

## Organizational Performance of Higher Education Institutions in the Philippines

**JENNIFER B. CABARON**

Jose Rizal Memorial State University

Email: [jennifercabaron3@gmail.com](mailto:jennifercabaron3@gmail.com)

Tel: +639062308045

---

### *Abstract*

*The study aimed to look into the organizational performance of Higher Education Institutions in the Philippines particularly in Zamboanga del Norte. The descriptive method of research was used. There were 95 respondents to the survey. Frequency count, percentage, and Mean were used as a statistical tool. The investigation revealed that organizational performance of the Higher Education Institutions involved was found to be very good along the areas of VMGO, faculty, curriculum and instruction, support to students, research, extension, library, physical plant and facilities, laboratories and administration. The Higher Education Institutions met the standards of quality over and above the minimum requirement of government under Article XIV Accreditation, Section 60. There were areas need to focus such as congruent to the needs of the people in the community, monitoring of faculty adequacy and loading, sourcing out funds and other resources, and maintaining safety and security inside the campuses, even though all areas in organizational performance found very good. Further, the administration continuously requires planning, implementation, monitoring, and evaluation.*

**Keywords:** Faculty, Curriculum and Instruction, Research, Extension, Library, Physical Plant and Facilities.

---

### **Introduction**

Today, quality (Davok, D. F., 2007) is the password in Philippine education (Bernardo, A. B. (2004). There is no single workable definition of what quality is. But, the former Commission on Higher Education Executive Director Dr. Roger Reyes gave a realistic interpretation of the word, to quote "Quality is not perfection. It is improving ones previous best and showing one is at the leading edge in all aspect". Indeed, as the country joined the Association of South East Asian Nations (ASEAN) (Palgrave Macmillan, 2016) and by 2020 joins the APEC Trade Regions, the tension for development needs attention to achieve it (Paul, 2002). Central to this is the overall improvements required by the educational system (Triantafillou, E., Pomportsis, A., & Demetriadis, S., 2003). It felt by all top executives in a higher education institution. At this point, educational institutions (Ercan, T., 2010) have to address the problem of quality and produce globally competitive graduates (Laguador, J. M., Dotong, C. I., & De Castro, E. A., 2014). With the integrated rise of universities and colleges either in public and private Higher Education Institution at 1,890 in number, a greater diversity of programs, with varying capacity to deliver teaching and learning services. Higher education institutions (Ganesh, Haslinda & Raghavan, 2017) search for productive and innovative ways to attract, retain and develop stronger relationships with customers, particularly with students to gain a competitive edge in its current and future business needs. Along with this light, institutions hire and train highly qualified professors (Darling-Hammond, L., 2006) for various disciplines like Science, engineering, agriculture and another area of expertise to produce graduates with international standards of competence. Moreover, the organization itself must seek continual improvement to differentiate itself from its

competitors. The organizations have to set up to fulfill the needs of the people. In this competitive world (Bateman, T. S., & Snell, S., 2011), the Higher Education Institutions have to be growth-oriented for the executives to be successful. The executive must be able to weave together the various parts so that all would function properly and realize the institutions' mission and goal. Indeed, the study was conducted to determine the organizational performance (Richard, P. J., Devinney, T. M., Yip, G. S., & Johnson, G., 2009) of Higher Education Institutions along with vision, mission, goals and objectives, faculty, curriculum and instruction, support to students, research, extension and community involvement, library, physical plant and facilities, laboratories, and administration. The outcome of this study will utilize to meet the standard quality set by the Commission and Higher Education System to all Universities and Colleges in the Philippines.

### **Literature Review**

Higher Education Institutions desire to meet the standards of quality over and above the minimum requirement in aid of regulatory functions and for government recognition. They encourage the use of the mechanism of voluntary accreditation (Instrument, A. R., 2010). Higher education institutions desire to meet the standards of quality (Sallis, E., 2014) over and above the minimum requirement in aid of regulatory functions and for government recognition. They encourage the use of the mechanism of voluntary accreditation (Instrument, A. R., 2010).

### **Vision, Mission, Goals**

The Vision statement is the state the Institution hopes to become in the future. The Mission, Goals, and Objectives (White, E. R., 2000) represent the hierarchy of aims of the Institution. The Mission (Meacham, J., & Gaff, J. G., 2006) reflects the objectives of the whole state university or colleges. The Goals consider the intentions below the Institutional level. Likewise, the Objectives are the aims at the program level, on what the program hopes to achieve. The State University and Colleges define the mission under its legal and educational development decree and the thrusts of the government (Instrument, A. R., 2010). The uniqueness of every organization reflects in vision and mission statements. Well, designed vision and mission are essential for the formulation, implementing and evaluating strategies. Drucker (2012) said that developing a bright idea and mission statements is the first responsibility of the "strategist." A vision represents a challenging portrait of what the organization and its members can be a possible and desirable future. Leaders need to create new projections about where the organization should go and what major changes lay ahead. Once the vision established, persistent and active communication is fully required to "sell" it throughout the ranks of employees so they will embrace it with commitment (Newstrom & Davies, 1997 cited by Ilupa, Nida, 2008). Furthermore, every institution should have a clear mission statement and a vision based on their shared values and beliefs. Leaders provide focus and direction for all involved by participating all stakeholders (Wagner, N., Hassanein, K., & Head, M., 2008) in processing the mission statement and vision for the state university and college (DiPaola, Walther-Thomas, 2003). Good leaders (Alimo-Metcalfe, B., & Alban-Metcalfe, J., 2006) encourage others to be leaders and help bring out those qualities. Hence, if teachers attend a conference or workshop, have them share their knowledge with the rest of the staff when they come back to their station. Leaders can have experienced teachers work together to solve an instructional problem (Peterson, T., & Spitz, C., 2003).

### **Faculty**

The qualifications of its faculty (Shahbazi, S., Keshtiaray, N., & Yousefi, A., 2012) considerably measure the standard or quality of an institution or program. The faculty should manifest a high level of professionalism and exhibit desirable professional attributes. Also, they composed of competent members concerning academic skills, experience, and professional expertise. In the institution, the faculty members should be adequately compensated and taken care of to be effective. They must be given opportunities for continues personal and professional development. A policy of fair distribution of teaching assignments and workload should be practiced. Likewise, objective and specific promotion criteria/scheme should be

adopted by the institution (Instrument, A. R.,2010). The fundamental function of the faculty is teaching. They should be involved in disseminating and facilitating the acquisition of knowledge, and ideas, innovation, and information. They should manifest desirable personal qualities and high level of professionalism. Based on the AACUP 2000 Manual, the members of the state university and colleges such as faculty are expected to render expert services and must be involved in consultancies.

### **Curriculum and Instruction**

The word Instruction (Dick, W., Carey, L., & Carey, J. O., 2005) is the dissemination of knowledge, occupies the center stage in any education program (Instrument, A. R.,2010). Teaching in the process of facilitating the acquisition of knowledge, values, and skills geared towards the development of an intelligent and well-rounded personality. These include specific tasks such as academic advising, consultation with the students, and all other initiatives that facilitate the process of learning (JRMSU Code, Article 1.1).

### **Support for Students**

Students are the signs of the establishment of learning schools. Hence, the school has the responsibility to support the family and other social institutions for the improvement of the whole personality of the student. Towards this end, a program of student services designed as an integral part of institutional effectiveness and efficiency. The activities of the school (Massoni, E., 2011) should be planned and implemented to assist the student in attaining his/her maximum potential and becoming a worthy contributor in his/her social environment. Student support and services complement the HRM Program (Instrument, A. R., 2010).

### **Research**

It is an avenue through which new knowledge and expertise are discovered or verified and through which appropriate technologies were generated (Instrument, A. R., 2010). Pure research is measured both by the goods it tends to produce and by the quality of researchers' contributions to the annals of pure science and mathematics, of their literary and artistic works, and of their cultural productions. But it is not equivalent to any of these things; its goods the promotion of the mind, the search for truth, the cultivating of knowledge specialists, the production of culture are valuable in themselves independently of the significant pay-offs their fostering has had over the centuries and continued to have today. The level of intellectual and cultural wealth (Isaac, R. G., Herremans, I. M., & Kline, T. J., 2009) it accumulates is what makes an institution a research university with national and international visibility. It is a noble, deeply valuable aspiration in the urban research university attempts to combine the two purposes of graduate education/research and open access (Robson, C., & McCartan, K., 2016).

### **Extension and Community Involvement**

It involves the application of new knowledge and technology (Bose, R., & Sugumaran, V., 2003) created in the institution to improve the quality of life of the people (Hawton, A., Green, C., Dickens, A. P., Richards, S. H., Taylor, R. S., Edwards, R., ... & Campbell, J. L., 2011). Engaging parents, friends, families and the community in meaningful ways is fundamental to the success of students and influences a teacher's decision on continuing in a particular university or leaving it to go somewhere else. School top management needs to look for ways to involve the community. Leaders begin by affecting families when creating a mission statement and vision for the state university and colleges (DiPaola and Walther-Thomas, 2003). They are influenced by the school when addressing safety and discipline issues (NEA, 2003). Leaders can consist of parents on the school's interviewing and hiring a committee to illustrate parent involvement in essential activities (Algozzine, B., Gretes, J., Queen, A. J., & Cowan-Hathcock, M., 2007). Further, they can learn what it is that parents want to gain and provide various information and briefly (Bandelj, N., & Wherry, F. F., 2011).

## **Library**

It is the heart of any learning institution (Miletzki, J., & Broten, N.,2017). It is a synergy of people, hardware, and software whose purpose is to assist the client in utilizing knowledge and technology to transform and improve their lives. Information and knowledge are to the attainment of institutional goals. How they are selected, acquired stored accessed and distributed within the institution will in no small measure, determine the success of teaching, and other academic concepts. The institution provides clear policies with the access to the provision of information. In implementing the policies and development (Chaminade, C., Lundvall, B. Å., Vang, J., & Joseph, K. J., 2009) in the institution, the library must take an active role.

## **Physical Plant and Facilities**

The quality and adequacy of physical plant and facilities (Isa, A., & Yusoff, Z., 2015)of a learning institution determine in no small measure the successful implementation of its curricular programs. Generally, physical plant and facilities include a school site, campus, buildings and other physical infrastructures, equipment, and services complement institutional and program effectiveness.

## **Laboratories**

These are the support system in any academic program (Singh, H.,2003) such as science laboratories, speech laboratories, and demonstration farms used for practicum, shops and other facilities essential to the successful implementation of the curricular programs of the institution. Furthermore, the term is not limited to just space, equipment, supplies and materials but also their functionality to facilitate the attainment of the programs' objectives (Ilupa, Nida, 2008).

## **Administration**

It is the engine of an educational institution in the attainment of its VMGO. The institution is concerned with the general affairs as well as its organizational performance. Thus, the administration initiates institutional processes and ensures that said processes satisfactorily implemented. It includes the Academic unit (college) administration and Campus Administrative Support.

## **Research Questions**

The research question provided below provides an overview of the researcher's focus:

1. What is the organizational performance of Higher Education Institutions in the Philippines in terms of:
  - 1.1 vision, mission, goals and objectives;
  - 1.2 faculty;
  - 1.3 curriculum and instruction;
  - 1.4 support to students;
  - 1.5 research;
  - 1.6 extension and community involvement;
  - 1.7 library;
  - 1.8 physical plant and facilities;
  - 1.9 laboratories; and
  - 2.0 administration?

## Materials and Methods

This study used the descriptive type research method. Descriptive survey method is appropriate for data derived from simple observational situations (Zulueta, F. M. and Costales, Jr. N. E. B., 2003). A modified questionnaire was utilized as an instrument of data collection intended for public and private higher educational institutions to determine their organizational performance. The respondents of the study were the president, vice president, campus administrator, academic dean, deans and faculty of public and private higher educational institutions. They were given questionnaires for them to provide information intended to the study.

Likewise, The survey instrument contained items for the organizational performance patterned from the AACUP accreditation system. It consisted of two (2) parts, Part I dealt with the respondent's profile; while Part II consisted of items along organizational performance. The researcher sent a letter of request asking permission from the President of public and private higher educational institutions to administer the instrument to those who are holding top executives position. Since the permit to conduct the study granted by the OIC Dean of the Graduate School, the researcher proceeded with the data gathering in different public and private higher educational institutions in the province of Zamboanga del Norte. The data gathered from the instrument were analyzed and interpreted with the use of the following statistical tools, namely: frequency count and percentage, and Mean.

## Results and Discussion

The table shows the ratings of the respondents on organizational performance along vision, mission, goals, and objectives. The table shows that the top executives rated two as excellent. These were on defining the statement of vision, mission, goals, and objectives and considering the dissemination and acceptability of the accounts. It means that the vision, mission, goals, and objectives disseminated to the community and the stakeholders for their approval. Along congruency of the needs for the implementation of the vision, mission, goals, and objectives were rated by the respondents with an average weighted value of 3.75, described as very good. It implies that the needs and implementation of the VMGO are said to be in line with the needs of the people in the community.

On the other hand, the table also shows the average weighted values which within the range of 4.21-5.00. The dean and faculty rated the three items as excellent. The result above shows that the vision, mission, goals, and Objectives communicated to the concerned individuals in the community. These VMGO were adequately identified based on the needs of the city and the needs of the educational institution where it stands. VMGO directs the institution. It brings people to its goal. If the proper VMGO does not guide an organization, there could be no measure of productivity.

Table 1: Organizational Performance Along Vision, Mission, Goals, and Objectives

Vision, Mission Goals and Objectives	Top Executives		Dean and Faculty	
	AWV	Description	AWV	Description
1. Defines the statement of vision, mission, goals, and objectives.	4.44	Excellent	4.56	Excellent
2. Considers the dissemination and acceptability of statements	4.31	Excellent	4.42	Excellent
3. Needs congruence and implementation.	3.75	Very Good	4.39	Excellent
Mean	4.17	Very Good	4.46	Excellent

Table 2 presents the ratings on organizational performance in the faculty area. The table shows the average weighted values which within the range of 3.41 – 5.00, with corresponding descriptions from very good to excellent. It means that along the faculty area, the schools made very good to excellent performance. Meanwhile, the table also presents the deans and faculty ratings on organizational performance among faculty. As revealed by mean of 4.24, it should tell that along the faculty area; the schools made the very excellent performance. These schools may have observed standards of qualification based on the stipulations of the civil service commission and the Commission on Higher Education. They may also have raised the skills of faculty through motivating them to attend graduate education and obtaining their master's and doctorate, as these are essential requirements for those teaching in higher education institutions.

Further, the faculty morale is raised through acknowledgment of excellent job performance and providing almost all the benefits that are due to them. This indicator unquestionably gives quality assurance. The faculty satisfied through constant upgrading of the faculty is primarily the working force that could tell what kind of education the institution has. According to Coe, Aloisi, Higgins, & Major (2014), performance evaluation of a teacher based on the appraisal of their students is one of the measures of the state university to determine the work performance of the faculty members in a particular semester.

Table 2: Organizational Performance Along Faculty

Faculty	Top Executives		Dean and Faculty	
	AWV	Description	AWV	Description
1. Standard academic qualifications and professional experiences	4.13	Very Good	4.54	Excellent
2. Procedures for recruitment, selection and orientation process	3.94	Very Good	4.26	Excellent
3. Monitors faculty adequacy and loading	3.63	Very Good	3.84	Very Good
4. Give emphasis on ranks and tenure	4.00	Very Good	4.05	Very Good
5. Assures faculty development	4.00	Very Good	4.28	Excellent
6. Encourages professional performances and scholarly works	4.00	Very Good	4.22	Excellent
7. Provides salaries, fringe, benefits, and incentives	3.88	Very Good	4.34	Excellent
8. Strengthens professionalism through faculty development program (FDP)	4.25	Excellent	4.41	Excellent
Mean	3.98	Very Good	4.24	Excellent

With regard to curriculum and instruction showed in Table 3, the top executives rated organizational performance as excellent. It means that the curricula observed by the schools generally patterned after the requirements of the Commission on Higher Education. The curriculum content as prescribed by CHED including the assessment of the grades of students. Further, the instructional process methodologies well performed that leads to student's completion of the requirements for their respective degrees. Besides, as shown by the average weighted value of 4.38, the deans and faculty rated organizational performance as excellent. It means that the higher education institution adheres to the CHED Memorandum Orders for the particular degree program. However, among the variables in organizational performance along faculty, monitoring faculty and adequacy and loading got the lowest score rated by top executives, dean, and faculty.

In the report stated in the University of North Carolina on Faculty Teaching, Workload (2017), all their campuses and constituent in the said institutions develop and implement policies and procedures to monitor their faculty teaching loads. This way helps to approve significantly or sustained from expected minimums.

The HEI policies must include the criteria and approval process for reductions in institutional load attendant to increased administrative responsibilities, externally-funded research, including course buy-outs, and additional institutional and departmental service obligations (Faculty Teaching, Workload, 2017). According to Saliendra, (2018), the teaching load of every faculty member must reflect the goals of equity and professional growth.

Table 3: Organizational Performance Along the Area of Curriculum and Instruction

Curriculum and Instruction	Top Executive		Dean and Faculty	
	AWV	Description	AWV	Description
1. Follows curriculum and program of studies as prescribed by CHED	4.38	Excellent	4.64	Excellent
2. Develops Instructional process , methodologies, and learning opportunities	4.19	Very Good	4.37	Excellent
3. Performs assessment of academic performances correctly and fairly	4.31	Excellent	4.50	Excellent
4. Observes and emphasis classroom management	4.19	Very Good	4.13	Very Good
5. Complies graduation requirements set by respective degrees	4.19	Very Good	4.49	Excellent
6. supports administration for Effective Instruction	4.19	Very Good	4.17	Very Good
Mean	4.24	Excellent	4.38	Excellent

Table 4 presents the respondent's ratings on organizational performance among students regarding scholarships, grants, and extra-curricular programs, activities, and sports activities. Along with this line, the school obtained a rating of very good. It means that organizational performance is higher regarding support to students. It proved by the scores within the range of 3.41 – 4.20 rated by the top executives. It means that the school has established activities for the school year and that these activities have been undertaken to develop the students holistically. It implies that the school has complete support to the student. They screen students for admission and that they guide students while they enrolled in the college. They monitor and evaluate activities that support students' development and finally, the school grants scholarship to those deserving and qualified students. Likewise, as disclosed on the table, the support student services programs and screen students for admission and retention have the average weighted values of 4.32 and 4.26 respectively, indicating that the organizational performance along the area of support to students rated by the dean and faculty as excellent. While, supports guidance program of the school, supports other student services, monitors and evaluates the sports activities of students regularly, provides scholarships/grants to deserving students and supports co-curricular and extra-curricular program and activities was rated as very good with a weighted average weighted values of 4.20, 4.05, 3.92, 4.14 and 4.06 respectively. The mean of 4.07 and 4.14 proved that support to students was very good. It means that a comprehensive student support program has been established to provide full support for the needs of students is it in the academics or non-academics.

Table 4: Organizational Performance Along the Area of Support to Students

Supports to Students	Top Executive		Dean and Faculty	
	AWV	Description	AWV	Description
1. Supports student services programs	4.19	Very Good	4.32	Excellent
2. Screen students for admission and retention	4.12	Very Good	4.26	Excellent
3. It supports guidance program of the school.	4.12	Very Good	4.20	Very Good
4. Supports other student services (Food Service, Sports Development Program)	4.00	Very Good	4.05	Very Good

5. Monitors and evaluates the sports activities of students regularly	3.88	Very Good	3.92	Very Good
6. Provides scholarships/grants to deserving students	4.12	Very Good	4.14	Very Good
7. Supports co-curricular and extra-curricular programs and activities	4.06	Very Good	4.06	Very Good
Mean	4.07	Very Good	4.14	Very Good

It can be gleaned from Table 5 is the performance of the school organizations regarding research. The table shows computed average weighted values that ranged from 3.38 – 3.75, described as good and very good. It means that the schools have created research priorities and they choose the most relevant research topic. They implement, monitor and evaluation research outputs and they emphasize publication of research findings. There is an effort of sourcing out funds for particular research. Besides, it can be seen on the table that the organizational performance along the area of research rated by the dean and faculty was very good, revealed an average weighted value of 3.66. This implies that the performance of the school is very well done. Research is one of the mandated functions for higher education institutions, more particularly in universities. The real difference between a college and a university is that colleges are instruction driven while a university is research driven, thus, if a school classified as a university, research outputs and publications are expected while those institutes and colleges rely much more on instruction alone.

Table 5: Organizational Performance Along the Area of Research

Research	Top Executives		Dean and Faculty	
	AWV	Description	AWV	Description
1. Creates research priorities and relevance	3.75	Very Good	3.81	Very Good
2. Source out funding and other resources	3.38	Good	3.48	Very Good
3. Implements, monitors, evaluate and utilize research results/outputs	3.63	Very Good	3.65	Very Good
4. Gives emphasis of publication of research findings	3.56	Very Good	3.69	Very Good
Mean	3.58	Very Good	3.66	Very Good

Table 6 presents the data on the organizational performance concerning extension and community involvement. The table shows average weighted values that were within the range of 3.41-4.20, described as very good by the top executives. It indicates that the schools' performance was outstanding along community extension. It means that these schools are performing their functions in its mandated tasks for a higher education institution. Here schools render voluntary services for the development of the community by assessing the needs of the city and providing services according to the requirements. Likewise, it presents also the data rating by the dean and faculty. With the obtained average weighted mean of 3.94, the organizational performance along the area of extension and community involvement rated very well. In the State University and Colleges, extension services have been very significant over the years. A number of these extension services are extended to the community for free with the aim of improving the people in the city in the future.

Table 6: Organizational Performance Along the Area of Extension and Community Involvement

Extension and Community Involvement	Top Executives		Dean and Faculty	
	AWV	Description	AWV	Description
1. Sets priorities and relevance on extension program	3.94	Very Good	3.78	Very Good
2. Requires planning, implementation,	3.75	Very Good	3.92	Very Good



monitoring and evaluation				
3. Propose community involvement and participation in the extension activities	3.81	Very Good	4.11	Very Good
Mean	3.83	Very Good	3.94	Very Good

Shown in Table 7 are the data on the organizational performance in the area for the library. The table reflects that the library area justified as to its completeness and the applicable provisions of fully qualified staff to man the operations of the library. Based on the average weighted values obtained it could be said that the schools involved in the study have complied with requirements by hiring people who possess the necessary qualifications. The library filled with collections of books and other reading materials and periodicals that could answer the needs of the students. The schools also revealed adequate funding for the library and that there are established linkages for purposes of exchange, financing and technical assistance. To sum it up, the library well equipped with necessary books needed. Support for library operations made possible so that it could continuously operate for the students. One of the essential parts of the school is the library which is the heart of the school.

The institution provides clear policies with the access to the provision of information. In implementing the policies and development (Chaminade, C., Lundvall, B. Å., Vang, J., & Joseph, K. J., 2009) in the institution, the library must take an active role.

Table 7: Respondents' Ratings on Organizational Performance Along the area of Library

Library	Top Executives		Dean and Faculty	
	AWV	Description	AWV	Description
1. Meets the profile and functions of the librarian in administration	4.00	Very Good	4.06	Very Good
2. Adequacy of qualified staff/personnel	3.75	Very Good	4.03	Very Good
3. Follows the policies on collection, organization and preservation of reading materials	3.81	Very Good	3.97	Very Good
4. Displays the schedule of services rendered and utilization	3.94	Very Good	4.04	Very Good
5. Shows the physical set-up of library floor plan and conducts inventory all facilities	3.94	Very Good	4.03	Very Good
6. Supports the financial needs of the library	4.00	Very Good	3.96	Very Good
7. Establish linkages for exchange of materials, funding, and technical assistance	3.81	Very Good	3.87	Very Good
Mean	3.89	Very Good	3.99	Very Good

The table shows the respondents' ratings on the organizational performance along the area of physical plant and facilities. The table shows that the top executives rated all the items as very good with average weighted values within the range of 3.41 – 4.20. The mean of 3.86 indicates that the physical plant and facilities of the schools are generally available and that these plant and facilities are intended for proper utilization of the students, faculty, and staff.

The results revealed that the school displayed a site development plan and maintained safety and security inside the campus rated as excellent as indicated by the average weighted value of 4.52 and 4.29 respectively. It means that the schools fully equipped with the physical plant and facilities that enhance learning and provide avenues for better acquisition of skills among students enrolled in the institution. The school is complete with development plans, its safety, and security measures inside; buildings are carefully constructed based on specifications and standard requirements. Further, there is a periodic inventory of the physical plant and facilities and that personnel working on this infrastructure are qualified to maintain its usefulness and maximize its use.

One of the basic requirements in Higher Education Institutions is to have a well-maintained physical facility that enables faculty and staff in the organization to maximize their potential to achieve goals and objectives. There must be comprehensive monitoring and evaluation of physical plant and facilities inside the campus to provide an active school environment. This monitoring is prerequisite for effective teaching and learning (Panotes, 2015).

Table 8: Respondents' Ratings on Organizational Performance Along the area of Physical Plant and Facilities

Physical Plants and Facilities	Top Executives		Dean and Faculty	
	AWV	Description	AWV	Description
1. Displays site development plan	4.13	Very Good	4.52	Excellent
2. Maintains safety and security inside the campus	4.19	Very Good	4.29	Excellent
3. Building standard requirements are carefully observed	3.88	Very Good	4.02	Very Good
4. Number of classrooms utilized by program are provided	3.75	Very Good	3.78	Very Good
5. Performs inventory of equipment, amenities in offices, function rooms and staff rooms	3.94	Very Good	3.98	Very Good
6. Follow rules regulations in the use of assemble and athletic facilities	4.06	Very Good	3.95	Very Good
7. Hires qualified medical and dental staff clinic.	3.94	Very Good	3.90	Very Good
8. Inventories of equipment facilities at the student center can be found	3.81	Very Good	3.80	Very Good
9. Maintains sanitation of food services/canteen.	3.75	Very Good	3.89	Very Good
10. Provides accreditation center.	3.63	Very Good	3.90	Very Good
11. Maintains safety and security in housing.	3.44	Very Good	3.61	Very Good
Mean	3.86	Very Good	4.0	Very Good

Table 9 shows the ratings of the respondents on laboratories. The table shows that there were adequate provisions in the laboratories. These laboratories include natural science laboratories, computer laboratories, and specialized laboratories. The science laboratories were used for physical science classes while the computer laboratories used in learning the language of computers and its application. There were specialized laboratories which were intended for specialized programs like a laboratory for in the College of Nursing.

The HRM laboratory whereby have provisions for the hot and cold kitchen, requirements for the cooking and baking area, requirements for the front office and bar area. The schools attained high ratings with the average weight values and the mean within the range of 3.41 – 4.20, described as very good. It means that the laboratories of the schools are present and usable. Such laboratory equipment and facilities could provide the students with experiential learning aside from what they learned during lectures and demonstrations by the teachers and instructors.

Table 9: Organizational Performance Along the Area of Laboratories

Laboratories	Top Executives		Dean and Faculty	
	AWV	Description	AWV	Description
1. Laboratories/shops/facilities provided.	3.88	Very Good	4.09	Very Good
2. Equipment and supplies availability.	4.00	Very Good	4.04	Very Good
3. Maintenance of equipment and facilities	3.88	Very Good	3.93	Very Good
4. Special provisions are directly present	3.63	Very Good	4.06	Very Good
Mean	3.85	Very Good	4.03	Very Good

Shown in Table 10 is the data on the respondents' ratings on the area of administration. It could be seen on the table that administration performance was rated as very good as shown by the average weighted values and the mean. It means that the area of administration carefully managed by the people assigned therein. The administrations give attention to this aspect.

They also look into for student administration aspect, financial management, supply chain management and they show records that are well updated. The element of administration has to be strengthened and maintained because the lifeblood of management starts with it. People managing the schools should know that essential matters about the administration of the faculty, to the staff, the students and even the alumni of every school.

Table 10: Organizational Performance Along the Area of Administration

Administration	Top Executive		Dean and Faculty	
	AWV	Description	AWV	Description
1. Clarity and specificity of the organization	4.00	Very Good	4.32	Excellent
2. Emphasis and academic administration	4.00	Very Good	4.22	Excellent
3. Provision of student administration	4.13	Very Good	4.26	Excellent
4. Competence of financial management	4.06	Very Good	4.01	Very Good
5. Competence or availability of supply management	3.75	Very Good	3.66	Very Good
6. Availability and updates of records management	3.88	Very Good	4	Very Good
7. Institutional planning and development are guided by the goals	3.94	Very Good	4.24	Excellent
Mean	3.96	Very Good	4.10	Very Good

## Conclusion and Recommendation

The researcher at this moment concludes that the organizational performance of the institutions involved along the areas of VMGO, faculty, curriculum and instruction, support to students, research, extension, library, physical plant and facilities, laboratories and administration were found to be very good. The Higher Education Institutions met the standards of quality over and above the minimum requirement of government under Article XIV Accreditation, Section 60. Although all areas in organizational performance found very good, there were areas need to focus such as congruence to the needs in the community, monitoring of faculty adequacy and loading, sourcing out funds and other resources, and maintaining safety and security inside the campuses. Further, the administration continuously requires planning, implementation, monitoring, and evaluation.

## References

- Algozzine, B., Gretes, J., Queen, A. J., & Cowan-Hathcock, M. (2007). Beginning teachers' perceptions of their induction program experiences. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 80(3), 137-143.
- Alimo-Metcalfe, B., & Alban-Metcalfe, J. (2006). More (good) leaders for the public sector. *International Journal of Public Sector Management*, 19(4), 293-315.
- Bateman, T. S., & Snell, S. (2011). Management: Leading & collaborating in a competitive world.
- Bandelj, N., & Wherry, F. F. (Eds.). (2011). *The cultural wealth of nations*. Stanford University Press.
- Bernardo, A. B. (2004). McKinley's questionable bequest: Over 100 years of English in Philippine education. *World Englishes*, 23(1), 17-31.
- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). What makes great teaching? Review of the underpinning research.

- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of teacher education*, 57(3), 300-314.
- Davok, D. F. (2007). Quality in education. *Avaliação: revista da avaliação da Educação Superior (Campinas)*, 12(3), 505-513.
- Dick, W., Carey, L., & Carey, J. O. (2005). The systematic design of instruction.
- DiPaola, M. F., & Walther-Thomas, C. W. (2002). Principals and special education: The critical role of school leaders. Center for Personnel Studies in Education, University of Florida. Retrieved March 25, 2008.
- Drucker, P. (2012). *The practice of management*. Routledge.
- Ercan, T. (2010). Effective use of cloud computing in educational institutions. *Procedia-Social and Behavioral Sciences*, 2(2), 938-942.
- Faculty Teaching, Workload, (2017). A system of higher learning. University of North Carolina
- Ganesh, Haslinda & Raghavan, S. (2017). An investigation of academic and social integration in private higher education institution in Malaysia as a moderating variable in relations to satisfaction toward students' retention. *International Review of Management and Business Research*, 6(4), 1543-1560.
- Isa, A., & Yusoff, Z. (2015). State of physical facilities of higher education institutions in Nigeria. *International Journal of Scientific and Research Publications*, 5(4), 1-4.
- Jose Rizal Memorial State University (JRMSU) Code, Article 1.1
- Hawton, A., Green, C., Dickens, A. P., Richards, S. H., Taylor, R. S., Edwards, R., ... & Campbell, J. L. (2011). The impact of social isolation on the health status and health-related quality of life of older people. *Quality of Life Research*, 20(1), 57-67.
- Ilupa, N. A. (2009). Organizational components and the four-fold functions of the MSU system Colleges of Agriculture. *Liceo Journal of Higher Education Research*, 6(1).
- Instrument, A. R. (2010). The Accrediting Agency of Chartered Colleges and Universities in the Philippines.
- Laguador, J. M., Dotong, C. I., & De Castro, E. A. (2014). The experience of Lyceum of the Philippines University-Batangas in getting ahead of accreditation and certification. *International Journal of Social Sciences, Arts and Humanities*, 2(2), 56-61.
- Massoni, E. (2011). Positive effects of extra curricular activities on students. *Essai*, 9(1), 27.
- Meacham, J., & Gaff, J. G. (2006). Learning Goals in Mission Statements: Implications for Educational Leadership. *Liberal Education*, 92(1), 6-13.
- Miletzki, J., & Broten, N. (2017). *Development as freedom*. Macat Library.
- Palgrave Macmillan. (2016). Association of South East Asian Nations (ASEAN). *The Statesman's Yearbook: The Politics, Cultures and Economies of the World 2017*, 70-70.
- Panotes, Romulo. (2016). Monitoring and Evaluation of Physical Facilities of the Bulacan State University: Basis for the Development of Facility Management Policy Guide. OALib. 02. 1-9. 10.4236/oalib.1101584.
- Paul, J. (2002). Narrowing the digital divide: initiatives undertaken by the Association of South-East Asian Nations (ASEAN). *The program*, 36(1), 13-22.
- Peterson, T., & Spitz, C. (2003). Sustaining Quality After School Programs: Practical Recommendations from the Field. *Washington, DC: Afterschool Alliance*.
- Richard, P. J., Devinney, T. M., Yip, G. S., & Johnson, G. (2009). Measuring organizational performance: Towards methodological best practice. *Journal of management*, 35(3), 718-804.
- Robson, C., & McCartan, K. (2016). *Real world research*. John Wiley & Sons.
- Saliendra, M. (2018). Teaching load, class program management and faculty performance of State Universities in Region IV - A. *International Journal of Scientific and Engineering Research*. Volume 7 (9)
- Sallis, E. (2014). *Total quality management in education*. Routledge.
- Shahbazi, S., Keshtiaray, N., & Yousefi, A. (2012). An Evaluation of the Skills and the use of Electronic Databases, according to the variables of Age, Qualification and Experience among the university faculty members (A Case Study at Isfahan University). *Procedia-Social and Behavioral Sciences*, 69, 2096-2100.

- Singh, H. (2003). Building effective blended learning programs. *Educational Technology-Saddle Brook Then Englewood Cliffs NJ-*, 43(6), 51-54.
- Triantafillou, E., Pomportsis, A., & Demetriadis, S. (2003). The design and the formative evaluation of an adaptive educational system based on cognitive styles. *Computers and Education*, 41(1), 87-104.
- Wagner, N., Hassanein, K., & Head, M. (2008). Who is responsible for e-learning success in higher education? A stakeholders' analysis. *Journal of Educational Technology & Society*, 11(3).
- White, E. R. (2000). Developing mission, goals, and objectives of the advising program. VN Gordon, WRHabley, & Associates, *Academic advising: A comprehensive handbook*, 180-191.
- Zulueta, F. M., & Costales Jr, N. E. B. (2003). *Methods of research (Doctoral dissertation, Thesis-Writing, and Applied Statistics)*.

