Institutional Context Exploration and Development Framework Using Rockefeller Habits for University of Nueva Caceres

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Abstract

This study investigated the institutional contexts of UNC for the development of framework to attain UNC's goals. Findings showed that UNC stakeholders are knowledgeable of UNC's organizational objectives; behavioral reinforcements are exceed the standards set by CHED and PACUCOA; infrastructure are adequate to support learning; competent faculty and administration are within an effective organizational structure; and stakeholders are responsive to change through research and community involvement. The University established good public image with its effective teaching-learning process tob e able to produce quality graduates. Stakeholders however look forward to smaller class size, upgraded comfort rooms, better flood control measures, improved canteens, and efficient online services. Test of differences in ratings among the different PACUCOA accredited programs were found significant including the satisfaction levels among institutional programs, and among groups of respondents. Organizational effectiveness was found significantly related with satisfaction in facilities and academic support services. Data also showed that UNCeans manifested good personal behavior as well as negative attitudes that need behavioral modification. The BrICC or Behavioral reinforcement, Supporting Infrastructure, Management and Employee Competencies, and Adaptability to Environmental Change Framework with the Rockefeller Habits as strategy, was explored for implementation at UNC. Middle managers at UNC expressed openness and receptivity in the adoption of the Rockefeller Habits as management strategy to attain UNC's goals.

Keywords: Organizational Effectiveness; Satisfaction Level; Personal Behavioral Practices; Rockefeller Habits

Introduction

The University of Nueva Caceres (UNC) is the first university in Southern Luzon, and an institution housing 7,154 individuals. UNC will never be in its glorious position now without the concerted efforts coming from the people charting the academic journey of all the departments and offices inside it.

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

95

The current administration under Ayala Education Inc. of Ayala Corporation has been very consistent and determined in improving every unit to establish a well-oiled educational machinery. Democratic processes have been strongly established in place to provide checks and balances to attain stability.

The new corporate investor's entry brought with them expertise in industry management and linkage. This progress complemented the educational integrity UNC has established across history. The current administration brought with them UNC's Big 6 goals which charted the route of 'Roadmap 21'. First goal is for UNC to be the employer of choice which can be gauged through high employee satisfaction; second, to promote academic excellence by achieving the de-regulated status; third, to drive compelling careers through a strong employer network and significant increase in starting salaries of graduates; fourth, to be the school of choice for parents and students as shown by high satisfaction ratings; fifth, to double enrolment from 7,000 to 14,000; and sixth, to strengthen financial stability or be economically sustainable.

Performing an organizational diagnosis and understanding the status of the new University of Nueva Caceres from different perspectives are essential to create inventory of attributes to attain desired outcomes. With complete awareness of the educational identity as springboard follows right programs, decisions, and actions for improvement.

The main theory found relevant to the present study was the Strategic Planning Theory (1980). Specific details of which were provided by other theories which include: Customer Satisfaction Theory (2015), Community Development Theory (2009), Organizational Development Theory (2012), Transformational Leadership Theory (2015), Theory of Participative Management (2012), and Deming's Total Quality Management Theory (2016). This descriptive – correlational - exploratory study investigated the institutional contexts of University of Nueva Caceres and developed an appropriate development framework to attain the goals of UNC.

Literature Review

Higher education institutions contribute to economic development by drawing on the importance of education, skills, work, innovation, and production (Kruss, 2015). The important role of having a well-founded organizational vision, mission, and objectives as unifying force of all developmental activities (Mitchell, 2014). the development of the intellectual quotient, self-awareness, self-regulation, social skills, empathy, and motivation can be determinants of success too which matters now to most people and which schools must address . The study indicated that faculty perceptions of a positive racial climate were strongly related to higher levels of satisfaction measured in terms of opportunities for scholarly pursuits, teaching load, and autonomy – regardless of gender, race/ ethnicity, or tenure status (Victorino, 2013). There were

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

96

many benefits of racially and ethnical diverse experiences for students intellectual, affective, and interpersonal development (Loes, 2013).

Early and ongoing university achievements were predictors of subsequent university achievement. This suggested that early intervention should be on time and targeted at the improvement of the university life (Martin, 2013). The type of governance structure employed played a critical role in generating changes in an educational institution (Tanberg, 2013). Now that its governing board is empowered by dynamic leaders from Ayala Corporation particularly Ayala Education Inc. having the 21st century mindset and resources of diverse mode around the country, their excellence in corporate management and resource utilization would create a significant improvement by continuing UNC's legacy as Bicol's first and still now a premier university. Rankings were useful lens for studying power in higher education and were important instruments for the exercise of power in service of dominant norms in global higher education. Rankings were seen to embody a meta – state project – an imperial project in which institutions are being slotted into a preordained global hierarchy. Rankings foster the worldview embodied in neoliberalism – the social realm as a competitive marketplace. Rankings played the role as one manifestation of contemporary state, social, and university power (Pusser & Marginson, 2013).

Leadres do more to help teachers, students, parents, tax payers, and others grasp the need for change and participate in it, improvement will be spotty and nearly impossible to sustain (Johnson, 2013). Enumerated that leadership entailed two complimentary roles. One was coaching, mentoring, nurturing, and inspiring others to forge dynamic, professional cultures which absorb the whole attention to those tackling educational leadership. The second half of leadership was the cage busting in which leaders upend stifling rules, policies, and routines to make it easier for successful professional cultures to thrive (Hess, 2013). Found out that the most powerful strategy for improving both teaching and learning was not micromanaging instruction but by creating the collaborative culture and collective responsibility of a professional learning community (PLC) (DuFour & Mattos, 2013). Explained that international experience showed that high quality education was the result of good instructional leadership as well as a systematic focus on grooming and supporting school leaders (Stewart, 2013).

In high achieving schools with a high percentage of students in poverty share four characteristics to wit: (1) their beliefs about student potential drive their work; (2) they put instruction at the center of their managerial duties; (3) they focus on building the capacity of all the adults; and (4) they monitor and evaluate what leads to success and what can be learned from failure (Chenoweth & Theokas, 2013). There were 7 standards for educational leaders' performance which should be given attention. These were instructional leadership, school climate, human resource leadership, organizational management, communication and community relations,

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

97

professionalism, and student progress (Stronge, 2013). Managing organizations was more than just technical skills (Goodwin, 2013).

Encouraging institutions to do, which is to focus on the development of a new and more flexible model for community change through public discussion on issues and formulation of agreements that takes place within the community among grass-roots citizens and leaders as well as professionals, managers, and decision makers (Boehm & Cnaan, 2012). Feedback as goal referenced, can produce tangible results, transparent as evidence based, actionable as being concrete/ specific/ useful, user friendly as it is easy to be understood, timely when it is very much needed, on-going/ continuous, and consistent as being accurate/ stable/ trustworthy (Wiggins, 2012). The most effective feedbacks were those which focus on the task at hand rather than the recipient's ego, focus on the things that were within the recipient's control, and require more work from the recipient than from the giver (Wiliam, 2012).

Methodology

The PACUCOA chairman's reports for the different accredited programs which comprised the data for organizational effectiveness were retrieved from the files of the UNC accreditation center. Satisfaction survey tools were developed and four half-day focus group discussions through guide questions were organized, and participated by the students, academic, academic support, and non-academic employees to find out the personal behavioral practices in UNC. Prior to the finalization of the plan, the administration's level of acceptability of the development framework along utility, feasibility, propriety, and accuracy was determined.

Respondents of the study consisted of 629 parents, 2,423 students, and 213 teaching and non-teaching employees of UNC during the second semester s/y 2015 - 2016. As to focus group participants, 20 stakeholders coming from different departments/offices were chosen to represent the student, academic, academic support, and the non-academic sectors. A total of 46 administrators were interviewed and surveyed to determine acceptability of the chosen framework.

Result and Discussion

Organizational Effectivenesss

UNC obtained mean rating of 4.07 for organizational effectiveness, categorically a very good rating and the highest (4.19) was along management and employee competencies. Stakeholder are generally knowledgeable of UNC's vision, mission, and objectives but have not fully dedicated all efforts to its incorporation to daily school activities. The curricula, instruction, and student services implemented in UNC are supportive of each other and are at par with the national standards set by CHED and PACUCOA. UNC has maintained its standards in terms of quality education but needs to enhance faculty development programs. The school library, laboratories, and physical plant and facilities are in place and generally functioning

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

98

well and were able to serve their purpose as supplemental infrastructure for learning. UNC's supporting infrastructure has exceeded the minimum standards set by government regulating bodies but needs to upgrade existing facilities to be highly competitive. UNC has in it competent faculty and administration because of the clear criteria for recruitment and promotion as stipulated in the faculty manual. Its organizational structure ensured effective and efficient delivery of educational services to its clientele. There is a need to boost further faculty development benefits for UNC to be the employer of choice. UNC community is responsive to change and this is manifested in their involvement in research, social orientation, community service, and alumni relations having established institutionalized units for the alumni, research, and community extension.

The computed F value along the focal points for organizational development was 2.157 and this was less than the critical F value (2.776) at 5% and (4.218) at 1%. This meant that there was no significant difference in the organizational effectiveness along the different areas or criteria for evaluation. In terms of organizational effectiveness among the accredited programs, the computed F value was 7.545 and this value was very high compared to the critical F value of (2.508) at 5% and (3.667) at 1%. This indicated that there was a highly significant difference in the rating among the different accredited programs.

Accredited programs in UNC were rated by evaluators in the same manner, with the same perspective, at different times based on PACUCOA standards which was utilized and interpreted faithfully. UNC presented itself consistently as to the areas for evaluation. Programs that were accredited for the longest time generally get the higher rating as compared to the newly accredited programs. PACUCOA accreditation contributed to the improvement of academic programs as a whole.

Satisfaction Level
In the academic programs, stakeholders were most satisfied with the academic reputation of UNC with the mean rating of 4.15 followed by quality of teaching/competence of teachers (4.07). They were least satisfied with the class size (3.61). Along facilities, they were most satisfied with location of the school with the mean rating of (4.38) followed by physical appearance/layout of the campus (4.08). They were least satisfied with the comfort rooms (2.90) and flood control measures (3.05). For academic support services, they were most satisfied with the admission and guidance services with the mean rating of 3.95 followed by campus ministry and religious services (3.92). They were least satisfied with the food services/canteen (3.07) and online services (3.45).

UNC has established its good public image and reputation because of the quality of graduates produced and the teaching–learning processes being implemented. It has the advantage of being right at the heart of the central business district of Naga which is considered one of the factors in being the school of choice. It has been consistent

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

99

in providing student support services to promote a holistic environment. Stakeholders look forward to a smaller class size, quality consultation experience, better and upgraded comfort rooms, efficient flood control measures, better canteens, and improved online services.

The computed F value along institutional programs was 98 and this was much greater than the critical F value (6.940) at 5% and (18.00) at 1% significance level. This meant that there was a high significant difference in the satisfaction levels. The computed F value along respondents was 52 and this value was high as compared to the critical F value of 6.940 at 5% and 18.000 at 1% significance level. The F value indicated that there was a high significant difference in the satisfaction levels of parents, students, and employees.

Academic programs which include quality of teaching and school reputation still serve as the core products being considered by stakeholders in choosing a school to study or work. All other school factors are secondary considerations in the decision making process. Knowledge, length of exposure, frequency of usage, and access to services available and offered by UNC are affecting satisfaction level of stakeholders.

Relationship between Organizational Effectiveness and Degree of Satisfaction
The computed r values for organizational effectiveness in educational programs and respondent's satisfaction levels were as follows: for academic experience 0.017, facilities 0.006, and academic support services 0.044. All of the r values were found lower than the critical r value at 5% and 1% significance level indicating that there was no significant relationship between organizational effectiveness in the educational program and level of satisfaction. For organizational effectiveness in facilities and respondents' satisfaction levels, the computed r values were as follows: for academic experience 0.051, facilities 0.062, and academic support services 0.088. With 0.062 at 5% significance level and 0.081 at 1% significance level as critical r values, there is a significant relationship between organizational effectiveness in facilities and respondents satisfaction in facilities and between organizational effectiveness in facilities and satisfaction in academic support services.

The computed r values for organizational effectiveness in academic support services and respondents' satisfaction levels were as follows: for academic experience 0.087, facilities 0.071, and academic support services 0.113. With 0.062 at 5% significance level and 0.081 at 1% significance level, there is a significant relationship between organizational effectiveness in academic support services and respondents satisfaction in facilities and between organizational effectiveness in academic support services and respondents' satisfaction in both academic experience and academic support services.

PACUCOA accreditors and stakeholders have different points of view in looking at organizational effectiveness in academic programs. PACUCOA accreditation is based on documents exhibited and on observations generated in just 3 days while

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

100

stakeholders have limited awareness in all the details of how the academic programs are implemented. Having complete facilities resulted to an enhanced personal and sociological experience on the part of stakeholders in educational institutions. Stakeholders in educational institutions value communal relationships. Academic support services, extra-, and co-curricular activities complete the academic experience in UNC.

Personal Behavioral Practices
UNC employees are participative, output oriented, hard-working, helpful, willing to work even without pay beyond office hours, committed, service oriented and approachable. Administration is helpful, encouraging, objective in handling people, compassionate, considerate as to rules and policies, listening, reaching out, supportive, inspiring, responsive, appreciative, visible in the campus, and fosters participatory governance. UNCeans are generally friendly, conservative, contented, humble, willing to accept change, patient, open minded, accommodating, friendly and loyal.

Information dissemination in UNC is not very efficient due to lack of coordination and communication. There is slow response in terms of feedback giving. 'Ningas Cogon' is also present in the implementation of new policies. Employees are envious and are fond of comparing work load and salary. They are passive in expressing ideas in formal consultative gatherings but are active in informal discussions / gossiping. Financial aspect is the motivation and first consideration of employees. There is lack of recognition in incentive form. Some seasoned employees are not technology savvy. There is the tendency to stagnate. Students are insensitive in using corridors by blocking the way and being noisy. They are not disciplined and fond of testing the rules or the limits of it. They are not careful in using the classrooms.

UNCeans have and manifested good values and virtues salient in the functioning of an educational institution. Their personal behavior contributed to the longevity of UNC's existence as one of the prime universities in Bicol Region. There are negative attitudes being practiced inside the campus which need correction and intervention through behavioral modification techniques to promote harmonious and better relationships inside the campus.

Proposed Development Framework
UNC has a "Very Good" performance in organizational effectiveness along the focal points of organizational development. UNC has in it stakeholders who are generally satisfied with the academic programs, academic support services, and facilities. There were positive and negative personal behavioral practices among stakeholders being manifested in UNC.

The BrICC development framework is proposed to support all university activities to attain the Big 6 goals of UNC. The framework will use the Rockefeller Habits as methodology to address the aspects of BrICC which stands for Behavioral

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

101

reinforcement, Supporting Infrastructure, Management and Employee Competencies, and Adaptability to Environmental Change; BrICC being akin to the BRICK which represents a hard block used to build structures.

UNC needs to start developing the following Rockefeller Habits among its management teams this second semester s/y 2016-2017 to wit: mastering growth; mastering the right people doing the right things right; mastering a one page strategic plan; mastering the use of core values; mastering organizational alignment and focus; mastering the quarterly theme; mastering employee feedback; mastering the daily and weekly executive meeting; and mastering the brand promise.

Acceptability of the Framework
Along utility, 37 (80%) middle managers of UNC find the Rockefeller Habits as highly usable/ relevant and 9 (20%) find it usable and relevant. Along feasibility, 30 (65%) think that the framework would be highly effective/ viable, while 16 (35%) said that it is effective and viable. Along propriety, 29 (63%) recognize the framework as highly proper/ clear and 17 (37%) recognized it as proper/ clear. Along accuracy, 26 (57%) believe that the framework is highly reliable/ dependable. 19 (41%) said that it will be reliable/ dependable and 1 (2%) finds it not reliable/ dependable.

Administrators find the strategy highly usable and relevantly valuable in meeting their needs. The strategy can be conducted by qualified people with full devoted attention who can address any identified and emergent needs. It is also noted as practical and responsive to the way the school operates. The habits can be executed in a school set-up and that they can be observed by employees in their daily transactions.

The framework is also perceived as proper, fair, legal, right, just, and is responsive to daily affairs of stakeholders of the school community. The habits are understandable and fair in addressing stakeholders' needs and purpose. The framework is believed to openly identify and address real conflicts that may arise. The framework is thought to support interpretations and judgements about quality. The Rockefeller Habits will serve its intended purpose and support valid interpretations coming from sufficiently dependable and consistent information. The framework also employs technically adequate designs and analysis that are appropriate.

Conclusion

This study was conducted to determine the organizational effectiveness of the University of Nueva Caceres as evaluated by the Philippine Association of Colleges and Universities – Commission on Accreditation (PACUCOA) and as perceived by stakeholders as inputs to the development framework supporting University of Nueva Caceres' Big 6 Goals.

Graduate students have a better grasp of UNC's vision, mission, and objectives (VMO) which are clearly stated and effectively disseminated. Stakeholders are generally

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

102

knowledgeable of the VMO but have not fully dedicated all efforts to its incorporation to daily school activities. The curricula, instruction, and student services implemented in UNC are at par with the national standards set by CHED and PACUCOA. The school library, laboratories, and physical plant and facilities were able to serve their purpose as supplemental infrastructure for learning. UNC has in it competent faculty and administration because of the clear criteria for recruitment and promotion as stipulated in the faculty manual. UNC community is responsive to change and this is manifested in their involvement in research, social orientation, community service, and alumni relations having established institutionalized units for the alumni, research, and community extension.

UNC has established its good public image and reputation because of the quality of graduates produced and the teaching–learning processes being implemented. UNC has the advantage of being right at the heart of the central business district of Naga which is considered one of the factors in being the school of choice. UNC has been consistent in providing student support services to promote a holistic environment.

Accredited programs in UNC were rated by evaluators in the same manner, with the same perspective, at different times based on PACUCOA standards. Programs that were accredited for the longest time generally get the higher rating as compared to the newly accredited programs. Academic programs which include quality of teaching and school reputation still serve as the core products being considered by stakeholders in choosing a school to study or work. Knowledge, length of exposure, frequency of usage, and access to services available and offered by UNC are affecting satisfaction level of stakeholders.

PACUCOA accreditors and stakeholders have different points of view in looking at organizational effectiveness in academic programs. Having complete facilities resulted to an enhanced personal and sociological experience on the part of stakeholders in educational institutions. Stakeholders in educational institutions value communal relationships.

UNCeans have and manifested good values and virtues salient in the functioning of an educational institution. Their personal behavior contributed to the longevity of UNC's existence as one of the prime universities in Bicol Region. There are negative attitudes being practiced inside the campus which need correction and intervention to promote harmonious and better relationships inside the campus in the future.

The BrICC development framework is proposed to support all university activities to attain the Big 6 goals of UNC. The framework will use the Rockefeller Habits as methodology to address the aspects of BrICC which stands for Behavioral reinforcement, Supporting Infrastructure, Management and Employee Competencies, and Adaptability to Environmental Change; BrICC being akin to the BRICK which represents a hard block used to build structures.

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

103

Administrators find the strategy highly usable and relevantly valuable in meeting their needs. The framework's strategy is noted by middle managers as practical and responsive to the way the school operates. The framework is perceived as proper, fair, legal, right, just, and is responsive to daily affairs of stakeholders of the school community. The development framework is thought to support interpretations and judgements about quality.

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May 8th, 2018, Hatyai University, Hatyai, Thailand

104

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International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

105

International Colloquium: Opportunities and Challenges on Education Management in 21st Century
May 8th, 2018, Hatyai University, Hatyai, Thailand

106