



# BENCHMARKING OF STRATEGIC PERFORMANCE MANAGEMENT SYSTEM (SPMS) IN STATE UNIVERSITIES AND COLLEGES IN CALABARZON: DIRECTION FOR ENHANCEMENT ON SPMS OF LAGUNA STATE POLYTECHNIC UNIVERSITY

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## ABSTRACT

*A research involving Benchmarking of Strategic Performance Management System (SPMS) in State Universities and Colleges in CALABARZON: Direction for Enhancement on SPMS of Laguna State Polytechnic University is described in this paper.*

*The descriptive method of research was employed in this study to gather the necessary information on the Strategic Performance Management System of LSPU: Direction for Enhancement. Specifically, this research intends to determine the : 1.) Profile of the SUC's performance in instruction along with the number of accredited programs, nature of appointment of faculty, academic rank, educational attainment, seminars/trainings attended, research presented, linkages, and extension services. 2.) Significant difference on The Performance of State Universities and Colleges in CALABARZON and Laguna State Polytechnic University in terms of the above mentioned variables and 3.) Develop an action plan base on the findings of Benchmarking of Strategic Performance Management in Laguna State Polytechnic University.*

*This study will be beneficial to administrators. This would serve as an essential input to their institutional planning in coming up with an enhanced strategic performance management. The output can serve as eye opener for them to provide the needs of the clients effectively. The results of the study may be utilized by the Planning Officer to pursue development efforts for the university personnel. It will guide them on how could be of better service to the university. The results will be for personal and professional growth. The study could give the government employees some insights to pursue development efforts in their respective areas of concern. The results can provide future areas of study. The results could also provide an avenue for future research improving the strategic performance management services of their office.*

*The fundamental purpose of higher education, therefore, is not only to develop knowledge and competent graduates in a particular field, but also well- rounded individuals who appreciate knowledge and in a general sense, are open- minded because of it, secure in their identities as individuals and as Filipinos, and cognizant of their in the life of the nation and the larger community.*

**KEYWORDS:** *Benchmarking, CALABARZON, enhancement, Strategic Performance Management System, State Universities and Colleges*

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## INTRODUCTION

The Civil Service Commission in its effort to objectively measure performance mandated all government agencies to adopt the Revised Performance Evaluation System under CSC MC No. 18, s.1999. Specifically, the system was intended to measure individual performance of all officials and employees. While, Memorandum Circular No. 07, s. 2007 requiring government agencies to establish the Performance Management System-Office performance evaluation System (PMS-OPES). The

system aimed to measure outputs of each office, using OPES reference table.

The past performance evaluation and appraisal system adapted by the different State Universities and Colleges and implemented over the years largely focused only on individual appraisals, which were used in personal actions such as incentives, promotion and separation. But they have not shown that employee performance has contribute to or hindered organizational effectiveness.



The status of accredited programs in Laguna State Polytechnic University lend prestige to member institutions, justified by the possession of quality standards and unremitting efforts to maintain them at high level; help parent to know which program they may send their children to for quality education; make all those engaged in education aware of standards of excellence which they should strive to attain; make possible for those proposing funding and those are fund, know what to support and how much support is needed; and make possible for an evaluated program to know its strength and weaknesses, and in what aspects it needs to develop. Accreditation has also been used as a criterion in administrative decision-making.

With the gaps and weaknesses found in previous performance evaluation system, the Civil Service Commission through the CSC resolution No. 1200481 dated March 16, 2012 issued under CSC memorandum Circular No. 6, s. 2012 directed all government agencies to establish and implemented Strategic Performance Management (SPMS) based from the issued Administrative Order No. 25 dated December 21, 2011 in consonance with Executive order (EO) No. 80, s. 2012 which aims to strengthen performance, monitoring and appraisal system.

Therefore, the need to establish a system that ensures not only the quality of performance, but also interrelations of accomplished outputs and outcomes which flowed from its vision and mandate was enforced.

While policies and systems on performance for faculty and staff members of different state

universities and colleges in CALABARZON, have been in place, it must give way to various strategic shifts such as the strategic performance management system which puts emphasis on major final outputs and outcomes, use of success indicators (measures and targets) in measuring results, and the interventions in development planning.

## METHODOLOGY

The descriptive method of research was employed in this study to gather the necessary data and information that help the researchers plan and carry out descriptive studies, design to provide rich descriptive details about people, places and phenomena. It often involves extensive evaluation and note-taking, as well as in depth narrative. However, a descriptive research design can serve as the first step that identifies important factors, laying a foundation for more rigorous research in the study.

Documentary analysis was used in the study based on the last three years (2015-2017) submitted annual report by different State universities and Colleges in CALABARZON and LSPU.

The frequency and percentage distribution was used to find out number of programs accredited, nature of appointment, academic rank, research paper presented, seminar and trainings attended, extension services and linkages.

Chi-square of homogeneity was used to determine the significant difference on the performance of State Universities and Colleges.

## RESULTS AND DISCUSSION

**Table1. Frequency and Percentage Distribution on the Level of SUC's and LSPU Performance in terms of Number of Accredited Programs**

No. of Accredited Programs	LSPU		SLSU		BATSU		CAVSU		URS	
	F	%	F	%	F	%	F	%	F	%
AACUP										
Level IV	0	0	2	4.54	2	3.31	1	1.21	0	0
Level III	17	26.56	10	22.72	12	18.75	11	13.41	13	17.56
Level II	29	45.31	13	29.54	11	17.18	20	24.90	5	6.75
Level I	18	28.12	19	43.18	39	60.93	50	60.97	51	68.91
No. of Programs not yet Accredited	8	1.33	5	11.36	3	4.68	10	12.19	5	6.75
No. of Accredited Programs	64	99.99	44	99.98	64	100	82	100	39	93.22

It can be notice from table 1, in terms of number of programs accredited in LSPU, there are eighteen (18) or 28.12% of the programs accredited are level I, twenty nine (29) or 45.31% of the programs accredited are level II, seventeen (17) or 26.56% of the programs are level III while no programs offered being accredited in level IV.

In Southern Laguna State University, in terms of number of programs accredited, there are nineteen (19) or 43.18% of the programs accredited are level I, thirteen (13) or 29.54% of the programs accredited are level II, ten (10) or 22.72% of the programs are level III while there are two (2) or 4.54% of the programs offered accredited in level IV.



In Batangas State University, in terms of number of programs accredited, there are thirty nine (39) or 60.93% of the programs accredited are level I, eleven (11) or 17.18% of the programs accredited are level II, twelve (12) or 18.75% of the programs are level III while there are two (2) or 3.31% of the programs offered accredited in level IV.

In Cavite State University, in terms of number of programs accredited, there are fifty (50) or 60.97% of the programs accredited are level I, twenty (20) or 24.90% of the programs accredited are level II, eleven (11) or 13.41% of the programs are level III while there is one (1) or 1.21% of the programs offered accredited in level IV.

**Table 2. Frequency and Percentage Distribution on the Level of SUC's and LSPU Performance in terms of Nature of Appointment**

Nature of Appointment	LSPU		SLSU		BATSU		CAVSU		URS	
	F	%	F	%	F	%	F	%	F	%
Permanent	201	58.43	225	43.26	432	43.99	228	27.14	504	91.47
Contractual (full-time)	100	29.06	13	2.50	458	46.63	460	54.76	25	4.53
Contractual (part-time)	5	1.45	282	54.23	92	9.36	75	8.92	0	0
Temporary	38	11.04	0	0	0	0	77	9.16	22	3.99
Total No. of Faculty	344		520		982		840		551	

Table 2 shows that in terms of appointment in LSPU, two hundred (200) or 58.43% are permanent, one hundred (100) or 29.06% are contractual in full time basis, five (5) or 1.45% are contractual in part time basis and thirty eight (38) or 11.04% are temporary.

In SLSU, two hundred twenty five (225) or 43.26% are permanent, thirteen (13) or 2.50% are contractual in full time basis, two hundred eighty two (282) or 54.23% are contractual in part time basis and zero (0) or 0.00% are temporary.

In BATSU, four hundred thirty two (432) or 43.99% are permanent, four hundred fifty eight (458) or 46.63% are contractual in full time basis, ninety two (92) or 9.36% are contractual in part time basis and zero (0) or 0.00% are temporary.

In CAVSU, two hundred twenty eight (228) or 27.14% are permanent, four hundred sixty (460) or 54.76% are contractual in full time basis, seventy

In University of Rizal System, in terms of number of programs accredited, there are fifty-one (51) or 68.91% of the programs accredited are level I, five (5) or 6.75% of the programs accredited are level II, thirteen (13) or 17.56% of the programs are level III while no accredited programs in level IV.

Len (2012), pointed out that accreditation of higher education varies by jurisdiction and may focused on either or both the institution or the individual programs of study. Higher education accreditation has long been establishes as a peer review process coordinated by accreditation commissions and member institutions.

five (75) or 8.92% are contractual in part time basis and seventy seven (77) or 9.16% are temporary.

In URS, five hundred four (504) or 91.46% are permanent, twenty five (25) or 4.53% are contractual in full time basis, zero (0) or 0.00% are contractual in part time basis and twenty two (22) or 3.99% are temporary.

Martinez (2009), noted that before hiring workers, available jobs have to be classified and corresponding job information have to be described in terms of duties and responsibilities. Qualifications of which must be defined in job specifications. The values that derived from the job specifications and job descriptions overweigh the cost, time and effort in preparing them. Job design determines the number of place and order in which tasks are to be done and the amount of power involved. Job evaluation and the costing of each job are based on the data contained in the job description and job specification.



**Table 3. Frequency and Percentage Distribution on the Level of SUC's and LSPU Performance in terms of Academic Rank**

Academic Rank	LSPU		SLSU		BATSU		CAVSU		URS	
	F	%	F	%	F	%	F	%	F	%
University Professor	1	0.29	1	0.19	1	0.23	2	0.23	1	0.17
Professor	9	2.65	14	2.69	17	3.93	25	2.97	21	3.77
Associate Professor	42	12.38	39	7.5	56	12.96	35	4.16	84	15.10
Assistant Professor	118	34.80	115	22.11	135	31.25	77	9.16	210	37.76
Instructor	170	50.14	351	67.5	223	51.62	701	83.45	240	43.16
Total No. of Faculty	339		520		432		840		556	

Table 3 shows that in terms of academic rank in LSPU, one hundred seventy (170) or 50.14% are instructor, one hundred eighteen (118) or 34.80% are assistant professor, forty two (42) or 12.38% are associate professor, nine (9) or 2.65% are professor and one (1) or 0.29% is university professor.

In SLSU, three hundred fifty one (351) or 67.50% are instructor, one hundred fifteen (115) or 22.11% are assistant professor, thirty nine (39) or 7.5% are associate professor, fourteen (14) or 2.69% are professor and one (1) or 0.19% is university professor.

In BATSU, two hundred twenty three (223) or 51.62% are instructor, one hundred thirty five (135) or 31.25% are assistant professor, fifty six (56) or 12.96% are associate professor, seventeen (17) or 3.93% are professor and one (1) or 0.23% is university professor.

In CAVSU, seven hundred one (701) or 83.45% are instructor, seventy seven (77) or 9.16% are assistant professor, thirty five (35) or 4.16% are

associate professor, twenty five (25) or 2.97% are professor and one (1) or 0.29% is university professor.

In URS, two hundred forty (240) or 43.16% are instructor, two hundred ten (210) or 36.76% are assistant professor, eighty four (84) or 15.10% are associate professor, twenty one (21) or 3.77% are professor and one (1) or 0.17% is university professor.

Aronson, et al. (2008) said that the present work provides empirical evidence to ascertain the implications of academic rank on the job satisfaction of academicians in Northern Cyprus. Data was obtained from 412 academicians. Results indicate that job satisfaction does not progressively increase with academic rank as might be expected. Out of the 20 aspects of the job examine, only 4 aspects, namely advancement, compensation, co-workers, and variety, were statistically significant with academic rank. In general, results indicate the degree of low satisfaction levels that exist among academic.

**Table 4. Frequency and Percentage Distribution on the Level of SUC's and LSPU Performance in terms of Educational Attainment**

Educational Attainment	LSPU		SLSU		BATSU		CAVSU		URS	
	F	%	F	%	F	%	F	%	F	%
Doctorate Degree	52	15.33	37	7.11	59	6.00	58	<b>6.90</b>	101	<b>18.33</b>
Doctorate Degree (CAR)	1	0.29	0	0	0	0	0	<b>0</b>	41	<b>7.44</b>
MA/MS with Doctorate Units	91	26.84	0	0	115	11.71	84	<b>10.00</b>	59	<b>10.70</b>
Master's Degree holder	98	28.90	187	35.61	155	15.78	212	<b>25.23</b>	162	<b>29.40</b>
Master's Degree (CAR)	3	0.88	0	0	0	0	0	<b>0</b>	53	<b>9.61</b>
Master's Degree with Units	91	26.84	0	0	477	48.57	317	<b>37.73</b>	102	<b>18.51</b>
Baccalaureate Degree	3	0.88	296	56.92	176	17.92	169	<b>20.11</b>	33	<b>5.98</b>
Total No. of Faculty	339		520		982		840		551	

It is reflected in Table 4 that in terms of educational attainment, of the faculty of LSPU, there are three (3) or 0.88% are baccalaureate degree holder, ninety one

(91) or 26.84% have master's degree with units, three (3) or 0.88% have master's degree having completed academic requirement, ninety eight (98) or 28.90%



are master's degree graduate, ninety one (91) or 26.84% have MA/MS with doctorate units, one (1) or 0.29% have doctorate degree having completed academic requirement and fifty two (52) or 15.33% have doctorate degree.

In SLSU, two hundred ninety six (296) or 56.92% are baccalaureate degree holder, zero (0) or 0.00% have master's degree with units, zero (0) or 0.00% have master's degree having completed academic requirement, one hundred eighty seven (187) or 35.61% are master's degree graduate, zero (0) or 0.00% have MA/MS with doctorate units, zero (0) or 0.00% have doctorate degree having completed academic requirement and thirty seven (37) or 7.11% have doctorate degree.

In BATSU, one hundred seventy six (176) or 17.92% are baccalaureate degree holder, four hundred seventy seven (477) or 48.57% have master's degree with units, zero (0) or 0.00% have master's degree having completed academic requirement, one hundred fifty five (155) or 15.78% are master's degree graduate, one hundred fifteen (115) or 11.771% have MA/MS with doctorate units, zero (0) or 0.00% have doctorate degree having completed academic requirement and fifty nine (59) or 6.00% have doctorate degree.

In CAVSU, one hundred sixty nine (169) or 20.11% are baccalaureate degree holder, three hundred seventeen (317) or 37.73% have master's degree with units, zero (0) or 0.00% have master's

degree having completed academic requirement, two hundred twelve (212) or 25.23% are master's degree graduate, eighty four (84) or 10.00% have MA/MS with doctorate units, zero (0) or 0.00% have doctorate degree having completed academic requirement and fifty eight (58) or 6.90% have doctorate degree.

In URS, one thirty three (33) or 5.98% are baccalaureate degree holder, one hundred two (102) or 18.51% have master's degree with units, fifty three (53) or 9.61% have master's degree having completed academic requirement, one hundred sixty two (162) or 29.40% are master's degree graduate, fifty nine (59) or 10.70% have MA/MS with doctorate units, forty one (41) or 7.44% have doctorate degree having completed academic requirement and fifty one hundred one (101) or 18.33% have doctorate degree.

Guerrero (2007) contends that educational attainment is the degree earned by a person before practicing his present job. Continuous accumulation of education knowledge through post graduate studies and professional training are believed to be preparation for potential school administrator.

Cruz (2004) expressed that today's processes of acquiring knowledge demands learning much beyond what has been acquired in four years of obtaining educational courses. It seems that completion of formal studies is an indicator of knowledge and ability.

**Table 5. Frequency and Percentage Distribution on the Level of SUC's and LSPU Performance in terms of Seminars/Trainings/Conferences Attended**

Seminars/Trainings/Conferences Attended	LSPU		SLSU		BATSU		CAVSU		URS	
	F	%	F	%	F	%	F	%	F	%
International	4	1.17	3	0.57	26	2.64	5	0.59	19	<b>3.44</b>
National	15	4.42	3	0.57	31	3.15	45	5.35	102	<b>18.51</b>
Regional/Local	13	3.83	5	0.96	16	1.62	154	18.33	83	<b>15.06</b>
Total	32	9.43	11	2.11	73	7.43	301	35.83	204	<b>37.02</b>
Total No. of Faculty	339		520		982		840		551	

From Table 5, it shows that LSPU have thirteen (13) or 3.83% in terms of seminars, trainings, and conferences attended in regionally or locally, fifteen (15) or 4.42% in national level and four (4) or 1.17% in international level.

In SLSU, five (5) or 0.96% in terms of seminars, trainings, and conferences attended in regionally or locally, three (3) or 0.57% in national level and three (3) or 0.57% in international level.

In BATSU, sixteen (16) or 1.62% in terms of seminars, trainings, and conferences attended in regionally or locally, thirty one (31) or 3.15% in

national level and twenty six (26) or 2.64% in international level.

In CAVSU, one hundred fifty four (154) or 18.33% in terms of seminars, trainings, and conferences attended in regionally or locally, forty five (45) or 5.35% in national level and five (5) or 0.59% in international level.

In URS, eighty three (83) or 15.06% in terms of seminars, trainings, and conferences attended in regionally or locally, one hundred two (102) or 18.51% in national level and nineteen (19) or 3.44% in international level.



**Table 6. Frequency and Percentage Distribution on the Level of SUC's and LSPU Performance in terms of Research Output Presented**

Seminars/Trainings/Conferences Attended	LSPU		SLSU		BATSU		CAVSU		URS	
	F	%	F	%	F	%	F	%	F	%
International	7	8.97	24	34.78	58	25.21	18	36.00	16	50.00
National	11	14.10	6	8.69	40	17.39	5	10.00	15	46.87
Regional	3	3.84	5	7.24	37	16.08	2	40.00	1	3.12
Institutional	20	25.64	0	0	0	0	0	0	0	0
Total No. of Faculty Researches	78		69		230		50		32	

From Table 6, it shows that LSPU twenty (20) or 25.64% in terms of research output presented in institutional level, three (3) or 3.84% in regional level, eleven (11) or 14.10% in national level, and seven (7) or 8.97% in international level.

In SLSU, zero (0) or 0.00% in terms of research output presented in institutional level, five (5) or 7.24% in regional level, six (6) or 8.69% in national level, and twenty four (24) or 34.78% in international level.

In BATSU, zero (0) or 0.00% in terms of research output presented in institutional level, thirty seven (37) or 16.08% in regional level, forty (40) or

17.39% in national level, and fifty eight (58) or 25.21% in international level.

In CAVSU, zero (0) or 0.00% in terms of research output presented in institutional level, two (2) or 40.00% in regional level, five (5) or 10.00% in national level, and eight (18) or 36.00% in international level.

In URS, zero (0) or 0.00% in terms of research output presented in institutional level, one (1) or 3.12% in regional level, fifteen (15) or 46.87% in national level, and sixteen (16) or 50.00% in international level.

**Table 7. Frequency and Percentage Distribution on the Level of SUC's and LSPU Performance in terms of Linkages**

Seminars/Trainings/Conferences Attended	LSPU		SLSU		BATSU		CAVSU		URS	
	F	%	F	%	F	%	F	%	F	%
International	15	8.62	17	5.00	16	6.89	22	7.23	19	11.72
National	3	1.72	5	1.47	14	6.03	18	5.92	9	5.55
Regional/Local	156	89.65	318	93.52	202	87.06	264	86.84	134	82.71
Total	174		340		232		304		162	

In can be gleaned from table 7 that on the number of linkages, LSPU have one hundred fifty six (156) or 89.65 % regional and local linkages, three (3) or 1.72% for national and fifteen (15) or 8.62% are international linkages.

In SLSU, three hundred (318) or 93.52 % regional and local linkages, five (5) or 1.47% for national and seventeen (17) or 5.00% are international linkages.

In BATSU, two hundred two (202) or 87.06 % regional and local linkages, fourteen (14) or 6.03% for national and sixteen (16) or 6.89% are international linkages.

In CAVSU, two hundred sixty four (264) or 86.84 % regional and local linkages, eighteen (18) or 5.92% for national and twenty two (22) or 7.23% are international linkages.

In URS, one hundred thirty four (134) or 82.71 % regional and local linkages, nine (9) or

5.55% for national and nineteen (19) or 11.72% are international linkages.

Lucido (2007), linkages can be explained as across organizations or partnership just like the knowledge network. It must be transparent with a common purpose. This common purpose can serve as a larger social identity that transcends members' specific, organizational environment. Partnership implies the spirit of quality. It is compose of two big C-s Consultation and Consensus. Equality refers to equal dignity. It does not necessarily mean equality in the sharing of resources for the blossoming of the partnerships. In a partnership, one party may be more blessed than the other and, therefore, is capable of sharing more than the other. Thus, partnership is likened to a relationship called mutualism in biology that both parties benefit from the relationship.



**Table 8. Frequency and Percentage Distribution on the Level of SUC's and LSPU Performance in terms of Extension Services**

Extension Services	LSPU		SLSU		BATSU		CAVSU		URS	
	F	%	F	%	F	%	F	%	F	%
No. of Recognized extension Programs or Project Implemented	19	25.33	91	95.78	23	29.48	23	34.32	16	20.00
No. of Persons Trained/ Benefited	<b>3,624</b>	<b>88.5%</b>	<b>25,149</b>	<b>90.01%</b>	<b>15,123</b>	<b>82.90%</b>	<b>8,167</b>	<b>72.30%</b>	<b>3,463</b>	84.71%
No. of Faculty involved in extension services	75	64.2%	95	89.7%	78	90.02%	67	75.1%	80	85.4%

In can be seen from Table 8 that Laguna State Polytechnic University, Southern Luzon State University, Batangas State University, Cavite State University and University of Rizal System had

nineteen (19) or 25.33%, ninety one (91) or 95.78%, twenty three (23) or 34.32%, and sixteen (16) or 20.00% recognized extension programs respectively.

**Table 9. Chi-Square Test of Homogeneity on the Performance of SUC's in CALABARZON and Laguna State Polytechnic University**

Variables	df	X <sup>2</sup> c	Significance	Verbal Interpretation
No. of Programs Accredited	31	165.34	0.000	Significant
Nature of Appointment	11	1214.01	0.000	Significant
Academic Rank	12	236.64	0.002	Significant
Educational Attainment	16	1,200.53	0.001	Significant
Seminars/Training Attended	9	531.12	0.000	Significant
Research Presented	9	109.06	0.000	Significant
Linkages	7	532.87	0.003	Significant
Extension Services	4	46.98	0.001	Significant

It can be noticed from Table 9 that it was statistically found out that there is a significant difference on the performance of State Universities and Colleges in CALABARZON and Laguna State Polytechnic University in terms of the program accredited, nature of appointment, academic rank, educational attainment, seminars and training attended, research presented, linkages and extension services since the obtained probability values are within the range of 0.000 to 0.003 did not exceed at 0.05 level of significance.

The findings was supported by the study of Navarro (2005) on the work centers on the analysis framework, on a new kind of student and on these students' specific demands, specifically on the demands satisfied through short courses aimed at updating previously acquired knowledge. Most prior works focus on analyzing the satisfaction with university degrees and on the educational offer that these organizations can provide, such as continuing education and/or complementary courses.

According to Fullado (2006), it is important that the factor of formal schooling required to satisfactorily do their job must be taken into account and so is the applicants' eagerness to continue improving his qualification and education attainment.

For her, it is equally important that even though the minimum educational requirements for the job must be met, the applicant's educational qualification must be so high as to make over qualified for the job because she further states that educational background of an employees is not a development of specific skills among those already in the labor force through training.

## CONCLUSIONS

The following conclusions were drawn based on the result of the study.

1. The performance of State Universities and Colleges in CALABARZON and Laguna State Polytechnic University depends on the number of programs accredited, nature of appointment, academic rank of the faculty, educational attainment, seminars/trainings/conferences attended, research presented, linkages, and extension services.
2. Most of the accredited programs in SUC's and Laguna State University are granted accredited level status on varied level, more than half of the faculty members in LSPU and URS are permanent. Majority of the



faculty in SLSU finished Baccalaureate degree. Most of the faculty members in CAVSU and URS attended regional trainings and conferences.

## RECOMMENDATIONS

On the basis of the result and conclusions derived from the study, the following are highly recommended.

1. Strengthen the national and international linkages of the different State Universities and Colleges in CALABARZON and encourage the faculty members to enroll in Post Graduate Program for their professional advancement.
2. Promote faculty empowerment through scholarship, seminars, trainings, research presentation, engage in extension services, benchmarking, enrolled in graduate program and faculty exchange.
3. Enforce the implementation of proposed plan for Strategic performance Management System (see attached Action Plan) and provide a unified format of annual report of different State Universities and Colleges in CALABARZON.

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