

SHAPING ATTITUDES ABOUT UNIFAST LAW: THE ROLE OF ORGANIZATIONAL LEADERSHIP AND STUDENTS INVOLVEMENT

Joey S. Dela Cruz^{1*}, Raffy B. Chavez²

¹Northern Iloilo State University, Concepcion, Iloilo, Philippines

²Northern Iloilo State University, Sara, Iloilo, Philippines

Abstract

This study sought to examine the attitudes of students benefiting from UniFAST assistance programs. The specific objectives are to: (1) evaluate the level of organizational leadership in shaping students' attitudes toward the UniFAST Law in terms of vision communication, problem-solving, motivation and inspiration, decision-making, confidence and trust, accessibility and communication, positive learning environment, and ethical conduct; and (2) assess the extent of student involvement in shaping their views on the UniFAST Law and the attitudes towards UniFAST Law. The study employed a cross-sectional descriptive survey, with twenty-five (25) UniFAST recipients from Northern Iloilo State University as respondents. Data was collected through a structured questionnaire. The findings show that students generally have a positive perception of organizational leadership's role in shaping attitudes toward the UniFAST Law. Leadership is particularly strong in communication, problem-solving, motivation, decision-making, and ethical conduct, though improvements in student engagement and transparency are needed. Students feel supported and inspired by leadership but desire a greater role in decision-making. Student involvement in the UniFAST scholarship program is moderate, with students fulfilling application requirements and showing enthusiasm for future activities. However, communication and support services could be enhanced to ensure students make full use of available resources. Overall, students value the program's financial support, recognize its effectiveness in helping them complete their studies, and are inclined to recommend it, though awareness of scholarship options could be further improved.

Keywords: UNIFAST, Leadership, Attitudes, Students

Background of the Study

Many educational institutions have recognized the importance of developing leadership skills in their students and have designated organizational leadership as a key learning outcome for undergraduates. However, teaching leadership effectively presents a significant challenge. Leadership, by nature, is difficult to define and even more difficult to teach, as it involves a combination of personal traits, practical skills, and an understanding of group dynamics and influence. Moreover, assessing leadership development is inherently complex and often ambiguous due to the subjective nature of leadership qualities and outcomes (Dugan, 2017; Northouse, 2018).

Educators face the challenge of creating environments where students not only learn about leadership theoretically but also engage in opportunities to practice and develop their leadership skills in real-world contexts (Komives, Wagner, & Associates, 2017).

In the Philippine context, the Unified Financial Assistance System for Tertiary Education (UniFAST), also known as Republic Act No. 10687, represents a significant policy intervention aimed at broadening access to higher education. Passed into law on 15 October 2015, UniFAST consolidates and rationalizes various forms of student financial assistance programs (StuFAPs), including scholarships, grants-in-aid, and student loans, to support the tertiary education of Filipino students. These financial assistance modalities,

formulated by the UniFAST Board, are designed to ensure equitable access to education for deserving students, particularly those from underprivileged backgrounds (Republic Act No. 10687, 2015).

One important aspect of programs like UniFAST is their potential to shape students' attitudes and leadership abilities, especially as these programs create opportunities for students to engage in leadership roles while managing their educational responsibilities.

Understanding how these financial assistance programs influence students' leadership development is crucial for educational institutions, as it allows them to design interventions that not only support students academically but also foster personal and organizational leadership skills. This study aimed to explore the attitudes of students benefiting from UniFAST's assistance programs.

Objective of the Study

1. What is the level of organizational leadership in shaping the attitude of students in UniFAST Law in terms of vision communication, problem-solving, motivation and inspiration, decision-making, confidence and trust, accessibility and communication, positive learning environment, and ethical conduct?
2. What is the level of students' involvement in shaping attitudes about UniFAST Law and the attitudes towards UniFAST Law?

Research Design

This study utilized a cross-sectional descriptive survey. It is a research design used to collect data from a population, or a representative subset, at a single point in time. Its primary purpose is to describe characteristics, attitudes, behaviors, or conditions as they exist, without manipulating variables (Creswell and Creswell, 2018; Levin, 2006). Moreover, according to Setia (2016), cross-sectional studies are observational in nature and particularly useful for describing the prevalence of outcomes or variables in a population.

Respondents of the Study

The study employed convenience sampling, a non-probability sampling technique where participants are selected based on their accessibility and willingness to participate. This approach was considered practical and efficient for collecting data from readily available students at Northern Iloilo State University – Victorino Salcedo Sara Campus (Etikan, Musa, & Alkassim, 2016). Convenience sampling is commonly applied in survey research when time and resources are limited, as it enables quick and low-cost data collection (Lavrakas, 2008). While its limitation lies in reduced generalizability due to potential sampling bias, it remains acceptable for exploratory and descriptive studies aimed at generating initial insights (Sedgwick, 2013).

For this study, the sample consisted of twenty-five (25) undergraduate students from the Colleges of Hospitality Management, Industrial Technology, and Criminology who were beneficiaries of the UniFAST program during Academic Year 2023–2024. All distributed questionnaires (25 out of 25) were retrieved, resulting in a 100% response rate.

Research Instrument

This study utilized a structured questionnaire to gather the data needed in this study. However, some parts of the questionnaire were revised to cater the objectives of this study. The survey questionnaire is divided into three parts. Part I covers demographic variables: address, gender, course, and year level. Part II of the questionnaire includes the questions about the organizational leadership in shaping attitude of students' in UNIFAST Law in terms of vision communication (3 items), problem-solving (3 items), motivation and inspiration (3 items), decision-making (3 items), confidence and trust (3 items), accessibility and communication (3 items), positive learning environment (3 items), and ethical conduct (3 items). Part III covers questions on student involvement (10 items) and attitudes toward the UNIFAST program (10 items). Moreover, respondents are to rate the statements on each item with 1- Strongly Disagree, 2- Agree, 3- Neutral (Neither Agree nor Disagree) 4- Agree and 5- Strongly Agree.

Validity of the Questionnaire

Validity refers to the degree to which a variable accurately measures what it is intended to measure (Hair et al., 2006). It also examines whether the research actually assesses what it claims to measure (Pallant, 2005). A pilot test of the questionnaire was conducted to gain insight into its face validity. Experts were consulted to provide feedback on the relevance and appropriateness of the questions (Saunders et al., 2012). To further ensure the questionnaire's validity, it was reviewed by social research experts, and a questionnaire from a published research article was used. Necessary adjustments were made to align the final design with the study's objectives.

Reliability of the Questionnaire

Reliability refers to the ability to replicate the results obtained from a measurement or procedure (Wong et al., 2012). While reliability plays a crucial role in establishing the validity of a questionnaire, it alone is not sufficient to guarantee validity (Cooper and Schindler, 2006). Issues with reliability can occur due to inconsistencies between observers or measurement tools, such as questionnaires, or due to instability in the attribute being measured (Last, 2001), which in turn can impact the questionnaire's validity. To enhance the reliability of the questionnaire, questions were adapted from previously published sources. Additionally, some questions were modified with the help of experts to align with the study's objectives. To further assess the reliability of the questionnaire a pilot test was conducted before distributing it to respondents, providing an indication of its reliability.

Data Gathering Procedure

Prior to data collection, permission was obtained from key officials of the institution, including the Campus Administrator, and the Student Affairs and Services department. The researcher distributed the survey questionnaires to the respondents, and the completed questionnaires were collected from the employees the following day.

Ethical Considerations

The study followed established ethical guidelines for research involving human participants. Participation was voluntary, with respondents providing informed consent after being briefed on the study's purpose, procedures, risks, benefits, confidentiality safeguards, and their right to withdraw at any time (Resnik, 2018). To ensure privacy, no personal identifiers were collected; instead, coded data were stored securely in password-protected files accessible only to the researchers. In accordance with the Philippine Data Privacy Act of 2012 (RA 10173), all data will be securely disposed of following the completion and publication of the study. The study posed minimal risk since it only involved survey responses, but its findings are expected to support evidence-based recommendations on organizational leadership, student involvement, and attitudes toward the UniFAST Law.

Data Processing Procedure

Data processing in this study involved condensing the raw data into a manageable form, creating summaries, and applying statistical analysis. Additionally, the collected data were coded before being entered into the Statistical Package for Social Sciences (SPSS) software. The data was interpreted using the scales outlined in Table 1.

Table 1. Scale for the interpretation of the Mean

Scale Reference	
1.00-1.79	Strongly Disagree
1.80-2.59	Disagree
2.60-3.39	Neutral
3.40-4.19	Agree
4.20-5.00	Strongly Agree

Statistical Tools

The survey data were analyzed using both descriptive and inferential statistics. Descriptive measures, including frequency, percentage, mean, and standard deviation, were employed to summarize participants' responses to the key study variables. To assess the associations among organizational leadership, student involvement, and attitudes toward the UniFAST Law, the Spearman rank-order correlation coefficient (ρ) was applied. This method was considered appropriate since the variables were measured using Likert-scale items, which are ordinal and may not satisfy the normality assumption required for parametric tests like Pearson's correlation (Hauke and Kossowski, 2011). All statistical analyses were carried out using the Statistical Package for the Social Sciences (SPSS).

Results and Discussion

Level of Organizational Leadership in shaping attitude of students' in UNIFAST Law

This section reports and discusses the results of the level of organizational leadership in shaping attitude of students' in UNIFAST Law in terms of vision communication, problem-solving, motivation and inspiration, decision-making, confidence and trust, accessibility and communication, positive learning environment, and ethical conduct.

A. Vision Communication

Table 1 provides insights into how various aspects of vision communication in the context of an educational institution relevant to the implementation or understanding of the UNIFAST Law are perceived by students.

The first statement received a mean score of 4.26, indicating that respondents strongly agree that the leadership team communicates the school's vision effectively. The relatively high mean score shows that the communication is perceived as clear and consistent, which is critical for aligning stakeholders, such as students and staff, with the institution's goals.

The second statement has a mean score of 3.82, which corresponds to the interpretation of "Agree." A mean score of 3.82 typically indicates that respondents generally agree with the statement but may not feel strongly about it. In this case, it suggests that students understand the overall goals and aspirations for UNIFAST Law's future, but there may be some room for improvement in communicating those goals more clearly or engaging students in deeper discussions about the institution's direction.

. Level of Organizational Leadership in shaping attitude of students' in UNIFAST Law in Terms of Vision Communication

Statements	Mean	Standard Deviation	Interpretation
1. The leadership team regularly communicates the school's vision through clear and concise messaging (e.g., speeches, presentations, website).	4.26	0.78	Strongly Agree
2. Students understand the overall goals and aspirations for UNIFAST Law's future.	3.82	0.83	Agree
3. The vision statement is inspiring and motivates students to be part of something bigger than themselves.	4.38	0.85	Strongly Agree

The third statement evaluates whether the vision statement is inspirational and motivates students to contribute to the institution's larger goals. With the highest mean score of 4.38, students strongly agree that the vision is inspiring. This indicates that

leadership has crafted a vision statement that resonates deeply with the students, motivating them to engage and see themselves as integral parts of a larger mission.

B. Problem-solving

Table 2 evaluates the level of organizational leadership in shaping students' attitudes towards problem-solving in the context of UNIFAST Law. The focus is on how leadership responds to student concerns, listens to their issues, involves them in the process, and communicates resolutions effectively.

. Level of Organizational Leadership in shaping attitude of students' in UNIFAST Law in Terms of Problem-solving

Statements	Mean	Standard Deviation	Interpretation
1. When student concerns are raised, the leadership team demonstrates a commitment to finding effective solutions.	3.80	0.95	Agree
2. Leaders actively listen to student issues and involve them in the problem-solving process when appropriate.	4.02	1.02	Agree
3. There is a clear process for addressing student concerns, and resolutions are communicated effectively.	4.12	0.98	Agree

The statement “*When student concerns are raised, the leadership team demonstrates a commitment to finding effective solutions*” has a mean score of 3.80, indicating that students generally agree that the leadership team is committed to finding effective solutions when concerns are raised. However, the score is relatively close to the midpoint, suggesting that while there is acknowledgment of the leadership’s commitment, there may be inconsistencies in how this commitment is perceived across different situations or students.

The second statement received a mean score of 4.02, which is higher than the first statement. This suggests that students agree more strongly that the leadership listens actively and involves them when necessary in the problem-solving process. Involvement in problem-solving builds trust and a sense of empowerment among students, as it shows that leadership values their input and views them as partners in creating solutions.

The last statement has the highest mean score of 4.12, indicating that students largely agree there is a clear, structured process in place for addressing their concerns and that resolutions are communicated effectively. A clear process provides transparency and reassures students that their issues will be addressed in a timely and organized manner. Effective communication of resolutions also reinforces trust in leadership and helps prevent misunderstandings.

C. Motivation and Inspiration

Table 3 focuses on evaluating how effectively the organizational leadership at UNIFAST Law influences students' motivation and inspiration. The table examines leadership enthusiasm for the school, their recognition of student achievements, and their ability to inspire students to pursue academic and professional goals.

. Level of Organizational Leadership in shaping attitude of students' in UNIFAST Law in Terms of Motivation and Inspiration

Statements	Mean	Standard Deviation	Interpretation
1. Leaders demonstrate enthusiasm for the school and its mission.	4.12	0.92	Agree
2. Leaders recognize and celebrate student achievements, fostering a sense of pride and accomplishment.	4.10	0.91	Agree
3. Students feel inspired by the leadership team to pursue their academic goals and contribute to their future profession.	4.32	0.94	Strongly Agree

The first statement has a mean score of 4.12, indicating that students generally perceive the leadership as enthusiastic about the school and its mission. Enthusiasm from leaders is critical for building a motivated and positive atmosphere, as it shows that leadership is invested in the success of both the institution and its students. Leadership's energy and passion for the school's vision can serve as a driving force, positively impacting how students approach their own educational goals.

The mean score of 4.10 for the statement "*Leaders recognize and celebrate student achievements, fostering a sense of pride and accomplishment*" suggests that students generally agree that leadership recognizes and celebrates their achievements. Recognition is essential for student motivation as it reinforces the value of their hard work and contributions, fostering a sense of pride and accomplishment. When leadership acknowledges student success, it builds a positive culture where students feel seen and appreciated, which can drive further academic and personal effort.

The third and last statement has the highest mean score of 4.32, which falls under the "Strongly Agree" category. This suggests that a majority of students feel deeply inspired by the leadership team to pursue their academic goals and contribute to their future profession. Leadership inspiration is one of the most impactful ways to influence student motivation, as it fosters long-term commitment and drives students to engage meaningfully with their education and professional aspirations.

D. Decision-Making

Table 4 evaluates how organizational leadership at UNIFAST Law shapes student attitudes through their involvement in decision-making processes. Specifically, it looks

at the existence of opportunities for participation, whether student voices are considered, and if students feel their input can influence the school's direction.

. Level of Organizational Leadership in shaping attitude of students' in UNIFAST Law in Terms of Decision-Making

Statements	Mean	Standard Deviation	Interpretation
1. Opportunities exist for student participation in decision-making processes through committees, student government, or other forums.	4.12	0.98	Agree
2. Student voices are genuinely considered during decision-making processes.	3.92	0.88	Agree
3. Students feel their input is valued and can influence the direction of the school.	3.98	0.96	Agree

The mean score of 4.12 for the first statement indicates that students generally agree that there are opportunities for them to participate in decision-making processes at UNIFAST Law. These opportunities might include involvement in student government, committees, or other organized forums where students can express their views and contribute to the school's governance. The availability of such opportunities is crucial for fostering a sense of ownership and agency among students, as it allows them to actively participate in shaping policies and initiatives that affect their educational experience.

With a mean score of 3.92, the second statement reflects that students agree that their voices are considered in decision-making processes. This suggests that students feel their perspectives and opinions are taken into account by the leadership when making decisions that impact the student body. Listening to student input is essential for creating a collaborative and inclusive environment where students feel their concerns and suggestions are valued.

The mean score of 3.98 for the last statement suggests that students agree their input is valued and has the potential to influence the school's direction, although this score is slightly lower than the first statement about participation opportunities. This indicates that while students recognize the existence of opportunities and the consideration of their voices, they may not always feel that their contributions have a meaningful impact on the school's decisions or long-term trajectory.

E. Confidence and Trust

Table 5 evaluates how effectively organizational leadership at UNIFAST Law fosters confidence and trust among students. The analysis focuses on leadership's understanding of challenges, communication of strategic plans, and the extent to which students feel confident in leadership's ability to lead the institution.

With a mean score of 4.00 for the statement "*The leadership team demonstrates a clear understanding of the challenges facing the school*", students agree that the leadership team demonstrates a solid understanding of the challenges UNIFAST Law

faces. These challenges may relate to academic standards, student support, resource allocation, or external factors such as legal or regulatory changes. Leadership's awareness of such issues is crucial for maintaining student trust, as it reassures students that the leadership is well-informed and capable of addressing the most pressing concerns.

. Level of Organizational Leadership in shaping attitude of students' in UNIFAST Law in Terms of Confidence and Trust

Statements	Mean	Standard Deviation	Interpretation
1. The leadership team demonstrates a clear understanding of the challenges facing the school.	4.00	0.81	Agree
2. Leaders communicate a strategic plan to address these challenges and ensure UNIFAST Law's success.	3.92	0.83	Agree
3. Students feel confident in the leadership's ability to navigate challenges and lead the school towards a bright future.	4.14	0.88	Agree

The mean score of 3.92 for the statement "*Leaders communicate a strategic plan to address these challenges and ensure UNIFAST Law's success*" reflects that students generally agree leadership communicates a strategic plan to address the school's challenges. A well-communicated strategy gives students confidence that the leadership is not only aware of the challenges but also proactively working to overcome them. This is essential for building trust, as students need to see that leadership has a roadmap for the school's future success.

The mean score of 4.14 for statement "*Students feel confident in the leadership's ability to navigate challenges and lead the school towards a bright future*" indicates that students agree, with relatively high confidence, that the leadership team can effectively navigate challenges and lead UNIFAST Law towards a successful future. This statement scores the highest among the three, suggesting that students have faith in the leadership's overall ability, even if they may have concerns about specific challenges or the transparency of strategic plans.

F. Accessibility and Communication

Table 6 evaluates how organizational leadership at UNIFAST Law shapes student attitudes in terms of accessibility and communication. The analysis includes three key areas: the availability of leadership through regular meetings or office hours, their approachability and ability to create a supportive environment, and the effectiveness of their communication through various channels.

The mean score of 4.08 indicates that students generally agree that leadership holds regular office hours or meetings where they can voice their concerns or ask questions. This high score suggests that students feel there are structured opportunities to engage

with leadership in a direct and personal way. Regular availability of leaders fosters trust and transparency, as students can communicate their concerns, seek guidance, or provide feedback in an open forum.

The mean score of 4.18, the highest among the three statements, reflects that students highly agree that leaders are approachable and create a welcoming environment. This indicates that students feel comfortable seeking guidance from leadership, which is critical in building a supportive and inclusive atmosphere. Approachability is a vital quality for effective leadership, as it encourages open communication, builds trust, and allows students to feel that their concerns or ideas will be listened to without hesitation.

. Level of Organizational Leadership in shaping attitude of students' in UNIFAST Law in Terms of Accessibility and Communication

Statements	Mean	Standard Deviation	Interpretation
1. Leaders hold regular office hours or meetings where students can easily voice concerns or ask questions.	4.08	0.85	Agree
2. Leaders are approachable and create an environment where students feel comfortable seeking guidance.	4.18	0.94	Agree
3. The leadership team is readily available through various communication channels (e.g., email, social media).	4.14	0.88	Agree

With a mean score of 4.14, students agree that leadership is readily available through various communication channels, such as email, social media, or other digital platforms. This suggests that students feel they can reach out to leadership through multiple avenues and receive timely responses. In today's digital age, communication accessibility is essential for creating a responsive and transparent leadership structure, especially for students who may prefer or rely on virtual communication rather than face-to-face interactions.

G. Positive Learning Environment

Table 7 assesses how organizational leadership at UNIFAST Law contributes to the development of a positive learning environment by fostering community, collaboration, and intellectual growth. This table includes three key areas: promoting a sense of community, providing opportunities for collaboration, and encouraging a supportive environment where students feel confident taking intellectual risks.

With a mean score of 4.12, students agree that the school fosters a strong sense of community and belonging. This suggests that the leadership has created an environment where students feel connected to both the institution and their peers. A strong sense of belonging is critical in an educational setting, as it can positively affect students' mental health, academic performance, and overall engagement with their

studies. Feeling part of a community also strengthens students' trust in the institution and contributes to their long-term satisfaction.

. Level of Organizational Leadership in shaping attitude of students' in UNIFAST Law in Terms of Positive Learning Environment

Statements	Mean	Standard Deviation	Interpretation
1. The school fosters a sense of community and belonging among students.	4.12	0.98	Agree
2. There are opportunities for collaboration and interaction between students, faculty, and staff.	4.14	1.07	Agree
3. The learning environment is supportive and encourages students to take intellectual risks and learn from their peers.	4.08	0.92	Agree

The mean score of 4.14 reflects that students highly agree there are ample opportunities for collaboration and interaction between students, faculty, and staff. This interaction is a key factor in building a vibrant academic environment. Collaborative learning environments foster deeper learning, as students engage with diverse perspectives and have more opportunities to exchange ideas. Interaction with faculty and staff is also essential for providing mentorship, guidance, and support throughout a student's academic journey.

With a mean score of 4.08, students agree that the learning environment at UNIFAST Law is supportive and encourages intellectual risk-taking. A supportive learning environment is vital for promoting student engagement, creativity, and critical thinking. It suggests that students feel safe in expressing their ideas, trying new approaches, and learning from both successes and failures. Intellectual risk-taking is important for academic growth, as it allows students to explore new ideas, engage in debates, and push the boundaries of their knowledge.

H. Ethical Conduct

Table 7 evaluates how organizational leadership at UNIFAST Law shapes students' attitudes toward ethical conduct by emphasizing the importance of ethical behavior, providing a clear code of conduct, and serving as ethical role models.

The mean score of 4.22 reflects that students generally agree that the leadership team actively promotes the importance of ethical behavior and professionalism. This is essential in shaping a law school culture where ethical considerations are not confined to the classroom but extend to all facets of student life, from academic integrity to interactions within the legal community.

With a mean score of 4.32, students strongly agree that the school provides a clear and comprehensive code of conduct outlining ethical expectations. This is a critical component for ensuring that students know the boundaries of acceptable behavior and

understand the consequences of ethical breaches. A strong code of conduct is particularly important in law schools, where the development of ethical reasoning is foundational for future legal practitioners.

. Level of Organizational Leadership in shaping attitude of students' in UNIFAST Law in Terms of Ethical Conduct

Statements	Mean	Standard Deviation	Interpretation
1. The leadership team emphasizes the importance of ethical behavior and professionalism in all aspects of student life.	4.22	0.86	Agree
2. The school has a clear code of conduct that outlines ethical expectations for students.	4.32	0.87	Strongly Agree
3. Leaders serve as role models by demonstrating ethical behavior in their own actions and decisions.	4.10	0.86	Agree

The mean score of 4.10 indicates that students agree that leadership serves as ethical role models. Leaders demonstrating ethical behavior are crucial, as their actions provide a blueprint for students to follow. By embodying the values they preach, leaders set a standard of integrity and professionalism that students are likely to emulate, especially in a field as ethically demanding as law.

Student Involvement and Attitudes at UNIFAST Law

This portion sets down and elaborate the results of students involvement and attitudes at UNIFAST Law.

A. Student Involvement

Table 8 examines student involvement with the **UNIFAST Law** scholarship program, reflecting how well students are informed, engaged, and responsible in relation to the program's opportunities and requirements.

With a mean score of 3.50, students generally agree that they are aware of the requirements and deadlines for applying to UNIFAST scholarships. This suggests that while information is available, there may still be room for improvement in ensuring all students are fully informed and proactive regarding scholarship deadlines.

. Student Involvement at UNIFAST Law

Statements	Mean	Standard Deviation	Interpretation
1. I am aware of the requirements and deadlines for applying to UNIFAST scholarships.	3.50	0.93	Agree

2. I actively participated in information sessions or workshops about the UNIFAST program.	3.48	0.97	Agree
3. I sought clarification from the administration regarding my application status.	3.56	0.97	Agree
4. I submitted all necessary documents for my UNIFAST application on time and complete.	3.80	0.95	Agree
5. I would participate in activities or programs organized by the administration if available.	4.22	0.84	Strongly Agree
6. I feel a sense of responsibility to complete my studies and graduate on time given the financial aid I receive through UNIFAST.	3.96	1.01	Agree
7. I keep myself updated on announcements and updates from the UNIFAST program.	3.78	1.00	Agree
8. I would be open to volunteering my time to help promote the UNIFAST program to other students.	3.68	1.00	Agree
9. I feel comfortable reaching out to the administration for any concerns regarding my financial aid.	3.74	1.01	Agree
10. I take advantage of resources or support services offered by the UNIFAST program (e.g., academic tutoring, mental health counseling).	3.46	1.16	Agree

A mean score of 3.48 reflects that most students agree they have participated in information sessions or workshops related to the UNIFAST program. This level of participation suggests reasonable engagement, though there may be potential for increased student involvement in these sessions.

With a mean score of 3.56, students tend to agree that they sought clarification from the administration regarding their application status. This suggests that students are generally proactive in ensuring their applications are progressing, though some may be hesitant to reach out or may not fully understand the process.

A mean score of 3.80 reflects that most students agree they have submitted the necessary documents for their UNIFAST application on time and in full. This indicates a strong sense of responsibility among students regarding their scholarship applications.

With a mean score of 4.22, students strongly agree that they would participate in activities or programs organized by the administration. This indicates a high level of willingness and enthusiasm to engage in extracurricular activities related to the UNIFAST program.

A mean score of 3.96 indicates that students agree they feel a sense of responsibility to complete their studies on time due to the financial support they receive from UNIFAST. This reflects a recognition of the value of the scholarship and the accountability that comes with receiving financial aid.

A mean score of 3.78 reflects that students agree they stay updated on announcements related to the UNIFAST program. However, the standard deviation of 1.00 shows that some students may not be as diligent in keeping track of updates.

With a mean score of 3.68, students generally agree that they would be willing to volunteer to help promote the UNIFAST program. This indicates that many students feel positively about the program and are willing to contribute to its outreach, though there is a portion that may need more encouragement or clearer opportunities for involvement.

A mean score of 3.74 indicates that students feel relatively comfortable reaching out to the administration about financial aid concerns. The standard deviation of 1.01 suggests that while many students are comfortable, others may feel hesitant, possibly due to accessibility or communication barriers.

A mean score of 3.46 shows that students agree they utilize support services offered by the UNIFAST program, although the relatively low score and a standard deviation of 1.16 indicate that not all students are fully taking advantage of available resources. This variability suggests that some students may be unaware of these services or may not feel they need them.

B. Attitude toward the UNIFAST Program

Table 9 presents an analysis of student attitudes toward the UNIFAST Program, focusing on aspects such as the application process, financial support, and the overall effectiveness of the program in helping Filipino students access higher education.

Students generally agree that the UNIFAST application process is easy to understand, as indicated by a mean score of 3.60. The standard deviation of 1.13 reveals a moderate variation in responses, suggesting that while most students find the process straightforward, some experience difficulties.

With a mean score of 3.72, students agree that UNIFAST financial aid has significantly improved their ability to afford college. This positive evaluation underscores the crucial role of UNIFAST in providing much-needed financial support to students.

The mean score of 3.34, interpreted as neutral, indicates that students have a moderate level of awareness regarding the different scholarship options offered under UNIFAST. The relatively high standard deviation of 1.17 suggests a significant variation in student awareness, with some being well-informed while others lack sufficient knowledge.

A mean score of 3.52 reflects that students generally agree that the financial support provided by UNIFAST is adequate to cover their college expenses. However, the standard deviation of 1.11 indicates that some students may find the support insufficient, particularly for non-tuition costs.

. Student Attitudes toward UNIFAST Program

Statements	Mean	Standard Deviation	Interpretation
1. The UNIFAST application process is easy to understand.	3.60	1.13	Agree
2. Financial aid through UNIFAST has able to make students afford college.	3.72	1.13	Agree
3. I am aware of the different scholarship options available under UNIFAST.	3.34	1.17	Neutral
4. The UNIFAST program provides adequate financial support to cover my college expenses.	3.52	1.11	Agree
5. I feel confident that I will be able to graduate on time with the help of UNIFAST.	3.66	1.15	Agree
6. UNIFAST is a helpful program for Filipino students in need of financial assistance.	3.90	1.07	Agree
7. I would recommend the UNIFAST program to other students.	3.92	1.10	Agree
8. Compared to other scholarship programs, UNIFAST has a more streamlined process.	3.50	0.95	Agree
9. I am satisfied with the level of communication from the administration regarding UNIFAST program.	3.56	1.01	Agree
10. I believe the UNIFAST program is an effective way to support Filipino students in higher education.	3.96	0.99	Agree

Students express confidence in their ability to graduate on time with the help of UNIFAST, as indicated by a mean score of 3.66. This finding shows that financial assistance is a significant factor in maintaining their focus on academic progress. However, the standard deviation of 1.15 suggests some variability, indicating that not all students are equally confident.

With a high mean score of 3.90, students strongly agree that UNIFAST is an important program for Filipino students in need of financial assistance. The lower standard deviation of 1.07 suggests consistency in this positive evaluation across most students.

Students are highly likely to recommend UNIFAST to their peers, as evidenced by the mean score of 3.92. This suggests a strong overall satisfaction with the program. The standard deviation of 1.10 shows that most students share this sentiment, although a small subset may have reservations.

The mean score of 3.50 suggests that students agree that UNIFAST has a more streamlined process compared to other scholarship programs, though the standard deviation of 0.95 shows less variability in responses compared to other items. This indicates that students appreciate the program's administrative efficiency, but improvements can still be made.

A mean score of 3.56 indicates general satisfaction with the level of communication from the administration about the UNIFAST program. The standard deviation of 1.01 shows moderate variability in satisfaction levels, suggesting that some students may feel that communication could be improved.

With the highest mean score of 3.96, students strongly believe that UNIFAST is an effective program for supporting Filipino students in higher education. The relatively low standard deviation of 0.99 suggests consistent agreement among students, emphasizing that the program's core mission of providing financial aid is recognized and appreciated.

Conclusion

The analysis of the data reveals that students generally hold a positive view of organizational leadership in shaping attitudes towards the UNIFAST Law, with strengths noted in communication, problem-solving, motivation, decision-making, and ethical conduct.

1. **Vision Communication:** Leadership effectively communicates institutional goals and the UNIFAST Law's vision, as reflected by high scores (4.26 and 4.38). However, a slightly lower score for student understanding of long-term goals (3.82) suggests that deeper engagement could improve.
2. **Problem-Solving:** Students appreciate leadership's commitment to addressing concerns, with scores ranging from 3.80 to 4.12. Clear processes and active listening contribute to trust, though leadership's approach may vary depending on the situation.
3. **Motivation and Inspiration:** Leadership is motivational, as indicated by the highest score (4.32), with students feeling inspired to achieve academic and professional goals. Leadership's recognition of achievements and enthusiasm also boosts pride and engagement (4.10 and 4.12).
4. **Decision-Making:** While students agree they have opportunities to participate in decision-making (4.12) and feel their voices are heard (3.92), there is a perception that their input may not significantly influence institutional direction (3.98).
5. **Confidence and Trust:** Leadership has fostered confidence in their ability to lead the institution through challenges, with scores from 3.92 to 4.14. However, students desire more transparency in strategic communication.
6. **Accessibility and Communication:** Leadership is accessible, with students feeling supported through regular office hours and various communication channels (scores between 4.08 and 4.18). Leaders' approachability creates a welcoming environment for dialogue.
7. **Positive Learning Environment:** Leadership promotes a collaborative and supportive academic atmosphere, with students feeling a sense of belonging and ample opportunities for interaction (scores from 4.08 to 4.14).

8. **Ethical Conduct:** Ethical leadership is highly emphasized, with strong agreement that leaders promote and model ethical behavior (4.22 and 4.32), reinforcing critical values for future legal professionals.

Moreover, the results of the analysis demonstrate a generally positive student involvement and attitude towards the UNIFAST Law scholarship program.

Student Involvement: Students are moderately engaged with the program, showing awareness of requirements and deadlines, as well as participation in workshops (mean scores around 3.50). Many students are proactive in seeking clarification on their application status and completing required documents (mean of 3.56 and 3.80). There is strong enthusiasm for participating in future activities (mean of 4.22) and a sense of responsibility to complete studies due to financial aid (mean of 3.96). However, some students may need more encouragement to take full advantage of the available resources, and there is room to improve communication and support services, as indicated by lower mean scores in these areas (3.46 to 3.78).

Attitude Toward the Program: Students view UNIFAST positively in providing financial support, improving their ability to afford college (mean of 3.72), and contributing to their confidence in graduating on time (mean of 3.66). They believe the application process is straightforward (mean of 3.60), although awareness of various scholarship options under the program could be improved (mean of 3.34). Most students find the financial support adequate for covering college expenses (mean of 3.52) and are satisfied with the program's communication (mean of 3.56). Additionally, there is strong agreement that UNIFAST is an effective program for supporting Filipino students (mean of 3.96) and that it is worth recommending to others (mean of 3.92).

Recommendation

To enhance the effectiveness of leadership in shaping attitudes towards the UNIFAST Law, several strategies are recommended.

1. Leadership should implement focus group discussions and workshops to deepen students' understanding of institutional and program goals while leveraging diverse communication platforms like social media and newsletters to share updates and milestones.
2. Problem-solving processes should be standardized and supported by feedback tools, such as suggestion boxes or surveys, to address student concerns transparently and consistently.
3. Motivation can be bolstered by recognizing student achievements through public platforms and organizing motivational events or mentoring sessions.
4. To improve decision-making, leadership should create structured opportunities for student participation, such as advisory councils, and communicate how their input influences institutional choices.
5. Confidence and trust can be strengthened by promoting transparency through reports and open forums, and fostering open dialogues via regular town hall meetings.
6. Accessibility should be enhanced by using a mix of communication methods and providing personalized support during office hours.

7. A positive learning environment can be encouraged by fostering collaboration through projects and promoting inclusivity to ensure all students feel a sense of belonging.
8. Finally, ethical leadership should be reinforced through training for leaders and staff, alongside workshops on ethical decision-making for students, to align practices with institutional values.

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