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**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

## Towards the Development of an Organizational Alignment Framework and Instrument for Schools

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**Received:** 01 June 2023

**Revised:** 20 June 2023

**Accepted:** 25 June 2023

**Available Online:** 28 June 2023

**Volume II (2023), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577**

### Abstract

**Aim:** The primary objective of this research endeavor is to develop a relevant Organizational Alignment Framework and Instrument tailored explicitly for educational institutions. This study is designed to cater to the unique needs and challenges encountered in educational environments, aiming to bolster schools' operational efficiency and effectiveness.

**Methodology:** This study used a mixed-method design. The qualitative phase refined a conceptual framework for school organizational alignment using literature reviews and interviews. The quantitative phase developed a survey based on this framework, using validated tools and additional education-specific metrics to measure organizational alignment in schools.

**Results:** The study found that research and community services play a crucial role in the organizational alignment of schools. These elements help to cultivate a robust organizational culture, promote a sense of unity and dedication within the school community, and bolster the school's reputation and community standing.

**Conclusion:** The study introduces two distinct factors, Research and Community Services, as integral components in managing alignment within education institutions. This framework provides a roadmap for schools to enhance their organizational alignment, thereby improving their effectiveness and efficiency. Furthermore, the research instrument developed in this study has demonstrated high reliability and validity in measuring various aspects of organizational alignment, including the newly introduced factors of Research and Community Services. This affirms the instrument's effectiveness in providing a comprehensive assessment of organizational alignment within education institutions

**Keywords:** Organizational Alignment, Framework, Instrument, Schools, Educational Institutions

### INTRODUCTION

In educational institutions, effective organizational alignment is critical in ensuring that all stakeholders work cohesively towards shared goals and objectives. With the complexity of the educational landscape and the multitude of stakeholders involved, schools face unique challenges in achieving and sustaining organizational alignment. Therefore, there is a growing need for the development of a comprehensive organizational alignment framework specifically designed for schools.

This research aimed to contribute to the field of educational leadership and organizational development by exploring the development of an Organizational Alignment Framework and Instrument for schools. By creating a tailored framework and instrument, this study sought to provide educators, administrators, and policymakers with practical tools to assess, enhance, and maintain organizational alignment within schools.

The research draws upon existing literature and theories related to organizational alignment in educational settings, including the Organizational Alignment Model de la Cruz (2012). This model, adapted from Burke and Litwin's Model of Organizational Change (1992), provides a comprehensive framework for understanding the dynamics of organizational alignment and change. By incorporating this model into the research, it will serve as a



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valuable foundation to develop a specialized framework for schools that captures the unique aspects of their organizational structure and processes.

In addition to framework development, this research also focuses on the creation of a practical instrument that can be used by school leaders to assess the level of organizational alignment within their institutions. The instrument will draw upon validated measurement tools and indicators, as well as incorporate additional metrics specific to the educational context. By leveraging quantitative data, the instrument will enable the measurement of perceptions of alignment across various stakeholder groups, providing valuable insights into areas of strength and improvement opportunities.

The findings of this research will have significant implications for educational practitioners, policymakers, and researchers. A robust organizational alignment framework and instrument tailored to the unique context of schools can foster a collaborative and purpose-driven environment, leading to improved student outcomes and overall organizational effectiveness. Moreover, practical recommendations derived from this study will inform evidence-based practices and guide future efforts toward strengthening organizational alignment in educational institutions.

In summary, this research project aimed to contribute to the development of an Organizational Alignment Framework and Instrument for schools. By addressing the specific needs and challenges of educational settings, this study seeks to enhance the effectiveness and efficiency of schools, ultimately creating a positive impact on student achievement and organizational success.

### Objectives

1. To review existing literature and theories on organizational alignment in educational settings, including the Organizational Alignment Model by de la Cruz (2012) and Burke and Litwin's Model of Organizational Change (1992).
2. To identify and understand the unique challenges and characteristics of schools that impact organizational alignment.
3. To develop a conceptual framework on organizational alignment that addresses the specific needs of schools.
4. To create a practical instrument for assessing organizational alignment within schools.

### Hypotheses

H1: The review of existing literature on organizational alignment in educational settings, including the Organizational Alignment Model by de la Cruz (2012) and Burke and Litwin's Model of Organizational Change (1992), will provide comprehensive insights and theoretical foundations for understanding organizational alignment in schools.

H2: Schools face unique challenges and characteristics that impact organizational alignment.

H3: The developed conceptual framework on organizational alignment for schools will address the specific needs and requirements of educational institutions.

H4: The created practical instrument for assessing organizational alignment within schools will demonstrate reliability, validity, and practical applicability. It will effectively measure organizational alignment in schools, drawing upon validated measurement tools and indicators as well as incorporating additional metrics specific to the educational context.

### METHOD

#### Research Design

The research design for this study utilized a mixed-method approach, combining qualitative and quantitative methods.

Firstly, a qualitative approach is employed for framework development. The deductive method is used to synthesize findings from the literature review and qualitative data collected through key informant interview. This process helps refine and tailor the conceptual framework specifically for schools, considering their unique characteristics.

Secondly, a quantitative approach is utilized for survey development. Based on the conceptual framework, a survey instrument is created to quantitatively measure the level of organizational alignment in schools. The survey draws upon validated measurement tools and indicators as well as incorporates additional metrics specific to the



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educational context. The survey items are designed to be clear, reliable, and valid, allowing for the assessment of various dimensions of organizational alignment.

By integrating qualitative and quantitative methods, this mixed-method research design provides a comprehensive understanding of organizational alignment in schools and enhances the depth and breadth of the research, offering a more robust analysis of organizational alignment in the educational setting.

### Ethical Considerations

1. **Informed Consent:** Obtained informed consent from all participants involved in the study, including those who participated in key informant interviews. Provided clear and comprehensive information about the research objectives, procedures, potential risks, benefits, and the voluntary nature of participation.
2. **Confidentiality and Anonymity:** Safeguarded the confidentiality and anonymity of participants. Treated all personal information and research data with strict confidentiality. Anonymized collected data during analysis and reporting to ensure that participants could not be identified. Assured participants that their responses would be kept confidential and would only be used for research purposes.
3. **Privacy and Data Protection:** Adhered to data protection regulations and ethical guidelines in handling, storing, and transmitting research data. Ensured that appropriate measures were in place to protect participants' privacy and the security of their data. Obtained necessary permissions and approvals for the use and storage of sensitive information, if applicable.
4. **Minimizing Harm and Risks:** Took measures to minimize potential harm or discomfort to participants throughout the research process. Considered the emotional, psychological, and social well-being of participants during key informant interviews.
5. **Transparent Reporting and Integrity:** Conducted the research with transparency, honesty, and integrity. Clearly reported the research methods, procedures, and findings, presenting both positive and negative results. Ensured that the interpretations and conclusions drawn from the qualitative and quantitative data were grounded in the data and accurately reflected the participants' perspectives.

### RESULTS and DISCUSSION

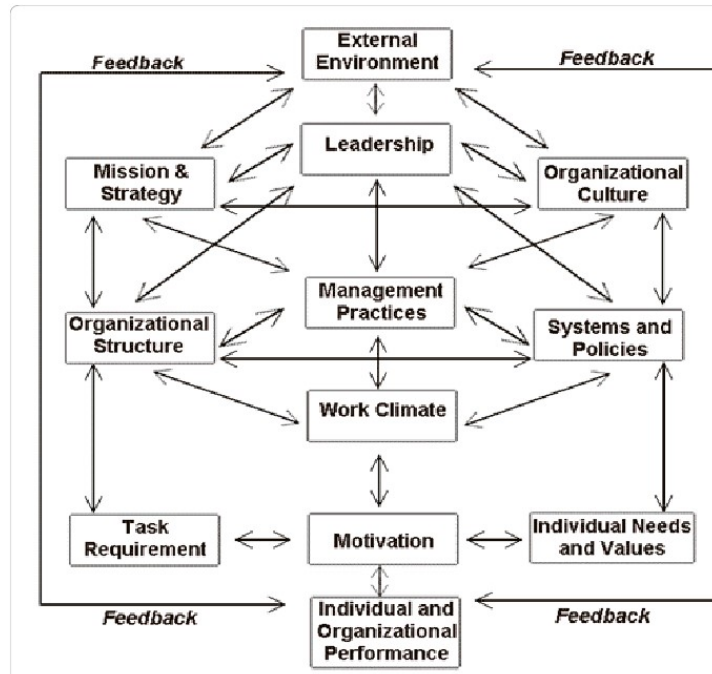


Figure 1  
Burque and Litwin of Organizational Change (1992)





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Burke and Litwin's (1992) Model of Organizational Change is also referred to as the Performance and Change Model. The framework, created by two organizational change consultants, was used to comprehend the elements of an organization and their relationships during a change. Not accounting for all areas or components of the organization is the typical cause of inadequate change planning and execution. This model can reveal the affected business areas and their interrelationships.

The proponents of the model characterized it as a mechanism that depicts the primary variables that must be considered when attempting to predict and explain the total behavior output of an organization, the most significant interactions between these variables, and how change is influenced. There are four elements within an organization, according to this theory: the external environment, transformational, transactional, and performance. Then, each group contains numerous organizational components. The diagram illustrates which elements adhere to which group, how they interact with one another, and the organizational structure as a whole.

The beginning and conclusion of the model's procedure represent the organization's input, the external environment, and the organization's output, individual and organizational performance. The former represents any external forces or conditions that will impact the organization's processes. As an illustration, consider consumer behavior or market conditions. On the other hand, this is the organization's output as a whole. This can be demonstrated in numerous methods, including through revenue, productivity, and consumer satisfaction.

Transformational factors are profoundly ingrained organizational processes and characteristics. Any modification to these factors will have significant effects on the remainder of the organization. These variables will be the most affected by the external environment and will exert the greatest influence on transactional variables.

The Leadership factor provides 'direction' for the remainder of the organization. Individuals in positions of leadership are responsible for creating a vision and inspiring the remainder of the organization to achieve it. The Mission and Strategy define the organization's objective and the means by which it will be achieved. In addition, organizational norms and values comprise organizational culture.

Transactional factors refer to the organization's day-to-day operations. These characteristics, according to proponents Burke and Litwin, are significantly influenced by management rather than by leadership. Change in these factors is unlikely to result in enduring change unless transformational factors are also at play.

The Management Practices are the behaviors and actions of managers, which are typically aligned with the execution of the overall strategy. The organization's structure includes its hierarchy, departments, and reporting channels. The systems (policies and procedures) are the aids and supports in place for employees. Examples include legal systems and reward systems (Sanchez, 2022).

Work Group Climate is the working environment of the crew. For instance, the degree to which team members cooperate, the ease with which individuals express themselves, and how well objectives are set and rewarded. Setting objectives to inspire and instruct employees is motivation. Task Requirements and Individual Skills/Abilities refer to the alignment of the job description with an employee's knowledge and skills. Individual Needs and Values refers to the expectations and demands of employees, such as compensation, work-life balance, responsibility, etc., that must be met in their role.

The model's two primary applications are diagnosing a problem within an organization and developing an action plan for a change initiative. The group should first determine where the change is coming from or where it is being planned. Then, the specific constituent within that category must be identified. Once this has occurred, it is possible to identify all affected elements.

A change in lawful working requirements is an example of an external environment factor. This would result in a change in leadership practices, which would influence the work unit climate and systems, motivation, and individual requirements and values, resulting in a shift in individual and organizational performance. A model is a helpful instrument for identifying the relevant factors and their interrelationships when a change process is occurring or is being planned.



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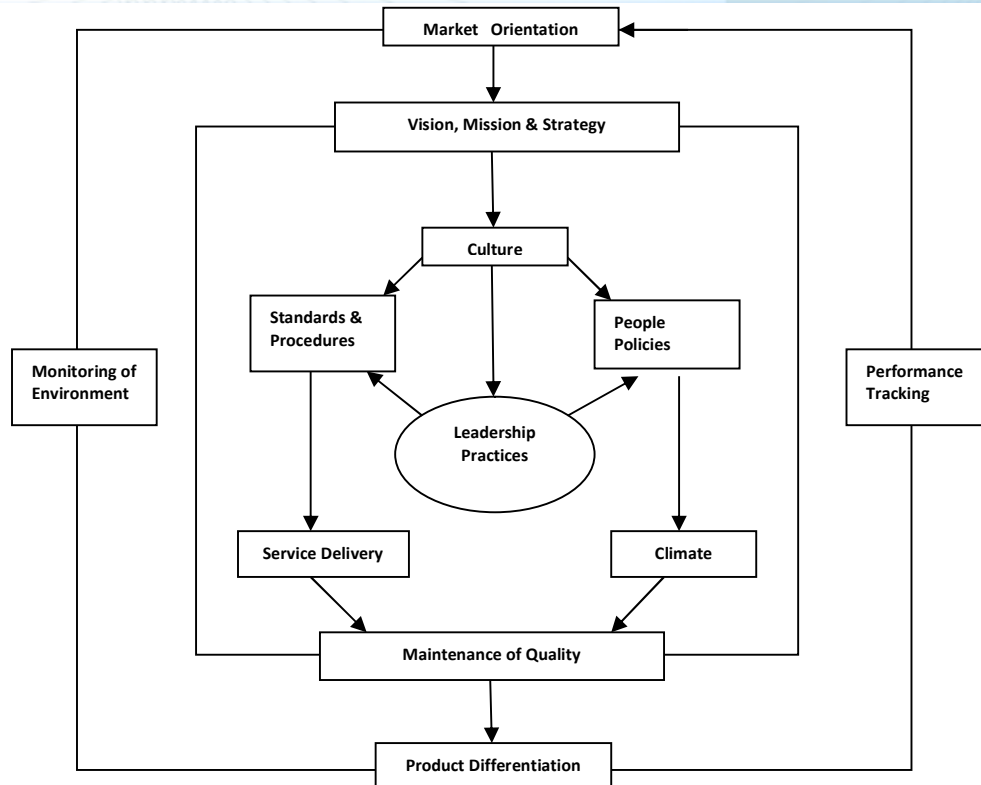


Figure 2  
Organizational Alignment Model of A. M. "Butch" de la Cruz (2012)

Butch de la Cruz (2012) described the key factors that must be in place for an organization to be fully effective, and shows the interaction between each of these elements. He enumerated 12 crucial factors for organizational alignment, namely: 1. market orientation; 2. vision, mission, and strategy; 3. culture; 4. standards and procedures; 5. service delivery, 6. people policies; 7. climate; 8. maintenance of TQM and ISO system compliance; 9. strategic leadership practices; 10. product differentiation; 11. performance management tracking; and 12. monitoring of the environment.

Former Professor of University of Maryland, University of Southern California, and Troy State University de la Cruz, (2012) has used his organizational alignment model as an organizational development intervention in business organizations. The 12 factors identified by de la Cruz (2012) as crucial for organizational alignment in business and management can be described as follows:

1. **Market Orientation:** The organization's focus is on understanding and meeting the needs and preferences of its target market. This factor involves conducting market research, staying abreast of market trends, and aligning products or services with customer demands.
2. **Vision, Mission, and Strategy:** The organization's overarching purpose, direction, and long-term plans. A clear vision, well-defined mission statement, and effective strategic planning help align the actions and decisions of individuals within the organization towards a common goal.
3. **Culture:** The shared values, beliefs, norms, and behaviors that shape the organization's identity and guide employee interactions. A strong organizational culture fosters alignment by promoting a unified approach and a sense of belonging among employees.
4. **Standards and Procedures:** The established guidelines, rules, and protocols that govern how tasks and activities are performed within the organization. Clearly defined standards and procedures ensure



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consistency and uniformity in processes, enabling effective coordination and alignment across different departments or functions.

5. **Service Delivery:** The organization's ability to consistently provide high-quality products or services to customers. Alignment in service delivery involves ensuring that customer expectations are met or exceeded, and that employees understand and are committed to delivering exceptional service.
6. **People Policies:** The HR policies and practices that govern employee recruitment, selection, training, development, compensation, and performance management. Effective people policies help attract, retain, and develop skilled employees who are aligned with the organization's goals and values.
7. **Climate:** The work environment, atmosphere, and employee perceptions within the organization. A positive and supportive work climate fosters alignment by promoting employee engagement, collaboration, and satisfaction.
8. **Maintenance of TQM and ISO System Compliance:** The organization's commitment to Total Quality Management (TQM) principles and compliance with International Organization for Standardization (ISO) standards. These practices ensure that the organization operates efficiently, maintains high-quality standards, and continuously improves processes.
9. **Strategic Leadership Practices:** The actions and behaviors of leaders in setting direction, motivating employees, and aligning organizational efforts towards strategic goals. Effective strategic leadership inspires and guides employees, promoting alignment and a shared sense of purpose.
10. **Product Differentiation:** The organization's ability to distinguish its products or services from competitors in the market. Aligning product differentiation involves understanding customer needs, innovating new offerings, and delivering unique value to customers.
11. **Performance Management Tracking:** The systematic process of setting performance goals, providing feedback, and evaluating employee performance. Effective performance management helps align individual and team goals with organizational objectives, driving performance and accountability.
12. **Monitoring of the Environment:** The organization's continuous scanning and analysis of external factors that may impact its operations. Monitoring the environment helps identify potential opportunities and threats, allowing the organization to adapt and align its strategies accordingly.

These 12 factors collectively contribute to organizational alignment in business and management. When properly addressed and integrated, they promote coherence, coordination, and synergy within the organization, leading to enhanced performance and success.

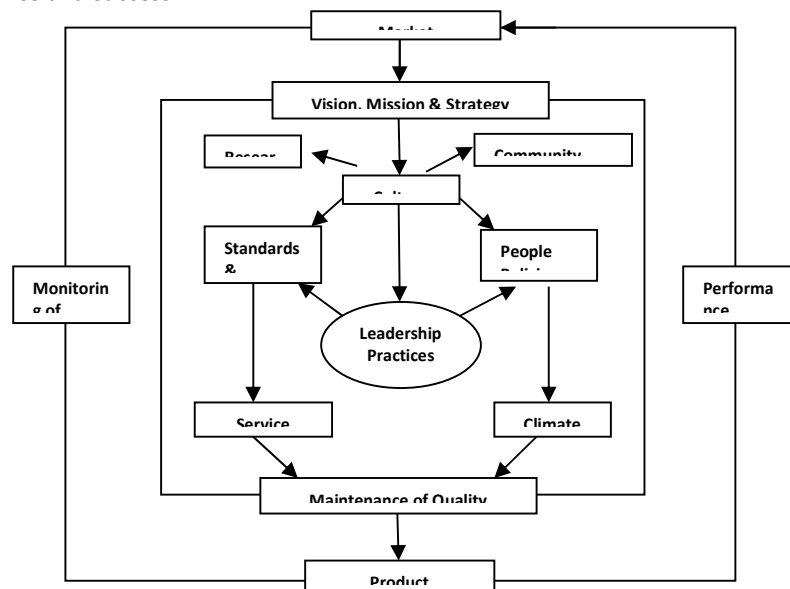


Figure 3.  
Organizational Alignment Model for Schools (OAMU) of Carvajal (2023)





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Companies and schools alike continuously strive for enhanced efficiency, effectiveness, and responsiveness to their stakeholders. They recognize the importance of aligning their strategic directions with their processes, customer and stakeholder needs, and employee activities at all levels (Carvajal & Sanchez, 2023). The execution of organizational alignment is vital for achieving high performance, regardless of the quality of the chosen strategy. It ensures that all aspects of the organization, both operationally and strategically, are in harmony with its vision. Therefore, measuring and analyzing organizational alignment becomes a necessary process.

In a school, every element should be organized and arranged to best support the fulfillment of its vision, mission, and objectives. This entails aligning the market orientation of the school with the programs or services it offers to meet the demands of its customers and be responsive to changes in the public and commercial environment.

In the context of schools, the organizational culture is particularly important due to the dynamic and changing environment in which they operate. Schools need a highly developed organizational culture because of their suffering from a lack of material resources and supporting forces (Arar & Abu-Asbe, 2013). The ability of the principal and his educational administration to understand and accept the human self, good listening and understanding, and building a friendly atmosphere between them and the teachers, is an organizational necessity, aimed at creating an organizational culture that leads to a dynamic interaction between team members (Al-Qadi, 2015).

Additionally, the competitive strategy of a school should be anchored in a clear vision of what it aims to achieve and how it intends to achieve it. This vision should be understood and embraced by all administrators, faculty, and non-teaching personnel. The core values of a school should foster harmony among employees, departments, and other stakeholders, working synergistically to achieve common goals. These values should be linked with customer needs, leadership behaviors, HR practices, and business strategies.

Aligning a school's internal and external standards and procedures leads to the development of systems and rules for delivering services. The services provided by the school should align with its employees, leadership, and available resources, aiming to deliver excellent services and exceptional performance that generate value for customers.

Furthermore, a school should prioritize having an engaged workforce as a key competitive advantage. Strategic resources should be leveraged to develop and maintain employee engagement. The alignment of the school's climate refers to the day-to-day levels of morale and atmosphere within the organization. It encompasses teamwork, cooperation within departments, and efficient communication throughout the school, which are crucial factors to be studied.

Maintaining Total Quality/ISO system compliance implies consistently delivering high levels of service or performance, along with quality control measures. Service differentiation, on the other hand, necessitates aligning the quality, uniqueness, and relevance of programs, products, or services with customer and industry demands.

The alignment of performance management tracking and monitoring, including customer service performance and departmental performance, has a direct impact on the overall organizational performance of a school. Moreover, aligning the school with its environment involves monitoring the commercial, social, and political landscape, as well as understanding competitors, to anticipate and address opportunities and threats effectively.

The inclusion of research and community services in Organizational Alignment Model for Schools is justified as it enhances student and employee learning and engagement, thereby improving organizational performance. Research contributes to the creation of new knowledge and the development of innovative concepts, methodologies, and understandings. Aligning community services allows schools to actively engage with their communities, benefiting both the institution and the broader society. The inclusion of research and community services in the alignment framework for schools adds value by fostering learning, engagement, and improved performance within the educational setting.

Research and community services play a crucial role in the alignment of schools' organizational structures. (Al-Qadi, 2015) They contribute to the development of a school's organizational ethos, which is an essential element of modern institutions. The organizational culture is the result of the behavior patterns, methods of thinking, values, practices, trends, and technical skills that employees acquire prior to joining the organization. This culture defines the institution's identity and sets it apart from other institutions (Al-Qadi, 2015).

Community services, on the other hand, are essential in fostering a sense of belonging and commitment among the school community. They provide opportunities for students, teachers, and administrators to engage with the broader community, fostering a sense of social responsibility and enhancing the school's reputation and standing in the community.



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In a university and school board partnership study found out that alignment, rapid knowledge mobilization within and beyond partners, and responsiveness to challenges and opportunities were identified as essential success factors (Crooks et al., 2022). In this process, the importance of community-based participatory research principles was also highlighted.

In conclusion, research and community services are integral to the organizational alignment of schools. They contribute to the development of a strong organizational culture, foster a sense of belonging and commitment among the school community, and enhance the school's reputation and standing in the community.

Table 1  
Comparison of Burke and Litwin Model of Organizational Change (1992),  
Organizational Alignment Model of A. M. "Butch" de la Cruz (2012),  
Organizational Alignment Model for Schools (OAMU) of Carvajal (2023)

	<b>Burke and Litwin (1992)</b>	<b>de la Cruz (2012)</b>	<b>Carvajal (2023)</b>
	To manage organizational change	To manage organizational alignment of business organizations	To manage organizational alignment of HEIS
1.	External Environment	Market Orientation	Market Orientation
2.	Mission Strategy	Vision, Mission, and Strategy	Vision, Mission, and Strategy
3.	Leadership	Leadership Practices	Leadership Practices
4.	Organizational Culture	Culture	Culture
5.	Management Process	*Monitoring of Environment	*Monitoring of Environment
6.	Structure	* Performance Tracking	* Performance Tracking
7.	Systems (Policies and Procedures)	Standards and Procedures	Standards and Procedures
8.	Work Unit Climate	Climate	Climate
9.	Motivation	People Policies	People Policies
10.	Task Requirements and Individual Skills	Service Delivery	Service Delivery
11.	Individual Needs and Values	* Maintenance of Quality	* Maintenance of Quality
12.	Individual and Organizational Performance	Product Differentiation	Product Differentiation
13.			Research
14.			Community Services

The table presents a comparison of three different models: Burke and Litwin (1992), de la Cruz (2012), and Carvajal (2023), focusing on their respective approaches to managing organizational change and alignment. Let's discuss the table:

### 1. External Environment / Market Orientation:

Burke and Litwin (1992): Acknowledges the impact of the external environment on organizational change.

De la Cruz (2012): Reconceptualizes the External Environment as Market Orientation, emphasizing the organization's focus on understanding and meeting customer needs.

Carvajal (2023): Aligns with de la Cruz (2012) by considering Market Orientation as a crucial factor in managing alignment in both business organizations and Higher Education Institutions (HEIs).

### 2. Mission Strategy / Vision, Mission, and Strategy:

Burke and Litwin (1992): Highlights the importance of having a clear mission and strategy for managing change.

De la Cruz (2012): Includes Vision, Mission, and Strategy as fundamental elements for organizational alignment.

Carvajal (2023): Shares alignment with de la Cruz (2012) in recognizing the significance of Vision, Mission, and Strategy in managing alignment, both in business organizations and HEIs.





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### 3. Leadership / Leadership Practices:

Burke and Litwin (1992): Recognizes the role of leadership in driving organizational change.

De la Cruz (2012): Incorporates Leadership Practices as a critical factor in managing organizational alignment.

Carvajal (2023): Aligns with both Burke and Litwin (1992) and de la Cruz (2012) by emphasizing the importance of Leadership Practices in managing alignment in both business organizations and HEIs.

### 4. Organizational Culture / Culture:

Burke and Litwin (1992): Considers Organizational Culture as a crucial element for change management.

De la Cruz (2012): Includes Culture as a significant factor in organizational alignment.

Carvajal (2023): Similar to the previous models, acknowledges the importance of Culture in managing alignment in business organizations and HEIs.

### 5. Management Process / Monitoring of Environment:

Burke and Litwin (1992): Places importance on the management process during change.

De la Cruz (2012): Introduces Monitoring of Environment as a new factor in the model to enhance organizational alignment.

Carvajal (2023): Aligns with de la Cruz (2012) by recognizing the significance of Monitoring the Environment in managing alignment in both business organizations and HEIs.

### 6. Structure / Performance Tracking:

Burke and Litwin (1992): Emphasizes the role of organizational structure in managing change.

De la Cruz (2012): Introduces Performance Tracking as a new factor to facilitate organizational alignment.

Carvajal (2023): Corresponds with de la Cruz (2012) by acknowledging the importance of Performance Tracking in managing alignment in both business organizations and HEIs.

### 7. Systems (Policies and Procedures) / Standards and Procedures:

Burke and Litwin (1992): Considers the role of systems, policies, and procedures in facilitating change.

De la Cruz (2012): Includes Standards and Procedures as a significant factor for organizational alignment.

Carvajal (2023): Aligns with de la Cruz (2012) by recognizing the importance of Standards and Procedures in managing alignment in both business organizations and HEIs.

### 8. Work Unit Climate / Climate:

Burke and Litwin (1992): Recognizes the influence of work unit climate during organizational change.

De la Cruz (2012): Considers Climate as a crucial factor in organizational alignment.

Carvajal (2023): Corresponds with both previous models by acknowledging the significance of Climate in managing alignment in business organizations and HEIs.

### 9. Motivation / People Policies:

Burke and Litwin (1992): Highlights the role of motivation in driving change efforts.

De la Cruz (2012): Incorporates People Policies as a critical factor in managing organizational alignment.

Carvajal (2023): Aligns with de la Cruz (2012) by recognizing the importance of People Policies in managing alignment in both business organizations and HEIs.

### 10. Task Requirements and Individual Skills / Service Delivery:

Burke and Litwin (1992): Considers the alignment of task requirements and individual skills during change.

De la Cruz (2012): Includes Service Delivery as a significant factor for organizational alignment.

Carvajal (2023): Corresponds with de la Cruz (2012) by acknowledging the importance of Service Delivery in managing alignment in both business organizations and HEIs.

### 11. Individual Needs and Values / Maintenance of Quality:

Burke and Litwin (1992): Does not explicitly mention Individual Needs and Values.

De la Cruz (2012): Introduces Maintenance of Quality as a new factor in the model.

Carvajal (2023): Aligns with de la Cruz (2012) by recognizing the significance of Maintenance of Quality in managing alignment in both business organizations and HEIs.



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### 12. Individual and Organizational Performance / Product Differentiation:

Burke and Litwin (1992): Highlights the importance of individual and organizational performance during change.

De la Cruz (2012): Considers Product Differentiation as a crucial factor in organizational alignment.

Carvajal (2023): Corresponds with de la Cruz (2012) by acknowledging the importance of Product Differentiation in managing alignment in both business organizations and HEIs.

### 13. Research:

Carvajal (2023): Introduces Research as a specific factor in managing alignment within Higher Education Institutions (HEIs).

### 14. Community Services:

Carvajal (2023): Introduces Community Services as a distinct factor in managing alignment within Higher Education Institutions (HEIs).

In summary, while there are overlaps in the factors addressed by these models, there are also differences in their focus and inclusion of specific factors. Carvajal's model specifically tailors factors to the context of managing alignment in Higher Education Institutions (HEIs), introducing research and community services as additional factors.

### Research Instrument

The survey tool in the organizational alignment assessment of de la Cruz (2012) used for business organizations are re-designed with permission. The researcher has redesigned the instrument to include two more factors: research and community services to customize the same for institutions in higher education. using the management framework of POLC and POSDICORB of Gullick.

The survey questionnaire has the following main parts:

1. Profile of the respondents in terms of the type of employee, age, gender, years of service, tenure, and educational attainment.
2. Level of organizational alignment of selected public and private universities in terms of market orientation; vision, mission, and strategy; culture; standards and procedures; service delivery, people policies; climate; maintenance of TQM and ISO system compliance; strategic leadership practices; product differentiation; performance management tracking; monitoring of the environment; research and community services.
3. Statements and other comments of the respondents to gather more information not covered by the questionnaire. This may be useful in providing deeper and more relevant insights to the respondents on enhancing the organizational alignment in their respective universities.

The following terms are operationally used in the context of school settings.

1. Climate. It refers to the University's day-to-day levels of morale and 'atmosphere' within the organization. This includes the degree of teamwork and cooperation within the departments and the efficiency of communications. It also consists of the job satisfaction and loyalty of the employees.
2. Community services. It refers to the programs on community services of the University in assisting and developing the impoverished communities or sectors of society.
3. Culture. This refers to the core values of the University. The extent to which the employees and the departments are aligned with the organization and each other in working together to achieve common goals.
4. Maintenance of Total Quality/ISO system compliance. It refers to the University's ability to deliver consistently high service or performance levels, and quality control of services. This includes the University's ability to remedy problems effectively.
5. Market orientation. It refers to the university's efforts to ensure that it is providing services that meet customers' needs and the degree to which it responds to the changes in the public and commercial environment.
6. Monitoring of the Environment. It refers to how the University monitors the commercial, social and political environment and the competitors in which the enterprise exists to anticipate and deal with opportunities and threats.



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7. Organizational alignment. It refers to the process of aligning the following 14 components of an organization, namely: market orientation; vision, mission, and strategy; culture; standards and procedures; service delivery, people policies; climate; maintenance of TQM and ISO system compliance; strategic leadership practices; product differentiation; performance management tracking; monitoring of the environment, research; and community services in HEIS to achieve organizational success.
8. People policies. It refers to the University's policies on the working conditions of its employees. This includes the treatment of its employees as an asset, fairness of work allocation, rewards systems, and training and development of its employees.
9. Performance management tracking and monitoring. It refers to how the University measures customer service performance, departmental performance, and organizational performance.
10. Procedures and standards. It refers to the University's departmental and customer service procedures that serve the customers and organization's needs and facilitate what is expected of employees and their understanding of how they can contribute to overall objectives.
11. Research. It refers to how the University creates new knowledge or uses the existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings.
12. Service delivery. It refers to the University's scope of delivering excellent service or performance. This includes the availability of appropriate resources, equipment, and facilities to achieve this objective.
13. Service differentiation. It refers to the quality, unique and relevant value propositions of the University's programs and services to customers and industry demands. This shows a superior position in the marketplace and an advantage over competitors.
14. Strategic leadership practices. It refers to the role and practices of the administrators and unit heads of the University in ensuring organizational alignment that includes quality of management, leadership, and communication styles, the degree to which poor performance is corrected and good performance reinforced.
15. Vision, mission, and strategy. It refers to the University having a clear vision of what it wants to achieve and how it wants to achieve it, and competitive strategy. It also refers to the degree to which University goals are understood and 'owned' by the employees.

### Validation and Reliability Test of the Research Instrument

The research instrument underwent a rigorous process of validation and reliability testing to ensure its effectiveness in measuring the intended constructs. Initially, a pilot test was carried out with a sample size of 120 participants. This preliminary step was crucial to ascertain if the questionnaire was capable of accurately measuring what it was designed to measure. The pilot test also served as a check for the instrument's reliability and validity, thereby confirming its suitability for the intended purpose.

During the validation process, several key factors were considered to ensure the instrument's accuracy. These included the appropriateness of the content, the clarity and satisfaction level of the language used, the type and form of questions, their sequence, and the method of data extraction from the respondents. Such meticulous attention to detail was necessary to ensure the instrument's effectiveness and accuracy in data collection.

To further validate the instrument and assess its reliability, a Cronbach's alpha analysis was conducted. This statistical test measures the internal consistency of the questionnaire, indicating how closely related a set of items are as a group. As a general guideline, a Cronbach's alpha value of .70 or above is considered good, .80 or above is deemed better, and .90 or above is viewed as best. This analysis provided a quantitative measure of the instrument's reliability, further reinforcing its validity and suitability for the research.

In addition to these steps, the instrument was also subjected to face validity, which involves expert referees reviewing the questionnaire to ensure that it appears to measure what it is intended to measure. This process provided an additional layer of validation, ensuring that the instrument was not only statistically reliable but also intuitively valid in its design and content.

In conclusion, the research instrument underwent a comprehensive process of validation and reliability testing, including a pilot test, face validity review, and Cronbach's alpha analysis. These steps ensured that the instrument was both reliable and valid for its intended purpose.





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Table 2  
Results of Reliability Analysis: Reliability and Validity of the Research Instrument

Antecedents	Measures	Symbol	Cronbach's Alpha
Market Orientation	Market Orientation Alignment Scale	MS_MOAS	0.957
Vision, Mission and Strategy	Vision, Mission and Strategy Alignment Scale	VMS_VMSAS	0.960
Culture	Organizational Culture Alignment Scale	C_OCAS	0.947
Standards and Procedures	Standards and Procedures Alignment Scale	SP_SPAS	0.962
Service Delivery	Service Delivery Alignment Scale	SD_SDAS	0.947
People Policies	People Policies Alignment Scale	PP_PPAS	0.961
Climate	Climate Alignment Scale	C_CAS	0.874
Maintenance of TQM And ISO System Compliance	Maintenance of TQM And ISO System Compliance Alignment Scale	MSC_MTISCAS	0.873
Strategic Leadership Practices	Strategic Leadership Practices Alignment Scale	SLP_SLPAS	0.882
Product Differentiation	Product Differentiation Alignment Scale	PD_PDAS	0.92
Performance Management Tracking	Performance Management Tracking Alignment Scale	PMT_PMTAS	0.876
Monitoring of The Environment	Monitoring of The Environment Alignment Scale	ME_MEAS	0.889
Research	Research Alignment Scale	R_RAS	0.957
Community Services	Community Services Alignment Scale	CS_CSAS	0.961

The instrument shows high reliability and validity across all dimensions. The highest Cronbach's alpha value is observed for the "Standards and Procedures Alignment Scale" (SP\_SPAS) and "People Policies Alignment Scale"



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(PP\_PPAS), both at 0.961, indicating a very high level of internal consistency. This suggests that the items within these scales are very closely related and are effectively measuring the same underlying construct.

The "Research Alignment Scale" (R\_RAS) and "Community Services Alignment Scale" (CS\_CSAS) both have a Cronbach's alpha of 0.957, which is also a very high value, indicating that these scales are reliable and valid for measuring the alignment of research and community services within an organization.

The scales with the lowest Cronbach's alpha values are the "Climate Alignment Scale" (C\_CAS), "Maintenance of TQM And ISO System Compliance Alignment Scale" (MSC\_MTISCAS), and "Performance Management Tracking Alignment Scale" (PMT\_PMTAS), with values of 0.874, 0.873, and 0.876 respectively. While these are the lowest values in the table, they are still well above the threshold of 0.7, indicating that these scales also have high internal consistency.

Based on the results of the reliability testing, it is evident that the research instrument exhibits reliability and validity in assessing the various aspects of organizational alignment.

## CONCLUSIONS

Based on the objectives outlined, the following conclusions can be drawn:

1. The review of existing literature and theories on organizational alignment in educational settings, including the Organizational Alignment Model Redesigned by A.M. "Butch" de la Cruz (2012) adapted from Burke and Litwin's Model of Organizational Change (1992), provided a comprehensive understanding of the concept of organizational alignment. It highlighted the importance of alignment in achieving organizational goals and improving performance in educational settings.
2. The study introduces two distinct factors, Research and Community Services, as integral components in managing alignment within education institutions. This framework provides a roadmap for schools to enhance their organizational alignment, thereby improving their effectiveness and efficiency.
3. The research instrument developed in this study has demonstrated high reliability and validity in measuring various aspects of organizational alignment, including the newly introduced factors of Research and Community Services. This affirms the instrument's effectiveness in providing a comprehensive assessment of organizational alignment within education institutions. The findings of this study underscore the importance of considering a broad range of factors, including Research and Community Services, in managing alignment within HEIs.

## RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. Given the importance of alignment in achieving organizational goals and improving performance in educational settings, it is recommended that further studies be conducted on organizational alignment models.
2. The study introduces Research and Community Services as integral components in managing alignment within educational institutions. It is recommended that these factors be incorporated into the strategic planning and decision-making processes of educational institutions. This could involve developing specific strategies and initiatives to enhance research capabilities and community engagement, and aligning these with the institution's overall goals and objectives.
3. The research instrument developed in this study has demonstrated high reliability and validity in measuring various aspects of organizational alignment. It is recommended that educational institutions use this instrument to assess their level of organizational alignment, identify areas of strength and weakness, and develop strategies to enhance alignment. This could involve conducting regular organizational alignment assessments and using the findings to inform strategic planning and decision-making.
4. It is recommended that educational institutions adopt a holistic approach to managing alignment, taking into account various factors that can impact their alignment. This could involve developing a comprehensive organizational alignment strategy that addresses all relevant factors, and regularly reviewing and updating this strategy to ensure its effectiveness.



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P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

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### Survey –Questionnaire for Organizational Alignment of Schools

#### Part I. Level of Organizational Alignment of Selected Schools

**Instruction:** Please assess your level of agreement with the following statements by putting a circle in the number of your response.

**4- Strongly Agree; when the respondent strongly agrees on the statement given.**

**3 – Agree; when the respondent agrees on the statement given.**

**2 – Disagree; when the respondent disagrees on the statement given.**

**1- Strongly Disagree; when the respondent disagrees on the statement given.**

1. Market Orientation	Strongly Agree	Agree	Disagree	Strongly Disagree
a. We seek the views of our customers on new products/services before introducing them.	4	3	2	1
b. We regularly conduct market research to find out our customers' needs.	4	3	2	1
c. We are quick to seize new market	4	3	2	1
d. We constantly look for ways of adding value to our products and services.	4	3	2	1
e. Services/products are regularly examined and evaluated for significance.	4	3	2	1
2. Vision, Mission and Strategy	Strongly Agree	Agree	Disagree	Strongly Disagree
a. We have clearly defined customer service strategies.	4	3	2	1
b. Top management makes our company goals very clear to employees.	4	3	2	1
c. I have clear understanding of the vision of the company.	4	3	2	1
d. We have a clear strategy to beat competitors.	4	3	2	1
e. We spend time discussing our long term strategies.	4	3	2	1
3. Culture	Strongly Agree	Agree	Disagree	Strongly Disagree
a. There is good cooperation among all departments in my company.	4	3	2	1
b. Everybody sees giving good customer service as their main priority.	4	3	2	1
c. There is a good relationship between management and staff in this company.	4	3	2	1
d. We have a unique style within this company.	4	3	2	1



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e. We have a policy of "open" communication at all levels.	4	3	2	1
<b>4. Standards and Procedures</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. Our work procedures are designed to meet our customer needs effectively.	4	3	2	1
b. Departments are generally not bureaucratic and technical in their procedures.	4	3	2	1
c. Staff are told exactly what they should do to provide good services to customers.	4	3	2	1
d. There are clearly defined standards for performance/customer service in m company.	4	3	2	1
e. Performance targets that have been set for my department are realistic and in keeping with company objectives.	4	3	2	1
<b>5. Service Delivery</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. Employees are well trained for their jobs.	4	3	2	1
b. Our equipment and facilities make it easy to give good service/perform well.	4	3	2	1
c. Our work areas are well-organized to produce quality work.	4	3	2	1
d. The quality of service/work my company provides is highly satisfactory.	4	3	2	1
e. Our public areas give customers a good impression of the company.	4	3	2	1
<b>6. People Policies</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. In this company, people are treated fairly and equitably.	4	3	2	1
b. Compared with similar organizations in the same industry, my company pays well.	4	3	2	1
c. People who gets promoted generally deserve it because they have done good work.	4	3	2	1
d. If an individual performs well, they will be rewarded by pay increments/bonuses accordingly.	4	3	2	1
e. Employees physical work environment (ventilation, lighting, etc) is generally good.	4	3	2	1
<b>7. Climate</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. There is a strong feeling of teamwork and unity within the company from the managers down to the most junior staff.	4	3	2	1
b. There is a good communication within my department.	4	3	2	1
c. There is a high morale in the company.	4	3	2	1
d. People in this company usually have high job satisfaction.	4	3	2	1
e. We have relatively low staff turnover.	4	3	2	1
<b>8. Maintenance of Total Quality and ISO System Compliance</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. The quality of service that customers receive is consistently high.	4	3	2	1
b. My company has an effective procedure for dealing with customer complaints.	4	3	2	1
c. Employees are empowered to resolve customers problems.	4	3	2	1
d. Problems that customers have raised are quickly rectified.	4	3	2	1
e. We frequently meet with other departments to solve problems affecting customer service/ quality.	4	3	2	1



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<b>9. Strategic Leadership Practices</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. Top management in this company genuinely cares about their staff.	4	3	2	1
b. Managers and supervisors are supportive of their staff and spend considerable time with them.	4	3	2	1
c. Managers ask for, and act upon, employees views on how to make improvements.	4	3	2	1
d. Managers and supervisors regularly brief employees on company goals and progress.	4	3	2	1
e. Employees are given regular feedback on their performance.	4	3	2	1
<b>10. Product/Service Differentiation</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. Our products/services are better than those of our competitors in many ways.	4	3	2	1
b. Most of our customers are "loyal", i.e., they make a point of buying from us.	4	3	2	1
c. We match the claims in our advertising.	4	3	2	1
d. We get a lot of business through word of mouth recommendation and referrals.	4	3	2	1
e. We are a highly successful organization.	4	3	2	1
<b>11. Performance Management Tracking and Monitoring</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. My company has a good system for gathering customer's feedback.	4	3	2	1
b. We are frequently given feedback on what our customers think about the service we provide.	4	3	2	1
c. My company regularly measures my department's quality/service levels.	4	3	2	1
d. Our customers are asked to fill in satisfaction questionnaire on their experience with us	4	3	2	1
e. We regularly brief employees on the departmental and company performance.	4	3	2	1
<b>12. Monitoring of the Environment</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. Senior managers hold regular retreats to review the company's Strengths, Weaknesses, Opportunities, and Threats.	4	3	2	1
b. We measure our quality/ service performance against the world's best organization in our field.	4	3	2	1
c. My company introduces the latest management and quality techniques.	4	3	2	1
d. Managers are required to meet with customers and consumer groups on a regular basis.	4	3	2	1
e. We carefully measure the product/ service quality of our suppliers and distributors.	4	3	2	1
<b>13. Research</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. The research agenda and plans are disseminated to all faculty and employees.	4	3	2	1
b. The school has established a department or office for research.	4	3	2	1





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c. A system of rewards for the production of researches is well disseminated and implemented.	4	3	2	1
d. Research outputs and their alignment with the school research agenda are closely monitored.	4	3	2	1
e. The school allocates a budget for the research activities of faculty and employees.	4	3	2	1
<b>14. Community Services</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
a. The school plans for community services are disseminated to all faculty and employees.	4	3	2	1
b. The school has established a department or office for community services.	4	3	2	1
c. A system of rewards for project proposals for community services is well disseminated and implemented.	4	3	2	1
d. Community services and their alignment with the school plans are closely monitored.	4	3	2	1
e. The school allocates a budget for community services of faculty and employees.	4	3	2	1

## PART II: Statements and other comments

Kindly provide your answers in the space provided. In addition, if you have additional comments, feel free to include them in this section.

1. What can you recommend to enhance the organizational alignment of your school?
2. Other comments/suggestions.

Thank you so much for participating in this survey.

Have a great day ahead!

## Note for Researchers, Educators, and Educational Institutions:

The practical instrument developed for assessing organizational alignment within schools is a valuable tool for measuring and evaluating alignment in educational settings. The SQ has been designed to address the specific needs and challenges of schools, incorporating validated measurement tools and indicators.

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