ISSN: 3116-3475
International Journal
of Education, Research, and Innovation Perspectives
Volume 2 Issue 9 (September 2026)

Contemporary Administrative and Supervisory Practices, Organizational Climate, and Institutional Performance in Higher Education Institutions (HEIs) in the National Capital Region: Basis for a Proposed Strengthening Program

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Date Submitted:
August 05, 2026

Date Accepted:
September 01, 2026

Date Published:
September 13, 2026

DOI:
10.5281/zenodo.22732856

ABSTRACT

This study examined contemporary administrative and supervisory practices, organizational climate, and institutional performance in selected Higher Education Institutions (HEIs) in the National Capital Region (NCR) as basis for a strengthening program. It assessed practices in strategic planning, digital transformation, student-centered services, quality assurance and accreditation, inclusivity and diversity, financial management and sustainability, faculty and staff development, technology-enhanced communication, community and industry engagement, and ethical leadership and compliance. Organizational climate was examined in terms of leadership and management style, communication, collaboration and collegiality, work environment, job satisfaction and morale, equity, diversity and inclusion, organizational support and development, autonomy and empowerment, and change readiness and innovation culture. Using a descriptive-correlational design, the study involved 491 respondents from a population of 2,565 personnel, comprising 50 administrators, 268 faculty members, and 173 non-teaching personnel. Data were gathered through a validated researcher-made questionnaire and institutional performance records covering two academic years and analyzed using percentage, weighted mean, one-way analysis of variance, post hoc analysis, Pearson correlation, and tests of significance. Findings showed that administrative and supervisory practices were Evident (4.19), while organizational climate was also Evident (4.15). Significant differences emerged in technology-enhanced communication, ethical leadership and compliance, communication, and work environment. Institutional performance was generally high. Administrative and supervisory practices were significantly and positively related to organizational climate, whereas organizational climate had a negligible and nonsignificant relationship with institutional performance. Challenges were rated Encountered. Based on the findings, the TRANSFORM program was developed and rated Highly Feasible (4.86), Highly Acceptable (4.79), and Highly Suitable (4.72).

Keywords: *Contemporary Administrative and Supervisory Practices, Organizational Climate, Institutional Performance, Higher Education Institutions, TRANSFORM Program, National Capital Region*

INTRODUCTION

Higher Education Institutions play a critical role in national development by producing competent graduates, advancing research, promoting innovation, and providing services to communities. As higher education continues to respond to globalization, digital transformation,

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International Journal
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changing learner needs, regulatory requirements, and increasing expectations for accountability, institutions are required to adopt administrative and supervisory practices that are responsive, strategic, transparent, inclusive, and sustainable.

In the Philippines, the governance of higher education is supported by constitutional and statutory mandates. Article XIV, Section 1 of the 1987 Philippine Constitution recognizes the right of citizens to quality education, while Republic Act No. 7722, otherwise known as the Higher Education Act of 1994, established the Commission on Higher Education to promote and maintain quality standards in higher education. These policy foundations reinforce the responsibility of HEIs to strengthen governance, institutional accountability, quality assurance, and organizational effectiveness.

Contemporary administrative and supervisory practices have therefore expanded beyond traditional management functions. Strategic planning, digital transformation, student-centered services, quality assurance, financial sustainability, faculty development, technology-supported communication, community engagement, and ethical leadership have become essential dimensions of institutional governance. These practices influence how institutions respond to environmental changes, allocate resources, deliver services, develop personnel, and maintain organizational competitiveness.

Organizational climate is equally important because it reflects how employees perceive leadership, communication, collaboration, support, fairness, autonomy, job satisfaction, working conditions, and readiness for organizational change. A favorable organizational climate may encourage employee engagement, professional commitment, collaboration, innovation, and institutional responsiveness. Conversely, poor communication, limited recognition, excessive workload, weak support systems, and inequitable practices may negatively affect employee morale and institutional operations.

The National Capital Region presents a particularly relevant context because of its high concentration of colleges and universities, diverse institutional structures, competitive academic environment, technological demands, and varied organizational capacities. Although many HEIs have adopted strategic planning systems, digital platforms, quality assurance mechanisms, and employee development programs, differences may still exist in how these practices are experienced by administrators, faculty members, and non-teaching personnel.

Accordingly, this study examined contemporary administrative and supervisory practices, organizational climate, institutional performance, and challenges encountered in selected Higher Education Institutions in the National Capital Region. It also investigated significant differences and relationships among the study variables and used the findings as the basis for developing a proposed institutional strengthening program.

METHODS

Research Design

The study employed a descriptive-correlational research design. The descriptive component was used to determine the existing condition of contemporary administrative and supervisory practices, organizational climate, institutional performance, challenges encountered, and the evaluation of the proposed intervention program. The correlational component was used to determine relationships among the major study variables without manipulating the institutional setting.

The design was appropriate because the study gathered actual perceptions and institutional data from administrators, faculty members, and non-teaching personnel and examined naturally occurring organizational conditions.

Population and Sampling

The study covered a total population of 2,565 personnel from selected Higher Education Institutions in the National Capital Region. From this population, 491 respondents were selected,

ISSN: 3116-3475
International Journal
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consisting of 50 school administrators, 268 faculty members, and 173 non-teaching personnel.

Purposive sampling was employed to ensure that respondents possessed direct knowledge and experience concerning administrative practices, supervisory functions, organizational climate, and institutional operations.

Table 1. *Population and Sample of the Study*

Respondents	Population	Sample
School Administrators	163	50
Faculty Members	1,604	268
Non-Teaching Personnel	798	173
Total	**2,565**	**491**

Research Instrument

A validated researcher-made survey questionnaire served as the primary data-gathering instrument. It covered the respondents' demographic profile; contemporary administrative and supervisory practices; organizational climate; challenges encountered; and the suitability, acceptability, and feasibility of the proposed intervention program.

Institutional performance was also examined using available performance ratings of faculty and non-teaching personnel covering two academic years.

Statistical Treatment

Percentage was used to describe the demographic profile of the respondents. Weighted mean was utilized to determine the respondents' assessments of contemporary administrative and supervisory practices, organizational climate, challenges encountered, and the proposed intervention program.

One-way Analysis of Variance was employed to determine significant differences among the assessments of the respondent groups. Post hoc analysis was applied when significant differences were found. Pearson product-moment correlation was utilized to determine relationships among contemporary administrative and supervisory practices, organizational climate, and institutional performance. Statistical significance was tested at the 0.05 level.

RESULTS AND DISCUSSION

Contemporary Administrative and Supervisory Practices

The overall assessment of contemporary administrative and supervisory practices obtained a composite weighted mean of 4.19, interpreted as Evident.

Among the ten dimensions, Quality Assurance and Accreditation obtained the highest composite weighted mean of 4.28, followed by Strategic Planning with 4.27, Student-Centered Services with 4.24, Community and Industry Engagement with 4.21, and Faculty and Staff Development with 4.20.

The remaining dimensions were also rated Evident: Inclusivity and Diversity obtained 4.17; Financial Management and Sustainability, 4.16; Technology-Enhanced Communication, 4.15; Ethical Leadership and Compliance, 4.14; and Digital Transformation, 4.09.

These findings suggest that the selected HEIs generally demonstrate established administrative and supervisory systems, particularly in quality assurance, strategic planning, student support, external engagement, and personnel development. Nevertheless, the comparatively lower rating for digital transformation suggests that continuous improvement in technological infrastructure, digital competencies, and technology-enabled institutional processes remains necessary.

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Organizational Climate

Organizational climate obtained an overall composite weighted mean of 4.15, interpreted as Evident. Leadership and Management Style, Collaboration and Collegiality, and Change Readiness and Innovation Culture each obtained a composite mean of 4.19. Autonomy and Empowerment obtained 4.18, followed by Communication at 4.15, Organizational Support and Development at 4.12, Work Environment and Equity, Diversity and Inclusion at 4.11, and Job Satisfaction and Morale at 4.10.

The results indicate that the participating HEIs generally maintain a favorable organizational environment characterized by supportive leadership, collaboration, employee empowerment, openness to innovation, and established communication mechanisms. However, job satisfaction, organizational support, work conditions, and equity-related concerns remain areas that may require sustained institutional attention.

Significant Differences Among Respondent Groups

The results revealed no significant differences among school administrators, faculty members, and non-teaching personnel in most dimensions of contemporary administrative and supervisory practices. However, significant differences were found in Technology-Enhanced Communication with a p-value of 0.041 and Ethical Leadership and Compliance with a p-value of 0.002. For organizational climate, significant differences were identified in Communication, with a p-value of 0.018, and Work Environment, with a p-value of 0.011. The remaining dimensions yielded p-values greater than 0.05. These findings suggest that the respondent groups generally share similar perceptions of institutional governance and organizational conditions. Differences in communication, ethical leadership, and work environment may be associated with variations in organizational roles, levels of authority, access to institutional information, and involvement in decision-making processes.

Institutional Performance

Institutional performance ratings reflected a generally high level of achievement over the two academic years examined. Eulogio “Amang” Rodriguez Institute of Science and Technology demonstrated consistently high performance, increasing from 4.84 to 4.87. Lyceum of Alabang showed notable improvement from 4.00 to 4.51. Other participating institutions also demonstrated positive or stable performance patterns. The results suggest that the institutions generally maintain strong personnel performance, although differences in institutional context, organizational systems, available resources, and governance practices may contribute to variations in performance ratings.

Relationships Among the Study Variables

The findings showed significant positive relationships between contemporary administrative and supervisory practices and the various dimensions of organizational climate. Strategic planning, for example, demonstrated strong positive correlations with organizational climate dimensions, with coefficients ranging approximately from 0.608 to 0.693. Similar significant relationships were found for digital transformation, student-centered services, quality assurance and accreditation, inclusivity and diversity, financial management and sustainability, faculty and staff development, technology-enhanced communication, community and industry engagement, and ethical leadership and compliance.

These results indicate that stronger administrative and supervisory practices tend to be associated with more favorable perceptions of leadership, communication, collaboration, work environment, organizational support, employee empowerment, and readiness for change. In contrast, the relationship between organizational climate and institutional performance was not statistically significant. Correlation coefficients ranged from approximately -0.024 to 0.016, indicating negligible relationships. This suggests that while organizational climate is important to employees' experiences and organizational functioning, favorable climate perceptions may not automatically translate into

ISSN: 3116-3475
International Journal
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measurable institutional performance ratings. Institutional performance may also be affected by other factors such as formal evaluation systems, institutional resources, regulatory requirements, productivity indicators, and organizational structures.

Challenges Encountered

Problems related to contemporary administrative and supervisory practices obtained an overall composite weighted mean of 3.85, while problems related to organizational climate obtained 3.87. Both were interpreted as Encountered. The identified concerns included communication gaps, workload imbalance, inadequate recognition, inconsistent leadership practices, limited participation in decision-making, challenges in professional development, insufficient technological resources, issues in workplace relationships, and concerns related to diversity, equity, and inclusion.Although the institutions demonstrated generally favorable administrative practices and organizational climates, these findings indicate that operational and interpersonal challenges remain and should be addressed through systematic institutional interventions.

Proposed TRANSFORM Program

Based on the findings, the study developed the TRANSFORM: Technology-Driven Reform, Accountability, Networking, Sustainability, and Organizational Resilience Management program. The program is designed as an institutional enhancement initiative for Higher Education Institutions in the National Capital Region. It focuses on strengthening leadership, governance, digital transformation, communication, quality assurance, accountability, stakeholder networking, financial and organizational sustainability, employee development, and organizational resilience. The program seeks to address identified gaps through structured capacity-building activities, technology-supported administrative reforms, improved communication mechanisms, stronger quality assurance systems, stakeholder engagement, and sustainable institutional development strategies.

Suitability, Acceptability, and Feasibility of the Proposed Program

The proposed TRANSFORM Program received highly favorable assessments.

- Feasibility: 4.86 – Highly Feasible
- Acceptability: 4.79 – Highly Acceptable
- Suitability: 4.72 – Highly Suitable

The findings indicate that the program is aligned with identified institutional needs and may be implemented using available personnel, organizational systems, facilities, resources, and stakeholder support.

The high feasibility rating suggests that the participating institutions possess sufficient capacity to implement the proposed activities. The high acceptability rating indicates strong potential support from institutional stakeholders, while the high suitability rating demonstrates that the program responds appropriately to the administrative, organizational, and performance-related concerns identified in the study.

CONCLUSION

The selected Higher Education Institutions in the National Capital Region generally demonstrate established contemporary administrative and supervisory practices and favorable organizational climates. Quality assurance and accreditation, strategic planning, student-centered services, community engagement, and faculty and staff development emerged as notable strengths of institutional administration. The organizational climate of the participating institutions likewise reflects supportive leadership, collaboration, employee empowerment, communication, and readiness for organizational change. However, continuing attention is necessary in areas related to digital

transformation, communication, ethical leadership, work environment, employee recognition, organizational support, professional development, and equity. The findings further demonstrate that contemporary administrative and supervisory practices are significantly associated with organizational climate. Institutions that demonstrate stronger strategic planning, quality assurance, ethical governance, communication, personnel development, and stakeholder engagement tend to exhibit more favorable organizational conditions. However, organizational climate was not significantly associated with institutional performance ratings. This finding indicates that institutional performance is multidimensional and may be affected by variables beyond employees' perceptions of organizational climate. The challenges identified in the study reinforce the need for structured institutional interventions. The proposed TRANSFORM Program provides a comprehensive framework for strengthening technology-driven governance, accountability, organizational networking, sustainability, and resilience. Its highly favorable suitability, acceptability, and feasibility ratings indicate its potential for implementation in Higher Education Institutions seeking to improve governance, organizational climate, and overall institutional effectiveness.

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