

## ***The Philosophic Rationale of Private HEIs in the Cities of Region III vis a vis CHED's Four Fold Thrusts Toward Quality Education***

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*Abstract*— This research aimed to come up with the Philosophic rationale of the Private HEI'S in the cities of Region 3 vis a vis CHED's fourfold thrusts for quality education. It specifically looked into these institutions in terms of the legal and philosophical bases, profile of administrative, teaching, non-teaching personnel and students, curriculum, research and extension. It also looked into their performance along the three functions: instruction, research and extension. The philosophic rationale was established from this vis a vis the CHED's fourfold thrusts of relevance and responsiveness, quality and excellence, access and equity, and efficiency and effectiveness which later was used as basis for the characterization of these same institutions. The descriptive analytical survey was used as the research design. The administrators, faculty members and students served as respondents. The respondents were determined through random sampling. Questionnaire, interview, observation, and documentary analysis were used in gathering the data.

***Keywords-philosophic rationale, private HEIs (Higher Educational Institution), CHED'S (Commission on Higher Education) fourfold Thrust, quality education (key words)***

### I. INTRODUCTION

The number of Private HEI's in Region 3, like any other regions in the country, has rapidly increased to cater to the demand, taking the cue that college education is for every Filipino a precious and worthy investment. Every HEI boasts that it could provide the best investment for the future and each HEI carries the tradition of quality and excellence. Yet, this acclaimed and often emphasized tradition of quality and excellence is threatened by what EDCOM affirms as elitism, commercialism, and inaccessibility of tertiary education to the majority of poor Filipinos. The HEIs need to prove and to show that they really mean to provide excellent and quality education.

This research was conceived to help these private HEIs to prove their worth. With this, it aimed to come up with a status survey to establish the phenomenological truths regarding the private HEIs in Region III and to find if the EDCOM report is true to these private HEIs. It also wanted to find out how these private HEIs fair as they pit with the CHED's fourfold thrusts to quality education with an emphasis of establishing their philosophic rationale along these thrusts. This research may contribute to policy formulation as regards CHED's aim and goals. It hoped to come out also with necessary truths that would be beneficial to these HEIs.

### II. STATEMENT OF THE PROBLEMS

This research study aimed to come up with the status survey and Philosophic Rationale of the Private HEIs in the cities of Region 3. Specifically, it wanted to answer the following problems:

1. How are the private HEIs described in terms of the following educational components:
  - a. legal and philosophical bases or foundations;
  - b. personnel profile: administrative and teaching;
  - c. students' profile: status and conditions of students' affairs, admission and retention policy: scope and extent, per student's cost and graduates;
  - d. curriculum: curricular programs/offerings, instructional methodologies/strategies, instructional technology/materials, library/laboratory materials/facilities and physical plants and facilities;
  - e. research: program, support and output; and
  - f. extension services: program, support and activities/projects?
2. How do the private HEIs perform along the three functions of higher education namely, instruction, research, and extension?
3. What is then the philosophic rationale of the private HEIs in the cities of Region III vis a vis the CHED's fourfold thrust to quality education and how are they described relative to these?

### III. METHODOLOGY

The descriptive analytical survey was used as a research design. There were three groups of respondents for this study namely, administrators and other key officials, the faculty members, and the students. They were chosen on the basis of their knowledge of the pertinent data related in this study. The stratified random sampling was employed to get a more representative sample of the faculty members (20% of the faculty members) and students (30 students per institution).

Questionnaire, interview, observation, and documentary analysis were used in gathering data. The collected data were subjected to statistical treatment namely: the frequency distribution, rank and percentage distribution, mean and weighted mean, Spearman Rank-Order correlation, t-test, and one-way ANOVA.

### IV. RESULTS AND DISCUSSION

#### 1. HEIs' Description in terms of the Educational Components:

##### a. Legal and Philosophical Bases or Foundations

The twenty private HEIs under survey were registered with SEC, nine of which are private non-sectarian, and non-stock. They were legally established as evidenced by the recognition of their courses and the permit issued them to operate and offer degree courses although four (4) HEIs did not have any of their courses recognized yet. In terms of philosophical bases, only eight (8) of the twenty (20) HEIs had formulated a philosophy; twelve (12) had expressed their visions, sixteen had their expressed mission statements; and sixteen likewise had expressed their goals and objectives. Both the administrators and the faculty members rated the status and condition of these philosophical bases as satisfactory.

##### b. Profile of Personnel

Fourteen (14) administrators were Ed. D or Ph. D holders, and thirteen (13) of the twenty (20) administrators had six (6) and up as years of experience. The bulk of the faculty members were Bachelor degree holders with years of experience ranging from 1-3 years. Only two (2) of the twenty (20) HEIs had the complete line up of needed non-teaching personnel. The administrators perceived the status and condition of administration and governance as very satisfactory, while faculty members perceived these as satisfactory only. It was found out through interview with administrators and some faculty members that it was only on exceptional cases that faculty

members were sent for study grants or scholarships by the institution, and faculty members' attendance to seminars, training, and conferences were either on their own expense or they were sent and financed by the institution.

#### c. Profile of Students

The students' coordinators perceived the status and conditions of students' services, and admission and retention policy as very satisfactory, while the students themselves perceived these statuses and conditions as satisfactory. There were institutions that gave entrance exams and that they allowed students to take entrance exams regardless of the average grade in high school. The entrance or admission tests were usually aptitude or school ability tests that were either institutionally made by a pool of teachers with the guidance office as the coordinator, or were bought from Psychological Testing Centers in Manila. Those HEIs not giving entrance examinations admitted students by requiring them to submit their report cards and copies of good moral character. Transferees were required to submit copies of grades and honorable dismissal certificate. The institutions gave scholarships and grants, and the highest number of scholarships and grants given was nine (9) and the lowest number of grants given was two (2) which was common to nine (9) HEIs. The scholarships were entrance and academic, and grants were service and activity. The administrators perceived that the affordability was very satisfactory while the students perceived it to be satisfactory. Many graduates were not taking the licensure examinations and many of those who took them failed.

#### d. Curriculum

There were sixty one (61) curricular offerings either recognized or under permit only. Fourteen (14) out of these sixty one (61) courses were computer education courses.

The students perceived faculty instruction as satisfactory only. Lecture method was the widely used teaching strategy and other methods were used sparingly. The instructional materials, library and laboratory facilities and materials, and physical plants and facilities were perceived to be available, but there was a perceived need to have them adequate, functional and ready to use. The faculty members perceived the status and conditions of these mentioned factors on curriculum and instruction as very satisfactory, while the students perceived them as satisfactory only.

Five (5) HEIs had undergone accreditation. The Philippine Accrediting Association of Schools, Colleges and Universities accredited three (3), one (1) as 2<sup>nd</sup> level status and the other two (2) as 1<sup>st</sup> level status. The remaining two (2) were accredited through the Association of Christian Schools and Colleges Accrediting Agency Inc. with both of them already at 2<sup>nd</sup> level status.

#### e. Research

The faculty members claimed that there were thirteen (13) HEIs engaged in research, while the administrators or research coordinators claimed that only nine (9) HEIs were engaged in research. Of these HEIs engaged in research, not all got the needed support like research office, personnel, and budget and faculty researchers. The persons engaged in research ranged from the Vice President to graduate and undergraduate students. Their researches were focused on a variety of subjects and such researches were conducted either yearly, or by semester. Research's status and condition in the HEIs was perceived as very satisfactory by the Research coordinators while the faculty members rated it as fair only.

#### f. Extension Service

Only eight (8) HEIs were engaged in extension service. Except for the 100% support coming from the faculty members, the other needed support was lacking like extension office,

personnel and budget. The persons involved in the extension work include the head or director for extension, extension staff, faculty members and students. They rendered services like medical missions, barangay development programs, nutrition and intervention scheme, support for the handicapped and their rehabilitation, public service and communication and language center. The extension was a continuous activity as part of HEIs' commitment to the community where they were located. Both extension coordinators and faculty members perceived the status and condition of extension service in the HEIs as fair only.

## 2. Performance of the Private HEIs in terms of the Three Functions along Instruction, Research and Extension:

### a. Instruction.

The faculty of instruction needs improvement as it was found out that most faculty members were bachelor degree holders only and the same bulk of faculty members had years of teaching experiences ranging from 1-3 years. This affirms the EDCOM's report that HEIs' faculty members do not meet the minimum requirement, which is master's degree.

The administrators rated faculty instruction status and condition as very satisfactory; the faculty members rated it very satisfactory, and the students gave it a rating of satisfactory. The status and condition of instructional and library materials, laboratory equipment, and teaching strategies were rated as very satisfactory by faculty members, and satisfactory only by the students. The aforementioned were rated as available, but the rate in terms of adequacy was lower compared to the availability.

There was not much impressive performance of graduates in the licensure examinations. In fact there were board examinations where the HEI participants got zero (0) passing percentage. There were also more HEIs whose passing percentages in these state examinations that fell below the national passing percentage.

### b. Research

Research is a function that can contribute to the growth of the institutions. The support to institutional research was lacking and the perception on its status and condition was not encouraging as perceived by the faculty members. Research coordinators rated the status and condition of research in the HEIs as very satisfactory while the faculty members rated this as fair only.

### c. Extension Service

Extension service is not much emphasized as only eight (8) HEIs had this as part of their structure. Both the extension coordinators and faculty members perceived the status and condition of extension service in the HEIs as rated fair only. The support needed was also lacking.

## 3. The Philosophic Rationale of the Private HEIs in the Cities of Region 3 vis a vis CHED's Fourfold Thrusts Toward Quality Education

### a. The Philosophic Rationale of the Private HEIs in the Cities of Region 3 vis a vis CHED's Fourfold Thrusts Toward Quality Education:

The establishment of the Philosophic Rationale of the Private HEIs is one of the important tasks of this research. In establishing it, it is but proper to refer to the fourfold thrusts of CHED toward quality education. The CHED as an arm of the government in achieving quality education in the tertiary level has emphasized the thrust of quality and excellence, access and equity, relevance and responsiveness, and efficiency and effectiveness.

HEIs need to embody important characteristics to help them provide quality education to their clientele. It is also needed that these characteristics be patterned from the ideal criteria that helped the HEIs establish the educational components necessary for their meaningful existence. The researcher thinks of the following considerations as necessary for this philosophic rationale:

1. **Relevance and Responsiveness:** The HEIs are truly established with noble reasons. They undergo and pass the government mandatory accreditation and justify their presence and existence through the continuous and periodic revision, enrichment and strengthening of these curricular offerings to meet the challenges of the times.

2. **Quality and Relevance.** They embody quality and excellence through the formulation of unambiguous philosophy, vision, mission, goals and objectives that serve as guide and direction; marked improvement in the quality of faculty instruction and student affairs through well-organized and functional students' services, programs and activities that enhance the total development of the students; the availability, adequacy, functionality, soundness and appropriateness of instructional and library materials, laboratory equipment, physical plants and teaching strategies; the production of quality graduates; and marked improvement and commitment to achieve excellence by undergoing voluntary accreditation.

3. **Efficiency and Effectiveness** spell productivity and accomplishment. The manifestation is through the presence of efficient and effective personnel along administration, instruction and support services: Administrators are specialists in their own fields and they are educationally qualified because they are doctorate degree holders. They also have the needed administrative experience which is at least five (5) years. Faculty members are educationally qualified for they are at least master's degree holders. They teach in their field of specialization, and they possess the necessary teaching experience. Non-teaching personnel are available to provide the necessary services for the convenience of the students.

4. **Access and Equity.** Access to the academic community is made equal for all members of society without any hindrance and without discrimination through the presence of just and fair admission policies, scholarships and grants, affordable tuition fees. The socio-economic mix of students proves the undiscriminating character of the HEIs in their commitment to provide quality education for all.

5. **Moral Ethical Dimension.** Every HEI has a moral obligation to advance the interest of its clientele. Although the present society has a penchant for quantity because of the spirit of acquisitiveness and commercialism, the HEIs need to show that their prime purpose is to serve, and provide the clients the best education that they aspire. The HEIs owe themselves the creation of unblemished and pleasing reputations that can attract clientele to enroll. Such reputation is manifested in their capability to produce quality graduates as they have created names for themselves as centers for excellence. They have not acquired the reputation of dumping grounds, but breeding grounds of future leaders and professionals for the community and society as a whole. Part of their moral ethical dimension is having created reputations for their students as productive and responsible members of the society. Thus, the HEIs are responsible agents in society as they commit themselves to the service of God and humanity, and express themselves as bastions of goodness and morality.

6. **Impact of HEIs** is seen in the following: 1) the HEIs ability to provide the needed manpower and technology in the community and society as they continuously create ways and means to improve the services they give to their clients who later on do service to the community and society and help the community become a better dwelling place, a better home; 2) the presence

of research and development unit in their organizational structure that helps promote quality education and service to the community and society, their management by competent and capable personnel, with an identified program with scientific research thrusts and priorities, a specified budget, adequate facilities, sufficient research personnel and support services, and research linkages with outside institutions like non-government and government organizations; and 3) the presence of a functional extension program, with a distinct office, a definite budgetary allocation for its activities, a pool of skilled personnel/experts serving various specialized extension programs, a competent staff manning the extension program, a group of students and faculty members involved in the implementation of these programs, established linkages with government offices within the locality and the presence of program coordination and complementation with non-government organizations.

b. The description of the Private HEIs relative to the Philosophic Rationale described or established:

The following are noted as descriptions relative to the presented philosophic rationale above:

1. All the surveyed HEIs were authorized or given permit to operate. Four (4) of these HEIs did not have their degree courses recognized. Others had satisfactorily complied with the requirements and evaluation; thus, their degree courses were recognized.

2. Private HEIs still value the two oversubscribed courses, commerce and business related, and teacher education. The offering of the computer education courses though was fast growing. There were duplications of the offerings as the oversubscribed degree programs were continuously offered despite the presence of established institutions offering them.

3. Only sixteen (16) HEIs had written mission statement, goals and objectives. The remaining four (4) did not have their philosophy and vision statements. Although the respondents of the survey claimed that all of them had these statements, there were 4 HEIs that did not provide copies of these statements. The survey of the status and condition of these statements yielded that faculty members rated this as satisfactory, while the administrators rated it as very satisfactory.

4. The status and condition of the student affairs was rated as satisfactory. Teaching strategies needed improvement to meet the standards. The needed physical plants and facilities, instructional and library materials, laboratory equipment was available but there was a need to improve their adequacy.

5. There were not much impressive performances in the licensure or board examinations.

6. Only five HEIs had undergone voluntary accreditation by either PAASCU or ASCS/AAI with 1<sup>st</sup> or 2<sup>nd</sup> level status.

7. Fourteen (14) administrators were doctorate degree holders, and thirteen (13) of them had more than five (5) years of administrative experience. The administrators and faculty members rated governance or administration as very satisfactory and satisfactory respectively. Most faculty members were bachelor's degree holders. There were HEIs which did not have the required non-teaching personnel and they lacked the necessary services to support the attainment of an atmosphere conducive for learning.

8. The admission and retention policy, affordability, scholarships and grants were rated as satisfactory, a rating that indicates the need for improvement.

9. The poor result on licensure examinations and the satisfactory and fair rating showed that the reputation of the institutions and students need to be improved. It is the moral obligation of the private HEIs to perform very satisfactorily if not excellently so they can have the moral right to be called higher educational institutions.

10. Research and Extension were rated as fair. Many of the HEIs did not have them as part of their organizational structure and function. There was lack of support needed for private HEIs research and extension projects.

11. If the HEIs cannot offer the necessary curricular offerings, cannot produce successful licensure examinees, cannot provide the adequate physical resources and efficient and effective human resources, then the transfer of technology remains a dream.

The findings posed challenges to educational management in many aspects:

1) HEIs Legal and Philosophical Establishment: The rationale of the supervision and regulation of the Private HEIs, especially by CHED as explicitly discussed is for good of both parties. It is an imperative implication to continue with the just and reasonable supervision and regulation. The institutions are challenged to show that they really deserve to be issued permit and given recognition for their offered degree programs. and that it is not just for compliance sake but a real commitment to the attainment of quality education. The legal establishment is a manifestation of the institutions' quality performance that eventually spells their relevance and responsiveness. The study found claims of alleged under treatment in the process of evaluation and issuance of permit and recognition. There is a need to investigate this matter so as not to spoil the rationale of the set regulation and supervision, which is clearly very much to the favor of both and most especially to the citizens. The institutions leaders are also challenged to show manifestations of the philosophical bases of their institutions. No proper direction and management exist unless the legal and philosophical bases of the institutions' foundations are properly planned, formulated, understood, implemented and disseminated. The CHED is also challenged to look into this aspect as one of the pre-requisites of establishment to help curb haphazardly established institutions.

2) Curriculum Making: The findings of the study showed duplications of the curricular offerings as well as a question on the relevance of the curricular offerings to the need of the times. Thus, it is imperative for curriculum makers and planners to survey the need of the locality, the nation or the world as a whole and then propose means to achieve these needs through the curriculum. They are challenged to show that their curriculum produces a match between the need and supply and that their curricular offerings answer the needs and demands of the times. The needs and demands of the times call for citizens and workers who can help the starving and struggling people, call for the production of quality graduates who can help solve the deteriorating quality of life, graduates who can become instruments to help make existence more meaningful not only in terms of quantity and material prosperity but who can cultivate a culture that can soothe savaged and ravaged hearts and spirits. The curriculum planners are further challenged to transcend: mere spirit of utility where man is identified with his function, and the other is important for the use he can be to the other; mere consumerism or spirit of acquisitiveness where man thinks only of what he can get from another instead of what he can give.; the indifference of man to the quality of life where the tendency of modern man is to think in terms of quantity, not quality; the overthrow of traditional Christian values, in particular love due to the rise of bourgeois capitalism-there is complaint of the youth's loss of respect for tradition, and for authority; the spirit of rational calculation of modern man, where reason is utilized to calculate inter human relationship; and last the tendency of man to dominate nature; for technology has indeed brought comfort and civilization

to man's existence, but the danger lies in wrestling more than what nature in its natural rhythm can provide.

3) Administration and Management. Educational managers are challenged to perform excellently, to translate or process Inputs to Quality Outputs, to empower the whole institution towards excellence. It is often mentioned that management is managing Men (human resources) and Things (physical resources) These two are needed, but Physical Resources would not mean anything if the Human Resources are not well motivated by the presence of healthy working relationships that have to be initiated by the administrators as educational managers and if the Human Resources are not properly taken care of in terms of their capacity to work for the achievement of the institutions. For one, there must be a clear direction of the institution as manifested by its philosophy, vision, mission, goals and objectives which the administration has properly, conscientiously, and concertedly formulated, properly disseminated, and discussed to the constituents. Another, the Human Resources' needs should be a priority to better motivate them to work for the good of the institution. As educational managers or administrators, they should be sensitive that they need to lead their institutions towards excellence so they can achieve the country's goal of global competitiveness. Management becomes a misnomer if it only focuses on the aspects of directing, or controlling, where the constituents cannot think for themselves. Management and administration should be leading the way to giving the examples of empowerment. Administrators are challenged to forge collaboration among all the members of their institutions where all members are concertedly working and enjoying what they are doing because educational managers and administrators lead them to do things excellently. As educational managers, there is a need for planning sessions, and constant dialogues towards team building, so as to thresh out problems, to discuss issues, and to determine the strengths and weaknesses that could be directed for the good of the institution. This is the ultimate challenge for the administrators as educational managers, to be Agents of quality education.

4) Faculty Members: Poor performances in the licensure examinations pose a challenge to faculty members to upgrade the quality of graduates. Administrators are challenged to institute ways and means to motivate and inspire faculty members to perform excellently, and faculty members are challenged to make use of these opportunities given towards optimum development that could enhance their capability, effectiveness and efficiency in instruction, research and extension;

5) Students: Although the students are the clientele or recipients of these HEIs, the challenge is for them to grab the opportunity to become assets of the society, to perform excellently and to make use of the opportunities provided by the administrators and faculty members towards excellence in their chosen field of endeavor. As the HEIs perform their duties to help form and mold them, these students need to maximize their efforts so they can complement the efforts provided by the institutions.

6) Physical Resources: Educational managers should take into consideration the importance and necessity of these resources for without these resources the institutions cease to exist. The educational managers are challenged to devise ways and means to produce them for the successful functioning of their institutions. As found in this study, availability and adequacy of these physical resources have to be assured. Educational managers have to do something that availability and adequacy are realities, not just visions.

7) Educative Process. The success of the whole educative process depends on the concerted efforts of all the sectors of society. The government should be able to perform its role of safeguarding the people's right to quality education by exercising a just, fair and reasonable

supervision and regulation. The HEIs, on the other hand, should be transformed into the institutions expected of them. With the administrators, faculty members, and support personnel performing well, there are no reasons why the students cannot be motivated to perform well also. The administrators need to provide the physical resources and more importantly the moral support and motivation plus the material benefits to employees for a successful and healthy working relationship. The faculty members need to provide their share of responsibility by becoming real molders of the youth. The non-teaching personnel need to provide the support in terms of important services to complement the administrators and faculty members. The students need to show their efforts in their quest for success in their studies, whether in curricular or extracurricular activities. The challenge is also to empower and to motivate the communities to become partners in the effort of the HEIs for optimum performance. The educative process is challenged to focus itself to the three functions of the HEIs, instruction, research and extension.

## V. CONCLUSIONS

Private HEIs in the cities of Region III were established to provide quality tertiary education to the Filipino youth. These HEIs were subjected to the supervision and regulation by the government through mandatory accreditation. Passing such accreditation can spell out whether an HEI deserves its claim for such establishment if it very satisfactorily if not excellently complies with this accreditation. Admittedly, there were limitations of these HEIs.

It was noted that though there were expressed and written philosophy, vision, mission, goals and objectives, most if not all claimed to have them satisfactorily in place. There were HEIs that had not expressed and written them as they could not provide written evidence. The statements point to the ideals they embody and the aspirations they want to achieve. The Private HEIs envisioned themselves to be total educational institutions. As such, they agreed on a similar mission, which is the commitment to the total development of man (the Filipino) for God and humanity. This they hoped to achieve through the set of objectives and goals such as producing graduates as Total Persons and by providing the students the necessary and relevant education that will help them become partners of development and progress and the enhancement of their God-given talents to the optimum level. The HEIs had agreed also on a similar or common philosophy; that MAN is endowed with the dignity of person, with lots of possibilities, potentialities and essences and such he has the inalienable right to an education corresponding to his proper destiny and an education suited to his native talents, cultural background and God given talents.

There were two directions manifested in this study, the right, satisfactory, good, sound and functional direction, and the uncertain and indeterminate direction. The first was embodied by HEIs which satisfactorily and very satisfactorily manifested their ideals and aspirations in their educational components. The second direction was the fair and at times poor performance of HEIs manifested by the non-presence and fair performance on the required educational components, the perceived availability but no adequacy, functionality and soundness of physical resources, the claims of the presence or existence but with no evidence of proofs of such existence and presence and the poor performance in professional examinations.

Some private HEIs in the cities of Region 3 manifested the status that they belong to the first direction for they had established and had acquired a name for themselves. They had shown their worth by their very satisfactory if not excellent performance. These were evidenced further by their voluntary accreditation and their graduates' performance in the licensure examinations.

However, some private HEIs in the cities of Region 3 manifested that they belong to the second direction, and as such they need evaluation and rethinking especially their ideals and aspirations. The HEIs exist not just for profit alone but they exist because they are committed to

exemplify the fourfold thrusts of CHED. The HEIs need to establish the rationality of their existence just as it is mentioned that the government administer the just and reasonable government mandatory accreditation. Rationalization calls for the reinterpretation of the already established system in the face of the demands for oughtness. Such reinterpretation is coupled with an enlightened self-criticism, a critique of the values of one's institution in view of an open communication. The rationalization of the HEIs paves the way for the development of a quality and excellently performing institution with an expanded notion of rationality beyond the purposive rationality. Philosophical rationalization of the HEIs educative process is needed in the sense that philosophy is reflexive, critical and dialogical. Only when these HEIs are rationalized can they become the partners of the government in achieving the development that all citizens long for. For as partners, it needs that the HEIs have to participate properly so that they can attain solidarity with the government towards this end, development. Yes, participation needs that ethics of solidarity where both show responsibility and respect. The government is responsible to the HEIs and sees to it that the HEIs perform what they ought to be. As such, the government shows respect by believing that the HEIs can do what they need to do. The HEIs, on the other hand, have to show responsibility through clearly manifested evidences that they are doing what ought to be done, complying with the four fold thrust of CHED on relevance and responsiveness, quality and excellence, efficiency and effectiveness, and access and equity, by living up to the moral ethical dimension expected and by creating impact to the community and society. This is a clear manifestation of respect and commitment to the clientele and the country as a whole.

## VI. RECOMMENDATIONS

In the light of the findings and conclusions, the following were recommended:

1). CHED has to be more strict, thorough, just/fair and reasonable in its supervision and regulation of the legal establishment of the HEIs. CHED must have a thorough evaluation and strict implementation of the set of rules, guidelines, and requirements to this effect.

2) HEIs must adhere to CHED's strict formulation and implementation of requirements for clearly defined statements of philosophy, vision, goals and objectives for the institution and for the individual courses offered to ensure their direction and rationale.

3) Curriculum planners and makers have to focus on: more relevant and in demand curricular offerings and the need to make surveys, researches and thorough evaluation to this effect; moratorium on oversubscribed degree programs, and efforts towards establishment of inter institutional complementation or consortium on curricular offerings.

4) There must be an efficient fiscal administration that can support the operation and maintenance of the institution and the efforts to establish a good system to this effect.

5) The HEIs governance must focus on team build up to respond to the challenge of true quality education, and on the processes of hiring, selection and retention of human resources to achieve efficiency and effectiveness and for this the following are to be considered: a) policies, standards, regulations and functions are made clear by the administration; they are to be posted or issued in terms of memorandum orders; b) clear development program is adopted to ensure equal professional development and advancement and growth for the betterment of instructional skills and techniques; efforts are undertaken for the acquisition of FAPE assistance for this purpose; c) programs of human relations are maintained so that emphasis will be on employees' relationship with colleagues, students, and administrators, since smooth relationship is very essential to employees' efficiency and effectiveness and d) clear program on fringe benefits and incentives based on government system.

6) The HEIs have to initiate moves toward the presence of more scholarship programs and grants for poor but deserving students, the presence of linkages to the government, and private agencies, foundations, and organizations to ensure students accessibility and equity to education, and the creation of partnership between private HEIs and the CHED and other agencies so that assistance may be available.

7) The HEIs' administrators and concerned key officials must see to it that the physical facilities, materials, conditions, and teaching strategies are available, adequate and made truly conducive to the effectiveness and efficiency of teaching and learning.

8) Efforts must be geared towards the establishment of a sound and effective student recruitment that leads to the production of quality graduates.

9) More, if not all HEIs must undergo voluntary accreditation.

10) Efforts have to be initiated towards organizing the research institute and extension service program in the college or university for greater impact and for successful transfer of technology,

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