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Satisfaction of Students on their Respective Organization at Asian Institute of Maritime Studies

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Abstract

The study endeavored to elucidate the performance as well as the satisfaction of students toward their respective student organization in AIMS. Descriptive-comparative was used to determine the significant difference in the performance and satisfaction of the student organizations while documentary analysis was used to assess the performances of the same organizations. Employing stratified random sampling as sampling technique, and using Slovin's formula to derive the samples, respondents were 244 randomly selected students from course-based organizations at the College of Business (CB) and Maritime College (MC) in AIMS, Pasay City. A validated, self-made survey questionnaire was utilized as data gathering instrument. Data were outsourced at the Center for Student Services (CeSS). To analyze the data, percentage, weighted mean, and analysis of variance were employed as statistical tool for the study. Based on the findings, Nautica Society and Marine Engineering Society (MES) had the largest student organization populations while members who are moderately active also comprise the largest number in terms of population. Performance wise, the AIMS Cyber Mode Society (ACYMOS), Culinarians Hospitality and Entrepreneur Fellow Society (CHEFS), and Junior Executive Society (JES) were student organizations that have almost complied with the required number of activities to be held. In terms of satisfaction, the members of Nautica and MES were only satisfied (WM = 2.7 and 2.6 respectively) with their seminars, community services, other activities, officers elected, and advisers appointed except for MES' community service with fairly satisfied result mainly because there were no activities held by these student organizations for the previous academic year. PSCAS and NARCHIMES members were also satisfied because of the same reason above. A high satisfaction level was also given to the officers and advisers of other organizations namely CHEFS, JES and ACYMOS because of their active leadership on their respective organizations. Except for the community services rendered, there is no significant difference between the members of the different organization and their level of satisfaction in terms of seminars held, other activities held, officers elected, and advisers appointed. No significant difference was also noted in the performance of the organization and their activities.

Keywords: Satisfaction, Student Organization, Asian Institute of Maritime Studies

INTRODUCTION

It has been an innate characteristic for human to socialize and interact. As such, these became a precursor for many people to group along, talk with each other, and live with one unified advocacy. This has been practiced in many organizations from different sectors and fields. Some of which are industries, professionals, governmental and non-governmental organizations. And this doesn't exempt academic institutions where student organizations became one of the common grounds for students to socialize, interact, share, learn, and uphold their own ideals and advocacies.

The student organizations at Asian Institute of Maritime Studies have two types: the course-based organizations and the extra-curricular organizations. Course-based organizations, also known as mother organizations, are those which are established for the programs and activities being held by the course and is attended by its member students. While extra-curricular organizations provide additional learning environment and self-development for its members. Programs and activities like seminars, community service, sports fest, team buildings and the like, were conducted as part of the organizations' way of developing and strengthening their members.

The purpose of establishing these student organizations mainly is to provide opportunities for each student to engage in social, cultural, educational and recreational activities. To enhance students' skills and talents and to

develop their leadership and managerial attributes are some of the reasons why these organizations exist.

At Asian Institute of Maritime Studies (AIMS), seven (7) course-based student organizations were established. They are as follows: the Nautica Society (NAUTICA) for Marine Transportation students; the Marine Engineering Society (MES) for Marine Engineering students; the Naval Architecture and Marine Engineering Society (NARCHIMES) forNaval Architecture and Marine Engineering students; the Philippine Society of Customs Administration Students (PSCAS) for Customs Administration students; the Culinarian Hospitality and Entrepreneur Fellow Society (CHEFS) for Hotel and Restaurant Management students; the Junior Executive Society (JES) for Business Administration students; and, the AIMS Cyber Mode Society (ACYMOS) for Computer Science students.

Being a member of a course-based organization is already compulsory. This means that every student becomes an automatic member of his mother organization from the moment he is enrolled in a certain course. However, being a member of such organization doesn't stop there. The fact that these organizations were established, the membership of its students shall be of worth and not a waste of time and effort. This means that student organizations should do its part of being an extension for learning beyond what the students get from the four corners of their classroom. If these objectives were met, student members will probably laud and commend their respective student organizations signifying their satisfaction and contentment. With this premise, the researchers endeavored to study if the student members of AIMS course-based organizations are satisfied on their respective organizations. The results would eventually be useful in assessing the different activities thus identifying any point of intervention, if any.

Statement of the Problem. The study seeks to determine the level of satisfaction of students on their respective organization at AIMS.

Specifically, it sought to answer the following research questions:

1. What is the profile of the respondents in terms of:
   1.1 Organization;
   1.2. Number of years in organization; and
   1.3. Extent of participation?

2. What is the performance of the student organizations during the school year 2013-2014 in terms of:
   2.1. Seminars held;
   2.2. Community service rendered; and
   2.3. Other activities held?

3. What is the level of satisfaction of the member students on their respective organization in terms of:
   3.1. Seminars held;
   3.2. Community Service rendered;
   3.3. Other Activities held;
   3.4. Officers elected; and
   3.5. Appointed adviser?

4. Is there a significant difference in the performance of the organization as grouped according to organization?

5. Is there a significant difference in the satisfaction of the member students in their respective organization when grouped according to organization?

Hypotheses. At 0.05 level of significance, the following hypotheses will be tested if:

Ho_1. There is no significant difference in the performance of the organization as grouped according to organization.

Ho_2. There is no significant difference in the satisfaction of the member students in their respective organization when grouped according to organization.

Significance of the Study. The following groups of people are believed to benefit from this study:

1. *Students.* This study will benefit the students in a way that they could grasp the ideas about choosing an

organization. This study will also give the students, knowledge about their chosen career and profession. It also helps to improve their skills and socialize to other students.

2. *Advisers.* This study gives knowledge to the advisers about the projects, and/or activities that they could plan to optimize the participation of the member students. This may give further ideas on what advisers may do to make their respective organization better.

3. *Student and Alumni Services (SAS).* This study may benefit the SAS concerning the organization's tactic and solving organization's dilemma. This study may contribute in a way of dealing with different aspects in the field of student services.

4. *Future Researcher.* The proposed study will benefit and help the future researcher as their guide. As much the study can also be open for further improvement for all student organizations.

Theoretical Framework

Student organizations help in developing one's personality through social interaction. Socialization is very important to every student not just in avoidance of discrimination but to enhance the potential skills of each member. Vygotsky's Social Development Theory a theory of a Russian philosopher, Lev Vygotsky is a perfect example of how social interaction helps in the development process of an individual. He was born on November 16, 1896. He graduated with a degree in law at Moscow State University on 1917. In 1924, he also attended the Institute of Psychology in Moscow and began collaborating with Alexei Leontiev and Alexander Luna.

Hicks (2007) stated that: Social interaction theories are the legitimate bases to promote learning through socialization. One theory from Vygotsky states that "Every function in the

child's cultural development appears twice: First, on the social level and later on the individual level; second, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher function originated as actual relationship.

Figure 1
Vygotsky's Social Development Theory
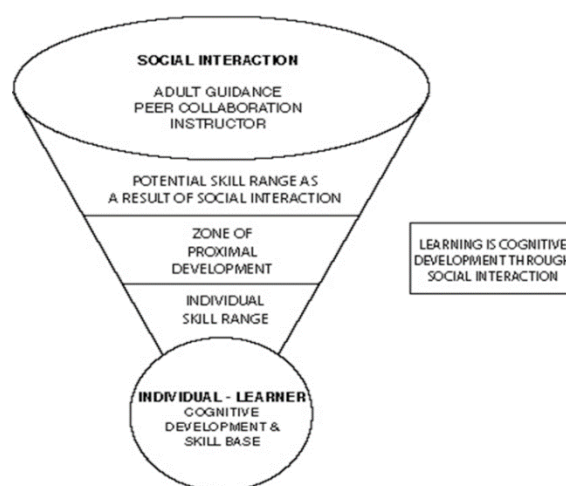
A second aspect of Vygotsky's Theory is the idea that the potential for cognitive development depends upon the "Zone of Proximal Development" (ZPD), a level of development attained when children engage in social behavior. Full development of ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone." Figure 1 illustrates the theory of Vygotsky according to the progression of learning.

Development through social interaction is a long-run process. Adults, peers and instructors serves as the factors of socialization. One purpose of social interaction is to enhance a person's communication skills. The guidance of the elders/adults and peers guides the students towards their development. Skill range of individuals develops as he/she converses, communicates or interacts to the society. From there, it would be able to determine the

developments done through the Zone Proximal Development (ZPD).

In application, the theory is very much applicable to this study as organizations were created to enhance the socialization of AIMS students. The seven course-based organizations are the best venues for students to learn from. The learning actually posits on activities or programs held, community services rendered, the officers elected and the advisers appointed. These elements of the AIMS organizations served as a learning aspect for students. As such, the zone proximal development of the student members is actually applied in many stages of the organizational activities. As a result, the learning of the AIMS students within their own respective organization posits on knowledge imparted and personality gained. Such learning is encompassed on the social interaction phase to the individual-learner phase.

Conceptual Framework
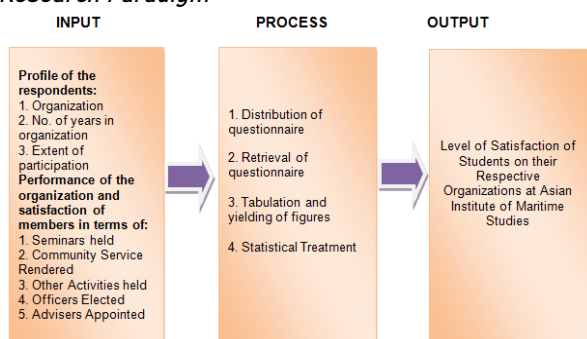
Figure 2
Research Paradigm

Figure 2 shows the flow in conducting the study. The first box presents the profile of the respondents as to the members' organization, number of years in the organization, position in organization, and the extent of participation; the level of performance of the student organizations and the level of satisfaction of the member students in terms of seminars held, community services rendered, other activities held, officers elected and appointed adviser. These serve as the independent variables of the study for they are the basis in assessing the performance of every student organization. The

second box is where the independent variables of the study will undergo serving as the process stage of the research. Activities in this stage include the distribution and retrieval of questionnaire, tabulation and yielding of figures, and application of the required statistical treatment. From there, the researcher will come up as to how satisfied the member students on their respective organization. This, being the output, will now serve as the dependent variable of the study as satisfaction will be dependent on the assessment of the student members to their respective organization.

Scope and Limitations of the Study. Firstly, the study is only limited to the satisfaction of students on their respective organization at the Asian Institute of Maritime Studies for the school year, 2013-2014. The respondents of the study are composed of randomly selected 2nd year, 3rd year and 4th year students from course-based organizations at the College of Business (CB) and randomly selected 2nd year and 3rd year students from course-based organizations at the Maritime College (MC). The duration of the study was from November2014 to March 2015. The research instrument used was a self-made questionnaire in assessing the satisfaction of the students on their respective organization.

LITERATURES

Human organization is an integral activity for the development of each individual. Organizations are very frequent in business, and in academic setting. In business organizations, different career fields are very much present in various industries. The nurses, for example, have their own Philippine Nurses Association (PNA) to provide strategic directions and programs that enhance the competencies of nurses to be globally competitive. The United Architects of the Philippines (UAP) promotes aesthetic, scientific and business practice of architecture. And the People Management Association of the Philippines (PMAP) promotes the highest standards of people management and accountability in the workplace.

In the academe, student organizations were also encouraged. This is based on the mandate of the Higher Education Commission of the country. Specifically, according to Article VIII of the Commission on Higher Education (CHED) Memo Order No. 9 entitled "Student Development," it states that: "These are programs and activities designed for the enhancement and deepening of leadership skills and social responsibility, which include student organizations and activities, professional organization or societies, special interests, leadership training programs, student council/government, student discipline, and student publication/media."

Student organizations shall also comply with the recognitions or accreditations so as its existence will be known to a national level. Under Section 19.1, Article VIII of CHED Memo No. 9, it also states that: "The Higher Education Institution (HEI) shall have a system of accreditation, re-accreditation, monitoring and evaluation using participatory institutional procedures and process in recognition of basic rights to organize. Requirements and procedures for recognition/accreditation of student groups shall be widely disseminated."

Hence, student organizations shall be highly recognized by the academic institution involved and should be properly accredited by its parent organization on a national level. Section 19.2, Article VIII of CHED Memo No. 9, also states that the HEI shall provide accredited student organizations adequate office and other institutional support. Thus, the academic institution shall provide these organizations not only sufficient funds but also other needed supports for the projects and programs held by each organization.

However, the development of each member was not only based on the activities and services conducted but to the knowledge that they acquire in every activity of their respective organization within the institution.

The University of the Philippines' Office of the Student Affairs (UP-OSA, n.d.) has this objective for their student organizations: "Student organizations play a strategic role in molding the intellectual and civic consciousness of students. They serve as fertile grounds that build and nurture the character and dynamisms of young people to search for the truth and contribute to the betterment of society. In effect, student organizations are the bridges that link the intellectual discourse in the classroom to the social realities and the demand of a human community for equity and justice."

Student organizations are very important not only because of developing its members' personality but also it serves as fertile grounds of every student to wake them up to the realities of life outside their classrooms. Martires and Fule (2000) added that a student organization is a group of individuals sharing the same ideas, interests, and passion. Common interests and goals bind the members of a group that moves towards its achievement through frequent interface among them. In creating an organization, they have to consider the M-V-G or the Mission-Vision-Goal statement and that goals are the main justification for the group's existence.

The role of organization to student's life is to help in the members' personality development especially in the aspects of their socialization, managerial and leadership skills. Leadership as defined by Aquino, Dellova, Tiongco, and Rodolfa (2011) is "a natural process in every instance in which a group of persons work together to achieve something, which otherwise none of them could achieve alone." Meaning, leadership could be learned and practiced if a student belongs to a group or an organization. While others were born to be a good leader, it can also be discovered and honed while in the primary or secondary level of education. "Developing leadership skills is a long process although some people are born with such traits that lead to develop leadership faster "added Aquino, et al. (2011).

Socialization also becomes a part of students' organizational life. As students join an organization, he/she will encounter different

kinds of students with different races which they came from, cultures, and beliefs that they have. In connection with this, people always believe in the saying "No man is an island". "We are all social beings and our lives are intertwined. We are affected by others. It is natural that we influence others too", explained Dizon et al. (2003). Thus, this only means that the need to communicate or socialize to people around is important.

Community service is also one of the activities undertaken by student organizations. In the study of Afzal and Hussein (2020), results revealed that Community Service-Learning Program has a positive impact on the social skills of O-level students. Besides, students had also a positive learning experience. The findings of the study indicated that the awareness to encourage community service in schools is grounded on the acceptance that it does not only give students extra credit points, but serving others or one's own community also makes them better citizens.

Student organizations are very important to every student. It helps to broaden students' knowledge, develop their personality through their social, physical, psychological and moral attributes. Maurer (2007) added that "Student involvement in extracurricular activities has long been encouraged because it is assumed that not only involved students, but also the institution itself, gain many benefits from these activities. Not only does involvement in extracurricular activities and organizations help broaden a student's experiences, but recent studies have shown that increased student involvement can increase a student's satisfaction with their collegiate experience, and as a result, increase a school's retention rate."

Satisfaction is very important when joining student organizations because it measures how capable and productive are these organizations in many aspects. Maurer (2007) explained that some organizations assure the students on the recruitment day of enjoyment on a particular organization but as days go by, these assurances were not achieved because they

lack activities and programs. Merely, the satisfaction of the students depends upon the activities and programs being held and conducted as well as the knowledge being imparted to the students. Maurer (2007) also explained that: "Satisfaction with an organization is greater to the extent that the organization offers high rewards and low costs. Further, commitment to the organization is said to increase with increases in rewards, decreases in costs, and increases in investment size." Maurer (2007) also pointed out that amount of retention with faculty, the quality of educational and residential facilities and amount of campus diversity are the different factors to consider when examining what increases student's satisfaction. Hence, these are not the only reasons that could affect the students' satisfaction.

Abrahamowicz (1988) predicted that members of student organizations would be more involved, show greater satisfaction, and have more positive perceptions of their college experience and the effect that they have on the college experience (as cited in Maurer, 2007). It simply means that the activeness of a student on a particular organization will determine his/her satisfaction because it may vary depending on their expectations. In fact, most of the students have a great expectation on how their respective organization helps in the improvement of its student members, not only physically, mentally, and spiritually, but also on their skills in socialization and networking.

As cited in Kroncke (2006), participation in organizational decision making has been proven to impact both satisfaction and productivity in a positive way with a greater affection satisfaction than productivity (Miller et al. 1986). She also restated "one key component of satisfaction is the individuals' perception of what they will receive from their experience with the organization (Staples, 1998)." Simply means that member students' satisfaction is actually based on the experiences they had in their respective organizations. Winer (1999; as cited in Kroncke, 2006) argued that "Balancing the satisfaction of students with the opinions of these external parties is a challenge for

administrators and professors, but this equilibrium must be found."

METHODOLOGY

Research Design. Descriptive-correlation was used to determine the level of satisfaction of the students on their respective organization; to determine the significant difference in the performance of the organization; and to determine the significant difference in the satisfaction of member students in their respective organization.

Respondents of the Study. The research was conducted at Asian Institute of Maritime Studies in Pasay City wherein the respondents were composed of randomly selected 2nd year, 3rd year and 4th year students from course-based organizations at the College of Business (CB) and randomly selected 2nd year and 3rd year students from course-based organizations at the Maritime College (MC). The stratified random sampling was used as a technique in determining the samples of the study. This was done by getting the total number of student members in each organization. The Sloven's formula was used to derive the samples. For the total population distribution, sample size and percentage distribution of the respondents, please refer to Table 1.

Table 1
Total Population, Sample Size, and Percentage Distribution of Respondents

Organization	Total Population*	Sample Size	Percentage (%)
1. Nautica Society	1618	144	59.26%
2. Marine Engineering Society(MES)	646	58	23.87%
3. Naval Architecture and Marine Engineering Society (NARCHIMES)	20	2	0.82%
4. Philippine Society of Customs Administration Students(PSCAS)	261	23	9.47%
5. Culinarians Hospitality and Entrepreneur Fellow Society (CHEFS)	112	10	4.12%
6. Junior Executive Society(JES)	41	4	1.65%
7. AIMS Cyber Mode Society(ACYMOS)	29	3	1.23%
Total:	2727	244	100%

The total population of AIMS student organization members from 2nd year to 4th year, both from College of Business and Maritime College, is 2727 and the total sample size across all organizations is 244 with the following breakdown: Nautica Society has a total sample size of 144 out of 1618 population;

the MES has 58 out of the 646 total population; the PSCAS has a total of 261 and the representative sample is 23; the CHEFS with 112 of which 10 of them is the sample. The JES with 4, NARCHIMES with 2 and ACYMOS with 3represents already as the sample for each organization.

Research Instrument. Self-made descriptive type of survey questionnaire was utilized as the data gathering instrument for this study. The questionnaire was divided into two parts, and the contents are as follows:
Part 1. This part determined the profile of the respondents in terms of their organization, years in organization, and their extent of participation.

Part 2. This part determined the level of satisfaction of the student members on the performance of their respective organization in terms of seminars held, community services rendered, other activities held, officers elected, and appointed adviser.

Sources of Data. To determine the performance of each course-based organization in terms of seminars held, community service rendered, other activities held, officers elected, and appointed adviser, the researchers outsourced the data at the Center for Student Services (CeSS) as this office serves as the repository of documentation of organization-based activities. As a sign of respect and gratitude to the CeSS office, the researchers extended its thanks to the Director and its staffs for helping the researchers complete the data gathering part of this study.

Data Gathering Procedure. After the questionnaire was validated by experts, the researchers sent a request letter to the Director of CeSS to ask permission to conduct a survey with randomly selected members of each course-based organizations. Gathering of data was done on the 1st semester of school year 2014-2015. After the survey, the researchers collected all the questionnaires and tabulated the responses. As a sign of respect and gratitude to the respondents, the researchers gave thanks to the respondents for

spending their time and helping the researchers complete the data gathering of this study. Statistical Treatment. Analysis of data was done using the appropriate statistical tools. Firstly, Percentage was used to determine the profile of the respondents in terms of member's organization, number of years in organization, and the extent of participation in the organization. On the other hand, Weighted Mean was utilized to determine the level of satisfaction of the member students to their respective organizations. To answer the inferences, Analysis of Variance was used to determine if significant difference in the performance of the organization as grouped according to organization exists, and, if significant difference in the satisfaction of the member students in their respective organization when grouped according to organization exists. While Pearson r was used to test if significant relationship on the variables reflected in problems 4 and 5 of this study exist.

RESULTS AND DISCUSSION

Table 2
Frequency and Percentage Distribution of the Respondents in terms of Number of Years in Organization (N=244)

Number of Years	Nautica		MES		PSCAS		CHEFS		JES		ACYMOS		NARCHIMES	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
One Year	73	51	33	57	12	52	3	30	1	25	1	33	1	50
Two Years	71	49	25	43	5	22	2	20	1	25	1	33	-	-
Three Years	-	-	-	-	6	26	5	50	2	50	1	33	1	50
Total	144	100	58	100	23	100	10	100	4	100	3	100.0	2	100

Out of the 144 Nautica respondents (Table 2), 73 (51%) were members for a year and 71 (49%) were for two years. There were no 3-year term members. For MES, out of 58 respondents, 33 (57%) were members for one year and 25 (43%) for two years. For PSCAS, out of 23 respondents, 12 (52%) were members for one year, 5 (22%) for two years and 6 (26%) for three years. For CHEFs, out of 10 respondents, 3 (30%) were one-year members, 2 (20%) were members for two years, and 5(50%) were members for three years. For JES, out of 4 respondents, half (2) of them were members for three years and the

other half were divided among one-year and two-year members. For ACYMOS, the 3 respondents were divided equally among the one-year, two-year and three-year members. And for NARCHIMES, the two respondents were one and three-year member respectively.

Table 3
Performance of the Student Organizations during the SY 2013-2014 (N=244)

Activities Conducted	Nautica		MES		PSCAS		CHEFS		JES		ACYMOS		NARCHIMES	
	R	VI	R	VI	R	VI	R	VI	R	VI	R	VI	R	VI
Seminars held	70	NP	70	NP	70	NP	94	G	94	G	88	F	70	NP
Community Services rendered	70	NP	70	NP	70	NP	70	NP	76	NI	76	NI	70	NP
Others	70	NP	70	NP	82	P	100	E	76	NI	100	E	88	F

*R = rating, VI = Verbal Interpretation.; 0 = 70 = Non Performance (NP); 1 = 76 = Needs Improvement (NI);
2 = 82 = Poor (P; 3 =88 = Fair (F); 4 = 94 = Good (G); 5= Excellent (E)

Table 3 shows the performance of student organizations during the S.Y. 2013-2014. Nautica Society and MES earned a low rating of 70 for activities indicating non-performance; PSCAS with both Seminars held and Community Service rendered at 70 (Non- Performance) and Other Activities conducted at 82 (Poor Performance); CHEFs with Seminars held at 94 rating (Good Performance), Community Service at 70 (Non- Performance) and Other Activities conducted at 100 (Excellent); JES with Seminars held at 94 (good) and both Community Service rendered and Other Activities conducted at 76 (Needs Improvement); ACYMOS with Seminars held at 88 (fair), Community service rendered at 76 (Needs improvement) and Other Activities conducted at 100 (excellent); and NARCHIMES with both Seminars held and Community Service conducted at 70 (Non-Performance) and Other Activities at 88 which indicates a Poor Performance.

Level of satisfaction of the Members on their Respective Organization in terms of Seminars Held is shown in Table 4. On Nautica, the members were Satisfied at 2.7 mean. For MES, the members were also Satisfied at 2.6 mean. PSCAS members were also Satisfied at 2.6 in terms of seminars. For CHEFs, the members were also Mostly Satisfied at 4.1. For JES, the members were Mostly Satisfied at 4.2. ACYMOS members were Very Satisfied at 4.5. For NARCHIMES, the members were satisfied at 2.6.

Table 4
Level of Satisfaction of the Members on their respective organization in terms of Seminars Held (N–244)

Seminars held	Nautica N = 144		MES N=58		PSCAS N = 23		CHEFS N = 10		JES N = 4		ACYMOS N = 3		NARCHIMES N = 2	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
1. Type of seminar held	2.7	S	3.0	S	2.5	S	3.6	MS	4.2	MS	4.0	MS	3.0	VS
2. Invited speakers	3.0	S	2.5	S	3.0	FS	4.2	MS	4.0	MS	4.7	VS	2.5	MS
3.Program sequence	1.5	FS	2.0	FS	3.0	FS	4.1	MS	4.5	VS	4.7	VS	2.5	MS
4.Time/Duration of the seminar	3.5	MS	2.5	S	2.5		4.4	MS	4.5	VS	4.3	MS	2.5	S
5. Seminar venue	3.0	S	2.5	S	2.0	FS	4.0	MS	3.5	MS	4.3	MS	2.0	S
6. Seminar hand-outs/kits	3.5	MS	3.0	S	2.0	FS	4.3	MS	4.2	MS	4.7	VS	2.5	MS
7.. Participation of members	2.0	FS	3.0	S	3.0	S	4.1	MS	4.2	MS	4.7	MS	3.0	MS
Over – all Mean	2.7	S	2.6	S	2.6	S	4.1	MS	4.2	MS	4.5	VS	2.6	S

Table 5
Level of satisfaction of the member students on their respective organization in terms of Community Service rendered

Community Service Rendered	Nautica N = 144		MES N=58		PSCAS N = 23		CHEFS N = 10		JES N = 4		ACYMOS N = 3		NARCHIMES N = 2	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
1.Type of community services rendered	3.0	S	2.0	FS	3.5	MS	4.3	MS	4.5	VS	4.7	VS	3.0	S
2. Type of communities selected	2.5	S	2.0	FS	2.7	S	3.6	MS	4.0	MS	4.7	VS	3.0	S
3.Participation of organization members	3.0	S	2.0	FS	3.0	S	3.6	MS	3.8	MS	4.7	VS	3.0	S
4.Funding/Sponsor of the com. service	3.0	S	3.0	S	3.5	MS	4.0	MS	4.0	MS	4.7	VS	2.0	FS
5.Acquired knowledge	2.0	FS	2.5	S	3.9	MS	3.9	MS	3.5	MS	4.7	VS	3.0	S
Over – all Mean	2.7	S	2.3	FS	3.3	S	3.9	MS	4.0	MS	4.7	VS	2.8	S

In Table 5, the members of Nautica Society were Satisfied with a 2.7 mean. For MES, the members were Fairly Satisfied with 2.3 mean. PSCAS members were Satisfied at 3.3 mean. CHEFs members were also Moderately Satisfied with both 3.9 average mean. JES members were also Mostly Satisfied with an over–all mean of 4.0. ACYMOS members were Very Satisfied in the seminars with 4.7 mean. And NARCHIMES members were also Satisfied with 2.8 mean.

Table 6
Level of satisfaction of the member students on their respective organization in terms of Other Activities held

Other Activities Held	Nautica N = 144		MES N=58		PSCAS N = 23		CHEFS N = 10		JES N = 4		ACYMOS N = 3		NARCHIMES N = 2	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
1.Type of Activity	2.5	S	2.7	S	3.7	MS	4.0	MS	4.5	VS	4.7	VS	4.0	MS
2. Activity venue	2.3	FS	2.0	S	4.3	VS	4.2	MS	4.0	MS	4.7	VS	4.0	MS
3. Time/Duration of the activity	2.5	S	3.0	S	3.8	MS	3.9	MS	4.5	VS	4.7	VS	4.0	MS
4. Participation of organization members	3.0	S	2.7	S	3.9	MS	4.2	MS	4.0	MS	4.7	VS	3.5	MS
Over- All Mean	2.6	S	2.6	S	3.9	MS	4.1	MS	4.2	MS	4.7	VS	3.9	MS

In Table 6, Nautica members were Satisfied on Other Related activities with 2.6 over–all mean. For MES, the members were also Satisfied with 2.6 mean. For PSCAS, the members were Mostly Satisfied with 3.9 mean. For CHEFs, the members were also Mostly Satisfied with 4.1 mean. For JES, members were also Mostly Satisfied with 4.2 mean. For ACYMOS, members were Very Satisfied with 4.7 mean. And for NARCHIMES, members were also Mostly Satisfied with 3.9 mean.

Table 7
Level of satisfaction of the member students on their respective organization in terms of Officers elected

Officers Elected	Nautica N = 144		MES N=58		PSCAS N = 23		CHEFS N = 10		JES N = 4		ACYMOS N = 3		NARCHIMES N = 2	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
1. Compliance of responsibility	3.0	S	3.3	S	2.5	MS	3.8	MS	4.8	VS	4.7	VS	3.5	VS
2. Leadership	3.6	MS	3.1	S	3.3	MS	4.5	VS	4.8	VS	4.7	VS	3.5	VS
3.Decision-making	2.0	FS	3.2	S	3.1	MS	4.7	VS	4.8	VS	4.7	VS	3.5	VS
4. Organizational skill	2.0	FS	3.3	S	3.2	MS	4.6	VS	4.8	VS	4.7	VS	3.5	VS
5. Member relation	2.5	S	2.1	FS	3.1	MS	4	MS	4.8	VS	4.3	MS	2.0	MS
6. Delegation of work	2.3	FS	2.2	FS	3.1	MS	3.9	MS	4.2	MS	5.0	VS	2.4	MS
7. Entrusted trust	3.3	S	2.2	FS	3.0	MS	3.9	MS	4.5	VS	4.3	MS	2.5	MS
Over-all Mean	2.7	S	2.8	S	3.0	S	4.2	MS	4.6	VS	4.6	VS	3.0	S

Table 7 shows the Level of satisfaction of member students on their respective organization in terms of Officers elected. Nautica members were Satisfied toward their officers with a 2.7 mean. MES members were also Satisfied with 2.8 mean. PSCAS members were also Satisfied with 3.0 mean. CHEFs

members were also Mostly Satisfied with 4.2 mean. JES and ACYMOS members were very Satisfied with both 4.6 over-all mean. And NARCHIMES members were Satisfied with 3.0 mean.

Table 8
Level of satisfaction of the member students on their respective organization in terms of Appointed Adviser

Appointed Adviser	Nautica N = 144		MES N=58		PSCAS N = 23		CHEFS N = 10		JES N = 4		ACYMOS N = 3		NARCHIMES N = 2	
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI
1. Compliance of responsibility	3.2	MS	3.3	MS	4.7	VS	5.0	VS	4.8	VS	4.7	VS	4..0	MS
2. Leadership	3.3	MS	3.2	MS	4.3	MS	4.4	MS	4.8	VS	4.7	VS	3.5	MS
3 Decision-Making	3.1	MS	3.2	MS	4.6	VS	4.7	VS	4.0	VS	4.7	VS	4.0	MS
4. Organizational skill	3.3	MS	3.3	MS	3.7	MS	4.0	MS	4.8	VS	4.7	VS	4.0	MS
5. Member relation	3.1	MS	3.1	MS	40	MS	4.2	MS	4.2	MS	4.7	VS	3.5	MS
6. Delegation of work	3.2	MS	3.2	MS	3.6	MS	4.1	MS	4.5	VS	5.0	VS	4.0	MS
Over- all Mean	**3.2**	**S**	**3.2**	**S**	**4.1**	**MS**	**4.4**	**MS**	**4.5**	**VS**	**4.7**	**VS**	**3.8**	**MS**

Table 8 shows the level of satisfaction of the member students on their respective organization in terms of Appointed Adviser. Nautica and MES members were Satisfied with their Adviser as supported by a 3.2 mean. PSCAS, CHEFs and NARCHIMES members were Mostly Satisfied with respective 4.1, 4.4 and 3.8 means. Very Satisfied on their appointed advisers were JES and ACYMOs members with 4.5 and 4.7 means, respectively.

Table 9
ANOVA Between Respective Organization and Level of Satisfaction of the Members in terms Community Service Rendered

	Sum of Squares	df	Mean Square	Fvalue	p-value	Decision
Between Groups	5.370	6	.895	2.587	.019	P < .05, Reject Ho Significant
Within Groups	81.978	237	.346			
Total	87.348	243				

As shown in Table 9, the computed F-value is 2.587, with df = (6,237) and p-value of 0.019 > 0.05. Since the computed p-value is higher than α = 0.05, null hypothesis is hereby rejected. This means that there is significant difference between the members of the different organization and their level of satisfaction in terms of community service rendered.

Perhaps, there is an indication that some respondents prefer to extend community service while there are some who do not. To those preferring to do so, they are probably aware on the significance and benefits of engaging in community service. In the study of Afzal and Hussein (n.d.), results revealed that Community Service-Learning Program has a positive impact on the social skills of O-level students. Besides, students had also a positive learning experience. The findings of the study indicated that the awareness to encourage community service in schools is grounded on the acceptance that it does not only give students extra credit points, but serving others or one's own community also makes them better citizens. On the other hand, there really are students who just don't prefer to engage in community service as they may prefer other types of activities under their respective student organization. More so, they might be more inclined on other aspects.

On the other hand, the analysis of variance of the remaining paired variables (between respective organization and the following satisfaction indicators: Seminars Held, Officers Elected, Appointed Advisers, and Other Activities) showed no significant difference.

Table 10
ANOVA Between Performance of the Organization and their Activities

	Sum of Squares	df	Mean Square	F-value	p-value	Decision
Between Groups	1090.286	6	181.714	1.927	.146	P > .05, Accept Ho Not Significant
Within Groups	1320.000	14	94.286			
Total	2410.286	20				

As shown in Table 10, the computed F-value is 1.927, with df = (6,14) and p-value of 0.146 > 0.05. Since the computed p-value is higher than α = 0.05, null hypothesis is hereby accepted. This means that there is no significant difference between the performance of the activities and their activities.

Conclusions. Based on the findings of the study, the following were concluded:

Nautica Society and MES had the largest student organization populations because its members were from Maritime College. This is of no surprise as the Maritime College comprises the largest number of student population in AIMS. While JES, ACYMOS and NARCHIMES had the smallest number of enrollees.

Members who have been in their organization for one year comprises the largest number of student member population leaving the three-year members to be the least ones. Members who are moderately active also comprise the largest number in terms of population. Perhaps, majority of them were plain members of their organizations while the very active ones are officers.

ACYMOS, CHEFS and JES were student organizations that have almost complied with the required number of activities to be held or conducted. On the other side, Nautica Society and MES came up with no performed activities.

For Nautica and MES, the respondents were only satisfied with their seminars, community services, other activities, officers elected, and advisers appointed (except for MES' community service with fairly satisfied result) mainly because there were no activities held by these student organizations for the previous academic year. PSCAS and NARCHIMES members were also satisfied because of the same reason with the case above. A high satisfaction level was also given to the officers and advisers of other organizations namely CHEFS, JES and ACYMOS because of their active leadership on their respective organizations.

There is no significant difference between the members of the different organization and their level of satisfaction in terms of seminars held, other activities held, officers elected and adviser appointed. However, there is a significant difference between the members of the different organization and their level of satisfaction in terms of community service rendered.

No significant difference was noted in the performance of the organization and their respective activities.

Recommendations. From the findings and conclusions of the study, the following recommendations are given:

While there were active members, majority were not active enough in participating with the organization's activities. Encouraging every member to actively participate in all activities of the organization shall therefore be done. Perhaps, conducting a monthly meeting to plan for activities and other related projects for the organization would encourage members to engage as they will be informed on the various plans of their organization.

As there are still some organizations who were not able to held projects and activities, the institution shall make an efficient planning of projects and activities prior to the period of organization. The student affairs office, together with advisers, shall sit and spearhead the brainstorming of activities with detailed planning as to timetable, budget, facilities and resources, and responsible persons. These shall be written down in a report for review and approval of the school's management.

Being one of the core activities to strengthen the selflessness and altruism of students, community service shall therefore be a paramount activity to be undertaken by each student organization. With a significant difference on the results toward the engagement in community service, the school shall encourage all members across the organizations to actively participate in the various community service projects of the school. Perhaps, a reiteration of the intrinsic rewards to be gained by students shall be inculcated in order to make them realize the value of extending this type of service.

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