



SUPPORTIVE MANAGEMENT APPROACHES AND INSTITUTIONAL EFFECTIVENESS IN PHILIPPINE PRIVATE HIGHER EDUCATION INSTITUTIONS

Dr. Pemy Luz Y. Paulin¹, Dr. Joseph A. Castro Jr.², Purirose B. Castro³

¹Southern Mindanao Colleges

²Southern Mindanao Colleges

³Southern Mindanao Colleges

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ABSTRACT

This study examined the relationship between supportive management approaches and institutional effectiveness in Philippine private higher education institutions, with particular attention to selected institutions in Pagadian City. Using a descriptive-correlational research design, the study involved school administrators and teachers whose assessments provided complementary perspectives on institutional management and effectiveness. Supportive management approaches were examined in terms of the formation and identification of organizational values, definition of objectives, selection of measurement procedures, school program planning and interpretation, and measurement of outcomes and interpretation of results. Institutional effectiveness was assessed through school population, teaching staff, student affairs, instruction, and facilities and materials. Data were gathered using a researcher-developed questionnaire and analyzed through descriptive and inferential statistical procedures. Findings revealed that supportive management approaches were consistently practiced and that the attributes of institutional effectiveness were strongly manifested across the participating institutions. School program planning and outcome evaluation emerged as particularly prominent management practices, while student affairs and teaching staff were among the strongest dimensions of institutional effectiveness. Differences were observed between administrators' and teachers' assessments, indicating that organizational practices and institutional effectiveness may be perceived differently according to professional roles and experiences. More importantly, the findings demonstrated a strong positive relationship between supportive management approaches and institutional effectiveness, suggesting that institutions characterized by values-driven leadership, clearly defined objectives, systematic planning, appropriate evaluation mechanisms, and responsive management also tend to demonstrate stronger institutional attributes. The study underscores the importance of integrating supportive leadership, participatory management, faculty development, student-centered services, instructional quality, and adequate institutional resources in strengthening private higher education institutions in the Philippines.

KEYWORDS: Supportive Management Approaches, Institutional Effectiveness, Educational Leadership, Private Higher Education, Organizational Management.

1. INTRODUCTION

Private higher education institutions operate in increasingly complex environments that require administrators to balance academic quality, institutional sustainability, faculty development, student support, resource utilization, and accountability. Within this context, supportive management approaches provide an important organizational foundation because institutional leaders are responsible for establishing shared values, defining objectives, developing appropriate measurement procedures, planning and interpreting programs, and evaluating outcomes to ensure that institutional activities remain aligned with intended goals. These dimensions constitute the central management approaches examined in the present study. Recent literature demonstrates that effective management and supportive organizational environments are closely connected with institutional performance. Diocos and Resol (2023) emphasized the relationship between organizational culture and management performance in Philippine higher education, particularly in achieving institutional goals and coordinating organizational activities. Tannady and Budi (2023) similarly found that organizational

culture, work environment, and leadership contribute to lecturer performance in private higher education institutions, while Suparman et al. (2024) highlighted the role of organizational culture in linking leadership style with institutional performance. More recent Philippine evidence further indicates that leadership commitment, communication, and strategic resource allocation are important mechanisms associated with the performance of private higher education institutions (Real, 2026). These studies suggest that supportive management extends beyond administrative supervision and involves the deliberate integration of organizational values, strategic direction, participatory leadership, resource management, performance monitoring, and continuous institutional improvement.

Institutional effectiveness, however, cannot be understood solely through management processes; it is also reflected in the quality of student affairs, teaching staff, instruction, school population management, and facilities and materials, which represent the major institutional dimensions examined in this study. Effective private higher education institutions therefore require management systems capable of aligning human, academic, physical, and organizational



resources with institutional goals and stakeholder needs. Alumbro and Cerado (2025) emphasized the relevance of organizational culture and administrative capabilities to the performance of private higher education leaders in the Philippine context, while Cobrado and Prado (2026) identified motivation, organizational culture, communication, and employee engagement as important factors associated with work performance in private higher education institutions. Sahia (2026) likewise highlighted leadership behavior, resource availability, training and development, community engagement, and administrative support as important considerations in understanding institutional performance in Philippine higher education. Internationally, Rasyid et al. (2026) further demonstrated the relevance of value-based strategic leadership to private higher education performance. Despite these developments, limited empirical attention has focused on how specific supportive management approaches are associated with the multidimensional effectiveness of Philippine private higher education institutions, particularly when both administrators' and teachers' perspectives are considered. The present study addresses this gap by examining supportive management approaches and institutional effectiveness among selected private higher education institutions in Pagadian City and determining the relationship between these organizational constructs.

2. OBJECTIVES OF THE STUDY

- 2.1. To assess the extent of supportive management approaches practiced in private higher education institutions in terms of formation and identification of organizational values, definition of objectives, selection of measurement procedures, school program planning and interpretation, and measurement of outcomes and interpretation of results.
- 2.2. To determine the level of institutional effectiveness in terms of school population, teaching staff, student affairs, instruction, and facilities and materials.
- 2.3. To compare the assessments of school administrators and teachers regarding the extent of supportive management approaches and institutional effectiveness.

2.4. To determine whether significant differences exist between school administrators' and teachers' assessments of supportive management approaches and institutional effectiveness.

2.5. To examine the relationship between supportive management approaches and institutional effectiveness in selected private higher education institutions.

3. METHODOLOGY

This study employed a descriptive-correlational research design to examine supportive management approaches and institutional effectiveness among selected private higher education institutions in Pagadian City, Philippines. The respondents consisted of school administrators and teachers from the participating institutions, whose perspectives were utilized to assess the two major constructs of the study. Data were gathered using a researcher-developed questionnaire-checklist covering supportive management approaches in terms of the formation and identification of organizational values, definition of objectives, selection of measurement procedures, school program planning and interpretation, and measurement of outcomes and interpretation of results, while institutional effectiveness was assessed through school population, teaching staff, student affairs, instruction, and facilities and materials. The accomplished questionnaires were collected, checked, organized, and subjected to statistical analysis. Weighted mean and ranking were employed to determine the extent of supportive management approaches and the level of institutional effectiveness, while appropriate tests of difference were used to determine whether administrators and teachers differed significantly in their assessments. Pearson Product-Moment Correlation was utilized to determine the strength and direction of the relationship between supportive management approaches and institutional effectiveness. This methodological approach enabled the study to describe prevailing management and institutional conditions, compare the perceptions of key institutional stakeholders, and establish the degree of association between the two principal constructs without inferring causality.

4. RESULTS AND DISCUSSION

Table 1. Extent of Supportive Management Approaches as Assessed by School Administrators and Teachers

Supportive Management Approach	Administrators Mean	Teachers Mean	Average Mean	Interpretation	Rank
School Program Planning and Interpretation	5.70	5.81	5.76	Always Applied	1
Measurement of Outcomes and Interpretation of Results	5.61	5.86	5.74	Always Applied	2
Formation and Identification of School Organizational Values	5.47	5.82	5.65	Always Applied	3
Definition of Objectives	5.44	5.68	5.56	Always Applied	4
Selection of Measurement Procedures	5.49	5.54	5.52	Always Applied	5
Overall Mean	5.54	5.74	5.65	Always Applied	—

Table 1 reveals that supportive management approaches were consistently implemented across the participating private

higher education institutions, as indicated by the overall mean of 5.65, interpreted as "Always Applied." Among the



dimensions, School Program Planning and Interpretation obtained the highest mean ($M = 5.76$), followed by Measurement of Outcomes and Interpretation of Results ($M = 5.74$), Formation and Identification of School Organizational Values ($M = 5.65$), Definition of Objectives ($M = 5.56$), and Selection of Measurement Procedures ($M = 5.52$). The results indicate that institutional administrators place considerable emphasis on translating organizational directions into concrete programs and subsequently examining their outcomes. The relatively high ratings for organizational values and objective setting further suggest that management practices are anchored in institutional direction rather than being limited to routine administrative activities. This finding parallels Diocos and Resol (2023), who emphasized the relationship between organizational culture and management performance in Philippine higher education. Tannady and Budi (2023) similarly found that leadership, organizational culture, and the work environment contribute to performance within private higher education. Recent Philippine evidence from Real (2026) further identifies leadership commitment, communication, and strategic resource allocation as important mechanisms associated with institutional performance.

The findings imply that private higher education institutions should sustain their strengths in program planning

and outcome evaluation while strengthening the selection and application of measurement procedures, which received the lowest rating among the dimensions. Institutional plans should be accompanied by clearly defined indicators, reliable data-collection systems, measurable targets, periodic monitoring, and evidence-based evaluation so that administrators can determine whether programs actually accomplish their intended outcomes. This implication is particularly important because supportive management requires coherence between organizational values, objectives, implementation, measurement, and evaluation rather than treating these functions independently. Rasyid et al. (2026) emphasized the relevance of value-based strategic leadership to private higher education performance, while Suparman et al. (2024) highlighted the role of organizational culture in the relationship between leadership and performance. Alipoyo (2022), although examining a different institutional environment, also illustrates how management practices and organizational conditions influence personnel responsible for carrying out institutional mandates. Thus, private HEIs may benefit from strengthening institutional quality-assurance mechanisms that connect strategic planning with measurable outcomes and continuous improvement.

Table 2. Level of Institutional Effectiveness as Assessed by School Administrators and Teachers

Dimension of Institutional Effectiveness	Administrators Mean	Teachers Mean	Average Mean	Interpretation	Rank
Student Affairs	5.60	5.81	5.71	Always Applied	1
Teaching Staff	5.60	5.77	5.69	Always Applied	2
Instruction	5.50	5.81	5.66	Always Applied	3
School Population	5.48	5.79	5.64	Always Applied	4
Facilities and Materials	5.45	5.80	5.63	Always Applied	5
Overall Mean	5.53	5.80	5.67	Always Applied	—

Table 2 demonstrates a high level of institutional effectiveness, with an overall mean of 5.67, interpreted as “Always Applied.” Student Affairs obtained the highest mean ($M = 5.71$), followed by Teaching Staff ($M = 5.69$), Instruction ($M = 5.66$), School Population ($M = 5.64$), and Facilities and Materials ($M = 5.63$). The prominence of Student Affairs indicates that the participating institutions give considerable attention to programs and services addressing students' academic and developmental needs. The similarly high assessments of Teaching Staff and Instruction suggest that faculty capability and instructional delivery constitute important manifestations of institutional effectiveness. Although Facilities and Materials ranked last, its mean remained high, indicating that physical and instructional resources were still positively assessed. Cobrado and Prado (2026) found that motivation, organizational culture, engagement, and communication were positively associated with employee performance in Philippine private higher education institutions. Sahia (2026) similarly identified leadership behavior, resources, training and development, community engagement, and administrative support as important considerations in understanding institutional performance in Philippine higher education.

The results imply that institutional effectiveness should be pursued through a balanced and student-centered improvement strategy that simultaneously develops human resources, instructional quality, student services, and institutional infrastructure. The high assessment of Student Affairs should encourage administrators to sustain responsive student programs, academic assistance, guidance services, co-curricular opportunities, and other mechanisms supporting student development. At the same time, the comparatively lower rating for Facilities and Materials indicates an area for continued investment, particularly in classrooms, laboratories, libraries, digital technologies, learning resources, and other infrastructure supporting contemporary instruction. Alumbro and Cerado (2025) emphasized the relevance of organizational culture and administrative capability to the performance of private HEI leaders, while Suparman et al. (2024) identified organizational culture as an important mechanism connecting leadership and higher education performance. Aranjuez et al. (2022) further emphasize the broader organizational importance of awareness, responsiveness, and stakeholder-oriented implementation. Accordingly, private HEIs should view institutional effectiveness as a multidimensional outcome requiring coordinated investment in people, programs, services, instruction, and physical and technological resources.



Table 3. Difference Between School Administrators' and Teachers' Assessments of Supportive Management Approaches

Respondent Group	Mean	SD	Mean Difference	Computed <i>t</i>	Critical <i>t</i>	df	Decision on H_0	Interpretation
School Administrators	5.54	0.1094						
Teachers	5.74	0.1316	0.20	2.613	2.306	8	Reject H_0	Significant Difference

Table 3 shows a significant difference between school administrators' and teachers' assessments of supportive management approaches. Teachers reported a higher overall mean ($M = 5.74$) than administrators ($M = 5.54$), while the computed t -value of 2.613 exceeded the critical value of 2.306, resulting in the rejection of the null hypothesis. Although both groups generally viewed supportive management positively, the significant difference indicates that these practices were not perceived identically across organizational roles. Teachers experience management practices through everyday implementation, including communication, program execution, administrative procedures, evaluation, and institutional support, whereas administrators may assess these practices from strategic and supervisory perspectives. Tannady and Budi (2023) demonstrated that leadership, organizational culture, and work environment are important to employee performance in private higher education, while Djangone and El-Gayar (2023) highlighted the interconnected roles of leadership, organizational culture, and knowledge management within HEIs. Real (2026) further emphasizes leadership commitment and communication as important internal mechanisms associated with institutional performance.

The significant difference implies that private HEIs should institutionalize multi-stakeholder feedback and

participatory management mechanisms to ensure that administrative intentions and faculty experiences remain aligned. The higher teacher assessment is encouraging, but the existence of a statistically significant perceptual difference remains organizationally important because it indicates that administrators and faculty members may interpret management implementation from different perspectives. Regular faculty consultations, institutional climate surveys, participatory strategic planning, departmental dialogues, transparent communication systems, and structured feedback mechanisms can provide administrators with evidence regarding how policies and programs are experienced at the operational level. Alipoyo (2022) demonstrates the importance of practitioner perspectives in understanding organizational conditions, while Aranjuez (2025) underscores how institutional structures and support environments shape individual experiences. These insights reinforce the value of examining organizational effectiveness from multiple perspectives rather than relying exclusively on managerial self-assessment. Thus, differences in perception should be used constructively as information for organizational learning, communication improvement, and more inclusive institutional governance.

Table 4. Difference Between School Administrators' and Teachers' Assessments of Institutional Effectiveness

Respondent Group	Mean	SD	Mean Difference	Computed <i>z</i>	Critical <i>z</i>	Decision on H_0	Interpretation
School Administrators	5.53	0.0700					
Teachers	5.80	0.0173	0.27	3.09	1.96	Reject H_0	Significant Difference

Table 4 likewise indicates a significant difference between administrators' and teachers' assessments of institutional effectiveness. Teachers obtained a higher overall mean ($M = 5.80$) than administrators ($M = 5.53$), and the computed z -value of 3.09 exceeded the critical value of 1.96, leading to the rejection of the null hypothesis. The finding demonstrates that institutional effectiveness, although rated favorably by both groups, is perceived differently according to organizational position. Teachers directly interact with students, instructional processes, learning resources, facilities, and academic systems, whereas administrators are responsible for broader institutional governance, policy implementation, resource allocation, and organizational performance. Cobrado and Prado (2026) demonstrated that organizational culture, communication, motivation, and employee engagement are relevant to work performance within Philippine private HEIs. Alumbro and Cerado (2025) similarly highlighted the relationship of organizational culture and administrative capabilities with the performance of private HEI leaders. These

studies support the view that institutional effectiveness is multidimensional and can be experienced differently by stakeholders occupying different organizational roles.

The findings imply that assessments of institutional effectiveness should incorporate multiple sources of evidence rather than relying solely on administrators' evaluations. Institutions should integrate administrator and faculty assessments with student feedback, performance indicators, quality-assurance results, instructional outcomes, faculty-development data, utilization of facilities, and other institutional evidence to obtain a more comprehensive picture of effectiveness. Differences in stakeholder perceptions may help reveal aspects of institutional functioning that conventional performance measures overlook. Aroz et al. (2026), although working in a different context, emphasize the role of supportive environments and contextual resources in shaping individual outcomes, while Aranjuez et al. (2022) underscore the significance of stakeholder awareness and institutional responsiveness. Sahia (2026) more directly



identifies leadership behavior, resources, training, community engagement, and administrative support as relevant dimensions of performance within Philippine higher education. Consequently, private HEIs should adopt participatory and

evidence-based institutional evaluation systems in which administrators, faculty members, students, and other stakeholders contribute to identifying institutional strengths and improvement priorities.

Table 5. Relationship Between Supportive Management Approaches and Institutional Effectiveness

Variables	Overall Mean	Pearson <i>r</i>	Strength of Relationship	Direction
Supportive Management Approaches	5.65			
Institutional Effectiveness	5.67	0.81	High Correlation / Marked Relationship	Positive

Table 5 presents the principal relational finding of the study, revealing a strong positive relationship between supportive management approaches and institutional effectiveness, as indicated by Pearson's correlation coefficient of $r = .81$. The overall mean for supportive management approaches was 5.65, while institutional effectiveness obtained an overall mean of 5.67. The positive coefficient indicates that institutions characterized by stronger supportive management practices also tended to demonstrate stronger attributes of institutional effectiveness. Importantly, this finding represents an association and does not establish that supportive management directly causes institutional effectiveness. Nevertheless, it suggests that organizational values, objective setting, systematic planning, appropriate measurement, and outcome evaluation tend to coexist with stronger student affairs, faculty capacity, instruction, resource provision, and institutional functioning. Real (2026) similarly reported positive relationships between organizational culture and institutional performance in Philippine private higher education, while Rasyid et al. (2026) linked value-based strategic leadership with private higher education performance. Tannady and Budi (2023) further demonstrated the contribution of organizational culture, work environment, and leadership to lecturer performance.

The strong relationship implies that private HEIs should treat supportive management and institutional effectiveness as interconnected components of organizational development rather than pursuing them through separate initiatives. Administrators may strengthen institutional effectiveness by ensuring that organizational values guide strategic priorities, objectives are clearly articulated, programs are systematically planned, performance indicators are appropriately selected, and outcomes are continuously evaluated and used for decision-making. At the same time, management improvement should be connected with faculty development, student support, instructional innovation, resource allocation, facilities improvement, and quality assurance. Diocos and Resol (2023) emphasize the connection between organizational culture and management performance in Philippine higher education, while Suparman et al. (2024) identify organizational culture as an important mechanism linking leadership and higher education performance. The finding therefore provides a practical basis for developing an integrated institutional improvement framework in which leadership, planning, evaluation, human-resource development, student services, instructional quality, and institutional resources are aligned toward common institutional goals.

5. IMPLICATIONS FOR PRACTICE

The findings imply that private higher education institutions should institutionalize supportive management as an integral component of strategic and operational governance. Since school program planning and interpretation and the measurement and interpretation of outcomes emerged as the most highly practiced management approaches, administrators should sustain these strengths by ensuring that institutional plans are aligned with clearly articulated organizational values, measurable objectives, and systematic evaluation mechanisms. Particular attention should be given to the selection of measurement procedures, which received the comparatively lowest assessment, by strengthening institutional data systems, performance indicators, monitoring protocols, and evidence-based quality assurance processes. The significant difference between administrators' and teachers' assessments further indicates the need for participatory management mechanisms that incorporate faculty perspectives into planning, implementation, and evaluation. Regular consultations, institutional climate surveys, faculty representation in decision-making bodies, transparent communication channels, and structured feedback mechanisms can help reconcile differences in perceptions and ensure that management decisions reflect both institutional priorities and operational realities. In this way, supportive management can function not merely as an administrative process but as a collaborative system for continuous institutional improvement.

The findings also have important implications for strengthening institutional effectiveness across student affairs, teaching staff, instruction, school population, and facilities and materials. Although all dimensions were highly assessed, institutions should avoid interpreting these favorable results as an indication that further improvement is unnecessary. Student affairs and teaching staff, which emerged as particularly strong dimensions, should be sustained through responsive student services, faculty development, professional recognition, mentoring, and opportunities for academic advancement. Meanwhile, the relatively lower assessment of facilities and materials suggests the need for continued investment in classrooms, laboratories, libraries, digital infrastructure, instructional technologies, and other resources that directly support teaching and learning. Most importantly, the strong positive relationship between supportive management approaches and institutional effectiveness provides a practical basis for integrating management development with institutional quality initiatives. Rather than implementing leadership development, faculty support, student services, instructional improvement, and infrastructure enhancement as separate programs, private HEIs should establish an integrated institutional improvement framework in which planning,



resource allocation, stakeholder participation, monitoring, and evaluation collectively support the achievement of institutional goals.

6. CONCLUSION

The study concludes that supportive management approaches and institutional effectiveness are strongly manifested and closely associated within the private higher education institutions examined. Supportive management approaches were consistently applied, particularly in school program planning and interpretation and the measurement and interpretation of outcomes, while institutional effectiveness was strongly demonstrated across student affairs, teaching staff, instruction, school population, and facilities and materials. Significant differences between administrators' and teachers' assessments of both constructs further indicate that organizational practices and institutional conditions may be perceived differently according to professional roles, underscoring the importance of inclusive evaluation and stakeholder participation. More importantly, the strong positive correlation between supportive management approaches and institutional effectiveness suggests that institutions characterized by stronger values-driven management, objective setting, systematic planning, measurement, and evaluation also tend to exhibit stronger institutional attributes. While this association does not establish causality, it underscores the importance of aligning supportive management, faculty development, student-centered services, instructional quality, resource provision, and participatory governance as complementary strategies for sustaining quality and institutional effectiveness in Philippine private higher education.

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