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A 4D Analysis of Appreciative Inquiry: Evaluating its Applicability and Effectiveness in BVS Colleges' Administrative Management

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Abstract

This study explored the applicability and effectiveness of the Appreciative Inquiry (AI) approach in the administrative management of BVS Colleges, utilizing the 4D framework (Discovery, Dream, Design, Destiny). Employing a descriptive survey design, the research utilized a survey questionnaire to collect data from both teaching and non-teaching staff. It aimed to assess the perceived levels of applicability and effectiveness of AI across the four phases of the 4D framework, and to determine if significant differences existed between the perceptions of teaching and non-teaching staff. Additionally, the correlation between the perceived applicability and effectiveness was analyzed. The results indicated a high level of perceived applicability of AI in BVS Colleges' administrative management, attributed to its people-oriented focus. No significant difference was found between the perceptions of teaching and non-teaching staff regarding applicability. However, a significant difference was observed in the perceived effectiveness, with both groups rating it highly due to the institution's student-centered programs. Furthermore, a positive correlation was found between the perceived applicability and effectiveness of AI, suggesting a dependent relationship between these variables. This strong relationship suggests that the perceived suitability and feasibility of AI directly contribute to its perceived positive impact on administrative outcomes. When employees view AI as a relevant and fitting approach, they are more likely to perceive it as effective in driving positive change and achieving desired results within the institution. This highlights the potential of the AI approach, particularly within the 4D framework, to enhance administrative management in higher education settings.

Keywords: Appreciative Inquiry Approach, 4D cycle, Higher Education, Administrative Management, Qualitative Research

INTRODUCTION

Appreciative Inquiry (AI) has gained prominence as a strengths-based approach in organizational development, offering a constructive alternative to deficit-focused change models. Central to AI is the belief that "organizations move toward what they study," which encourages institutions to identify, amplify, and build upon their existing strengths in pursuit of a more sustainable and positive future (Cooperrider & Srivastva, 1987).

In educational contexts, AI aligns with research advocating for a dual-path approach to change. Reynolds (2004) emphasizes that sustainable school reform requires both top-down direction and bottom-up engagement. Similarly, Copland (2003) highlights the role of inquiry in institutional change, arguing that inquiry-based processes help establish a culture of continuous improvement by empowering stakeholders to co-create solutions. Hoy and Tarter (2011) further argue that strengths-based strategies can positively influence school structures, policies, and cultures by promoting collaborative and optimistic organizational mindsets.

AI was developed in the 1980s by David Cooperrider and his colleagues at Case Western Reserve University. Influenced by the idea of the "appreciative eye," a concept introduced by Cooperrider's wife, Nancy, AI assumes that beauty and potential can be found in all systems. This view led to four early methodological principles: begin with appreciation, promote collaboration, encourage provocative thinking, and ensure practical relevance (Cooperrider & Srivastva, 1987). These principles later evolved into the 4D model—Discovery, Dream, Design, Destiny—and eventually the refined 5D model, which adds a Definition phase (Bushe, 2011).

Underlying AI are several core assumptions: every organization has elements that work well; what we focus on shapes our reality; inquiry is generative; and people are more likely to commit to change when it reflects the best of their past (Whitney & Trosten-Bloom, 2010). The assumptions underlying AI include: in every society, organization, or group, something works; what we focus on becomes our reality; reality is created in the moment, and there are multiple realities; the act of asking questions within an organization or group influences the group; people feel more confident and comfortable moving toward the future when they carry forward elements of the past; if we carry forward elements of the past, they should be the best aspects of the past; valuing differences is important; and the language we use shapes our reality.

After two years, it has become obvious that AI, when skillfully applied with proper support and resources, is a powerful, planned, transformational change process (Bushe & Kassam, 2005). A lot of published accounts highlight the extraordinary results of its use in various countries. For instance, Nutrimental Foods in Brazil engaged all 750 employees in two Appreciative Inquiry Summits, and within one year, absenteeism decreased by 300%, sales increased by 27%, productivity increased by over 23%, and profits increased by 200% (Bushe, 2011).

In 2009, AI was introduced in the Philippines, and several companies, organizations, and churches have successfully applied its principles. One example is CARD Inc., which, like BVS Management, faced challenges in 2009, including clients not honoring procedures and commitments, and employees experiencing burnout and frustration. AI was introduced

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as a key intervention. Through a positive storytelling workshop approach, CARD Inc. conducted 2.5-day sessions of positive story telling workshop done per group to revisit and build a shared vision-mission. For 25 years, CARD, Inc. has been a leading microfinance institution in the Philippines, fostering a positive future for Filipino families.

AI approaches organizational issues, challenges, and concerns from a distinct perspective. Instead of focusing on problems, organizational members first identify what is working particularly well within their organization. Rather than analyzing potential causes and solutions, they look for what it might be like if "the best of what is" occurred more frequently. Participants engage in dialogue about what is needed to bring about the desired future and then implement their desired changes. While problem-solving approaches typically assume that organizations are best served by identifying and eliminating deficits, Appreciative Inquiry posits that organizations improve more effectively through "discovery and valuing, envisioning, dialogue, and co-constructing the future" (Ashford & Patkar, 2001).

The success of organizational change initiatives hinges significantly on employee perceptions, a factor of paramount importance within the intricate ecosystem of higher education institutions (Morgan et al., 2022). In the context of perceived applicability, this refers to the extent to which employees deem the AI approach suitable and relevant to their specific roles and the broader organizational objectives (Ezzeddine et al., 2023). This involves their assessment of its practicality, ease of implementation, and alignment with their daily tasks and responsibilities.

On the other hand, perceived effectiveness reflects the degree to which employees believe that the Appreciative Inquiry approach will positively impact the organization, fostering improvements in areas such as communication, collaboration, problem-solving, and overall performance (Glenn et al., 2014). Exploring these perceptions is particularly crucial within the nuanced context of higher education, where the success of any administrative approach is contingent upon the buy-in and active participation of both teaching and non-teaching staff.

There are also several factors that influence perceptions of organizational interventions, such as organizational culture, communication strategies, leadership support, and the level of employee involvement (Hale et al., 2020). A transparent and inclusive organizational culture, characterized by open communication channels and a strong emphasis on employee participation, tends to foster more positive perceptions of change initiatives (Jones et al., 2017). When employees feel heard, valued, and actively involved in the decision-making process, they are more likely to embrace new approaches and perceive them as both applicable and effective. Conversely, a lack of clear communication, inadequate leadership support, or a perception that the change process is being imposed

from above can breed skepticism and resistance (Akmal & Miller, 2003). Therefore, understanding these underlying factors is essential for tailoring the implementation of the Appreciative Inquiry approach to resonate with the specific needs and concerns of employees in higher education settings (Wedajo & Chekole, 2020). Furthermore, it is important to acknowledge that perceptions are not merely passive reflections of reality but are actively constructed through individual experiences and interpretations (Otara, 2011).

The examination of perceptions holds significant importance because employee buy-in and engagement are often crucial for the success of any organizational change initiative (Nutakor, 2019). If employees do not perceive an approach as applicable or effective, they may be less likely to embrace it (Albrecht et al., 2022). Furthermore, acknowledging and addressing the emotional and cognitive responses of individuals during periods of organizational change is paramount to ensuring their acceptance and active involvement (Moosa et al., 2021).

The concept of openness to change, defined as a positive attitude and support for change and its consequences, is also grounded in social exchange, where trust in both parties is a prerequisite (Sinval et al., 2021). Consequently, change management strategies that prioritize transparent communication and comprehensive training initiatives are more likely to foster heightened levels of employee satisfaction and acceptance, thereby increasing the likelihood of successful implementation (Long & Spurlock, 2008).

Teaching staff, primarily focused on instruction, research, and student mentorship, may evaluate the approach based on its perceived ability to enhance their teaching effectiveness, foster student engagement, or streamline research processes. Non-teaching staff, encompassing administrative, technical, and support personnel, may assess its applicability in terms of improving operational efficiency, communication flow, or resource allocation. These differences in perspectives stem from the distinct responsibilities and priorities inherent in their respective roles, potentially leading to divergent opinions on the relevance and value of the Appreciative Inquiry approach.

Considering these differences is critical for tailoring the implementation of the Appreciative Inquiry approach to effectively address the specific needs and concerns of both teaching and non-teaching staff (Tam, 1999). Furthermore, differences in perceptions between academic and administrative staff regarding organizational issues in higher education are influenced by varying levels of involvement in administrative processes, differing priorities, and distinct patterns of interaction within the institution (Nicoleta, 2013).

Gaining faculty and student trust requires administrators to acknowledge and address aspects of the existing status quo that may impede progress or create dissatisfaction (Martinez & Favero, 2018). This can involve engaging in transparent communication, actively soliciting input from stakeholders, and demonstrating a commitment to addressing

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concerns and incorporating feedback. Given their vital role in campus internationalization and the cultivation of innovative pedagogical practices, the perspectives of international academic staff regarding institutional approaches and frameworks merit careful consideration (Minocha et al., 2018).

To understand the potential impact of it in higher education, it is important to investigate and compare the perceptions of both teaching and non-teaching staff, acknowledging their distinct roles, experiences, and priorities within the institutional landscape. By exploring these differences, institutions can tailor the implementation of this approach to effectively address the specific needs and concerns of all stakeholders, fostering a more inclusive, collaborative, and ultimately successful organizational change process. Also, fostering an appreciative attitude among educators is crucial, as it directly influences their ability to positively engage with and appreciate their students, which is a key component of effective communication and collaborative group dynamics (Susilo & Sudrajat, 2020).

BVS Colleges, Inc., known for its strong foundation in TESDA-accredited programs, has long followed a "one-man-one-office" management setup. While this approach encouraged staff to become skilled by learning each other's roles, it also resulted in burnout, errors, and a challenging work environment—especially for newly hired employees. These experiences have highlighted the need to explore more collaborative and empowering ways of managing people and processes. This study investigates how Appreciative Inquiry (AI), with its four key phases—Discovery, Dream, Design, and Destiny—can be applied within the administrative operations of BVS Colleges. It aims to understand how applicable and effective AI is from the perspective of both teaching and non-teaching staff. The study also investigates whether there are notable differences between these two groups and whether there is a meaningful connection between how applicable and how effective AI is perceived to be. By focusing on the real experiences of people working within the institution, the study hopes to offer practical insights into how positive, strengths-based approaches like AI can support better management practices in higher education settings.

To guide the statistical analysis and provide testable predictions, the following null and alternative hypotheses were formulated:

Table 1

Research Questions with Null & Alternative Hypothesis

	Research Question	Null Hypothesis (H_0)	Alternative Hypothesis (H_1)
1.	What is the perceived level of applicability of the Appreciative Inquiry approach in the administrative management of BVS Colleges, as assessed across the Discovery, Dream, Design, and Destiny phases? 1a. Is there a significant difference in the perceived level of applicability between teaching and non-teaching employees?	H_{01}: There is no statistically significant difference between the perceived levels of applicability of the Appreciative Inquiry approach across the 4D phases between teaching and non-teaching employees.	H_{11}: There is a statistically significant difference between the perceived levels of applicability of the Appreciative Inquiry approach across the 4D phases between teaching and non-teaching employees.
2.	What is the perceived level of effectiveness of the Appreciative Inquiry approach in the administrative management of BVS Colleges, as assessed across the Discovery, Dream, Design, and Destiny phases? 2a. Is there a significant difference in the perceived level of effectiveness between teaching and non-teaching employees?	H_{02}: There is no statistically significant difference between the perceived levels of effectiveness of the Appreciative Inquiry approach across the 4D phases between teaching and non-teaching employees.	H_{12}: There is a statistically significant difference between the perceived levels of effectiveness of the Appreciative Inquiry approach across the 4D phases between teaching and non-teaching employees.
3.	Is there a statistically significant correlation between the perceived level of applicability and effectiveness of the Appreciative Inquiry approach in the administrative management of BVS Colleges?	H_{03}: There is no statistically significant correlation between the perceived levels of applicability and effectiveness of the Appreciative Inquiry approach in administrative management.	H_{13}: There is a statistically significant positive correlation between the perceived levels of applicability and effectiveness of the Appreciative Inquiry approach in administrative management.

The scope of the research determined the extent to which employees perceived AI as applicable and effective in their administrative context, and analyzed the relationship between these two variables. Delimited to the perceptions of teaching and non-teaching employees of BVS Colleges, Inc., who served as the primary data source. Its use of self-reported perceptions, despite efforts to ensure clarity in the survey instrument and apply statistical analyses, introduces potential for individual biases and limits the generalizability of findings beyond BVS Colleges. Therefore, interpreting the results requires careful consideration of these inherent limitations.

The study is significant for various stakeholders. To the Institution, it is significant in providing valuable information as a basis for enhancing AI-based strategies to create a collaborative working environment for both the employees and students. Also, the findings and methodology can serve as a valuable resource for future researchers exploring the application of AI in similar settings and have the potential to inspire further investigation and development of AI-based management strategies.

Affirmative Inquiry provides a systematic and collaborative approach to uncovering the positive core of an organization and using it as a basis for change (Cooperrider & Whitney, 2005; Filleul & Rowland, 2006). Rather than focusing on deficits, AI emphasizes positive emotions, organizational strengths, and relationships to facilitate meaningful change.

At its core, affirmative inquiry is both a philosophy and a process. As a philosophy, it emphasizes collaboration, participation, and a systems-oriented approach to change that focuses on the organization rather than the individual (Morales, Corpuz, & Oliver, 2016). Fundamentally, it seeks to find the best in people and organizations, affirming strengths and potential (Cooperrider, 2015; Stavros, Godwin, & Cooperrider, 2015). This approach empowers individuals within an organization to shape change by exploring and appreciating the positive aspects of the workplace.

It specifically examines the application of AI through the 4D framework: Discovery, Dream, Design, and Destiny (Barrett & Fry, 2005). This framework provides a structured process for implementing AI principles: a) Discovery as a stage focused on appreciating the "best of what is" by exploring positive elements and strengths within the organization.; b) Dream where participants envision "what might be," creating a shared positive image of the desired future.; c) Design which involves collaboratively crafting strategies and structures to realize the envisioned dream.; and d) Destiny which focuses on empowering organizational members to take responsibility for enacting and sustaining the change.

This serves as a framework for assessing the applicability and effectiveness of AI in the administration of BVS College.

Figure 1

4D Framework of Appreciative Inquiry Approach
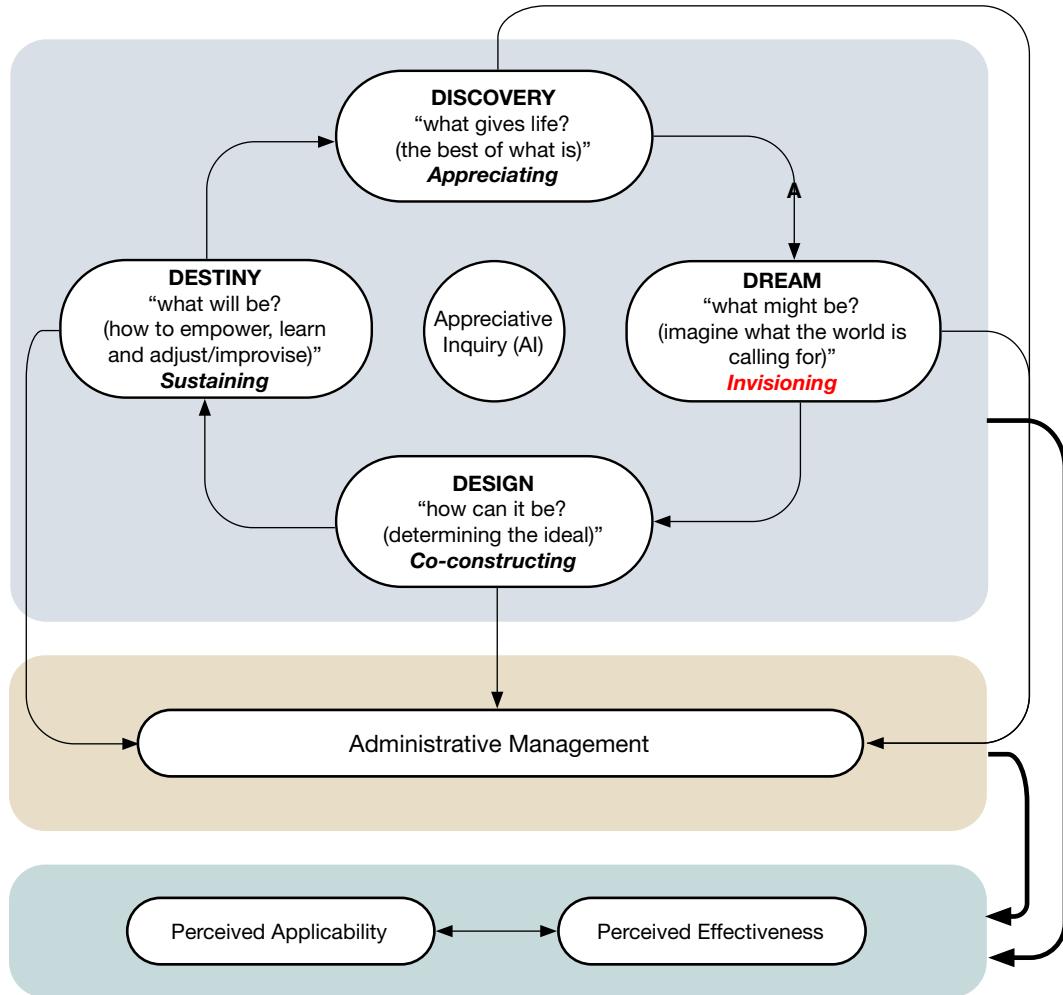
This explores how teaching and non-teaching staff viewed this process holistically and within each of the stages like the applicability and effectiveness of the process in shaping administrative practices. This helps to provide insight into the role of AI in facilitating positive change in institutional administration and how different groups of employees experience the process.

This study corroborates theoretical underpinnings from the following: a) Organizational Development (OD) means AI as a key to OD intervention that fosters positive change and growth.; b) Positive Psychology, which says that AI aligns with the principles of

positive psychology, emphasizing strengths, well-being, and positive experiences.; c) Social Constructionism, which acknowledges that organizational reality is socially constructed, and that positive dialogue and collaboration can shape a more desirable future.

Figure 2

Paradigm of the Study
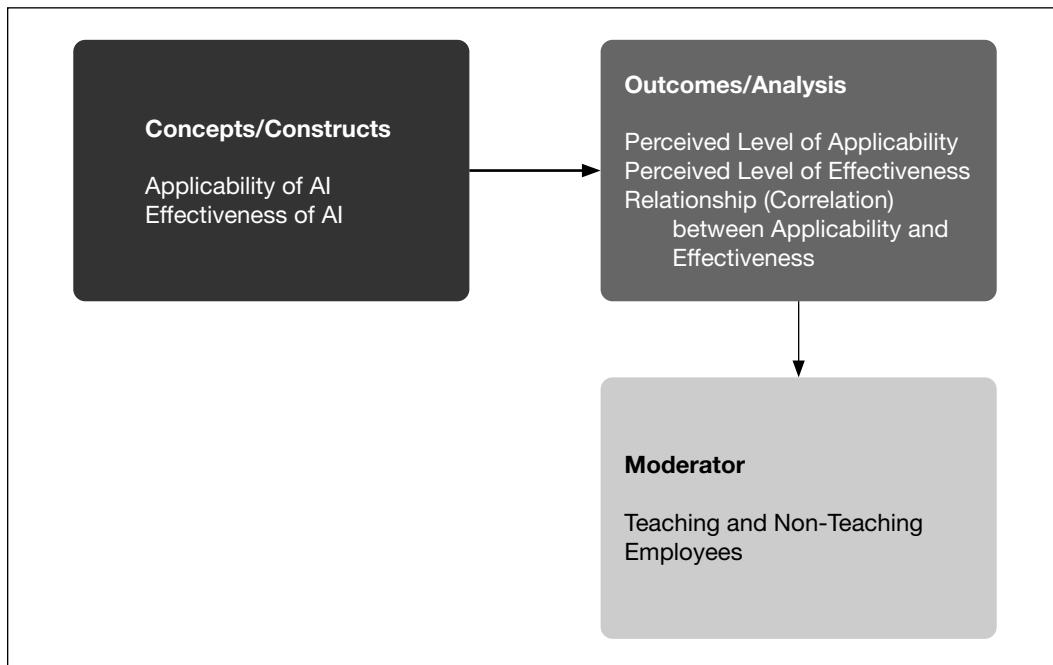
In the left column are the central concepts under investigation: Applicability of Appreciative Inquiry (AI) and Effectiveness of AI, representing the core focus of the study in assessing the utility of the AI approach. The right column outlines the specific outcomes and analyses that the research aims to achieve, which include the 'Perceived Level of Applicability' and the 'Perceived Level of Effectiveness. Furthermore, the paradigm indicates that the study analyzed the 'Relationship (Correlation) between Applicability and Effectiveness,' to understand how these two concepts are associated.

Finally, 'Teaching and Non-Teaching Employees' is positioned below. This indicates that the study examined how employee group membership (teaching or non-teaching) moderates or influences the perceived levels of applicability and effectiveness of AI, and their relationship.

METHODOLOGY

The study utilizes a descriptive-survey research design as the study aims to describe the perceptions of employees regarding the applicability and effectiveness of Appreciative Inquiry (AI) in the administrative management of BVS Colleges, Inc. According to McNabb (2007), descriptive research involves gathering data to describe events and then organizing, tabulating, illustrating, and describing those data. Furthermore, it incorporates a correlational element within the descriptive design, focusing on examining the relationship between the perceived applicability and perceived effectiveness of AI. The study was conducted at BVS Colleges, Inc. BVS Colleges, Inc. is an educational institution located in La Trinidad, Benguet, Philippines, offering technical-vocational education and training (TVET), tertiary, and senior high school programs.

The participants include teaching and non-teaching employees who are involved in or affected by the administrative management processes of the institution. The researcher utilized total population sampling, a type of purposive sampling technique. This allows all to contribute their perspectives, experiences, and suggestions regarding the applicability and effectiveness of Appreciative Inquiry in the institution's administrative management.

Table 2

Population of the Study

Group	Number of Respondents	Percentage
Teaching	30	71%
Non-teaching	12	29%
Total	42	100%

The primary data gathering instrument for this study was a self-administered survey questionnaire, which was designed to measure employees' perceptions. The questionnaire was structured in two parts: the first part gathers the employment status of the employee (teaching or non-teaching). The second part comprised a structured survey designed to measure the perceived applicability and perceived effectiveness of AI.

To gather the data, permission was obtained through a formal request letter from the Institution. Upon approval, questionnaires were personally distributed to the participants. Then collected the questionnaires from the respondents, ensuring that it was completely answered. The data was organized and prepared for analysis.

Figure 3

Flow Chart for the Data Gathering Procedure
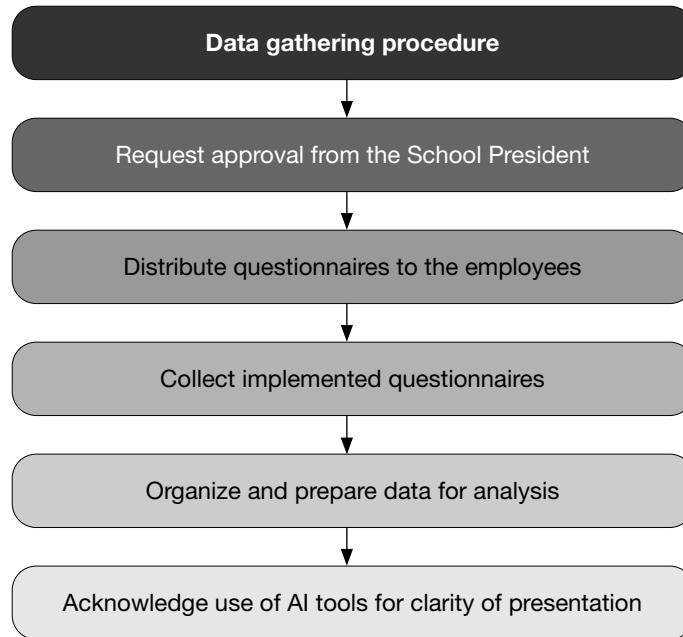
Descriptive statistics, including frequency distributions, means, standard deviations, and weighted means, were used to summarize demographic characteristics and overall perceptions. Inferential statistics were then applied to draw broader conclusions. Independent samples t-tests identified significant differences in perceived applicability and effectiveness between the employee groups. Furthermore, Pearson's correlation coefficient assessed the linear relationship between these two perceptions.

RESULTS AND DISCUSSION

This chapter is presented in three parts. The first part presents the findings related to the perceived level of applicability of the Appreciative Inquiry approach, the second part presents the findings about the AI's perceived level of effectiveness, and the last part discusses the relationship between the perceived applicability and effectiveness of AI.

Table 3

Perceived Applicability of Appreciative Inquiry Approach
in the Administrative Management of BVS Colleges

	Indicators	Weighted Mean	Descriptive Equivalent	Rank
Discovery		**3.40**	**Very Much Applicable**	**3**
1	The Management always focuses the attention of the Institution in the positive view every time challenges are encountered.	3.38	Very Much Applicable	5
2	The Management always chooses to pay attention to what could bring benefit to the Institution.	3.48	Very Much Applicable	2.5
3	The Management discovers the strengths of its people and encourages them to develop it.	3.55	Very Much Applicable	1
4	The management encourages the staff to attend training and seminars that could help the employee develop their strengths and skills.	3.48	Very Much Applicable	2.5
5	During the planning stage, the management starts the discussion by elaborating on the Institutions potentials.	3.19	Moderately Applicable	8
6	The management's way of appreciating and recognizing teamwork outputs encourages you and your teammates to perform better.	3.38	Very Much Applicable	5
7	The management's emphasis on room for innovations and improvements encourages you to be more innovative.	3.33	Very Much Applicable	7
8	The employees always approach additional tasks as a challenge for growth rather than a punishment.	3.38	Very Much Applicable	5

	Indicators	Weighted Mean	Descriptive Equivalent	Rank
Dream		**3.32**	**Very Much Applicable**	**4**
1	The management creates the working environment a possible workplace for development and growth.	3.38	Very Much Applicable	2
2	The employees attitude towards changes is a room for expansion of knowledge, growth and experience.	3.29	Very Much Applicable	3.5
3	The management creates a new set of competition rather than being in a competition of what was already existing in the "market place."	3.29	Very Much Applicable	3.5
4	Ambiance of the working environment always motivates and encourages the employees to work.	3.21	Moderately Applicable	5
5	Employee career/skills development opportunities are always encouraged and fairly distributed among employees	3.45	Very Much Applicable	1
Design		**3.56**	**Very Much Applicable**	**1**
1	The management always find ways to improve its set of programs and services offered (e.g. From automotive Bundle to Automotive Bundle with Toolkits)	3.69	Very Much Applicable	1
2	The Management introduces innovation of services in conducting training to the community (Community-Based Training).	3.57	Very Much Applicable	2
3	Teamwork is always appreciated in the Institution	3.43	Very Much Applicable	3

Indicators		Weighted Mean	Descriptive Equivalent	Rank
Destiny		**3.46**	**Very Much Applicable**	**2**
1	The management of the Institution is directed to the Vision-Mission of the Institution.	3.57	Very Much Applicable	1
2	The management view of Long-term effect in decision making is convincing.	3.38	Very Much Applicable	3
3	The management always conducts evaluation of outputs after the conduct of an event.	3.43	Very Much Applicable	2

As shown in Table 2, the Design area received the highest applicability rating (3.56). This high rating may be attributed to the respondents' strong agreement with indicators such as "The management always finds ways to improve its set of programs and services offered..." (3.69) and "The Management introduces innovation of services..." (3.57). These results indicate that employees perceive management's focus on program improvement and service innovation as highly relevant aspects of AI within the institution. This orientation aligns with the core principles of AI, which posits that focusing on existing strengths and successes can be a more effective catalyst for organizational development than dwelling on deficits and shortcomings (Savage et al., 2018).

The Discovery area (3.40) suggests that respondents generally agree that management focuses on positive aspects and employee strengths. For instance, the indicator with the highest rating in this area is "The Management discovers the strengths of its people and encourages them to develop it" (3.55), highlighting the emphasis on strength recognition, a core principle of AI. Other indicators, such as "The management always chooses to pay attention to what could bring benefit to the Institution" (3.48) and "The management encourages the staff to attend trainings and seminars that could help the employee develop their strengths and skills" (3.48), also received high ratings, further supporting the perception that the Discovery phase is being applied effectively. The observed emphasis on the management's inclination towards recognizing and nurturing employee strengths aligns with established principles in positive psychology and organizational behavior (Richter et al., 2021). Prioritizing the identification and cultivation of individual talents is not only perceived favorably by employees but also resonates with contemporary research advocating for strengths-based leadership and humanized organizational practices (Bhatnagar, 2020; Wang et al., 2023).

The Dream area, with a mean of 3.32, also demonstrates high applicability. Respondents rated highly the management's emphasis on creating a positive working environment for development and growth (3.38) and the fair distribution of career/skills development opportunities (3.45). This indicates that employees perceive the management as fostering a positive and growth-oriented vision, aligning with AI's focus on envisioning a desired future. The importance of organizational support in fostering positive employee attitudes and behaviors (Donkor et al., 2020). When employees feel supported and valued, they are more likely to be engaged, committed, and productive (Yuwono, 2021).

The Destiny area, with a mean of 3.46, reflects a strong perception of applicability. A key indicator in this area is the management's alignment with the institution's vision and mission (3.57), suggesting that employees perceive the management as effectively translating the vision into action, a crucial aspect of the Destiny stage in AI. Furthermore, respondents indicated agreement with indicators such as "The management always evaluates outputs after the conduct of an event" (3.43) and "The management's view of the long-term effect in decision-making is convincing" (3.38), indicating that employees perceive the management as focused on sustainability and continuous improvement. This emphasis on long-term impact and consistent evaluation resonates with the principles of corporate sustainability, which emphasize meeting the needs of current stakeholders without compromising the ability of future stakeholders to meet their own needs (Lee, 2020).

Overall, the findings in Table 2 suggest that the Appreciative Inquiry approach, as implemented across the 4D framework, is perceived as highly applicable in the administrative management of the Institution. This aligns with existing literature highlighting its effectiveness in fostering positive change and employee engagement (Cooperrider and Whitney, 2005). Specifically, the high applicability ratings in the Design and Destiny phases corroborate studies emphasizing AI's role in facilitating innovative solutions and aligning organizational actions with its core vision and mission (Ludema et al., 2003).

In Table 3.1, an independent samples t-test was conducted to determine if these differences in perceived applicability between teaching and non-teaching employees were statistically significant.

Table 3.1

Comparison of Perceived Applicability of Appreciative Inquiry Approach
between Teaching and Non-Teaching Employees

Areas	Non-Teaching	Teaching	W.M.
A. Discovery	3.37	3.47	3.40
B. Dream	3.33	3.32	3.33
C. Design	3.57	3.56	3.57
D. Destiny	3.48	3.42	3.46
Average	3.44	3.44	3.44

The results of the t-test, assuming equal variances, indicated that there was no statistically significant difference between the two groups (t = -0.06765, p = 0.948262). This test was performed on the average scores of the 4 areas and not the individual responses of the 30 teaching and 12 non-teaching respondents. This emphasis on recognizing and utilizing individual strengths is a core principle of Appreciative Inquiry, and it appears to be consistently perceived by both groups of employees. Due to the relatively small size of the institution, there might be frequent interactions between teaching and non-teaching staff, which may contribute to a shared understanding and perception of the applicability of AI. The observed consistency in perceived applicability of Appreciative Inquiry may stem from management's equitable recognition of individual strengths, irrespective of employees' roles (Susilo & Sudrajat, 2020)

Table 4

Perceived Effectiveness of Appreciative Inquiry Approach
in the Administrative Management of BVS Colleges

Indicators	Weighted Mean	Descriptive Equivalent	Rank
Discovery	**3.29**	**Highly Effective**	**4**
1. The Management always focuses the attention of the Institution on the positive view every time challenges are encountered.	3.29	Highly Effective	4
2. The Management always chooses to pay attention to what could bring benefit to the Institution.	3.4	Very Much Applicable	1
3. The Management discovers the strengths of its people and encourages them to develop it.	3.24	Highly Effective	5

	Indicators	Weighted Mean	Descriptive Equivalent	Rank
4.	The management encourages the staff to attend trainings and seminars that could help the employee develop their strengths and skills.	3.38	Very Much Applicable	2.5
5.	During the planning stage, the management starts the discussion by elaborating on the Institution's potentials.	3.14	Moderately Effective	7
6.	The management's way of appreciating and recognizing teamwork outputs encourages you and your teammates to perform better.	3.38	Very Much Applicable	2.5
7.	The management emphasizes room for innovations and improvements encourages you to be more innovative.	3.19	Moderately Effective	6
8.	The employees always approach additional tasks as a challenge for growth rather than a punishment.	3.26	Highly Effective	5
Dream		**3.37**	**Highly Effective**	**2**
1.	The management creates the working environment a possible workplace for development and growth.	3.38	Highly Effective	2
2.	The employees' attitude towards changes is a room for expansion of knowledge, growth, and experience.	3.35	Highly Effective	3
3.	The management creates a new set of competition rather than being in a competition of what was already existing in the "marketplace."	3.32	Highly Effective	4
4.	The ambiance of the working environment always motivates and encourages the employees to work.	3.32	Highly Effective	4
5.	Employee career/skills development opportunities are always encouraged and fairly distributed among employees.	3.48	Very Much Applicable	1

Indicators	Weighted Mean	Descriptive Equivalent	Rank
Design	**3.51**	**Highly Effective**	**1**
1. The management always finds ways to improve its set of programs and services offered (e.g., from Automotive Bundle to Automotive Bundle with Toolkits).	3.64	Highly Effective	1
2. The Management introduces innovation of services in conducting training to the community (Community-Based Training).	3.55	Highly Effective	2
3. Teamwork is always appreciated in the Institution.	3.35	Highly Effective	3
Destiny	**3.37**	**Highly Effective**	**2**
1. The management of the Institution is directed to the Vision-Mission of the Institution.	3.48	Very Much Applicable	1
2. The management's view of the long-term effect in decision-making is convincing.	3.24	Highly Effective	4
3. The management always conducts an evaluation of outputs after the conduct of an event.	3.38	Highly Effective	2.5

As shown in Table 3, the Design area received the highest effectiveness rating (3.51). This high rating aligns with the findings on applicability, suggesting that the aspects of AI that are perceived as most applicable are also perceived as most effective. The high effectiveness rating may be attributed to the respondents' strong agreement with indicators such as "The management always finds ways to improve its set of programs and services offered..." (3.64). This merging of perspectives highlights the perceived value and impact of initiatives aimed at refining existing programs and pioneering novel service offerings (Jiang et al., 2024). And "The Management introduces innovation of services..." (3.55). These results indicate that employees see the management's focus on program improvement and service innovation as not only applicable but also highly effective. This aligns with the Poetic Principle of AI, which suggests that organizations can choose what to focus on and that choice influences what they learn and become. In this case, the focus on design and innovation is perceived as leading to effective outcomes.

The perceived effectiveness of the Discovery area (3.29) also indicates a positive perception, with respondents generally agreeing that the management's focus on positive aspects and employee strengths contributes to effective outcomes. The indicator with the highest rating in this area is "The Management always chooses to pay attention to what could bring benefit to the Institution" (3.40), further supporting the perception that this phase is contributing to effective administrative management. This focus on organizational benefits aligns with the principles of organizational support, which posits that a supportive work environment, encompassing factors such as a facilitative climate, motivation management plans, and conducive work conditions, is positively correlated with managerial effectiveness (Srivastava & Sinha, 2009).

The Dream area, with a mean of 3.37, demonstrates high effectiveness, mirroring its applicability rating. Respondents rated the management's emphasis on creating a positive working environment for development and growth (3.38) and employee career/skills development opportunities (3.48), suggesting that employees perceive the management as effectively fostering a positive and growth-oriented vision. The alignment of management's vision with the Anticipatory Principle of AI suggests that a positive outlook on the future, especially concerning the integration of AI in the workplace, can lead to more positive actions and attitudes in the present (Fousiani et al., 2024).

The Destiny area, with a mean of 3.37, also reflects a strong perception of effectiveness. A key indicator in this area is the management's alignment with the institution's vision and mission (3.48), suggesting that employees perceive the management as effectively translating the vision into action and achieving desired outcomes. The alignment of management actions with the institution's vision and mission resonates profoundly with the Positive Principle of the Appreciative Inquiry approach, a methodology that emphasizes the transformative power of positive questioning and a strengths-based perspective in driving organizational change (Al-Hawari et al., 2021).

Overall, the findings in Table 3 suggest that the Appreciative Inquiry approach, as implemented across the 4D framework, is perceived as highly effective in the administrative management of BVS Colleges. This finding is supported by literature indicating that AI's focus on positive core and future possibilities leads to improved organizational outcomes and employee morale (Watkins et al., 2011). The high effectiveness ratings across all four dimensions, particularly Design and Destiny, align with the core principles of AI, where envisioning and enacting a desired future through positive inquiry drives impactful change and goal achievement (Cooperrider & Srivastva, 1987).

Table 4.1

*Difference between the Perceptions of Respondents on the Effectiveness of Appreciative
Inquiry Approach in the Administrative Management of BVS*

Areas	Non-Teaching	Teaching	W.M
A. Discovery	3.24	3.41	3.29
B. Dream	3.22	3.55	3.31
C. Design	3.54	3.81	3.62
D. Destiny	3.32	3.64	3.41
Average	3.33	3.60	3.41

As shown in Table 3.1, there are noticeable differences in the perceived effectiveness ratings between teaching and non-teaching employees across the four dimensions (Areas) of Appreciative Inquiry. Teaching employees have a higher average effectiveness rating (3.60) compared to non-teaching employees (3.33). An independent samples t-test was conducted to determine if these differences in perceived effectiveness between teaching and non-teaching employees were statistically significant. The results of the t-test indicated that there was a statistically significant difference between the two groups ($p = 0.02$, $α = 0.05$). This result supports the finding that the teaching staff have a significantly higher perceived effectiveness of the AI approach.

Specifically, teaching employees rated the effectiveness of AI higher in all four dimensions, with the most substantial difference observed in the Dream area (3.55 for teaching vs. 3.22 for non-teaching). This suggests that teaching employees perceive a greater positive impact of AI on envisioning and creating a desired future for the institution. The significant difference is due to the nature of teaching roles, which might allow for a greater sense of ownership and involvement in the institution's vision and goals. Also, the non-teaching staff may be more focused on day-to-day operational tasks, which could influence their perception of AI's effectiveness.

Figure 4 below reveals a very strong positive correlation ($r = 0.92$) between the perceived applicability and perceived effectiveness of the Appreciative Inquiry approach in BVS management. Specifically, the correlation coefficient of 0.92 suggests that approximately 84.6% of the variance in perceived effectiveness can be attributed to its linear relationship with perceived applicability ($r^2 = 0.8464$). This strong positive correlation means that employees who perceive Appreciative Inquiry as highly applicable also tend to perceive it as highly effective. This finding aligns with the theoretical underpinnings of AI, which suggests that when an approach is seen as suitable and feasible, it is more likely to be viewed favorably in terms of its outcomes.

While Figure 4 illustrates the overall correlation, it's important to consider the specific dimensions of AI. The data recommend that the four dimensions demonstrate a consistent pattern of applicability and effectiveness. This parallel progression indicates that the perceived applicability of AI in each dimension is closely linked to its perceived effectiveness in that dimension. The strong correlation observed has

Figure 4

Correlation between Applicability and Effectiveness of the Appreciative Inquiry Approach in the BVS Management (0.92, High positive correlation)
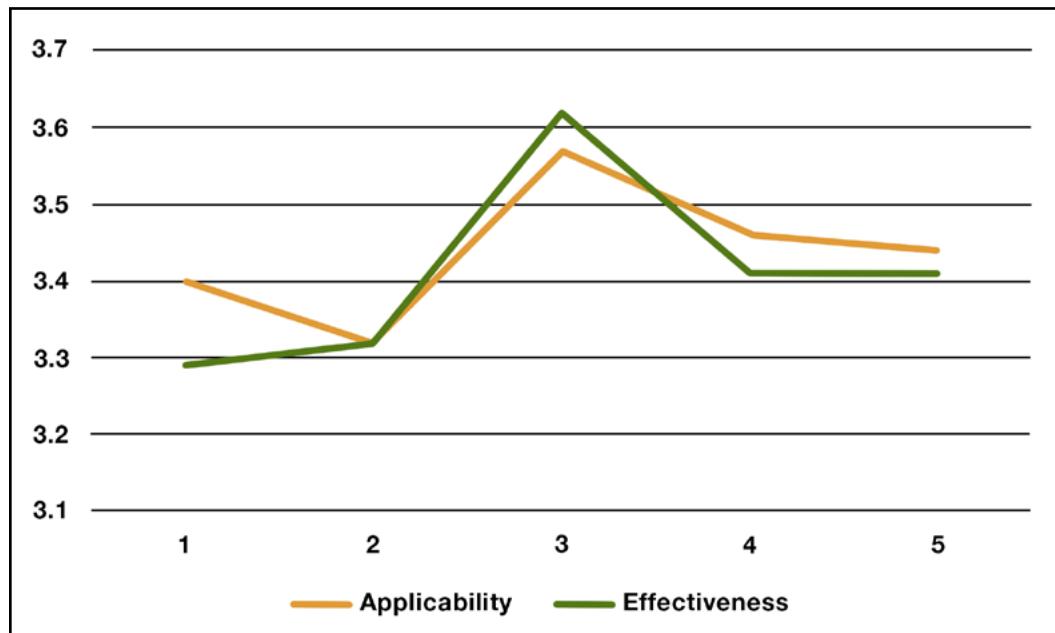
Practical implications for BVS Colleges. For example, projects like program innovation and community-based training, which were rated highly in both applicability and effectiveness, appear to be key drivers of positive perceptions of AI. This suggests that focusing on enhancing the applicability of AI in these areas may further strengthen its perceived effectiveness. This finding supports the idea that fostering a sense that AI is a suitable and feasible approach can contribute to its perceived value and impact within the institution.

This aligns with the core principles of AI, which recommend that when stakeholders perceive the approach as relevant and suitable, they are more likely to engage with it, leading to positive outcomes (Cooperrider & Srivastva, 1987). This relationship strengthens the importance of fostering a sense of relevance to enhance the perceived value and impact of organizational development initiatives, as highlighted by scholars who emphasize the role of shared understanding and buy-in in successful change processes (Bushe, 2011).

Summary of Findings

The level of applicability of the Appreciative Inquiry (AI) approach in the administrative management of BVS Colleges was observed as very high. Employees from both teaching and non-teaching roles generally agreed on the high applicability of AI. On the other hand, the level of effectiveness of the Appreciative Inquiry (AI) approach in the administrative management of the Institution was also high. However, a statistically significant difference was observed in the perceptions of teaching and non-teaching employees, with teaching employees reporting higher perceptions of effectiveness. Finally, a strong positive correlation was observed between the perceived applicability and effectiveness of the Appreciative Inquiry (AI) approach in the Institution.

CONCLUSION AND RECOMMENDATIONS

The following conclusions were drawn based on the findings of the study. The Appreciative Inquiry (AI) approach is identified as highly applicable and highly effective in the administrative management of BVS Colleges. Employees normally perceive AI as suitable and relevant for implementation within the institution's administrative context. Also, they see AI producing a positive outcome in the institution's administrative practices. However, teaching employees reported significantly higher perceptions of effectiveness compared to non-teaching employees. There was a very strong positive correlation between the perceived applicability and perceived effectiveness of the Appreciative Inquiry (AI) approach in the Institution. This indicates that higher perceptions of effectiveness are strongly associated with higher perceptions of effectiveness.

The following recommendations are forwarded based on the conclusions of the study. First, BVS Colleges management is persuaded to continue utilizing the Appreciative Inquiry (AI) approach in its administrative practices in various areas such as general administration, teaching, employee evaluation, and overall institutional development. Second, to maintain and enhance the perceived effectiveness of AI, the management may ensure consistency and a gradual improvement in its programs and services. Third, may focus on further developing strategies to address the institution's potential during the planning process. This will help to focus attention on the institution's strengths and foster a positive outlook among employees. Fourth, may implement practices (tangible or intangible) that recognize and appreciate employee contributions. Fifth and last, may invest in training programs that promote a positive and receptive mindset among employees in all circumstances to enhance employees' ability to adapt to change.

STATEMENTS AND DECLARATIONS

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