

PREPAREDNESS OF STATE UNIVERSITIES AND COLLEGES TO INSTITUTIONAL SUSTAINABILITY ASSESSMENT IN GOVERNANCE AND MANAGEMENT

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ABSTRACT

This study was conducted to find out the level of preparedness of SUCs for Institutional Sustainability Assessment in governance and management. The study employed descriptive research design. The level of preparedness was investigated through ISA Framework in governance and management. This study revealed that SUCs can prepare for Institutional Sustainability Assessment in governance and management. The level of preparedness to Institutional Sustainability Assessment (ISA) in governance and management focusing on strengths to overcome weaknesses in governance and management. In operationalizing Institutional Sustainability Assessment, SUCs may consider the challenges to overcome and enhance quality education such as: insufficient budget, informal settlers, no internet connection and multiple designations. In terms of governance and management, staff and stakeholders, key officials and stakeholders have different perception on the level of preparedness of SUCs for Institutional Sustainability Assessment.

Keywords: Level of preparedness, State Universities and Colleges, Institutional Sustainability Assessment, Governance and Management.

1.0 Introduction

The main concerns of SUCs administrators in dealing with the higher education institutions is how they are going to manage the institutions. To achieve quality education, SUCs shall adopt a system to help policy makers in the distribution and the operation of higher education institutions, hence this study about the level of preparedness of State Universities and colleges to Institutional Sustainability Assessment in governance and management, taking into consideration the challenges encountered by key officials, faculty, staff and other stakeholders to address the underlying issues and concerns.

Several studies on governance and management of higher education institutions have been undertaken. Signal et. al (2016) stressed that quality of higher education is one of the most important aspects of human resource development, creation of knowledge and social strength for any country. In addition, Aurangzeb & Asif (2012) emphasized that to establish a relationship between good governance and management in Higher education sector, literacy rate is considered as the proxy of good governance and the rationale is that with good governance and proper management the overall literacy rate increases. To check this relationship, the other two variables considered are number of faculty members and number of enrolment. Since proper management and better governance will directly result in the improvement of enrolment rate in the higher education sector.

The above cited studies revealed that the way organizations are managed, the directions they take and the values they hold send clear signals about their role and functions in society. The results of Institutional Sustainability Assessment of higher education institutions in governance and management could be the basis for designing interventions for continuous quality improvement. In implementing Institutional Sustainability Assessment (ISA) in governance and management, there are challenges that key officials, faculty, staff and other stakeholders may encounter but knowing the level preparedness of the institution to Institutional Sustainability Assessment (ISA), policy-makers could identify the strengths and weaknesses in governance and management, formulate and execute policies and plans to support SUCs' efforts to comply the requirements of CHED's quality education.

Quality improvement is one of the commitment of the Philippine government particularly State Universities and Colleges. Findings of this study can be utilized to enhance the level of preparedness of SUCs for Institutional Sustainability Assessment in governance and management. Considering the challenges encountered by University's key officials, faculty, staff, and stakeholders, intervention can be designed to enhance the level of preparedness of the institution to quality education specifically to the Institutional Sustainability Assessment (ISA) in governance and management.

2.0 Theoretical and Conceptual Framework

Quality education is a product of thorough preparation and concerted efforts (Bautista,2015) focused on the Key Result Areas in management and governance which are the areas of concern of ISA. Identifying the weaknesses of governance and management served as the basis of policy-makers in formulating and executing higher education policies and plans to increase the level preparedness of SUCs Institutional Sustainability Assessment in governance and management.

This study is anchored mainly on Deming's Theory of Total Quality Management (TQM) which states that to achieve the highest level of performance requires not just a good philosophy, but also the education and innovativeness of the organization using the Plan-Do-Check-Act (PDCA) approach. The PDCA approach is necessary for institutions to plan, do or implement, check, monitor or evaluate progress, activities and projects and act again to prepare and be ready for assessment.

The TQM Theory is likewise supported by Fayol's Theory of General Management which focuses on the five (5) principles namely: forecasting and planning, organizing, commanding, coordinating and controlling. Forecasting and planning are acts of anticipating the future and acting accordingly. Organizing is the development of the institution's resources, both material and human. Commanding is sustaining the institution's actions and processes. Co-coordinating is the alignment and harmonization of the groups' efforts. Finally, controlling means that the above activities were performed in accordance with appropriate rules and procedures. Preparing the institutions for CHED Institutional Sustainability Assessment be it local, cross-border or international exchanges is not an easy task. It requires a lot of funding and the five (5) principles endorsed by Fayol.

Another theory that supports this study is on the theory of Burnes (1996) on organizational change. Two general different forces of change are noted as being external forces and internal forces. That is besides the changes driven from the organization, change could also be a response to external circumstances, situational variables and the environment faced by each organization. In the case of higher education, universities and colleges are regarded as being open systems, vulnerable to external environmental factors, such as accreditation and legislature, which are perceived to play a more direct role in higher education affairs (Ramirez and Christensen 2013; Shattock 2010).

Liu (2016) explained that the external quality assessment can provide the impetus for university change. Both the governing forces of the evaluation's owner and the influence of the evaluation results on the financial resources and reputations of institutions push the evaluated institutions to meet the demands of the external quality assessment. However, universities are not completely shaped by external pressures only but also the internal environment of universities and their initiatives in creating change should also be noted.

3.0 Research Design and Methods

The study employed descriptive research design. Data were categorized and analyzed based from the purpose and specific problem of the study. Quantitative discussions on the level of preparedness of SUCs for ISA in governance and management was done based on the available data gathered.

Research Environment

This study was conducted in the SDSSU Campuses, namely: Main Campus in Tandag City, Cantilan Campus in Cantilan, Surigao del Sur, San Miguel Campus in San Miguel, Surigao del Sur, Cagwait in Cagwait, Surigao del Sur, Lianga Campus in Lianga, Surigao del Sur and Tagbina in Tagbina, Surigao del Sur this First Semester of Academic Year 2016-2017.

Research Instruments

The study utilized an ISA standard survey questionnaire of CHED which is the Institutional Sustainability Assessment (ISA) Self-Survey Documents was utilized to gather the data to satisfy the problem statement.

Data Gathering Procedure

Prior to the data gathering, research ethical considerations were followed like seeking of free and prior informed consent to the President and the five campus directors in the University namely: SDSSU Main Campus in Tandag City, SDSSU Cantilan Campus in Cantilan, Surigao del Sur, SDSSU San Miguel Campus in San Miguel, Surigao del Sur, SDSSU Cagwait in Cagwait, Surigao del Sur, SDSSU Lianga Campus in Lianga, Surigao del Sur and SDSSU Tagbina in Tagbina, Surigao del Sur.

The data gathering procedure involved the assessment of the level of preparedness of SUCs for Institutional Sustainability Assessment in governance and management.

Statistical Treatment

This study employed the following statistical tools in treating the data:

Weighted Mean: was used to determine the level of preparedness of SUCs for Institutional Sustainability Assessment in Governance and Management. **Analysis of Variance – One Way Classification (F ratio):** was likewise used to determine the significance of the difference of the level of readiness of SDSSU when grouped according to Key Results Area (KRA) and the **Tukey's Posteriori Method:** was used as a post test on the significant difference if after one – way ANOVA, the null hypothesis was rejected.

4.0 Results and Discussions

Table 1 Level of Preparedness as to Governance and Management

KRA 1	Mean Rating	Verbal Interpretation
Governance		
Presence of Governance System	3	Moderately Prepare
Extent of Implementation	3	Moderately Prepare
Outcomes: Policy Formulation Decision Making Sustainability of Operations Monitoring Communication Systems	3	Moderately Prepared
Effectiveness of implementation, based on outcomes	3	Moderately Prepared
Total	3	Moderately Prepare
Management		
Presence of Management System	3	Moderately Prepare
Extent of Implementation	3	Moderately Prepare
Outcomes: Operations Support of Stakeholders Lines of Communication Responsiveness Monitoring	3	Moderately Prepare
Effectiveness of implementation, based on outcomes	3	Moderately Prepare
Total	3	Moderately Prepare
Enabling Features		
Presence of System for ICT for management, resource generation and other enabling features	3	Moderately Prepare
Extent of Implementation	3	Moderately Prepare
Outcomes: Achievement of development plans	3	Moderately Prepare
Delivery of services	3	Moderately Prepare
Effectiveness of implementation, based on outcomes	3	Moderately Prepare
Total	3	Moderately Prepare
Overall mean	3	Moderately Prepare

Mean Interval: 0-.80-Not Prepare, .81-1.60-Less Prepare, 1.61-2.40-Prepare, 2.41-3.20-Moderately Prepare, 3.21-4.0-Very Much Prepare

As reflected in table 1, SUCs declared as moderately prepare in the governance, management and enabling features. These findings revealed that SUCs has a good practice in governance system that demonstrated probity, strategic vision, accountability, awareness and management of risk, and effective monitoring of performance. These confirms to the study of Varghese and Martin (2014) which emphasized that the preparedness of institution has positive effects on the restructuring of governance and management, curriculum development, human resource management, financial

arrangement and management, decision-making procedures, resource allocation and management, student recruitment and assessment, and staff management and evaluation.

Table 2 Significant Difference in the level of ISA Preparedness as perceived by the respondents in terms of Governance and Management

Source	N	Mean	St. Dev.	F	P	Decision on H ₀	Conclusion
Key Officials	65	3.183	0.312	5.71	0.001	Reject	Significant
Faculty	60	3.296	0.395				
Staff	60	3.154	0.263				
Stakeholders	18	3.466	0.217				
Total	203						

Note: The level of significance (alpha) used is 0.05. If the p-value is less than or equal to 0.05, reject the null hypothesis. If the p-value is greater than 0.05, do not reject the null hypothesis.

It can be gleaned from the table that the stakeholders' responses have the highest mean level of preparedness but the least disperse around the mean compared to the other responses. When subjected to further analysis, a p-value of 0.001 yield which less than the significant value of 0.005 that lead to the rejection of the null hypothesis. It can be deduced that the key informants have varied perceptions to the preparedness of SUCs in terms of governance and management. This could be attributed to the fact that they have different experiences or observations in the operation of the university. This confirms the study of Son (2012) which explained that changes are acknowledged in almost universities' vision, strategy, and action plans, particularly, ideas strongly emphasized on opportunities and challenges for higher education in different aspects, especially, in terms of international cooperation, and curriculum in internationalized process.

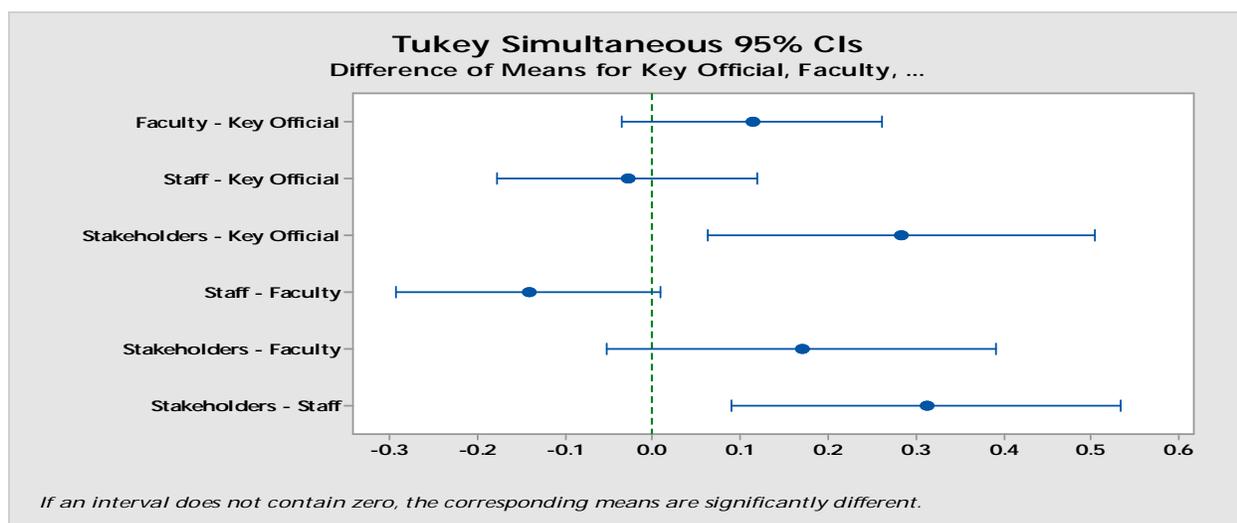


Figure 1

Tukey's Multiple Comparisons of the Means of Readiness in terms of Governance and Management

Figure 1 revealed that the multiple comparisons of the mean of the responses using Turkey's Post Hoc analysis at 95% confidence interval. The figure shown that stakeholders and key officials responses as well as the stakeholders and staff responses were significantly different considering that their respective interval does not contains zero. This implies that the student which comprised most of the stakeholders under study have a substantial different point of view than the key officials and the staff. This could be attributed to the fact that they are the most affected stakeholder whenever there are changes in management.

5.0 Conclusions

This study revealed that SUCs can prepare for Institutional Sustainability Assessment in governance and management. The level of preparedness to Institutional Sustainability Assessment (ISA) in governance and management focusing on strengths to overcome weaknesses in governance and management. In operationalizing Institutional Sustainability Assessment, the University may consider the challenges to overcome and enhance quality education such as: insufficient budget, informal settlers, no internet connection and multiple designations in governance and management. In terms of governance and management, staff and stakeholders, key officials and stakeholders have different perception on the level of preparedness of SUCs for Institutional Sustainability Assessment.

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