain more knowledge/more effective in classroom team projects                | 21         | 12.7         |
|                                 | Encouraged to study more/improved grades                                     | 22         | 13.3         |
|                                 | Join organizations/become more active  | 4          | 2.4          |
|                                 | Patience & perseverance/dedication/goal-oriented/more responsible            | 12         | 7.3          |
|                                 | NA/No Change   | 47         | 28.5         |
|                                 | <b>Total</b>   | <b>165</b> | <b>100.0</b> |
|                                 | <b>Net Score of Change in Academic Life</b>                                  |            | <b>43.0</b>  |
| <b>Social Life</b>              |  |            |              |
|                                 | Help in dealing w/ others – different types of people w/ different attitudes | 43         | 26.1         |
|                                 | Gained new friends/become more sociable/improve social skills                | 71         | 43.0         |
|                                 | Can communicate well with others already w/ confidence                       | 12         | 7.3          |
|                                 | NA/No Change   | 39         | 23.6         |
|                                 | <b>Total</b>   | <b>165</b> | <b>100.0</b> |
|                                 | <b>Net Score of Change in Social Life</b>                                    |            | <b>52.8</b>  |

Table 9 continued

| <b>Emotional Life</b>     |   |            |              |
|---------------------------|---|------------|--------------|
|                           | Help how to deal with conflicts, problems, emotions/ in the organizations<br>- develop patience – coping with emotions/feelings | 88         | 53.3         |
|                           | Shoulder to cry on  | 3          | 1.8          |
|                           | Have positive and confident/trust/compassionate   | 11         | 6.7          |
|                           | NA/No Change  | 63         | 38.2         |
|                           | <b>Total</b>  | <b>165</b> | <b>100.0</b> |
|                           | <b>Net Score of Change in Emotional Life</b>  |            | <b>23.6</b>  |
| <b>Psychological Life</b> |   |            |              |
|                           | Help me to be open-minded, firm in decision/to be more time-conscious/role model manage self                                    | 99         | 60.0         |
|                           | Power of words  | 2          | 1.2          |
|                           | Sensitive to people/balance time – trust  | 6          | 3.6          |
|                           | NA/No Change  | 58         | 35.2         |
|                           | <b>Total</b>  | <b>165</b> | <b>100.0</b> |
|                           | <b>Net Score of Change in Psychological Life</b>  |            | <b>29.6</b>  |
| <b>Spiritual Life</b>     |   |            |              |
|                           | To be humble, for we are equal in God’s eyes, to serve one another and to have the heart of a servant – leader                  | 19         | 11.5         |
|                           | More intimate w/ God/Strengthen faith   | 96         | 58.2         |
|                           | Transparency in leadership  | 2          | 1.2          |
|                           | NA/No Change  | 48         | 29.1         |
|                           | <b>Total</b>  | <b>165</b> | <b>100.0</b> |
|                           | <b>Net Score of Change in Spiritual Life</b>  |            | <b>41.8</b>  |

*Activities that Contributed to the Changes or Improvement in One’s Life*

Most of the students could not name the activity that had contributed much to the change in his/her life. However, for those who had verbalized these activities, these are challenge by choice/teamwork, and a combination of all these activities.

Table 10.

*Activities in the LTS which Contributed to the Positive Changes in the Respondents' Lives*

(N = 165)

| <b>Activities in the LTS that Contributed Positive Changes</b> | <b>f</b>   | <b>%</b>     |
|--|------------|--------------|
| None   | 95         | 57.6         |
| Trust Activities   | 9          | 5.5          |
| Challenge by Choice/Team Work /Spider Web                      | 21         | 12.7         |
| Visioning  | 5          | 3.0          |
| Panel Discussion/Talk  | 9          | 5.5          |
| Self-Awareness/Got To Know You                                 | 2          | 1.2          |
| Synergy/Human Pipeline/Moon Ball                               | 4          | 2.4          |
| Competition vs. Collaboration/Chaos                            | 7          | 4.5          |
| Graduation/Washing of Feet                                     | 2          | 1.2          |
| Combination  | 11         | 6.7          |
| <b>Total</b>   | <b>165</b> | <b>100.0</b> |



*Over-all Influence of the LTS in the lives of the Respondents*

Around two-fifths of the respondents felt that they became an improved leader in their organization and inside the classroom; a little over one-fourth of them felt that they became a disciplined/better person; they now serve without expecting a return or that they have now a heart to serve and trust God; and around one-tenth of them had an awesome and life changing experience that created a great impact in their lives.

Table 11.

*Over-all Influence of the Leadership Training Seminar to Lives of Respondents (N = 165)*

| <b>Influence of the LTS</b>  | <b>f</b>   | <b>%</b>     |
|--|------------|--------------|
| Become an improved leader in an organization & inside the classroom<br>clasclassroom | 65         | 39.4         |
| Disciplined/better person  | 42         | 25.5         |
| Serve without expecting a return, have the heart to serve, trust God                 | 20         | 12.1         |
| Awesome/Life changing/Great impact   | 17         | 10.3         |
| NA/No Change   | 21         | 12.7         |
| <b>Total</b>   | <b>165</b> | <b>100.0</b> |

Net Score of the Over-all Influence of LTS = 74.6%

*Relationship between the Awareness of Respondents of LTS and their Attitude towards the training*

Regardless of the level of awareness of LTS of the respondents, whether high or moderate, they have a favorable attitude towards these programs. This means that the level of awareness of LTS of the respondents does not have an influence on their attitude towards this activity.

Table 12.  
*The Relationship Between Respondents' Awareness of LTS and their Attitude towards the training (N = 165)*

| Awareness of LTS | Attitude Towards the Training |              |                  |              |           |              |             |              |            |              |
|------------------|-------------------------------|--------------|------------------|--------------|-----------|--------------|-------------|--------------|------------|--------------|
|                  | Very Highly Favorable         |              | Highly Favorable |              | Favorable |              | Unfavorable |              | Total      |              |
|                  | f                             | %            | f                | %            | f         | %            | f           | %            | f          | %            |
| High             | 5                             | 55.6         | 49               | 44.5         | 21        | 46.7         |             |              | 75         | 45.5         |
| Moderate         | 4                             | 44.4         | 61               | 55.5         | 24        | 53.3         | 1           | 100.0        | 90         | 54.5         |
| <b>Total</b>     | <b>9</b>                      | <b>100.0</b> | <b>110</b>       | <b>100.0</b> | <b>45</b> | <b>100.0</b> | <b>1</b>    | <b>100.0</b> | <b>165</b> | <b>100.0</b> |

**Chi-square = 1.267    df = 3                      p = 0.737                      Not Significant**

*Relationship between the Awareness of Respondents of LTS and the Perceived Influence on their Lives*

There is no great disparity between the perceived influence of LTS in the lives of those students with a high and moderate awareness of LTS offered by the university. However, when awareness of LTS of the respondents was correlated with its

perceived influence on their lives, the Chi-square value is not significant. This means that the awareness of LTS of the respondents is not related to the perceived influence of this activity in their lives; regardless whether the students have low, moderate or high level of awareness of this program offered by the university, the perceived influence of this activity in their lives is the same.

Table 13.

The Relationship Between Respondents' Awareness of LTS and the Perceived Influence of LTS in their Lives (N = 165)

| Awareness of LTS | Perceived Influence of the LTS |              |             |              |              |              |                   |              |            |              |
|------------------|--------------------------------|--------------|-------------|--------------|--------------|--------------|-------------------|--------------|------------|--------------|
|                  | No Change/ Still               |              | Some Extent |              | Great Extent |              | Very Great Extent |              | Total      |              |
|                  | f                              | %            | f           | %            | f            | %            | f                 | %            | f          | %            |
| High             | 8                              | 42.1         | 15          | 44.1         | 35           | 46.7         | 17                | 45.9         | 75         | 45.5         |
| Moderate         | 11                             | 57.9         | 19          | 55.9         | 40           | 53.3         | 20                | 54.1         | 90         | 54.5         |
| <b>Total</b>     | <b>19</b>                      | <b>100.0</b> | <b>34</b>   | <b>100.0</b> | <b>75</b>    | <b>100.0</b> | <b>37</b>         | <b>100.0</b> | <b>165</b> | <b>100.0</b> |

**Chi-square = 0.159    df = 3                    p = 0.984                    Not Significant**

*Relationship between the Attitude of Respondents towards LTS and the Perceived Influence on their Lives*

When the attitude of the respondents was correlated with the perceived impact of this activity on their lives, the Chi-square value is significant. This means that the attitude of the respondents is related to the perceived impact of this activity on their lives; those students with highly favorable or more positive attitude

towards this activity are more likely to have felt or perceived impact of this activity on their lives. Hence, awareness and highly favorable attitude towards this activity of a student can mean a positive impact of this program in his life.

Table 14.  
The Relationship Between Attitude of Respondents Towards LTS and the Perceived Influence of LTS in their Lives (N = 165)

| Attitude Towards LTS  | Perceived Influence of the LTS |              |             |              |              |              |                   |              |            |              |
|-----------------------|--------------------------------|--------------|-------------|--------------|--------------|--------------|-------------------|--------------|------------|--------------|
|                       | No Change/ Still               |              | Some Extent |              | Great Extent |              | Very Great Extent |              | Total      |              |
|                       | f                              | %            | f           | %            | f            | %            | f                 | %            | f          | %            |
| Very Highly Favorable |                                |              | 1           | 2.9          | 3            | 4.0          | 5                 | 13.5         | 9          | 5.5          |
| High Favorable        | 8                              | 52.1         | 20          | 58.8         | 53           | 70.7         | 29                | 78.4         | 110        | 66.7         |
| Favorable             | 11                             | 57.9         | 12          | 35.3         | 19           | 25.3         | 3                 | 8.1          | 45         | 27.3         |
| Unfavorable           |                                |              | 1           | 2.9          |              |              |                   |              | 1          | 0.6          |
| <b>Total</b>          | <b>19</b>                      | <b>100.0</b> | <b>34</b>   | <b>100.0</b> | <b>75</b>    | <b>100.0</b> | <b>37</b>         | <b>100.0</b> | <b>165</b> | <b>100.0</b> |

**Chi-square = 25.375                      df = 9                      p = 0.003**  
**Significant**

*Relationship between the Respondents’ Profile and the Perceived Influence of LTS on their Lives*

When the respondents’ profile was correlated with the perceived influence of LTS on their lives, it was found out that the sex of the respondents is the only one which is related to it. This means that the sex of the respondents is related to the perceived influence of LTS in their lives. Females are more likely to be influenced greatly by LTS than males. The greater tendency of

females to be greatly influenced by the LTS program of the university may be explained by the notion that women are more emotional than men.

However, all the other characteristics such as age, college, type of high school graduated from, location of high school graduated from and living arrangement while studying at CPU, position, type of organization and year when attended LTS and previous involvement in organizations of the respondents are not related to the perceived influence of LTS in their lives. This means that regardless of their age, whether they are younger or older, the college where they belong, the type of high school graduated from, the location of high school graduated from, the living arrangement while studying at CPU, the category of the organization the academic, special, cultural and arts, religious, sports or fraternity, the, the year of the LTS attended whether they attended the LTS in 2013, 2014 or 2015 previous involvement in organizations in high school whether they are involved or not in an organization during their high school years there is a perceived influence of LTS in their lives.

Table 15.  
Relationship Between the Personal Characteristics of Respondents (Sex, Age, College and Type and Place of High School Graduated From) and the Perceived Influence on Lives of Respondents (N = 165)

| Characteristics                                       | Perceived Influence on Respondents' Lives |             |             |             |              |             |                   |             |            |              |
|---|---|-------------|-------------|-------------|--------------|-------------|-------------------|-------------|------------|--------------|
|   | No Change/Still                           |             | Some Extent |             | Great Extent |             | Very Great Extent |             | Total      |              |
|   | f   | %           | f           | %           | f            | %           | f                 | %           | f          | %            |
| <b>Sex</b>  |   |             |             |             |              |             |                   |             |            |              |
| Male  | 12  | 15.8        | 22          | 28.9        | 28           | 36.8        | 14                | 18.4        | 76         | 100.0        |
| Female  | 7   | 7.9         | 12          | 13.5        | 47           | 52.8        | 23                | 25.8        | 89         | 100.0        |
| <b>Total</b>  | <b>19</b>                                 | <b>11.5</b> | <b>34</b>   | <b>20.6</b> | <b>75</b>    | <b>45.5</b> | <b>37</b>         | <b>22.4</b> | <b>165</b> | <b>100.0</b> |
| Chi Square =10.299 df =3 p = 0.016 Significant        |   |             |             |             |              |             |                   |             |            |              |
| <b>Age</b>  |   |             |             |             |              |             |                   |             |            |              |
| 20 y.o. & below                                       | 8   | 11.4        | 14          | 20.0        | 28           | 40.0        | 20                | 28.6        | 70         | 100.0        |
| 21 y.o. & above                                       | 11  | 11.6        | 20          | 21.1        | 47           | 49.5        | 17                | 17.9        | 95         | 100.0        |
| <b>Total</b>  | <b>19</b>                                 | <b>11.5</b> | <b>34</b>   | <b>20.6</b> | <b>75</b>    | <b>45.5</b> | <b>37</b>         | <b>22.4</b> | <b>165</b> | <b>100.0</b> |
| Chi Square =2.867 df =3 p = 0.413 Not Significant     |   |             |             |             |              |             |                   |             |            |              |
| <b>College</b>  |   |             |             |             |              |             |                   |             |            |              |
| CARES/CHM/BSHFLM                                      | 2   | 28.6        | 2           | 28.6        | 2            | 28.6        | 1                 | 14.3        | 7          | 100.0        |
| CAS   | 4   | 13.8        | 8           | 27.6        | 13           | 44.8        | 4                 | 13.8        | 29         | 100.0        |
| CBA   | 1   | 2.4         | 7           | 16.7        | 23           | 54.8        | 11                | 26.2        | 42         | 100.0        |
| CCS   | 2   | 20.0        | 2           | 20.0        | 6            | 60.0        |                   |             | 10         | 100.0        |
| CoEd  | 3   | 11.5        | 4           | 15.4        | 8            | 30.8        | 11                | 42.3        | 26         | 100.0        |
| CoEn  | 6   | 15.0        | 10          | 25.0        | 15           | 37.5        | 9                 | 22.5        | 40         | 100.0        |
| CNAHS   | 1   | 9.1         | 1           | 9.1         | 8            | 72.7        | 1                 | 9.1         | 11         | 100.0        |
| <b>Total</b>  | <b>19</b>                                 | <b>11.5</b> | <b>34</b>   | <b>20.6</b> | <b>75</b>    | <b>45.5</b> | <b>37</b>         | <b>22.4</b> | <b>165</b> | <b>100.0</b> |
| Chi Square = 23.124 df = 18 p = 0.186 Not Significant |   |             |             |             |              |             |                   |             |            |              |
| <b>Type of High School Graduated From</b>             |   |             |             |             |              |             |                   |             |            |              |
| Public  | 12  | 12.6        | 22          | 23.2        | 41           | 43.2        | 20                | 21.1        | 95         | 100.0        |
| Private Sectararian                                   | 5   | 11.9        | 6           | 14.3        | 19           | 45.2        | 12                | 28.6        | 42         | 100.0        |
| Private Non-Sectararian                               | 2   | 7.1         | 6           | 21.4        | 15           | 53.6        | 5                 | 17.9        | 28         | 100.0        |
| <b>Total</b>  | <b>19</b>                                 | <b>11.5</b> | <b>34</b>   | <b>20.6</b> | <b>75</b>    | <b>45.5</b> | <b>37</b>         | <b>22.4</b> | <b>165</b> | <b>100.0</b> |
| Chi Square =3.261 df =6 p = 0.775 Not Significant     |   |             |             |             |              |             |                   |             |            |              |
| <b>Location of High School Graduated From</b>         |   |             |             |             |              |             |                   |             |            |              |
| City  | 11  | 13.9        | 18          | 22.8        | 36           | 45.6        | 14                | 17.7        | 79         | 100.0        |
| Town  | 7   | 10.1        | 15          | 21.7        | 29           | 42.0        | 18                | 26.1        | 69         | 100.0        |
| Barangay  | 1   | 5.9         | 1           | 5.9         | 10           | 58.8        | 5                 | 29.4        | 17         | 100.0        |
| <b>Total</b>  | <b>19</b>                                 | <b>11.5</b> | <b>34</b>   | <b>20.6</b> | <b>75</b>    | <b>45.5</b> | <b>37</b>         | <b>22.4</b> | <b>165</b> | <b>100.0</b> |
| Chi Square =5.401 df =6 p = 0.493 Not Significant     |   |             |             |             |              |             |                   |             |            |              |

## DISCUSSION

On the whole, this descriptive-relational study which made use of one-shot survey design had determined the awareness of and attitudes towards leadership training seminar offered by the university and the perceived influence of this training in the lives of student-leaders. This study found out that most of the respondents are females, aged 21 years old and older, belonged to

the Colleges of Arts and Sciences; Education; and Nursing and Allied Health Sciences; graduates of public high schools and living with their parents or staying in boarding houses; are affiliated with academic organizations; are officers of the organizations where they are affiliated in; attended the 2014 and 2013 LTS; and were involved in both academic and non-academic organizations during their high school days. Most of the respondents had previous knowledge about it; are aware that the OSA/SDP/OSS/Scholarship Office is the office in charge of the activity; are aware that key officers of their organization should attend, and believed that this activity is meant to enhance their leadership skills as student-leaders. The respondents have either moderate or high awareness of the LTS and have a very favorable attitude towards it. Majority of the respondents perceived that the LTS had influenced their lives. These influences specifically are in the areas of their personal, academic, social, emotional, psychological, and spiritual life. As for the overall influence of the LTS, the respondents felt that they became improved leaders in their organization and inside the classroom; disciplined and better persons now serving without expecting a return and now have a heart to serve and trust God.

Regardless of the level of awareness of LTS of the respondents, they have a favorable attitude towards these programs. The awareness of respondents of LTS does not influence their perceived influence of this activity in their lives while their attitude towards it influenced the perceived influence of this activity on their lives. Respondents' sex has a bearing on the perceived influence of LTS in their lives. However, age, sex, type and location of high school graduated from, living arrangement while studying at CPU, position in the organization, year attended the LTS and previous involvement in organizations during high school of the respondents do not have influence on the perceived influence of LTS in their lives.

## CONCLUSIONS AND RECOMMENDATIONS

### *Conclusions*

Based on the findings of the study, the following conclusions are drawn:

- Most of the respondents are females, aged 21 years old and older, belong to the Colleges of Arts and Sciences; Education; and Nursing and Allied Health Sciences; graduates of public high schools located either in the cities or towns and living with their parents or staying in boarding houses; are affiliated with academic organizations; are officers of the organizations where they are affiliated in; attended the 2014 and 2013 LTS; and were involved in both academic and non-academic organizations during their high school days;

- Most of the respondents did not learn about the conduct of LTS from anyone or had previous knowledge about it; are aware that the OSA/SDP/OSS/Scholarship Office is the office in charge of the activity; are aware that key officers of their organization, such as president, vice president, treasurer, secretary, executive committee leaders and the like should attend; and believed that this activity is meant to enhance their leadership skills as student-leaders;

- The respondents have either moderate or high awareness of the LTS.

- Almost all of the respondents have very favorable attitude towards the LTS;

- Majority of the respondents perceived that the LTS had influenced their lives to a great and very great extent respectively. These changes specifically are in the areas of their personal, academic, social, emotional, psychological, and spiritual life. They came out of their comfort zone and became persistent to accomplish every task; were now able to balance their academic and leadership responsibilities and able to manage their time wisely; were able to gain new friends, become more sociable, and had improved their social skills; had been helped in how to deal



with conflicts, problems, emotions in the organizations; became more open-minded, firm in their decisions, more time conscious and role model to others; and, became more intimate with God as well as their faith was strengthened;

- Most of the students could not name the activity that had contributed much to the change in their lives, but for those who could these are teamwork and a combination of all the activities;

- As for the overall influence of the LTS, the respondents felt that they became improved leaders in their organization and inside the classroom; disciplined and better persons now serving without expecting a return and now have the heart to serve and trust God;

- Regardless of the level of awareness of LTS of the respondents, whether high or moderate, they have a favorable attitude towards these programs. This means that the level of awareness of LTS of the respondents does not influence their attitude towards this activity; that regardless of the level of their awareness of this activity, be it moderate, or high, their attitude towards this activity is favorable;

9. The awareness of respondents of LTS does not influence their perceived influence of this activity in their lives; regardless whether they have low, moderate or high level of awareness of this program offered by the university, the perceived influence of this activity in their lives is the same;

10. The attitude of the respondents influenced the perceived influence of this activity on their lives; those students with highly favorable or more positive attitude towards this activity are more likely to have a felt or perceived influence of this activity on their lives. Hence, awareness and highly favorable attitude towards this activity of a student can mean a positive influence of this program in his life; and,

11. The sex of the respondents has a bearing on the perceived influence of LTS in their lives. Females are more likely to be influenced greatly by LTS than males. The greater tendency of females to be greatly influenced by the LTS program of the university may be explained by the notion that women are more emotional than men. However, the age, sex, age, type and

location of high school graduated from, living arrangement while studying at CPU, position in the organization, year attended the LTS and previous involvement in organizations during high school of the respondents do not have influence on the perceived influence of LTS in their lives. Regardless of the sex, age, type, and location of high school graduated from, living arrangement while studying at CPU, position in the organization, year attended the LTS and previous involvement in organizations during high school of the respondents, there is a perceived influence of LTS in their lives.

### ***Recommendations***

Based on the findings and conclusions of the study, the following are hereby recommended:

- It is suggested that this program be continued and even be improved and strengthened. Moreover, the use of technology in promoting and in disseminating information regarding this activity needs also to be tapped;
- A more in-depth qualitative study may be done regarding the lived experiences of student-leaders; and,
- Other variables may be considered in the replication of this study.

**REFERENCES**

- Baron, R. A. & Byrne, .D. (1991). *Social psychology: Understanding human interaction*. 6<sup>th</sup> ed. MA, U.S.A.: Allyn and Bacon, A Division of Simon and Schuster, Inc.
- Brehm, S. S. and Kassin, S. M. (1996). *Social psychology*. (3<sup>rd</sup> ed.). Boston: Houghton Mifflin Co.
- Clark, D. (2004). Attitude and Performance. Retrieved from <http://www.nwlink.com/donclark/performance/attitude.html>
- Commission on Higher Education Memorandum Order No. 09 Series of 2013.
- Diesto, V. D. (2006). Knowledge, attitude and extent of involvement in gangs among high school students in a private and a public high school in Iloilo City. *Unpublished Master's Thesis*. Central Philippine University. Iloilo City.
- Fazio, R. H., Powell, M. C., & Herr, P. M. (1983). Toward a process model of the attitude–behavior relation: Accessing one's attitude upon mere observation of the attitude object. *Journal of Personality and Social Psychology*, 44(4), 723-735. Retrieved from <http://dx.doi.org/10.1037/0022-3514.44.4.723>
- Java, A. A. and Java, M.A. (2015). *CPU students' awareness of attitude towards and involvement in spiritual programs and the perceived impact on their lives*. The University Research Center, Central Philippine University, Iloilo City.
- Neill, J. (2004). Field Theory - Kurt Lewin. Retrieved from <http://www.wilderdom.com/theory/FieldTheory.html>
- The Research Advisors. (2006).

**ACKNOWLEDGMENT**

First and foremost, we would like to praise and thank God that we were able to finish this research work. To the people who, in one way or another, extended help to this work, we say thank you to:

Central Philippine University, University Research Center for giving us this opportunity to be able to conduct this study;

Dr. Reynaldo N. Dusaran, former Director of the University Research Center for his suggestions and encouragement all along the way;

Dr. Mary O' Penetrante, Acting Director of the University Research Center for her suggestions;

The panel of examiners for their comments and suggestions which greatly helped improves the quality of our written work;

Mrs. Ma. Jean R. Dagohey-Palomata, for her patience in doing the statistical and clerical work;

The FGD Participants who took time out from their busy schedules in order to be a part of it; and,

Ciara, Tala and Roy who helped us contact the respondents by all means especially through text, facebook and messenger.

Once again, thank you to all of you, and indeed, to God be the glory!