

Human Resource Practices in the Achievement of the Educational Institutions' Strategic Objectives

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ABSTRACT

This study determined the performance of selected higher education institutions in achieving its strategic objectives as assessed by the administrators, faculty and students in terms of human resource practices. The students assessed the extent of their satisfaction on the following: self-concept, quality of curriculum and instruction, extracurricular activities and future career opportunities, student services and facilities. The administrators and faculty used the following: strategic focus, organizational performance, human resource functions, organizational culture and human resource competencies. It also sought to know the problems encountered by each higher education institution as well as propose a development program to enhance each of the institution in achieving its objectives. Results showed that the overall satisfaction level of the students is moderately high extent (5.44). The highest mean difference among the four main variables for the administrators and faculty is that of organizational culture (0.48). The high mean difference of administrators and faculty among the human resource competencies is brought about by the following: coaching and mentoring skills, professionalism and ethics, delegation of tasks and change management skills. For the administrators, strategic focus can be predicted by organizational performance and human resource functions/competencies. For the faculty, it can be predicted by organizational performance, organizational culture and human resource functions/competencies. For the students, this can be predicted by extra curricular activities and facilities. The most common problems encountered by the five institutions under study are the following: competitiveness of salaries and benefits, recruitment of qualified and competent faculty and maintenance of quality teaching and instruction.

Keywords: human resource functions, strategic focus, organizational performance, human resource competencies

INTRODUCTION

The Human Resource (HR) function has never been given much importance than today. In this age of globalization, it has also been catapulted as a core function in any corporate entity.

The management of human assets puts to the forefront various issues, problems and challenges that need answers. The traditional functions of recruitment - selection and placement, compensation and benefits, training and development;

and employee relations are now given a more strategic stance because of the changes happening in all facets of the environment. The Human Resource function has also been given a more strategic role, not a mere cost entity but rather a contributor to the company's bottom line.

In the new economy, the human resource function is seen as a strategic partner, with the ability to contribute to the strategic success of the organization.

There were several mechanisms and tools used by manufacturing, hotel and other types of organizations. One of these tools is the Balanced Scorecard popularized by Kaplan and Norton. However, despite the generally wide acceptance of the Balanced Scorecard model, it has not been fully embraced in the education sector (Karathanos and Karathanos, 2005).

In recent years, Philippine higher education has been confronted by many challenges. One of which is the declining quality of college graduates. As Ramon del Rosario, Asian Development Bank (ADB) Chairman in his Opening Address in a conference had stated:

The member businesses of the Philippine Business for Education (PBed) continue to be confronted with the declining quality of graduates coming out of the higher education system. If this remains unresolved—ultimately down the road—we will be faced with declining competitiveness which is rather sad for a country that prides itself of its human capital. If we want to build world class businesses, we need to do everything we can to address education issues at all levels (ADB Conference Report, 2011).

Moreover, a number of Philippine universities fared poorly in the latest of the world's top universities sponsored by a reputable London-based agency. The criteria include the following: academic reputation, 40%; faculty citations, 20%; faculty-student ratio, 20%[employee reputation, 10%, number of international students, 5%; and proportion of international faculty, 5% (Quismundo, Philippine Daily Inquirer, Sept. 6, 2011).

The dilemma in business education is also true for the quality of higher education in general. Pressing issues and concerns confront colleges and universities in all courses. According to the ADB Report (2011), a major concern is the quality of the faculty. It can be measured by how much students learn from the subjects handled by the teachers. Ideally, college faculty should possess the following: knowledge on subjects taught (qualified, competent, experienced and updated); skills in teaching the subject (technical, communication, pedagogical and professional); and attitude in teaching (passion and character). The report stressed that most schools placed so much emphasis on seniority rather than competence in the recruitment, retention and promotion of teachers. Salary levels are not enough to attract good teachers. Moreover, there are also teachers who are technically knowledgeable but do not have sufficient instructional skills. On the other hand,

some teachers are not proficient in their respective industries or fields of specialization (ADB Report, 2011).

Another concern is the quality of academic program. A good program should lead students to sustainable employability among graduates and should comply with recognized standards and contribute positively to the well-being of society. However, there is this issue on the continued proliferation of low standard, diploma mill programs (ADB Report, 2011).

The third concern mentioned in the report is operational quality. It is the effective and efficient use of resources to achieve the institution's set outcomes in the form of vision, mission, goals and objectives. It is also the capacity of the institution to implement quality educational programs consistently and sustainably (ADB Report, 2011).

In this aspect, the report emphasized the economic, political and technical concerns related to Philippine higher education. On the economic issues, there are inadequate resources to ensure quality of faculty, programs and facilities. On the political side, the government needs to provide a more enabling environment to improve operational quality of Philippine higher education. On the technical aspect, the administrators are seen as lacking the leadership in school management. There are also issues related to strained relationships between faculty and administrators (ADB Report, 2011).

These concerns form part of the present situation of Philippine higher education. Most of the concerns relate to human resources such as the faculty and administrators. The three issues such as: the quality of faculty, quality of academic program and operational quality need to be assessed in the light of their impact on organizational performance.

This scenario calls for the identification of the factors in congruence with these issues that would specifically pinpoint human resource functions, competencies and organizational culture that would contribute to organizational performance. Based on the background, there are pressing issues in the academe which calls for assessing human resource practices that contribute to the achievement of strategic objectives of educational institutions. One particular sector is the sectarian group.

The researcher specifically chose the College of Business Administration to assess the human resource practices, the competencies of the administrators and faculty, the prevailing culture, the performance indicators and the strategic focus of five sectarian institutions in Manila. The purpose of the study is to develop a program that would help in making students satisfied, administrators and faculty competent, and the institution a leading college/university. The study is anchored on the Human Resource Scorecard by Huselid, Becker and Ulrich (2003), which provides human resource measurement systems needed to describe and assess the

contribution of an organization's human resources in the implementation of the firm's strategies. It provides the process to manage human resources as well as assess and analyze performance metrics effective in the firm's operations.that provides holistic formation to its students (Huselid, et al, 2005).

The private higher education institutions included in this research are the primary beneficiaries of this study because of the extensive assessment and research on the contribution of human resources to the institution's profitability. Other types of industries especially those which are service-oriented can also benefit from this study. Managers and business executives in these organizations who have not yet fully embraced the crucial role of human resources in the firm's bottom line will have a better appreciation of human resources in strategy execution and implementation. This study can also serve as guide to school administrators to create and implement effective measurement systems for intangible assets such as human resources. There will be no reason to avoid this difficult task since they can cope with the demands of coming up with a framework such as a Human Resource Scorecard to deal with intangible assets. Senior managers and administrators who are skeptical of human resources' role in the firm's success may now realize the importance of human resources' contribution to the success of the company through this study. Moreover, this study further elevates the strategic role of human resources in the overall success of the firm since this confirms its strategic importance. Through this study, administrators and managers can now improve their compensation and benefits packages for their employees, look on other human resource functions like training and development, performance management among others that may contribute in organizational performance. Thus, a better view of employees will eventually improve the quality of their work life and their standard of living. This study can also be used by future researchers and students of Human Resources Management as source of secondary data for their researches.

This study aims to determine the performance of selected higher education institutions in achieving its strategic objectives as assessed by administrators, faculty and students in terms of human resource practices. Specifically, the researcher seeks to answer the following questions:

- (1) How do the students assess the extent of their satisfaction in terms of the following: self-concept; quality of curriculum and instruction; extracurricular activities and future career opportunities; student services; and facilities?
- (2) How do the administrators and faculty assess the higher educational institution's achievement of objectives in terms of the following: strategic focus; organizational performance; human resource functions; and organizational culture?
- (3) How significant is the difference with the two groups of respondents namely the administrators and faculty as to each of the higher education institution's achievement of strategic objectives with regard to the aforementioned variables?

(4) To what extent is the performance of each higher education institution's human resource competencies with regard to: communication skills; technical skills; professionalism and ethics; coaching and mentoring skills; conflict management and problem-solving skills; change management; decision-making skills; performance-monitoring and feedback; and delegation of tasks?

(5) How significant is the difference in the assessment of administrators and faculty as to performance of each of the higher education institution with regard to the variables related to the aforementioned human resource competencies?

(6) what are the factors that contribute to the components of strategic focus in terms of the following: organizational performance, organizational culture and human resource functions/competencies of administrators; organizational performance, organizational culture and human resource functions/competencies of faculty; and self-concept, quality curriculum and instruction, extra-curricular activities, student services and facilities as aspects of student satisfaction?

(7) What problems are encountered by each of the higher education institution in the achievement of its strategic objectives?

(8) What development program can be proposed to enhance each of the higher education's performance in the achievement of its objectives?

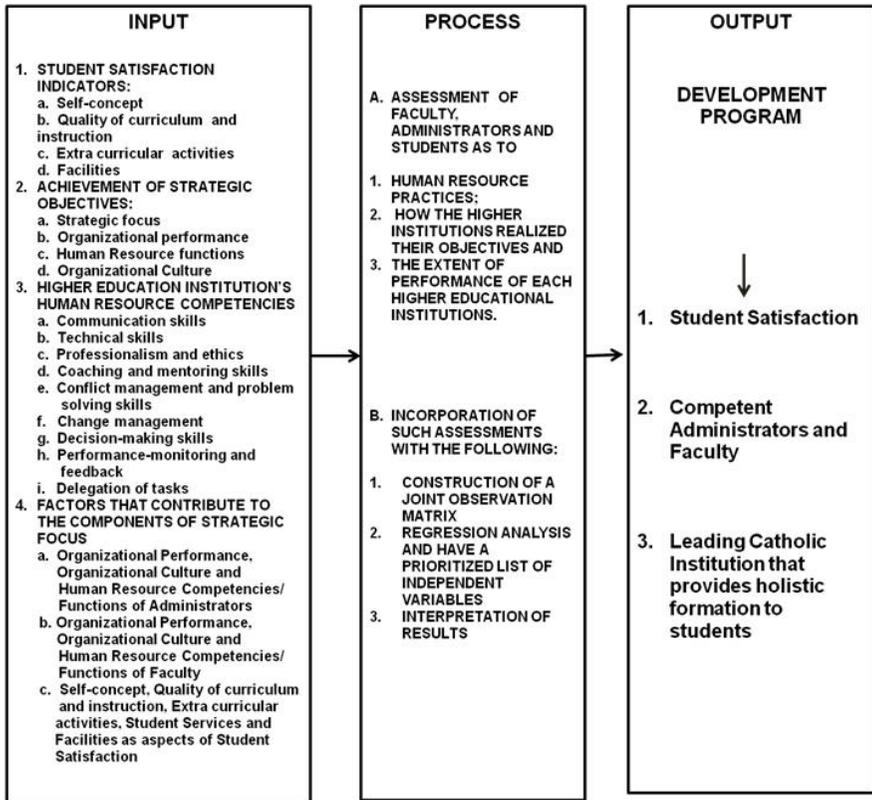
The null hypotheses of the study are the following:

1. There is no significant difference in the assessment of the administrators and faculty as to each of the higher education's achievement of strategic objectives in terms of the following: strategic focus, organizational performance, organizational culture, human resource functions and human resource competencies.

2. There is no significant difference in the assessment of administrators and faculty as to performance of each of the higher education institution with regard to the variables related to human resource competencies in terms of the following: communication skills, technical skills, professionalism and ethics, coaching and mentoring skills, conflict management and problem-solving skills, change management, decision-making skills, performance monitoring and feedback and delegation of tasks.

RESEARCH PARADIGM

While the Human Resource Scorecard uses quantitative performance metrics including financial data on profitability and productivity, the researcher uses the Human Resource Scorecard components to be the basis of her study to assess human resources functions and competencies as well the organization's culture and performance through the three key stakeholders of selected private higher education institutions in Manila: administrators, faculty and students.



The Input part includes aspects of student satisfaction comprising of self-concept, quality of curriculum and instruction, extra-curricular activities, student services and facilities. In the achievement of each institution's strategic objectives, the following variables are given: strategic objectives, organizational performance, human resource functions and strategic focus. The human resource competencies are vital in the institution's overall performance. The competencies include: communication skills, technical skills, professionalism and ethics, coaching and mentoring skills and conflict management and problem solving skills, change management, decision-making skills and delegation of tasks. The factors that contribute to the components of strategic focus as the dependent variable includes the following independent variables: organizational performance, organizational culture, human resource functions and competencies of administrators and faculty and the aspects of student satisfaction.

The Process portion includes the assessment of the administrators, faculty and students as to human resource practices and how the institutions realize their strategic objectives and the extent of performance of each higher education institution. It also incorporates the assessments in the construction of a joint observation matrix, the use of a regression analysis and a list of prioritized

independent variables and the interpretation of results. The joint observation matrix summarizes the assessments of the administrators, faculty and students with strategic focus as the dependent variable and the human resource functions and competencies, organizational performance and organizational culture as independent variables for the administrators and faculty; self-concept, quality curriculum and instruction, student services, extracurricular activities and facilities as independent variables for the students. With the use of the regression analysis, the researcher would determine the prioritized list of independent variables..

The Output portion is the development program that would lead to student satisfaction, competent administrators and faculty and leading Catholic institution that provides holistic formation to students. They are all based on the vision-mission of the five institutions.

METHOD

The research used the descriptive-evaluative research design. The research appraised the impact of human resources on organizational performance based on each of the higher education's human resource functions, organizational culture and human resource competencies in the achievement of its strategic objectives.

The research is anchored on the theory of Huselid, Becker and Ulrich called the Human Resource Scorecard (Huselid, et al, 2003). The researcher did not specifically use the human resource scorecard quantitative measures but has come up with her own model to assess human resource practices in private higher education institutions in Manila. The model depicts the importance of human resource practices in the institution's performance delivery.

This study did not tackle the quantitative measures of organizational performance such as those that relate to actual financial data. Another limitation is that, the level of organizational performance and strategic focus were perceived by the administrators and faculty. They were not expressed in actual numbers but depict only the level of performance from an all time high level to an all time low level.

Furthermore, this study included administrators, faculty and students in five private higher education institutions in Manila only. It did not include state colleges/universities or public higher education institutions. The chosen private higher education institutions were sectarian institutions. The faculty and students in each sectarian institution was specific only to the College of Business Administration.

In assessing the strategic impact of human resources in the organizational performance of the five private higher education institutions, the researcher uses the purposive sampling technique. Each private higher education institution is a sectarian school, run by a religious order, all Catholic. All the student- and faculty

respondents came from the College of Business Administration. There were 33 administrators, 30 faculty and 75 students as respondents of this study.

About 30.30% of the administrators are 43-47 years old. Most have spent 2-6 years in their institution or 27.27%. Majority of the faculty have ages 44-48 years old and most have spent 2-6 years in their institution or 40%. Most of the student-respondents have ages between 18-20 years old or 77.33%. The 3rd year Business Administration students garnered 77.33%, which comprised the majority of the respondents.

The researcher used a survey questionnaire anchored from the variables developed by Huselid, Becker and Ulrich in 2003. The researcher based her framework with the Human Resource Scorecard through the following variables: human resource functions, human resource competencies, organizational culture, organizational performance and strategic focus. The researcher also referred to the study made by Letcher and Neves (2011) for her questionnaire on student satisfaction. The statements on organizational culture are patterned from the study made by the American Management Association on How to build a high performing organization in 2007. The questionnaires were validated using Cronbach Alpha and Correlation coefficient.

The researcher prepared two sets of questionnaire – one for the faculty and administrators and another for the students. The questionnaire for both groups had two parts. The first part is for the demographic profile and the second part is for the questionnaire proper. The latter part for administrators and faculty consists of the following sub-parts: strategic focus, organizational performance, human resource functions, human resource competencies and organizational culture. The second part for students assessed their satisfaction on the following factors: self-concept; quality of curriculum and instruction; extracurricular activities and future career opportunities; student services and facilities.

Then, the researcher also sought the permission of the management of the five private higher education institutions that she would conduct this study. Upon obtaining the permission of top management, the researcher conducted the survey.

After the survey, the researcher tallied, analyzed and interpreted the results as well as applied statistical techniques on the obtained primary data.

Secondary data were gathered through research from library materials and the internet. The data gathered from these secondary materials were used by the researcher to confirm the obtained results.

RESULTS

Results had shown that the the overall satisfaction level of the students in the five aspects namely: self-concept, quality of curriculum and instruction, extra

curricular activities, student services and facilities is moderately high extent (5.44). Self-concept has the highest satisfaction level (5.64). This is followed by extra curricular activities which also has a high extent of satisfaction. The three aspects of satisfaction with moderate extent of satisfaction are the following: quality of curriculum and instruction (5.44), student services (5.41) and facilities (5.19).

This result was not surprising because as business students, they have gained confidence in actual presentations. They are also satisfied with the activities provided to them by the school. Most of the private schools like the five institutions studied have professional linkages. This has been the trend in many private schools because it has become advantageous for the schools to be active in membership with different professional organizations.

With regards to administrators and faculty, their responses on four variables, namely: strategic focus, organizational performance, human resources practices and organizational culture was compared. It was found out that among the four variables, they differ significantly in organizational culture where they got a mean difference of 0.48 ($t=2.18$, $p=0.03$). As shown in Table 1, the weighted mean for administrators was 5.68 while that of the faculty was 5.20.

Organizational culture emanates from different perspectives. As shown in Table 1, the administrators and faculty have significant differences in their assessments on organizational culture. There could be two reasons for this. For one, the administrators interact with top management therefore, they could be more knowledgeable about school-related issues and their sentiments could be pro-management. The faculty, on the other hand, had lesser access to school-related information. Their main interaction was with the students. For another, the two groups may have different assessments on their institution with regards to whether it was a good place to work in.

Table 1
Grand Mean Summary on the Achievement of Strategic Objectives of
Administrators and Faculty

Variables/Categories	Administrators		Faculty		Mean Difference
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	
Strategic Focus	4.02	Average	3.80	Average	0.22
Organizational Performance	4.23	Average	4.00	Average	0.23
Human Resource Practices	3.79	Very Good	3.46	Good	0.33
Organizational Culture	5.68	Strongly Agree	5.20	Somewhat Agree	0.48

The significant difference in organizational culture was also reflected in the assessment of administrators and faculty with human resource competencies. Among these competencies, the lowest was change management skills (Table 2). If both groups assessed their immediate superiors as having mediocre skills as a change agent, their institutions would succumb to complacency later on. Change is inevitable and each should be able to adapt to these changes.

Table 2
Weighted Mean on the Achievement of Strategic Objectives of Administrators and Faculty in Terms of Competencies

Competencies	Administrators		Faculty		MD
	WM	I	WM	I	
Communication Skills	4.61	Excellent	4.27	Very Good	0.34
Technical Skills	4.42	Very Good	4.00	Very Good	0.42
Professionalism and Ethics	4.55	Excellent	4.10	Very Good	0.45
Coaching & Mentoring Skills	4.52	Excellent	3.97	Very Good	0.55
Conflict Management & Problem Solving Skills	4.39	Very Good	4.00	Very Good	0.39
Change Management Skills	4.27	Very Good	3.83	Very Good	0.44
Decision-making Skills	4.45	Very Good	4.07	Very Good	0.38
Performance Monitoring & Feedback	4.30	Very Good	4.13	Very Good	0.17
Delegation of Tasks	4.39	Very Good	3.93	Very Good	0.46
Grand Mean	4.43	Very Good	4.03	Very Good	0.40

LEGEND: WM - Weighted Mean

I - Interpretation

MD – Mean Difference

When administrators and faculty were compared in terms of human resource competencies, the overall mean difference was 0.40 (Table 3). The high difference could have been brought about by the high assessment difference among the following competencies: professionalism and ethics (MD=0.45), coaching and mentoring skills (MD=0.55), change management skills (MD=0.44), and delegation of tasks (0.46). Only three competencies were statistically significant in both their t- and F- values. These are the following: technical skills, professionalism and ethics, and coaching and mentoring skills. This implies that administrators had better skills in these three competencies especially with coaching and mentoring skills. As indicated in table 2, the weighted mean of administrators in coaching and mentoring was 4.52 (excellent) while that of the faculty was only 3.97 (very good). It was also in this skill where they got the highest mean difference (0.55). This result was not surprising given that part of the administrators' job was to coach and mentor their subordinates.

Both the administrators and faculty rank the communication skills competency as the highest with a mean of 4.61 and 4.27, respectively. Change management competency has the lowest mean with 4.27 and 3.83, respectively (Table 3). If both groups assess their immediate superiors as having mediocre skills as a change agent, their institutions would succumb to complacency later on. Change is inevitable and each should be able to adapt to these changes

Table 3
Significant Differences in the Assessment of Administrators and Faculty in Competencies

Competencies	F	Sig.	T	Df	Sig. (2-tailed)	MD	SED
Communication Skills	5.95	0.02	1.99	61	0.05	0.34	0.17
Technical Skills	5.30	0.02	2.08	61	0.04	0.42	0.20
Professionalism and Ethics	6.14	0.02	2.11	61	0.04	0.45	0.21
Coaching and Mentoring Skills	5.90	0.02	2.58	61	0.01	0.55	0.21
Conflict Management and Problem Solving Skills	1.88	0.17	2.10	61	0.04	0.39	0.19
Change Management	4.10	0.05	2.25	61	0.03	0.44	0.20
Decision-Making Skills	10.34	0.00	1.85	61	0.07	0.39	0.21
Performance Monitoring and Feedback	7.01	0.01	0.79	61	0.43	0.17	0.22
Delegation of Tasks	2.90	0.09	2.45	61	0.02	0.46	0.19
Overall Competencies	13.45	0.00	2.23	61	0.03	0.40	0.18

With regards to strategic focus comprising of revenue growth, market share, and overall faculty/student satisfaction these can be predicted by different

independent variables for administrators, faculty, and students. The differences could be attributed to the different orientation and background of the participants. Administrators, faculty, and students had different concerns and interests. They also interacted with different types of people in their respective institutions. These interactions could have affected how they see things. Therefore, it was not surprising to find out that different independent variables predicted strategic focus for these three groups.

For the administrators, strategic focus can be predicted by the following independent variables: organizational performance and human resource functions/competencies (Table 4).

Table 4
Regression Analyses on the Factors that Contribute to Strategic Focus
(Administrators)

Administrators		Regression Equation: $DV1 = 0.01 \text{constant} + 0.98 \text{ IV1} - 0.02 \text{ IV3}$				
		R	Rsquare	Adjusted Rsquare	Std. Error of the Estimate	
		0.80	0.65	0.62	0.18	
Predictors: (Constant) IV3, IV1						
		Sum of Squares	df	Mean Square	F	Sig.
Regression		1.76	2	0.88	27.30	0.00
Residual		0.97	30	0.03		
Total		2.73	32			Removed: IV2
Predictors: (Constant) IV1, IV3			Dependent Variable: DV1			
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
(Constant)		0.01	0.15		0.07	0.94
IV1		0.98	0.15	0.81	0.60	0.00
IV3		-0.02	0.15	-0.02	-0.15	0.88

LEGEND: IV1 - organizational performance
 IV3 - human resources functions/competencies

For the faculty, the independent variables were: organizational performance, organizational culture, and human resource functions/competencies (Table 5).

The above result was interesting in a sense that it was able to capture the different backgrounds of the respondents. As was expected, organizational performance and human resource functions/competencies came out to be predictors of strategic focus for administrators whereas for the faculty, it includes both of these factors as well as organizational culture. It implies that faculty gave more importance to organizational culture than do administrators. It seemed logical because based on experience, organizational culture helps to keep the faculty working for a school organization.

Table 5
Regression Analyses on the Factors that Contribute to Strategic Focus (Faculty)

Faculty		Regression Equation: $DV1=1.00constant+1.00IV1 - 1.00IV2-0.09IV3$				
R	Rsquare	Adjusted Rsquare	Std. Error of the Estimate			
0.69	0.48	0.42	0.26			
Predictors: (Constant) IV1, IV2,IV3						
	Sum of Squares	df	Mean Square	F	Sig.	
Regression	1.65	3	0.55	7.86	0.00	
Residual	1.82	26	0.07			
Total	3.47	29				
Predictors: (Constant) IV1, IV2, IV3			Dependent Variable: DV1			
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta	t	Sig.	
(Constant)	1.00	0.19		5.35	0.00	
IV1	1.00	0.23	1	4.37	0.00	
IV2	-1.00	0.26	-0.73	-3.78	0.00	
IV3	-0.09	0.14	-0.12	-0.63	0.53	

- LEGEND:** IV1 - organizational performance
 IV2 - organizational culture
 IV3 - human resources functions/competencies

For students, on the other hand, the independent variables were: extra curricular activities and facilities (Table 6). The outcome for the students also did not come as a surprise. Given the students' orientation and concerns, it was just logical for them to value extra-curricular activities and facilities more than any other variables.

These findings revealed that that there should be concerted efforts to effectively provide quality service to all employees and students. All departments must see to it that they give attention to the delivery of services. This is a requirement for institutions like private schools to succeed.

The R square for the administrators (Table 4) tells that the model accounted for 65% of the variance; 48% for the faculty (Table 5) and only 12% for the students (Table 6). This was the proportion of the variance in the dependent variable (strategic focus) which can be explained by the independent variables. This was the overall measure of the strength of association and did not reflect the extent to which any particular independent variable was associated with the dependent variable.

Table 6
Regression Analyses on the Factors that Contribute to Strategic Focus (Students)

Students		Regression Equation: $DV1=0.00constant+0.94IV6 -0.19IV8$			
R	Rsquare	Adjusted Rsquare	Std. Error of the Estimate		
0.34	0.12	0.09	0.43		
Predictors: (Constant) IV6, IV8					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.75	2	0.88	4.72	0.01
Residual	13.37	72	0.19		
Total	15.12	74			
Predictors: (Constant) IV6, IV8 Dependent Variable: DV1 Removed: IV4, IV5, IV7					
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	0.00	0.30		0.00	1.00
IV6	0.94	0.33	0.34	2.88	0.01
IV8	-0.19	0.10	-0.22	-1.93	0.06

LEGEND: IV6 - Extra curricular activities
 IV8 - Facilities

For the next part, the ANOVA showed the overall value of the model through F with the following values: 27.30 significant at 0.00 (administrators); 7.86 significant at 0.00 (faculty) and 4.72 significant at 0.01 (students) (Table 4, 5, 6).

Problems Encountered

As shown in Table 4, the most common problems encountered by the five institutions studied were the following: competitiveness of salaries and benefits (12.33%), recruitment of qualified and competent faculty (11.30%) and maintenance of quality teaching and instruction (9.93%). The least problem encountered by the administrators and faculty was related to the consistent employability of graduates in their chosen fields of specialization, (3.42 %.) It means that even private schools were not spared from this particular problem often encountered by non-educational organizations. Because the salaries were not competitive, these schools were also having a hard time recruiting qualified and competent faculty. These schools however, did not encounter problems related to employability of graduates. The students were satisfied with job opportunities in their respective institutions.

Table 7
Problems Encountered by the Five Institutions in the Achievement of Strategic Objectives

Problems Encountered	Freq	%
Recruitment of qualified and competent faculty	33	11.30
Consistency of offering quality programs or course offerings	13	4.45
Sustainable investment in continuous professional development	28	9.59
Consistent employability of graduates in their chosen fields of specialization	10	3.42
Maintenance of quality teaching and instruction	29	9.93
Maintenance of harmonious relationships between faculty and administrators	18	6.16
Maintenance of competitive advantage over competitors	26	8.90
Competitiveness of salaries and benefits	36	12.33
Cost of maintaining facilities	24	8.22
Maintenance of affordable yet competitive tuition fees	20	6.85
Fairness and objectivity in academic and co-curricular activities	13	4.45
Maintenance of harmonious relationships among faculty	13	4.45
Maintenance of harmonious relationships between administrators and their superiors	15	5.14
Maintenance of reputable school image	14	4.79

TOTAL	292	100
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The researcher has proposed a development program to enhance the higher education institutions' achievement of strategic objectives. Using the result of regression analysis in statement of the problem 6, this development program seeks to draw action plans from the prioritized list of independent variables that predicted the dependent variable, strategic focus. This program is geared towards student satisfaction, competent administrators and faculty and leading Catholic institution that provides holistic formation to students.

CONCLUSIONS

The following conclusions are drawn based on the aforementioned summary of findings:

- Overall, the students are moderately satisfied with the different aspects of satisfaction variables such as self-concept, quality of curriculum and instruction, extra curricular activities, student services and facilities.
- Administrators and faculty have significant differences in their assessments on organizational culture and this was attributed to the people they interact with and the different opinions on their institution as to whether it's a good place to work in or not. This difference was also reflected in their assessment of the human resource competencies.
- Strategic focus in terms of revenue growth, market share and overall faculty and student satisfaction were predicted by different factors for administrators, faculty, and students. The factors reflected the different backgrounds or orientations of the groups.
- For the problems encountered, results revealed that private schools included in the study also had the same problems often encountered by non-educational organizations: salaries and benefits were not competitive. .

RECOMMENDATIONS

In the light of the foregoing conclusions, the following recommendations are given:

- Since the satisfaction level of student is only at moderate extent, it is recommended that each institution should improve on all aspects of satisfaction mentioned under student satisfaction specifically: facilities, quality of curriculum and instruction and student services. Facilities of the school should be upgraded. New reading materials, books and journals should be updated yearly. Maintenance and upgrades should be made on computer hardware and software.
- Since administrators and faculty have different perspectives on organizational culture, it is recommended that each institution studied should have an environment conducive for work. Management should be more transparent and flexible in terms of implementation of policies and procedures. Grievances are eliminated when employees are well-informed and policies are well-explained and understood.
- It is also recommended that the faculty should also be given access to information as the need arises. They should feel that they are also being trusted by the top management so that they will develop a sense of belongingness.
- Leadership in the executive level is vital. These are the administrators who occupy key positions. The administrators should stimulate the faculty in reflecting their role as teachers and their important participation in the learning process.
- The administrators' competencies should be enhanced specifically in change management. They are at the interface between the faculty and the top management. They should not be complacent and must work towards creativity and innovation.
- Each institution should work towards high revenue and market share and faculty and student satisfaction. It is therefore recommended that the prioritized list of variables be seriously considered by the five institutions studied such as: organizational performance, human resource functions/competencies and organizational culture. Extracurricular

activities should be consistently monitored and facilities continuously upgraded.

- Each institution should strive to always be competitive in terms of salaries and benefits to attract competent and qualified faculty that will deliver quality teaching.
- For improving student satisfaction, the following action plans are formulated: continue relevant activities, affiliate with national organizations and engage the school in partnership with the business sector, Invest in hardware/books acquisition; computer program development, maintain smooth access to internet.
- For enhancing the competency of administrators and faculty the following action plans are formulated: train administrators on people management; develop faculty on the different strategies/modes of teaching business, invest in faculty research, enhance regular dialogue with administrators and faculty and offer competitive salaries to faculty based on specialization and expertise.
- For making the school a leading Catholic institution that provides holistic formation to students the following action plans are formulated: enhance quality education by maintenance of accreditations/certifications, validate curriculum first before implementation, Identify benchmarks, promote good practices among administrators, faculty and staff and monitor course offerings/programs like business as to design, content and delivery.

OTHER RECOMMENDATIONS:

- It is recommended that further assessments be made with more samples and the non-teaching staff be included in the study.

- Since the study includes sectarian institutions, assessments can be done with non-sectarian institutions. The same can be done also with comparative assessments with other courses.
- The schools should strengthen their human resource departments since all the problems encountered, degree of satisfaction, competencies, practices and overall performance of these institutions all boil down to their source: people.
- The schools should always appraise their organizational performance and always provide periodic assessments such as the questionnaires used in this study in order for them to continuously improve, thus enhancing the reputation of the higher education system as a whole.
- Future researchers can dwell on related topics such as those assessments of administrators, faculty, students, non-teaching staff and parents.

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