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About the Journal

The **International Journal of Governance, Public Policy, Internationalization, and Global Affairs (INGOPIGA)** is a quarterly, peer-reviewed, international print and online research journal dedicated to the advancement of knowledge in governance systems, public and educational policy, internationalization processes, and global affairs.

The journal recognizes that governance and policy-making increasingly unfold within interconnected national, regional, and global contexts shaped by international mobility, transnational collaboration, and cross-border policy convergence.

INGOPIGA serves as a global platform for policy scholars, public administrators, government practitioners, educators, diplomats, international relations experts, development professionals, and interdisciplinary researchers to disseminate high-quality empirical, theoretical, and policy-oriented research that informs governance reform, public sector innovation, internationalization strategies, and global cooperation.

The journal is committed to maintaining rigorous scholarly standards, ethical research practices, and global visibility through international indexing, Crossref DOI registration, and print and electronic ISSN accreditation.

Aims and Scope

Aims

INGOPIGA aims to:

1. Promote high-quality research in governance, public policy, internationalization, and global affairs
2. Advance theoretical and empirical understanding of governance systems in international and comparative contexts
3. Encourage interdisciplinary and cross-national research on public, educational, and international policy

II



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4. Provide a venue for policy-relevant, evidence-based, and reform-oriented scholarship
5. Support research that informs democratic governance, institutional internationalization, and sustainable global development

Scope

The journal welcomes original research articles, systematic reviews, policy analyses, comparative studies, and conceptual papers in, but not limited to, the following areas:

- Public administration and public sector management
- Governance, accountability, and institutional reform
- Public policy analysis, evaluation, and policy transfer
- Educational policy, governance, and internationalization of education
- International relations and global affairs
- Diplomacy, foreign policy, and global governance
- Development policy and international cooperation
- Regional integration, globalization, and international organizations
- Security studies, peace governance, and multilateral institutions
- Interdisciplinary governance, internationalization, and global policy research

Publication Frequency and Format

- **Frequency:** Quarterly (4 issues per year)
- **Formats:** Print and Online
- **Review Type:** Double-blind peer review
- **Identifiers:**
 - Print ISSN
 - Electronic ISSN
 - Crossref DOI assigned to all published articles



Submission Guidelines

Author Guidelines / Instructions to Authors

Manuscripts are received with the understanding that they contain **original scholarly work** that has **not been previously published** nor is under consideration for publication elsewhere.

Authors must submit manuscripts through <https://tinyurl.com/INGOPIGA>

For manuscripts with **two or more authors**, the **corresponding author** must submit the manuscript on behalf of all co-authors.

For inquiries, authors may contact:

- **ETCOR Mobile:** 0939-202-9035
- **Email:** embracingthecultureofresearch@gmail.com

Funding Disclosure

All authors must disclose **all funding sources or financial support**, if any, related to the research.

With regard to research submitted for possible publication, authors must ensure that they follow **the journal format**, including the template, header, footer, font size and font style. Author/s must download and follow the sample manuscript via Templates: <https://tinyurl.com/TemplatesINGOPIGA> Kindly reduce the manuscript to **10-12 pages only, including the References**. Kindly choose only the most salient parts of the paper.

Additional Requirements for Manuscript Revision

Please carefully comply with the following requirements before resubmission.

1. Academic Significance, Policy Relevance, and Governance Contribution

The manuscript must demonstrate clear **academic significance and policy relevance** to the fields of:

- Governance and public administration
- Public policy analysis and evaluation
- Internationalization of institutions and policy systems
- International relations and global governance
- Development policy and international cooperation

Specifically, the study must:

- Contribute new insights into **governance systems, public policy processes, or global policy dynamics**
- Demonstrate how the study informs **policy reform, governance innovation, or institutional development**



- Clearly identify the **research gap** within governance or policy scholarship
- Show how findings may inform **government decision-making, international cooperation, institutional reform, or development policy**

Studies that merely describe governance conditions without **analytical depth, theoretical grounding, or policy implications** may not proceed to the next stage of review.

2. English Usage

The manuscript must adhere to **international academic English standards appropriate for scholarly publication**.

Authors must ensure the following:

- As applicable, particularly in the Method section, use **past tense consistently** since the research has already been completed
- Avoid first-person pronouns (“I,” “we”) and maintain a **formal third-person scholarly tone**
- Avoid contractions (e.g., use *do not* instead of *don't*)
- Clearly define governance, policy, or institutional concepts used in the study
- Provide explanations for **local policies, programs, or institutions** so that international readers can understand them

3. Abstract

The abstract must concisely summarize the entire study.

It must clearly present the following subsections:

- Aim - The **purpose of the study** and its relevance to governance or policy research
- Methodology - The **research design and methodology**
- Results - The **major findings or results**
- Conclusion - The **policy or governance implications of the study**

The abstract must clearly demonstrate the **policy relevance and scholarly contribution** of the research.

4. Introduction / Background of the Study

The introduction must establish the **importance of the research problem within governance, policy, or global affairs studies**.

It must:

- Present the **global, regional, national, and/or local context** of the issue
- Discuss governance challenges, policy developments, or institutional trends related to the study
- Support arguments with **recent scholarly literature (preferably 2021–2026)**
- Clearly identify the **research gap**

The introduction must demonstrate **how the study contributes to governance reform, policy analysis, or global governance research**.

5. Statement of the Problem, Research Objectives, and Research Questions

These sections must clearly define the **governance or policy issue examined by the research**.

Statement of the Problem



This section should explain the governance or policy challenge addressed by the research.

Example:

“Despite decentralization reforms, many local government units continue to face challenges in ensuring meaningful citizen participation in governance processes due to institutional constraints and limited participatory mechanisms.”

Research Objectives

Objectives must be written in **infinitive form**.

Example:

General Objective

To examine the effectiveness of local governance initiatives in strengthening community participation in municipal decision-making.

Specific Objectives:

1. To assess the level of community participation in local governance processes
2. To examine institutional mechanisms supporting participatory governance
3. To propose governance reforms that strengthen citizen engagement in policy processes

Research Questions

Research questions must be written in **interrogative form** and must correspond to the objectives.

6. Review of Related Literature and Studies

This section must include **recent and relevant scholarship related to governance, public administration, international policy, or global affairs**.

Ensure that:

- Sources are recent (preferably **2021–2026**)
- Literature reflects developments in governance theory, public policy, or international relations
- Citations logically support the arguments presented
- The section concludes with a **clear synthesis identifying the research gap**

Avoid:

- Very old references unless historically necessary
- Sources labeled **no date (n.d.)**

7. Theoretical and/or Conceptual Framework

The study must be anchored in an appropriate theoretical framework relevant to governance or policy research.

Possible frameworks include:

- Governance and public administration theories
- Public policy analysis models
- Institutional theory
- Political economy
- Global governance theory



- International relations theory
- Policy transfer and policy diffusion frameworks
- Development governance theories

The conceptual framework must clearly show the **relationships among variables or policy mechanisms examined in the study.**

8. Research Methodology

The methodology section must clearly explain how the research was conducted.

Include the following subsections:

Research Design

Explain the design used and justify why it is appropriate for **governance or policy research.**

Population and Sampling / Sources of Data

Participants or sources may include:

- Government officials
- Public administrators
- Policy implementers
- Community leaders
- Diplomats or international policy actors
- Development practitioners
- Public records and policy documents
- Institutional reports

Clearly indicate how respondents or data sources were selected.

Instruments

Explain whether instruments were **adopted, adapted, or researcher-developed**, including the validation process.

Data Collection

Explain **how, when, and where data were collected.**

Treatment of Data

Describe the **statistical or qualitative analysis techniques used.**

Ethical Considerations

Include:

- Ethical approval (if applicable)
- Informed consent from participants
- Confidentiality and anonymity of respondents
- Institutional permissions

9. Results and Discussion



Results must be presented clearly according to the research questions.

The discussion must:

- Interpret findings using **governance theories, policy frameworks, or international governance literature**
- Compare results with **recent scholarly studies**
- Explain implications for **governance reform, policy design, institutional development, or international cooperation**

Results and discussion must be **integrated**.

10. Conclusions and Policy Recommendations

Conclusions must be derived directly from the findings.

They must highlight contributions to:

- Governance research
- Public policy scholarship
- Institutional reform
- Global governance studies

Recommendations must be **specific and policy-oriented**, directed toward:

- Government agencies
- Policymakers
- Local government units
- International organizations
- Development institutions
- Academic researchers

Avoid vague or generic recommendations.

11. References (APA 7th Edition)

All references must strictly follow **APA 7th edition formatting**.

Ensure:

- All in-text citations appear in the References list and vice versa
- Journal titles are italicized
- Volume numbers are italicized
- DOI numbers are written as URLs
- References are arranged alphabetically
- Hanging indentation is used

Failure to comply with APA formatting standards may delay the review process.

12. Acronyms and Abbreviations

All acronyms must be spelled out upon first use.

Example:



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United Nations Development Programme (UNDP)
Local Government Unit (LGU)
Association of Southeast Asian Nations (ASEAN)
Do not assume international readers are familiar with local acronyms.

Authors are also required to submit a **duly signed Authorship and Contribution Declaration Form**, which can be accessed through: <https://tinyurl.com/TemplatesINGOPIGA>



Review Process

Upon receipt, authors receive an **acknowledgment email**.

Manuscripts not following the journal template will be returned.
Compliant manuscripts undergo:

1. Initial screening by the **Associate Editor**
2. **Plagiarism check**
3. **Double-blind peer review** by two subject-expert reviewers

Review decisions may be:

- Publish unaltered
- Accept after minor revisions
- Accept after major revisions
- Reject

In cases of split reviewer decisions, a **third reviewer** will be assigned. Authors are given **two weeks** for revisions. Final decisions are made by the **Editor-in-Chief**.



Publication Policies and Ethics

Changes to Authorship

Authors retain copyright under a licensed agreement and may archive:

- Pre-print
- Post-print
- Publisher's PDF

Conflict of Interest

All authors must disclose any actual or potential conflicts of interest.

Article Retraction

Retractions may occur due to ethical violations such as plagiarism, duplicate submission, or data fabrication.

Retraction fee: PHP 6,000 (USD 120)

Article Withdrawal

Withdrawal after completion of review and editorial processing incurs a fee of:
PHP 6,000 (USD 120)

Article Removal

Articles may be removed only under **legal or safety circumstances**.

Additional Information

- **Call for Research Articles:** Rolling basis
- **Application for Peer Reviewers and Language Editors:** Open
- **Publication Charges and Discounts:** Available for ETCOR Research Consultants and External Reviewers
- **Indexing and Archiving:** International databases and institutional repositories
- **Editorial Board:** International and multidisciplinary



Editor's Note (Maiden Issue)

International Journal of Governance, Public Policy, Internationalization, and Global Affairs (INGOPIGA)

It is with great pride and enthusiasm that we present the maiden issue of the **International Journal of Governance, Public Policy, Internationalization, and Global Affairs (INGOPIGA)**. This inaugural publication reflects ETCOR's commitment to advancing rigorous, policy-relevant, and globally engaged research.

Governance and public policy today operate within an environment shaped by globalization, internationalization, and cross-border collaboration. Decisions made at local and national levels are increasingly influenced by international norms, global agreements, and transnational policy networks.

INGOPIGA provides a scholarly platform for research examining public administration, educational governance, policy processes, and international relations, with particular emphasis on how internationalization reshapes institutions, policies, and governance practices.

As a peer-reviewed international journal, INGOPIGA upholds the highest standards of academic integrity through a double-blind review process, strict adherence to publication ethics, and commitment to methodological rigor.

The journal seeks to bridge research and practice. Governance and policy research achieves its greatest impact when scholarly insights inform public sector reform, international cooperation, and evidence-based policymaking.

This maiden issue represents the collaborative efforts of authors, reviewers, editors, and policy scholars who share a dedication to scholarly excellence and responsible governance research.

INGOPIGA is positioned as a global journal that values comparative, interdisciplinary, and cross-national perspectives, reflecting the realities of governance in an interconnected world.

The journal is also committed to supporting early-career policy scholars and practitioner-researchers engaged in governance, internationalization, and global affairs research.

As we launch this first issue, we reaffirm our commitment to ethical publishing, transparency, and continuous improvement. INGOPIGA will continue to evolve alongside developments in governance theory, public policy, and international relations.

On behalf of the Editorial Board, we invite policymakers, scholars, educators, and international affairs experts worldwide to join us in shaping future issues of the **International Journal of Governance, Public Policy, Internationalization, and Global Affairs (INGOPIGA)**.



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— Dr. Richard D. Sanchez, Editor-in-Chief



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Internationalization of Teacher Education Program in Private Higher Education Institutions

Ana B. Alimorong

Universidad de Sta. Isabel de Naga Inc., Philippines

Abstract

Aim: The internationalization of Teacher Education Programs (TEPs) is a crucial strategy for enhancing global competence, fostering cross-cultural collaboration, and aligning educational standards with international benchmarks. This study explores the extent of internationalization along four domains, challenges, sustainability issues, opportunities, and management strategies associated with the internationalization of TEPs in private higher education institutions in the Philippines. It examines key factors such as accreditation, curriculum alignment, faculty, and student mobility, language and cultural barriers, and sustainability initiatives. By analyzing best practices and policy frameworks, this research provides insights into effective strategies for strengthening the global competitiveness of teacher education programs in private higher education institutions.

Methodology: This study utilized the Explanatory Sequential Mixed Methods Design to ensure the accuracy and depth of data in achieving the research objectives. The quantitative phase employed a descriptive research design, using a structured survey adapted from Balagtas et al. (2012) to assess the extent of internationalization, challenges, sustainability issues, and opportunities in higher education institutions (HEIs) offering Teacher Education Programs. Statistical analysis, including mean calculations, was conducted to identify trends in internationalization efforts. In the qualitative phase, interviews were conducted with selected respondents to gain deeper insights into the factors influencing internationalization, institutional strategies, and sustainability efforts.

Results: The findings indicate that the overall extent of internationalization of the Teacher Education Program in Private Higher Education Institutions falls within the High (H) category, with a total mean score of 2.95. Among the four domains, Quality and Excellence (3.18) and Knowledge Creation and Application (3.05) were the strongest areas, both classified as High (H), demonstrating a strong commitment to academic standards, research, and innovation. On the other hand, Growth, Efficiency, and Accountability (2.85) and Culture of Sharing and Service (2.71), while still categorized as High (H), scored lower in comparison. This suggests that while institutions have made progress in internationalization, there is still room for improvement, particularly in fostering collaboration, service-oriented initiatives, and institutional effectiveness in sustaining internationalization efforts. The F-value of 2.413 corresponds to a p-value (Sig.) of 0.066. The p-value exceeds 0.05, indicating that there are no statistically significant differences in the extent of implementation among the four domains.

Conclusion: The findings suggest that the Teacher Education Program in Private Higher Education Institutions (PHEIs) implements internationalization at relatively similar levels across the four domains—Knowledge Creation and Application, Quality and Excellence, Culture of Sharing and Service, and Growth, Efficiency, and Accountability. The absence of significant differences in implementation indicates that institutions are making comparable efforts in these areas. However, this uniformity does not necessarily imply that internationalization is being fully optimized. Instead, it points to systemic barriers that may be preventing institutions from advancing more significantly in any particular domain.

Keywords: *Internationalization, Teacher Education Programs, Private Higher Education Institutions, Challenges, Sustainability Issues, and Opportunities*

INTRODUCTION

Internationalization in higher education has become a critical priority in today's global educational scene, focusing on incorporating international perspectives into the curriculum, developing cross-cultural competence in educators, and improving overall education quality. This approach is driven by academic, social, cultural, and political factors, with the Association of Southeast Asian Nations (ASEAN) integrating concepts and thrust of teacher education into borderless education.

Nationally, internationalization is driven by government policies and educational reforms aimed at improving educational quality. Private higher education institutions play an important role in developing community-specific internationalization policies, often allowing them to experiment with foreign viewpoints in their curriculum. Local



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stakeholders, such as schools, families, and community groups, help ensure that internationalization initiatives are relevant and helpful to the local environment.

The Commission on Higher Education (CHED) issued Memorandum Order No. 55, series of 2016, titled "Policy Framework and Strategies on the Internationalization of Philippine Higher Education," to enhance the global competitiveness of the country's higher education institutions (HEIs). This policy framework outlines key strategies to integrate international perspectives into various aspects of higher education and serve as a comprehensive guide for HEIs in the Philippines, aiming to foster a more globally oriented educational environment that benefits students, faculty, and the broader academic community.

However, regional institutions face challenges in sustaining institutional leveling, adhering to accreditation standards, and maintaining international recognition. Issues related to policies on internationalization include the transition in the school calendar, uniformity of curriculum among ASEAN universities, absence of policies on international research collaboration, sustainability of programs, and policies on honoraria when inviting foreign lecturers and tuition fee rates for foreign students. (Nacario, 2019)

The relationship between teacher education and internationalization is context-dependent and has evolved differently over time. Internationalizing teacher education can be used as a strategic tool to support long-term educational development and meet labor market demands for 21st-century competencies.

Internationalization prepares prospective educators with the skills and perspectives required to succeed in varied and intercultural settings. This involves comprehending global challenges, recognizing cultural diversity, and implementing inclusive teaching approaches. Despite the well-recognized benefits of internationalization, significant gaps exist. Internationalization is typically carried out in uneven ways among institutions, and not all institutions have equal access to the resources necessary for internationalization.

Notably, while there are challenges to establishing international education activities in Teacher Education Programs, the benefits of providing students with global exposure and perspective on the world's education system far exceed those challenges. Thus, efforts towards creating leverage for students in Teacher Education Institutions to international engagements and exposures in their field must be established as significant investment to these professionals in performing their pivotal roles in the education development of their respective communities.

In light of the identified problems and issues with internationalizing Teacher Education Institutions, this initiative aims to assess the level of internationalization in Teacher Education Institutions, involving stakeholders, and proposing strong integration into Higher Education Institutions' internationalization policies and standards, ultimately leading to the development of programs for internationalization and global recognition.

As supported by the study of Balagtas and Santarita (2024) which explores the motivations and strategies of private higher education institutions in Indonesia and the Philippines for internationalization. It identifies academic motivations, a strategic framework, and a global campus concept. The findings provide a benchmark for academic leaders to guide their institutions' internationalization trajectories, emphasizing the role of ASEAN networks and national governments in supporting internationalization efforts. Further research is suggested to explore internationalization approaches across all ASEAN member states.

It is for the aforementioned reasons that the necessity was conceptualized for this study on internationalization efforts of the Teacher Education Program in the Selected Private Institutions in Naga City. Particular goal is aimed at empirical benchmarking of institutional development initiatives and compare the same to the global standards along delivering quality higher education. In the end, this will provide comprehensive data deemed useful, timely, and relevant in the process of formulating innovations and plans for the institution to internationalize. The same is greatly significant for future leaders of Higher Education Institutions to consider ensuring world-class academic programs environment, and services to students and stakeholders for effective and efficient management of institutions worthy of international recognition.

Objectives

Generally, the study aimed to determine the extent of implementation of the internationalization of the Teacher Education Program of the Private Education Institutions in Naga City.

Specifically, it sought to answer the following questions:

1. What is the extent of implementation of the Internationalization of the Teacher Education Program based on the sustainability indicators along the four domains:
 - a. Knowledge Creation and Application
 - i. Curriculum and Instruction
 - ii. Research Collaboration



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- b. Quality and Excellence
 - i. Academic Standards and Quality
 - c. Culture of Sharing and Service
 - i. Mobility and Exchange for Students
 - ii. International and Intercultural Understanding and Networking
 - iii. Cooperating and Development Assistance
 - d. Growth, Efficiency, and Accountability
 - i. International Student Recruitment
 - ii. Facilities and Support System
 - iii. Diversity of Income Generation
2. Are there significant differences in the extent of implementation among the four (4) domains?
 3. What are the challenges, sustainability issues and opportunities in the implementation of the internationalization of the Teacher Education Program?
 4. What are the management strategies to address challenges and sustainability issues?
 5. What policy recommendations for the intensification of internationalization program may be proposed based on the results of the study?

Hypothesis

There are significant differences in the extent of implementation of the internationalization of the Teacher Education Program of the private Higher Education Institutions among the four domains.

METHODS

Research Design

This study employed the Explanatory Sequential Mixed Methods Design to ensure the accuracy and comprehensiveness of the gathered data in achieving the research objectives. This approach is characterized by the collection and analysis of quantitative data first. The process was eventually followed by a qualitative phase to provide deeper insights into the findings.

The descriptive research design was utilized in the quantitative phase to assess the level of internationalization in higher education institutions (HEIs) offering Teacher Education Programs. A structured survey questionnaire, adapted from Balagtas et al. (2012), was administered among administrators, deans, teachers, and students involved in internationalization initiatives.

Following the quantitative analysis, the qualitative research design was implemented to further explore and explain the results. Interviews were conducted with selected respondents to gain an in-depth understanding of the factors influencing internationalization.

Population and Sampling

The research population that served as respondents of the study were the administrators, specifically the Vice President for Internal and External Affairs as represented by the Director for Internationalization, the Dean of the Education Department, and/or the Coordinator of the College for Teacher Education Program, faculty members and students.

This study specifically investigated a total of 92 respondents, comprising administrators, faculty members, and students from the Teacher Education Program. Among them, eight (8) administrators participated in the survey and interview for Specific Objectives (SOP) 3 and 4, including two (2) Directors for Internationalization, three (3) Deans of the Education Department, and three (3) Coordinators of the College for the Teacher Education Program. Additionally, 22 faculty members teaching in the Teacher Education Program and 62 enrolled students served as respondents for SOP 1 and 2, answering the survey questionnaire. Total enumeration was determined to identify the respondents, particularly the full-time faculty members of the different private institutions. Meanwhile, simple random sampling was employed to identify the students as respondents.

Interviews were conducted with selected respondents using a structured interview guide to gain a deeper understanding of the factors influencing internationalization.

Instrument



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This study utilized a survey questionnaire and an interview guide as primary research instruments to gather comprehensive data on the internationalization of Teacher Education Programs in private higher education institutions (HEIs). These instruments were designed to assess the extent of internationalization, identify challenges and opportunities, and examine the management strategies employed to ensure sustainability.

The survey questionnaire was structured to evaluate the extent of internationalization within HEIs along four domains, such as Knowledge Creation and Application, Quality and Excellence, Culture of Sharing and Service, and Growth, Efficiency, and Accountability. Adapted from the rubrics developed by Balagtas et al. (2012), the questionnaire included Likert-scale items that allowed respondents to rate their institution's internationalization initiatives on a scale from "very low" to "very high." The instrument was administered to administrators, deans, teachers, and students actively participating in internationalization initiatives.

To gain deeper insights into the findings from the quantitative phase, an interview guide was used to conduct structured interviews with selected administrators. The interview guide covered key areas such as the challenges and opportunities in implementing internationalization efforts in HEIs, institutional practices in launching and sustaining internationalization, and strategies for sustaining internationalization.

Data Collection

The study was approved by the Dean of the Graduate School of the Universidad de Sta. Isabel de Naga Inc. and coordinated with the Research Office and College Dean to determine the number of faculty and students to participate. A modified questionnaire and informed consent were administered after an orientation. The researcher explained the data gathering process and ethical considerations, and sought consent from respondents. Google Forms were used by several Private Education Institutions to adhere to standard procedures and regulations. Data was collected through interviews and accurate documentation using recording, picture, and note-taking techniques.

Data Analyses

The study analyzed the internationalization of Teacher Education Programs using both quantitative and qualitative data analysis methods. Quantitative data was analyzed using descriptive statistical tools and ANOVA to measure sustainability indicators. Qualitative data was analyzed using Colaizzi's descriptive phenomenological analysis framework, which involved familiarization, identifying significant statements, formulating meanings, clustering meanings into themes, developing an exhaustive description, synthesizing key findings into a concise statement, and validating the findings. NVivo 10 software was used to process and code the qualitative data, facilitating data aggregation, thematic queries, and visualization. The results were meticulously transcribed, documented, and analyzed to provide a comprehensive understanding of internationalization within Teacher Education Programs.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

RESULTS and DISCUSSION

This part presents the analysis and interpretation of data gathered relative to the research problems posited in this study. The data presentations were logically arranged according to the problem statement.

Extent of Implementation of Internationalization

The extent of implementation of sustainability indicators in the internationalization of teacher education programs in private higher education institutions reflects their commitment to fostering globally competitive educators while ensuring long-term viability. The findings indicate that the overall extent of internationalization of the Teacher Education Program in Private Higher Education Institutions falls within the High (H) category, with a total mean score of 2.95. Among the four domains, Quality and Excellence (3.18) and Knowledge Creation and Application (3.05) were the strongest areas, both classified as High (H), demonstrating a strong commitment to academic standards, research, and innovation. On the other hand, Growth, Efficiency, and Accountability (2.85) and Culture of Sharing and Service (2.71), while still categorized as High (H), scored lower in comparison. This suggests that while institutions have made progress in internationalization, there is still room for improvement, particularly in fostering collaboration, service-oriented initiatives, and institutional effectiveness in sustaining internationalization efforts.



Accordingly, Thompson et al. (2022) explains how internationalization initiatives incorporating partnerships, networks, alliances, and consortia among Higher Education Institutions may be helpful in increasing knowledge and improving higher education capacity. As explained, such partnerships can help institutions produce highly educated, socially aware workers. These studies support the idea that networking and academic collaborations are successful internationalization techniques because they allow for student and faculty mobility, cooperative research projects, and the sharing of academic resources without requiring major infrastructure investments.

Differences in the Extent of Implementation of Internationalization

The internationalization of Teacher Education Programs (TEPs) in Private Higher Education Institutions (PHEIs) plays a crucial role in preparing educators for the demands of a globally interconnected society.

Table 1 shows the differences in the implementation of the Internationalization of the Teacher Education Program in Private Higher Education Institutions among the four domains.

Table 1

Differences in the Extent of Implementation among the Four Domains

Domains	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Between Groups	4.001	3	1.334	2.413	.066	Not significant
Within Groups	201.192	364	.553			
Total	205.193	367				

Legend: Domain 1-Knowledge Creation and Application, Domain 2-Quality and Excellence, Domain 3-Culture of Sharing and Service, Domain 4-Growth, Efficiency, and Accountability

The results indicate that there are no statistically significant differences in the extent of implementation of internationalization among the four domains of the Teacher Education Program in Private Higher Education Institutions (PHEIs). This conclusion is based on the significance value ($p = .066$), which is greater than the conventional threshold of 0.05. This means that while there may be variations in the implementation levels across domains, these differences are not substantial enough to be considered statistically significant.

The F-value of 2.413 corresponds to a p-value (Sig.) of 0.066. Typically, a p-value less than 0.05 is considered statistically significant. In this case, the p-value exceeds 0.05, indicating that there are no statistically significant differences in the extent of implementation among the four domains. Therefore, we fail to reject the null hypothesis, concluding that the implementation levels across these domains are statistically significant.

The findings suggest that the Teacher Education Program in Private Higher Education Institutions (PHEIs) implements internationalization at relatively similar levels across the four domains—Knowledge Creation and Application, Quality and Excellence, Culture of Sharing and Service, and Growth, Efficiency, and Accountability. The absence of significant differences in implementation indicates that institutions are making comparable efforts in these areas. However, this uniformity does not necessarily imply that internationalization is being fully optimized. Instead, it points to systemic barriers that may be preventing institutions from advancing more significantly in any particular domain.

Balagtas (2013) assessed the internationalization status of ten Teacher Education Institutions (TEIs) in the Philippines, revealing that none were fully internationalized across all domains. While institutions showed some progress in academic standards and quality, knowledge creation, and growth, efficiency, and accountability, they were less advanced in fostering a culture of sharing and service. This suggests that systemic challenges, such as limited resources and insufficient institutional support, may be impeding comprehensive internationalization efforts.



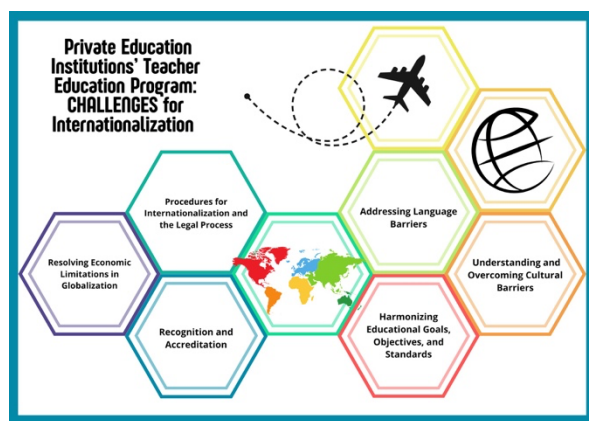
Challenges, Sustainability Issues, and Opportunities in the implementation of the internationalization of the Teacher Education Program

In this section, challenges, sustainability issues, and opportunities encountered by the Teacher Education Program among Private Education Institutions in Naga City are discussed. As defined in this study, challenges refer to the impediments, challenges, and limits that Private Educational Institutions experience while internationalizing their Teacher Education Programs on the other hand, initiatives refer to the favorable conditions, possibilities, and strategic benefits that allow private educational institutions to increase the internationalization of their Teacher Education Programs.

Accordingly, thematic analysis was used to examine qualitative information obtained from administrators' structured interviews in order to support the quantitative results. To extract significant themes from participant narratives, a systematic seven-step procedure was used, in accordance with Colaizzi's descriptive phenomenological analysis framework by Paul Colaizzi (1978). Particularly include: 1) Familiarization – the researcher thoroughly reviewed and familiarized themselves with the interview transcripts to understand the context; 2) Identifying Significant Statements – key statements directly related to the internationalization process, challenges, and sustainability strategies were extracted; 3) Formulating Meanings – meanings were derived from the significant statements to capture the lived experiences of respondents; 4) Clustering Meanings into Themes – identified meanings were organized into thematic clusters, representing core insights into internationalization; 5) Developing an Exhaustive Description – a detailed description of the themes was constructed to provide a holistic understanding of the phenomenon; 6) Producing the Fundamental Structure – the key findings were synthesized into a concise statement reflecting the core essence of internationalization challenges and strategies; and, 7) Validation – participants were consulted to confirm the accuracy and reliability of the findings.

Compatibly, this research investigates the difficulties encountered by Private Educational Institutions while introducing internationalization in Teacher Education Programs. Identified themes under challenges include: 1) Resolving Economic Limitations in Globalization; 2) Procedures for Internationalization and the Legal Process; 3) Recognition and Accreditation; 4) Addressing Language Barriers; 5) Harmonizing Educational Goals, Objectives, and Standards; and, 6) Understanding and Overcoming Cultural Barriers.

Figure 1 capsule the challenges along internationalization efforts among identified Higher Education Institutions in Naga City.



Program

As manifested in the gathered responses, language barriers, cultural differences, curriculum alignment, equity and access, technological integration, policy and administration, and teacher preparedness are all significant challenges in a multicultural classroom. To address these, bilingual education strategies, cultural exchange programs, flexible curriculum frameworks, equitable resource distribution, technological integration, and professional development focused on international education, cultural competency, and language acquisition can be implemented. Additionally, partnerships with international educational bodies and staying informed about global education policies can help navigate these challenges.

Figure 1. Internationalization Challenges in the Teacher Education

According to de Wit & Deca (2020), over the last 30 to 40 years, internationalization in higher education has progressed from a marginal facet to a critical component of the reform agenda. It has also changed in several directions, losing some earlier ideals and replacing others with new priorities. Economic rationales have grown increasingly prevalent, yet as society faces tremendous problems outlined in the United Nations' Sustainable Development Goals (SDGs), internationalization must adapt to these challenges and goals.

Sustainability Issues

The internationalization of teacher education programs (TEPs) in private higher education institutions (PHEIs) enhances global competencies, cross-cultural understanding, and the overall quality of teacher training. However, sustaining these internationalization efforts presents critical challenges that require strategic planning and



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institutional commitment. These sustainability issues can be categorized into key themes Sustainability Collaborations and sub-themes: 1.) Government and Policy Support 2.) Industry and Community Engagement, and 3.) Technology-Enabled Internationalization.

Sustainability collaborations in internationalization involve strategic partnerships that support faculty and student mobility, joint research initiatives, curriculum development, and institutional networking. These collaborations enhance the quality of teacher education by integrating international best practices, advancing innovative pedagogies, and promoting inclusive educational opportunities. Effective sustainability partnerships focus on long-term impact rather than short-term engagements, ensuring that internationalization remains a core institutional commitment rather than an isolated initiative.

Figure 2 capsulate the sustainability issues along internationalization efforts among identified Higher Education Institutions in Naga City.

Chan (2022) explores the policies, perspectives, and practices involved in developing cross-border and transnational higher education programs, highlighting challenges like aligning general education requirements and addressing language and cultural differences.

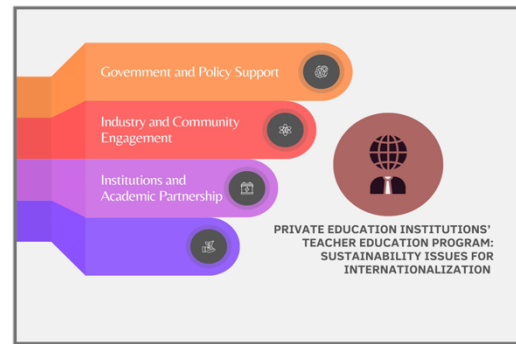


Figure 2. Sustainability Issues

Opportunities

The internationalization of Teacher Education Programs (TEPs) offers a wealth of opportunities to elevate educational quality, cultivate cross-cultural competencies, and extend global partnerships. By incorporating international viewpoints, educational institutions can enhance the mobility of both faculty and students, establish robust academic partnerships, and synchronize curricula with global standards. The multi-faceted aspects of exposure and immersion as a highlighted theme are explained in this section.

Numerous options presented by internationalization in education have the potential to greatly improve both the teaching and learning processes. This theme explores how embracing global perspectives can benefit students, educators, and educational institutions. Compatibly, this research investigates the opportunities posited among Private Educational Institutions while introducing internationalization in Teacher Education Programs. Prevailing theme centered on exposure and immersion toward diverse perspectives. In addition to encouraging academic success, this theme equips students to succeed as global citizens.

Exposure and immersion are critical tactics for internationalizing teacher education programs in the Philippines. These initiatives provide Filipino pre-service teachers and professors practical exposure with global education systems, which improves their abilities, cultural competencies, and flexibility in foreign teaching settings. Exposure and immersion provide possibilities for Philippine teacher education institutes (TEIs) to connect with global educational standards and best practices through study abroad programs, overseas internships, faculty exchange initiatives, and intercultural collaborations.

As described by Knight (2020), the term's rise to prominence during the 1980s, as well as the growth of similar notions like transnational, borderless, and cross-border schooling. She highlights the significance of incorporating international, intercultural, and global elements into higher education institutions' basic duties, such as teaching, research, and service. Knight also emphasizes the need of viewing internationalization as a process that improves the quality and relevance of education in a global setting.

Figure 3 encapsulates the key aspects under exposure and immersion as part of the opportunities gained in the internationalization initiatives in the TEP. Figure 3. Exposure and Immersion toward Diverse Perspectives

The graphic organizer illustrates key aspects related to the internationalization of teacher education programs in private education institutions, centered around a hexagonal framework. At the core is internationalization, driving initiatives such as exposure, immersion, and opportunities. Exposure provides students, faculty, and institutions with chances to engage with diverse cultures, practices, and educational systems, thereby



Figure 3. IZN Opportunities



broadening their understanding of global teaching and learning practices. Immersion emphasizes deep engagement through immersive experiences such as exchange programs, internships abroad, or faculty-led study tours, which allow participants to experience international educational contexts firsthand. The theme of Opportunities highlights the various avenues for networking, collaboration, and academic exchange that arise from internationalization, benefiting both individuals and the institution as a whole. These interconnected themes, supported by initiatives like global recognition, aim to maximize the benefits of a globalized approach to teacher education. Pointedly, international exposure exposes aspiring educators to various teaching approaches, classroom management strategies, and curricular frameworks utilized in different nations.

Management strategies to address sustainability issues and challenges

The internationalization of teacher education programs (TEPs) in the Philippines brings both possibilities and problems in terms of adherence to global standards, cross-border cooperation, and multicultural education frameworks. Strategic planning and assessment are critical for ensuring the organization's success and sustainability in addressing challenges such as policy alignment, resource management, program effectiveness, and long-term institutional growth. Well-defined management techniques are critical for designing, executing, and evaluating internationalization activities in teacher education institutions.

Notably, as reinforced by the recurrence of relevant ideas in the exported summary of NVivo word frequency, outlined management strategies include: strategic planning and evaluation; marketing and promotion; Leadership, Group Involvement, and Participation; and, orientation, monitoring and evaluation. Pointedly, integrating strategic vision, collaborative marketing, effective leadership, and dynamic evaluation into TEP internationalization can significantly enhance the global competence of educators. By focusing on these key areas, educational institutions can create robust programs that prepare teachers to thrive in a globalized world.

Results are supported by Yang (2020) summarizing China's goals for internationalizing its higher education system. Key components include government policy and strategic planning, international collaborative expansion, international student recruiting, Chinese student

outward mobility, world-class university development, and Chinese cultural promotion overseas. The visual organizer depicts the primary management tactics used by private educational institutions to internationalize teacher education programs. These tactics are critical in training educators to achieve global educational standards and instill an international mindset in students and staff.

The graphic organizer describes managerial solutions for internationalizing teacher education programs at private education institutions. The major focus is "Internationalization", backed by several interrelated initiatives, illustrated in thematic parts, also provides a thorough framework for overseeing the internationalization of teacher education programs at private educational institutions by concentrating on strategic planning, marketing, leadership, group engagement, orientation, and monitoring and evaluation, institutions may successfully prepare their educators for the global stage and improve the educational experience for all stakeholders.

Strategic planning and evaluation in institutions are crucial for setting clear goals and benchmarks for internationalization efforts, with regular assessments conducted to monitor progress and adjust strategies as needed. Marketing and promotion activities enhance visibility and aim to attract international students, faculty, and partnerships through targeted campaigns, branding, and outreach efforts. Orientation, monitoring, and evaluation ensure the successful integration of international students and faculty, providing necessary support programs and maintaining quality through continuous monitoring and evaluation. Leadership and group involvement, characterized by strong leadership and collaboration among faculty, administration, and stakeholders, are essential for driving and sustaining internationalization. These interconnected themes form a cycle that emphasizes continuous improvement, collaboration, and alignment of strategies for the effective implementation of internationalization in teacher education programs.



Figure 4 PEI's Internationalization Mgt Strategies



Figure 4 capsulate the management strategies along internationalization efforts among identified Higher Education Institutions in Naga City.

Conclusions and Recommendations

This chapter presents the findings and recommendations for implementing practical solutions in the context of internationalization of Teacher Education Programs in Private Higher Education Institutions (PHEIs). To enhance the internationalization, institutions should strengthen their policies on internationalization, expand faculty development programs, allocate resources for exchange programs and research initiatives, develop strategic internationalization plans, foster collaborations with international institutions, and enhance infrastructure and support services to facilitate global engagement. Faculty members should actively promote intercultural collaboration, integrate global perspectives into the curriculum, and encourage student participation in international academic activities. Students should be provided with opportunities to engage in exchange programs and lead global engagement initiatives that foster cross-cultural understanding.

Results are supported by Chen et al. (2024). Their study examines how institutional international policies influence the outcomes of higher education internationalization in Taiwan and Japan. The findings reveal that both Taiwanese and Japanese academics understand the benefits of internationalization in terms of academic quality and student mobility. The study discovered that clear internationalization goals and funding for faculty research abroad had a significant influence on the internationalization processes at teaching and research institutions, respectively. The study provides empirical information to university executives on how to implement management strategies that promote education for sustainability in higher education institutions.

To improve internationalization efforts in higher education, administrators and lawmakers must create targeted initiatives, overcome structural hurdles, and conform institutional procedures to international norms. Faculty should actively participate in internationalization by incorporating global perspectives into teaching and research, and expand chances for cross-border partnerships. Students should be encouraged to engage in foreign exchange programs and spearhead activities that foster cultural understanding and global connectedness.

Recommendations for HEIs include developing financial assistance programs, streamlining internationalization procedures, strengthening language support services, enhancing cultural awareness programs, aligning institutional goals with international standards, increasing government and institutional support for internationalization, fostering collaboration with global institutions, and implementing sustainable internationalization strategies. For faculty and academic staff, continuous professional development, incorporating global perspectives in teaching, expanding opportunities for international exposure, and promoting cultural and academic immersion activities are recommended.

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E-Governance Implementation in the State Universities and Colleges in Region III: Strategies for Enhanced Service Quality

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Abstract

Aim: This study assessed the implementation of e-governance in State Universities and Colleges (SUCs) in Region III and examined its relationship with service quality dimensions. The study highlights the role of information and communication technologies in improving service delivery and governance in higher education.

Methodology: A descriptive-correlational research design was employed, utilizing surveys to evaluate the extent of e-governance practices and their association with service quality indicators such as tangibility, reliability, responsiveness, assurance, and empathy.

Results: Findings revealed that e-governance practices were "Often Implemented" across all dimensions, with an overall mean of 3.91. Correlation analysis indicated significant associations between e-administration and service quality, particularly in tangibility ($r = 0.413$, $p < 0.001$) and empathy ($r = 0.335$, $p < 0.001$). The results suggest that digital platforms enhance service accessibility, stakeholder engagement, and operational efficiency in SUCs, although challenges in financial systems, infrastructure, and training remain.

Conclusion: The study concludes that strengthening ICT infrastructure, expanding digital training programs, and refining online service platforms are critical to maximizing the benefits of e-governance. Strategic policies should be developed to align SUC processes with technological advancements, while continuous evaluation of e-governance initiatives is necessary to ensure institutional relevance and stakeholder satisfaction.

Keywords: e-governance, service quality, State Universities and Colleges, digital transformation, public administration

INTRODUCTION

Amid the ongoing shift toward digitization, the scope of e-governance has both narrowed and widened due to the penetration of information and communication technology (ICT) in government affairs. This transformation creates a clear point of service delivery but also raises issues of citizen participation in both developing and developed nations.

UNESCO defines e-governance as the formation of processes through which socio-political, economic, and administrative power are exercised to manage state affairs, including ensuring that citizens are able to exercise their rights, fulfill obligations, and defend their interests where possible. It is not solely about deliberative democracy but rather about utilizing ICT to make administrative and public services more accessible, accountable, and efficient (Sanchez, 2025).

E-governance involves the use of ICT by various social actors to improve their access to information. Governments worldwide have taken significant steps to maximize ICT's potential, such as establishing network management centers. ICT is considered a vital tool for accelerating service delivery and decision-making in global higher education institutions (Lameck, 2011; Carvajal et al., 2025).

In the Philippines, e-governance plays a key role in modernizing public administration and improving service quality. The government's e-Government Master Plan seeks to establish a transparent, citizen-centered governance system by integrating ICT into institutions. This effort aims to bridge the digital divide and foster inclusive growth (Department of Information and Communications Technology [DICT], 2022).

The COVID-19 pandemic further underscored the importance of digital transformation, as governments needed to ensure continuous public service delivery for remote, vulnerable, and underserved populations. Countries with more developed e-governance infrastructures were more successful in adapting to these challenges compared to those with weaker telecommunications systems and limited human capital development (Pangilinan, 2025).

While previous studies on service quality across SUCs in the Philippines were largely descriptive, this study is distinctive in its use of the SERVQUAL framework to analyze the relationship between service quality dimensions and institutional performance in Region III. It aims to provide empirical insights that could guide improvements in service delivery and stakeholder satisfaction (Amihan et al., 2023).



Despite the global adoption of e-governance, significant gaps remain in understanding its implementation within Philippine SUCs. Specifically, there is limited research on user experiences among faculty, staff, and students, as well as on the institutional constraints shaping its effectiveness. These gaps highlight the need for region-specific studies that assess not only policy but also the actual contribution of e-governance to service quality in higher education.

The study also emphasizes a disjunction between e-governance system implementation and the actual quality of service experienced by stakeholders in Region III SUCs. Although many institutions have adopted digital platforms for academic and administrative functions, their systems often fall short of user expectations in terms of accessibility, responsiveness, and inclusivity (Sanchez, 2023).

Notably, the level of e-governance adoption varies across SUCs. Some institutions have advanced considerably, while others face barriers such as outdated infrastructure, limited resources, and resistance to change. Addressing these challenges is essential to achieving convergence in digital governance practices across the sector.

This study is significant as it addresses the urgent need for effective digital governance in higher education. By examining current practices, the research uncovers the barriers to deploying ICT solutions that improve service quality. Its findings demonstrate the potential of e-governance to enhance government efficiency, institutional transparency, and communication between stakeholders (Carvajal & Sanchez, 2024).

Furthermore, this research aligns with the mission of public administration practitioners at Tarlac State University's College of Public Administration and Governance. The results are expected to guide policymakers, administrators, and agencies such as CHED and DICT in developing context-sensitive strategies for e-governance implementation.

Review of Related Literature and Studies

Relevant literature on e-governance in SUCs explores digital governance frameworks, challenges, and best practices that influence service quality.

Government-to-Citizen (G2C) literature highlights how digital technologies are reshaping relationships between governments and citizens. ICT has become central to everyday life, with tools such as artificial intelligence, cloud computing, and the Internet of Things significantly influencing governance worldwide (Singh, 2023). Such innovations support the modernization of public services but also demand strong infrastructure and user readiness.

Government-to-Business (G2B) studies emphasize how e-governance simplifies regulatory processes, boosts efficiency, and promotes economic development. However, success depends heavily on ICT readiness, stakeholder engagement, and the adaptability of business environments (Patsioura, 2016).

Government-to-Employee (G2E) research examines how digital systems reshape workplace structures, influencing employee performance and organizational efficiency. Atobishi et al. (2023) stress that successful G2E systems require both technological infrastructure and cultural adaptation.

Recently, Government-to-Government (G2G) e-governance has emerged as a framework emphasizing inter-agency coordination and policy capacity. Strengthening policy capacity in local governments enhances governance and service delivery. However, technical integration alone is insufficient without skilled personnel to manage these systems.

Service quality has also been linked to digital adoption. Zygiaris et al. (2022) demonstrated that responsiveness and accessibility in digital services significantly affect customer satisfaction. Similarly, Samsor (2021) and Jain (2020) highlight the difficulties faced by developing countries in implementing e-governance, including low literacy, poor infrastructure, and socio-cultural barriers.

Gupta and Suri (2018) further observed that public value is a key metric in evaluating e-governance systems. However, in many developing nations, access to fully digital public services remains limited, requiring continued physical presence and highlighting inequities in service access.

Overall, literature across G2C, G2B, G2E, and G2G frameworks demonstrates the transformative role of ICT in governance. However, challenges in infrastructure, user readiness, and institutional culture remain barriers to maximizing the benefits of digital governance (Pangilinan et al., 2025).

Theoretical Framework

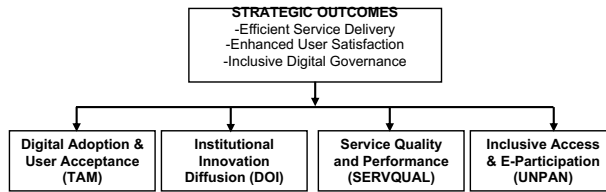


Figure 1. Proposed Institutional E-Governance Capability Framework (IECF)

The framework was in contrast to Sen's Capability Approach, which was utilized in the present study for the design of e-governance programs in state universities and colleges (SUCs) that were efficient and equitable with regards to the participation of excluded groups like rural students, persons with disabilities, indigenous learners, and economically underprivileged communities. Some of the e-governance initiatives will include multilingual interfaces, adaptable content, and participatory decision-making so that the delivery of services does not inadvertently reinforce existing divides between the digital haves and have-nots.

Conceptual Framework

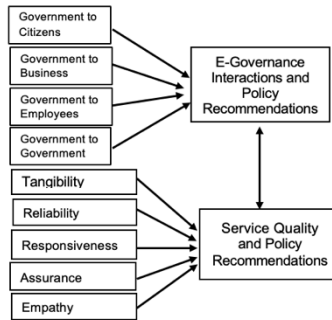


Figure 2. Conceptual Framework

The conceptual framework explores the link between e-governance implementation and service quality in State Universities and Colleges (SUCs), with the ultimate aim of guiding effective policy recommendations. Among the various e-governance interactions, key concepts include e-services, which enable citizens to perform public transactions online, such as electronic tax filing, without the need for physical visits to government offices. Another essential element is e-democracy, which facilitates engagement between civil society and formal political institutions through digital means, such as e-voting. These e-governance developments were often shaped by strategic policy directives, including the European Union's Digital Agenda, which defines goals for digital public administration (European Commission, 2010; Johannessen, 2010).

Statement of the Problem

E-governance was increasingly being adopted by SUCs in Region III to enhance transparency, accountability, and overall service delivery. However, the implementation of e-democracy, e-administration, and e-services has been impeded by gaps in infrastructure, deficits in digital literacy, challenges regarding organizational readiness, resistance to change, and concerns about data privacy. These issues can reduce efficiency, restrict accessibility, and compromise service quality for stakeholders if left unaddressed.

Despite increasing emphasis on digital governance, no empirical study has yet analyzed the correlation between e-governance implementation and service quality (using SERVQUAL dimensions) in Region III SUCs. This was an urgent issue given the public demand for efficient services that were orientated towards citizen needs, because of the mandate by CHED and DICT for digital transformation and modernization of higher education institutions. Region III SUCs constitute a priority context because they were characterized by student populations, resource capacities, and great diversity in their roles for accessible education in urban and rural communities. . This study therefore aims to systematically evaluate current e-governance practices, identify challenges, and examine



service quality, providing evidence-based recommendations to strengthen e-governance and improve service delivery in the region.

Research Objectives

This study generally aims to examine e-governance implementation in SUCs of Region III and its relationship with service quality using SERVQUAL.

1. To analyze the areas of e-democracy, e-administration, and e-services in the implementation of e-governance in the SUCs in Region III.
2. To evaluate the service quality (SERVQUAL) of State Universities and Colleges (SUCs) in Region 3 in terms of customer expectations and experiences.
3. To identify the problems encountered by the State Universities and Colleges in Region III in the implementation of e-governance.
4. To propose policy recommendations and programs to enhance e-governance by the SUCs in Region III.

Research Questions

Specifically, this study sought to answer the following questions:

1. How are is e-governance implemented in SUCs in Region III in terms of:
 - 1.1. Government to Citizens;
 - 1.2. Government to Business;
 - 1.3. Government to Employees; and
 - 1.4. Government-to-Government?
2. How is the service quality of State Universities and Colleges (SUCs) in Region III evaluated using SERVQUAL, in terms of customer expectations and experience?
3. What is the relationship between implementation and the service quality of e-governance by SUCs in Region III?
4. What are the problems encountered by the State Universities and Colleges in Region III in e-governance?
5. What policy recommendations and programs can be proposed to enhance e-governance by the SUCs in Region 3?

Hypothesis

H₀: There is no significant relationship between the implementation of e-governance and the service quality of State Universities and Colleges (SUCs) in Region III.

H₁: There is a significant relationship between the implementation of e-governance and the service quality of State Universities and Colleges (SUCs) in Region III.

METHODOLOGY

This section discusses the background of the research, the design used in the study, the identification of the population, determination of the sample size and how the samples were selected, description of the respondents, research tool, conduct of the study, and the methods used for data analysis.

Research Design

The quantitative descriptive-correlational design was chosen to determine whether and how the implementation of e-governance was linked to service quality in SUCs. The descriptive aspect of the study focused on assessing the e-governance practices of the SUCs, while the correlational component examined the relationship between these practices and service quality. This design has been widely used in educational and institutional research to analyze linkages between organizational practices and outcomes (Pangilinan, 2025).

Population and Sampling

The population of the study comprised the twelve (12) SUCs in Region III. To ensure complete representation of higher education institutions practicing e-governance, all twelve State Universities and Colleges in the region were included. These institutions were distributed across the seven provinces of Region III, namely Aurora, Bataan, Bulacan, Nueva Ecija, Pampanga, Tarlac, and Zambales. A total of 1,097 respondents were drawn from faculty members, non-teaching employees, students, and other stakeholders. The sampling ensured diverse perspectives were included, thereby strengthening the representativeness and reliability of findings (Amihan et al., 2023).



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Instruments

The questionnaire used in this study was developed by adapting insights from several foundational frameworks and academic studies, including the United Nations E-Government Survey (2020), Al Athmay's Theoretical Framework for E-Government Implementation, Gil-Garcia, Pardo, and Luna-Reyes' Integrative Study on E-Government Success (2005), and the SERVQUAL Model by Parasuraman et al. Although these sources did not provide ready-made questionnaires, they offered robust conceptual bases that informed the design, content, and structure of the instrument. Reliability was analyzed using Cronbach's alpha to measure internal consistency, which is a standard approach in validating instruments in governance and education studies (Bontuyan, 2025).

Three experts in public administration and e-governance validated the questionnaire to confirm its content validity. They assessed each item for clarity, relevance, readability, objectivity, and alignment with study objectives. While all items achieved perfect CVI scores, minor revisions were made to enhance the tool's reliability and clarity. The sample size was determined using Cochran's Finite Sample Size Formula combined with Stratified Random Sampling. Since the study population included a fixed number of employees and stakeholders in the SUCs of Region III, Cochran's formula ensured that the minimum required sample size met the desired confidence level (95%) and margin of error ($\pm 5\%$), generating statistically reliable results.

Data Collection

For formal data collection, official permission was sought from the twelve SUCs in Region III: Aurora State College of Technology (ASCOT), Bataan Peninsula State University (BPSU), Bulacan Agricultural State College (BASC), Bulacan State University (BulSU), Central Luzon State University (CLSU), Don Honorio Ventura State University (DHVSU), Nueva Ecija University of Science and Technology (NEUST), Philippine Merchant Marine Academy (PMMA), President Ramon Magsaysay State University (PRMSU), Pampanga State Agricultural University (PSAU), Tarlac Agricultural University (TAU), and Tarlac State University (TSU). Securing authorization ensured ethical compliance and systematic data gathering. Data collection was conducted from January to October 2024.

- Formal letters were submitted to each institution's administration, outlining the purpose of the study and requesting permission to distribute the questionnaire to students, faculty, non-teaching staff, and other internal stakeholders.
- Questionnaires were distributed after permission was granted, ensuring compliance with ethical standards.

Treatment of Data

After responses were collected, systematic checks were performed to validate the accuracy and completeness of data. The final stage of the study involved interpreting statistical results to address the research questions and provide evidence-based conclusions. Inferential statistics were applied to the data to identify relationships between e-governance practices and service quality.

Each research question was systematically addressed through data collection and analysis. Descriptive statistics, including means and percentages, summarized respondents' profiles and perspectives on e-governance implementation and SERVQUAL dimensions. Research Question 3 (RQ3) tested the relationship between e-governance implementation and service quality using Pearson's correlation coefficient. Each statistical tool was mapped clearly against its corresponding research question. Respondents' attitudes were measured using a five-point Likert Scale, interpreted through the following adjectival ratings:

Index	Adjectival Rating (AR)
5	Always Implemented
4	Often Implemented
3	Sometimes Implemented
2	Rarely Implemented
1	Never Implemented

Ethical Considerations

All participants were informed of the study's purpose and procedures and provided written consent before participating. They were informed about the study's objectives, potential risks and benefits, confidentiality measures, and their right to withdraw at any time without penalty. Participation was strictly voluntary, and anonymity was



ensured by not collecting names and coding responses. Data were stored in password-protected files accessible only to the research team. The study complied with institutional protocols and the Data Privacy Act of 2012 (RA 10173), ensuring adherence to national ethical standards.

RESULTS and DISCUSSION

The study results and analysis focus on the area of e-governance implementation of State Universities and Colleges in Region 3. This data analysis takes into consideration the survey data, observations, and visits to their websites.

1. Areas of E-democracy, E-administration, and E-services in the Implementation of E-governance in the SUCs in Region III

The survey on the areas of e-democracy, e-administration, and e-services in the implementation of e-governance was taken in the different State Universities and Colleges (SUCs) in Region III namely; Aurora State College of Technology (ASCOT), Bataan Peninsula State University (BPSU), Bulacan Agricultural State College (BASC), Bulacan State University (BUISU), Central Luzon State University (CLSU), Don Honorio Ventura State University (DHVSU), Nueva Ecija University of Science and Technology (NEUST), Philippine Merchant Marine Academy (PMMA), President Ramon Magsaysay State University (PRMSU), Pampanga State Agricultural University (PSAU), Tarlac Agricultural University (TAU) and Tarlac State University.

Table 1. Summary of the Implementation of E-governance Interactions in the SUCs in Region III

Implementation of E-governance Interactions	Mean	Verbal Description
Government to Citizens'	3.94	Often Implemented
Government to Business	3.89	Often Implemented
Government to Employees	3.85	Often Implemented
Government to Government	3.94	Often Implemented
Mean	3.91	Often Implemented

As presented in Table 1, significant developments took place in one of the e-governance areas of SUCs in Region III. Without any investments in infrastructure, education and training as well as strategic planning it was quite difficult to acknowledge that particularly infrastructure was the biggest obstacle and the above-mentioned promise used to the fullest extent. Extension of these innovations to the enhancement of service quality, performance efficiencies and satisfaction of all parties concerned, together with all functions of the university and management.

In this study, it was noteworthy to find out that many State Universities and Colleges in region III were able to have the e-governance transactions, with a grand mean of 3.91. The grand mean that many of these institutions were already using the available tools for effective and efficient governance. Government to Citizens has the highest mean of 3.94 and shows that the universities were employing these digital platforms to build better interfaces with the populace. This included the use of online tools and systems for the collection of inputs on university affairs, allow the students to take part in decision making and even the provision of avenues of customer response to the services, which were two things that support transparency and accountability growth.

Wherein in the study of (Barrios & Moreno, 2024) presented that various e-Government channels, the most significant being the e-Services Portal and the Open Data Portal, have uplifted the efficiency of administrative processes, shortened the time taken to process applications, and enhanced transparency. Nonetheless, the digital divide, resistance to change, and security concerns have greatly interfered with the effectiveness of these instruments.

2. Service Quality of State Universities and Colleges (SUCs) in Region 3 Evaluation Based on the Levels of Customer Expectations and Experience

One of the most important indicators to meet the needs of the primary stakeholders of the institution, which were students, faculty, and staff, were evaluated in the processes of service quality of the State Universities and Colleges (SUCs) in the Region 3. The evaluation mainly involves the difference between what the customers expect from the services provided by the SUC and the extent to which the stakeholders agree to the quality of the services provided. This kind of approach allows for a two-level assessment of service quality: ways to work over the gaps in the works provided and current satisfaction of the stakeholder and ways to fulfill; and possible enhancements and strengthening in the future.



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Table 2. Overall Summary of the Service Quality of State Universities and Colleges (SUCs) in Region 3 Based on the Levels of Expectations and Experience

Service Quality	Expectations	Experience	Expectations	Experience
	Grand Mean	VD	Grand Mean	VD
Tangibility	3.66	OI	3.95	OI
Reliability	3.79	OI	3.99	OI
Responsiveness	3.73	OI	3.97	OI
Assurance	4.02	OI	4.10	OI
Empathy	3.96	OI	4.04	OI
Grand Mean	3.83	OI	4.01	OI

Drilling into the Tangibility the distributional metric, it, in particular, captures the services' aspects that were physical (facilities and resources) in their provision; and in this case, the expectational mean of 3:66 while the experienced one was at 3:95. Some might see this as a typical case of expectations being too high but in reality, it was rare in the institutions for the expected portion of tangibility not to be covered. This may be attributed to the existence of aspects like better campus accommodation, improved digital access, library services and overall better infrastructure.

The summarized outcomes of these tables stress the significance of e-governance in improving the offerings in higher education institutions in Region III. There were four types of e-governance interactions—Government-to-Citizen (G2C), Government-to-Business (G2B), Government-to-Employees (G2E), and Government-to-Government (G2G). In other words, these SUCs have adopted a robust technological environment which promotes interactivity, transaction, and cooperation among different people and areas. In account of service quality the Correlation analysis shows that e-administration does in fact lead to statistically significant effects across all the service quality domains - tangibility, reliability, responsiveness, assurance, and empathy. Each construct of service quality was significantly related to e-administration, -going to show that digital governance can be one of the means of improving aspects of colleges and their services.

Furthermore, the results of the study of (Sulasula & Moreno, 2023) point that many areas of contention that hinder the effective performance of public service delivery among SUCs in the region. These include bureaucratic red tape, poor financing, inadequate infrastructure, and bureaucratic corruption. These challenges manifest as late and poor service delivery to the public. Nevertheless, this study also provides credit to some best practices adopted by progressive SUCs in the region to ensure faster and improved service delivery.

3. Relationship between Area of Implementation of E-governance Interactions and the Service Quality of E-governance by SUCs in Region III

The scope for digital transformation in higher education is limited by the extent of e-governance interaction as an area of implementation and e-governance service quality in State Universities and Colleges (SUCs) in Region III. E-governance implies the delivery of services using some technology to the people straight at their doorsteps or some technology for internal government functioning, such as administrative processing, student service processing, academic management, and communicating with stakeholders. As per instances, the embodiments of such information technologies do also influence in the quality of services given to the students as well as to the lecturers and non-academic staff. There was a provision of the facilities like online registration, enhanced e-learning sites, digital resource tools, automatic financial management systems and others.

Examining the linkage between areas of e-governance implementation and service quality advances the understanding of the extent to which technology acts as a positive force for efficiency within the higher education system. It sheds light on the characteristics of the e-governance variables in which domains each e-governance dimension contributes to more impactful service quality i.e. service quality can be applied to more productive unit of e-governance.

The research addressed the various issues, challenges, and limitations in e-governance, then proceed to suggest recommendations regarding strategies for overcoming these limitations. The study critically analyzes the development and various definitions of e-government, including e-government project processes within ethical environments, as part of this inquiry. It will also address the limitations and challenges, as well as how to strengthen e-government research. Finally, findings concerning strategies for effective e-governance will be made and a conclusion drawn (Malek, Pandey, Pandey, & Dattana, 2020).



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Table 3. Correlation between Implementation of E-Administration and Service Quality

Components	Pearson <i>r</i>	<i>p</i> -value	Decision	Result
Tangibility	0.413	0.000	Reject H ₀	Significant
Reliability	0.289	0.000	Reject H ₀	Significant
Responsiveness	0.272	0.000	Reject H ₀	Significant
Assurance	0.295	0.000	Reject H ₀	Significant
Empathy	0.335	0.000	Reject H ₀	Significant

This study examines how e-administration was implemented and it was shown that all the five service variables - tangibility, reliability, responsiveness, assurance, and empathy, dimension indicators were statistically related to e-administration. All of these have a significance level at 0.000 and other words, such results were not due to chance. This further means that the findings were such that the existence of the associated bonds cannot be determined with ease at the same time that enormous possibilities of the occurrence of such bonds were considered to be negligible.

Table 4. Correlation between Implementation of E-Services and Service Quality

Components	Pearson <i>r</i>	<i>p</i> -value	Decision	Result
Tangibility	0.430	0.000	Reject H ₀	Significant
Reliability	0.393	0.000	Reject H ₀	Significant
Responsiveness	0.338	0.000	Reject H ₀	Significant
Assurance	0.353	0.000	Reject H ₀	Significant
Empathy	0.384	0.000	Reject H ₀	Significant

Table 4 presents the correlation between the implementation of e-services and various components of service quality, showcasing the relationship between digital service offerings and key dimensions of service quality. The Pearson correlation coefficients (*r*) for all components were positive and statistically significant, indicating that the implementation of e-services contributes to improvements in service quality across all five dimensions: Tangibility, Reliability, Responsiveness, Assurance, and Empathy.

Table 5. Correlation Between Implementation of E-Democracy and Service Quality

Components	Pearson <i>r</i>	<i>p</i> -value	Decision	Result
Tangibility	0.435	0.000	Reject H ₀	Significant
Reliability	0.358	0.000	Reject H ₀	Significant
Responsiveness	0.330	0.000	Reject H ₀	Significant
Assurance	0.338	0.000	Reject H ₀	Significant
Empathy	0.368	0.000	Reject H ₀	Significant

Table 5 shows the interrelation between the integration of e-democracy and measures associated with quality of services. All service quality components were found to have a significant and positive relationship with all Pearson coefficients which lie between 0.330 and 0.435 was observed, all of which was associated with a *p*-value of 0.000. Therefore, it was apparent that the introduction of e-democracy practices has a significant bearing on the service qualities namely, Tangibility, Reliability, Responsiveness, Assurance and Empathy.

4. Problems Encountered by the State Universities and Colleges in the Region III in E-governance

The study examines the barriers to the successful implementation and realization of e-governance systems among State Universities and Colleges (SUCs) in Region III.

Table 6. Problems Encountered in the E-Governance

Problems Encountered in the E-Governance	F	%	R
Inadequate IT Infrastructure	573	52.23	1
Lack of awareness about the e-Government services	572	52.14	2
Budgets and operating costs	550	50.14	3
Lack of confidence and trust in to use of e-government services	479	43.66	4
Lack of security and privacy	478	43.57	5
Lack of training and knowledge transfer	457	41.66	6



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Problems Encountered in the E-Governance	F	%	R
Insufficiently skilled human resources	433	39.47	7
Lack of public-private collaboration/partnership	432	39.38	8
Lack of a clear strategy	415	37.83	9
Lack of e-Government transformation and resistance to change	406	37.01	10
Lack of a comprehensive policy, Legal, and regulatory framework	386	35.19	11

The top-ranked issue garnered 52.23%, placing the issue of an IT infrastructure that is lacking. This causes a systemic gap in the availability of reliable hardware, software, and internet connectivity across SUCs, especially with regard to satellite campuses scattered in remote areas. The different SUCs cited issues such as slow internet speed and limited server access, which impeded the smooth operations of e-governance platforms.

5. Policy Recommendations and Programs Proposed to Improve E-Governance and Service Quality

The policy considerations of the study were formed and steered through a comprehensive investigation of the problems confronted by the State Universities and Colleges (SUCs) in the Region III in the implementation of e-governance systems. These problems cropped up through empirical data from institutional reports and surveys involving stakeholders and interviews with those subjected to administrative and academic personnel. The findings indicated that in the Government-to-Citizen (G2C), Government-to-Business (G2B), Government-to-Employee (G2E), and Government-to-Government (G2G) services, the SUCs had considerably proceeded with their digitization of services; yet, some systemic-induced obstacles barred the complete optimization of the e-governance thrusts.

Conclusion

The implementation of e-governance strategies in the SUCs of Region III, therefore, witnesses the ultimate acceptance of technology in their administrative and academic undertakings. Digital platforms were mainly utilized to foster G2C services, which allow public involvement and facilitate communication and service delivery. This ICT application extends to G2B establishments that support business and external entity transactions, thus enhancing operational efficiency.

Intra-organizationally, technology finds use in improving managerial procedures while consolidating G2E interactions. Virtual mechanisms for data and communication in inter-university and inter-agency collaborations substantiate e-governance's applicability. The strategic application of e-governance in G2C, G2B, G2E, and G2G domains appears to be a good match with service quality, with digital initiatives widespread and functionally integrated within these institutions.

The full implementation of these e-governance initiatives still hindered by challenges. These include the relatively poor physical IT infrastructure, low skills in ICT, and financial limitations. Efficient management of these constraints through strategic policy implementation and capacity-building interventions can help to sustain and strengthen e-governance. The e-governance facade is suggested to increase efficiency, transparency, and inclusivity at SUCs in Region III, where most digital services are said to have met and, at times, exceeded the expectations of stakeholders, according to the findings of this study.

Recommendations

To strengthen e-governance in State Universities and Colleges (SUCs) in Region III, institutions may prioritize upgrading IT infrastructure, addressing outdated hardware, and ensuring reliable connectivity while deploying multi-layered security systems such as firewalls, encrypted servers, two-factor authentication, and regular security audits. Equally important is human resource development through regular training for academic and administrative staff on digital platforms, the integration of AI tools for workflow automation and analytics, and the establishment of onboarding programs, feedback mechanisms, and peer mentoring to support smooth digital adoption across departments.

At the governance level, SUCs are encouraged to align their digital initiatives with CHED's Digital HEI Framework by formulating clear roadmaps that specify priorities, timelines, accountable offices, and measurable indicators of success. Service delivery may be enhanced by consolidating core processes—such as enrollment, tuition payments, and academic advising—into mobile-accessible platforms while involving stakeholders in system testing to ensure responsiveness and usability. To sustain these initiatives, SUCs may secure funding through national grants, partnerships with LGUs and private firms, and collaborations with tech companies to pilot innovations like AI-driven systems, blockchain for academic records, and IoT-enabled campuses. Finally, an action plan consolidating these



strategies should be formally prepared and submitted to the Department of Information and Communications Technology (DICT) for guidance and support in advancing digital transformation across the region.

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Quality Education Practices of a Local Government Unit with Blue Seal of Good Education Governance

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Abstract

Aim: This study described and analyzed the dynamics of quality education practices of the Municipality of Solano, Nueva Vizcaya through its in-place mechanisms and procedures on the composition of Local School Board (LSB), its duties and functions as well as the processes, outputs, outcomes and impact of the shared education governance with the end goal of crafting a prototype municipal ordinance to sustain the blue seal of good education governance of the local government unit.

Methodology: This study followed the descriptive-evaluative and correlational designs. The study framework made use of the Input-Process-Output-Outcome-Impact (IPOOI) research paradigm in which some selected variables were correlated to each other.

Results: There exist very good systems and procedures as regard LSB composition and duties, operations and maintenance of schools, construction and repair of school buildings, facilities and equipment, purchase of books and record, sports development and education continuity amidst the pandemic. There also exist very good processes despite some challenges especially on SEF allocation, priority listing of PPAs by school, fund sourcing outside SEF, approval and implementation of PPAs, monitoring and evaluation and submission of reportorial requirements. Also, the processes and outputs, as gleaned from programs, projects and activities implemented describe the dynamics of quality education practices of LGU Solano as very good. The extent of implementation of plans, policies and procedures is admirable as seen in the increased reading performance, cohort survival rating and school-based level of management practice.

Conclusion: From the findings, it can be inferred that LGU Solano's Education governance and management are admirable in all aspects providing a model for others. Also, the Blue Seal of Good Education Governance reflects how shared partnership and shared roles of various stakeholders could promote and enhance basic education.

Keywords: Local School Board, Special Education Fund, Cohort survival rating, Phil-IRI, school-based management level of practice

INTRODUCTION

In the Philippines today, basic public education is still largely the responsibility of the central government, delivered through the Department of Education (DepEd), notwithstanding the devolution of many basic services to Local Government Units (LGUs). LGUs do provide supplementary funding support to public basic education because they have access to a sustainable source of financial resources that are earmarked for the basic education sub-sector, the Special Education Fund (SEF). The SEF comes from an additional one percent tax on real property that LGUs are mandated to impose and collect by virtue of Republic Act 7160 or otherwise known as the Local Government Code of 1991. The resources that LGUs provide to the basic education sector from their General Fund are quite significant at 7% of total general government spending on basic education in 2001-2008. Thus, the LGUs are considered major partners of the national government in the delivery of basic education services.

In 2016, World Bank Group and Australia Aid assessed the role played by local government in supporting basic education in the Philippines. Accordingly, within each province, city, and municipality, a Local School Board (LSB) was responsible for the allocation and use of local government education funds. Its main function is to develop an overall plan and budget for local government funding of basic education in their locality, including funding from the SEF. The LSB is mandated: (a) to determine the allocation of the school board budget; (b) to authorize the local treasurer to disburse funds from the SEF; and (c) to act as an advisory committee to the Sanggunian on educational matters. The bulk of local government support for schools is provided in the form of goods and services rather than cash. In-kind contributions account for 90 percent of total LGU support for elementary schools and 98 percent of LGU



support for high schools. In providing specific in-kind support, local governments must have detailed knowledge of what schools need and of what support they are receiving from other sources.

Established in 2002, Synergeia is working closely with about 400 LGUs to improve the delivery of basic education to Filipino children. The foundation intends to award the Seal of Good Education Governance to deserving LGUs every year. To receive the seal, LGUs must have broadened the membership and functions of their local school boards. Most of their schools should have functional school governing councils. As an indicator of performance, the average National Achievement Test score of elementary school children must be higher than the national average of 66% or must have increased by at least two percentage points. Alternatively, the LGUs must have reduced the number of poor readers by at least 15%. Moreover, their cohort survival rate (the percentage of first graders who go on to complete sixth grade) must be higher than the national average of 70% or must have increased by at least two percentage points. Finally, the LGUs must have recorded a decrease in non-readers and frustrated readers by at least 15 percentage points.

There are only nine LGUs that were awarded with four consecutive seal of good education governance and LGU Solano is one of them. Four consecutive awards mean that an LGU would get the Blue Seal of Good Education Governance. Those that won the Seal for a fourth time include Solano, Nueva Vizcaya; Bacnotan, La Union; Diffun, Quirino; Mina, Iloilo; Cagayan de Oro City; Datu Paglas, Maguindanao; North Upi, Maguindanao; Navotas City; and Valenzuela City (Serapio, 2020).

In keeping to this good education governance tradition, LGU Solano believes that only an efficient LGU system, implementation, outcomes and effectiveness of systems and procedures in education can truly predict if these outstanding accomplishments could be replicated in years to come. In the words of Nathan Hilgendorf, USAID Contracting Officer, and representative of the Synergeia, "The LGUs are a model for how strong community involvement in identifying education priorities and improving learning can reap widespread benefits to the community as a whole."

In the context of this study, how can LGU Solano, recipient of the Blue Seal of Good Education Governance, continue to surmount the difficulties and or navigate through the plethora of challenges facing education during the pandemic in its own education district? This study was thus, conceived to describe and analyze the dynamics of quality education practices of an education-focused LGU which would become the basis for a prototype municipal ordinance to sustain best practices.

Objectives

This study described and analyzed the dynamics of quality education practices of the Municipality of Solano, Nueva Vizcaya through its In-place mechanisms and procedures on LSB compositions, duties and functions as well as the Processes, Outputs, Outcomes and Impact of this shared education governance and ultimately craft a prototype municipal ordinance to sustain the seal of good education governance. Specifically, it sought answers to the following purposes of this study:

1. Describe the dynamics of quality education practices of the Municipality of Solano awarded with the Blue Seal of Good Education Governance in terms of the following:
 - 1.1 In - place systems and procedures on:
 - a. LSB composition, duties and functions;
 - b. operations and maintenance of schools;
 - c. construction and repair of school buildings;
 - d. facilities and equipment;
 - e. educational research;
 - f. purchase of books and record;
 - g. sports development;
 - h. daycare;
 - i. health and nutrition; and
 - j. education continuity amidst the pandemic.
 - 1.2 Processes of the LSB in terms of:
 - a. SEF fund allocation;
 - b. submission of Priority PPAs by schools in the district;
 - c. fund sourcing outside SEF;
 - d. approval of PPAs;



- e. implementation (or Utilization) of approved PPAs;
- f. monitoring and evaluation; and
- g. reportorial requirements.
- 1.3 Outputs and Outcomes (Extent of Implementation) such as:
 - a. reading projects conducted;
 - b. reading performances and increased reading literacy from 2017 to 2020 per school;
 - c. cohort survival rate and increases from 2017 to 2020 per school;
 - d. school-based management level of practice; and
 - e. extent of implementation of plans and procedures.
- 1.4. Impact (Effectiveness) as seen in:
 - a. Solano LGU Blue Seal Award; and
 - b. increased opportunities in higher grade levels and better school performances.
2. Establish correlation between:
 - 2.1 average implemented fund and school-based management level of practice and average cohort survival rate and overall reading level; and
 - 2.2 cohort survival rate and reading level per year.
3. Craft a prototype municipal ordinance to sustain the seal of good education governance of the local government unit.

METHODS

Research Design

This study followed the descriptive-evaluative and correlational designs. The study framework made use of the Input-Process-Output-Outcome-Impact (IPOOI) research paradigm in which some selected variables were correlated to each other. Inputs are the conditions that exist prior to any program, project or activity, whereas processes are the strategies and interactions used by members to carry out the program. Outputs are the results that are valued by the team or the organization (Organizational-Industrial Psychology, 2017; Landy & Conte, 2009; Forsyth (2010). Consequently, the evaluative design carefully appraises the worthiness of LGU Solano as an education-focused local government unit, being a recipient of the Blue Seal of Good Education Governance for four consecutive years from 2017-2020. Using the IPOOI model as a paradigm, the study appraised the LGU's education support to the educational districts of the municipality as represented by its local school board, particularly on the dynamics of quality education practices along its in-place mechanisms and procedures as well as the processes, outputs, outcomes and impact of this shared education governance. Ultimately, a prototype municipal ordinance to sustain the blue seal of good education governance of the local government unit was crafted.

Population and Sampling

The purposive sampling technique was used in this study as the targeted informants were the people who are directly immersed in the various educational support extended by the Local School Board (LSB) to the two educational districts of LGU Solano. Consequently, the participants consisted of the municipal mayor, the treasurer and budget officer, the district supervisors, PTA representative, representative from the School Governing Council, president of the league of barangays and members local school board.

Instrument

To validate the information obtained from documents or records, an interview guide was utilized to allow the key informants to provide unrestrained or free responses in a non-threatening manner about programs, projects, activities extended by the LGU through its Local School Board, challenges encountered and satisfaction of beneficiaries pertaining to requests for educational support from the local school board, as well as recommendations to improve the systems and procedures in providing educational support.

Data Collection

Document scanning and analysis was done to examine, review and evaluate documents or records available at the LGU and or files of the LSB – both printed and electronic materials that provide proofs or pieces of evidence that make Solano an outstanding education-focused LGU. Thereafter, an interview with the LSB members and focus group discussion with school heads were implemented to validate the information obtained.



Data Analysis

To describe and analyze the dynamics of quality education practices of the Municipality of Solano, awarded with the Blue Seal of Good Education Governance, in terms of presence of in-place systems and procedures, processes of the LSB, outputs, outcomes and impact, pertinent documents were reviewed and analyzed. Analysis of records was triangulated with an interview and focus group discussion techniques.

In evaluating the extent of implementation of systems, procedures, processes and outputs, it followed the ISA Criteria in judging the extent of implementation.

Ethical Consideration

Research Protocols were observed by the researcher to ensure the quality and reliability of the study and research findings. The researcher sought approval from the dean and the participants to conduct the study. Consent letters were provided for the participants to express their willingness to take part in the study. When approved, the researcher scheduled the FGD and interviews with the participants. The researcher personally conducted the online interview via Google Meet. Interview questions were presented on a shared screen to assist the interviewee in answering the questions. All interviews were digitally recorded for later verbatim transcription. Before the recording, permission, and consent were sought for Data privacy act compliance. Pseudonyms were used to maintain the anonymity of the participants during the document analysis. The data gathered remained confidential and anonymous. Nobody, other than the researcher knew their answers to the interview. The collected data were discarded after they have served their purpose.

RESULTS and DISCUSSION

Input, Process, Output, Outcome and Impact

Pertinent to the descriptions on the dynamics of quality education practices of LGU Solano which was awarded with the Blue Seal of Good Education Governance for four consecutive years from 2017- 2020, major factors were attributed to the presence of systems and procedures on the local school board composition, duties and functions as stipulated in RA 7160 and the LGU's own Executive Order # 1, s. 2021, an order reorganizing the composition of the LSB to make it more relevant, dynamic and more responsive to the needs of public schools in the locale.

It also has systems and procedures on operations and maintenance of schools, construction and repair of school buildings, facilities and equipment, educational research, purchase of books and record, sports development, daycare, health and nutrition and education continuity amidst the pandemic as required in the Joint Resolution #1, s. 2017 of the DepEd, DBM and DILG which was further amended in the Joint Resolution #1, series of 2020.

In the continuing education amid the pandemic in 2021, in addition to requests from public schools which were taken from the donation and general services funds, three public high schools namely, Bascaran National High School, Uddiawan High School and Solano High School were included in the Plan. Meanwhile, five elementary schools namely, Solano East Central School SPED Center, Solano North Elementary School, Solano South Elementary School, Solano East Elementary School and Solano West Elementary School were included in the 2021 plan. In addition, Districts I and II of Solano were also integrated in the plan with appropriated budget for 2021.

In carrying out the mandated functions, processes are in place such as: SEF allocation, submission of priority PPAs by schools, fund sourcing outside SEF, approval of PPAs, implementation of approved PPAs, monitoring and evaluation and submission of reportorial requirements. The LSB has systems and procedures in allocating budget based on the 1% tax of the total accumulated real property tax for each year and other funds like donation and general services funds, including realignment of funds from previous year to the current year. Sad but true, the private schools did not really have allocation because of the limited budget, but some requests were approved through the donation funds. In addition, the ECCD Centers (Day Care) received minimal amounts from SEF because their programs and projects are well-funded by the office of the Municipal Social Welfare and Development Office and are also well supported by the barangay councils.

All allocations or appropriations by the Local School Board are supported or backed up by LSB Resolutions. For a certain year, the LSB approved the budget for priority education projects for the public schools. The resolutions indicated the source and estimated income for that Budget Year. It was expected that the estimated income for the Budget Year would help realize the various programs, projects and activities of the public schools.



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Allocation of the SEF always follow Commission on Audit's rules. Most items include operation and maintenance of public school, construction and repair of school building, facilities and equipment, educational research, purchase of books and record and sports development. Because of the pandemic, some activities supportive of continuing education have also been integrated in the budget. In terms of health and nutrition, it is noted that it was only in Year 2020 that the Joint Circular No. 01, s. 2020 of the DepEd, DBM and DILG explicated that it will form part of the SEF budget. Because of this circular, there were no appropriations on Health and Nutrition from SEF budget in Years 2018, 2019 and 2020. It was only in 2021 that health and nutrition was allocated with a budget. There were also allocations for educational research, but the allocated budgets were never utilized.

Most LSB members and school heads attribute the success of LGU Solano in making a very good education governance through partnerships and shared roles. The existence of project innovations contributed to the increase of enrolment as reflected in the last three years data analysis of enrolment from 2018 -2020, increase in the reading level of Grade 3 and 6 learners for the last three years as revealed in the data and analysis on Phil-IRI test results, increase in cohort survival rate for 2020 and other school indicators relative to learners' performance for the year. With the significant and noteworthy impact of these unique and impressive innovations under the umbrella of Project SOLANO Solace and Solidarity and its continuous improvement in the inputs and processes, the stakeholders believe that this would then translate to better teaching and learning, safer educational environment and better pupil and school performances.

Correlation between Average Fund and School-Based Management Level of Practice and Average Cohort and Overall Reading Level and Correlation between Cohort Rate and Reading Level per Year

A. Correlation between Average Fund and SBML and Average Cohort and Overall Reading Level

Table 1. Spearman's rho Correlation Test Results between the Average Implemented Fund and School-based Management Level of Practice and Average Cohort Survival Rate and Overall Reading Level.

Correlations						
			Ave Implem. Fund	SBM Level	Cohort Rate Overall	Overall Reading
Spearman's rho	Ave Implem. Fund	Corr. Coeff.	1.000	-.006	.040	-.105
		Sig. (2-tailed)	.	.977	.858	.635
		Decision		Do not Reject Ho	Do not Reject Ho	Do not Reject Ho
	SBM Level	Corr. Coeff.	-.006	1.000	.461*	.207
		Sig. (2-tailed)	.977	.	.031	.354
		Decision	Do not Reject Ho		Rej. Ho	Do not Reject Ho
	Cohort Rate Overall	Corr. Coeff.	.040	.461*	1.000	-.276
		Sig. (2-tailed)	.858	.031	.	.202
		Decision	Do not Reject Ho			Do not Reject Ho
	Overall Reading	Corr. Coeff.	-.105	.207	-.276	1.000
		Sig. (2-tailed)	.635	.354	.202	.
		Decision	Do not Reject Ho	Do not Reject Ho	Do not Reject Ho	

*. Correlation is significant at the 0.05 level (2-tailed).

As gleaned from Table 1, it is evident that only school-based management level of practice has positive correlation with cohort survival rate (p value - .031). It must be understood that school-based management (SBM) is a strategy to improve education by transferring significant decision-making authority from the Central Office to individual schools. Its main purpose is to devolve the decisions on student learning and resource deployment to the school to enable it to make school-based policies to better meet the needs of students and enhance their learning outcomes. This means that one of the many components of SBM is to be able to know future trends in enrollment by



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understanding cohort survival rate or the percentage of enrollees at the beginning grade or year in a given school year who reached the final grade or year of the elementary/secondary level so that individual schools could make proactive policies and or design mechanisms to attract pupils to enroll and finish their basic education. In this case, SBM influences cohort survival rate in a positive way. In 2019, Nograles, an education advocate, said that investing in education yielded positive results such as improved enrollment rates among all levels. Enrollment rates (NER) in kindergarten, elementary, junior, and senior high school continue to rise, with primary and secondary NERs up to 94.2 percent and 76 percent, respectively. On the other hand, the country's cohort survival rate (CSR) and completion rates have consistently risen while dropout rates have been decreasing at both the primary and secondary levels, he added.

B. Correlation between Cohort Rate and Reading Level

Table 2. Spearman's rho Correlation Test Results between Cohort Survival Rate and Reading Level per Year from 2017-2020

			Cohort Rate 2017	Cohort Rate 2018	Cohort Rate 2019	Cohort Rate 2020	Overall CSR	Reading 2017	Reading 2018	Reading 2019	Reading 2020	
Spearman's rho	Cohort Rate 2017	Corr. Coef.						-.113				
		Sig. (2-tailed)						.608				
		Decision						Do not Reject Ho				
	Cohort Rate 2018	Corr. Coef.							-.083			
		Sig. (2-tailed)							.708			
		Decision							Do not Reject Ho			
	Cohort Rate 2019	Corr. Coef.									.016	
		Sig. (2-tailed)									.944	
		Decision								Do not Reject Ho		
	Cohort Rate 2020	Corr. Coef.										-.083
		Sig. (2-tailed)										.708
		Decision										Do not Reject Ho

It is evident from the results that there are no significant correlations between cohort survival rate and pupils' reading level per year from 2017 to 2020. All the computed p values are greater than .05. The results could mean that cohort survival rate does not really influence the pupils' reading level. In this study, the two variables were statistically independent of each other.

Summary, Conclusions, and Recommendations

The following results were disclosed after the data gathered were analyzed:

There exist very good systems and procedures as regard LSB composition and duties, operations and maintenance of schools, construction and repair of school buildings, facilities and equipment, purchase of books and record, sports development and education continuity amidst the pandemic. However, there is a need to maximize opportunities on health and nutrition and educational research. The daycare has been receiving support from the social welfare and development as well as from the barangay council. There also exist very good processes despite some challenges especially on SEF allocation, priority listing of PPAs by school, fund sourcing outside SEF, approval



and implementation of PPAs, monitoring and evaluation and submission of reportorial requirements. Also, the significant and noteworthy impact of processes and outputs, as gleaned from programs, projects and activities implemented by the public schools through shared roles and partnership with the LSB describe the dynamics of quality education practices of LGU Solano as very good. The stakeholders comprising school heads, district supervisors, LSB members and the school governing councils believe that such could be adopted and sustained by other public schools in other municipalities. The Seal of Good Education Governance reflects how shared partnership and shared roles of various stakeholders could promote and enhance basic education. The extent of implementation of plans, policies and procedures is admirable as seen in the increased reading performance, cohort survival rating and school-based level of management practice. Education governance and management are admirable in all aspects providing a model for others.

School-based management level of practice influences cohort survival rating. DepEd's devolution of decisions on pupil learning and resources deployment enable schools to make school-based policies to better meet the needs of learners which could translate to higher cohort survival rating; and

The proposed prototype municipal ordinance reflects the salient findings of this study in that it highlights the reasons for the crafting of such which include the acknowledgement of the significance of the concerted efforts of LGU Solano and its partners in providing quality education. Further, the prototype ordinance also includes funding support not only to public schools but also to private schools. It also establishes the SolanoONE for Education Committee, as well as their duties and functions to ascertain that the Seal of Good Education Governance is consistent each year.

Thus, the Chair of the Education Committee push through with the prototype municipal ordinance crafted in this study. Conversely, said ordinance be made effective by the Sangguniang Bayan in order to sustain the Seal of Good Education Governance in the municipality.

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Organizational Resilience, Commitment and Good Governance Among Employees of Selected Embassies: Inputs to Diplomatic Efficiency

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Abstract

Aim: The aim of this study is to explore organization resilience, commitment, and good governance among employees of selected embassies with the end goal of serving as inputs to diplomatic efficiency.

Methodology: Descriptive method of research was used to gather the needed information on the variables under study.

Results: Respondents agree on the dimensions of organizational resilience in terms of shared vision, commitment to resilience, network perspective, roles and responsibilities, willingness to learn, adaptation ability, cooperative awareness and work enthusiasm. Respondents agree on the dimensions of organizational commitment in terms of affective continuance and normative. They also agree on the dimensions of good governance in terms of equitable and inclusive, participatory, consensus-oriented, following the rule of law and effective and efficient. There is a significant difference on the following: (1) assessment in organizational resilience in terms of network perspective and willingness to learn and work enthusiasm when grouped to nationality, (2) assessment in organizational commitment in terms of affective commitment when grouped to age, (3) assessment in good governance in terms of equitable and inclusive and effective and efficient when grouped to age, and (4) dimensions of organizational resilience and organizational commitment in terms of affective commitment and continuance commitment in terms of shared vision and work enthusiasm. There is a significant relationship between assessment in the dimensions of organizational resilience and the dimensions of good governance. There is also significant relationship between assessment in organizational commitment in terms of affective, continuance and normative and good governance in terms of equitable and inclusive, participatory, consensus-oriented, following the rule of law and effective and efficient.

Conclusion: The embassies under study may review the level of resilience of its employees with special focus on cooperative awareness, commitment, and work enthusiasm. They may promote more consensus-oriented and participation to further promote good governance. They may also further promote a culture of normative commitment (sense of obligation to stay), continuance commitment (fear of loss) and affective commitment (affection for the job) with special focus on the different age brackets to increase their passion and commitment for their job. The management of the embassies under study may review equitable and inclusive, effective, and efficient in its efforts towards good governance with special emphasis on the age brackets, and reconsider the different dimensions of organizational resilience, commitment, and good governance to further boost its commitment to resilience and good governance.

Keywords: Organizational resilience, commitment, good governance, employees, embassies, diplomatic

INTRODUCTION

We cannot dispute that the current pandemic has created more political problems than only economic and social ones, as we are currently seeing between Russia and Ukraine and other regions of the world. To further ensure efficiency and effectiveness for both public and commercial organizations, there has been a growing desire for the public sector to adopt ethical and humane methods.

Due to the inevitable nature of these issues, according to Duchek (2020), enterprises should have a backup plan in place to enable them to handle any unforeseen situations. Resilience is therefore crucial in order to be ready for unforeseen events that could endanger the organization's existence. A company's organizational resilience increases and is improved when it demonstrates leadership qualities and consciously implements projects.

The organization can foster future success by having a plan. Due to the availability of an externally motivated perspective building organizational capabilities to foresee disruptive and other unanticipated difficulties, organizational resilience has become so important in strategic management (Valikangas et al., 2012).



There are various ways to characterize organizational resilience, such as a capability, capacity, characteristic, result, process, behavior, strategy or approach, kind of performance, or a combination of these. Resilience research is criticized by Lengnick-Hall et al. (2011) for being descriptive and outcome-focused, which limits its investigation to factors or sources that contribute to resilient outcomes. However, according to some studies (Akgün & Keskin 2014), organizational resilience is the basis for growth and a priori measurability.

Objectives

This study aimed to investigate organizational resilience, adherence, and good governance among staff members of particular embassies to serve as contributions to effective diplomacy.

Specifically, it sought answers to the following questions:

1. How may the demographic profiles of the respondents be described in terms of:
 - 1.1. age;
 - 1.2. gender;
 - 1.3. civil status;
 - 1.4. level of education;
 - 1.5. nationality;
 - 1.6. occupation;
 - 1.7. length of employment; and
 - 1.8. monthly income.
2. How may the organizational resilience of the respondents be described in terms of:
 - a. shared vision,
 - b. commitment to resilience,
 - c. network perspective,
 - d. roles and responsibilities,
 - e. willingness to learn,
 - f. adaptation ability,
 - g. comparative awareness, and
 - h. work enthusiasm?
3. How may the organizational commitment of the respondents be described in terms of:
 - a. affective commitment,
 - b. continuance commitment, and
 - c. normative commitment?
4. How may good governance be described in terms of:
 - a. equitable and inclusion,
 - b. participatory,
 - c. consensus-orineted,
 - d. following the rule of law, and
 - e. effective and efficient?
5. How may the relationship of organizational resilience, commitment, and good governance be described when combined into profile factors?
6. Is there a significant difference among organizational resilience, commitment, and sound governance?
7. Based on the results of the study, what inputs for improving diplomatic effectiveness can be proposed?

METHODS

Research Design

The required data on the variables under study were gathered using a descriptive research methodology. It is a type of research strategy that seeks for pertinent data regarding the issue being investigated. As it relates to the research problem, it is directly tied to providing answers to the questions of when, where, and what. According to Sirisilla (2023), it is a potent tool that accurately depicts the traits and habits of a specific subject or population.

Population and Sampling

Participants of the study were 100% of employees in the embassies under study including diplomats.



Instruments

Four data gathering instruments were utilized:

Part 1 was a self-made questionnaire on the profile of the respondents.

Part 2 was a standardized but modified questionnaire on organizational resilience patterned after a study conducted by Jiangxi (2019).

Part 3 was a standardized but modified questionnaire based on the Three-Component Model (TCM) Employee Commitment Survey from the study of Myer and Allen cited by Muda and Chan (2020).

Part 4 was a standardized but modified questionnaire on the principles of good governance by Pomeranz and Stedman (2020).

The researchers did a preliminary assessment to ascertain the dependability of the questionnaires, with the aid of a proficient statistician. The findings presented below indicate that the questionnaire demonstrates a high level of reliability, thereby affirming its suitability for utilization. The concept of reliability pertains to the degree of consistency exhibited by a given metric. While it is not feasible to provide an exact quantification of dependability, an approximation of reliability can be attained using several metrics (Twycross, 2015).

Data Collection

The researchers obtained consent from the Ambassadors to carry out the study within the designated embassies through Google Forms. The distribution and retrieval of the forms occurred within a two-week timeframe.

Data Analysis

The research was tabulated, analyzed, and encoded the data using the following tools: Frequency and percentage was used to describe the profile' distribution. Weighted mean and ranking were used to assess the organizational resilience, commitment, and good governance. Analysis of variance was used to test the differences in organizational resilience, commitment, and good governance when grouped to profile variables. Pearson's correlation was used to test the relationship between organizational resilience, commitment, and good governance. Structural equation modeling (SEM) was used to measure and analyze the relationships of observed and latent variables. Similar but more powerful than regression analyses, it examines linear causal relationships among variables, while simultaneously accounting for measurement error.

Ethical Considerations

Ethical considerations have significant importance for both respondents and the company being studied in order to prevent deception. Therefore, prior to commencing the research, the researchers obtained informed consent from the respondents and obtained approval from the designated embassies.

RESULTS and DISCUSSION

This section presents the interpretation of data obtained from the participants of the study. The information is presented in themes with interpretation and implication. The presentation is organized based on the order of the problems in the statement of the problem.

Table 1
Summary Table for Organizational Resilience

Indicators	Composite Mean	VI	Rank
1. Shared vision	3.37	Agree	1
2. Commitment to resilience	3.14	Agree	7
3. Network perspective	3.31	Agree	2
4. Roles and responsibilities	3.28	Agree	3
5. Willingness to learn	3.15	Agree	5
6. Adaption Ability	3.19	Agree	4
7. Cooperative awareness	3.14	Agree	6
8. Work enthusiasm	3.10	Agree	8
Over-all Mean	3.21	Agree	

Legend: 3.50 – 4.00 – Strongly Agree; 2.50 – 3.49 – Agree; 1.50 – 2.49 – Disagree; 1.00 – 1.49 – Strongly Disagree



Table 1 presents the summary on organizational resilience. All the indicators of resilience show that respondents agree with an overall mean of 3.21 and a verbal interpretation of agree. Ranked 1 "shared vision with a composite mean of 3.37 and a verbal interpretation of agree. Ranked 2 "Network perspective" with a composite mean of 3.31 with a verbal interpretation of agree. Ranked 4 "Adaption Ability" with a composite mean of 3.19 and a verbal interpretation of agree. Ranked 5 "Willingness to learn" with a composite mean of 3.15 and a verbal interpretation of agree. Ranked 6 "Cooperative awareness" with a composite mean of 3.14 and a verbal interpretation of agree. Ranked 7 "Commitment to resilience" with a composite mean of 3.14 and a verbal interpretation of agree. Ranked 8 "Work enthusiasm" with a composite mean of 3.10 and verbal interpretation of agree.

Table 2
Summary Table for Organizational Commitment

Indicators	Composite Mean	VI	Rank
1. Affective Commitment (affection for the job)	3.28	Agree	1
2. Continuance Commitment (fear of loss)	2.96	Agree	2
3. Normative Commitment (sense of obligation to stay)	2.89	Agree	3
Over-all Mean	3.04	Agree	

Legend: 3.50 – 4.00 – Strongly Agree; 2.50 – 3.49 – Agree; 1.50 – 2.49 – Disagree; 1.00 – 1.49 – Strongly Disagree

Table 2 presents the summary of organizational commitment. Employees agree with an over-all mean of 3.04. Ranked 1 "Affective Commitment Scale (affection for the job)" with a composite mean of 3.28 and a verbal interpretation of agree. Ranked 2 "Continuance Commitment Scale (fear of loss)" with a composite mean of 2.96 and a verbal interpretation of agree. Ranked 3 "Normative Commitment Scale (sense of obligation to stay)" with a composite mean of 2.89 and a verbal interpretation of agree.

Working in an embassy is one pride and affection for the job. The embassy is not like any other organization. The presence of an embassy is the presence of a country in a country. As such all employees are treated with international standard. More so, the diplomats have special treatment which also increases their level of affection for the job. From the foregoing, it is clear that working in the embassy mean a lot to employees. They take pride in their work, they have a sense of attachment and they do not mind spending their whole career working in the embassy.

Table 3
Summary Table for Good Governance

Indicators	Composite Mean	VI	Rank
1. Equitable and Inclusive	3.16	Agree	3
2. Participatory	3.07	Agree	5
3. Consensus-Oriented	3.09	Agree	4
4. Following the Rule of Law	3.23	Agree	1
5. Effective and Efficient	3.17	Agree	2
Over-all Mean	3.14	Agree	

Legend: 3.50 – 4.00 – Strongly Agree; 2.50 – 3.49 – Agree; 1.50 – 2.49 – Disagree; 1.00 – 1.49 – Strongly Disagree

Table 3 presents the summary on the dimensions of good governance. Respondents agree with an overall mean of 3.14 and a verbal interpretation of agree.

Ranked 1 "Following the rule of law" with a composite mean of 3.23 and a verbal interpretation of agree. The importance of law and more so rule of law cannot be overemphasized in a democratic system of government wherein all citizens are given equal say and freedom of expression. The embassies under study practice democracy. It is therefore expected that the embassy cannot fall short of the principles of democracy.

In order to enhance the implementation of the rule of law within the embassies being examined, the embassy carries out its operations in accordance with established standard operating procedures. Additionally, it



upholds the principles of human rights by ensuring equitable treatment of all staff members, regardless of their social standing, political affiliations, ethnic background, or country of origin.

There is significant difference in assessment in organizational commitment in terms of affective commitment (affection for the job) when grouped to the profile variable on age since the computed p value is less than 0.05 level of significance. Therefore, assessment in organizational commitment in terms of affective commitment differs when grouped to age. Respondents who are 50 years old and above have better assessment in organizational commitment in terms of affective commitment.

Table 4
Differences between Assessment in Organizational Commitment when grouped to Profile Variables

Profile	Affective Commitment (Affection for the job)				Continuance Commitment (Fear of loss)				Normative Commitment (Sense of obligation to stay)			
	F	P	I	D	F	p	I	D	F	P	I	D
Age	3.309	0.029	S	R	0.466	0.707	NS	FR	2.462	0.076	NS	FR
Gender	0.172	0.680	NS	FR	0.075	0.785	NS	FR	0.901	0.348	NS	FR
Marital Status	3.457	0.041	NS	FR	1.459	0.244	NS	FR	2.074	0.138	NS	FR
Educational Attainment	0.084	0.969	NS	FR	2.358	0.086	NS	FR	1.985	0.131	NS	FR
Nationality	2.313	0.074	NS	FR	2.063	0.104	NS	FR	0.745	0.567	NS	FR
Job Title	0.179	0.948	NS	FR	0.726	0.580	NS	FR	1.050	0.393	NS	FR
Length of Service	1.312	0.279	NS	FR	0.597	0.703	NS	FR	0.597	0.703	NS	FR
Job Status	0.797	0.457	NS	FR	0.740	0.483	NS	FR	0.560	0.576	NS	FR
Monthly Income	1.608	0.191	NS	FR	0.100	0.982	NS	FR	0.673	0.615	NS	FR

Legend: Significant at p-value < 0.05; R – Rejected; FR – Failed to Reject; S – Significant; NS – Not Significant

Conclusions

1. Majority of the respondents are between 40-49 years and 50 years above, male and female are of equal gender, married, college graduates, Nigerians, different job positions, length of service with 13 years and above, regular job status and a monthly income of 30,000 pesos and above.
2. Respondents agree on the dimensions of organizational resilience in terms of: shared vision, commitment to resilience, network perspective, roles and responsibilities, willingness to learn, adaptation ability, cooperative awareness and work enthusiasm.
3. Respondents agree on the dimensions of organizational commitment in terms of affective continuance and normative.
4. Respondents agree on the dimensions of good governance in terms of equitable and inclusive, participatory, consensus-oriented, following the rule of law and effective and efficient.
5. There is a significant difference in assessment in organizational resilience in terms of network perspective and willingness to learn and work enthusiasm when grouped to nationality. There is a significant difference in assessment in organizational commitment in terms of affective commitment when grouped to age. There is a significant difference in assessment in good governance in terms of equitable and inclusive and effective and efficient when grouped to age.
6. There is a significant relationship in the dimensions of organizational resilience and organizational commitment in terms of affective commitment and continuance commitment in terms of shared vision and work enthusiasm. There is a significant relationship between assessment in the dimensions of organizational resilience and the dimensions of good governance.



7. There is significant relationship between assessment in organizational commitment in terms of affective, continuance and normative and good governance in terms of equitable and inclusive, participatory, consensus-oriented, following the rule of law and effective and efficient.

Recommendations

1. The embassies under study may review the level of resilience of its employees with special focus on cooperative awareness, commitment, and work enthusiasm.
2. The embassies under study may promote more consensus-oriented and participation to further promote good governance.
3. The embassies under study may further promote a culture of normative commitment (sense of obligation to stay), continuance commitment (fear of loss) and affective commitment (affection for the job) with special focus on the different age brackets to increase their passion and commitment for their job.
4. The management of the embassies under study may review equitable and inclusive, effective, and efficient in its efforts towards good governance with special emphasis on the age brackets.
5. The management may reconsider the different dimensions of organizational resilience, commitment, and good governance to further boost its commitment to resilience and good governance.
6. Future researchers may study other variables not utilized in this study for more insights on diplomatic efficiency.

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Artificial Intelligence in Academic Research: Assessing Ethical Use and Benchmarking Practices Across Local and Global Institutions*

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Abstract

Aim: This study aims to assess the ethical use of artificial intelligence (AI) in academic research by analyzing and benchmarking institutional AI policies and practices across selected Philippine Higher Education Institutions (HEIs) and leading global universities.

Methodology: The research employed a qualitative, document-based comparative analysis. Institutional policy documents—such as academic integrity statements, artificial intelligence (AI) use advisories, research ethics codes, and university guidelines—were collected from three local and three global universities. These were analyzed using an ethics matrix guided by frameworks from the Committee on Publication Ethics (COPE), the International Committee of Medical Journal Editors (ICMJE), and the United Nations Educational, Scientific and Cultural Organization (UNESCO), focusing on five key ethical themes: authorship, transparency, academic integrity, acceptable AI use, and ethical safeguards.

Results: Findings revealed that while all institutions recognize the growing role of AI in research, significant divergence exists in the maturity and enforcement of ethical guidelines. Global universities demonstrated more comprehensive, enforceable, and integrated policy frameworks, including AI-specific authorship disclosure, acceptable-use classifications, and training programs. In contrast, Philippine HEIs have begun to develop policies but often lack consistency, operational guidelines, and training infrastructure. The gap is further widened by contextual challenges such as resource disparities and digital literacy limitations.

Conclusion: To promote responsible AI integration, Philippine HEIs must develop coherent, enforceable policies that align with global ethical standards while addressing local academic and cultural contexts. Institutional efforts should also include faculty and student training, AI ethics education, and inter-university collaboration to build a robust and inclusive governance framework.

Keywords: Artificial intelligence, academic integrity, authorship ethics, institutional policy, AI transparency

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INTRODUCTION AND BACKGROUND OF THE STUDY

The global academic landscape is undergoing a profound transformation with the rapid integration of AI into research workflows. AI technologies such as machine learning algorithms, generative text tools, and data mining platforms now assist in literature reviews, data analysis, predictive modeling, and even manuscript drafting. As these tools become embedded in academic practice, their implications for research quality, authorship, and integrity are increasingly scrutinized. Institutions such as UNESCO and COPE have issued preliminary guidance on the responsible use of AI in academia (Ashrafuzzaman & Parveen, 2025; Villarino, 2025). A study by Naqvi et al. (2025) emphasized the transformative but ethically complex role AI plays in health sciences education, calling for curricular and policy-based interventions to maintain research integrity. Similarly, international reviews underscore that while AI enhances efficiency, its use demands ethical governance frameworks that ensure fairness, transparency, and accountability (He & Liu, 2025; Saura, Barbosa, & Rana, 2025).

Despite these global advances, there is limited empirical understanding of how ethical AI practices are embedded within institutional frameworks, particularly in developing countries like the Philippines. Research by Villarino (2025) and Pek et al. (2025) indicates that while many institutions acknowledge the relevance of AI in research and



education, formal policies remain underdeveloped or inconsistently enforced. The Philippines, although showing increasing interest in AI, lacks cohesive national or institutional policy frameworks specifically regulating AI's use in scholarly research. Studies in Philippine HEIs suggest inconsistent access to AI literacy, fragmented policy approaches, and a gap in culturally grounded ethics frameworks (Villarino, 2025). In contrast, leading global institutions have started aligning their academic integrity codes with international guidelines such as those from ICMJE and COPE, which explicitly address AI-aided authorship and review processes (Jambol et al., 2025; LaFrance, 2025). This divergence in policy maturity reveals a critical space for comparative policy analysis.

Conceptual Framework of the Study

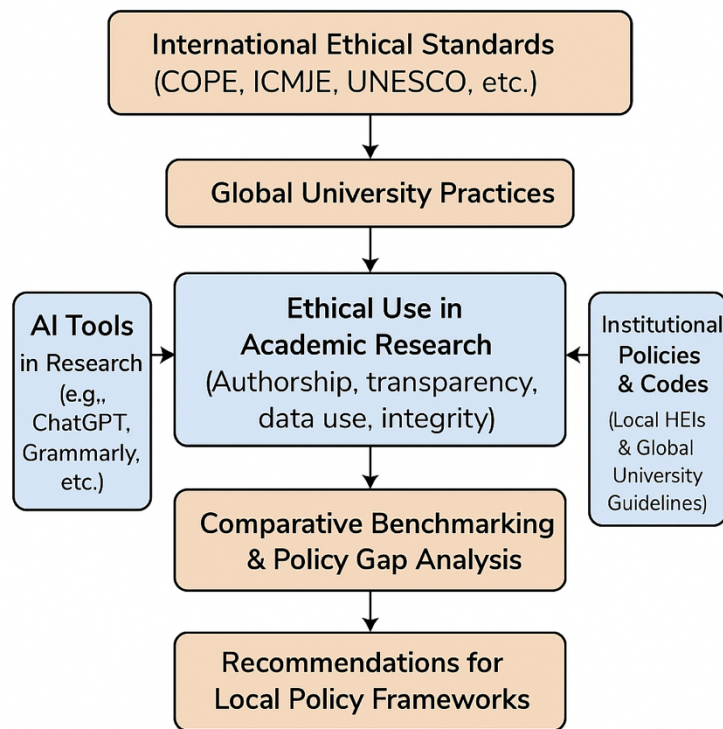


Figure 1. The Paradigm of the Study

Objectives of the Study

The main objective of this study is to assess the ethical use of AI in academic research by analyzing and benchmarking institutional policies across selected Philippine HEIs and leading global universities.

Specifically, the study aims to:

1. Examine how AI tools are ethically integrated into the academic research process
2. Identify and analyze existing institutional policies and guidelines governing AI use in research within selected Philippine HEIs and international universities.
3. Compare and contrast local and global policy approaches to identify areas of convergence, divergence, and best practices.



4. Highlight regulatory gaps and contextual challenges in the Philippine academic landscape.
5. Recommend an internationally aligned ethical framework for responsible AI usage in Philippine academic research.

METHODOLOGY

Research Design

This study employs a qualitative, document analysis design to examine how AI is ethically integrated into academic research through institutional policies. It is primarily descriptive and comparative, enabling an in-depth exploration of policy content and thematic trends across institutions.

Participants/Sample

The sample for this study consists of institutional documents—such as academic integrity policies, AI usage guidelines, research ethics manuals, and official institutional statements—from six higher education institutions. These include three Philippine Higher Education Institutions (HEIs): University of the Philippines Open University (UPOU), Mapúa University, and De La Salle University (DLSU). These were selected for their publicly available documents indicating initial efforts toward AI governance in academic contexts.

In addition, three globally recognized universities were included for comparative analysis due to their advanced and accessible AI-related academic policies: the University of Melbourne (Australia), Stanford University (United States), and ETH Zurich (Switzerland). These institutions were selected based on the presence of formal and detailed AI ethics provisions embedded within their research or academic conduct frameworks. Collectively, these documents provide a cross-institutional lens into how AI is ethically integrated and governed within academic research settings, both locally and globally.

Data Collection Instruments

The primary instrument is a document analysis matrix that categorizes policy content based on themes such as authorship, transparency, acceptable AI use, academic integrity, and ethical safeguards. The matrix is guided by internationally recognized frameworks including COPE, ICMJE, and UNESCO AI ethics guidelines. All institutional data was drawn from publicly accessible sources and analyzed for scholarly purposes.

Procedure of Data Collection

Relevant documents were identified through institutional websites, online repositories, and official academic portals. Publicly accessible and authenticated documents were downloaded, catalogued, and organized for coding. Where needed, institutional offices were contacted to verify document authenticity.

Data Analysis

Data were analyzed using qualitative thematic analysis, employing both deductive coding (based on global ethical standards) and inductive coding (to surface context-specific themes). Thematic categories were compared across institutions to identify convergence, divergence, policy gaps, and exemplary practices. Findings were synthesized to develop informed policy recommendations.

AI Declaration

AI tools were employed during select stages of this study to support the literature review, thematic organization, and policy comparison processes. During the literature review phase, ChatGPT was used to identify relevant keywords and map conceptual relationships. All cited literature was manually retrieved, read, and verified from primary academic sources. No AI-generated summaries or interpretations were included in the final manuscript.



Grammarly was used solely to improve grammar, clarity, and consistency in writing without altering intellectual content. All critical arguments, interpretations, and conclusions were generated by the researchers and validated against original sources. No AI tools were used to generate data, test hypotheses, or construct research findings. All content was reviewed, verified, and critically synthesized by the researchers in adherence to academic integrity standards.

FINDINGS/RESULTS

Table 1
Qualitative Thematic Matrix Analysis

Institution	Policy Type & Year	Sample Provision or Quoted Text	Ethical Themes (COPE, ICMJE, UNESCO)	Web/Document Source
UP Open University (Philippines) <i>or</i> Local University 1	University Statement (2023)	"Learners are expected to declare the use of AI tools... AI-generated outputs submitted without acknowledgment shall be considered a form of plagiarism."	Authorship, transparency, academic honesty	https://web.archive.org/web/20230921121139/https://www.upou.edu.ph/announcement/upou-statement-on-the-use-of-generative-artificial-intelligence-tools-in-academic-requirements/
Mapúa University (Philippines) <i>or</i> Local University 2	Memo / Dept. Guidelines (2023)	"Students must cite any generative AI tools used... AI is permitted for ideation and reference but must not replace critical reasoning."	Citation policy, tool usage scope, originality	https://www.mapua.edu.ph
De La Salle University (Philippines) <i>or</i> Local University 3	CET Guidelines (2023)	"AI tools may be used as assistive technologies; academic dishonesty includes submitting AI-generated content without attribution."	Training, misconduct, tool classification	https://www.dlsu.edu.ph/etoolkit/
University of Melbourne (Australia) <i>or</i> Global University 1	Research Integrity Policy (2023)	"The use of generative AI... must be fully disclosed and must not replace critical academic contribution."	Disclosure, originality, fairness	https://policy.unimelb.edu.au/
Stanford University (USA) <i>or</i> Global University 2	Teaching and Learning Policy (2023)	"Students must declare all AI assistance. Undisclosed use is a breach of the Honor Code."	Informed consent, authorship, autonomy	https://teachingcommons.stanford.edu/resources/teaching-guides/guidelines-ai-use
ETH Zurich (Switzerland) <i>or</i> Global University 3	Digital Research Guidelines (2022)	"AI tools used... must be referenced like any other source. The academic merit lies in interpretation, not automation."	Data transparency, research responsibility	https://ethz.ch/en.html



1. Ethical Integration of AI in Academic Research

All six institutions acknowledged the presence of AI in research processes but varied in how they integrated ethical controls. Local University 1's statement requires students to disclose AI tool usage and identifies non-disclosure as plagiarism, aligning with COPE's authorship transparency guidelines. Similarly, Local University 2 emphasizes citation of AI tools in research outputs, while Local University 3 classifies unacknowledged AI-generated content as academic dishonesty. Among global institutions, Global University 1, Global University 2, and Global University 3 all require explicit AI disclosures in research outputs, with Global University 1 noting that generative AI must not replace academic contribution. This reflects broader adherence to ICMJE's position on authorship accountability and UNESCO's emphasis on responsible innovation.

2. Institutional Guidelines on AI Use

Institutional responses varied in formality and scope. Local University 1 issued a full university-wide statement, while Local University 2 and Local University 3 issued department-level or internal advisories. By contrast, all three global universities reviewed have published comprehensive, system-wide AI policy frameworks available through official policy portals. These frameworks include specific clauses addressing AI use in data analysis, writing, and authorship, coupled with guidance on ethical citation and disclosure. Only Local University 3 among the Philippine HEIs indicated AI-related training or capacity-building initiatives, while Global University 2 and Global University 1 include AI ethics in teaching guides and faculty policies.

3. Comparative Patterns: Convergence and Divergence

A convergence exists across all institutions in recognizing the necessity for transparency and integrity when AI is used. Common provisions include requiring AI disclosures and discouraging reliance on AI for original scholarly contributions. However, divergence is significant in the level of policy maturity. Global universities implement policies supported by teaching resources, ethics training, and monitoring mechanisms. Philippine institutions remain at the early stages of policy development, often relying on high-level statements with limited operational guidance or enforcement mechanisms.

4. Policy Gaps and Contextual Challenges in Philippine HEIs

The analysis revealed several policy gaps among local institutions. These include (1) a lack of centralized, enforceable university-wide AI policies beyond isolated statements or memos, (2) the absence of standardized templates or forms for AI use declaration, and (3) limited or no institutional training in ethical AI use. In addition, infrastructure disparity and varying levels of faculty AI literacy present contextual barriers to effective policy implementation. These challenges mirror concerns highlighted in Villarino's (2025) study on rural HEI readiness for AI integration.

5. Toward Responsive and Globally Aligned Frameworks

The findings suggest that Philippine HEIs can enhance policy effectiveness by developing comprehensive, multi-tiered frameworks. These should include clear definitions of permissible AI use, mandatory disclosure protocols, and integration of AI ethics into student and faculty training. Benchmarking best practices from Global University 2, Global University 3, and Global University 1, local institutions can create policies that reflect both international standards (COPE, ICMJE, UNESCO) and cultural and infrastructural realities of the Philippine academic context. Local University 1's example can serve as a leading model for cascading policy adoption to other HEIs.



CONCLUSIONS

This study set out to examine the ethical use of AI in academic research by analyzing institutional policies and benchmarking practices across selected Philippine Higher Education Institutions (HEIs) and globally recognized universities. Through a structured comparative document analysis guided by internationally recognized frameworks—namely COPE, ICMJE, and UNESCO—the study yielded critical insights into how institutions regulate AI use, uphold academic integrity, and promote transparency in scholarly activities.

The findings demonstrate that while both local and global institutions acknowledge the increasing role of AI in research, there is a significant divergence in the depth, scope, and enforcement of ethical policies. Global institutions such as Global University 1, Global University 3, and Global University 2 exhibit mature, integrated frameworks that clearly delineate the acceptable and unacceptable uses of AI, require full disclosure of AI assistance, and embed ethical training within institutional practices. These institutions also align closely with COPE's expectations for responsible authorship, ICMJE's authorship accountability standards, and UNESCO's vision for equitable and transparent AI governance.

RECOMMENDATIONS

While this study offers important insights into the ethical use of AI in academic research, it is not without limitations. First, the analysis was limited to publicly accessible institutional documents from a select number of Philippine HEIs and global universities. Some institutional guidelines may exist internally but were inaccessible for inclusion in this research. Additionally, this study focused solely on document-based analysis and did not incorporate empirical data from stakeholders such as faculty members, administrators, or students, which could have enriched the contextual understanding of policy implementation and perceptions.

Given these limitations, several recommendations are proposed to advance institutional practice and academic discourse on AI ethics in research.

There is an urgent need for Philippine HEIs to transition from fragmented, advisory-level AI usage guidelines to unified, enforceable institutional policies. These policies should clearly define what constitutes ethical and unethical AI use in research, drawing on standards from COPE, ICMJE, and UNESCO. Specific provisions must cover authorship attribution, AI disclosure protocols, acceptable AI functions, and misconduct consequences. These guidelines should be integrated into existing academic integrity codes and research ethics manuals to ensure institutional coherence.

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