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Organizational Culture and Practices of Local Colleges in Batangas Province Towards Academic Excellence

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Abstract

This research focused on the organizational culture and practices of local colleges in Batangas Province. It assessed the culture of the local colleges in terms of the clan, adhocracy, market, and hierarchy culture. It also evaluated the practices of local colleges in terms of their trifocal functions. Furthermore, the study determined if there were significant relationships between organizational culture and their practices, along with their trifocal functions. The primary issues and challenges faced by local colleges were also identified. The researcher utilized descriptive research, with 136 teaching and non-teaching personnel from three local colleges in Batangas Province serving as respondents. Data were gathered using a validated questionnaire, supported by documentary analysis. Statistical tools applied to treat data included frequency, percentage, rank, weighted mean, and Pearson product moment correlation.

Based on the results, it was found out that the local colleges manifest almost the same type of organizational culture. The instruction, research, and community extension practices are all moderately practiced. Findings also indicated that instruction has a significant association with organizational culture. The commitment and interest of the employees are seen to be the biggest challenge faced by the local colleges. Key findings served as the basis for the preparation of an organizational culture-based development plan. It was recommended that the prepared development plan be utilized by the local colleges to enhance the trifocal functions and achieve academic excellence. It was also recommended that parallel studies be conducted among other universities and in other learning areas to validate the findings of the study.

1. Introduction

For 21st century institutions of higher learning, knowledge and innovation play a much more important role now more than ever, in response to the emerging needs and the shifting academic landscapes. The new environment requires universities and colleges to recast their systems and practices in ways that will allow them to thrive within evolving paradigms [7]. In the Philippines, one of the challenges confronting institutions of higher learning is greater accountability of outcomes and impacts in the services they provide. Hence, progressive reforms are aimed at maximizing the institutions' contribution to society, especially in developing competent and high-level human resources.

Knowledge production and innovation, however, cannot flourish in an organization whose culture is not conducive to innovative ideas. Universities therefore have to incessantly modify the way they work and operate, not only to keep up with technology and innovative practices [15], but more importantly, to search for new ways to improve the delivery of higher education through a strong organizational culture. This would guarantee the efficiency of services and effectiveness of their daily operations, which would consequently meet statutory and regulatory requirements, and ensure that they are on track in carrying out their inherent mandate.

This has become more apparent amidst the increasingly competitive global environment, which demands that educational institutions improve the delivery of quality instruction, research, and extension. The interdependence of these functions is anchored on, and consequently reveals, the institution's strategic orientations. Adherence to standard norms for ensuring quality education, albeit with significant room for adaptation and flexibility, is necessary for every educational institution to recognize itself as a distinct entity whose primary goal is to produce not only graduates but also productive citizens of society.

The practices of higher education institutions in performing their trifocal functions of instruction, research, and extension

determine their high performance, which would lead to quality education. Such practices are worthy of research investigation because these include skills, qualifications, symbolism, and importance. Examining the practices concerning the trifocal functions of every educational institution by quality standards determines their efficacy and efficiency, generating the actual essence of their existence.

For Coman [5], higher education institutions' trifocal roles of instruction, research, and extension are bearers of organizational culture, which is understood as an interwoven web whose components overlap and link. No practices, for that matter, will be taken out of context in relation to the organizational culture of any academic institution. With the developments and innovations in education, the concept of culture is particularly important when managing institutional changes. This is because despite well-designed plans, any modification or development is inevitably affected by organizational culture.

Despite the many rational differences, each higher education institution essentially provides students with a mission-appropriate and high-level educational experience. In actuality, an academic's anticipated tasks and obligations include more than simply instruction and research; outreach to the greater community is also an essential component of the job. Colleges and universities have the responsibility to not only educate (instruction) but also to generate new knowledge (research) and utilize the fruits of the intellect to benefit the wider community (extension) [1].

Cognizant of the importance of organizational culture and institutional practices vis-à-vis academic institutions' trifocal functions, the researcher was motivated to conduct this study. This research focused on three local colleges in Batangas Province, which were founded as a result of the powers granted to local governments by Republic Act 7160, generally known as the Local Government Code. Local colleges and universities (LUCs) are educational institutions that are part of the local government entity (LGU). The local government is in charge of general oversight and administration, particularly in financial and personnel affairs. LUCs are overseen by the Commission on Higher Education (CHED) and must be accredited as a higher education institution.

Currently, no research has been conducted on the organizational culture of any local college or university in Batangas province that can be linked to their practices. The current study delved into the predominant organizational culture among Batangas Province's local colleges, and linked it to their practices in terms of their trifocal functions, with the final intention of boosting academic quality through a development plan to promote academic excellence.

2. Objectives
This study explored the local colleges in the province of Batangas' Organizational culture and how it shapes the institution's overall practices in terms of the trifocal functions of higher education institutions. Specifically, the study sought to achieve the following objectives: (1) Describe the profile of local colleges in terms of: faculty profile, number of programs offering, enrolment population and year of operation. (2) Identify the type of organizational culture of the local colleges manifest as regards: clan, adhocracy, hierarchy and market. (3) Assess the extent of manifestation of practices along the following functions: instruction, research and extension (4) Determine the

relationship between the assessments on the type of organizational culture and the extent of manifestation of practices along the trifocal functions of the college (5) Identify the issues and challenges in performing the three main functions of local colleges (6) Propose a development plan for the improvement of the trifocal functions of the local colleges.

3. Materials and methods
This study explored the organizational culture among the Local Colleges in Batangas Province and correlated it to their practices in terms of their trifocal functions. The descriptive design was used in this study to assess the organizational culture and the practices of the local colleges, which would serve as the basis for developing an action plan to achieve academic excellence.

The research participants included the teaching and non-teaching personnel of the three local colleges in Batangas Province. The researcher used the random sampling method while the Raosoft Size Calcultator was utilized to compute the sample size. There were ideally 192 respondents to take part in the study. However due to travel restrictions and communication difficulties brought about by the global pandemic on 136 responses or 71% retrieval rate was achieved. This is within the acceptable rate considering the nature of the study and the manner by which the questionnaire was administered.

The information gathered, analysed and interpreted with the aid of Statistical Package for Social Science (SPSS). The frequency, percentage, weighted mean and Pearson Product Moment correlation were computed to identify the organizational culture and its association with the practices of the local colleges.

4. Results and discussions
This section presents the consequence of the data gathered. Interpretation is offered to validate results of the study. The results then form basis for the conceptualization of an action plan towards academic excellence.

4.1 Profile of local colleges
The local colleges were primarily established to serve the Filipino youth, especially those who are from the underprivileged sectors of society. Based on the data gathered, Local College C has the most faculty members and has the biggest percentage of faculty with a master's degree. However local college B has a greater percentage of faculty with a doctorate. The result suggests that even when local colleges have relatively the same mandates, they greatly vary in terms of actual implementation, especially relative to hiring policies and faculty development.

In terms of the number of programs the local colleges offer, Local College B has the most programs available with six, while the other two local colleges have only five each. The mission of higher education systems in the Philippines is stated in CHED Memorandum Order No.46 Series of 2012, which includes helping improve the quality of human life of Filipinos, responding effectively to changing societal needs and conditions, and providing solutions to problems at the local, regional and national levels. The fulfillment of this mission entails a critical mass of diverse higher education institutions offering quality programs that meet national standards. In response, the local colleges offer programs that

are responsive to societal needs.

In terms of student population, College C has the largest student population of 6,000 students, followed by College A with 1,004, and College B with 801 students. During the Academic Year 2019-2020, there are a total of 248,731 individuals who were enrolled in different Local Colleges in the country. This means that 3.14 % of the total enrolment population of the Local Colleges in the country came from the Local Colleges in Batangas Province during that academic year.

In terms of year of operation, College C started its operation in 1994. College A started its operation in 2006, and College B in 2016. Thus, College C is considered to be the longest-running local college in Batangas compared to the other two colleges. This suggests that the organizational culture of College C may be stronger than that of the other relatively younger colleges, since it is a widely accepted notion that institutions that have existed for a long period would have established a certain culture among members of the academic community.

4.2 Type of Organizational Culture of the Local Colleges

Organizational culture is the collection of values, expectations, and practices that guide and inform the actions of all team members. A robust and widely shared set of values backed by strategy and structure is essential for a thriving culture.

4.2.1 Clan Culture

Table 1 shows the organizational culture that the local colleges manifest in terms of Clan Culture. It can be seen from the table that College A obtained the highest mean of Clan Culture. The results suggest that College A adopts clan culture higher than the other two colleges. Clan culture, as literature characterizes it, places a greater emphasis on shared aims and beliefs.

Table 1: Organizational Culture of Local Colleges in terms of Clan Culture

Local Colleges	Weighted Mean
A	29.61
B	28.66
C	28.13
Total	28.80

The data show that while College A has the highest assessment on Clan Culture, the assessment data on the other two colleges are very close. Clan culture appears to be the growth of unity that each leader should promote at work. Furthermore, Davis and Cates [8] state that the fundamental assumption of clan culture is that individuals can act responsibly when there is confidence in one another, commitment to the organization, and mentorship through employee involvement.

Small organizations, in particular, have strong staff bonds, making it simpler to embrace clan culture. This makes sense since local colleges are considered as smaller organizations compared to state colleges and universities. This would explain why they are more likely to adopt a clan culture. The result is in line with the above statement since College C is the biggest local college among the three colleges, thus it gained the lowest mean of the culture. Local College C has the biggest population among the three, thus may not have staff bond as strong as that of the other two colleges.

4.2.2 Adhocracy Culture

Adhocracy culture is characterized by a vibrant, enterprising, and creative atmosphere wherein an organization can effectively respond to change. Table 2 presents the organizational culture of the local colleges in terms of Adhocracy culture.

Table 2: Organizational Culture of Local Colleges in terms of Adhocracy Culture

Local College	Weighted Mean
A	23.16
B	23.48
C	23.52
Total	23.37

College C obtained the highest weighted mean, which suggests that its members are more innovative and risk-takers and they are more willing to reinvent systems and processes compared to the other two colleges. The college is externally focused and looks to diversify its activities to satisfy its clientele. Furthermore, College C may be considered as an agile and dynamic institution, and hence an externally-oriented institution.

In addition, Ashraf and Rezaie [2] revealed that the correlation between adhocracy culture and faculty job satisfaction was stronger than other types of culture. The fact that College C has more faculty than the other two colleges would explain this result, although a closer analysis would reveal that the figures are actually very close, with 0.04 separating College C from College B. This suggests that while College had the highest weighted mean, the characteristics of the colleges in employing an adhocracy culture may relatively be similar to each other.

4.2.3 Hierarchy Culture

An institution manifesting the hierarchy culture is characterized as a formal and structured organization where maintaining the smoothness of the organization is the priority. In many ways, formal rules and policies unite the organization. Table 3 presents the organizational culture of local colleges in terms of Hierarchy Culture.

Table 3: Organizational Culture of Local Colleges in terms of Hierarchy Culture

Local College	Weighted Mean
A	23.96
B	24.58
C	20.57
Total	23.04

The table shows that College B got the highest weighted mean relative to Hierarchy Culture among the three local colleges. Institutions that adopt a hierarchy culture are characterized by a formalized and structured work environment. Procedures govern what people do. The long-term concerns of the organization are predictability, stability, and efficiency. The organization is held together by formal rules and policies.

Therefore, it can be deduced that College B adopts a hierarchical culture even if it is a smaller organization than the other two colleges. The staff of the said institution value the rules and policies greatly. It can be said that the work of the academic staff is determined by rules. It is important to have stability, predictability, and sustainable policies in the

institution. Furthermore, according to the hierarchy culture presented in the Competing Values Framework, the reason why that culture is dominant in that organization is that it does not need to compete in a specific arena because the institution is open to the public, in other words, it has a relatively stagnant atmosphere.

4.2.4 Market Culture

The market culture emphasizes perfection in completing any task, and the organizations that practice this culture put much emphasis on winning. Table 4 depicts the organizational culture of local colleges in terms of Market Culture.

Table 4: Organizational Culture of Local Colleges in terms of Market Culture

Local College	Weighted Mean
A	23.27
B	23.28
C	24.02
Total	23.52

Among the three colleges, College C has the highest weighted mean relative to market culture. The results revealed that College C is the most competitive institution compared to the other two. Competitiveness may be evident not just between the organization and its market competitors, but also among its own employees. This is evident with the number of years college C has been operating. Since the local college has been operating for 27 years, this could mean that it has been able to compete with other colleges and universities in the province. The market culture is considered to be the most aggressive of the four cultures, but this type of culture can also lead to an unpleasant and unproductive working environment when improperly managed.

The result of the study is in congruence with Mulugeta [11], wherein market organizational culture has a significant relationship with job satisfaction. Being satisfied in work may contribute to its stability. Even though market culture is oriented towards the external environment rather than internal affairs, the values of the employees of an institution adopting a market culture such as competitiveness, productivity, goal clarity, efficiency, and accomplishment may affect its stability.

4.3 Extent of Manifestation of Practices along the Trifocal Functions
4.3.1 Instruction

Any higher education institution's primary function is to provide quality teaching. All teaching staff initiatives and efforts should be focused on offering high-quality, effective, and constantly improving instructional programs. Table 5 shows that data on the extent of manifestation of instruction practices in the local colleges.

The instructional activities of local institutions have been revealed to be moderately practiced. All higher education institutions' core function is instruction. However, new mandates and laws have added other roles to instruction, and therefore the focus of the faculty to teach and enhance instruction has shifted to other duties of research and community extension. Many studies, however, have demonstrated the link between the trifocal function of higher educational institutions, in which research, community

extension, and instruction complement one another.

With the release of CMO No. 46 series of 2012 on the Policy and Standard to Enhance Quality Assurance in Philippine Higher Education through Outcomes-Based and Typology Based QA, institutions of higher learning were mandated to adopt an outcomes-based approach to teaching and learning. The results showed that the local colleges abide by the Commission of Higher Education's policies to shift toward Outcomes-Based Education to ensure seamless education towards globalization.

Regularly checking the use of instructional strategies and materials through classroom observation gained the third highest mean. Instructional materials are essential tools in learning every course in the school curriculum. They allow students to interact with words, symbols, and ideas in ways that help them develop their skills in reading, listening, problem-solving, viewing, thinking, speaking, writing, and using media and technology. The study of Bukoye [3] studied the utilization of instructional materials as tools for the effective performance of students. The results of the study found that most schools made insufficient use of educational resources, and the majority of instructors did not recognize the significance of the usage of instructional materials in teaching.

The present study, however, showed that the local colleges recognize the importance of instructional materials for the effective performance of students. It gained the third highest mean among other practices. This reflects that the teaching employees of the local colleges know the importance of instructional strategies and materials that they regularly check.

Table 5: Extent of Manifestation of Instruction Practices

Items	WM	VI
1. implements an OBE curriculum	3.58	EP
2. reviews its curricular programs regularly	3.61	EP
3. involves industry partners in curriculum development	3.40	MP
4. utilizes various instructional materials such as textbooks, workbooks, modules, audio-visual materials, and modern information and communications technology	3.43	MP
5. applies modern instructional strategies such as gamification, collaborative learning, and problem-based learning.	3.44	MP
6. evaluates students' performance.	3.55	EP
7. regularly checks the use of instructional strategies and materials through classroom observation	3.56	EP
8. utilizes a variety of quality assessment tools like portfolios, peer reviews, and open-ended questions.	3.51	EP
9. involves faculty members in seminars, colloquia, and faculty development activities for effective instruction	3.52	EP
10. employs its admission and retention policies	3.55	EP
11. implements feedback mechanism to identify classroom management issues.	3.51	EP
12. monitors and implements intervention programs for the poor performing students	3.41	MP

Items	WM	VI
13. engages students in co-curricular and extracurricular activities.	3.54	EP
14. provides frequent and timely feedback to faculty and students	3.40	MP
15. recognizes faculty for teaching excellence and innovation.	3.39	MP
Composite Mean	3.49	MP

4.3.2 Research

Another core function of higher education institutions is the generation of new knowledge through research, in which faculty members are required to provide novel information that would be helpful to the university and the society at large.

The table reveals that in general, the local colleges moderately practice their research activities. Among the practices in the research function, the alignment of research objectives with the institution's vision, mission, and goals got the highest weighted mean. Planning of different research programs relevant to the priorities and needs of the institution and the community and providing research capability also received high assessments.

Table 5: Extent of Manifestation of Research Practices

Items	WM	VI
1. aligns its research objectives with its vision, mission, and goals	3.50	EP
2. plans different research programs that are relevant to the priorities and needs of the institution and the community	3.45	MP
3. provides research capability training.	3.43	MP
4. allows the student to participate in research activities	3.38	MP
5. undertakes research committee reviews and monitors the progress of research	3.41	MP
6. conducts collaborative and interdisciplinary research activities	3.38	MP
7. supports faculty who are engaged in research that is relevant to their fields of specialization	3.35	MP
8. allots budget for research as stated in the Annual Investment Plan	3.17	MP
9. utilizes the research outputs towards the development of innovative instructional materials, product, inventions policies, or creative output	3.20	MP
10. utilizes research findings towards the improvement of the teaching-learning process, policy review, and other purposes	3.19	MP
11. allows research outputs to be presented in research fora (institutional, local, national, and international)	3.24	MP
12. offers means for the publication of research outputs in a research journal (institutional, local, national, and international	3.24	MP
13. provides a mechanism for research outputs geared toward the improvement of conditions in the community	3.22	MP
14. provides facilities and equipment to support research	3.26	MP
15. utilizes research outputs as a basis for policy/program development of the institution.	3.35	MP
Composite Mean	3.32	MP

The school mission provides the context for governance, decision making, and the way the school is managed. Hence, the mission and vision must be articulated so that the employees are guided. In addition, the planning of different research programs that are relevant to the priorities and needs of the institution and the community had the second highest weighted mean. In line with this, the study of Chen [6] highlighted the importance of knowledge production and transfer for any institution of higher learning. In that study, the transformation of the Chinese higher education system from knowledge dissemination and training personnel to knowledge production and transfer was found to be beneficial not only to the universities but also to national development.

The result of the current study agreed with the latter, that the local colleges acknowledge the importance of research in nation building. As a result, planning for various research initiatives is given a larger priority. Research initiatives that are relevant to the college's aims and needs, as well as the requirements of the larger community, should be carefully designed and consequently prioritized.

Furthermore, planning research activities and providing research capability programs are also practiced in the local colleges moderately. This result is parallel with Quitoras's & Abuso's [13] study that one of the best practices of a higher education institution is research capability training. Some studies have demonstrated that instructors are only marginally capable of performing research and have indifferent views about it, which may be one of the reasons why research capability programs have piqued the interest of a growing number of institutions like local colleges. Furthermore, research capability programs are a way to encourage research interest and confidence, as well as to preserve faculty members' passion to conduct scholarly studies.

Among the research practices, the allotment of budget for research as stated in the annual investment plan gained the lowest weighted mean. The result of the study aligns with the analysis of Wa-Mbaleka [14], that one factor leading to limited faculty publication is a lack of funds. Limited financial resources for conducting research, publication, and remuneration for publication prevent some faculty members from publishing. Government funding for colleges and universities is apparently not enough. Much of the budget is allotted to the salaries of academic and non-academic staff. Thus, funding for research and improvement of learning facilities and resources continues to pose a great challenge.

4.3.3 Extension

Community extension is the act of interacting with, influencing, and assisting specific sectors and target clients to increase productivity successfully, thereby helping community and institutions and ultimately improving the quality of life. Extension work should be a well-planned program that brings research results to individuals to assist them in solving their problems. The data in this regard are shown in Table 6.

The findings show that most local colleges conduct advocacy programs such as civic, cultural, and spiritual activities that help the marginalized or underprivileged sectors of the community.

This is similar to the findings of Salazar (2020) that focused on the assessment of different extension projects and activities such as environmental clean-up, nutrition feeding programs, and Christmas gift-giving, to name a few, which

were actively participated in by the academic community.

Table 6: Extent of Manifestation of Research Practices

Items	WM	VI
1. regularly evaluates its community extension services	3.31	MP
2. conducts community outreach program that promotes satisfactory relations with various sectors of the community	3.32	MP
3. conducts community programs to address the needs of the different stakeholders.	3.38	MP
4. provides financial aid and other assistance to needy students	3.32	MP
5. conducts outreach programs, and projects at the national, regional, local, and barangay levels.	3.36	MP
6. shares its resources with the community.	3.41	MP
7. grants extension personnel appropriate recognition or honoraria.	3.29	MP
8. provides financial, material, and human resources for a thriving community extension project.	3.32	MP
9. encourages students to participate in community extension programs.	3.31	MP
10. ensures the safety of participants in the community extension programs	3.38	MP
11. conducts various extension programs and activities based on different development areas such as disaster preparedness, health and sanitation, recreation, and environment protection.	3.32	MP
12. participates in the works related to civic, cultural, and religious activities.	3.49	MP
13. organizes NSTP projects that benefit the immediate communities where it is located.	3.46	MP
14. conducts sustainable extension program that includes technical assistance, technology transfer, utilization, and commercialization.	3.47	MP
15. conducts impact assessment evaluation of the extension program	3.38	MP
Composite Mean	3.37	MP

The local colleges also conduct a sustainable extension program that includes technical assistance, technology transfer, utilization, and commercialization. Ensuring the sustainability of community-based programs is vital to the target community.

As Quezada [12] noted in her study, the aims and goals of the community programs, as well as their effectiveness and sustainability, were achieved. The lives in the community have been enhanced as a result of technology transfer and commercialization offered by the partner institution. It was also emphasized that long-term poverty reduction would be achieved only if external assistance focuses on what matters to people, understands the differences between groups of people, and works with them in a way that is compatible with their current livelihood strategies and social environment.

The practice of granting appropriate recognition and honoraria obtained the lowest assessment. The result revealed that local colleges rarely give credit and honoraria for faculty members engaged in community extension activities. The effect is in contrast with the study of Ogan (2019), wherein recognition and appreciation are practiced well. This suggests that even when extension activities are expected to be voluntary and act of service, faculty members still deserve some form of credit in the delivery of extension service.

Extension services play an important role in the attainment of national development goals. It is for this reason that local colleges and universities extend their services to help the government attain its goals and objectives, as stated by Malahay [10]. However, these extension programs should be properly implemented so that they can provide the greatest good for the greatest number of people. To ensure that the extension programs are being implemented properly, it is important to conduct an assessment and evaluation of the extension programs. However, the result of the study showed that regular evaluation of extension services obtained a low assessment, suggesting that this aspect still needs to be improved.

4.4 Relationship between the Assessments on the type of Organizational Culture and the Extent of Manifestation of Practices along with the Trifocal Functions of the College

Organizational culture reflects an institution's values. How the organization manages workflow, interacts as a team, and treats all the stakeholders contribute to an experience that should reflect the identity of an organization and how an organization should operate. In a nutshell, the institution's culture is the sum of its principles in action. It is theorized that organizational culture influences how things are done in institutions in some way.

Table 7 presents the correlational analysis between the assessments of the Clan Organizational culture and the extent of manifestation of the practices along the trifocal functions of higher education institutions. The computed p-values are 0.104, 0.217, and 0.152 for instruction, research, and extension respectively. The p-values are greater than the level of significance of 0.05, indicating no sufficient evidence to reject the null hypothesis. This means that there is no significant relationship or association between the Clan Organizational Culture and the extent of manifestation of practices along the trifocal functions of the colleges.

Table 7: Correlation between the Assessments on the Clan organizational culture and the Extent of Manifestation of Practices of Local Colleges

Trifocal Functions	Computed Value	p-value	Conclusion
Instruction	-0.140	0.104	Not Significant
Research	-0.106	0.217	Not Significant
Extension	-0.124	0.152	Not Significant

Table 8 presents the correlational analysis between assessments on the Adhocracy Organizational Culture and the extent of manifestation of practices along the trifocal functions. The results show that the p-values of 0.467, 0.855, and 0.720 are greater than 0.05, indicating no sufficient evidence to reject the null hypothesis. This means that there is no significant association or relationship between the adhocracy organizational culture and their extent of manifestation of the instruction, research, and extension practices. There is no evidence that adhocracy culture may affect the trifocal functions of an educational institution.

Table 8: Correlation between the Assessments on the Adhocracy organizational culture and the Extent of Manifestation of Practices of Local Colleges

Trifocal Functions	Computed Value	p-value	Conclusion
Instruction	-0.063	0.467	Not Significant
Research	0.016	0.855	Not Significant
Extension	-0.031	0.720	Not Significant

Table 9 presents the correlational analysis between the assessments on the Hierarchy organizational culture and the extent of manifestation of practices along with the trifocal functions. Similar to the previous findings, the results show that the p-values of 0.423, 0.405, and 0.223 are greater than 0.05, indicating no sufficient evidence to reject the null hypothesis.

Table 9: Correlation between the Assessments on the Hierarchy organizational culture and the Extent of Manifestation of Practices of Local Colleges

Trifocal Functions	Computed value	p-value	Conclusion
Instruction	0.069	0.423	Not Significant
Research	0.072	0.405	Not Significant
Extension	0.105	0.223	Not Significant

Table 10 presents the correlational analysis between the assessments on the Market Organizational Culture and the extent of manifestation of practices along the trifocal functions. The results show that the p-value of 0.028 is lower than the level of significance of 0.05, indicating evidence to reject the null hypothesis. This means that the market organizational culture has a significant relationship with instructional practices.

Table 10: Correlation between the Assessments on the Hierarchy organizational culture and the Extent of Manifestation of Practices of Local Colleges

	Computed Value	p-value	Conclusion
Instruction	0.189	0.028	Significant
Research	0.065	0.454	Not Significant
Extension	0.099	0.250	Not Significant

4.5 Issues and Challenges in Performing the Trifocal Functions of Local Colleges

This paper has established the notion that instruction, research, and community extension are tied together for higher education to be a formidable producer of meaningful services and products to society. However, institutions of higher learning have been faced with challenges in performing these functions vis-à-vis abrupt shifts in the roles of higher education in the social, economic, and political spheres. Presented in Table 11 are some of the challenges confronting local colleges in the performance of their trifocal functions.

Table 11: Issues and Challenges in Performing the Three Main Functions of Local Colleges

Items	WM	VI
1. There is sufficient funding/budget allocation and other resources.	3.27	MO
2. Employees/participants are committed and interested	3.45	MO
3. The technical and technological know-how of the employees/participants are adequate.	3.30	MO
4. Monitoring and evaluation systems are organized.	3.36	MO
5. Strong implementation of policies and guidelines	3.43	MO
6. Adequate recognition, merit, and incentive program	3.26	MO

Items	WM	VI
of the school.		
7. School's changing needs, directions, and priorities are evident.	3.43	MO
8. There is a considerable workload of the employees/participants	3.41	MO
9. There is enough support and encouragement from school leaders.	3.41	MO
10. The policies of national and local governments are frequently changing.	3.38	MO
11. Employees/participants can sustain clear communication and collaboration	3.43	MO
12. Demanding timeframe/timeline	3.28	MO
13. Diverging orientation and views of employees/participants	3.38	MO
14. Crab mentality and manana habit	3.33	MO
15. Well-crafted plans are evident.	3.41	MO
Composite Mean		MO

Among the listed challenges, adequate recognition and merit obtained the lowest weighted mean. According to the findings, giving recognition and merit is a significant challenge for local colleges. Employee recognition is the timely acknowledgment of a person or group that praises their effort or behavior. They would have exceeded normal expectations, whether by performing exceptionally well or contributing to the achievement of one of the organization's goals, had proper credit been given. It is therefore imperative for colleges, and for all organizations for that matter, to incorporate recognition into their workplace regularly.

Sufficient funding or budget allocation is also perceived as an issue among local colleges. This supports the notion of Flynn (2013) [9], stating that as college funding remains low, maintaining an adequate financial standing becomes increasingly more difficult. In the case of the Local Colleges, this situation can be better understood by considering the basis for its establishment.

4.6 Proposed Development Plan

The study's output is a development plan that focused on the trifocal functions of the colleges. Strategic activities such as strengthening transformative teaching methods; recruiting, developing, and retaining high quality faculty members; and utilizing curriculum, instructional design, and assessment practices were proposed to enhance the instructional practices of the college. Encouraging and supporting high quality research and innovation and providing organizational support and resources to enhance faculty research are some of the proposed activities to enhance the research practices. Lastly, building, engaging, and strengthening constructive relationships with local and regional communities and incentivizing faculty efforts are some of the initiatives proposed to enhance the extension services of the local college.

5. Conclusions

Based on the findings of the study, the following conclusions are drawn:
1. Local colleges in the Province of Batangas differ greatly in terms of student population and faculty qualifications profile. Local College C has the most qualified faculty line up with more than 90% of the faculty with post-graduate degrees.
2. The local colleges in Batangas Province manifest relatively similar types of organizational culture,

although College A leans more to a clan culture, College B manifests more of a hierarchy culture, and College C gears towards clan and market types of organizational culture.
3. Local colleges in Batangas moderately practice their trifocal functions of instruction, research, and extension services.
4. Only the assessment on the market organizational culture has a significant correlation with the extent of manifestation of instructional practices.
5. The primary issues and challenges encountered by the local colleges in performing their functions are insufficient funding or budget allocation and other resources, and lack of adequate recognition, merit, and incentive programs of the schools.
6. The proposed development aims at enhancing the local colleges' practices along their instruction, research, and extension service functions.

6. Recommendations
Based on the findings and conclusions of the study, the following recommendations are hereby endorsed:
1. The prepared development plan may be assessed by authorities concerned prior to utilization in order to enhance the practices of the local colleges along their trifocal functions.
2. The local colleges must be aware of their organizational culture so they can devise appropriate and effective plans towards academic excellence and institutuional success.
3. The practices along the trifocal functions of the higher education institutions should be manifested at all levels in the institution to promote academic excellence.
4. Parallel studies may be conducted among other local colleges and in other learning areas to validate the findings of the study.

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