

# Technical, Resource, And Strategic Management System Practices Of Middle Managers In Higher Education Institutions

Kier P. Dela Calzada

Kier.dcalzada@gmail.com

Zamboanga Peninsula Polytechnic State University

## *Abstract*

Higher education requires effective managers that could foster technical, resource, and strategic management systems to improve institutional performance and productivity. HEIs are focusing on developing the skills and competencies of their middle managers to bring quality education for students and conducive environment for stakeholders. This study determined the tactical, resource, and strategic management system practices of middle managers in HEIs and how it aid the performance of their institution based on SUC levelling and program accreditation metrics. There were 321 conveniently sampled faculties from three HEIs in Zamboanga Peninsula, Philippines who participated in the study. SUC levelling and program accreditation data was acquired from CHED database. Quantitative analysis indicated that middle managers demonstrated a high level of practice in the technical aspect of their management system, particularly in promoting fair decision making focusing on unbiased decision-making, goal setting, providing equal opportunities, and basing decisions on guided reasoning. Implementation of management system practices, encompassing technical, resources, and strategic dimensions, can be strong predictors of institutional performances in HEIs. These practices influence the accreditation status of programs within the institutions, indicating their significance in achieving better outcomes. By establishing personalized objectives, measuring accomplishments, and tracking progress, educational institutions can assess and manage personnel performance, leading to enhanced organizational effectiveness.

Keywords: management system practices, middle managers, program accreditation, SUC levelling.

### **Introduction**

Despite the implementation of innovative national policies, the trajectory of public education in the Philippines has exhibited an uneven evolution, characterized by both notable advancements and persistent stagnation in different aspects. Throughout various instances, national reforms, which were originally conceived with good intentions and meticulously crafted, have encountered setbacks and ineffectiveness during the implementation phase (Brooks & Sutherland, 2014).

Concerns in education occur when reforms are adopted from foreign countries and transplanted into a different national context. The problem attributed to systemic factors like the inherent instability of the country's political environment, prevalence of corruption, insufficient resources, and cultural and social dynamics play a crucial role in perpetuating the existing status quo at various levels within the educational hierarchy, including the classroom, school, and divisional levels (Brooks & Sutherland, 2014; Palou et al., 2015; Torff & Sessions, 2005). Despite these concerns, some institutions in the Philippines are actively engaged in endeavors aimed at enhancing the quality of education and overall improvement of the school system.

This study determined the role of management system practices in performance of higher education institutions (HEIs). This provided insights on what aspects of management system practices do some HEIs integrate into.

The examination of educational leadership practices across various levels of the educational bureaucracy has been extensively investigated in scholarly research (Firestone & Cecilia Martinez, 2007; Pasia, 2019; Waters & Marzano, 2006). A positive correlation has been observed between district leadership and student achievement. Despite the challenges posed by various factors such as state curriculum requirements, testing mandates, and personal interests, which these factors influence the level of involvement of superintendents in curriculum and instruction (Leithwood & Jantzi, 2006; Marzano, et. al., 2006; Waters & Marzano, 2006; Waters, 2003).

The study of Matorera (2017) strongly indicate the existence of opportunities and advantages associated with the utilization of quality management systems. Additional research is required to develop the conceptual, managerial, and behavioral competences necessary for effectively integrating quality management models into the everyday operations of educational institutions. The examination of quality management within the context of group learning, systems thinking, shared vision, and mental modelling roadmaps presents an opportunity to develop a novel framework for enhancing quality in the field of education.

Effective school leaders are often identified by their ability to demonstrate strong leadership and management skills, which have been found to have a positive impact on student achievement (Perez & Lumaad, 2021; Parveen et al., 2022). These skills include prioritizing fundamental subjects, creating a structured and conducive learning environment, implementing effective instructional strategies, coordinating educational programs, providing supervision and support to teachers, promoting educational innovation and growth, aligning the school's mission with its vision, and placing emphasis on student support, assessment, and academic reporting. By effectively carrying out these tasks, school leaders contribute to the attainment of educational goals (McCarley, 2016). The role of the principal has experienced a notable increase in complexity due to the evolving nature of society, shifting political expectations, and the changing dynamics within educational institutions (Parveen et al., 2022; Valentine & Prater, 2011).

In Zamboanga Peninsula, middle managers play a significant supervisory role in the implementation of institutional goals and the execution of the various policies mandated by the Commission on Higher Education. It has been observed that with the nature of challenges in education to include advancement of technology and emerging skills and attitudes in the 21st century, middle managers have been seen to be overburdened. The rise of new information and new contexts in the field of instruction, research and extension affect not only the performance of the school managers but also the performance of the school. Hence, middle managers need to supervise innovatively and adapt to the changes to sustain an efficient and effective management.

This study aimed to assess how management system practices in state universities and colleges (SUCs) could influence the performance of the academic institution in terms of accreditation and SUC leveling. This was an initial step in reconfiguring the quality of education through effective management practices. This study provided understanding on how management system practices can significantly help higher education institution develop their academic competencies and improve overall academic competency.

### **Research Problems**

Below were the questions sought to be answered in this study.

1. What are the management system practices of middle managers in terms of:
  - 1.1 technical
  - 1.2 resource
  - 1.3 strategic
2. What are the performances of higher institutions in terms of:
  - 2.1 SUC Leveling
  - 2.2 Program Accreditation
3. Is there a significant influence of the management system practices on the institutional performances?

### **Literature Review**

The current challenges and recommendations for enhancing the Educational Management System in a Small Primary School revealed several noteworthy observations. There was a shortage of teachers available to cater to the needs of the students in the classroom. This shortage consequently led to certain teachers being assigned to teach subjects that were not their primary area of expertise (Chavez & Lamorinas, 2023). Additionally, it was noted that teachers were burdened with additional responsibilities beyond their teaching duties, which further impacted their ability to effectively educate their students (Castro et al., 2010). Lastly, it was observed that the teaching approach employed by the teachers did not sufficiently prioritize a child-centered learning environment (Nelson, 2015; Sau et al., 2020). These literatures shed light on the existing issues within the Educational Management System

of the Small Primary School and provide valuable insights for potential improvements (Alsammarry et al., 2016).

The lack of awareness among administrators regarding the importance of supervision and follow-up in the development of students' quality, the inadequate provision of learning resources and technology, the insufficient cooperation from parents and communities in enhancing students' quality, and the persistently low levels of learning achievement among students have been identified as key issues in education (Alsammarry et al., 2016; Buckridge & Guest, 2007).

Furthermore, the organizational management systems encompass a multitude of internal subsystems that necessitate ongoing synchronization among themselves (Chikere & Nwoka, 2015). As organizations experience growth, they inevitably encounter the need to establish increasingly complex subsystems that necessitate seamless coordination among themselves to effectively facilitate the conversion of inputs into desired outputs (McShane & Von Glinow, 2003).

In addition, Numerous internal subsystems that make up the organizational management systems need to be maintained and aligned to their purpose. As organizations expand, complex subsystems that must cooperate with one another to convert inputs into outputs emerge (McShane & Von Glinow, 2003). Community relationships, student projects, and sustainability operations are well-organized, cogent, and of the highest standard. The envisioning of sustainability futures can be achieved through a collaborative effort involving all stakeholders. This process involves conducting a thorough analysis and mapping of both internal and external forces and data. New pathways can be identified that are both appropriate and effective. These pathways aim to bring together the different but interconnected interests of various stakeholders, ultimately leading to a convergence and synergy of efforts towards sustainability (Hoch, 2010; Krizek, 2012).

Management systems can be in form of leadership and competent interactions among the members of an organization. The significance of leadership in schools cannot be overstated, as it stands as a pivotal factor in driving improvements in school performance. The impact of leaders on organizational outcomes is widely acknowledged in scholarly literature. Numerous studies have demonstrated the substantial influence that leaders exert on the success and effectiveness of

organizations (de Waal & Sivo, 2012; Packard, 2009). Leadership is inherently situated and contextual, requiring consideration of various factors such as diversity, inclusion, and equity. Moreover, effective leadership entails a willingness to embrace change and actively work towards the integration of social justice principles (Atkinson, 2013).

Additionally, school management team are diligently monitoring and addressing the professional development needs of the teachers (Louis, 2010). The management needs to actively working towards the creation of various structures and opportunities that facilitate collaboration among the teachers (Rostini et al., 2022). The decision-making process within educational institutions is primarily governed by school administrators who rely on established rules, policies, and financial constraints. The "effective school practices" encompass various components of schooling that are linked to a well-defined curriculum, concentrated classroom instruction and management, stringent persistent discipline, comprehensive evaluation of student performance, and robust instructional leadership (Barber et al., 2011).

In management systems, the middle manager has roles include promoting alternatives, enabling adaptability, integrating information, and executing deliberate strategy. Principals are required to allocate resources from internal or external sources to establish a secure working environment for teachers, enabling them to effectively showcase their exemplary qualitative teaching abilities (Abdullah & Sofyan, 2022; Pappas & Wooldridge, 2007). To effectively manage the welfare of staff members and foster their satisfaction in carrying out their responsibilities, school managers are expected to adhere to a set of practices. These practices encompass various aspects of staff well-being and require a comprehensive approach to ensure optimal outcomes. By implementing these practices, school managers can create an environment that promotes staff satisfaction and supports their ability to fulfill their professional duties (Ezeugbor, et. al., 2018).

In this study, the management system practices of the middle managers in terms of technical: communicates institutional goals, promotes fair decision making, discusses the vision and mission, conducts faculty meeting, and introduces new ideas. In terms of resources, the middle manager provides equal opportunity; promotes work-life balance; manages

records well; promotes transparency and provides materials and facilities. In terms of strategic, the middle manager deliberates strategies; strategizes specific practices; provides alternative plans; rationalizes through formalization and analysis and emphasizes value transmission and participation.

### Methods

This study used quantitative analysis to determine the influence of management system on HEI's performance. Quantitative analysis is a form of analysis that collect and evaluate quantifiable variables that can be useful in developing informed decisions (Taylor, 2020).

#### Research Design

This study utilized a descriptive-quantitative research design in analyzing the survey results. Descriptive design determines the management system strategies of middle managers in the higher education institution in terms of technical, resource, and strategic. It also determined the performance of the higher education institution in terms of its accreditation status and the number of its program being accredited.

#### Participants and Sampling Technique

The respondents for this study were the regular faculty of the selected higher education institutions in Zamboanga Peninsula. The population and sample distribution of respondents were shown below. Table 1 below presents the faculty population and the number of samples from each institution.

**Table 1. Sample Distribution of Institutions**

Higher Education Institutions	N	n
HEI-A	149	112
HEI-B	118	89
HEI-C	159	120
<b>Total</b>	<b>426</b>	<b>321</b>

Table 1 shows that HEI-C has the highest number of regular faculty (159 or 37.32%) among the three (3) respondent-institutions. This indicates that HEI-C has the highest number of employed regular faculty among the respondent-institutions in this study.

On the contrary, HEI-B has the least number of regular

faculty (118 or 27.69%) among the three (3) respondent-institutions. This shows that HEI-B has few regular faculty among the respondent-institutions in this study.

Consequently, it can be gleaned from this table that there was a total of 426 respondents. Among the total respondents, 75% or 321 was taken as samples of the study, 112 of which from HEI-A, 89 from HEI-B, 120 from HEI-C.

In this research, 75% seventy five percent of the total population was taken as samples of the study. The present study employed a purposive sampling technique wherein the researchers focused on studying a subgroup of the population of interest. This subgroup was selected based on the criterion that all its members possess a specific characteristic. It is worth noting that this sampling method ensured that more than half of the population of interest was included in the study.

Additionally, purposeful sampling, also known as selective sampling, is a method employed by researchers to deliberately select participants who possess the ability to offer comprehensive and elaborate insights pertaining to the specific phenomenon being investigated. (Nikolopoulou, 2022).

#### Research Instrument

This study made use of a researcher-made survey questionnaire. According to Bhandari (2023), a questionnaire is a set of questions used to collect information and response from the participants. The researcher-made survey checklist had utilized a 4 point- Likert Scale. Part II focused on the management system practices in terms of technical, resource and strategic. This part consisted of 15 indicative statements and the respondents rated each statement with 4-Highly Practiced, 3-Practiced, 2-Moderately Practiced and 1-Not Practiced.

#### Data Gathering Procedure

A letter of permission to conduct the study was submitted to the office of the president for endorsement and for the scheduling of the administration and retrieval of the research questionnaires.

The researcher secured a permission from the administration to gather data from selected teachers in the institutions. After approval, the researcher explained the purpose of the study and personally distributed the survey



questionnaires based on the corresponding number of faculty per institution. The questionnaires collected data on the management system practices in the institution.

Additionally, those respondents that cannot be surveyed personally by the researcher were provided with link of the survey instrument via Google Forms. The responses collected from the questionnaires through a Google survey form were downloaded in an excel format. The data were treated and processed using the Statistical Package for Social Sciences (SPSS).

In terms of the performances of higher education institution, the researcher collected the data from the database of Commission on Higher Education regarding the SUC Leveling and Program Accreditation. The data were readily available upon requesting from Commission on Higher Education (CHED).

#### Statistical Treatment

This study used quantitative analysis to analyze the numerical characteristics of the data. The results from survey were analyzed using descriptive statistics through weighted mean. This measure was used to describe the management system practices among HEI's in terms of technical, resource and strategic. Descriptive statistics provides information on the numerical representation of the quantified data without doing inference on it (Chaudhari, 2022).

Pearson-moment correlation coefficient was used to determine the potential influence of the management system practices to HEI's performances. This could provide the strength and direction of the trend. Pearson r could provide the direction of the relation between two variables (Puthak, 2020) which helped in analyzing how management system practices correlate to the performance of the HEIs.

#### Results and Discussion

Problem 1: What are the management system practices of middle managers in terms of technical, resource and strategic?

**Table 2. The Management System Practices of Middle Managers in terms of Technical**

Technical	$\bar{x}$	Description
The middle manager...		

1.	communicates institutional goals	3.35	Highly practiced
2.	promotes fair decision making	3.65	Highly practiced
3.	discusses the vision and mission	3.39	Highly practiced
4.	conducts faculty meeting	3.52	Highly practiced
5.	introduces new ideas	3.53	Highly practiced
<b>Overall Mean</b>		<b>3.49</b>	Highly practiced

Legend: 3.26 -4.00- Highly practiced, 2.51 – 3.25 – Practiced, 1.76 – 2.50 – Moderately practiced, 1.00 – 1.75 – Not practiced

Table 2 shows the management system practices of middle managers in terms of technical which had the highest mean of 3.65 was on the middle manager promotes fair decision making and was described highly practiced. This means that the middle manager highly practiced the technical aspect of being fair and just in making decisions. The middle manager has fair decision to assess the teachers' performance and to lead the institutions. Middle managers' decision making takes care of goal setting by having no bias, giving equal opportunity and the decision must have some basis in fact or reasoning. Similarly, Poe & Elliot (2019) posits that teachers commonly perceive fairness in terms of consistency and access. In the realm of educational management, the concept of fairness emerges as a significant technical concern. Its importance lies in the creation of an environment that fosters authentic, equitable, and inclusive engagement. By prioritizing fairness, educational managers can establish clarity regarding decision-making processes, ultimately leading to the cultivation of stronger relationships, smoother implementation, and improved overall outcomes.

On the other hand, the middle manager communicates institutional goals had the lowest mean of 3.35 and was described highly practiced. The role of the middle manager is to effectively communicate and enforce the policies, regulations, rules, and methods that have been established to facilitate the implementation and achievement of institutional goals (Ejimabo, 2015). This is supported by the study conducted by Kotirde & Yunos (2014). The supervision conducted within the school encompasses the comprehensive endeavors undertaken by school authorities to offer guidance and direction to teachers and other educational personnel in their collective pursuit of enhancing instructional practices. The overarching objective of

supervision in educational settings is to enhance the quality of teaching and learning experiences.

One fundamental tenet underlying the concept of supervision is the notion that the instructional conduct exhibited by a teacher has a direct impact on the process of student learning. The "effective school practices" encompass various components of schooling that are linked to a well-defined curriculum, concentrated classroom instruction and management, stringent and consistent discipline, thorough monitoring of student performance, and effective instructional leadership.

The overall mean of the responses of the teachers on the Management System Practices of Middle Managers in terms of Technical was 3.49 described highly practiced. This means that, the middle manager had practiced the technical aspect in the management system by being fair in decision making, discussing the vision and mission, conducting faculty meeting, and introducing new ideas. This implies that, the middle manager listens to the teachers, students, and parents, concentrates on high-priority challenges such as curriculum and staffing, makes meetings matter and leads by examples.

The finding of this study was supported by the results from Louis et al., (2010). The school management team is currently directing their attention towards the establishment of goals and expectations pertaining to student achievement. Additionally, they are diligently monitoring the professional development requirements of teachers, while simultaneously devising frameworks and avenues for facilitating collaborative efforts among educators. The decision-making process within educational institutions is primarily driven by school administrators who rely on established rules, policies, and financial constraints.

**Table 3. The Management System Practices of Middle Managers in terms of Resource**

Resource	$\bar{x}$	Description
<b>The middle manager...</b>		
1. provides equal opportunity.	3.36	Highly practiced
2. promotes work-life balance.	3.31	Highly practiced
3. manages records well.	3.42	Highly practiced
4. promotes transparency.	3.41	Highly practiced

5. provides materials and facilities.	3.39	Highly practiced
<b>Overall Mean</b>	<b>3.38</b>	Highly practiced

Legend: 3.26 -4.00- Highly practiced, 2.51 – 3.25 – Practiced, 1.76 – 2.50 – Moderately practiced, 1.00 – 1.75 – Not practiced

Table 3 shows the Management System Practices of Middle Managers in terms of Resource which can be seen that, the highest mean of 3.42 was in the middle manager manages records well and was described highly practiced. In the context of resource management within an institution, it is observed that the middle manager adheres to established protocols, records management methods, and retention schedules while engaging in the creation, maintenance, and dissemination of information. This entails supervising the creation, reception, storage, and eventual disposal of said information, irrespective of its medium or format. The results were supported by Mutero (2014) who mentioned that records managers are bound to fail their duty and may experience chaos in terms of record keeping practices if there are no set standards and procedures which serve as guide.

On the other hand, the middle manager promotes work-life balance had the lowest mean of 3.31 described highly practiced. This means that having a healthy work-life balance means that the middle managers equally prioritize the demand of one's career and the demand of one's personal life which in turn make teachers happier when they come to work. Moreover, the middle managers manage employee's expectation, takes concern and care for their health, examine every situation, and think about the most important value to spend time with and plan fun activities to enjoy. This study is supported by Silaban and Margaretha (2023) who mentioned that the impact of work-life balance on the attitudes of millennial employees is a significant area of interest. The establishment of a work-life balance has been found to significantly contribute to employees' overall job satisfaction. This is primarily attributed to the fact that when individuals can effectively manage their professional responsibilities within the confines of the office, they are less encumbered by external concerns and challenges that may arise outside of the workplace.

Furthermore, it is worth noting that a favorable work-life balance is known to have a positive impact on employee

retention rates. By prioritizing and promoting a healthy equilibrium between professional and personal commitments, organizations can effectively mitigate challenges associated with employee turnover.

The over-all mean of the responses of the teachers on the Management System Practices of Middle Managers in terms of Resources was 3.38 described highly practiced. This means that the middle manager provides equal opportunity, promotes transparency, and provides materials and facilities. This indicates that middle managers exhibit a level of consideration towards the practices concerning resources that teachers aspire to utilize to positively impact the lives of their students. The identification of an optimal equilibrium between professional accomplishments and personal well-being is crucial for educators to cultivate a sustainable, fulfilling, and physically and mentally sound trajectory in their profession (Barile, 2023).

The findings were supported by Agad (2019) who emphasized that the efficient allocation and use of resources within an organization is widely recognized as a critical duty given to school administrators. The effective management of both human and capital resources is a responsibility of utmost importance. To effectively manage resources, school administrators must not only optimize the utilization of potentially limited resources, but also ensure that their resource management strategy is congruent with the overarching mission and vision of the entire school community.

**Table 4. The Management System Practices of Middle Managers in terms of Strategic**

<b>Strategic</b>	$\bar{x}$	Description
<b>The middle manager...</b>		
1. deliberates strategies.	3.50	Highly practiced
2. strategizes specific practices.	3.40	Highly practiced
3. provides alternative plans.	3.44	Highly practiced
4. rationalizes through formalization and analysis.	3.46	Highly practiced
5. emphasizes value transmission and participation.	3.36	Highly practiced
<b>Overall Mean</b>	<b>3.43</b>	Highly practiced

Legend: 3.26 -4.00- Highly practiced, 2.51 – 3.25 – Practiced, 1.76 – 2.50 – Moderately practiced, 1.00 – 1.75 – Not practiced

Table 4 shows the Management System Practices of Middle Managers in terms of Strategic which can be seen that, the highest mean of 3.50 was in the middle manager deliberates strategies and was described highly practiced. This means that the middle manager organizes actions which arises from a rigorous analysis of data and processes. He considers desirable techniques and practices in the development of plan to achieve the institutional goals from the current situation. This study is supported by Ericsson et al. (1993) who stated that deliberate practice is regarded to be essential for high performance. The concept of deliberate practice involves engaging in activities that have been intentionally crafted to enhance one's existing level of performance.

In contrast, the middle manager emphasizes value transmission and participation had the lowest mean of 3.36 described highly practiced. This aligned to the concept of facilitating changes described by Zhang et al., (2008). The managers are responsible for the execution of daily operational procedures, the oversight of performance metrics, and the assurance of adherence to the specific requirements of the organization.

The over-all mean of the responses of the teachers on the Management System Practices of Middle Managers in terms of Strategic was 3.43 described highly practiced. The middle managers strategize specific practices, provides alternative plans and rationalizes through formalization and analysis. Republic Act 9155, commonly referred to as the Governance of Basic Education Act, stipulates that the administration of a school should be entrusted to a school head who possesses the necessary authority, responsibility, and accountability to effectively facilitate the attainment of enhanced learning outcomes. His responsibilities include leadership, management, teacher assessment, and enforcing organizational rules and policies.

Management systems are crucial for organizations as they provide a structured approach to achieve their goals and objectives effectively and efficiently. The emerging role of middle managers in this study reflected the concept from DeCarlo (2021). Middle managers are responsible for maintaining a consistent and professional approach in their work. This entails various tasks such as ensuring optimal performance from all team members, effectively managing

schedules, aligning with the expectations of team members, and striving for the best outcomes for both the organization and the team (DeCarlo, 2021). Additionally, middle managers work collaboratively with other departments to achieve these objectives. It is imperative for individuals to grasp the notion that strategic plans may not always yield the desired outcomes as originally intended. To effectively execute strategic initiatives, it is imperative for the middle manager to consistently uphold a stance of unwavering loyalty towards the team.

**Table 5. Summary Table on the Management System Practices of Middle Managers**

Management System Practices of Middle Managers	$\bar{x}$	Description
A. Technical	3.49	Highly practiced
B. Resources	3.38	Highly practiced
C. Strategic	3.43	Highly practiced
<b>Overall Mean</b>	<b>3.43</b>	Highly practiced

Legend: 3.26 -4.00- Highly practiced, 2.51 – 3.25 – Practiced, 1.76 – 2.50 – Moderately practiced, 1.00 – 1.75 – Not practiced

Table 5 shows the summary on the Management System Practices of Middle Managers as evaluated by teachers. It shows that, the Management System was highly practiced on all practices from the point of view of the teachers. It further shows that, the practices that obtained the highest weighted mean of 3.49 was on Management System of middle managers in terms of technical described highly practiced. This means that, the middle managers initiate to strengthen the Management System practices on technical aspect. This implies that the middle managers communicate institutional goals, promote fair decision making, discuss the vision and mission, conduct faculty meeting and introduce new ideas.

The practices that got the lowest mean of 3.38 described highly practiced was on management system of middle managers in terms of resources. Middle managers demonstrated essential skills in administering the organization. These skills encompassed the ability to formulate and execute policies, programs, and projects, as well as the capacity to foster productive relationships with stakeholders and exert a positive impact on their peers. Additionally, these middle managers exhibited proficiency in effectively managing

educational institutions and optimizing the utilization of available resources (Conway & Monks, 2011; Valentino, 2004).

In this practice, the middle managers performed and possessed the following attributes that included for the development of the school - developed and implemented policies, programs and projects, developed effective relationship with the stakeholders and exert positive influence upon people, and managed educational enterprise and effective resource use. This implies that the middle managers practiced the attribute to provide equal opportunity, promote work-life balance, manage records well, promote transparency and provide materials and facilities.

The over-all grand mean for the summary of the practices as evaluated by the teachers showed a weighted mean of 3.43 described highly practiced. This can be inferred that middle manager as prescribed in the Republic Act 9155.

As middle managers, their primary responsibility lies in ensuring the clear articulation and comprehension of student learning goals, as well as fostering accountability among all members of the school community for the attainment of these goals. They assume leadership roles in both the curricular and instructional processes, acting as mentors who empower students and teachers within learning communities. This approach promotes effective learning, wherein collaborative learning thrives because of students actively taking responsibility for their own learning. Additionally, they bear the responsibility of managing the smooth and efficient management of school finances, personnel, and the delivery of quality education (Dolorica, 2023). They play a crucial role in integrating and aligning the curriculum, while also ensuring the efficient implementation of said curriculum.

Problem 2: What are the performances of higher institutions in terms of SUC Leveling and Program Accreditation?

**Table 6. Summary Table on the Performances of Higher Institutions in terms of SUC Leveling and Program Accreditation**

Institution	SUC Levelling	No of Accredited Program
HEI-A	Level II	15
	Level I	21



	Candidate Status	1
HEI-B	Level II	15
	Level III	7
HEI-C	Level II	6
	Level I	2
	Candidate Status	2

Table 6 summarizes the Performances of Higher Institutions in terms of SUC Leveling and Program Accreditation. It is revealed in the table that there were fifteen programs of HEI-A were accredited Level II, twenty-one programs were accredited Level I and one program was given a candidate status.

In addition, fifteen programs of HEI-B were accredited Level II and from HEI-C, seven programs were accredited Level III, six programs were accredited Level II, two programs were accredited Level I and two programs were given a candidate status.

The programs of HEI-C which were awarded Level 1 accreditation is targeted towards coach education providers who express a keen interest in obtaining accreditation for their educational institution from ICF Coaching Education.

In a broad sense, it can be observed that HEIs that have obtained accreditation have also utilized this accreditation as a factor in their administrative decision-making processes, employing it in various ways. The allocation of credit points to applicants seeking teaching positions within the DepEd is based on their graduation from accredited programs. The accreditation of these programs serves as a crucial criterion in the process of leveling in SUCs, as well as in the selection of schools for foreign students.

In addition, it is noteworthy that accredited institutions can utilize the outcomes of their accreditation as a logical foundation for making budgetary requests. Moreover, accreditation serves as a basis for normative financing, and plays a role in the selection process for Center of Excellence (COEs) and Center of Development (CODs). Accreditation is a crucial requirement for SUCs leveling and is instrumental in the conversion of a college to a university. It serves as a factor in evaluating the appointment or transfer of an SUC President. Lastly, accreditation is also significant in matching-fund schemes, wherein the fulfillment of accreditation requirements

is matched with funds provided by CHED (Corpus, 2020).

The finding of this study is supported by Broggi (2022) who asserted that accreditation agencies play a crucial role in the oversight and evaluation of the educational standards upheld by HEIs. These agencies are responsible for monitoring and assessing the quality of education imparted by HEIs that facilitates a convenient means for employers and the public to assess the comprehensive caliber of an institution or program, obviating the need for them to undertake an exhaustive evaluation of their own. The role of higher education in the growth and development of nations is of paramount importance across various dimensions, including social, economic, cultural, scientific, and political domains. The acquisition of education confers individuals with the capacity to undergo a transformative process, transitioning a person to quality individual (Shukla, 2023).

Accreditation, a robust mechanism for ensuring quality assurance, is employed to evaluate the higher education system at the national level. Accreditation is widely regarded as a symbol of quality, signifying that an institution or program has undergone a thorough external evaluation by based on established standards and principles, and has met the minimum criteria.

Problem 3. Is there a significant influence of the management system practices on the institutional performances?

**Table 7. Influence of the Management System Practices on the Institutional Performances**

Variables		r-value	p-value	Decision	Interpretation
Management System Practices	Institutional Performances	0.645	0.000*	Reject	Moderate Correlation

\*Significant level at  $p=0.05$

Table 7 presents the results of the significant influence of the Management System Practices which were correlated to the Institutional Performances ( $r\text{-value}=0.645$ ). The data described as moderate correlation with  $p<0.05$  level of significance. Therefore, the hypothesis which states “There is no significant influence of the management system practices on the institutional performances” was rejected since, the variables

tested in the study were statistically correlated. The direction of the magnitude correlation was positive linear relationship.

Furthermore, the Management System Practices along the above-mentioned dimensions can be good predicting variables to explain the institutional performances. The data indicate that, when all the variables of the Management System Practices were taken altogether, the influence did manifest on the institutional performances.

The Management System Practices such as technical, resources and strategic had moderate influence on the institutional performances such as Level I, II and III accreditation programs. Moreover, the HEI-C had seven programs that were accredited Level III, thirty-six programs were accredited Level II from HEI- A to C, twenty-three programs were accredited Level I of HEI-A and C and four programs were awarded candidate status.

This implies that the management system practices had moderate correlations on the performance of the higher education institutions since all the HEIs had undergone the accreditation program following the standardization of the accrediting body. The higher the extent of the management system and more practices are implemented, the more programs of the HEIs are being accredited.

The result of this finding aligned with the results from previous literatures. It indicated that the implementation of a performance management system has been found to have a positive impact on employee performance. This is achieved by establishing individual objectives that align with the overall goals of the organization (Brudan, 2010; Pulakos, 2004). Additionally, the system helps identify any skills gaps that may exist among employees, which can then be effectively addressed through targeted training initiatives. As a result, the competence levels of staff members are enhanced, leading to improved overall performance of the institution (Schleicher et al., 2018).

The implementation of a performance management system can serve as a crucial element in an organizational framework, as it enables the establishment of personalized objectives and provides a means to measure and acknowledge accomplishments as these predetermined targets are met. These systems enable the establishment of goals and the tracking of progress through the utilization of shared tracking

tools. Educational institutions can effectively assess and manage the performance of their personnel, thereby enhancing overall organizational effectiveness with management systems practices.

### **Conclusion**

The middle managers in the educational institution have shown a high level of practice in terms of the technical aspect of their management system. Specifically, they have been highly rated in promoting fair decision making, which involves assessing teachers' performance and leading the institution with fairness and justice. Fair decision making is seen as important for goal setting, unbiased decision-making, equal opportunities, and basing decisions on facts or reasoning.

Furthermore, the study emphasized the significance of fairness in educational management, as it contributes to the creation of an environment that fosters authentic, equitable, and inclusive engagement. Prioritizing fairness allows educational managers to establish clarity in decision-making processes, leading to stronger relationships, smoother implementation, and improved overall outcomes.

The findings demonstrated that the implementation of management system practices, including technical, resources, and strategic dimensions, can serve as good predictors to explain the institutional performances of HEIs. This means that when these variables are taken together, they have a manifest influence on the accreditation status of programs within the institutions.

Although the study supports the idea that a well-implemented performance management system with effective management system practices can be a crucial element in the framework of educational institutions, there was a need to establish a systemic and standardized assessment in higher education. By establishing personalized objectives, measuring, and acknowledging accomplishments, and effectively tracking progress, educational institutions can assess and manage personnel performance, leading to improved organizational effectiveness.

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