ORGANIZATIONAL PERFORMANCE OF HIGHER EDUCATION INSTITUTIONS IN PANGASINAN

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Abstract

This study was conducted to determine the profile and organizational performance of higher education institutions (HEIs) in Pangasinan along the aspects of quality and excellence, relevance and responsiveness, access and equity and efficiency and effectiveness. This study made use of the descriptive research design. The research instrument was answered by 30 administrators, 711 faculty, 469 non-teaching staff and 1,689 students. Statistical tolls such as means, frequency counts, percentages, t-test for independent samples and Pearson Product Moment Correlation were used in analyzing the data. Findings shows that majority of the Higher Education Institutions (HEIs) in Pangasinan were classified as small, young and operating on a small internal operating budget. The level of performance of the HEIs administrators, faculty, non-teaching staff and students with respect to all the indicators ranged from "moderately high" to "high". The performance of HEIs with respect to quality and excellence, relevance and responsiveness, access and equity was "moderately high"but "low" along efficiency and effectiveness. The administrators, faculty, non-teaching staff, and students differ in their performance along quality and excellence, relevance and responsiveness, access and equity and efficiency and effectiveness. The years of existence of the HEIs is related to the performance of the administrators, faculty and non-teaching staff. Based on the findings, it is concluded that the Higher Education Institutions in Pangasinan are performing and attaining the goals/indicators of quality and excellence, relevance and responsiveness, access and equity, and efficiently and effectively at a high level, despite their small internal operating budget and being young in this endeavor. However, there is still room for improving the performance to a higher level along those indicators. Years of existence of the HEIsas an institution is related with the performance of HEIs. It is recommended that the HEIs must continuously review and enrich their curricular programs, implement a purpose-driven staff and faculty development program, and strengthened the Research and Extension activities by way of the infusion of additional budget and incentives for the faculty members.

Keywords: Organization, Performance Indicators, Higher Education Institutions, CHED Goals

1. Background of the Study

Organizations are created to provide goods and services. In the more complex society, however, it implies structuring and integrating activity which consists of human resources who work with different behavioural styles, cope with the new technology, coordinate to work with superiors, peers and subordinates in order to achieve organizational goals and to have an effective and

efficient accomplishments (Franco, 1988.) In a formal organization, it is commonly viewed as adaptive system than continually adjust to external and internal forces in order to survive. The adaptive capability of the organization depends in large measure on their ability to scan and their relevant environment to continually adjust their major activities and to gauge their performance against feasible and targeted objectives (Poblador, 1988).

Performance measures are typically classified as either absolute or relative---It is absolute when performance is assessed with respect to some previously defined or ideal feature and relative when compared to a standard performance or to a comparable aspect of another institution performance (Brewer, 1983). Higher education institution as an organization for this matter exists for a mission. Its structures, processes and strategies are designed for the successful and realization of the mission, goals and objectives to the extent of which determines its effectiveness and efficiency. Hence, researchers have given birth to a number of theories for effective management of organizations.   With this however, problems and concerns about organizational performance remain.

2. Theoretical Foundation of the Study

Organization is viewed as a "system" which consists of parts that are united by a system relationship for the attainment of specific objectives which are dynamically interconnected and are continuously interacting that include the inputs, process, the environment in which it operates, and feedback loops. A change in any part or element of the system will affect other parts of the system, hence, the coordination of human efforts and material resources are needed to produce desired results in the organization. (Halachmi, 1992).

As a social system, the organization has a number of subsystems, one of which is management. As an organization component, the managerial subsystem determines the overall objectives and specific objectives, sets standards and selects performance measures and focuses on the total plan and seeks its implementation in order to achieve effective utilization of human and material resources for the accomplishment of the objectives. Other subsystems are as follows: 1) *Goal subsystem* which determines the nature of activities; 2) *Technical subsystem* that produces goods and services; 3) *Commercial subsystem* that is in charge of purchases and other transactions; 4) *Financial subsystem* that attends to the procurement and disbursement of funds; 5) *Security subsystem* that protects the human and non-human resources; 7) *Psychosocial subsystem* which refers to the dynamics of interpersonal and group interactions.

3. Materials and Methods

This research study employed the descriptive research design. According to Adanza (1995) descriptive research is designed for the investigation to gather information about the present condition. The main objective of the study was to describe the nature of a situation as it exists at the time of the study and to explore the causes of particular phenomena. The unit of analysis was the higher education institutions in Pangasinan. The HEIs were grouped per cluster consisting of 6, 17 and 7 HEIs for the western, central and eastern Pangasinan, respectively. The respondents of this study were the administrators, faculty, non-teaching staff and students. Out of the forty four institutions in Pangasinan as 2002, only 30 were considered as samples. The institutions were categorized as small and big based on the total number of faculty and staff. Institutions which number of employees were below the mean, were considered as small while those above the mean were classified as big. To determine the sample institutions per cluster, the stratified random sampling with proportional allocation was used. With respect to the sample respondents per institution, all the administrators were taken as sample, thus complete enumeration was used. For the faculty, non-teaching staff and students, the Slovin's formula

was used in the computation of the sample size. On the perceived performance of administrators, faculty, non-teaching staff and students, the statements/indicators of quality and excellence, relevance and responsiveness, access and equity and efficiency and effectiveness appropriated for each type of respondents were formulated.

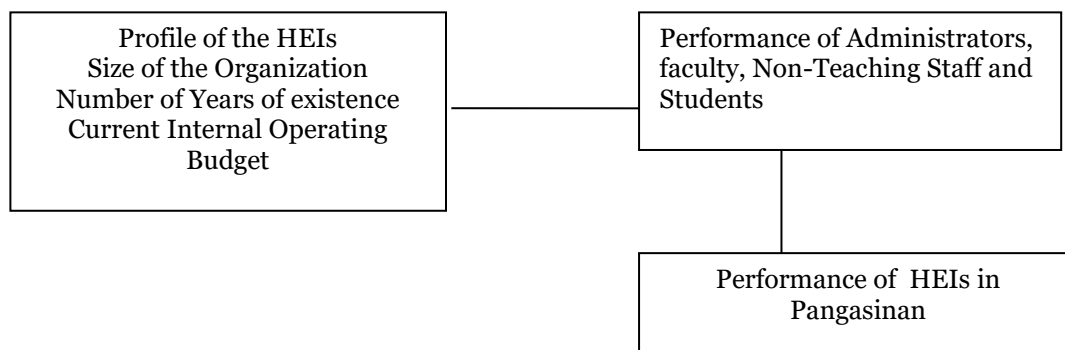| Profile of the HEIs Size of the Organization Number of Years of existence Current Internal Operating Budget	Performance of Administrators, faculty, Non-Teaching Staff and Students
	Performance of HEIs in Pangasinan

Figure 1. Conceptual Framework of the Study

Table 2 in the following diagram shows the overall performance of HEIs along the four indicators. With respect to quality and excellence, the HEIs have recognized programs and faculty who possess advance degrees but not performing well along accreditation and publication of research outputs. Moreover, along relevance and responsiveness, most of them have considerable number of graduates and integrated ICT subjects in their curricular programs.

Table 1:Profile of the Institution

Profile	Frequency	Percent
Size		
Mean=95		
Small-below the mean	22	73.30
Big-above the mean	8	26.70
Years of Existence		
Mean=28.03		
Small-below the mean	17	56.67
Big-above the mean	13	43.33
Current Internal Operating Budget		
Mean=P 25,423,444.00		
Small-below the mean	21	70.00
Big-above the mean	9	30.00
Personal Services (PS)		
Mean=P12,774,077.00		
Small-below the mean	23	76.70
Big-above the mean	7	23.30
Maintenance & Other Operating Expenses		
Mean=P7,600,700.40		
Small-below the mean	24	80.00
Big-above the mean	6	20.00

Capital Outlay Mean=P5,048,666.20		
No capital outlay	5	16.70
Small-below the mean	17	56.70
Big-above the mean	8	26.67

However, majority of them do not have research and extension projects. Along access and equity, they have accepted a quite number of enrolees and had provided scholarship but have not provided financial and loan assistance as well as the study now pay later plan. On the other hand, they have enriched their curricular offerings but have not provided funding to their research and extension projects. Considering efficiency and effectiveness, the HEIs have not developed new curriculum with limited number of R & D

Table 2: Performance of HEIs along the Four Indicators

CHED GOALS AND INDICATORS	LEVEL OF PERFORMANCE		OVER ALL HEIs Performance
	High	Low	
Quality Excellence			
Recognized Curricular programs	x		
Accreditation		x	
Faculty Members with Advance degrees	x		Moderately
Percentage of passers in Licensure Examination	x		High
Number of Faculty Availed on Scholarship Program		x	
Publication of Research and Development Outputs		x	
Relevance and Responsiveness			
Graduates	x		
Integration of ICT subjects	x		Moderately
Number of R& D Programs/Projects		x	High
Number of Extension Programs undertaken		x	
Access and Equity			
Number of Enrolment	x		
Number of students availed on Scholarship Program	x		Moderately
Financial and Loan Assistance		x	High
Study Now Pay Later		x	
Efficiency and Effectiveness			
New Curriculum Developed		x	
Enriched Curriculum	x		
Number of R & D projects with funding		x	
Number of Extension projects with funding		x	Low
Number of Linkages established	x		

The Level of Performance of the Administrators, Faculty, Non-Teaching Staff and Students with respect to all the indicators was "high". In particular, along quality and excellence, the overall mean was 4.03; 4.17 for relevance and responsiveness; 4.14 for access and equity and 4.20 for efficiency and effectiveness. In the case of the faculty members, they also performed "high" with respect to quality and excellence, relevance and responsiveness and access and equity as shown by the mean of 3.74, 3.93, 3.95 respectively while they have moderate performance along efficiency and effectiveness. For non-teaching staff, they have also "high" performance in attaining quality and excellence (4.07), access and equity (3.55), efficiency and effectiveness (3.94), but moderately high performance on relevance and responsiveness.

Table 3: Performance of the Administrators, Faculty, Non-Teaching Staff, and Students along the four Indicators

CHED Goals	Admin	D.E	Fac	D.E.	Non Teach	D.E.	studs	D.E.
Quality & Excellence	4.03	H	3.74	High	4.07	H	4.02	H
Rel. & Responsiveness	4.17	H	3.93	High	3.20	MH	3.54	H
Access & Equity	4.14	H	3.95	High	3.55	H	2.85	MH
Efficiency & Effectiveness	4.20	H	3.34	MH	3.94	H	4.12	H

The t-test for independent samples revealed that there was a significant difference between the performance of the administrators and faculty along quality and excellence; access and equity and efficiency and effectiveness as shown by the t-values of 2.199, 6.091 and 2.394 and the significance of .035,.000 and .023 respectively.

Table 4: Significant differences in the performance of the Administrators, Faculty, Non-Teaching Staff and Students

Indicators	Compared Categories	Mean	Mean Diff	t-value	Sig
Quality and Excellence	Administrator vs	4.0300			
	Faculty	3.7423	2.877	2.199*	.035
	Non-teaching Staff	1.0716	-.0416	-.317	.754
	Students	4.0184	.0116	.090	.929
	Faculty vs	3.7423			
	Non-Teaching Staff	4.0716	-3293	-8.942**	.000
	Students	4.0184	-.2761	-9.691**	.000
	Non-Teaching Staff vs	4.0716			
	Students	4.0184	.0532	1.689	.092
Relevance & Responsiveness	Administrators	4.1733			
	Faculty	3.9371	2.362	1.644	.110
	Non-teaching Staff	3.1919	.9814	6.594**	.000
	Students	3.5370	.6363	4.453**	.000
	Faculty'	3.9371			
	Non-Teaching Staff	3.1919	.7452	14.198**	.000
	Students	3.5370	.4001	12.513**	.000
	Non-Teaching Staff vs	3.1919			
	Students	3.5370	-3.451	-6.862**	.000
Access and Equity	Administrator vs	4.1467			
	Faculty	3.3395	.8071	6.091**	.000
	Non-teaching Staff	3.5458	.6008	4.509**	.000
	Students	2.8500	1.2967	9.963**	.000
	Faculty vs	3.3395			
	Non-teaching Staff	3.5458	-.2063	-3.884**	.000
	Students	2.8500	.4896	10.929**	.000
	Non-teaching Staff vs	3.5458			
	Students	2.8500	.6959	14.846**	.000
Efficiency & Effectiveness	Administrator vs	4.3000			
	Faculty	3.9481	.3519	2.394*	.023
	Non-teaching Staff	3.9380	.3620	2.445*	.020
	Students	4.1360	.1640	1.124	.270
	Faculty vs	3.9481			
	Non-teaching Staff	3.9380	.0101	.265	.791
	Students	4.1360	-.1879	-6.557**	.000
	Non-teaching Staff vs	3.9380			
	Students	4.1360	-.1980	-5.869**	.000

*significant at .05 level   ***significant at .01 level

The profile of the HEIs as to size and budget were not significantly related to all the indicators of performance of administrator, faculty, non-teaching staff and students as shown in the computed r-values and their levels of significance of .296; sig. = -.112 for quality and excellence; 2.74; sig.=.143 for relevance and responsiveness. .272; sig. =.146 for access and equity, and .268; sig. = .152 for efficiency and effectiveness. The number of years of existence was related to the performance of administrators along relevance and responsiveness (-.513; sig. =.004); access and equity (-.501, sig. =.005); and efficiency and effectiveness (-.518, sig. =.003). On the other hand, years of existence was related to the performance of faculty along relevance and responsiveness as shown by the r-value of -.570, .01 level of significance. In the case of the non-teaching staff, a negative significant relationship between the year of existence and efficiency and effectiveness existed as shown by the r-value of -.411, sig. =.024. With respect to the performance of the students, there was no significant relationship between the HEIs profile and the four indicators.

Table 5: Relationship between HEIs Profile and the Performance of Administrators,

	HEIs Performance Indicators							
Profile of the Administrators	Quality & Excellence		Relevance &Responsiveness		Access & Equity		Efficiency & Effectiveness	
	r-value	sig	r-value	sig	r-value	sig	r-value	Sig.
Size	.296	.112	.274	.143	.272	.146	.268	.152
Years of Existence	-.331	.074	-.513**	.004	-.501**	.005	-.518**	.003
Internal Operating Budget	.339	.067	.257	.171	.313	.093	.263	.161
Profile of Faculties	Quality & Excellence		Relevance & Responsiveness		Access & Equity		Efficiency & Effectiveness	
	r-value	sig	r-value	sig	r-value	sig	r-value	Sig.
Size	-.032	.867	-.081	.671	.058	.763	-.166	.381
Years of Existence	-.070	.714	-.570**	.001	.007	.970	-.150	.428
Internal Operating Budget	-.127	.505	-.136	.472	.082	.667	-.229	.223
Profile of the Non-Teaching Staff	Quality & Excellence		Relevance & Responsiveness		Access & Equity		Efficiency & Effectiveness	
	r-value	sig	r-value	sig	r-value	sig	r-value	Sig.
Size	.008	.968	.051	.790	.147	.438	-.089	.640
Years of Existence	-.306	.100	-.315	.090	.129	.498	-.411*	.024
Internal Operating Budget	.059	.759	.034	.857	.196	.299	-.021	.912

Table 6: Relationship between HEIs Profile and the Performance of Students

Profile	HEIs Performance Indicators							
	Quality & Excellence		Relevance & Responsiveness		Access & Equity		Efficiency & Effectiveness	
	r-value	sig	r-value	sig	r-value	sig	r-value	Sig.
Size	-.061	.750	.166	.380	.130	.493	.028	.882
Years of Existence	-.119	.530	-.336	.069	-.002	.990	-.012	.951
Internal Operating Budget	-.070	.713	.094	.622	.093	.627	.023	.904

In light of the foregoing findings of the study, the following conclusions were drawn: The Higher Education Institutions in Pangasinan are performing and attaining the goals/indicators of quality and excellence, relevance and responsiveness, access and equity, and efficiently and effectively at a high level, despite their small internal operating budget and being young in this endeavour. However, there is still room for improving the performance to a higher level along those indicators. Years of existence of the HEIs as institutions is related with the performance of HEIs.

Based on the findings and conclusions of this study, the following recommendations are offered: 1) Tom improved the performance of HEIs to a higher level along the indicators considered, a three-pronged approach is recommended namely: a) Continuous review and enrichment of the curricular programs be made; b) A purpose-driven staff and faculty development program should be formulated and implemented; c) The Research and Extension Programs of HEIs should be strengthened by way of the infusion of additional budget and incentives for the faculty members. Further studies need to be conducted on the performance of HEIs using other variables such as social and economic benefits derived by the immediate community and the whole province resulting from the existence of these institutions.

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Appendix A: Letter of Request to Conduct the Study

The President/Head

_____

_____

Sir/Madam:

The undersigned is presently conducting a study entitled "Organizational Performance of Higher Education Institutions in Pangasinan".

In this regard, may I request you to share your prescious time by accomplishing the attached questionnaire. Your full cooperation and patience in accomplishing the questionnaires will help me a lot in the completion of my research work.

Further, may I also request permission to distribute questionnaires related to the above study to your faculty, non-teaching staff and students. Rest assured that all responses will be kept in strict confidentiality.

Thank you very much and Godspeed!

Very truly yours,

(Sgd.) JOSEPHINE S. LAMBINICIO
Researcher

Appendix B: An Instrument Establishing the Content Validity of the Questionnaire

Dear Sir/Madam:

The researcher has chosen you as one expert to evaluate the content validity of her research instrument by indicating the rating on the space provided for . Please use the scale and descriptive rating below:

Scale	Descriptive Rating	Extent of Description
A	Not Valid at All	at least 20% of the items in the instrument are appropriate and relevant, revise totally
B	Not Valid	At least 40% of the items in the instrument are appropriate and relevant
C	Moderately Valid	At least 60% of the items in the instrument are appropriate and relevant
D	Highly Valid	At least 80% of the items in the instrument are appropriate and relevant
E	Very Highly Valid	100% of the items in the instrument are appropriate and relevant

Indicators of Validity	Rating				
	A	B	C	D	E
The items in each concept are stated clearly					
The items in each concept are sufficiently inclusive					
The items in each concept correspond to the subject matter/topic					
The items in each concept is consistent to reality					
The items in each concept show a reasonable range of variation					
The items in each concept are correct and accurate					
The items in each concept are precise and exact					
The items in each concept could be applied specifically for the topic					

Appendix C: List of Higher Education Institutions in Pangasinan As of SY 2002

Cluster	Name of Institution	Address	Number of Employees		Total No. of Employees	Category
			Faculty	Staff		
Western Pangasinan	Adelphi College	Lingayen	23	7	30	Small
	Asbury College	Anda	14	5	19	Small
	Collegio San Jose de Alaminos	Alaminos	11	4	15	Small
	Great Plebian College	Alaminos	21	18	39	Small
	Golden West Colleges	Alaminos	22	6	28	Small
	Pangasinan Memorial College	Lingayen	19	11	30	Small
	Pangasinan State University	Lingayen	359	259	618	Big
	PASS College	Alaminos	36	4	40	Small
	St. Columban's College	Lingayen	15	6	21	Small
Total			**520**	**320**	**840**	
Central Pangasinan	ABE International College	Dagupan City	36	19	55	Small
	AMA Computer College	Dagupan City	15	15	30	Small
	Asia Career College Foundation	Dagupan City	17	10	27	Small
	Computronix College	Dagupan City	164	164	328	Big
	Dagupan Colleges Foundation	Dagupan City	12	5	17	Small
	Escuela de Nuestra Senora dela Sallete	Dagupan City	16	6	22	Samll
	International colleges of Asia	Dagupan City	10	5	15	Small
	Luzon Colleges	Dagupan city	188	97	285	Big
	Lyceum Northwestern University	Dagupan City	290	135	425	Big
	Malasiqui Agno Valley College	Malasiqui	20	6	26	Small
	Marian Computer	San Carlos	20	10	30	Small

	College					
	Marianne College of Science & Technology	Bayambang	10	5	15	Small
	Mary Help of Christians College Seminary	Dagupan City	12	7	19	Small
	Metro Dagupan Colleges	Mangaldan	24	23	47	Small
	Mystical Rose College ofm Science & Technology	Sta. Barbara	12	8	20	Small
	Northern Colleges foundation	Dagupan City	16	8	24	Small
	Pangasinan Merchant Marine Academy	Dagupan City	49	20	69	Small
	Palaris Colleges	San Carlos City	21	10	31	Small
	Perpetual Help College of Pangasinan	Malasiqui	26	20	46	Small
	Phil. College of Science & Technology	Calasiao	76	57	133	Big
	Phil. Institute for Maritime Studies & Technology	Dagupan City	15	8	23	Small
	San Carlos College	San Carlos City	32	10	42	Small
	Systems Technology Institute college	Dagupan City	16	8	24	Small
	University of Pangasinan	Dagupan City	222	75	297	Big
	Virgen Milagrosa Univ. Foundation	San Carlos City	250	150	400	Big
Total			**1569**	**881**	**2450**	
Eastern Pangasinan	City College of Urdaneta	Urdaneta City	47	25	72	Big
	College of St. Michael the Archangel	Binalonan	20	8	28	Small
	Divine Word College of Urdaneta	Urdaneta City	10	18	28	Small
	Lyceum Northern Luzon	Urdaneta city	40	20	60	Big
	Luna Colleges	Tayug	30	15	45	Small
	Luzon College of Science & Technology	Urdaneta City	20	8	28	Small
	Northern Luzon Adventist College	Sison	46	15	61	Big
	Pangasinan College of Science & Technology	Urdaneta City	110	30	40	Big
	Urdaneta College of Technology	Urdaneta City	15	7	22	Small
	Zaragoza College	Tayug	25	12	37	Small
Total			**363**	**158**	**521**	