

Assessing the Implementation of Institutional Development Areas at Urdaneta City University: Insights from Administrators, Faculty, Non-Teaching Personnel, and Students

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Abstract — This study examines the effectiveness of governance, instruction, research, extension, and facilities at Urdaneta City University (UCU) through the perspectives of multiple stakeholders, including administrators, faculty, non-teaching personnel, and students. Employing a descriptive-documentary research design, the study gathered and analyzed data to assess the status and identify areas for improvement within these critical institutional domains. The findings reveal that UCU’s administration demonstrates strong commitment and capability in managing the university, reflected in the overall “Implemented” ratings across governance and administration. However, specific areas such as research incentives and student and employee assistance programs received lower satisfaction ratings, indicating a need for enhanced support and resources. The study also highlights the importance of maintaining and upgrading the accreditation of degree programs to meet higher education standards. The comprehensive analysis underscores the value of stakeholder feedback in guiding institutional development and proposes strategic recommendations to bridge identified gaps and foster a more effective and supportive academic environment. These recommendations aim to enhance the university’s operational efficiency, promote academic excellence, and support the professional growth of its community members.

Keywords — *Development Plan, SWOT, Institutional Planning and Development, Governance and Administration*

I. Introduction

The Philippine education system has undergone significant evolution due to historical influences and socio-political changes. Colonial occupations by Spain and the US, martial law, and the people’s power revolution have all shaped the current system. Today, the focus is on expanding access to quality education to reduce poverty and enhance competitiveness. The education sector in the Philippines is diverse, supported by both government and private sectors, covering basic to higher education.

The higher education system comprises State, Local, and Private Universities and Colleges. Local Universities and Colleges (LUCs) have emerged due to the increasing number of students and limited capacity of traditional schools. Urdaneta City University (UCU) is one such LUC

recognized by the Commission on Higher Education (CHED), located in Urdaneta City, Pangasinan.

UCU began as a community college in 1966, founded by Dr. Pedro T. Orata and Mayor Amadeo R. Perez Jr. It was established to provide education to rural youth who could not afford schooling in cities. The college started with 144 students and has grown significantly, offering a wide range of programs including Education, Midwifery, Nursing, Computer Education, Commerce, Accountancy, and Caregiver Training.

In 1998, Urdaneta became a city, prompting the college to adopt the name City College of Urdaneta, and later, City Colleges of Urdaneta. By 2006, it was declared Urdaneta City University, reflecting its commitment to quality higher education. UCU now offers 12 graduate programs, 32 baccalaureate degrees, and 6 diploma courses, with facilities like simulation rooms, mock hotels, and specialized laboratories.

Despite its growth, UCU recognizes the need for continuous improvement to meet the changing needs of students and the community. This study aims to propose a Five-Year Development Plan, assessing the university's governance, instruction, research, extension, and facilities, and identifying challenges through a SWOT analysis.

Theoretical frameworks guiding this study include the Theory of Institution, Modern Organization Theory, and Organizational Theory. These theories emphasize the adaptability of institutions, interaction with the environment, and the importance of organizational structure and human resources for success. Based on these theories and UCU's current status, the university has the capacity for further expansion and development.

II. Methodology

Research Design and Strategy

The study utilized a descriptive-documentary method to examine the current operations and education system of Urdaneta City University (UCU). Primary data were collected to describe the problem, focusing on existing policies, standards, and guidelines set by the Commission on Higher Education. The descriptive survey method, cited from Venzon (2004), involved documenting current practices, beliefs, and trends to propose improvements to UCU's system.

Sources of Data:

Respondents included administrators, faculty, non-teaching personnel, and students at UCU. The sample distribution was as follows: 37 administrators, 202 faculty members, 167 non-teaching personnel, and 390 students, selected through random sampling.

Locale of the Study:

The research was conducted at UCU, focusing on its administrators, faculty, non-teaching personnel, and students.

Instrumentation and Data Collection:

Data were gathered using questionnaires, documentary analysis, and interviews. The questionnaire assessed governance, administration, instruction, research, extension, and physical plant/facilities. Interviews provided additional insights into respondents' evaluations of UCU's operations. Documentary analysis focused on UCU's vision, mission, goals, objectives, and academic programs. Permission to conduct the study was obtained from the University President.

Tools for Data Analysis:

Data were analyzed using Slovin's Formula, frequency, and percentage to determine respondent numbers. The weighted mean formula assessed implementation levels in governance, administration, instruction, research, extension, and physical plant/facilities. The analysis of variance determined significant differences in respondents' perceptions. Challenges were evaluated using SWOT analysis, identifying strengths, weaknesses, opportunities, and threats to guide strategic planning.

III. Results and Discussion

Profile of the Respondents**Profile of the Employee-Respondents**

Table 1 shows the profile of the employee-respondents in terms of age, sex, civil status, highest educational attainment, position/designation and number of years of work experience.

Table 1
Distribution of the Employee-Respondents' Profile
n = 406

Variables	Categories	Frequency	Percentage
Age	Below 25	53	13%
	26 – 35	150	37%
	36 – 45	102	25%
	46 – 55	66	16%
	56 and above	35	9%
Sex	Male	177	44%
	Female	229	56%
Civil Status	Single	202	50%
	Married	185	46%
	Separated	9	2%
	Widowed	10	2%
Highest Educational Attainment	Elementary Graduate	2	0%
	High School Graduate	3	1%
	Vocational Course	15	4%
	Bachelor's Degree	169	42%
	Masteral Degree	170	42%
	Doctoral Degree	47	12%
	Others	0	0%
Position/Designation	Administrators	37	9%
	Faculty	202	50%
	Non-Teaching Personnel	167	41%
No. of Years of Work Experience	Below 1 year	16	4%
	1 – 5	164	40%
	6 – 10	68	17%
	11 – 15	60	15%
	16 – 20	52	13%
	21 and above	46	11%

Table 1 shows that the majority of employee-respondents are aged 26-35 years (37%), with 25% aged 36-45 years, 16% aged 46-55 years, and only 9% aged 56 and above. This indicates most respondents are in middle adulthood, characterized by significant responsibilities and contributions to their environment (McAdams, 2015). In terms of sex, 56% of respondents are female. Regarding civil status, 50% are single, 46% are married, 2% are widowed, and 2% are separated, with singles often more focused due to fewer responsibilities (Hamadne, 2017).

In terms of educational attainment, 42% hold Master's Degrees, 42% hold Bachelor's Degrees, 12% hold Doctorate Degrees, 4% have finished Vocational Courses, 1% are High School

graduates, and only 2 are Elementary graduates. Master's Degree holders are often more knowledgeable and preferred for hiring (Andaya et al., 2012). Position-wise, 50% are faculty, 41% are non-teaching personnel, and 9% are administrators, highlighting the faculty's critical role. Regarding work experience, 40% have 1-5 years of service, 17% have 6-10 years, 15% have 11-15 years, 13% have 16-20 years, 11% have 21+ years, and 4% have less than a year. Factors such as career growth, supportive management, and meaningful work contribute to employee retention (De Guzman et al., 2016).

Level of Implementation of Institutional Development

This section evaluates the implementation of institutional development at Urdaneta City University (UCU) across five indicators: Governance and Administration, Instruction, Research, Extension, and Physical Plant/Facilities.

Governance and Administration

Table 2 shows that administrators, faculty, non-teaching personnel, and students rated the governance and administration as "Implemented" with overall weighted means of 4.04, 4.26, 4.27, and 4.05, respectively. This indicates the UCU administration's competence and dedication in managing the university. However, areas needing improvement include incentives for successful research works, with lower ratings from administrators (3.81), non-teaching personnel (3.89), and students (3.94), despite faculty satisfaction (4.12). Additionally, funds for student and employee assistance programs received lower ratings from administrators (3.84), faculty (3.98), and students (3.92), indicating a need for better support programs. Lastly, the accreditation of degree programs received mixed ratings, suggesting the need for maintaining and upgrading accreditation standards.

Overall, while the UCU administration demonstrates effectiveness, there are key areas requiring attention to enhance institutional development further.

Table 2
Level of Implementation of the Institutional Development of Urdaneta City University in
Terms of Governance and Administration
n=796

Indicator	Administrators n=37		Faculty n=202		Non Teaching n=167		Students n=390	
	AW M	DV	AW M	DV	AW M	DV	AW M	DV
The administration puts up Information and Communication Technology (ICT) systems like enrolment system, e-library system, e-learning system etc.	4.16	I	4.49	I	4.40	I	4.17	I
The administration allocates funds for the construction/installation, maintenance, upgrades, and renovation of its physical facilities and ICT infrastructure.	4.08	I	4.40	I	4.32	I	4.04	I
The administration initiates and conducts annual strategic development plan.	4.08	I	4.23	I	4.23	I	4.06	I
The administration establishes networks and linkages with other agencies for collaborative undertakings.	4.11	I	4.29	I	4.31	I	4.03	I
The administration observes cost-saving measures for the university like electricity, water, and material recycling to reduce its operating expenses.	3.95	I	4.39	I	4.16	I	4.02	I
The administration provides incentives for students who successfully top the board/bar exam.	4.46	I	4.39	I	4.38	I	4.10	I
The administration provides incentives for successful research works.	3.81	I	4.12	I	3.89	I	3.94	I
The administration allocates funds for student and employee assistance programs.	3.84	I	3.98	I	4.25	I	3.92	I
The administration assists the students and employees in the availment of scholarship programs of the University and other agencies.	4.05	I	4.28	I	4.53	HI	4.06	I
The administration initiates and maintains the accreditation level of its degree programs.	3.86	I	4.03	I	4.24	I	4.15	I
Overall Average Weighted Mean	4.04	I	4.26	I	4.27	I	4.05	I

Legend:

POINT VALUE

4.50 – 5.00 -
 3.50 – 4.49 -
 2.50 – 3.49 -
 1.50 – 2.49 -
 1.00 – 1.49 -

DESCRIPTIVE VALUE

Highly Implemented
 Implemented
 Moderately Implemented
 Slightly Implemented
 Not Implemented

Level of Implementation in Terms of Instruction

Table 3 reflects the data on Instruction. As shown in the table, the administrators, faculty, non-teaching personnel and student-respondents rated “Implemented” as shown in the overall average weighted mean of 4.30, 4.26, 4.27 and 4.05, respectively. This implies that the UCU faculty are competent and qualified in their area of specialization, and committed and dedicated to their profession and work in molding students.

Though the UCU faculty has an impressive performance, there are some areas that the UCU faculty must give more attention and improvements. As shown in the table, item number 7 was rated “Moderately Implemented” as perceived by the non-teaching personnel and students with an average weighted mean of 3.44 and 3.49, respectively. This implies that the direct clients who are the students seem not to be satisfied with the extra time or services rendered by the faculty for home visitation and/or parent consultation regarding students’ problems. According to American Federation of Teachers (2007), parental involvement can free teachers to focus more on the task of teaching children. Also, by having more contact with parents, teachers learn more about students’ needs and home environment, which information they can apply toward better meeting those needs. The reason why the administration and faculty did not implement and perform the said service is maybe because of the Covid-19 Pandemic.

Table 3
Level of Implementation of the Institutional Development of Urdaneta City University in
Terms of Instruction
n=796

Indicator	Administrators n=37		Faculty n=202		Non Teaching n=167		Students n=390	
	AWM	DV	AWM	DV	AWM	DV	AWM	DV
The faculty members regularly update their OBE-Syllabi.	4.38	I	4.49	I	4.25	I	4.04	I
The faculty members share their knowledge and expertise to the students.	4.62	HI	4.67	HI	4.42	I	4.32	I
The faculty members, program heads, and deans attend continuing education programs such as graduate studies.	4.51	HI	4.53	HI	4.47	I	4.33	I
The university is producing high rate of board exam passers and topnotchers.	4.22	I	4.21	I	4.07	I	4.01	I
The faculty members join professional organizations for personal and professional growth and advancement.	4.49	I	4.42	I	4.23	I	4.18	I
The faculty members observe consultation hours with the students.	4.32	I	4.44	I	4.10	I	3.95	I
The faculty members take time to visit and/or consult parents regarding problems of students.	3.59	I	3.52	I	3.44	MI	3.49	MI

The faculty members are adept on the use of modern technology like computer, tablet, internet.	4.43	I	4.40	I	4.39	I	4.22	I
Faculty members submit their academic requirements like grades, obe-syllabi, etc. on time.	4.27	I	4.38	I	4.01	I	3.84	I
Library collections are always made available to all clientele anytime they needed them.	4.16	I	4.23	I	4.19	I	3.98	I
Overall Average Weighted Mean	4.30	I	4.33	I	4.16	I	4.04	I

Legend:

POINT VALUE	DESCRIPTIVE VALUE
4.50 – 5.00	- Highly Implemented
3.50 – 4.49	- Implemented
2.50 – 3.49	- Moderately Implemented
1.50 – 2.49	- Slightly Implemented
1.00 – 1.49	- Not Implemented

Another is the item number 9, which revealed that on the overall, it was perceived by the group of respondents as “Implemented”. However, it is to be noted that the student-respondents gave the lowest mean rating of 3.84. This implies that the students are not contented with the performance of their instructors in submitting and encoding their grades to the registrar’s office and in the UCU portal system, maybe because some or majority of their instructors are not on time in submitting and giving their grades.

Also, the item number 10, as shown in the table, was described by the group of respondents as “Implemented”. However, it is to be noted that the student-respondents gave the lowest mean rating of 3.98. This implies that the students seemed not so much satisfied with the library services being delivered by the university maybe because the students were not able to avail fully of the library services due to COVID-19 Pandemic.

Level of Implementation in Terms of Research
Table 4
**Level of Implementation of the Institutional Development of Urdaneta City University in
 Terms of Research
 n=796**

Indicator	Administrators n=37		Faculty n=202		Non Teaching n=167		Students n=390	
	AWM	DV	AWM	DV	AWM	DV	AWM	DV
Research personnel establishes network and linkages with other agencies and share expertise.	4.22	I	4.39	I	4.13	I	4.09	I
The university allocates funds for research staff development.	3.89	I	4.05	I	3.78	I	3.95	I
Research findings produced are published and circulated to all concerned, including other government and non-government agencies.	3.76	I	3.96	I	3.89	I	4.02	I
The university develops research agenda that is continuously reviewed to respond to the changing needs of various stakeholders.	4.05	I	4.11	I	3.94	I	4.08	I
Research office is equipped with modern facilities and IT equipment like computer, projector, internet, etc.	4.05	I	4.09	I	4.02	I	4.11	I
The students, faculty, and non-teaching personnel are involved in the university research programs and activities.	4.24	I	4.23	I	3.99	I	4.10	I
Incentives are granted to researches relevant to university improvement and development.	3.89	I	3.96	I	3.74	I	3.96	I
In-service training such as seminars and workshops for updates on research is sponsored by the university to strengthen the research capability of the research staff and faculty.	4.16	I	4.29	I	3.98	I	4.04	I
Research programs and activities are conducted in response to the needs of the university and community.	4.27	I	4.29	I	4.06	I	4.06	I
Research outputs are published and disseminated through ICT and other channels.	3.84	I	3.96	I	3.90	I	4.02	I
Overall Weighted Mean	4.04	I	4.13	I	3.94	I	4.04	I

Legend:

POINT VALUE

 4.50 – 5.00 -
 3.50 – 4.49 -
 2.50 – 3.49 -
 1.50 – 2.49 -
 1.00 – 1.49 -

DESCRIPTIVE VALUE

 Highly Implemented
 Implemented
 Moderately Implemented
 Slightly Implemented
 Not Implemented

Table 4 presents the data on Research. As revealed by the data, the administrators, faculty, non-teaching personnel and student-respondents rated “Implemented” as shown in the overall average weighted mean of 4.04, 4.13, 3.94 and 4.04, respectively. This implies that the Urdaneta City University (UCU) is fully aware and conscious of its share in promoting research as one of its functions.

While the UCU administration is fully aware of and conscious in promoting research, there are some areas that the UCU Administration must give more attention to and improvements. Item Number 7, as shown in the table, was perceived by the group of respondents as “Implemented”. However, the non-teaching personnel respondents gave the lowest mean rating of 3.74. This implies that the non-teaching personnel are not fully aware of the research activities conducted by the University and of the research incentives. The students and faculty are usually the main concern with regard to research because research subjects are included in the program curriculum and also research is one of the trifocal functions of the faculty as mandated by the Commission on Higher Education (CHED).

Item number 2, revealed that the non-teaching personnel respondents gave the lowest mean rating of 3.78 which is described as “Implemented”. This implies that since the non-teaching personnel are not compelled to do research, they perceived that the administration allocates minimal amount for research staff development.

Another is item number 3, as shown in the table, was perceived by the group of respondents as “Implemented”. However, the administrators gave the lowest mean rating of 3.76. This implies that the administrators are not so much satisfied with the results of the publication and circulation of the produced research findings by the faculty and students maybe because of scant number of research publication partners and the reluctance of the faculty and students in publishing their research works due to expensive publication fee.

Also, item number 10, revealed that it was perceived by the group of respondents as “Implemented”. However, it is to be noted that the administrators gave the lowest mean rating of 3.84. This implies that the administrators are amenable that the ICT of the University is inadequate and needs to upgrade and purchase additional ICT infrastructure in order to meet the demand for research works.

Level of Implementation in Terms of Extension

Extension service is one of the programs which the Urdaneta City University focuses on (Montero, 2004).

Table 5 reflects the data on Extension. As shown in the table, the administrators, faculty, non-teaching personnel and student-respondents rated “Implemented” as shown in the overall average weighted mean of 4.22, 4.29, 4.13 and 4.03, respectively. This implies that the Urdaneta

City University (UCU) is fully aware of and conscious of its share in extending assistance to Barangays particularly to depressed areas not only in Urdaneta but including nearby towns.

Though the UCU administration is fully aware and conscious of its share in extending assistance to the Barangay, the data show that the group of respondents believed that improvements are necessary along the UCU extension service.

Item numbers 3 and 4, as shown in the table, was perceived by the group of respondents as “Implemented”. However, it is to be noted that the non-teaching personnel respondents gave the lowest mean rating of 3.88 and 3.93, respectively. this implies that the non-teaching personnel respondents perceived that the extension staff and team are often attending in-service training and seminars and also the university allocates only minimal funds for extension staff development.

Table 5
Level of Implementation of the Institutional Development of Urdaneta City University in
Terms of Extension
n=796

Indicator	Administrators n=37		Faculty n=202		Non Teaching n=167		Students n=390	
	AWM	DV	AWM	DV	AWM	DV	AWM	DV
The university extension services are focused on the needs of the community.	4.54	HI	4.54	HI	4.29	I	4.07	I
The university develops extension works that are responsive to the needs of the community.	4.54	HI	4.45	I	4.42	I	4.02	I
Extension staff and team undergo in-service training and seminars on a regular basis.	4.11	I	4.17	I	3.88	I	4.04	I
The university allocates funds for extension staff development.	4.03	I	4.11	I	3.93	I	4.04	
Extension team conducts fund-raising activities to augment available funds.	3.68	I	4.25	I	4.00	I	3.97	I
The extension team establishes networks and linkages with other agencies for extension work.	4.35	I	4.41	I	4.20	I	4.02	I
Extension office is equipped with modern facilities and IT equipment like computer, projector, internet, etc.	4.30	I	4.09	I	3.89	I	4.09	I
Extension services cater for the needy in the community.	4.51	HI	4.43	I	4.22	I	4.00	I
The students, faculty, and non-teaching personnel are involved in the university extension programs and activities.	4.35	I	4.38	I	4.45	I	4.02	I
Results of university extension activities are published and disseminated through ICT.	3.81	I	4.08	I	3.99	I	4.03	
Overall Weighted Mean	4.22	I	4.29	I	4.13	I	4.03	I

Item number 5, revealed that the administrator-respondents gave the lowest mean rating of 3.68 which is described as “Implemented”. This implies that the administrator-respondents are amenable to the limited budget and to augment the available funds, the extension team conducts fund-raising activities. However, the administrator-respondents perceived that this strategy did not emerge due to COVID-19 Pandemic.

Another is item number 7. As shown in the table, the non-teaching personnel respondents gave the lowest mean rating of 3.89 indicating that the UCU Extension Office as viewed by the non-teaching personnel, is implemented in terms of facilities and IT equipment like computer, projector, internet, etc.

Also, item number 10, revealed that the administrator-respondents gave the lowest mean rating of 3.81 which is described as “Implemented”. This implies that the administrator-respondents perceived the University to be lacking of ICT in publishing and disseminating the results of extension activities.

Level of Implementation in Terms of Physical Plant/Facilities

Table 6 presents the data on Physical Plant/Facilities. As revealed by the data, the administrators, faculty, non-teaching personnel and student-respondents gave an overall average weighted mean of 4.04, 4.27, 4.16 and 4.19, respectively indicating that the Urdaneta City University as viewed by the group of respondents, “Implementing” the required activities under Physical Plant/Facilities. This implies that Urdaneta City University (UCU) has the physical plant/facilities that cater for the needs of its students and employees. It is to be noted that UCU has 15,911 students and 731 employees, a clear evidence that the university has the capability and means of ensuring the satisfaction of its clientele and employees.

While the UCU Administration enjoys a positive record in its physical plant/facilities, there are some areas that the UCU Administration must give more attention and improvements in order to meet the ever-changing needs of its students, employees and programs.

Item number 2, as shown in the table, was perceived by the group of respondents as “Implemented”. However, the administrator-respondents gave the lowest mean rating of 3.74. This implies that the administrators are not contented with the size and functionality of the classrooms because some of the classrooms are not functionally used because they are undersized.

Table 6
Level of Implementation of the Institutional Development of Urdaneta City University in
Terms of Physical Plant/Facilities
n=796

Indicator	Administrators n=37		Faculty n=202		Non Teaching n=167		Students n=390	
	AWM	DV	AWM	DV		AWM	DV	AWM
The university allocates funds for its physical plants and equipment.	4.32	I	4.41	I	4.24	I	4.13	I
The classrooms of the university meet standard specifications in size and functionality.	3.95	I	4.17	I	4.07	I	4.09	I
Buildings are equipped with emergency fire exits, fire extinguishers, ventilation, lightings, comfort rooms, and potable drinking water.	4.19	I	4.45	I	4.28	I	4.24	I
The university has central fire alarm system.	4.00	I	4.23	I	4.08	I	4.24	I
Bulletin boards, display boards, waste disposal containers, and other facilities are strategically located in the buildings.	4.19	I	4.32	I	4.19	I	4.22	I
The school site is vast to accommodate its present population and can handle expected future expansion.	3.95	I	4.19	I	4.06	I	4.14	I
The site is accessible to public transportation and has satisfactory roads and pathways.	4.14	I	4.37	I	4.23	I	4.19	I
The university is equipped with IT infrastructure like internet-wifi, laboratory system, computers, etc.	4.14	I	4.36	I	4.50	HI	4.23	I
The university has state of the art facilities and equipment.	3.89	I	4.05	I	4.00	I	4.14	I
All degree programs of the university have their own building.	3.62	I	4.15	I	3.93	I	4.24	I
Overall Weighted Mean	4.04	I	4.27	I	4.16	I	4.19	I

Item number 6, revealed that the administrator-respondents gave the lowest mean rating of 3.95 which is described as “Implemented”. This implies that the administrators perceived the University to be lacking of physical plant/facilities in terms of land and seemingly the University cannot handle expected future expansion.

Item number 9, as shown in the table, revealed that the administrator-respondents gave the lowest mean rating of 3.89 indicating that the UCU as viewed by the administrators, is updated in terms of state-of-the-art facilities and equipment.

Also item number 10, was perceived by the group of respondents as “Implemented”. However, the administrator-respondents gave the lowest mean rating of 3.62. This implies that the administrators undeniably know that some of the degree programs do not have their own building.

Table 7 shows the significant difference between the areas of institutional development and the employee-respondents’ profile with the corresponding computed F values and decisions for each comparison.

Table 7
Difference Between the Areas of Institutional Development and the Employee-Respondents’ Profile

	Governance and Administration		Instruction		Research		Extension		Physical Plant Facilities		Overall	
	F	Sig	F	Sig	F	Sig	F	Sig	F	Sig	F	Sig
Age	2.691	.031*	6.070	.000*	4.456	.002*	1.917	.107 ^N _s	2.880	.023*	3.794	.005*
Sex	26.822	.000*	19.185	.000*	15.234	.000*	28.351	.000*	19.366	.000*	26.951	.000*
Civil Status	4.330	.005*	.707	.548 ^N _s	.646	.586 ^N _s	.881	.451 ^N _s	1.756	.155 ^N _s	.691	.558 ^N _s
Highest Educational Attainment	4.740	.003*	.930	.426 ^N _s	4.206	.006*	3.297	.020*	3.107	.026*	3.536	.015*
Position / Designation	2.656	.071- _{NS}	5.040	.007*	3.080	.047*	3.085	.047*	3.004	.051 ^N _s	2.690	.069 ^N _s
No. of Years of Work Experience	1.421	.216 ^N _s	5.608	.000*	3.638	.003*	2.822	.016*	2.104	.064 ^N _s	3.337	.006*

NS – denotes No Significance

* – denotes significance at a 0.05% level of significance

The areas of institutional development of Urdaneta City University which are the governance and administration, instruction, research, extension and physical plants/facilities across the profile variable sex was accepted at the 0.05 level of significance.

It can be seen in table 10 that the computed F-value for the profile variable, age, is F=2.691, F=6.070, F=4.456 and F=2.880 for the areas of institutional development in governance and

administration, instruction, research, and physical plants/facilities, respectively is significant at .031, .000, .002, and .023, respectively, which are below the .05 alpha level. The computed F-value for the profile variable, civil status, is $F=4.330$ for the areas of institutional development in governance and administration is significant at .005 which is below the .05 alpha level. The computed F-value for the profile variable, highest educational attainment, is $F=4.740$, $F=4.206$, $F=3.297$, and $F=3.107$ for the areas of institutional development in governance and administration, research, extension, and physical plants/facilities, respectively is significant at .003, .006, .020, and .026, respectively, which are below the .05 alpha level. The computed F-value for the profile variable position/designation, is $F=5.040$, $F=3.080$, and $F=3.085$ for the areas of institutional development in instruction, research, and extension, respectively is significant at .007, .047, and .047, respectively, which are below the .05 alpha level. The computed F-value for the profile variable number of years of work experience, is $F=5.608$, $F=3.638$, and $F=2.822$ for the areas of institutional development in instruction, research and extension, respectively is significant at .000, .003, and .016, respectively, which are below the .05 alpha level.

Urdaneta City University (UCU) is a local university under the umbrella of the City Government of Urdaneta. As a local university, UCU is obliged to abide by the rules and laws of the Civil Service Commission (CSC) and one of the mandates of the Commission that the University observed is the Equal Employment Opportunity. UCU recognizes the significant contributions of working women not only to the welfare of their families but also to the development of their own communities and the growth of national economies.

As the number of women in the workforce keeps growing, it is imperative to ensure equal employment opportunities and treatment, as well as to address their specific needs such as child care and work-life balance. Empowering women and gender mainstreaming are integral to the mandates of the Civil Service Commission.

IV. Conclusion

1. **Demographic Distribution:** The majority of respondents are within the age bracket of 26-35 years, indicating that the university workforce is relatively young and in the middle adulthood stage, which is associated with high productivity and significant contributions to their work environment.
2. **Gender and Civil Status:** There is a higher percentage of female respondents (56%) compared to males (44%). Additionally, the majority are single (50%), followed by married individuals (46%), suggesting a potential for diverse perspectives and commitments within the workforce.

3. **Educational Attainment:** A significant portion of respondents hold advanced degrees (42% Master's Degree holders and 12% Doctorate Degree holders), reflecting a well-educated workforce capable of contributing to high academic and operational standards.
4. **Employment Position:** The majority of respondents are faculty members (50%), followed by non-teaching personnel (41%) and administrators (9%). This highlights the critical role of faculty in the university's operations and underscores the importance of supporting their professional development.
5. **Work Experience:** Most respondents have 1-5 years of service, indicating a relatively young and potentially dynamic workforce. Retention factors include career growth opportunities, supportive management, and meaningful work.
6. **Governance and Administration:** The UCU administration is perceived as effective, with high overall ratings. However, there are areas requiring improvement, such as incentives for research works, funding for assistance programs, and maintaining accreditation standards.
7. **Institutional Development:** The assessment of institutional development indicates a general satisfaction with governance and administration, instruction, research, extension, and physical plant/facilities. However, specific areas need attention to further enhance the university's operational effectiveness and academic excellence.

V. Recommendations

1. **Enhance Research Incentives:** Develop and implement a comprehensive incentive program for successful research works to encourage faculty and staff to engage in research activities. This could include financial rewards, recognition programs, and opportunities for professional development.
2. **Increase Funding for Assistance Programs:** Allocate additional resources to student and employee assistance programs to support their personal and professional growth. This could involve scholarships, grants, and other forms of financial support.
3. **Improve Accreditation Processes:** Focus on maintaining and upgrading the accreditation of all degree programs. Establish a dedicated team to regularly review and update accreditation standards, ensuring they align with national and international benchmarks.
4. **Strengthen Faculty Support:** Given the critical role of faculty, invest in continuous professional development programs, provide opportunities for career advancement, and create a supportive work environment to enhance job satisfaction and retention.

5. **Utilize Demographic Insights:** Leverage the relatively young and well-educated workforce by offering targeted training programs and career development initiatives that cater to their professional aspirations and the university's strategic goals.
6. **Promote Gender Equality:** Ensure that gender diversity is maintained and promoted across all levels of the university. Implement policies and programs that support gender equality and create an inclusive work environment.
7. **Monitor and Evaluate Progress:** Establish a robust monitoring and evaluation system to track the implementation of these recommendations. Regularly gather feedback from stakeholders and make necessary adjustments to ensure continuous improvement in institutional development.
8. Other researchers should conduct follow-up studies relative to this study to validate the findings made.

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