

Aligning Quality Indicators of Management Practices vis-a vis the Criteria of Performance Excellence Among Non-Accredited Recoletos Schools in the Philippines

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Abstract

This research undertaking assessed the Management Practices of Non-accredited Recoletos Schools in the Philippines, to generate information on the management practices and administrative support to various areas concern based on the criteria of performance excellence as cited in the PAASCU standards. Quantitative methods of assessments were utilized, including the evaluation of relevant policies and procedures from the Recoletos Educational Apostolate in the Philippines (REAP) manuals and other documents from the schools under study. School administrators of non-accredited basic education schools, must seek pathways for its programs to seek or reaffirm accreditation; complete their self-study report which will give them an appraisal of their internal review and examination of their organization's mission, educational objectives and performance with respect to the standards established by the accrediting body, to be assured of attaining the learning outcomes of subjects offered in the curriculum towards the achievement of the Recoletos Educational Apostolate in the Philippines as cited in the REAP documents. The appraisal of the various areas is only generally *good*, a strong call to align quality indicators of management practices based on the criteria of performance excellence from accrediting agencies in the Philippines because excellent performance which are required by the millennial environments for all academic institutions of learning in the Philippines. Consequently, because of the full implementation of the K-12 mandate, the school administrators are challenged to seek pathways for its programs and reaffirm accreditation. Moreover, it is recommended that REAP, through its religious and lay administrators, must seriously design proactive monitoring schemes for its annual strategic plans, and vigorously harness intervention strategies towards the attainment of Key Performance Indicators for each of the sections that were evaluated.

Keywords: Non-accredited Recoletos Schools, PAASCU, REAP, Philosophy and Objectives, Faculty Qualification, Instructional Facilities, Administrative Performance, School and Community Involvement

I. Introduction and Conceptual Framework

The consistent issue on what is really the impact of accreditation of schools on the quality of education, is a constant challenge addressed to school administrators; if there is any difference in educational outcomes between schools that are accredited and schools that are not accredited.

Management practices are observed to achieve the school's philosophy and objectives in receiving students and in offering them instruction are considered of vital importance and determined considering the clientele which it intends to serve, and the needs of the community in which it exists.

The Department of Education of the Republic of the Philippines issued DO Order 32, series of 2006, which is the Revised Policies on Voluntary Accreditation for Elementary and Secondary Private Schools in Aid of Quality and Excellence for Basic Education, within which, its Statement of Policy, contains the following stipulations pertinent to the application of schools for voluntary accreditation:

1. *It is the declared policy of the State to encourage and assist, through the Department of Education (DepED), private elementary and secondary schools which desire to attain standards of quality over and above the minimum required by the State.*
2. *For this purpose, the DepED encourages the use of voluntary non-governmental accreditation system in aid of the exercise of its regulatory functions. The DepED will promote a policy environment which supports the non-governmental and voluntary character and protects the integrity of the accreditation process.*
3. *The DepED recognizes the pioneering work and efforts of the accrediting agencies federated under the Federation of Accrediting Agencies of the Philippines (FAAP) namely: The Association of Christian Schools, Colleges and Universities Accrediting Agency, Inc. (ACSCU-AAI), the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) and the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).*
4. *The DepED hereby authorizes the FAAP as the agency that would certify the accredited status of schools in accordance with its own standards for purposes of the grant of progressive deregulation status and other benefits as contained in this Order.*

In the same manner, the Recoletos Educational Apostolate in the Philippines (REAP), in its Statement of Policy, cited that: “Recollect Schools are Catholic Christian institutions which aim to provide an educational center that fosters Christian maturity and allow personal freedom to enhance the power of observation and critical reasoning, discern various options for real life situations and as well as reflection and interiorization of Jesus’ command to love, an expression of strength control, maturity and self-integration, and opportunity to study and upgrade educational status”, responded to the department order from the Department of Education in the Philippines for schools to apply for voluntary accreditation to ensure delivery of quality education.

Moreover, this response to the department order from the Department of Education supports the vision/mission statement of REAP which emphasized a Quality Christian Community Oriented Education, as follows:

“We, the Augustinian Recollects of the Province of St. Ezekiel Moreno, through the REAP, seek to ensure the total development of the human person, the promotion of Filipino culture, and the global welfare of the society, aiming at forming God-fearing, community-oriented and socially-responsive leaders, in a climate of love and learning”.

As its REAP’s objectives, included among others the development of programs and facilities that will help in the attainment of academic excellence (REAP By-laws of Administration), thus in line with this thrust of the Order and in order to meet the needs and challenges of the local and global community, it is deemed necessary and urgent that the said smaller schools go through the process of evaluation in order to determine their present status, their readiness for accreditation, with the end-view of formulating a development program to ensure the transformation of the said institutions into excellent centers of learning where quality education is offered—the quality education that enriches the life of an individual (Maquiso, 1980:223), and that which one can best afford (Lopez, 1977:31).

The Recollects Academicians as represented by the school management, acknowledged the fact that accreditation is a non-governmental process that were addressed to by academic institutions to evaluate, assure and improve educational quality in education. It is a procedure, tedious as it maybe, which is designed to recognize and validate that an institution or program within an institution, may it be that the programs offered by the academe are on Accountancy, Business and Management courses, Humanities and Social Sciences, allied Health Sciences, Technology, Engineering, Mathematics and/or other relevant fields, meet a set of established standards and fosters a commitment to continued excellence, especially with the advent of the K-12 curriculum in the Philippines.

Required requisites in the management of schools are considered interaction between school infrastructure and other quality dimensions, include among other the quality of school buildings that may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. These have the major concerns as postulated in the documents of the Secretariat of Educational Apostolate of the Philippines (REAP) as the highest decision-making body of the Recoletos Congregation, which formulated mandates and laws and other policies towards the attainment of the Educational Apostolate of the Recollects for the Recollect School Administrators to work towards the improvement of Non-has accredited Recoletos schools, and for measures for improvement to be implemented.

Learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments. Academicians understand that learning environments are made up of physical, psychosocial and service delivery elements, which require detailed and careful implementation of policies and procedures that are practiced by academic institutions. There is a challenging requisite to have a Total Quality Education System to create constancy of improving knowledge-based education and all its corresponding non-teaching facilities and support systems, the requisites to adopt the new philosophy to celebrate on students/faculty achievements, achieve quality through the day’s activities and today’s quality decisions makers.

Theoretically, on the part of the educational institution: continued intensification of actions that project quality in its educational products and services; and on the part of students and their families: choice options that guarantee security and recognition in society on qualifications acquired in schools.

One compliance of the mission of the Order of Augustinian Recollects is to impart the attainment of quality and excellence is possible through systematic planning and evaluation by an independent organization, which results in accreditation (Burridge et al 1998:63), and for an educational institution to attain quality education, it must first concentrate on quality assurance. Quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs (Bartol and Martin, 1998). In the field of education, quality assurance is the process in which schools identify the areas of improvement and change, implement the changes, assess and measure the results, and document and standardize the process.

Evaluation is a means of stimulating and accelerating the institutional growth and development of schools desiring to achieve excellence, relevance, and effectiveness. It is also a way of encouraging those schools

adjudged to have attained desirable standards to do even better (FAAP:7). Rich (1997:2) believes that evaluation is intended to promote the attainment of lofty standards of education, consequently, it promotes educational reforms, one thinks that the purpose of reform is to amend what is effective and to make changes for the better. The attainment of exacting standards of education is promoted by accrediting agencies, among which is the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) based on the objectives of PAASCU to identify worthy schools, colleges, and universities; promote guidance to students and parents in the choice of institutions; describe the characteristic of a good school as a means of assisting all schools in upgrading themselves; (4) serve to individual institutions as a guide in intercollegiate relationships, particularly in the transfer of students; and (5) stimulate and integrate the efforts of institutions to improve the standard of education in the Philippines.

The quality of school facilities because the physical learning environments or the places in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of school facilities seems to have an indirect effect on learning, although an effect is hard to measure.

The expectations that within schools and classrooms, a welcoming and non-discriminatory climate is critical to creating a quality learning environment. In many countries, attitudes discouraging girls' participation in education have been significant barriers to providing quality education to all students.

Teacher competence and school efficiency is one of the major strands to be considered and provided management support. Whether a teacher uses traditional or more current methods of instruction, efficient use of school time has a significant impact on student learning, as the teachers' presence in the classroom represents the starting point.

As compliance by all schools of learning as required by the regulating bodies such as by the Department of Since education in the Philippines, and by the Commission on Higher Education for higher levels or programs to utilize, implement and/or observe quality processes in the operations of their schools. These quality processes include educational quality system inputs, such as infrastructure and pupil-teacher ratios, and on curricular content.

In recent years, especially towards the 20th century, more attention has been paid to educational processes, on how teachers and administrators use inputs to frame meaningful learning experiences for students. The collaborative efforts of the school management represent a key factor in ensuring quality school processes. These are supported by the statements quoted from the paper presented by UNICEF at the meeting of the International Working Group on Education Florence, Italy (June 2000).

"Children have a right to an education, a quality education. "Quality education includes: Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace".

In a study about Quality Management in Education: Building Excellence and Equity in Student Performance, academic concepts and proposals were designed for schools of learning the goal of which is to improve and enhance academic quality and student success at colleges and universities. Schools made use of a strategy to redesign and reform accreditation to strengthen the performance of small secondary schools, promote competition and innovation, and provide accountability to stakeholders. Academic institutions generally desire to meet up to accreditation standards of authorized organizations, they need to address the necessary intellectual investment to support high-quality outcomes that are consistent to the school's goals, its vision, mission and strategies.

Performance excellence can only be achieved by schools if they likewise employ faculty with the appropriate academic credentials and professional experience, faculty of instruction who must remain fully engaged scholarly and professionally; those with appropriate a diverse range of initial academic credentials and professional experiences, and that the faculty may remain engaged through a diverse range of scholarly and professional activities.

In this context, qualification standards are required for schools to develop and adhere to their own manual policies and of criteria that are consistent with their vision, missions, goals and directives, and must remain qualified in each category.

Cameron C. Staples, President/CEO of New England Association of Schools and Colleges (NEASC) pointed out, that: *"accreditation is founded on the principle that comprehensive self-reflection followed by candid feedback from professional peers is essential to ongoing school improvement and achieving educational success."* This confirms the general idea of educators that the accreditation of the various segments of an institution of learning, which are periodically reviewed and revised by leading educators, provides a clear direction for the school community who strive to ensure that their students receive outstanding educational

experiences, societal respect and acceptance, and great employability opportunities for its graduates.

Thus, the goal of this research undertaking is to assess the management practices, approaches and techniques in non-accredited Recoletos schools to institute effective and practical means in achieving its philosophy and objectives while making the optimum use of the institutions' resources, as mandated in the REAP manual.

II. The Research Problems

This research investigation assessed the Management Practices of Non-accredited Recoletos Schools in the Philippines, and provided the information generated from respondents in addressing inquiries about the management practices and administrative support to various areas concern of Non-accredited Recoletos Schools based on the criteria of performance excellence cited in the PAASCU standards.

More specifically, the following research problems are discussed in this research undertaking:

1. To what extent are management practices observed to achieve the Philosophy and Objectives of Non-Accredited Recoletos Schools in the Philippines?
2. Do faculty members possess qualifications of preparation, experience and attitudes that contribute to effective learning, the ability and desire to work together harmoniously and efficiently for the good of the school and its students to a commendable degree?
3. Do management concern for effective Instruction, their practices of practical measures to appraise effective instruction and appropriate curriculum meet the criteria for performance excellence?
4. To what extent are adequacy of provisions for the Library and Audiovisual resources met?
5. Do provisions for Laboratories used for classes, for demonstration and exhibits appropriate for the Science, Technology, Home Economics (THE), and Computer Education courses meet the standards?
6. What is the extent of management support for Physical Plant in terms of its adequacy for the attainment of the objectives of the school?
7. To what extent is a comprehensive Student Services program provided to address the compliance of requirements to provide academic assistance to its student clients?
8. How effective and efficient is the administrative organization of the Non-accredited Recoletos Schools in the Philippines?
9. Do the compliance on School and Community concerns meet the criteria for performance excellence that lead to a relationship characterized by mutual service and enrichment to guarantee an educational formation and adherence to the needs of the community and the society?
10. What intervention schemes can be formulated to address the perceived weaknesses of the Non-Accredited Recoletos Schools in the Philippines?

III. Research Methodology

The quantitative methodology was chosen for this study based upon the assumptions and compatibility of the process to the goals of this research work. This research paradigm employed the descriptive method, utilizing the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) survey instrument, ocular surveys and document analyses and other relevant management practices of the non-accredited Recoletos Schools in the Philippines.

The ratio scale was used that ranged from 5-excellent to 1-poor, when provisions or conditions are extensive and are functioning, excellently, the provisions or conditions are extensive and are functioning or the provisions or conditions are moderately extensive but are functioning excellently, the provisions or conditions are moderately extensive and functioning well, he provisions or conditions are moderately extensive but are functioning poorly, or the provisions or conditions are limited in extent but are functioning well, and if the provisions or conditions are limited in extent and are functioning poorly.

The questionnaires were conducted among the 269 randomly selected respondents comprised of the Religious management team, the Lay administrators, Faculty members of the various Recoletos schools all over the Philippines, a representative group of alumni and fourth year graduating students from the various schools.

A group of Academicians from other reputable institutions were requested to appraise the evaluation results made by the identified respondents.

Data analysis was done utilizing the results of the weighted mean, as follows:

Mean	Verbal Interpretation
4. 21 - 5.00	Excellent
3. 41 - 4.20	Very Good
2.61 - 3.40	Good
1. 81 - 2.60	Fair
1.00 - 1.80	Poor

IV. Results of the study

Research Problem 1. To what extent are management practices observed to achieve the Philosophy and Objectives of Recoletos Schools in the Philippines?

Table 1. Management practices observed to achieve the Schools' Philosophy and Objectives

Mean	Verbal Interpretation
3.29	Good

Table 1 contains the summary of data on the respondents' assessment of the philosophy and objectives of the four Recoletos Schools in the Philippines. The Average of Means average of 3.29 and the weighted mean from the administrators indicates that the area of philosophy and objectives was rated as **good**. The weighted mean of 3.27 from the lay administrators, faculty and 3.28 from the students show that the internalization of the school's philosophy and objectives was **good**.

From these findings, it can be deduced that though the respondents have internalized and actualized the school's mission-vision, however the findings reveal that the philosophy of the school is clearly stated and formulated because of the re-assignment of religious administrators, especially the young and newly assigned and are new to the school culture may not have themselves enculturated to the school's philosophy.

Moreover, the findings also show that the objectives are consistent with the school philosophy, adapted to the needs of the community and are published in a bulletin or prospectus. However, because of the changing needs of the schools and societal demands, and the turnover of teachers and administrative staff, and the re-assignments of friars every four years, it is very necessary to continuously monitor the implementation of orientation and workshops to strengthen the internalization of the school philosophy and objectives.

Research Problem 2. Do faculty members possess qualifications of preparation, experience and attitudes that contribute to effective learning, the ability and desire to work together harmoniously and efficiently for the good of the school and its students to a commendable degree?

Table 2. Faculty Qualifications, experience and attitudes that contribute to effective learning

Mean	Verbal Interpretation
3.08	Good

Table 2 contained the summary of data on the respondents' assessment of the Faculty of the four Recoletos Schools in the Philippines. The data presented the quality of Recoletos Schools in the Philippines in Faculty. As revealed by the Average of Means mean of 3.28 and the group average of 3.42 by the administrators, 3.00 by the faculty, and 3.04 by the alumni and students, these results show that the area on faculty is rated **good**.

Specifically, the item average of 3.08 indicated that academic qualification of the faculty is **good**. This implied that the percentage of the faculty members with the academic preparation of the faculty is satisfactory. Moreover, it can also be deduced that the matching between the requirements of the curriculum and the preparation of the faculty and likewise the academic preparation of the faculty testify to a broad general background is **good**.

Moreover, the item average shows that the professional performance of the faculty is **very good**, which suggested that the faculty members extensively and effectively implement the philosophy and objectives of the institution as shown in their performance. In addition, this finding also suggests that the plans and preparations for instructional activities are effectively made. It can be further noted that the relationship with the administration, fellow faculty members, parents and the public are effective especially the relationships and communication with the students. Finally, the results also indicate that the teachers make use of library, audio-visual and guidance data.

Faculty improvement is rated with item average of 3.21 which is interpreted as **good**. This result can be attributed to the fact that the evidence of professional growth among the faculty is satisfactory and that the professional activities of the staff are extensive. The item average on the teaching assignment and load of the faculty member is rated good. This implied that the members of faculty in relation to the educational program and to the philosophy and objectives of the school are adequate. Moreover, this result also suggests that the percentage of faculty members on full-time basis is adequate. The teaching assignment given in the field of major and minor lines of specialization and that the teaching loads of faculty members are satisfactory as well as the number of subject preparations of faculty members.

The item average for salaries and benefits is 3.18 which is rated as **good**. This result suggested that the faculty members' salaries meet accepted norms of just compensation and are sufficient to assure a living compatible with the teaching profession. The salary schedule on the other hand, is well followed.

Finally, tenure and leaves of absence on the other hand marked an item average of 3.64 which is **very good**. This means that the policy regarding probation, temporary employment tenure of staff members, the provisions relating to leaves of absence for staff members, as well as the conditions and procedures leading to the dismissal of a teacher are all very satisfactory.

Research Problem 3. Do management concern for effective Instruction, their practices of practical measures to appraise effective instruction and appropriate curriculum meet the criteria for performance excellence?

Table 3. Management Concern for Effective Instruction

Indicators	Mean	Verbal Interpretation
Administrative Concern for Effective Instruction	3.83	Very Good
Curriculum	3.62	Very Good
Classroom Teaching Procedure	3.58	Very Good
Learning	3.44	Very Good
Evaluation of Academic Achievement	3.81	Very Good
Co-curricular Activities	3.62	Very Good
Educational Guidance	3.23	Good
Over-All Mean	3.59	Very Good

Table 3 presented the summary of data on the respondents' assessment of the Instruction of the four Recoletos Schools in the Philippines. As reflected in the table Instruction is rated as very good by the respondents.

Specifically, the item average of 3.83 indicated that the Administrative Concern for Effective Instruction is very good. This may mean that the administration is very good at employing practical measures to appraise effective instruction and to improve the quality of instruction. Moreover, textbooks and teaching materials are updated, and the schools make judicious use of instructional materials and aids. Accordingly, classes are regularly held and are well-attended. Class schedules are satisfactory while the number of students per class is limited. It can also be deduced that the lessons and activities are geared toward the social orientation goals.

Moreover, the schools exert their best effort in limiting its enrolment to students have the requisite scholastic ability program. At the outset, the schools are very good in showing awareness of the abilities and achievement of its student while the norm used for the awarding of honors and recognition is satisfactory.

The item average of 3.62 denotes that the curriculum is **very good**. This can be attributed to the fact the required subjects in the curriculum have been satisfactorily implemented as well as the specific objectives of the school. Moreover, the objectives of Values Education program were extensively met including the Social Studies, Mathematics, Science Technology, English, Filipino, Technology and Home Economics, Physical Education, Health and Music.

However, in the area of Educational Guidance, it was rated good only by the respondents. It might be because there is a dearth of guidance professionals and the frequent turn-over of these personnel that the guidance program is usually not fully implemented, there is no continuity in its attainment of its goals nor closely monitored. Accordingly, the current topics and issues as well as values education have been integrated to enrich the curriculum which is coordinated with its elementary school, the high school curriculum is coordinated with a given course area, that include the classroom teaching procedure, techniques, approaches and methods were accepted and adopted to facilitate the teaching-learning process. The instruction is done in an evocative, participative and critical manner.

The perceptions of the respondents on teachers' performance showed that teachers take practical measures to present the significant concepts and understanding of the lesson, make judicious use of instructional aids and materials and the method which they use in imparting instruction is well-adapted to the subject matter. The general atmosphere prevailing in class and laboratories is conducive to effective teaching and learning while at the same time, the teachers take so much effort in stimulating response and action from the students. Moreover, teachers achieve the objectives of a lesson and consequently show effective classroom management skills.

Learning is an item under Instruction which is marked by an item average of 3.44, interpreted as **very good**. This result is conclusive with fact that the schools under study, the positive values and desirable attitudes are integrated to the concepts developed in the learning process. There is also an evidence of the spontaneity of student response to questions and discussion, and students are inquisitive in looking for proof and evidence. The students are encouraged to give consent or ask thought-provoking questions, there is an active participation of the students in asking questions to the teachers and to their fellow students. It has been observed that the students respect the portion of the teacher and their fellow students and their completion of assignments as well as the results of their group work are satisfactory. The library provides learning enrichment in their lessons

including the use of audio-visual and instructional technology aids.

The item average of 3.81 indicates that the evaluation of academic achievement is rated **very good**. This is reflective of the evaluation of the student achievement which is adequate and the distribution of grades and percentage of promotions and failures indicate a critical and fair grading system.

Co-curricular activities on the other hand were rated as **very good** with an item average of 3.62. This finding suggests that the co-curricular activities help achieve the schools' mission-vision. Moreover, it was found out that these co-curricular activities are socially-oriented and service-oriented. The variation of these co-curricular activities for the students is adequate including the member of students participating its co-curricular activities. The school has availed itself of community resources in the co-curricular program while at the same time, the school facilities and schedules aid those co-curricular programs, to a great extent. The item average of 3.59, revealed that educational guidance is rated **good**. This fact can be attributed to the adequacy of the educational guidance, the school's remedial program as well as the enrichment program for gifted students.

Research Problem 4. To what extent are adequacy of provisions for the Library and Audio-Visual resources met?

Table 4. Adequacy of provisions for the Library and Audio-Visual resources

Indicators	Mean	Verbal Interpretation
Library and Audio-Visual Center Staff	2.98	Good
Financial Support	3.02	Good
Library and Audio-Visual Materials	3.21	Good
Selection, Org. and Care of Library, etc.	3.04	Good
Accessibility of Library and AV Services	3.00	Good
Physical Services	3.29	Good
Average of means	3.09	Good

Table 4 presented the summary of data on the respondents' assessment of the area on Library and Audio-Visual of the four Recoletos Schools in the Philippines.

As shown in the table, the Average of Means mean of 3.09 indicates that the respondents' assessment on the library and audio-visual is good. The item average of 2.98 indicates that the library and audio-visual center staff are rated good. This is reflective on the fact that there is an adequate number of library staff with respect to the clientele, adequate number of audio-visual center staff with respect to the clientele, adequate provision for clerical assistance, adequate educational preparation and qualifications of the library staff and adequate educational preparations and qualifications of the audio-visual center.

Moreover, the findings also reveal the compensation given to the library staff and audio-visual center staff is satisfactory, the relationship between the library staff and the faculty is generally also satisfactory. Furthermore, the participation of the library and audio-visual center in the educational program as well as the assistance given to the students and the teachers by the library and audio-visual center are satisfactory.

The financial support for the library and audio-visual center is good. This may be attributed to the fact that the funds for the purchase of print materials, production of non-print materials and audio-visual equipment, maintenance, repairs and supplies are all adequate. Moreover, it was observed that the budgetary procedure contributed to effective service.

A mean average of 3.21 indicates that the library and audio-visual materials are rated as good. These findings suggest that the library's collection of books for reference, general education, periodicals, non-printed materials and the collection of the fields covered by the curriculum is adequate. Moreover, the faculty and administrators are well-informed of the services and collection of the library.

The selection, organization and care of library and audio-visual materials and equipment is rated with an item average of 3.04, interpreted as good, which may suggest that the policy for selection and purchase of library materials and equipment is adequate which have been implemented. The teachers are extensively involved in the selection of these materials which the standard bibliographic tools used in the selection are also extensively made.

Accordingly, the policies for selection and purchase of audio-visual materials are equipment is adequate including the organization of books for effective use. It is further noted that periodicals, pamphlets, audio-visual materials and equipment and similar materials are adequately organized for effective use. The card catalogue and shelf-list are accurate, complete and up-to-date.

In addition, the acquisitions of records are up-to-date and well-disseminated with a system of classification and arrangement of print and non-print materials. The provisions for care and maintenance of print materials are likewise adequate as well as the care and maintenance of non-print materials and equipment. The item average of 3.00, the respondents rated the accessibility of library and audio-visual services good. Students made use of the library and audio-visual center in which the materials, equipment and facilities are accessible. The loan system of the library is also satisfactory.

On physical facilities, the respondents rated an item-average of 3.29 which is interpreted as good. This finding suggests that the space provisions to meet the needs of the library clientele, the workroom and storage

space, the facilities and equipment, and the library being furnished and equipped are all adequate. The location of the library is satisfactory, and the audio-visual equipment is functional.

There is an immediate need for the school administrators to look into the Library and Audio-Visual Center Staff, Financial Support, Library and Audio-Visual Materials, the Selection, Org. and Care of Library, etc., and Physical Services. The Library and its resources are very important areas in a school environment to enhance quality instruction and delivery of excellent performance among the school's constituents. In the same manner, the Librarian and library staff should undertake steps to determine the reasons why the Accessibility of Library and AV Services and Library and Audio-Visual Center Staff are assessed to be good only and are among those which got the lowest mean scores.

Likewise, the results may be attributed to the financial capability of the non-accredited institutions because these schools cannot charge higher fees to students due to the poor economic standing of the students' parents/guardians, and immediate needs are prioritized.

Research Problem 5. Do provisions for Laboratories used for classes, for demonstration and exhibits appropriate for the Science, Technology, Home Economics (THE), and Computer Education courses meet the standards?

Table 4. Provisions for Laboratories used for classes, for demonstration and exhibits

Indicators	Mean	Verbal Interpretation
Science Laboratories	3.18	Good
Technology and Home Economics Laboratories	3.17	Good
Computer Laboratory	3.37	Good
Average of means	3.24	Good

Table 4 presented the summary of data on the respondents' assessment of the area on Laboratory of the four Recoletos Schools in the Philippines. As shown in the table, the Average of Means mean is 3.24, which is interpreted as good; mean score of 3.18 in Science Laboratories, 3.17 from Technology and Home Economics Laboratories, 3.17 and 3.37 from Computer Laboratory. The item average of 3.18 indicated that the Science Laboratories are rated good. This result is attributed to the adequacy of classrooms for science lectures, safety provisions in the laboratories, adequacy of equipment and supplies for individualized work, proper care, maintenance and improvement of laboratory facilities and equipment, effective inventory and requisition system and adequacy of laboratory activities involving the students in problem-solving and inquiry situation as well as the maximum use of laboratory equipment, supplies and materials needed to enhance learning and instruction.

The computer laboratory on the other hand is rated with an item average of 3.41, which is interpreted as good. This finding implies that the computer units and facilities are in conformity with current developments in Technology, and that the technical and human resources of the community is utilized. The computer laboratory is extensively used, and the student-computer unit ratio is adequate.

Research problem 6. What is the extent of management support for Physical Plant in terms of its adequacy for the attainment of the objectives of the school?

Table 6. Management support for Physical Plant in terms of its adequacy for the attainment of the objectives of the school

Indicator	Mean	Verbal Interpretation
Site	4.12	Very Good
Campus	4.09	Very Good
Buildings	3.75	Very Good
Building Services	3.48	Very Good
Classrooms	3.71	Very Good
Auditorium/Gym/Covered Court	3.19	Good
Canteen, Dining Room and Kitchen	3.09	Good
Clinic Facilities	3.26	Good
Offices, Staff Room and Others	3.86	Very Good
Average of means	3.62	Very Good

Table 6 contained the summary of data on the respondents' assessment of the area on Physical Plant of the four Recoletos Schools in the Philippines. As reflected in the table, the Average of Means mean of 3.62 indicates that the area on physical plant was rated as very good. The item average of 4.12 indicates that the site of the schools under study is very good. From the findings, it can be deduced that the site is wholesome from the educational, moral and cultural point of view. The condition of the site is also found satisfactory in relation to health and safety, adequate in terms of present and prospective needs of the school and is accessible to its clientele.

In terms of the campus, the respondents noted this as very good with an item average of 4.09. This implies

that the school grounds of the campus under study are well-kept and beautiful and the conditions for outdoor educational activities are satisfactory.

The item average of 3.75 suggests that the buildings of the schools under study are very good. This can be attributed to the fact that the interior and exterior conditions of the buildings are satisfactory and the typical characteristics of the buildings which provide for health and safety are adequate. Moreover, the school plant is well planned as to permit community use of facilities.

On the other hand, the building services are rated very well with an item average of 3.48. This result implies that the provision to ensure proper illumination is adequate and effectively controlled. Moreover, evidence also shows the adequacy of proper circulation of air, sanitary drinking facilities, sanitary toilet and lavatory facilities, precautions against fire and earthquakes, disposal of waste paper and trash, upkeep of the buildings, telephone services. In its entirety, the equipment and facilities for the custodial staff are also found satisfactory.

The item average of 3.71 indicated that the classroom conditions are rated as very good. This is evidenced by the size and condition of classroom, which is adequate and the location of the classroom and regular classroom equipment which are satisfactory. The item average of 3.19 also denotes that the auditorium/gymnasium/covered court are rated as good. This can be explained by the fact that the accessibility of entrances and exits in the auditorium/gym are satisfactory including its size and seating capacity. The auditorium/gym is aesthetically planned, and the facilities of the auditorium/gym are satisfactory. In terms of the item of canteen, dining room and kitchen are rated well with an average of 3.09. These findings suggest that the canteen and dining room facilities, the size and equipment of the kitchens as well as the maintenance of sanitary conditions are adequate and satisfactory and the medical and health equipment including the supplies and facilities of the school are adequate.

Finally, the offices, staff rooms and other offices were noted very good with an item average of 3.86. This result is evidenced by the fact that the administrative offices are well-located, the space provisions are adequate, and the equipment of these administrative offices are satisfactory.

Research Problem 7. To what extent is a comprehensive Student Services program provided to address the compliance of requirements to provide academic assistance to its student clients?

Table 7. Provision of Student Services program provided to address the compliance of requirements to provide academic assistance to student clients

Indicators	Mean	Verbal Interpretation
Guidance Program	3.15	Good
Health and Food Services	3.31	Good
Student Activity Program	3.52	Very Good
Average of means	3.27	Good

Table 7 presented the summary of data on the respondents' assessment of the area on Students Services of the four Recoletos Schools in the Philippines. Based on the data, the average of Means weighted mean of 3.27 suggests that the respondents rated the student services as good. Specifically, this is evidenced by an item of average of 3.15 in the aspect of guidance program which is good. This means that the admission policies of the schools are consistent with the philosophy and objectives of the school and are effective in selecting new students. Aside from this, it can also be gleaned that the guidance organization and administration are good in term of the organization of the guidance staff, their qualifications, the service they rendered as well as the pattern of organization. Moreover, the guidance services are also rated in terms of orientation services, individual inventory, testing service, counseling service, remedial and enrichment service, service to administrators, teachers and parents; vocation and career guidance service as well as the follow-up service.

The item average of 3.31 indicates that the health and food services are rated good by the respondents. This implies that the health services are adequate which includes the food and health services. The Student activity programs are rated very good with an item average of 3.52. This result indicates that the school's co-curricular programs are well-organized, and its objectives are achieved to some extents which consequently contribute to students' academic excellence. Both the faculty and students also are noted to be active and participative in the conduct of the co-curricular activities.

The researchers have observed as well that in terms of health and food services, there is a great need to improve on these areas, considering the financial aspects that are supposed to be addressed to, and may also be affected by the food preferences of students.

Research problem 8. How effective and efficient is the administrative organization of the Non-accredited Recoletos Schools in the Philippines?

Table 8. Efficiency and Effectiveness of Administrative Organization

Indicators	Mean	Verbal Interpretation
Administrative Organization	3.46	Very Good
Administrative Staff and Performance	3.59	Very Good
Administration of Non-Academic Personnel	3.37	Good
Student Personnel Administration	3.68	Very Good
Academic Administration	3.56	Very Good
Administration of Records and Reports	4.02	Very Good
Financial Administration	3.59	Very Good
Average of means	3.61	Very Good

The summary of data on the respondents' assessment of the area on Efficiency and Effectiveness of Administrative Organization of the four Recoletos Schools in the Philippines showed the Average of Means weighted mean of 3.61 indicates that the respondents rated the area of Administration as very good. The item average of 3.46 denotes that the administrative organization is very good. This implies that the general control of the schools is efficiently organized both in the institutional and High School level. In actual practice, these are efficiently and effectively done. Moreover, it was noted that the chief policy making body is helpful to the high school and administration gives the faculty and students body a good example of administrative teamwork.

In terms of administrative staff and performance, the respondents expressed that this is very good as evidenced by the item average of 3.59. The results are conclusive with the fact that the administrative officers are well-qualified for their respective duties. Thus, the heads of the school perform their duties effectively and efficiently especially in implementing the school objectives and policies. The administrative staff on the other hand are adequate coping with their functions and the administration, to a considerable extent, maintain wholesome relations with the school. From these results, it can be inferred that the school administrative official has effective leadership, systematic decision-making and long-range plans for the school. The item average of 3.37 suggests that the administration of non-academic personnel is good. This result is evidenced by the adequacy of the members of non-academic personnel in relation to the needs of the school. The implementation of the school policies for the non-academic personnel is good and they carry out their respective job specification effectively. It can be observed that the non-academic personnel's involvement contributes greatly to personnel efficiency and morale.

On the other hand, the item average of 3.68 indicates that the student personnel administration is very good. This result implies that the schools' admission requirements is in harmony with the purposes and objectives of the school. Moreover, it can be deduced that the schools select those applicants who are capable of its educational programs and the information about students' fees are accurate and readily available. There has been an evidence of prompt, efficient and accurate in handling of financial transactions. The student personnel administration is efficiently conducted the system of using honorable dismissal and transcripts of records in accordance with the government regulations are good.

In the item of academic administration, the respondents rated very good as evidenced by an item average of 3.56. This result suggests that the administrative action about textbooks, grading procedure, type of test used, instructional aids are adequate. The departmental or committee organization is effective and the administrators' interest in curriculum development is satisfactory. Moreover, the result of the schools' appraisal to improve teaching performance is extensively used and the faculty involvement in policy formulation and decision-making is satisfactory.

The average mean of 4.02 indicates that the administration of records and reports is very good. Hence, this finding reveals that the records and reports are well-kept, the financial administration of the schools is very good. This result can be explained by the fact that the financial administration of the school is well-organized, enhances faculty and personnel morale, supports the schools' day-to-day needs and ensure the success of the schools' long-range programs. Furthermore, it was noted that the accounting procedure, requisition system and budgeting system is satisfactory.

Research Problem 9. Do the compliance on School and Community concerns meet the criteria for performance excellence that lead to a relationship characterized by mutual service and enrichment to guarantee an educational formation and adherence to the needs of the community and the society?

Table 9. Compliance on School and Community concerns to meet the criteria for performance excellence

Indicators	Mean	Verbal Interpretation
Basic Data About the Outside Community	3.58	Very Good
School and Community Relations	3.61	Very Good
School-Community Awareness and Involvement	3.56	Very Good
Average of means	3.58	Very Good

As shown in table 9, the Average of Means weighted mean of 3.58 shows that the Area of School and Community was rated very good. Specifically, the item average of 3.58 indicates that the basic data about the

outside community is very good. This result implies that the extent of information gathered by the school regarding the outside community it serves is very good. Moreover, the school is aware of the distinctive characteristics and needs of the community it serves and the extent of the relationship existing between the community it serves, and other sectors of the community is very good.

The item average of 3.61 indicated that the respondents rated the school and community relations very good. Hence, it can be deduced that the school-community has extensively utilized the resources of the school. Thus, it can be inferred from the findings that the school-community relations program is very effective.

Finally, the items average of 3.56 indicates that the school and community awareness and involvement is very good, manifested by the fact that the social orientation program of the school developed in the students, faculty and staff in their ardent desire to commit themselves to the upliftment of the community at it serves is very good. Moreover, the results also show that the school community shows an awareness of social issues and deep concern for the sectors of the community. On a deeper level, consistency and commitment are expected to be more enhanced among the constituents of these non-accredited schools in compliance on School and Community concerns to meet the criteria for performance excellence.

V. Conclusions and Recommendations

A. Conclusions

In almost all aspects of the areas appraised, it can be deduced that the quality of education of the four Non-Accredited Recoletos Schools in the Philippines is generally good.

Subsequently, there is a strong expectation for religious administrators of the four non-accredited Recoletos Schools in the Philippines, through the REAP, to seriously review the implementation of its vision-mission, propose strategic plans, which must both cover short term and long-term planning initiatives and effective monitoring schemes to implement vigorously intervention strategies towards the attainment of Key Performance Indicators for each section that were evaluated.

The same as other empirical research undertakings, this research effort constitute of certain methodological strengths and limitations; wherein the results obtained within the areas of concern, may differ from one school to another; results may also differ for some schools in the different locations as situated in the varied Recoletos schools located in diverse areas that are operating in several cultural, environmental and political conditions.

Conclusively, there is a call to align quality indicators of management practices based on the criteria of performance excellence from accrediting agencies in the Philippines because excellent performance is the call of the millennial environments for all academic institutions of learning.

B. Recommendations for the Managerial Staff of the Recoletos

1. From its external environments, PESTLE (Political, Economic, Social, Technological, Legal and Ecological) analysis be conducted to establish the impact of these non-accredited Recoletos Schools under study to the community where these schools are situated or located.
Within the internal environments of all the identified non-accredited Recoletos Schools, a SWOT analysis be conducted to regularly check on the accreditation readiness of these four schools based on its self-evaluation of its strengths and weaknesses.
2. An effective and attainable planning and monitoring schemes must be designed and regularly monitored by the School Board through a Five-Year Development Plan covering all the nine (9) areas of operations of these academic institutions. Due importance must be properly given and be highly considered in the Five-Year Development Plan of the identified schools with its monitoring schemes for the construction/refurbishing of the Auditorium/Gym/Covered Court, Canteen, Dining Room and Kitchen, and Clinic Facilities, to meet the expectations and standards of DepEd for schools applying for accreditation.
3. The Faculty Development Program in the 5-year plan of the identified institution must contain intensive strategies to minimize the fast turn-over of teachers who transferred to government institutions by providing effective professional growth development activities and networking with agencies and the Recollects universities.
4. Enrichment of the outsourcing activities of the identified institutions, most specifically with the alumni associations, the big Recoletos universities, more specifically too on the “Adapt -a -school” of REAP; government agencies and partner industries, and other stakeholders to aid to the limited resources of the identified schools.

C. Recommendations for Future Research Directions

1. Considering the fact that it can be a limitation of this study for having collected the measures using the same method (self-report), it is recommended for future research undertakings to conduct similar studies for schools with minimal student population and use the non-self-report method, and a mock accreditation activity with qualified professionals.

2. For small schools to reinvent the school challenge, the themes for successful school transformation may be attained through conduct of researches on the following topics:

- a) Community/business school partnerships;
- b) Alumni and Parental collaboration;
- c) Evaluation of the Curriculum to be connected to real world experiences of students and school employees;
- d) Cross generation learning of the recipients of school services;
- e) Students in the Localities where the schools are located to design solutions to local environmental problems.

3. For REAP to design more pro-active programs to strengthen the readiness of small schools to apply for accreditation.

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