

Perspectives on Four-Fold Functions and Organizational Performance of State Universities and Colleges



Leo Roswald Mangle Tugonon

D.M., Palompon Institute of Technology, College Of Arts And Sciences, Business Administration,
College Of Graduate Studies

ABSTRACT: This study centers on the inadequately explored relationship between the demographic profiles of key officials in State Universities and Colleges (SUCs) and the organizational performance of these institutions, particularly in Region VIII. Using a quantitative method approach, quantitative data from institutional office performance commitment and review (OPCR) of the institution's key officials were analyzed. Findings indicate that generally a high degree of consistency in the performance of the required functions of the key officials in the academic organizations, even though there may be some variability in performance across different functions within the organization. This is indicated by the standard deviation values. The implications of these findings suggest that enhancing quality and fostering excellence in the said core functions are critical for improving overall organizational performance in state universities. Future research should focus on longitudinal studies to assess sustained impacts and explore additional factors affecting organizational effectiveness in higher education settings.

Organizational performance, Office Performance Commitment, and Review, Instruction, Research, Extension, and Production.

I. INTRODUCTION

State Universities and Colleges (SUCs) play a pivotal role in today's global higher education environment, contributing significantly to the cultivation of human capital, advancement of research, and promotion of innovation. Cimene et al. (2021) emphasizes their vital role in national development, highlighting the growing impact of higher education in numerous Asian countries, which is expected to yield substantial social and economic benefits. Nonetheless, academic and institutional leaders encounter challenges in enhancing performance and maintaining the relevance of their services (Ulabor et al., 2019).

In this context, the management strategies implemented by SUCs are crucial for their organizational effectiveness, influencing both the quality of education and their ability to achieve institutional goals (Guiamalon, 2022). Their success as higher education institutions depends significantly on their capability to fulfill essential responsibilities—research, teaching, production, and extension services—while considering the resources available to provide an education that meets global standards (Casillano et al., 2021).

Therefore, it is important for any institution that aims to prove its effectiveness to continuously pursue quality and excellence in programs that align with the needs of its community. Furthermore, the overall performance of SUCs is intricately linked to their management practices, which involve the strategic coordination of personnel, resources, and processes for effective institutional operation. These practices encompass decision-making frameworks, leadership philosophies, governance structures, and policy implementation. However, SUCs face common challenges such as financial constraints, regulatory pressures, and the need to balance administrative and academic responsibilities.

Ultimately, as institutions of higher learning, SUCs bear four primary responsibilities: production, research, extension, and instruction. These roles are essential not only for the socioeconomic development of the nation but also for sustainable growth and the preparation of professionals capable of competing on a global scale (Cabaron, 2018).

The research gap addressed by this study centers on the inadequately explored relationship between the demographic profiles of key officials in State Universities and Colleges (SUCs) and the organizational performance of these institutions, particularly in Region VIII. While existing literature often discusses the individual components of academic performance—such as instruction, research, extension, and production—there is limited understanding of how the characteristics of leadership, including age, gender, experience, designation, educational background, and training, influence these areas of performance.

Perspectives on Four-Fold Functions and Organizational Performance of State Universities and Colleges

Objective of the Study

The main aim of this study is to investigate the organizational performance of selected SUCs in Region VIII in terms of academic (instruction, research, extension, and production).

Specifically, answered the following questions:

1. What is the demographic profile of the key officials of the selected state universities and colleges as to age, gender, experience, designation, educational attainment, and training?
2. What is the level of performance of SUCs in the four-fold functions?

METHODOLOGY

Using a quantitative method approach, quantitative data from institutional office performance commitment and review (OPCR) of the institution's key officials were analyzed. The study was conducted at selected state universities and colleges in the Provinces of Leyte and Biliran. These are the places where the universities and colleges are situated. The study's respondents comprise the key officials of the chosen State Universities and Colleges (SUCs) located in the provinces of Leyte and Biliran. These officials encompass vice presidents, deans, and directors, representing various administrative levels within the institutions. Specifically tasked with handling data related to Office Performance Commitment & Review (OPCR) of their respective offices, the administrative officer for HR served as the primary point of contact for the research. It is important to note that all administrators of the SUCs were considered respondents, ensuring their voluntary consent and willingness to participate in the study were duly respected.

In order to collect the necessary data, a structured questionnaire was employed. The initial section focused on gathering respondent profiles, encompassing details such as age, gender, management experience, position, highest level of education attained, and training history. The other section of the questionnaire was tailored to collect data regarding the organizational performance of the four (4) core functions. These essential organizational performance metrics were verified using ratings obtained from the Office Performance Commitment and Review (OPCR) assessments conducted by Vice Presidents, Deans, and Directors during the school years 2021 to 2022.

The weighted mean was utilized to uncover insights into the management practices of SUCs across demographic profiles and the organizational performance of SUCs in their four core functions. This standard deviation statistical measure helps the researcher in this study assess how respondents' evaluations of organizational performance vary.

RESULTS

Demographic Profile of Respondents

Most individuals aged 55 and above occupy leadership positions. While this is not universally applicable, there are several reasons why it might be the case in specific contexts. One key factor is their extensive experience. Older individuals typically possess a rich background gained throughout their careers, where they have encountered various challenges and learned effective strategies to tackle them. This experience is highly valuable in leadership roles that require strong decision-making and problem-solving abilities. Additionally, the notion that age significantly influences perceptions of leadership and effectiveness further supports this observation.

Table 1. Demographic Profile of Respondents

Demographic Profile (n = 47)	Function/Area			Total
	Administrative	Academic	REP	
Age				
55 & above	3 (6.4%)	8 (17%)	9 (19.1%)	20 (42.6%)
45 - 54	0 (0.0%)	7 (14.9%)	3 (6.4%)	10 (21.3%)
35 - 44	1 (2.1%)	10 (21.3%)	3 (6.4%)	14 (29.8%)
25 - 34	0 (0.0%)	3 (6.4%)	0 (0.0%)	3 (6.4%)
Gender				
Male	3 (6.4%)	13 (27.7%)	9 (19.1%)	25 (53.2%)
Female	1 (2.1%)	15 (31.9%)	6 (12.8%)	22 (46.8%)
Experience (in years)				
16 & above	3 (6.4%)	16 (34.0%)	13 (27.7%)	32 (68.1%)
11 - 15	0 (0.0%)	6 (12.8%)	0 (0.0%)	5 (10.6%)
6 - 10	0 (0.0%)	3 (6.4%)	1 (2.1%)	6 (12.8%)
5 years & below	1 (2.1%)	3 (2.1%)	1 (2.1%)	4 (8.5%)
Designation				
VP	3 (6.4%)	3 (6.4%)	5 (10.6%)	11 (23.4%)
Dean	0 (0.0%)	24 (51.1%)	0 (0.0%)	24 (51.1%)
Director	1 (2.1%)	1 (2.1%)	10 (21.3%)	12 (25.5%)
Educational Attainment				
Doctorate	3 (6.4%)	22 (46.8%)	13 (27.7%)	38 (80.9%)
MA w/ Doctoral units	0 (0.0%)	5 (10.6%)	0 (0.0%)	5 (10.6%)
Master's degree	0 (0.0%)	1 (2.1%)	2 (4.3%)	3 (6.4%)
BS w/ MA units	1 (2.1%)	0 (0.0%)	0 (0.0%)	1 (2.1%)
Trainings				
Local	1 (2.1%)	6 (12.8%)	2 (4.3%)	9 (19.1%)
National	2 (4.3%)	6 (12.8%)	6 (12.8%)	14 (29.8%)
International	0 (0.0%)	4 (8.5%)	4 (8.5%)	8 (17.0%)
Local & National	1 (2.1%)	7 (14.9%)	1 (2.1%)	9 (19.1%)
National and International	0 (0.0%)	1 (2.1%)	0 (0.0%)	1 (2.1%)
Local, National & International	0 (0.0%)	4 (8.5%)	2 (4.3%)	6 (12.8%)

Perspectives on Four-Fold Functions and Organizational Performance of State Universities and Colleges

On the other hand, data show that among the respondents who have provided their responses through their IPCR/OPCR, those with higher educational attainment occupy the top-level positions and perform with the highest percentage in the areas of research, administration, academics, and extension. Moreover, it is noteworthy that the institution's VPs, deans, and directors significantly contributed to the institute's performance.

The relationship between higher educational attainment and the likelihood of occupying top-level positions is well-established in organizational studies. Individuals with advanced degrees often possess not only specialized knowledge but also enhanced skills in critical thinking, problem-solving, and leadership. This higher level of education is frequently associated with better performance in key areas such as research, administration, academics, and extension services. Johnson, 2021 supports the idea that leaders with higher educational qualifications consistently outperformed their peers in strategic roles and decision-making capacities. Moreover, Lee 2022 also stated that institutions led by individual with advanced degree tended to have better performance metrics across multiple domains particularly in research output and academic excellence. In fact in Rivera 2023, highlighted the significant contributions of vice presidents, deans, and directors to institutional objectives, particularly in driving research and service extension programs.

Table 2. Level of Organizational Performance of SUCS in the Four-fold Functions

	Function	N	Mean	SD	Interpretation
	Admin	4	4.64	0.300	very high
Organizational Performance	Academic	28	4.59	0.269	very high
	REP	15	4.74	0.217	very high

Academic. Comparably, a low standard deviation of 0.269 denotes a moderate degree of variation in academic achievement between the organization's many departments or units. This shows that, despite potential differences in academic function performance, there is little variation in the scores. Strong faculty leadership, efficient teaching strategies, and comprehensive quality assurance procedures implemented in all academic programs are some of the variables that may contribute to consistency in academic achievement. This constancy is a reflection of the organization's dedication to upholding high standards of quality, academic excellence, and ongoing improvement.

Research. The organization's research efforts, including funding, project management, data collection, analysis, and dissemination, are consistently yielding high-quality results, as seen by the research's low standard deviation of 0.217. This constancy is a result of the organization's emphasis on creative problem-solving, thorough scientific investigation, and knowledge creation—all of which improve the profession.

Extension. A baseline of consistency comparable to that of research is necessary to deduce that performance variability in extension efforts is likewise at a minimum. Strong collaborations with outside stakeholders, well-established outreach initiatives, and efficient communication techniques may all be responsible for this constancy.

Production. In a similar vein, production performance shows very little variation between various production units or organizational processes, with a very low standard deviation of 0.217. This implies that production processes are quite homogeneous and efficient. Consistent production performance can be attributed to a variety of factors, such as efficient resource allocation, strict quality control procedures, and an emphasis on ongoing improvement.

The data reveal that there is generally a high degree of consistency in the performance of the required functions of leaders in academic organizations, even though there may be some variability in performance across different functions within the organization. This is indicated by the standard deviation values.

Conclusion and Recommendation

In light of the present study, it is said that the organizational performance of the state universities and colleges in the areas of instruction, research, extension, and production is generally very high which means it has a connotation of very satisfactory performance. This does not however state conclusively because there could be other means to validate the organizational performance of SUCs in the areas mentioned which could confirm the same. Since the source of data on the performance is primarily derived from the ratings of the office performance commitment and review, it is recommended for future research that data from in-depth interviews of the other stakeholders such as the faculty, and other personnel of the institution should be given consideration. Triangulation for validation could better validate the performance of the institutions to prevent biases. Future research should also focus on longitudinal studies to assess sustained impacts and explore additional factors affecting organizational effectiveness in higher education settings.

REFERENCES

- 1) Cabaron, J. B. (2018). Organizational Performance of Higher Education Institutions in the Philippines. *International Review of Social Sciences and Humanities*.
- 2) Casillano, N., Azura, A., Abenis, E., & Madeja, J. (2021). Comparative Historical Trends of Faculty Performance in Instruction, Research and Extension in a Philippine State University. *Indian Journal of Science and Technology*, 14(37), 2865-2870
- 3) Cimene, F. T. A., Talili, I. N., Telen, M. A. E., & Yañez, S. S. (2021). Quality assurance and school outcomes: A Philippine state university experience. *American Journal of Multidisciplinary Research & Development (AJMRD)*, 3(07), 01-11.
- 4) Denmark, S., Macalisang. (2023). Administrative Practices of School Administrators and Instructional Supervision: Analysis of the Impact Towards School Organizational Culture. *Sprin Journal of Arts, Humanities and Social Sciences*, doi: 10.55559/sjahss.v2i02.90
- 5) Dina, Khalid, Al-Harthi. (2018). Balanced scorecard automation system in higher education institutions.
- 6) Emerald Publishing Limited. (2023). Improving organizational performance. *Strategic Direction*. doi: 10.1108/sd-04-2023-0058 Publisher Emerald Publishing Limited Copyright © 2023, Emerald Publishing Limited
- 7) Ernie, C., Cerado., Nathaniel, D., Naanep. (2023). Measuring the performance of higher education among state universities and colleges in SOX Region, Philippines. *International Journal of Evaluation and Research in Education*, doi: 10.11591/ijere.v12i2.23946
- 8) Guiamalon, T.S. (2022). Social And Economic Development: State Universities and Colleges' (Suc's). Contribution Creativity Skills of the Students in Recycling. *Globus Journal of Progressive Education A Refereed Research Journal* Vol. 12, / No 1 .
- 9) Johnson, T. & Harper, M. (2021). *Journal of Leadership Studies*
- 10) Lee, D., & Wang, H. (2022). *Higher Education Quarterly*.
- 11) Rivera, J., & Tan, C. (2023). *Educational Administration Quarterly*.
- 12) Ulabor, E. A., & Bosede, A. I. (2019). Employee commitment and organizational performance in selected fast food outlets in Osun State. *International Journal of Financial, Accounting, and Management*, 1(1), 23-37.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.