



MAINTENANCE, IMPROVEMENT, AND SUPERVISION OF ANNEX CAMPUSES: AN EVALUATIVE STUDY

ROME B. MORALISTA, Ph.D¹, ROGER B. RUEDA, Ph.D², ERLY M. MARTIR, Ph.D³
TOMMY M. ARTAJÓ, Ph.D⁴, RONILO G. BERONDO, Ed.D⁵, HELEN R. VILBAR, Ph.D⁶

<https://orcid.org/0000-0001-6653-6148>

rome.moralista@gsc.edu.ph

Guimaras State University

Philippines, ASEAN

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ABSTRACT

To evaluate the maintenance, improvement, and oversight of the school enables to better meet its educational needs. A descriptive-evaluative study was conducted with a focus on the level and relationship of maintenance, improvement, and supervising activities of top-level management of annex campuses. There were 21 non-faculty employees working at Guimaras State College who served as respondents. Findings revealed that most respondents strongly agreed on the degree of management responsible for school maintenance. It is always highly satisfactory in terms of improvement and supervision. However, maintenance has a negative correlation with improvement, but a large positive correlation with the level of supervision. Lastly, improvement is strongly correlated with supervision.

Keywords: Maintenance, Improvement, and Supervision

INTRODUCTION

In practice, the linked notions of a high-quality postsecondary education system are typically defined as outputs, results, processes, or inputs. Higher education is vital for innovation and human capital development, as well as for the success and sustainability of the country's State Colleges and Universities. It is a critical component of the educational process and the holistic development of professionally competent, service-oriented, principled, and productive citizens. It serves three functions: teaching, research, and extension. It becomes a primary driver of the nation's socioeconomic growth and sustainable development as a result of these. Additionally, the CHED is aware of its consistent commitment to service through high-quality teaching, research, and extension. It is responsible for developing and implementing policies, strategies, and programs

aimed at enhancing the development and efficiency of the country's higher education system.

To improve, SUC develops a development strategy that involves its annex campuses in order to become a proficient, versatile, and productive SUC institution in the twenty-first century. Then, various programs and policies must be implemented in such a way that organizational performance and efficiency are measured. This is a critical component of the reform for the general welfare of all annex campuses as well as the main campus. By calculating efficiency, it is feasible to compare the performance of these annex campuses to the standard capability associated with their VGMO. And that utilizes a more precise and dependable approach to assess the efficiency and productivity performance of state universities and colleges. Recognizing that all HEIs will eventually undergo accreditation, accreditation serves as a means of quantifying an HEI's delivery



of high-quality education, a conducive learning environment, and other areas by serving as a barometer of how efficient and effective an institution is in providing services to its clients. The HEIs under their control are able to adapt to these changes by providing updated reports on maintenance, upgrades, and supervisory oversight to ensure compliance with the accreditation survey's requirements.

Although CHED oversees and controls the quality of education provided by private HEIs, private institutions are self-governing. Particularly those prestigious HEIs that have been designated as "autonomous," meaning that the government does not intervene. Other HEIs are directed by the government to improve the quality of education and school facilities throughout their immediate vicinity, including other campuses.

Therefore, it is critical to understand their perspectives and expectations regarding supervisory methods, development in maintenance, and continuous improvement in order to implement a successful evaluation. Any HEI's future is highly dependent on its administration's competency, overarching vision, and strategic activities to accomplish organizational goals in its annex campuses. Diverse models resulted in divergent practices. The world is always changing, and the demand for leadership and management has never been more critical, serious, or complex. It is confronted with a variety of issues and difficulties as it attempts to meet the demands of its campuses.

Enhancing teaching is a complex process that requires the interaction of numerous variables. Schools must encourage the formation of networks and involvement in training, as informal peer support and collaboration are highly effective methods of knowledge sharing and learning. Administrators of institutions of higher education must demonstrate that each of its campuses is actively involved in quality assurance to ensure that programs, institutional requirements, and learner milestones are met. Additionally, teachers participating in continuous professional development gain from opportunities to apply, observe, and practice modifications to their teaching. In terms of SUCs, it is observed that while the number of main campuses has remained

relatively stable, the number of satellite campuses has expanded. Satellite campuses can be established as long as they are permitted by the institution's governing body. As a result of this rapid expansion of schools, some fields are duplicated within an area, and some satellite campuses receive just a tiny budget.

Today's HEIs are more diverse and resemble a patchwork model that caters to a broader part of the population. Thus, it is defined by massive expansion and increased participation, as well as the emergence of new developments, more diverse profiles of HEIs, programs, and their students; increased adoption and integration of communications and educational technologies; increased internationalization, competition, and signaling mechanisms; increasing cost pressures and the emergence of new forms of financing; and the emergence of new governance modes and roles, including an increased emphasis on. Supervision is a continuous activity that strives to improve teaching through the provision of necessary services to teachers.

OBJECTIVES OF THE STUDY

The study sought to assess the level of maintenance, improvement, and oversight operations of Guimaras State College's annex campuses in the year 2020. In accordance, it sought to determine its extent and significant relationship to maintenance, improvement, and supervision activities of top-level management of annex campuses.

METHODOLOGY

This study was grounded in descriptive-evaluative research, as the outcome would be an assessment of the performance of each annex campus. The study surveyed a total of 21 non-faculty employees at Guimaras State College.

According to Arifin (2012), evaluation research is a type of research that aims to tell decision makers (policymakers) about a program's power or strength as measured by its efficacy, cost, or device. Descriptive research is the most frequently used method of eliciting information

through the use of questionnaires, unstructured interviews, and observation. This study used an evaluative design and primarily used a questionnaire checklist to collect the necessary data for the study. The researcher distributed questionnaires to his or her subjects. The questionnaire was divided into three sections: Part 1 focused on annex campus upkeep, Part 2 on annex campus improvement, and Part 3 on annex campus oversight. After describing the study's objectives and instructions, the researchers were granted permission to administer the research-created questionnaire about the level of maintenance, improvement, and supervision at Guimaras State College annex campus. Following that, the data collected were subjected to statistical analysis.

RESULTS AND DISCUSSION

1. The Level of Maintenance in School Annex Campus

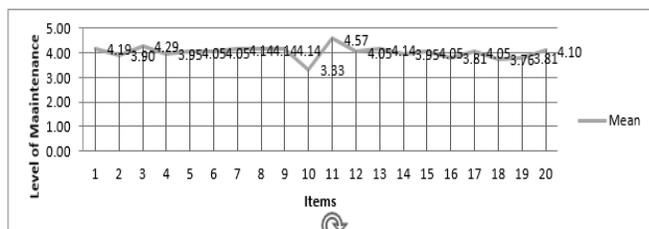


Figure 1. Results on the Level of Maintenance in School Annex Campus

The description was made on the basis of the indicated scale: Strongly Agree (4.21-5.00), Agree (3.41-4.20)

It is observed that item no. 11 obtained the highest mean (M=4.57) and believed that most of the respondents were “Strongly Agree” means that that *annex campus provides student areas where they can lend time to do their school works and others* while most of them are “Disagree” on item no. 10 obtaining its mean (M=3.33). It seems that *all faculty members have a faculty room with table and chair to place his/her personal belongings*. Bandy et.al. (2020) says that teaching and learning experiences that take place outside of the confines of the classroom walls have a range of benefits for both students and instructors. Then, the teachers’

room – also known as the staff room or faculty lounge – is one of the most important rooms for educators. The teachers’ room is the place where staff can relax before or after class, eat lunch, grab a coffee, spend recess, consult with colleagues, plan lessons, discuss educational issues and socialize (Wagner, 2020).

2. The Level of Improvement in School Annex Campus

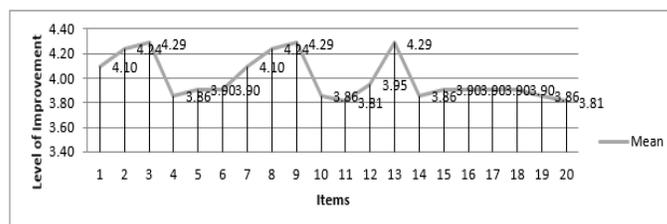


Figure 2. Results on the Level of Improvement in School Annex Campus

The graph above simply shows that the level of improvement in nos. 3, 9, and 13 are “Highly Satisfactory” (M=4.29) saying that there is an improvement through having *well-accommodating manner and well-organized library of the campus, fast and easy access to annex campus public wifi or wifi to all and online access to view grades and enrolment*. However, item no.2 got “Satisfactory” (M=3.81) where most of the respondents answered about the *cleanliness of restrooms, hallways, and classrooms*. Connaway et. al, (2017) asserted that improving these contributes to student success which has become the most significant way that institutions and their constituent units demonstrate value to funding and governance boards. These outcomes often relate to objective indicators of learning, which include assignment completion, semester grades, and graduation rates.

3. The Level of Supervision in School Annex Campus

In regards to the supervision to annex campuses, it was notices that that item nos. 12 & 13 were “Always” supervised (M=4.33) explaining that the annex campus encourages every department to have a monthly meeting to discuss

important agenda and monitor student performance to any professional examination recognized by Professional Regulatory Commission.

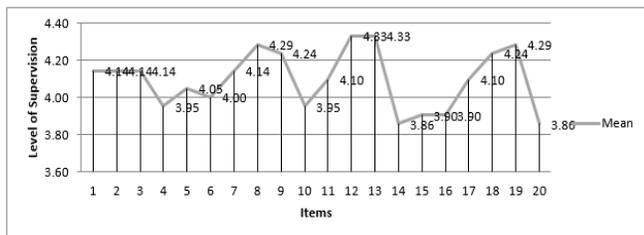


Figure 3. Results on the Level of Supervision in School Annex Campus

Then, items nos. 14 and 20 were supervised “Very Often” (M=3.86) explaining that the school campus emphasizes the development of information literacy skills and research forum is considered as one of the priorities of the school campus. For Harris (2017), it is a guiding principle for the redesign able to relate to a similar engagement process and would also feel honored. A design to guide an organizational change process based on engaging meetings. Antiojo (2017) cited that this is a response to the call for academic excellence. Then the paper of Addison and Meyers (2013) synthesized Perspectives on information literacy: a framework for conceptual understanding.

4. The Level of Maintenance, Improvement, and Supervision in School Annex Campus

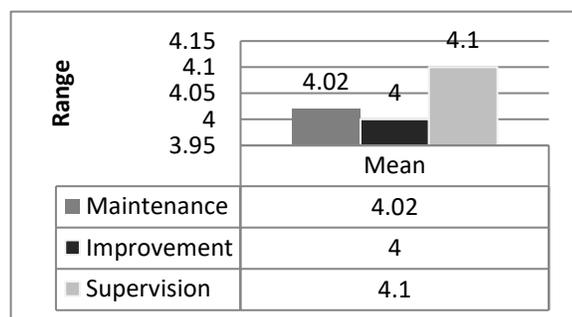


Figure 3. Results on the Level of Maintenance, Improvement, and Supervision in School Annex Campus

The results presented that according to the respondents, they are “Agree” (M=4.02) on the maintenance of the annex campus, in terms of Improvement, they considered it “Satisfactory” (M=4.00). Then, in regards to its supervision, they conducted it “Very Often” (M=4.10). It helped to understand the study of San Jose (2014) that endeavors of improvement remained inefficient because of the lack of strategic plans and priorities.

5. Correlation of Maintenance, Improvement, and Supervision using Pearson

Table 1

Results for the correlation of Maintenance, Improvement, and Supervision using Pearson

Category		Maintenance	Improvement	Supervision
Maintenance	Pearson Correlation	1	-0.013	.678**
	Sig. (1-tailed)		0.478	0.001
	N	20	20	20
Improvement	Pearson Correlation	-0.013	1	.561**
	Sig. (1-tailed)	0.478		0.005
	N	20	20	20
Supervision	Pearson Correlation	.678**	.561**	1
	Sig. (1-tailed)	0.001	0.005	
	N	20	20	20

Maintenance of annex campus and its improvement shows a high negative correlation (r=-0.013) than supervision of annex campus which is highly positive correlation (r=.678**). In between the improvement and supervision of school annex, they were noticed as highly positive correlated (r=.561**). Therefore, the institution may exert effort in order to create interventions in the improvement of the school annex. The improvement of the school building is a daily activity of the institution and an important factor in the delivery of education.

CONCLUSIONS

The maintenance, improvement, and supervision of top-level management activities at Guimaras State College's annex campuses carries out its program effectively. By giving students with an opportunity to continue their postsecondary education, by allowing them to take use of school benefits, and by establishing a teacher-student pleasant environment. Nevertheless, the annex



campus may assess their level of development in accordance with the institution's development strategy. In terms of supervision, school acts in order to accomplish the vision, mission, goals, and objectives specified.

RECOMMENDATIONS

Based on the findings, it is recommended that the school may categorize its faculty by providing them with specific offices that accommodate their demands and the school's upkeep and allow them to fulfill their tasks effectively. Using auditoriums, gyms, or a mini-theatre as venues for student activities may help the school improve. Along the course of the investigation, improvements in cleanliness and quick and easy access to annex campus public internet or WIFI must be highly noted. Lastly, highlighting the critical nature of information literacy skills and a research platform for students and faculty may also be advantageous as it is important to develop faculty literacy and skill in their respective fields of research.

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AUTHORS' PROFILE

Dr. Rome B. Moralista is the former VP for Research and Extension and Dean of the College of Business and Management of the Guimaras State University.

Dr. Roger B. Rueda is the Director of Instructional Materials Development of the Guimaras State University.

Dr. Erly M. Martir is the Dean of the Graduate School of the Guimaras State University.

Dr. Tommy M. Artajo is the former director of Community Extension Services of the Guimaras State University.

Dr. Ronilo G. Berondo is the Director of the Office of Student Affairs of the Capiz State University.

Dr. Helen R. Vilbar is the OIC Dean of the College of Arts and Sciences of the Guimaras State University.

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