

The Administration of Tiwi Community College

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Abstract: This study explored the administration of Tiwi Community College for the academic year 2024-2025. It specifically answered the following sub-problems: 1. What are the areas in educational administration that are being managed in Tiwi Community College? 2. What is the level of administration along instruction, research, student affairs and services, community extension and linkages, and physical facilities? 3. What is the extent of effectiveness of the educational administration along curriculum, students, and faculty? 4. What are the challenges met in the administration of Tiwi Community College; and 5. What administrative plan may be proposed to address the challenges met? It utilized the descriptive-survey method. The respondents to this study are the teaching and non-teaching personnel of Tiwi Community College. There are sixty (60) total respondents to this study. Out of this number, forty-two (42) are teaching personnel who are regular and full-time instructors in the college and eighteen (18) are non-teaching personnel. Total enumeration was applied in this study. A questionnaire is the main tool of this thesis. The statistical measures used in the quantification of the data are frequency count, percentage, weighted mean, and ranking.

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I. INTRODUCTION

Many countries recognize the importance of college education and vocational training in boosting economic growth and human development. Emerging nations focus on improving their education systems to produce skilled graduates who can compete in the global market. While many countries have made progress in providing quality education, they need to keep upgrading their systems to meet modern workforce demands.

Education is a powerful tool to fight poverty and help people take part in society and government. The United Nations highlights that a well-educated and active mind is one of life's greatest rewards. This is why Sustainable Development Goal No. 4 aims to ensure inclusive, quality education for all, covering everything from early childhood to university and vocational training.

Community colleges play a big role in giving underprivileged groups access to affordable post-secondary education. These colleges help students gain academic and technical skills needed in today's fast-changing world. However, their success depends on good policies, better teaching, strong community ties, research efforts, modern facilities, and quality student services.

The 1987 Philippine Constitution says every citizen has the right to quality education. Laws like Republic Act No. 7160 (Local Government Code) and Republic Act No. 7722 (CHED Act) give local governments the power to create and manage community colleges and allow CHED to oversee higher education institutions.

In Tiwi, Albay, the local government established Tiwi Community College (TCC) in 1994 to make education more accessible. New laws like Republic Act No. 10931 (Universal Access to Quality Tertiary Education Act) allow TCC to offer free tuition and financial aid, while Republic Act No. 11448 (Transnational Higher Education Act) enables partnerships with international schools. These help improve education quality and open global opportunities. But unlike national universities, TCC depends on local government funding, which can be limited.

Community colleges like TCC not only increase access to higher education but also create local jobs. However, they face challenges like political influence in hiring, low funding, and limited resources. To ensure quality, they are evaluated by accrediting agencies under the Federation of Accrediting Agencies of the Philippines (FAAP).

TCC is one of three local colleges in Albay's First District. It started in 1994 with three programs: Elementary Education, Secondary Education, and Office Administration. From being housed in shared spaces, it now

has its own campus and has updated its curriculum to meet current needs.

Despite challenges, community colleges have adapted to serve their communities. However, more studies are needed on how these colleges are run—covering instruction, research, student services, community outreach, and facilities. The researcher, a faculty member at TCC, conducted this study to better understand the administration of local community colleges and to help improve their management in the future.

II. THEORETICAL FRAMEWORK

This study is anchored in four key theories: Educational Administration Theory, Theory of Instruction, School Facility Theory, and Curriculum Theory. Educational Administration Theory emphasizes the effective use of resources and leadership to achieve educational goals, highlighting the need for school leaders to navigate both external and internal influences. The Theory of Instruction by Engelmann and Carnine underscores the central role of instruction in shaping standards, curriculum, and assessment, though it notes the lack of universal guidelines for effective teaching. School Facility Theory stresses the importance of well-maintained infrastructural, instructional, and physical environments in supporting learning outcomes. Lastly, Macdonald's Curriculum Theory guides administrators in designing curricula that balance knowledge content, practical implementation, and cultural values. Together, these theories support the idea that strong leadership, quality instruction, appropriate facilities, and relevant curricula are essential for effective community college administration.

III. REVIEW ON LITERATURES AND STUDY

Daniel et al., (2014) 1 noted that in today's labor market, it is almost impossible to be unaffected by the global forces influencing the economy. Students attending two-year institutions need to be prepared to live, work, and thrive in that global marketplace. This effort enhances the learning environment, strengthens the local economy, increases the prestige of the institution, and improves the global competence of students. These are the benefits that community college leaders generally acknowledge and understand. However, according to Phipps (2015) 2 although many community college leaders recognize these benefits, some may also view international efforts as secondary to the mission of serving the local community and do not want administrators, staff, and faculty spending too much time on them.

Another identified contribution of community colleges is applicability. Weerts (2014) 4, mentioned that applicability is when a student attends a community college and can later apply what they learned while serving in their role as a part of the labor market. The concept of applicability tends to shift when it is quantified by its benefit to corporate entities instead of how it benefits the

prospective job security of students and the sustainability of the community at large. Applicability as a characteristic of the community college revolves around the idea that community colleges are institutions at the forefront of preparing America's workforce. Applicability refers to the push to make curricula relevant to the needs of society so that students leave community colleges prepared to work. Community colleges utilize apprenticeships as ways to offer students opportunities for on-the-job training and financial assistance while corporate partners will benefit from low paid workers who are still enrolled in school. While the ever-expanding corporate presence will remain, schools will be challenged with the task of centering learning and ensuring that community colleges stand to the ideals of affordability and applicability. A school's success depends on the focus to create career pathways that are demanding and timely; thus, avoiding educational barriers to students.

Bailey et al., (2015) 5 added that community colleges contribute to Science,

Technology, Engineering, and Mathematics (STEM) education as well as to the workforce in a variety of ways. Although it is quite impossible to determine how much they contribute or to assess the effectiveness of policies and programs to strengthen STEM education in community colleges. In many highly developed countries, community colleges focus on transfer-oriented programs like biology, psychology, engineering and mathematics. Bahr et al., (2017) 6 mentioned that these colleges also offer a more expansive technical training in the fields of healthcare and computer information servicing. Given the scientific knowledge and technical skills that these programs impart—and the types of jobs that students from these programs occupy, there is a need to consider a lot in the offerings of these programs. A broader definition is also more useful for economic analysis of STEM. Community college graduates in the STEM workforce earn considerably more than their peers in non-STEM fields, suggesting that the STEM skills acquired in community college are in demand and are valued by employers. Accordingly, government investment in STEM should reflect this economic potential.

The Philippines, as a developing country, faces tremendous challenges in pursuing quality education. Pocaan (2022) 12, wrote that problems exist inside the education system and affected by both internal and external factors. In particular, the higher educational sector is included in the system. Manalang (2018) 13, argued that the highest educational sector, including community colleges, experiences a lot of these challenges. These include, among others, private-for-profit schools, massive student enrollments, and many more. The author argued that access and quality of higher education are serious issues. The local colleges have potential roles in addressing the above problems and offer interesting prospects for education change and policy. However, Dayrit (2015) 14, mentioned that over the years, there also persist issues and concerns about how community colleges respond to the challenges, which include globalization. Access to higher education

may have many meanings in different contexts. This include providing open admissions in the college, and low and even free tuition rates. Moreover, the term covers engaging in outreach initiative and other student services.

Tan (2011) 16 , illustrated the community colleges in some parts of the country proactively responding to the challenges of producing graduates who have the leadership acumen to transform productive human capital that possesses creativity and innovations. Further, community colleges have a major role in propelling the country's socioeconomic and political transformation. These need effective administration of community colleges. Community colleges serve their community in several ways, including the benefit to community citizens and their economy. In some community colleges, residents who live where the college is located receive reduced tuition rates. Additionally, the local businesses receive revenue from college students and employees, and local businesses are provided with an educated workforce. This is important for local communities to take note of. Orbeta (2013) 17 , mentioned that community colleges have been viewed by residents, state legislators, and policy makers as catalysts for sustaining high-quality of life opportunities These are manifestations that community colleges can aid local community members in working to reduce the poverty level in their neighborhoods as well as bring about a better quality of life for all.

According to Manasan (2013) 18 , the leadership of the community college is vital to the success of the community. The writer supplemented that in rural areas where community college, play such a substantial role in workforce development, college leaders need to be vigilant in their protection of serving their communities' needs. Not only does the president of a rural community college need to serve students, staff, and faculty of the college, but also, must serve the community by meeting with business leaders, attending funerals, making appearances, and raising money for the institution. The community college and those who represent it fill several roles throughout the community by building partnerships with those in which they serve. The administration of the college is also an important factor in the success of community colleges. James (2011) 19 , emphasized that while administration of community college ensures there is no deflection from carrying out the institution's mission, the leadership must create multiple pathways applicable to the diverse needs of enrolled students. He suggested the voluntary framework of accountability denoted how community colleges' student support services should be evaluated to ensure they maintain their mission and remain relevant to the communities they serve.

Toquero (2020) 21 , mentioned that community colleges in the country serve as an engine for economic as well as educational growth. These colleges are the producers of graduates who directly serve the community. The opportunities to earn a college degree and eventually pursue a career encourage students to enroll in community colleges.

The administration of community colleges is an important part in improving the operations of the college. The participation and support of all education stakeholders are necessary in creating a successful college. The paper of Bickerstaff (2020) 22 , discussed what is known about humanities coursework in community colleges. It then outlined three (3) key challenges facing humanities education in this higher education sector: (1) an oversimplified identification of community colleges as providers primarily of vocational education, (2) limited professional supports for community college humanities faculty, and (3) weak humanities transfer pathways between community colleges and destination four-year colleges. The paper goes on to describe current efforts that attempt to address these challenges and concludes with a call for future research intended to enhance the understanding of the humanities in community colleges and the ways humanities education in community colleges might be strengthened and improved. The authors used documentary analysis and a quantitative research method to come up with the data. The above-mentioned work is related to the present paper since both deal with community colleges. Bickerstaff focused on the challenges by the community colleges and this was also covered in this study. This thesis explored more of it since it included the level of administration as well as the effectiveness of administration along the five (5) areas. These areas are instruction, research, student affairs and services, community extension and linkages, and physical facilities. The research design which is quantitative, is common in both studies but differs in the technique in gathering the data. This work utilized survey while the work of Bickerstaff employed documentary analysis.

The study of Nguyen (2023) 23 , evaluated a speaker series of community college studies presentations. The seven (7) monthly presentations were led by professors and an institutional researcher who conducted research on community colleges. Example presentation topics included the history of community colleges, policy reforms in community college developmental education, and transfer receptive culture. The presentations' primary audience was community college students. The writer interviewed twelve (12) community college student attendees and then analyzed interview transcripts using structural coding and thematic analysis. Two themes were identified.

Daniel et al., (2023) 24 explored how community college faculty described their lived experiences concerning their work. Specifically, the study examined faculty work in terms of teaching, service, and other scholarly work. A phenomenological approach was taken to understand the individuals' shared experience of being faculty at a community college. This study exemplified both the descriptions and reasons for using a qualitative transcendental phenomenological approach. The research question for this study focused on the lived experiences of community college faculty. Through qualitative data collection, community college faculty are able to provide insight into and share their stories about their lived experiences, which is a complex and nuanced area of study.

The sub-questions under the umbrella of the research question focus on what the faculty do and how they feel about what they do. By using transcendental phenomenological approach for the study, the faculty were able to share what their experiences have been and how they have experienced it.

Blanquisa & Berdin (2022) 32, determined the critical issues in the administration of community colleges. Specifically, it addressed the following: identify the common critical issues in community colleges along administration, organizational culture, human resource development, instruction, operations- funding, facilities, and student services; determine how critical issues affect the administration of community colleges along the quality of instruction, delivery of student services, and school development; and propose a draft bill on the regulation of community colleges. This study used a mixed research design with questionnaires as the primary data collection tool. The respondents have varied perceptions of the critical issues in community colleges. These are considered diverse areas of important government issues that require special attention, specifically strengthen the proposed bill on renaming and converting community colleges to state universities. The administrators and faculty members, should discuss the varied perceptions of the respondents on the critical issues for better administration and learning of the students with the help and support of the faculty in community college. The plan of converting community colleges to state universities should materialize with the support of the government, faculty, and parents of the students in their yearning for progressive community colleges. This study that dealt with the administration of Tiwi Community College is interconnected with the work of Blanquisa & Berdin. Both studies focused on community colleges and their administration. The areas that the two (2) studies shared commonalities are instruction, student services, and facilities. The studies differ in research method. The present study purely utilized the quantitative research method while the above work employed a mixed method, which means a quantitative as well as qualitative research method. However, both studies used a questionnaire as a main tool in gathering the data.

IV. METHODOLOGY

This research study utilized the descriptive-survey method. It is descriptive, for it presents the areas in educational administration being managed in Tiwi Community College. It also identified the level of administration along instruction, research, students' affairs and services, community extension and linkages, and physical facilities. As viewed by Vizcarra (2003) 1, descriptive studies are useful in obtaining the prevailing status or condition of the problem, which is essential in understanding the past and the future. The author added that it is a method that collects detailed and factual information to describe the present phenomenon. Meanwhile, Sanchez (1998) 2, cited that descriptive research includes all studies that purport to present facts concerning the nature and status

of anything that one may wish to study. This utilized the survey design since it gathered the structured data from the teaching and non-teaching personnel of Tiwi Community College to gain deeper insights related to the educational administration of Tiwi Community College. The challenges met by the respondents in the administration of Tiwi Community College were also identified.

V. FINDINGS, CONCLUSIONS AND RECOMMENDATION

This chapter presents the summary of the study, the important findings, the conclusions drawn and the recommendations offered in relation to the present study. The presentation also includes a section with topics that future researchers may consider in their future endeavors.

A. Summary

This study explored the administration of Tiwi Community College for Academic Year 2024-2025. It specifically answered the following sub-problems: 1. What are the areas in educational administration that are being managed in Tiwi Community College?; 2. What is the level of administration along instruction, research, student affairs and services, community extension and linkages; and physical facilities?; 3. What is the extent of effectiveness of the educational administration along curriculum, students and faculty?; 4. What are the challenges met in the administration of Tiwi Community College; and 5. What administrative plan may be proposed to address the challenges met?

It utilized the descriptive-survey method. The respondents to this study are the teaching and non-teaching personnel of Tiwi Community College. There are sixty (60) total respondents to this study. Out of this number, forty-two (42) are teaching personnel who are regular and part timer instructors in the college, and eighteen (18) are non-teaching personnel. Total enumeration was applied in this study. A questionnaire is the main tool of this thesis. The statistical measures used in the quantification of the data are frequency count, percentage, weighted mean and ranking.

B. Findings

The findings of the study are as follows:

- There are five (5) areas in educational administration that are covered in this study. These are instruction, research, student affairs and services, community linkages, and physical facilities. The researcher employed two (2) groups of respondents. These are the teaching personnel composed of forty-two (42) faculty members of Tiwi Community College and the non-teaching staff composed of eighteen (18) respondents. It is reflected that in instruction, it obtained a frequency of 42 or 100 %, so with research, student affairs and services, community extension and linkages, and physical facilities. The non-teaching also checked all five (5) with a frequency of 18 or 100 % in instruction,

research, student affairs and services, community extension and linkages, and physical facilities.

- This study explored the level of administration of Tiwi Community College along five (5) areas. These areas are instruction, research, student affairs and services, community extension and linkages, and physical facilities. Weighted mean was employed to analyze the data.
- *Instruction.* The teaching personnel rated all five (5) indicators on the level of administration of Tiwi Community College, along with instruction having an adjectival description of *very high*. The indicator with the highest weighted mean of 4.52 is obtained in *offers courses that are relevant and recognized by the Commission on Higher Education and/or Technical Education and Skill Development Authority*. This is trailed by the indicator *follows an outcome-based education* with a rating of 4.48; then *provides updated syllabus and descriptions of subjects taught* with a rating of 4.45; *conducts regular assessment of performance of students, teachers and administrations* with a rating of 4.42; and lastly, *promotes the development of competencies that enables learners to adapt a knowledge-based society and participate actively in all spheres of life* with a rating of 4.40. The level of administration of Tiwi Community College along with instruction as rated by the teaching personnel has an average weighted mean of 4.45 with an adjectival description of *very high*.

The non-teaching staff rated three (3) indicators with very high adjectival description and two (2) indicators with *high*. The indicators with very high adjectival description are: *offers courses that are relevant and recognized by the Commission on Higher Education and/or Technical Education and Skill Development Authority* with a rating of 4.46; *provides updated syllabus and descriptions of subjects taught* with a rating of 4.37; and *conducts regular assessments of the performance of students, teachers, and administrations* with a rating of 4.34. The indicators with *high* adjectival descriptions are *conducts regular assessments of the performance of students, teachers and administrations* with a rating of 4.12; and *promotes the development of competencies that enables learners to adapt to a knowledge-based society and participate actively in all spheres of life* with a rating of 4.06. The level of administration of Tiwi Community College along the instruction as rated by the non-teaching personnel has an average weighted mean of 4.27 with an adjectival description of *very high*.

The combined ratings of the teaching and non-teaching personnel shows that all the indicators have an adjectival description of *very high*. The ratings arranged from highest to lowest reveal that the indicator with the highest average weighted mean of 4.49 as rated by the teaching and non-teaching personnel is *offers courses that are relevant and recognized by the Commission on Higher Education and/or Technical Education and Skill Development Authority*. It is

followed by *provides updated syllabus and descriptions of subjects taught* with a rating of 4.41; *conducts regular assessments of the performance of students, teachers and administrations* with a rating of 4.38; *follows an outcome-based education* with a rating of 4.30; and lastly, *promotes the development of competencies that enables learners to adapt to a knowledge-based society and participate actively in all spheres of life* with a rating of 4.23. The level of administration of Tiwi Community College along instruction has an average of 4.36 with an adjectival description of *very high*.

- *Research.* The teaching personnel rated all five (5) indicators on the level of administration along research with an adjectival description of *high*. The indicator with the highest weighted mean of 4.09 is obtained from *encourages public presentation and publication of research outputs*. It is followed by *enforces policies and guidelines in the conduct of educational researches* with a rating of 4.07; *improves quality of research through constant evaluation and support* with 4.02 and *strengthens research culture in every classroom by integrating research activities* with a rating of 4.00. The indicator with the lowest weighted mean of 3.95 is obtained from the indicators *allocates incentives for instructors and students with commendable research works*. The level of administration of Tiwi Community College along research as rated by the teaching personnel has an average weighted mean of 4.03 with an adjectival description of *high*.

The non-teaching staff, on the other hand, rated two (2) indicators with very high adjectival description and three (3) *high* adjectival description. The indicators with *very high* description are *encourages public presentation and publication of research outputs* with a rating of 4.45. This is followed by *enforces policies and guidelines in the conduct of educational researches*, with 4.32. The indicators with *high* adjectival descriptions are *improves quality of research through constant evaluation and support* with a rating of 4.12; *strengthens research culture in every classroom by integrating research activities* with a rating of 4.02; and lastly, *allocates incentives for instructors and students with commendable research works* with a rating of 3.61. The level of administration of Tiwi Community College along research as rated by the non-teaching personnel has an average weighted mean of 4.10 with an adjectival description of *high*.

The combined ratings of the teaching and non-teaching personnel on the level of administration of Tiwi Community College have the following results: *encourages public presentation and publication of research outputs* with a rating of 4.27. This has an adjectival description of *very high*. The rest of the indicators have *high* adjectival description. These are: *enforces policies and guidelines in the conduct of educational researches* with a rating of 4.19; *improves quality of research through constant evaluation and support* with 4.07; *strengthens research culture in every classroom by integrating research activities* with 4.01; and

lastly, *allocates incentives for instructors and students with commendable research works* with a rating of 3.78. The level of administration of Tiwi Community College along research as rated by the teaching and non-teaching personnel has an average weighted mean of 4.06 with an adjectival description of *high*.

- *Student affairs and services*. The teaching personnel rated all the indicators on the level of administration along student affairs and services with an adjectival description of *high*. The indicator with the highest weighted mean of 3.84 is *promotes inclusions and participation among students and organizations*. It is followed by *offers opportunities for the active involvement of students and organizations in the affairs of Tiwi Community College* with a rating of 3.82; then, *assists students in the development and participation to various programs and services that focus on the academic as well as non-academic aspects of students' lives* with a rating of 3.78; and *supports the students in their academic, social, emotional, vocational, spiritual growth and holistic development so they are able to enhance their potentials to the fullest* with a rating of 3.67; and lastly, *provides personal and psychological counseling services, with access* with a rating of 3.62. The level of administration of Tiwi Community College along student affairs and services as rated by the teaching personnel, has an average weighted mean of 3.75 with an adjectival description of *high*.

The non-teaching personnel rated three (3) indicators with very high adjectival descriptions. These are: *supports the students in their academic, social, emotional, vocational, spiritual growth, and holistic development so they are able to enhance their potentials to the fullest* with a rating of 4.43; *promotes inclusions and participation among students and organizations* with a rating of 4.24; and *offers opportunities for the active involvement of students and organizations in the affairs of Tiwi Community College* with a rating of 3.22. The rest of the indicators have *high* adjectival description. These are: *assists students in the development and participation to various programs and services that focus on the academic as well as non-academic aspects of students' lives* with a rating of 4.12; and *provides personal and psychological counseling services with access* with a rating of 3.98. The level of administration of Tiwi Community College along with student affairs and services as rated by the non-teaching personnel has an average weighted mean of 4.20 with an adjectival description of *very high*.

The combined ratings of the teaching and non-teaching personnel reveal the following: *supports the students in their academic, social, emotional, vocational, spiritual growth and holistic development so they are able to enhance their potentials to the fullest* with a rating of 4.05; *promotes inclusions and participation among students and organizations* with a rating of 4.04; *offers opportunities for the active involvement of students and organizations in the affairs of Tiwi Community College* with a rating of 4.02; and

assists students in the development and participation to various programs and services that focus on the academic as well as non-academic aspects of students' lives with a rating 3.95. The indicator with the lowest average weighted mean of 3.80 is obtained from the indicators *provides personal and psychological counseling services with access*. All these numerical ratings have an adjectival description of *high*. The level of administration of Tiwi Community College along student affairs and services as rated by the two (3) groups of respondents has an average weighted mean of 3.97 with an adjectival description of *high*.

- *Community extension and linkages*. There are three (3) indicators on the level of administration of Tiwi Community College along *community extension and linkages* that obtained a *high* adjectival description. These are: *ensures a stable funding support from local government unit, other government agencies, non-government organizations and other stakeholders* with a rating of 3.76; *encourages community leaders in the activities of the college* with a rating of 3.52; and *involves highly capable personnel and staff in terms of delivery extension services* with a rating of 3.45. Two (2) of the indicators have moderate adjectival description. These are: *engages with the community in the implementation of the plans, programs and activities of the college to partner barangays* with a rating of 3.31 and *sponsors recognition events for education stakeholders* with a rating of 3.29. The level of administration of Tiwi Community College along community extension and linkages as rated by the teaching personnel has an average of 3.47, which is *high*.

The non-teaching personnel rated four (4) out of five (5) indicators with a *high* adjectival description. The indicator with the highest weighted mean of 3.67 is *ensures a stable funding support from the local government unit, other government agencies, non-government organizations and other stakeholders* with a rating of 3.67. It is followed by *encourages community leaders in the activities of the college* with a rating of 3.53; *involves highly capable personnel and staff in terms of delivering extension services* with a rating of 3.50 and *engages with the community in the implementation of the plans, programs and activities of the college to partner barangays* with a rating of 3.46. The indicator with the lowest weighted mean of 3.14 and with an adjectival description of moderate is *sponsors recognition events for education stakeholders*. The level of administration of Tiwi Community College along community extension and linkages as rated by the non-teaching personnel has an average of 3.46, which is *high*.

The combined ratings of the teaching and non-teaching personnel reveal that there are three (3) indicators with a *high* adjectival description and two (2) with *moderate* adjectival description. The indicators with *high* adjectival descriptions are: *ensures a stable funding support from local government unit, other government agencies, non-government organizations and other stakeholders* with a rating of 3.71; *encourages community leaders in the*

activities of the college with a rating of 3.52; and involves capable personnel and staff in terms of delivering extension services with a rating of 3.47. The two (2) indicators with moderate adjectival descriptions are *engages with the community in the implementation of the plans, programs and activities of the college to partner barangays* with a rating of 3.38; and *sponsors recognition events for education stakeholders* with a rating of 3.21. The level of administration of the Tiwi Community College along community extension and linkages as rated by the teaching and non-teaching personnel has an average of 3.46 which is *high*.

- *Physical facilities*. The teaching personnel rated two (2) indicators with *high* adjectival description. These indicators are: *affords sufficient, separate and accessible facilities for both men and women* with a rating of 3.57; and *installs fire alarm system with enough fire extinguishers and other safety devices* with a rating of 3.50. The three (3) indicators with *moderate* adjectival description are: *provides storage facilities and equipment* with a rating of 3.12; *organizes movable classroom partitions that allow possible changes in the dimensions and arrangement of classes* with 2.93; and *offer facilities for students with special needs* with a rating of 2.74. The level of administration of Tiwi Community College along physical facilities as rated by the teaching personnel has an average of 3.17, which is *moderate*.

The non-teaching personnel rated three (3) indicators with *high* adjectival description. These are: *affords sufficient, separate, and accessible facilities for both men and women* with a rating of 3.84; *installs in fire alarm system with enough fire extinguishers and other safety devices* with a rating of 3.65; and *provides storage facilities and equipment* with a rating of 3.56. Two (2) of the indicators have an adjectival description of *moderate*. These are: *organizes movable classroom partitions that allow possible changes in the dimensions and arrangement of classes* with a rating of 3.34; and *offer facilities for students with special needs* with a rating of 3.17. The level of administration of Tiwi Community College along physical facilities as rated by the non-teaching personnel has an average of 3.51, which is *high*.

The combined ratings of the teaching and non-teaching personnel reveal that there are two (2) indicators with an adjectival description of *high* and three (3) with moderate adjectival descriptions. The indicators with *high* adjectival description are: *affords sufficient, separate, and accessible facilities for both men and women* with a rating of 3.70, and *installs fire alarm system with enough fire extinguishers and other safety devices* with a rating of 3.57. The indicators with moderate adjectival description are as follows: *provides storage facilities and equipment* with a rating of 3.34; *organizes movable classroom partitions that allow possible changes in the dimensions and arrangement of classes* with a rating of 3.13; and *offer facilities for students with special needs* with a rating of 2.95. The level of administration of

Tiwi Community College along physical facilities as rated by the teaching and non-teaching personnel has an average of 3.34, which is *moderate*.

- The extent of effectiveness of the administration in Tiwi Community College is determined along three (3) areas. These areas are curriculum, students, and faculty. Weighted mean was utilized to summarize the data.
- *Curriculum*. There are three (3) indicators on the extent of effectiveness of the administration of Tiwi Community College along the curriculum as rated by the teaching personnel that obtained an adjectival description of *very high*. The indicator with the highest weighted mean of 4.44 is obtained from the indicator *provides updated programs and course offerings*. It is closely followed by *promotes relevant curriculum content* with a rating of 4.43 and *enhances the development of knowledge, practical skills and values as articulated by the mission, vision and goals of the college* with a rating of 4.38. The last two (2) indicators have an adjectival description of *high*. These are: *encourages the use of various assessment techniques and efficient grading system* with a rating of 3.57; and *supports integration of modern and innovative use of learning resources* with a rating of 3.48. The extent of effectiveness of the administration of Tiwi Community College along curriculum as rated by the teaching personnel has an average of 4.06 with an adjectival description of *high*.

There are two (2) indicators on the extent of effectiveness of the administration of Tiwi Community College along the curriculum as rated by the non-teaching personnel with an adjectival description of *very high*. These include *provides updated programs and course offering* with 4.48 and *promotes relevant curriculum content* with a rating of 4.43. The three (3) remaining indicators have an adjectival description of *high*. These are: *enhances the development of knowledge, practical skills and values as articulated by the mission, vision, and goals of the college* with a rating of 4.08; *encourages the use of various assessment techniques and efficient grading system* with a rating of 4.06; and *supports integration of modern and innovative use of learning resources* with a rating of 3.56. The extent of effectiveness of the administration of Tiwi Community College along the curriculum as rated by the non-teaching personnel has an average of 4.12 with an adjectival description of *high*.

The combined ratings of the extent of effectiveness of administration along curriculum reveal that the indicator with the *highest* average weighted mean of 4.46 is *provides updated programs and course offering*. This is followed by *promotes relevant curriculum content* with 4.43; and *enhances the development of knowledge, practical skills, and values as articulated by the mission, vision, and goals of the college* with a rating of 4.23. The two (2) indicators with an adjectival description of *high* are: *encourages the use of various assessment techniques and efficient grading*

system with a rating of 3.81; and *supports integration of modern and innovative use of learning resources* with a rating of 3.52. The extent of effectiveness of the administration of Tiwi Community College along curriculum as rated by the teaching and non-teaching personnel has an average of 4.09 with an adjectival description of *high*.

- Students. The teaching personnel rated all five (5) indicators on the extent of effectiveness of the administration of Tiwi Community College along with students having an adjectival description of *high*. The indicator with the highest weighted mean of 4.05 is obtained in improves academic performance of students. This is followed by encourages strong student participation on college activities with 3.81. Next on the list is delivers equitable and accessible student services and programs with a rating of 3.74. It is followed by strengthens link between students and other education stakeholders with a rating of 3.69. The indicator with the lowest weighted mean of 3.51 is obtained from increases college enrollment and completers. The extent of effectiveness of the administration of Tiwi Community College along students as rated by the teaching personnel has an average of 3.76, with an adjectival description of *high*.

The non-teaching personnel rated one (1) indicator on the extent of effectiveness of the administration of Tiwi Community College along with students having *very high* adjectival description. This indicator is *improves academic performance of students* with a rating of 4.44. The rest of the indicators have an adjectival description of *high*. These are arranged from highest to lowest, to wit: *encourages strong student participation in college activities* with a rating of 4.04; *increases college enrollment and completers* with rating of 4.02; *delivers equitable and accessible student services and programs* with a rating of 4.00 and lastly, *strengthens the link between students and other education stakeholders* with a rating of 3.46. The extent of effectiveness of the administration of Tiwi Community College along students as rated by the non-teaching personnel has an average of 3.99 with an adjectival description of *high*.

The combined ratings of the two (2) groups of respondents disclose that one (1) indicator obtained a *very high* adjectival description with an average weighted mean of 4.24. This indicator is *improves academic performance of students*. The rest of the indicators have an adjectival description of *high*. These are: *encourages strong student participation in college activities* with a rating of 3.92; *delivers equitable and accessible student services and programs* with a rating of 3.87; increase college enrolment and completers with a rating of 3.77; and *strengthens the link between students and other education stakeholders* with a rating of 3.57. The extent of the effectiveness of the administration of Tiwi Community College along students as rated by the teaching and non-teaching personnel has an average of 3.87 with an adjectival description of *high*.

- Faculty. The teaching personnel of Tiwi Community College rated one (1) indicator with an adjectival description of *very high*. This indicator is *motivates teachers to pursue professional development initiatives* with a rating of 4.59. The rest of the indicators have *high* adjectival descriptions. These are: enhances faculty productivity and performance with a rating of 4.05; *retains high quality faculty and teaching staff* with 3.98; *creates a culture of excellence among faculty* with a rating of 3.57; and *raises the level of job satisfaction among faculty* with a rating of 3.55. The extent of effectiveness of the administration of Tiwi Community College along with faculty as rated by the teaching personnel has an average of 3.95 with an adjectival description of *high*.

The non-teaching personnel of Tiwi Community College rated one (1) indicator with an adjectival description of *very high*. This indicator is *motivates teachers to pursue professional development initiatives* with a rating of 4.28. This is followed by *raises the level of job satisfaction among faculty* with a rating of 4.08. This is immediately followed by *enhances faculty productivity and performance* with a rating of 4.07. Next on the list is *retains high quality faculty and teaching staff* with a rating of 4.00. The indicator with the lowest weighted mean of 3.50 is *creates a culture of excellence among faculty*. The extent of effectiveness of the administration of Tiwi Community College along with faculty as rated by the non-teaching personnel has an average of 3.99 with an adjectival description of *high*.

The combined ratings of the two (2) groups of respondents disclose that one (1) indicator obtained a *very high* adjectival description with an average weighted mean of 4.43. This indicator is *motivates teachers to pursue professional development initiatives*. It is followed by *enhances faculty productivity and performance* with a rating of 4.06. Next on the list is *retains high quality faculty and teaching staff* with 3.99. This is followed by *raises the level of job satisfaction among faculty* with a rating of 3.81 and *creates a culture of excellence among faculty* with a rating of 3.53. All these indicators have an adjectival description of *high*. The extent of effectiveness of the administration of Tiwi Community College along students as rated by the teaching and non-teaching personnel has an average of 3.97 with an adjectival description of *high*.

- The two (2) groups of respondents selected from the three (3) challenges presented and were allowed multiple responses. Three (3) challenges covered each of the areas explored by the researcher. Along instruction, the challenge, which is the *use of common and traditional teaching and evaluating techniques*, obtained the highest number of frequencies of twenty-four (24) or first in rank as indicated by teaching personnel. This is followed by *inadequate monitoring of professional development of teachers to improve the quality of instruction* with thirteen (13) with a rank of second and *inconsistent*

course outline and specification with actual delivery of instruction with eleven (11) or third in rank. The non-teaching personnel rated the challenges as follows: *use of common and traditional teaching and evaluating techniques* with eighteen (18) or first in rank; *inadequate monitoring of professional development of teachers to improve the quality of instruction* with seventeen (17) with a rank of second and *inconsistent course outline and specification with actual delivery of instruction* with fourteen (14) or third in rank. The sum of ranks reveals the following: *use of common and traditional teaching and evaluating techniques* with two (2) and on final rank of first; *inadequate monitoring of professional development of teachers to improve the quality of instruction* with four (4) and a final rank of seconds and *inconsistent course outline and specification with actual delivery of instruction* with six (6) or third in rank.

Along research, the challenges which is the *lack of incentives for exemplary research work*, obtained the highest number of frequencies of twenty-five (25) or first in rank, as indicated by teaching personnel. This is followed by *weak research culture among instructors and students* with twelve (12) with a rank of second and *inadequate support of administration to research* with six (6) or third in rank. The non-teaching personnel rated the challenges as follows: *lack of incentives for exemplary research work* with sixteen (16) or first in rank; *weak research culture among instructors and students* with fifteen (15) with a rank of seconds and *inadequate support of administration to research* with thirteen (13) or third in rank. The sum of ranks reveals the following: *lack of incentives for exemplary research work* with two (2) and final rank of first; *weak research culture among instructors and students* with four (4) and final rank of second; and lastly, *inadequate support of administration to research* with six (6) or third in rank.

In the area of *student affairs and services*, there are sixteen (16) teaching personnel who checked on the challenge of *uncooperative students and organizations* which is first in rank. This is followed by eleven (11) or second in rank in *diverse needs of students* and lastly, *overpopulation of students* with ten (10) or third in rank. The non-teaching personnel rated the challenge of *uncooperative students and organization* with fifteen (15) or first in rank; *overpopulation of students* with thirteen (13) or second in rank, and lastly, *diverse needs of students* with eleven (11) or third in rank. The sum of ranks disclose that *uncooperative students and organization* obtained 2 or first in final rank. The other two (2) challenges have the same sum of ranks of 5, thus with the same final rank of 2.5th. These are the *diverse needs of students* and the *overpopulation of students*.

Along with *community extension and linkages*, the challenge rated by the teachers with the highest number of frequencies of seventeen (17) is obtained in *weak collaboration with community partners*. It has a rank of first. This is followed by *unsupportive education stakeholders* with nine (9) or second in rank; and *mismatch of course*

offerings to actual community needs with eight (8) or third in rank. The non-teaching personnel, the highest total frequency of thirteen (13) with a rank of first is obtained in *weak collaboration with community partners*. This is followed by the challenge which is *unsupportive education stakeholders* with ten (10) or second and a *mismatch of course offerings to actual community needs* with nine (9) or third in rank. The sum of squares reveals that *weak collaboration* has 2 with a rank of first; *unsupportive education stakeholders* with four (4) or second in rank, and a *mismatch of course offerings to actual community needs* with six (6) or third in rank.

In the area of *physical facilities*, there are thirty-five (35) teaching personnel who checked on the challenge of *large class size*, which is first in rank. This is followed by thirteen (13) or second in rank in *unprioritized item in the Annual Investment Plan and School Development Plan* and lastly, *high cost of labor and constructional materials* with eight (8) or third in rank. The non-teaching personnel rated the challenge *large class size* with fifteen (15) or first in rank; *unprioritized item in the Annual Investment Plan and School Development Plan*, with fourteen (14) or second in rank and lastly, *high cost of labor and constructional materials* with twelve (12) or third in rank. The sum of ranks discloses that *large class size* obtained two (2) or first in the final rank; *unprioritized item in the Annual Investment Plan and School Development Plan* with four (4) and final rank of second; and lastly, *high cost of labor and constructional materials* with six (6) or third in rank.

➤ The researcher prepared an administrative plan to address the topmost challenges identified in the five (5) areas of concern. The administrative plan uses the format utilized in local community colleges. This is an annual plan, and the parts include the following: objectives, strategies/activities, timeframe, personnel responsible, fund and fund source, and means of verification. Each of the areas in educational administration covered in this study with the identified topmost challenge was provided with an intervention. Along with instruction, to address the use of common and traditional teaching and evaluating techniques, the researcher aims to enhance the skills of the faculty members to use innovative and state-of-the-art teaching and evaluation techniques. The proposed activities and strategies include the conduct of a three-day training on 21st century pedagogy and monthly evaluation of teaching and learning activities by the school administrators. The time frame covers June 2025 to May 2026 with the human resource office, faculty, school administrators as persons and offices responsible. The fund needed for the training is around 200,000.00 and the monthly evaluation around 24,000.00. To encourage the conduct of research and motivate students and faculty researchers, the research proposed that the college administrator may craft policy on financial incentives and conduct the Gawad Parangal sa Mananaliksik ng Taon, on May and December 2025, respectively. The total cost for these activities is 55,000.00. The means of verification include school

policy on financial incentives as well as activity proposal, program and attendance.

C. Conclusions

From the above findings, the researcher concludes the following:

- The teaching and non-teaching personnel of Tiwi Community Colleges observe that instruction, research, student affairs and services, community extension and linkages and physical facilities are the areas being administered in the school.
- The level of administration of Tiwi Community College is *very high*, along with instruction; high in research, student affairs; and services as well as community extension and linkages, while moderate in physical facilities. Generally, Tiwi Community College has *high* level of administration along the five (5) areas covered in this study.
- The extent of effectiveness of the administration of Tiwi Community College is high in curriculum, students, and faculty.
- The challenges with a rank of first in all the areas covered in this study are the following: in instruction, it is the use of common and traditional teaching and evaluating techniques; in research, it is the lack of incentives for exemplary works; in student affairs and services, it is the uncooperative students and organizations; in community extensions and linkages, it is the weak collaboration with community partners; and in physical facilities, it is the large class size.
- The administrative plan may address the top challenges identified in instruction, research, student affairs and services, community extensions and linkages and physical facilities.

D. Recommendations

The following recommendations are forwarded:

- The teaching and non-teaching personnel of Tiwi Community College are encouraged to continue their support in the administration of the with institution along instruction, research, student affairs and services, community extension and linkages and physical facilities.
- The school administrator of Tiwi Community College may lobby the Local Government Unit of Tiwi to invest in hard infrastructures such as buildings and classrooms as well as facilities to improve its level of administration.
- The programs, projects, and activities of Tiwi Community College along with curriculum, students and faculty may be reviewed and monitored to enhance the extent of the effectiveness of educational administration in the institution.
- The school administrator and the local chief executive may be provided with the list of the challenges identified in this paper for a possible course of action.
- The administrative plan may be discussed and incorporated to the regular plans of the Local Government Unit of Tiwi as well as Tiwi Community College.

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