

Governance and Operations of Corporate University-Industry Partnership: Strategic Transformation Management Plan Model

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Abstract:-The focus of this study is to describe the governance and operations of corporate university-industry partnership, to develop a strategic transformation management plan model. The transformational management techniques utilized by the University administration in strategic transformation organizational management, governance and operations. The transformative tools employed by the University administration in strategic corporate management, governance, and procedures; and the extent to which the strategic models of partnerships between the University and industry undertaken by the University in management, governance, and operations. This study used a descriptive, analytical method of conducting research wherein the quantitative data were gathered using a survey questionnaire. Results showed that the University had a very satisfactory environment, a very satisfying delivery of strategic mandates, and often utilized the transformational management techniques; and the strategic models of partnership between the University and industry often undertaken which led to the development of the Governance and Operations of Corporate University-Industry Partnership: Strategic Transformation Management Plan Model. State Universities, Colleges, and private industries are encouraged to maximize the utilization of the said management plan model to bring economic impact to the country in general.

Keywords: Governance, Management Technique, Organizational Management, Transformational Management, Management Plan Model

I. INTRODUCTION

Background of the Study

The Philippine Main Education Highway, towards a Knowledge-Based Economy, underscores the quality of education as one essential determinant of the country's level of productivity of the country's ability to compete in the global marketplace and of the level of people's living standards. The central Education Highway continuum starts from the pre-school to primary education, to middle-level or technical vocational training and higher education. It incorporates two other elements: (1) tighter linkage of tertiary education with industry, and (2) the provision of lifelong-learning mechanisms and interventions.

It connotes that the governance and operations of tertiary education provided to the youth should be one that is quality and has a relevance that would make each student a

productive citizen who can be gainfully employed or become entrepreneurs.

Hence, it is but significantly crucial for education to shaped in accordance to the exact needs of the industry to compete in a knowledge-based economy. Accordingly, knowledge-based economies demand that its human capital can very well deliver and adapt to the tasks of specific occupations. Such education can address the lingering issues on unemployment. Hence, there is a need for the corporate university-industry partnership to adopt strategic transformation management plan model.

Conceptually, a successful linkage between industry and academe shall result insome more realistic curricula for various disciplines, effectively train and re-train faculty, efficiently use equipment and impose transparency in the utilization of funds. (The Presidential Task Force for Education, The Philippine Main Education Highway: Towards a Knowledge-Based Economy, 2008)

Apparently, with the emergence of a Knowledge-Based economy, the governance and operations of industries have also become providers of learning opportunities in exchange of a good performance and commitment of its employees and hopefully improve education received by graduates from universities.

Corporate universities, a concept that is rooted in the United States of America (USA) and exists in Europe and Asia since the late 1990's are centrally managed institutions run by a company. The learning structure aligned with the nature of a particular organization's business environment, business strategy, and globalization phase, over which the programs instituted encourage continuous learning.

The philosophy or trend of putting up universities in the corporate structure has been brought about by the need for higher education institutions to create courses of direct relevance to specific companies and the need to react more quickly than private institutions, thus making employees more qualified and ready to accept the ever-changing demands of the industries.

Hence, with this trend, higher education institutions like the Leyte Normal University has come to realize that each

graduate that the university produce should be tailored-fit to the specific needs of prospective hiring companies.

By itself, the linkage between these two sectors will not happen without the implementation of strategic transformation organizational management focused on addressing the mismatch of industry and supply of graduates, generating commitment from the industry and academic communities to prepare graduates for gainful employment or entrepreneurship, and internationalizing education to meet global standards.

Thus, Republic Act No. 8292, otherwise known as the "Higher Education Modernization Act of 1997," provides for the uniform composition and powers of the governing boards, the manner of appointment and term of office of the president of chartered state universities and colleges, and other purposes. Section 2. Declaration of policy underscores that it is the declared policy of the State to establish, maintain, and support an entirely adequate and integrated system of education relevant to the needs of the people in the society.

Towards this end, the modification of the composition of the governing boards of chartered state universities and colleges. (a) achieve a more coordinated and integrated system of higher education. (b) render them more effective in the formulation and implementation of policies on higher education. (c) provide for more relevant direction in their governance. (d) ensures the enjoyment of academic freedom as guaranteed by the Constitution.

Hence, the Governing Boards and manner of appointment. (a) The composition where the governing body of state universities and colleges is at this moment in the Board of Regents for universities and the Board of Trustees for college composed of the following: (a) Chairman of the Commission on Higher Education (CHED), Chairman. (b) The President of the University or College, Vice Chairman. (c) Chairman of the Congressional Committees on Education and Culture. (d) Regional Director of the National Economic and Development Authority (NEDA) where the main campus of the university. (e) Regional Director of the Department of Science and Technology (DOST) in case of science and technological colleges; or the Regional Director of the Department of Agriculture in case of agricultural colleges; or the Secretary of Education for an Autonomous Region. (f) President of the faculty association; (g) President of the supreme student council or the student representative elected by the student council: provided that in the absence of a student representative by the student council, the university or college shall schedule one (1) week for the campaign and election of student representative. President of the alumni association of the institution concerned. Two (2) prominent citizens who have distinguished themselves in their professions or fields of specialization chosen from among lists of at least five (5) persons qualified in the city or the province as recommended by the search committee constituted by the President in consultation with the Chairman of the

CHED based on the usual standards and qualifications for the position. The faculty and the student council represented their respective federations in multi-campus universities and colleges. The Board of regents/Trustees shall appoint private sector representatives upon the recommendation of a duly constituted search committee. (Republic Act No. 8292, "Higher Education Modernization Act of 1977").

Furthermore, Section 4. Powers and Duties of Governing Boards underscore that the governing board shall have the following specific powers and duties in addition to its general skills of administration and the exercise of all the powers granted to the board of directors of a corporation under Section 36 of Batas Pambansa Blg. 68 otherwise known as the Corporation Code of the Philippines to wit: (a) to approve the curricula, institutional programs, and rules of discipline drawn by the administrative and academic councils as herein provided; (b) to enter into joint ventures with business and industry for the profitable development and management of the economic assets of the college or institution, the proceeds from which to be used for the development and strengthening of the college or university; and (c) to develop consortia and other forms of linkages with local government units, institutions and agencies, both public and private, domestic and foreign, in furtherance of the purposes and objectives of the institution (Section 4. Powers and Duties of Governing Boards, Republic Act of 1997).

Thus, the governance of Leyte Normal University is vested exclusively in the Governing Board which is the Board of Regents (BOR). One of the powers and duties of the Board of Regents is to approve the curricular, institutional programs, instruction based entrepreneurship programs and code of conduct drawn by the Administrative and Academic Councils (Leyte Normal University, University Code). The BOR is also tasked to enter into joint ventures with business and industry for the profitable development and management of the economic assets of the Leyte Normal University. The proceeds are for the development and strengthening of the university, there is, therefore, a need to develop consortia and other forms of linkages with local government units, institutions and agencies, both public and private, domestic or foreign, in furtherance of the purposes and objectives of the University.

Underscored in the vision statement of the University as a provider of relevant and quality education to a society where citizens are competent, skilled, dignified, and community-oriented. Recognizing the vision and mission of providing technological, professional, research and extension programs to form principled men and women of competencies and skills responsive to local and global development needs. The researcher is motivated to investigate the governance and operations of Leyte Normal University, with the end given developing the governance and processes of corporate university-industry partnership, strategic transformation management plan model.

Statement of the Problem

This study aimed to describe the governance and operations of corporate university-industry partnership, with the end given because of developing strategic transformation management plan model. Specifically, this study sought to answer the following questions:

1. What is the environment of the Leyte Normal University regarding the following aspects?

- 1.1 University Business Environment
 - 1.1.1 Organizational Climate
 - 1.1.2 Dimension of Social Behavior
- 1.2 Administrative, Research of Extension and Academic Council's Behavior
 - 1.2.1 Supportive Behavior
 - 1.2.2 Directive Behavior
 - 1.2.3 Restrictive Behavior
- 1.3 Teaching and Non-Teaching Behavior
 - 1.3.1 Collegial Behavior
 - 1.3.2 Intimate Behavior
 - 1.3.3 Disengaged Behavior
- 1.4 Leadership Style of the University
 - 1.4.1 Transformational Leadership
 - 1.4.2 Transactional Leadership

2. What are the existing practices of the University in managing the delivery of the following strategic four-fold mandates?

- 2.1 Instruction
- 2.2 Research
- 2.3 Extension
- 2.4 Production

3. To what extent are the following transformational management techniques utilized by the University administration in strategic transformation organizational management, governance and operations?

- 3.1 Qualitative Management Techniques
 - 3.1.1 Brainstorming
 - 3.1.2 Checklist Technique
 - 3.1.3 Job Enrichment
 - 3.1.4 Management Information System
 - 3.1.5 Nominal Group

3.1.6 Theory X and Y Technique

3.1.7 Management by Objective

3.2 Quantitative Management Technique

3.2.1 Benchmarking

3.2.2 Cost-Benefit Analysis

3.2.3 Forecasting: Regression Analysis

3.2.4 Linear Programming

3.2.5 Simulation Model

Theoretical Framework of the Study

The governance and operations of a corporate university play the lead role in achieving quality education at the University. In fact, to any organization, the implementation of its planned programs and projects depends to a large extent on its structure and administrative machinery. In like manner, for the university to be able to realize its set goals and objectives, it has to rely significantly on its structure and governance implementing academic units, financing, and feedback mechanism.

Thus, based on the theoretical framework of the study on the theories on university governance and strategic quality management, the approach of total quality management, management by objectives and transformative organization management.

The governance of universities is characterized by the Board of Regents who acts as the policy-making body of the university. The CHED Commissioner chairs it, and it is presided over by CHED Regional Director. The President of the university and the Regional Director of the National Economic and Development Authority (NEDA) sit as Vice Chairman and member, respectively. Representatives from the different sectors sit as other members include alumni, teaching and non-teaching personnel, students and private industry (Republic Act No. 8292, "Higher Education Modernization Act of 1997").

The Vice President for Academic Affairs, the College Deans and the Campus Director who are considered program administrators are responsible generally in the administration, management, and supervision of all academic programs, human resources, and financial matters. Hence, each college dean/campus director has to employ management theories to achieve the goals and objectives of the university.

Furthermore, the administration of the university or college shall be vested in the president of the university who shall render full-time service. He shall be appointed by the Board of Regents/Trustees, upon the recommendation of a duly constituted search committee. He shall have a term of four (4) years and shall be eligible for reappointment for another time, provided that this provision shall not adversely affect the terms of the incumbents.

Moreover, there shall be an administrative council consisting of the president of the university as chairman, the vice president(s), deans, directors and other officials of equal rank as members. Also are those whose duty is to review and recommend to the Board of Regents/Trustees policies governing the administration, management and developing planning of the university for appropriate action (Section 9, Administrative Council, Republic Act No. 8292).

The academic council is composed of the president of the university or college as Chairman and all the members of the instructional staff with the rank of not lower than assistant professor as members.

The academic council has the power to review and recommend the curricular offerings and rules of discipline of the university or college subject for appropriate action of the Board of Regents/Trustees. It shall fix the requirements for the admission of students, as well as for graduation and the conferment of degree subject to review and approval by the Board of Regents/Trustees through the president of the university or college. As has been said earlier, each college dean/campus director has to employ management theories and concepts to achieve the goals and objectives of the university.

According to Ramasamy (2012), Total Quality Management (TQM) defined as a foundation for continuous improvement philosophy for running a business, the right way to manage total people empowerment, customer focused, a system-wide commitment to quality, and investment in knowledge as holistic or systemic, decentralization, empowerment, humanistic, teamwork, class focused, and client satisfaction. Darning emphasized that business should know and respond to customer demand. He states that managers should empower the workers with critical decision-making in the production processes. Having a say and listened to, managers develop a sense of trust, confidence, commitment, and identity. He stressed the human aspects of management and the need to understand the way people work, think and act. They are conditions obtained in the Japanese corporations as different from the Americans highlighted by Ouche (2005), these conditions are a) lifetime employment, b) slow evaluation and promotion, c) nonspecialized career path, d) implicit control mechanisms, e) collective decision making and responsibility and f) holistic concern (Miklat, 2005).

Thus, Strategic Quality Management (SQM) requires both strategic thinking and strategic analysis of which each complements the other. Strategic thinking without strategic analysis often results in management by intuition, ambiguously formulated plans, programs and strategies; waste of vital and scarce resources; rigid and sterile organizational structure; and lack of coherence in the implementation of strategic plans.

Strategic analysis is as critical as strategic thinking. It is a systematic and scientific method of studying and

reasoning that starts with the facts about an organization or its environment and ends with a solution.

To fully understand the relationships between strategic thinking and strategic analysis, the anatomy of Strategic Management (SM) initially developed by Rowe and associates (1994) as cited by Orcullo (2007) adapted in this study as a framework in the development of the strategic transformation management plan model.

The concerns of strategic thinking in the model are the four components inside the circular model, namely: 1) strategic planning, 2) organizational structure, 3) strategic control, and 4) corporate resources. Following the same clockwise order, the concerns of strategic analysis are the external environment, corporate culture, internal environment, and availability of funds. Both internal and external components in the model are directed and mobilized by Strategic Quality Management (SQM).

In brief, Strategic Quality Management (SQM) is the process by which an organization formulates plans, objectives, and strategies (Strategic Planning); allocates resources for ideas, programs, and projects (Organizational Resources); and identifies accountable entities, managers, and frontline workers (Organizational Structure) in the implementation, monitoring and evaluation of said programs and plans (Strategic Control).

However, SQM has to direct the conduct of study and analysis of the external environment, the internal organization, organizational culture, values, and beliefs, and ascertain resource availability (Miklat 2005).

Thus, operationally, the strategic transformation management plan model in this study intensely subscribes to the basic principles of Total Quality Management (TQM), namely: holistic or systemic decentralization, empowerment, humanistic, teamwork, quality focused, and client satisfaction.

Also, the Management by Objectives (MBO) principles and concepts, namely; 1) objective setting, 2) action planning, 3) periodic reviews, 4) annual evaluation is adopted to gain the cyclical process in achieving the desired results.

It could be noted and emphasized that in management by objectives, the comprehensive managerial system, integrating many key activities are consciously directed toward the practical achievement of organizational and individual goals. The reason why organizations require consistent levels of high performance from their employees is to survive in a highly competitive environment.

Ultimately, in school governance and operations, performance appraisal provides a systematic basis for assessment of employee's contributions, coaching for improved performance and distribution of economic rewards.

The need for strategic transformation management in universities demands to follow a systematic way of inquiry to

gather data, formulate the hypothesis, and analyze it to arrive into facts. This fact, according to Adeyemo (2013) becomes precedent for school administrators. Science recognizes contributions from people to draw conclusions or make decisions. Hence, employees should not be as raw materials or finished products, but as one of the factors towards efficiency.

Adeyemo (2013) further explains that in methodological management, the system is a procedural process of problem-solving. Administrators are inevitably employed and paid to manage and solve problems. Appropriate methods can be used to minimize the effect of the issues. It is also a useful yardstick to improve organization system. Under the methodological management system, administrators must identify the problem first. Scientific management may be used to gather the necessary data. After determining the problem, the next thing is to analyze the problem, ascertain the nature and the possible cause of the problem. After that, administrators must need to set plans in motion towards solving the issues identified. These could involve brainstorming meeting to generate ideas on possible available alternatives for the solution. Next is the implementation of resolution regarding policy formulation or regulation. By this, administrators will translate plan action to a procedure that can lead to the solution of problems. Finally, appraisal or assessment must be conducted as a check and balance to identify the impact of the strategies used to solve a particular problem. There is a continuous process as a solution to a specific issue that may generate another problem. Therefore, the process will begin if such a situation does occur (Adeyemo, 2013).

In the same vein, the contingency approach of management developed for the changing situation of the organization. It states that there is no single principle to manage all the cases in an organization. The essence of this approach is that administrators (managers) should identify the condition, interpret them, and apply the method which suits the situation best (ICFAI University, 2005). The University system is composed of many unforeseen circumstances that will require administrators to use suitable problem-solving approach without necessarily following a set of rules or consulting written management techniques. This approach encourages dynamism because the nature of the problem calls for immediate solutions.

Undoubtedly, educational management demands a holistic approach to solve educational problems and to enhance the growth of achievement to the institutional objectives. Every member of the academic and non-academic staff should have important roles to play to collectively improve the curriculum, instruction, programs, and assessment among other things. It is the responsibility of administrators to create an environment that will encourage members of the academic community to view themselves as an integral part of the organization – a vital agent not a mere technician. A Holistic approach will see the organization as one small element. This process will ensure that

administrators integrate people and resources to achieve the organization's goals and objectives. Communication barrier is bridged, funds judiciously allocated among departments, and conflicts are well-handled to create a conducive working environment among others. There is one of the rules that administrators must seriously consider. Unfortunately, many of them are still following the traditional way of managing schools.

The importance of the scientific method in managing educational institution is that it provides an avenue to regulate human and organizational behavior to maximize the school's objectives and minimize conflicts at the same time. Administrators may find the system useful in supervising difficult conduct, controlling the institution's resources, and realizing measurable achievements or performances.

The optimal aim of scientific management in any organization is to focus on the problem-solving approach. Hence, it is a system that continually involves gathering data. It seeks to describe or determine the opinion of people in the organization for improvement and better performances. Therefore, management is a science, and an administrator that will survive in this dynamic business environment must use this system from time to time.

As such, the theoretical framework of this study clings much to the different theories cited in university governance and strategic quality management, the method on total quality management, management by objectives, transformative organization management, scientific management, and the contingency approach and the holistic approach in management.

Ultimately, it translates to the working environment provided. If individual dignity is recognized, it will eventually boost the employee's performance. All of these are important to improve efficiency and effectiveness of both academic and administrative staff of any institution, notably the Leyte Normal University.

Conceptual Framework of the Study

Higher education institutions need the full participation of every member regardless of age, position, educational attainment and years of experience. It is noticed that the effect of the cooperative partnership in the rate of overall output of such an institution. The nature of educational organization cannot ignore the fact that humans are the primary component that school heads need to manage to achieve the overall goals of the institutions or universities.

The focus of this study is to describe the governance and operations of corporate university-industry partnership, with the end given because of developing a strategic transformation management plan model.

Specifically, this study sought to (1) describe the environment of the Leyte Normal University regarding the following aspects. Namely; (a) University business

environment which includes organizational climate and faculty social behavior. (b) administrative council's practice which provides for supportive behavior, directive behavior, and restrictive behavior. (c) faculty behavior which includes collegial behavior, private behavior, and disengaged behavior. (d) leadership style in university administration which provides for transformational, and transactional leadership. (2) It also determined the existing practices of the university in managing the delivery of the following strategic mandates. Namely: (a) instruction, (b) research, (c) extension, and (d) production. (3) Determined the extent to which the university administration utilized the following transformational management techniques in governance, operations, and strategic transformation organizational management, which are: (a) qualitative management technique, and (b) quantitative management technique. (4) Determined the extent to which the university administration

employed the transformative tools in governance, operations, and strategic organizational management, which included total quality management, quality circle program, good housekeeping or 5 S Program, benchmarking and suggestion system. And (5) analyzed the extent to which the university implemented the following strategic models of partnership between the industry and academe in management, governance, and operations. Namely, (a) Industry-Academe Linkage in Technical-Vocational, Training and Higher Education, (b) Comprehensive Industry-Academe Partnership Models in Higher Education, (c) Strategic Industry-Academe Partnership Models which served as the bases for the development of governance and operations of corporate university-industry partnership, strategic transformation management plan model.

Figure 1 shows the conceptual framework of the study.

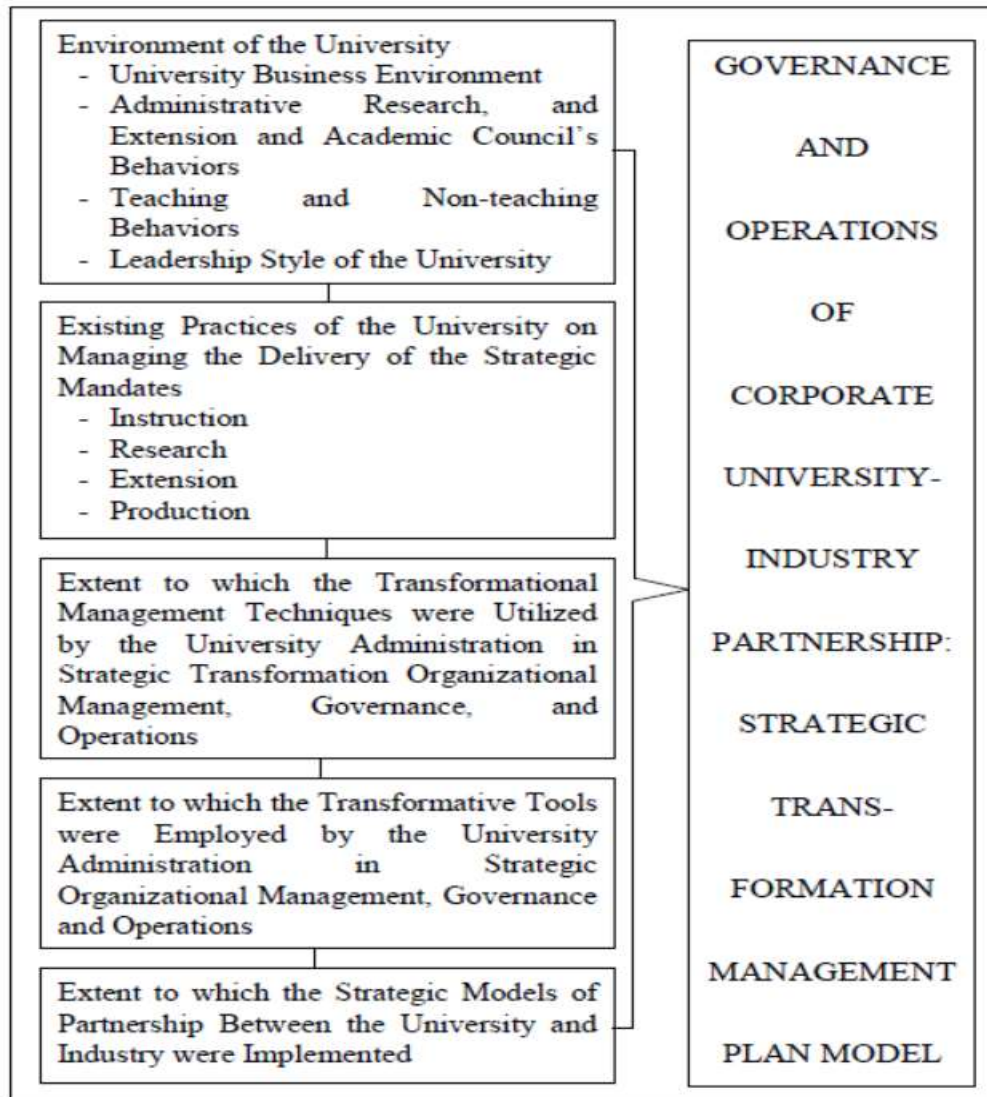


Figure 1: Schematic Diagram of the Conceptual Framework of the Study

II. METHODOLOGY

Research Design

This study utilized the descriptive-analytical method as this described the governance, operations, and environment of the corporate university-industry partnership, with the end given developing a strategic transformation management plan model.

More specifically, this study focused on describing the environment of the Leyte Normal University in terms of the following aspects: (a) university business environment, (b) administrative and academic councils' behavior, (c) teaching and nonteaching behavior; and (d) leadership style in university administration; (2) determined the existing practices of the university in managing the delivery of the following strategic four-fold mandates, namely: instruction, research, extension and production; (3) determined the extent to which the following transformational management techniques were utilized by the university administration in strategic transformation organizational management, governance, and operations which covers (a) qualitative management technique which includes brainstorming, checklist technique, job enrichment, management information system, nominal group, theory X and Y technique and management by objectives, (b) the Quantitative Management

technique which includes benchmarking, cost-benefit analysis, forecasting: regression analysis, linear programming and simulation; (4) determined the extent to which the transformative tools were employed by the university administration in organizational management, governance, and operations which includes total quality management, quality circle program, good housekeeping or 5 S program, benchmarking program and suggestion system; and (5) determined the extent to which the following strategic models of partnerships between the industry and the university were undertaken in management, governance, and operations, namely: (a) industry-academe linkage in Technical Vocational Training and Higher Education, (b) comprehensive Industry-Academe Partnership Models in Higher Education; (c) Strategic Industry-Academe Models in Higher Education; and (d) Institutional Industry-Academe Partnership Models which served as the bases for the development of the governance and operations of corporate university-industry partnership, strategic transformation management plan model.

Locale of the Study

The research locale of the study is Leyte Normal University during the school year 2017-2018. Figure 2 is the map of Tacloban City showing the Leyte Normal University involved in the research.



Figure 2. Map of Tacloban City showing the location of Leyte Normal University.

Respondents of the Study

The respondents of the study included the 19 key officials, 23 other designated officials, 30 administrative

support staff and 78 instructional staff of the main campus, a total of 150 respondents.

Table 1 shows the distribution of respondents;

TABLE 1 DISTRIBUTION OF RESPONDENTS

| Leyte Normal University | Respondents | | | | Total |
|-------------------------|---------------|----------------------------|------------------------------|---------------------|-------|
| | Key Officials | Other Designated Officials | Administrative Support Staff | Instructional Staff | |
| Main Campus | 19 | 23 | 30 | 78 | 150 |

Data Gathering Procedure

Necessary permits were secured by the researcher to ensure that the consent of the locals of the study, as well as the respondents, was obtained before administering the research instrument. After determining the sample size, the researcher applied the tool after a brief rationalization of the purpose of the survey. The researcher gathered the survey questionnaires, and the responses were summarized and analyzed.

Furthermore, a perusal of the administrative and academic manual of the Leyte Normal University was done to look into the governance and operations of the University.

Likewise, a perusal of the extension services manual, auxiliary services manual, the Commission on Higher Education (CHED) Strategic Plan for 2011-2016, and the Civil Service Strategic Performance Management System was done to find out if the University meets the quality standards set by both the Commission on Higher Education and the Civil Service Commission.

The documentary analysis and observations were also done and utilized to contextualize the governance and operations of corporate university-industry partnership, strategic transformation management plan model for Leyte Normal University.

Statistical Treatment of Data

The summarized and analyzed data from the survey questionnaire were interpreted using the measures of central tendencies, particularly the weighted mean.

To find the weighted score, each indicator a number was used. The response for each part multiplied by the weight assigned and added to get the sum of the product of the weighted score divided by the number of cases.

The formula is as follows:

$$X = \frac{\sum WS}{N}$$

Where:

X = Mean

$\sum WS$ = Sum of weighted score

N = Number of cases

To describe the environment of the university, the following are the mean values and qualitative descriptions.

| <u>Mean Values</u> | <u>Qualitative Description</u> |
|--------------------|--------------------------------|
| 4.20 – 5.00 | Outstanding Environment |
| 3.40 – 4.19 | Very Satisfactory Environment |
| 2.60 – 3.39 | Satisfactory Environment |
| 1.80 – 2.59 | Poor Environment |
| 1.00 – 1.79 | Very Poor Environment |

To determine the existing practices of the university in managing the delivery of the strategic four-fold mandates, the following are the mean values and qualitative descriptions.

| <u>Mean Values</u> | <u>Qualitative Description</u> |
|--------------------|--------------------------------|
| 4.20 – 5.00 | Outstandingly Delivered |
| 3.40 – 4.19 | Very Satisfactorily Delivered |
| 2.60 – 3.39 | Satisfactorily Delivered |
| 1.80 – 2.59 | Poorly Delivered |
| 1.00 – 1.79 | Very Poorly Delivered |

To determine the extent to which the university administration utilized the transformational management techniques in strategic transformation organizational management, governance and operations, the following are the mean values and qualitative descriptions.

| <u>Mean Values</u> | <u>Qualitative Description</u> |
|--------------------|--------------------------------|
| 4.20 – 5.00 | Always Utilized |
| 3.40 – 4.19 | Oftentimes Utilized |
| 2.60 – 3.39 | Sometimes Utilized |
| 1.80 – 2.59 | Seldom Utilized |
| 1.00 – 1.79 | Never Utilized |

Presentation, Analysis, and Interpretation of Data

This chapter discusses the data from the survey questionnaire, on the governance and operations of corporate university-industry partnership, as perceived by the principal officials, other designated officials, administrative support staff and instructional staff of the primary and external campus of the University. Highlighted in the discussions are the environment of the Leyte Normal University; the

existing practices of the university in managing the delivery of the strategic mandates; the transformational management techniques utilized by the university in strategic transformation, management, governance and operations; the transformative tools employed; and the strategic models of partnership undertaken by the University in management, governance and services.

The environment of the Leyte Normal University

The environment of the Leyte Normal University included the university business environment, the administrative, research of extension and academic council’s behavior, the teaching and non-teaching behavior and leadership style of the university. These are presented in the following Tables 2 and 3.

Table 2

ENVIRONMENT OF THE LEYTE NORMAL UNIVERSITY (UNIVERSITY BUSINESS ENVIRONMENT AND ADMINISTRATIVE BEHAVIOR)

| A. University Business Environment/Items | Mean | Interpretation |
|---|------|-------------------------------|
| 1. Organizational Climate | | |
| a. The faculty and students have a favorable attitude toward teaching and learning. | 4.08 | Very Satisfactory Environment |
| b. The university has a high expectation for the faculty and the students with whom they work. | 1.88 | Very Satisfactory Environment |
| c. Students learning is evaluated using measures closely related to the curriculum content. | 2.64 | Very Satisfactory Environment |
| d. The university is conducive for teaching and learning | 2.87 | Very Satisfactory Environment |
| 2. The Dimension of Social Behavior | | |
| a. Presence of university key officials-teaching and nonteaching interactions during planning, implementing and evaluating school programs/projects and activities | 4.18 | Very Satisfactory Environment |
| b. Presence of university key officials teaching and nonteaching interactions in carrying out schools’ programs and projects. | 4.02 | Very Satisfactory Environment |
| Average Mean | 4.13 | Very Satisfactory Environment |
| B. Administrative and Academic Councils’ Behavior | | |
| 1. Supportive Behavior | | |
| a. Presence of university key officials-teaching and nonteaching interactions during planning, implementing and evaluating school programs/projects and activities. | 4.18 | Very Satisfactory Environment |
| b. Presence of university key officials teaching and nonteaching interactions in carrying out schools’ programs and projects. | 4.10 | Very Satisfactory Environment |
| Average Mean | 4.13 | Very Satisfactory Environment |
| 2. Directive Behavior | | |
| a. Authority flows top-down to the subordinate without the choice of contribution | 4.02 | Very Satisfactory Environment |
| b. The style of management based on close supervision of staff’s work with no sensitivity to human factors at the workplace. | 3.88 | Very Satisfactory Environment |
| Average Mean | 4.05 | Very Satisfactory Environment |
| Overall Average Mean | 4.09 | Very Satisfactory Environment |

From the preceding table, it has been observed that the environment of the University, regarding university business environment and administrative and academic council’s behavior, was perceived as “very satisfactory environment” as indicated by the obtained average means of 4.14 and 4.05, respectively.

On organizational climate, the University has a high expectation for the faculty and the students with whom they work. The students’ knowledge is evaluated using measures closely related to the curriculum content. The University is conducive for teaching and learning as indicated by the obtained means of 4.16, 4.14, 4.10, and 4.20, respectively interpreted as “very satisfactory environment.”

On administrative and academic council’s behavior, the supportive behavior as characterized by the university key officials professionally shows unbiased concern to the staff under him/her. He/she molds the team rather than destroy them. The principal officials answer that every member of the team understands what to do and provide them with resources and a conducive environment to perform the duties efficiently. The obtained means were 4.19, 4.10 and 4.08, respectively, all interpreted as “very satisfactory environment.”

Similarly, on directive behavior, the items on authority flows top down to the subordinate without the choice of contribution, the style of management is strictly based on close supervision of staff’s work with no sensitivity to human

factors at the workplace, the obtained means were 4.02 and 3.88, both interpreted as “very satisfactory environment.”

It means that the administrative and academic council’s behavior was focused on being supportive to all staff but inclined for a directive and restrictive practice to meet the goals of the university.

Further analysis shows that the environment of the University concerning organizational climate, social behavior, administrative and academic council’s behavior characterized by supportive and direction behavior, the obtained over-all mean 4.09 interpreted as “very satisfactory environment.”

Such findings significantly imply that the university ensures that every member of the staff understands what to do and provide them with resources and a conducive environment to perform their duties efficiently. They are well-compensated for the contributions they give to the institution. Indeed, this is a supportive behavior from seasoned administrators who desire results-oriented institution.

Table 3 represents the environment along teaching and non-teaching staff and the leadership style of the university.

Table 3

ENVIRONMENT OF THE UNIVERSITY ALONG TEACHING AND NON-TEACHING STAFF AND LEADERSHIP STYLE

| C. Teaching and Non-Teaching Staff | Mean | Interpretation |
|---|-------------|-------------------------------|
| 1. Collegial Behavior. The Staff has a sense of Belonging and being proud to belong to a particular school/university | 4.06 | Very Satisfactory Environment |
| 2. Intimate Behavior. Members from groups and get close with people they share common ideas. Sometimes, this group can end up gossiping and doing unprofessional activities. | 1.88 | Poor Environment |
| 3. Disengaged Behavior. The staff finds it difficult to get along with other staff | 2.64 | Satisfactory Environment |
| Average Mean | 2.87 | Satisfactory Environment |
| D. Leadership Style of the University | | |
| 1. Transformational Leadership. The primary official becomes formative when he/she shares the functions of managing with their members in continually improving the organization. | 4.18 | Very Satisfactory Environment |
| 2. Transactional Leadership. The critical official leadership influenced by institutional expectations, individual needs, informal group, and cultural values. | 4.02 | Very Satisfactory Environment |
| Average Mean | 4.10 | Very Satisfactory Environment |
| Overall Average Mean | 3.49 | Very Satisfactory Environment |

As revealed in Table 3, the teaching and non-teaching staff behavior described as collegial behavior, where the staff has a sense of belonging and being proud to belong to the university, the obtained mean was 4.08 interpreted as “very satisfactory environment.” While on intimate behavior where members from groups and get close with people they share common ideas with, and sometimes this group can end up gossiping and doing unprofessional activities, the obtained

mean was 1.88 interpreted as “poor environment” which further means that such behavior is not visible in the said university. On the other hand, on disengaged behavior, described as the staff finds it difficult to get along with other staff and that they hesitate to contribute, the obtained mean was 2.64 interpreted as “satisfactory environment.”

Conversely, on the leadership style of the university, it was shown that the item on the vital official becomes formative when she/he shares the functions of managing with their members in continually improving the organization. The thing on the necessary official, leadership, is greatly influenced by the institutional expectations, individual needs, informal group, and the cultural values, the obtained means

were 4.18 and 4.02, respectively, interpreted as “very satisfactory environment” which means that the university is exercising both the transformational and transactional leadership style in the management, governance, and operations of the university.

However, further analysis would show that the university was more on transformational rather than transactional leadership as indicated by the obtained means of 4.18 and 4.02, respectively.

This further means that the principal officials of the university under study are for the philosophy of transformational leadership whereby the management of the university centers on shifting the values, beliefs, and the needs of their students and followers in three crucial ways: (1) increasing followers’ awareness of the importance of their task and the importance of performing them well; (2) making followers aware of the students’ needs and their needs for personal growth, development, and accomplishment; and (3) inspiring followers to transcend their own self-interests for the good of the university.

Evidence has shown that the “very satisfactory environment” on transformational leadership style adopted by the University, has motivated the key officials to advance to a higher level of morale and motivation. Through their strength, their vision and personality, transformational leaders have inspired followers to change expectations, perceptions, and motivations to work towards common goals.

It is considering Bas’ theory on transformational leadership, the environment of the institution regarding

leadership style described as a type of leadership that leads to positive changes in those who follow.

Using Bas’ theory, the satisfactory environment on collegial behavior of the teachers or instructional staff would redefine their strong support towards the attainment of the University goals and in the building of strategic transformation management model.

Existing Practices of the University in Managing the Delivery of the Strategic Mandates

Table 4

EXISTING PRACTICES IN MANAGING THE DELIVERY OF THE STRATEGIC MANDATES

| Delivery of Strategic Mandates/Items | Mean | Interpretation |
|--|------|-------------------------------|
| A. Instruction | | |
| 1. Rationalization of the University program offerings. | 4.18 | Very Satisfactorily Delivered |
| 2. Strengthening quality assurance. | 4.17 | Very Satisfactorily Delivered |
| 3. Mobilizing and strengthening scholarship programs. | 4.12 | Very Satisfactorily Delivered |
| 4. Intensive human resource development program. | 4.16 | Very Satisfactorily Delivered |
| Average Mean | 4.16 | Very Satisfactorily Delivered |
| B. Research | | |
| 1. Strengthening of highly responsive and relevant research and development programs. | 3.38 | Satisfactorily Delivered |
| 2. Monitoring and evaluating of on-going and completed researches through the conduct of the in-house review. | 3.06 | Satisfactorily Delivered |
| 3. Increasing the number of quality research articles published. | 3.36 | Satisfactorily Delivered |
| Average Mean | 3.27 | Satisfactorily Delivered |
| C. Extension | | |
| 1. Shares the responsibility to actively participate or undertake extension services that would contribute to the development within its service area. | 3.32 | Satisfactorily Delivered |
| 2. Initiates collaborate and sustain developmental programs together with its partner agencies and potential stakeholders. | 3.36 | Satisfactorily Delivered |
| 3. Establishing relationships/partnerships with institutional organizations. Parent, alumni, LGU’s and other organizations. | 4.08 | Very Satisfactorily Delivered |
| Average Mean | 3.59 | Very Satisfactorily Delivered |
| D. Productions | | |
| 1. Rationalization of resource utilization and maximize resource generation. | 3.34 | Satisfactorily Delivered |
| 2. Increase the level of production of a manual for the students. | 3.36 | Satisfactorily Delivered |
| 3. Establishing income generating projects. | 3.38 | Satisfactorily Delivered |
| 4. Development of effective marketing strategies. | 3.38 | Satisfactorily Delivered |
| Average Mean | 3.37 | Satisfactorily Delivered |
| Overall Average Mean | 3.60 | Very Satisfactorily Delivered |

As revealed in Table 4, the existing practices in managing the delivery of the strategic mandates was perceived by the key officials and instructional staff as “very satisfactorily delivered” as marked by the obtained overall average mean of 3.60.

Further analysis shows that the existing practices relative to instruction, and extension the obtained means were 4.16, and 4.08, respectively both interpreted as “very satisfactorily delivered.” While the items on research and production, the obtained average means were 3.27 and 3.37, both interpreted as “satisfactorily delivered.”

The data significantly point that there is a need to strengthen the delivery of the strategic mandates on research and production to rise from satisfactory to very satisfactory or outstanding.

There is a need to conceptualize the concept of marketing in educational institutions to create an impact on both the internal and external stakeholders.

Indeed, the impact of marketing in education helped school administrators understand how to satisfy students, parents, and the community where they exist.

Production is the first era in the history of marketing. During this period, business concerns focused only on production, manufacturing, and efficiency. It ended on the

mid-1950s, which was the beginning of capitalism. This is similar to schools that primarily focused on doing academic activities, increasing enrolment and graduates without understanding the needs of the student, the industries, and society.

Furthermore, in educational institutions, particularly in higher institutions of learning, the assumptions that students will always enroll in school program as long as good facilities or teachers are available, are not enough to change society or develop the economy. Instead, schools should require participatory approach or technique in understanding what their clients consider as quality education before they offer their curriculum; otherwise, they may produce graduates who are not relevant or employable.

Table 5

EXTENT TO WHICH THE TRANSFORMATIONAL MANAGEMENT TECHNIQUES WERE UTILIZED

| 1. Qualitative Management Techniques | Mean | Interpretation |
|--------------------------------------|------|--------------------|
| 1.1 Brainstorming | 4.08 | Often Utilized |
| 1.2 Checklist Technique | 4.10 | Often Utilized |
| 1.3 Job Enrichment | 3.13 | Sometimes Utilized |
| 1.4 Management Information System | 3.26 | Sometimes Utilized |
| 1.5 Nominal Group | 3.05 | Sometimes Utilized |
| 1.6 Theory X and Theory Y Technique | 2.91 | Sometimes Utilized |
| 1.7 Management by Objectives | 3.0 | Sometimes Utilized |
| Average Mean | 3.36 | Sometimes Utilized |
| 2. Qualitative Management Technique | | |
| 2.1 Benchmarking | 2.91 | Sometimes Utilized |
| 2.2 Cost-Benefit Analysis | 2.90 | Sometimes Utilized |
| 2.3 Forecasting: Regression | 2.85 | Sometimes Utilized |
| 2.4 Linear Programming | 3.58 | Sometimes Utilized |
| 2.5 Simulation Model | 2.88 | Sometimes Utilized |
| Average Mean | 3.03 | Sometimes Utilized |
| Overall Average Mean | 3.20 | Sometimes Utilized |

From the preceding table, it is perceived that on qualitative management techniques, the items namely: brainstorming and checklist technique, were regarded as “often utilized” as marked by the obtained mean of 4.08 and 4.10, respectively.

In managing schools, educational leaders have to utilize both the qualitative and quantitative techniques to improve the governance of the institution.

In the exercise of educational leadership, leadership supports the overarching goal of improving learning is significantly essential. Utilizing qualitative and quantitative techniques play a vital role in creating

transformational management and leadership in enhancing school governance.

Hence, leadership for transforming colleges or universities demands a kind of good governance and operations.

Practically, the attainment of the outcomes consistent with the organization or schools’ mission and goals is achieved by putting the transformational management techniques into action utilizing the transformational management tools and strategies in the primary transformation activities and intervention programs.

III. CONCLUSIONS

Based on the results of this study, these are the following conclusions:

1. The fact that the environment of the university perceived as the very satisfactory environment, it is therefore assumed that the university has to ensure that every member of the staff understands what to do and provide them with resources and a conducive environment to perform their duties efficiently.
2. Since the existing practices of the university in managing the delivery of the strategic mandates on research and production were satisfactory delivered, there is, therefore, a need to strengthen the distribution of the imperative orders on research and production to raise the delivery from adequate to outstanding.
3. Distribution of the significant orders on research and production raised the distribution from adequate to outstanding.
4. The often utilization of the transformational management techniques would lead the educational leaders of the university to improve their decision-making skills and ultimately improve their governance and operations of the school's/university's programs and projects.
5. The findings that the transformative tools were sometimes employed significantly ascertain that in the governance and operations of institutions or universities, the use of transformative tools plays a vital role in transforming schools/institutions to define and improved institutional management and services.

IV. RECOMMENDATIONS

The following recommendations are at this moment suggested helping the university improve its governance and operations.

1. Maximum implementation of the strategic transformation management plan model is highly recommended for use and application.
2. Proper linkage of the university extension units should be strengthened and encouraged so that partnership in all extension activities will be realized for quality extension service delivery and production.
3. The maximum participation of instructional staffs should be encouraged in every campus to conduct extension activities for outstanding delivery of extensions services.
4. The fact that Philippine government's spending is not enough, it is therefore suggested that state universities and colleges (SUCs) establish partnerships with private industries to improve their resources and at the same time enhance appropriate skills needed by the knowledge-based economy.

5. Having enough cash to spend on Higher Education brings better economic impact on the country as it produces balanced growth for the development of human resources towards national development. Hence, it is suggested to develop/establish partnerships between the State Universities and Colleges and private industries.
6. Expansion research and extension services are one significant benefit to encourage public and private Higher Education Institutions (HETs) to excel in their field of expertise.

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