



**BUILDING BRIDGES OF QUALITY & EXCELLENCE: ASSESSMENT OF
ADMINISTRATIVE SUPPORT ON INSTRUCTION AMONG HEI'S IN KALINGA,
PHILIPPINES**

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Abstract: *The study aims at determining the level of awareness on the administrative support to instruction, extent of implementation of administrative support to instruction and determine the level of efficacy of the assessed administrative support to instruction to seven hundred seventy six (776) respondents of the three (3) HEI's of Kalinga Province namely: St. Louis College of Bulanao, (SLCB) Kalinga College of Science and Technology (KCST) and Kalinga Apayao State College (KASC). The Data gathered were treated using weighted mean, frequency, percentage and analysis of variance (ANOVA). Findings of the study were as follows: The group on faculty is very much aware on supervisory visits as an important instrument to enhance instruction and there were significant differences on the perceptions of the respondents on the level of awareness of administrative support to instruction as reflected on the differences shown by the Tukey's Honest Significant Difference results and the level of efficacy of the assessed administrative support to instruction among HEI's in Kalinga. The difference lies between students and administrators respectively.*

Keywords: *quality, building bridges, administrative support,*

INTRODUCTION

In a conclusionary statement of outgoing Chairman of Higher Education; Carlito S. Puno pointed out on the major roles of higher education on the promotion of quality, effectiveness, relevance, access and international cooperation. The arena of higher education policy making is towards educational development as an offshoots of educational researches he says.

Policy making to support educational development is crucial to all developing economies in the Asian region. Knowledge via education has become a sine qua non for social advancement and social participation. If higher education is to meet the challenges of the



future, one must strive to develop closer link and forge international cooperation in as many areas as required in the new society we are in.

Quality and Excellence are inseparable milestones of a development goal of an institution such as the Kalinga-Apayao State College by way of upgrading instructional facilities and equipments and instructional capability-building to further build up dynamic pool of experts in the various disciplines and foremost; to satisfy the core value of relevance and responsiveness (KASC Code 2011) . Efficient promulgation of this is the harmonious work relations of administration and the faculty or teachers who are the direct service providers who can institute educational reforms that need to be assessed periodically.

Teachers have been considered by Rowan (1994) to be on top quartile on complexity for all occupations. Those involved in this activity have daily responsibility for diverse populations of students with varied and contradictory needs; they have to do complex decision- making before, during and after instruction; they need to be informed and effective, requiring reservoir of knowledge , skills and related information.

OBJECTIVES

The researcher sought to attain the following objectives:

1. To determine the level of awareness on the administrative support to instruction
2. To determine the extent of implementation of administrative support to instruction
3. To determine the level of efficacy of the assessed administrative support to instruction

METHODOLOGY

The study made used of descriptive survey as the main tool in the gathering of data. The instrument of this study was adopted from the study of Cruz (2010) on Assessing instruction at the Bulacan State University, hence, it was deemed valid and reliable. The respondents are regular or permanent teachers, fourth year students of the three (3) Higher Education Institutions (HEI's) of the province namely: Kalinga Apayao State College, Kalinga College of Science and Technology and St.Louis College of Bulanao (SLCB). A total of 103 or 81% regular or teachers with plantilla positions participated in the study. There are twenty six (26) middle administrators in the study who are the program chairmen, deans, department chairpersons, and top level administrators such as the vice presidents and directors . A total of six hundred forty eight student-respondents or 20 percent of the total population were involved in the study.



Table 1. Population of the Study

| Respondents | F | % |
|----------------|-----|-------|
| Administrators | 25 | 100 |
| Faculty | 103 | 81.10 |
| Students | 648 | 20 |

IV. TREATMENT OF DATA

The data gathered were treated using the five point-Likert scale:

| Arbitrary Values | Limits | Interpretation |
|------------------|-----------|--|
| | 4.21-5.0 | Very Much Aware/Very Much Implemented/Very Much Efficient |
| | 3.41-4.20 | Much Aware/ Much Implemented/Much Efficient |
| | 2.61-3.40 | Moderately Aware/ Moderately Implemented/ Moderately Efficient |
| | 1.81-2.60 | Less Aware/ Less Implemented/ Less Efficient |
| | 1.0-1.8 | Not Aware/ Not Implemented/ Not Efficient |

Table 2.Level of Awareness on the Administrative Support to Instruction

| I. Level of Awareness on the Administrative Support to Instruction | Fa | St | Ad | Overall Mean |
|---|------|------|------|--------------|
| 1. The institution implements rules on the attendance of the faculty in their respective classes | 4.15 | 3.20 | 3.30 | 3.55 |
| 2. Faculty performance evaluation is periodically done in accordance with the existing rules and institutional policies | 4.00 | 3.35 | 3.35 | 3.57 |
| 3. Administration ,faculty and students are encouraged to have dialogs | 3.65 | 4.11 | 3.00 | 3.59 |
| 4. Awards system for outstanding achievements of the faculty is institutionalized. | 3.20 | 3.15 | 3.01 | 3.15 |
| 5. Faculty or teachers are required to submit syllabi duly approved by authorities | 3.82 | 3.42 | 3.40 | 3.55 |
| 6. Faculty or teachers are required to submit summative examination results to authorities | 4.21 | 3.38 | 3.45 | 3.68 |
| 7. Supervisory visits are done | 4.22 | 4.00 | 3.46 | 3.89 |
| 8. Meetings are conducted by the dean or department chairpersons | 3.73 | 4.20 | 3.50 | 3.81 |
| 9. Consultations are done involving students and faculty | 3.42 | 3.41 | 3.48 | 3.44 |
| 10. Conduct of academic performance of faculty and students is encouraged | 4.18 | 4.12 | 3.52 | 3.93 |
| 11. Provision of participation of faculty in in-service activities | 4.21 | 3.68 | 3.45 | 3.78 |
| | 3.89 | 3.64 | 3.36 | 3.63 |



Legend: 2.61-3.40 (Moderately aware); 3.41-4.20 (Much aware); 4.21-5.00(Very Much Aware)// F-Faculty; S- Students, A-Administrator

Table 3 presents the summary of ANOVA on the extent of implementation of administrative support to instruction among HEI's in Kalinga. The F-ratio of 5.635 is greater than the critical value of 3.32 at .05 level of significance .This lead the researcher to the rejection of the null hypothesis which states that there are no significant differences in the perceptions of the faculty, students and administrators on the level of awareness on the administrative support to instruction. This implies that the respondents vary on how they view the level of awareness on the administrative support to instruction

Table 3 Summary of ANOVA on the Extent of Implementation of Administrative support to instruction among HEI's in Kalinga

| Source of Variance | SS | Df | MS | F |
|--------------------|---------------|----|-------|-------|
| Between Groups | 1.4967 | 2 | .7484 | 5.635 |
| Within Groups | 3.9829 | 30 | .1328 | |
| F.05=3.32 | * Significant | | | |

Table 4. The Extent of Implementation of Administrative support to instruction

| II. The Extent of Implementation of Administrative support to instruction | Fa | St | Ad | Overall Mean |
|--|-------------|-------------|-------------|--------------|
| 1. The institution implements rules on the attendance of the faculty in their respective classes as covered by faculty manuals and codes | 4.21 | 4.18 | 3.43 | 3.94 |
| 2. Faculty performance evaluation is periodically done in accordance with the existing rules and institutional policies | 4.15 | 3.75 | 3.38 | 3.76 |
| 3. Administration set a regular schedule of dialogs, council meetings properly documented | 4.20 | 3.55 | 3.42 | 3.72 |
| 4. Administration encourages the conduct of studies on academic performance of faculty and students | 4.12 | 3.70 | 3.52 | 3.78 |
| 5. The administration implements in-service and re-tooling activities for faculty | 3.92 | 3.63 | 3.42 | 3.66 |
| 6. Supervision of faculty is designed to ensure sufficient class preparation by the faculty | 4.15 | 3.58 | 3.49 | 3.74 |
| 7. The administration implements a system to assist graduating students with deficiencies, disciplinary cases, and other requirements which hinder issuances of clearances | 4.11 | 3.65 | 3.52 | 3.76 |
| Total Mean | 4.12 | 3.72 | 3.45 | 3.76 |



Legend: 2.61-3.40 (Moderately implemented); 3.41-4.20 (Much Implemented); 4.21-5.00(Very Much Implemented)// F-Faculty; S- Students, A-Administrator

Table 5 presents the ANOVA on the extent of implementation of administrative support to instruction among HEI's in Kalinga. The computation yielded a ratio of 2.852 which is lower than the critical F-ratio of 3.55 at .05 level of significance. This means that the null hypothesis which states that there are no significant differences on the perceptions of the respondents on the extent of implementation of administrative support to instruction among HEI's in Kalinga is accepted.

Table 5. Summary of ANOVA on the The Extent of Implementation of Administrative support to instruction among HEI's in Kalinga

| Source of Variance | SS | Df | MS | F |
|--------------------|-------------------|----|---------|-------|
| Between Groups | .5562 | 2 | .274815 | 2.852 |
| Within Groups | 1.7588 | 18 | .0975 | |
| F.05=3.55 | * Not Significant | | | |

Table 6. The Level of Efficacy of the Assessed Administrative Support to Instruction

| III. The Level of Efficacy of the Assessed Administrative Support to Instruction | Fa | St | Ad | Overall Mean |
|---|-------------|-------------|-------------|--------------|
| 1. The institution effectively implements rules on the attendance of the faculty in their respective classes as covered by faculty manuals and codes. | 4.00 | 3.85 | 3.39 | 3.75 |
| 2. Faculty performance evaluation is periodically done in accordance with the existing rules and institutional policies effectively | 3.58 | 3.42 | 3.40 | 3.47 |
| 3. Administration set a regular schedule of dialogs, council meetings properly documented effectively. | 3.65 | 3.78 | 3.38 | 3.60 |
| 4. Administration effectively encourages the conduct of studies on academic performance of faculty and students | 3.75 | 4.15 | 3.39 | 3.76 |
| 5. The administration effectively implements in-service and re-tooling activities for faculty. | 3.44 | 3.83 | 3.28 | 3.52 |
| Total Mean | 3.60 | 3.81 | 3.37 | 3.59 |

Legend: 2.61-3.40 (Moderately Efficient); 3.41-4.20 (Much Efficient); 4.21-5.00(Very Much Efficient)// F-Faculty; S- Students, A-Administrator

The result of the ANOVA along the level of efficacy of the assessed administrative support to instruction F-ratio of 6.729 is greater than the critical value of 3.88 at .05 level of significance. This



proves that there are significant differences in the perceptions of the respondents on the level of efficacy of administrative support to instruction . This implies that they vary in their thoughts as regards to the level of efficacy . The null hypothesis is therefore rejected . The difference as shown in Tukey's Honest Significant Difference is between the students and administrators as shown by the critical difference of of 5.691 which is greater than the difference between the three groups of respondents.

Table 7. Summary of ANOVA on the level of efficacy of the assessed administrative support to instruction among HEI's in Kalinga

| Source of Variance | SS | Df | MS | F |
|--------------------|---------------|----|-------|-------|
| Between Groups | .5114 | 2 | .2557 | 6.729 |
| Within Groups | 1.7588 | 18 | .0975 | |
| F.05=3.88 | * Significant | | | |

CONCLUSION

1. The group on faculty is very much aware on supervisory visits as an important instrument to enhance instruction
2. There were significant differences on the perceptions of the respondents on the level of awareness of administrative support to instruction as reflected on the differences shown by the Tukey's Honest Significant Difference results and the level of efficacy of the assessed administrative support to instruction among HEI's in Kalinga. The difference lies between students and administrators respectively.

RECOMMENDATIONS

1. There is a need to revisit existing manuals and codes of operation for administrator's functions and responsibilities.
2. The clamor on having a scheduled dialogs among administrators, faculty and students should be addressed.
3. Faculty performance evaluation should be periodically done in accordance with the existing rules and institutional policies.

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