IJISET - International Journal of Innovative Science, Engineering & Technology, Vol. 09 Issue 08, August 2022
ISSN (Online) 2348 – 7968 | Impact Factor – 6.72
www.ijiset.com

Strategic Management Practices of Selected State Universities and Colleges in Samar Island, Philippines

Jinky C. Tafalla1

[1] Instructor II, Human Resource Management Department, University of Eastern Philippines
Catarman, Northern Samar, 6400 Philippines

Abstract

The study was grounded on the theory of strategic management. The theory involves an organization setting out the analyses, decisions, and actions to create and sustain competitive advantages. The ongoing process involved strategy analysis, strategy formulation, and strategy implementation which are highly interdependent. The findings of the study are advanced: A test on the null hypothesis showed that there was No Significant Difference between University A and University B in strategic management practices. These were manifested in terms of strategic analysis, strategic formulation, and strategic implementation using t-tests of two independent samples. As well, the test of two independent samples on the null hypothesis showed that there was No Significant Difference between University A and University B concerning the strategic management practices such as Institutional Vision, Mission Statement, and Objectives. Hence, the introduction to improvements in the planning practices will enhance the competence of university planners to come up with quality academic plans.

Keywords: *strategy analysis, strategy formulation, and strategy implementation*

1. Introduction

The State Universities and Colleges (SUCs) in the Philippines undertake strategic management planning as an organizational management activity in response to the changing environment for public higher education institutions.

The SUCs face an entirely different and much greater challenging issue as it embarks on a new direction. SUCS is facing continuing financial difficulties in the implementation of programs, projects, and activities as the government are increasingly critical of SUC's budget. In particular, the reduction of maintenance and other operating expenses has put much pressure and demand for quality as reflected in normative financing criteria. As the funding formula becomes more stringent, the government is bent on consolidating public higher education institutions towards the direction of regional amalgamation, thereby putting much pressure and challenge on the SUCs management and leadership. The greater challenge is for University to broaden its resource base, consolidation, and efficient and effective use of resources and strategic investments that can assure its long-term resource sustainability. SUCs need to contribute to meaningful nation-building through relevant and excellent academic services, innovative leading research initiatives, and greater public engagement through extension and outreach programs.

In this light, therefore, the study assessed the extent of the strategic management practices of selected universities in Samar Island, Philippines.

2. Objectives

In general, the study assessed the strategic management practices of selected state universities in Samar Island, Philippines.
Specifically, the objectives were:

1. To identify the extent to which the strategic management practices are manifested in terms of:
   1.1 strategy analysis;
   1.2 strategy formulation; and
   1.3 strategy implementation
2 To determine the significant differences in the responses of the two universities

3. Significance of the Study

The study will directly benefit the University Administrative Council, as beneficiaries, whose members included the President of the University as Chairperson, Vice Presidents, Academic Deans, directors, faculty representatives, student representatives, representatives of non-teaching staff, and other officials of equal rank, including the CHED.

The findings will be significantly beneficial for all stakeholders to be informed and to raise their awareness of future opportunities and challenges of what the university intends to do and is doing. It draws the academe to understand what resources will be needed to seize upon or overcome those opportunities and challenges.

The benefits will also give faculty, employees, and other stakeholders a sense of direction and mobilizes them around a joint mission, create standards and accountability by engaging themselves in the university's strategic management and make a more significant commitment to it; draw out ideas and understanding of the strategic management practices which the stakeholders will finally be asked to adopt, thereby develop a 'sense ownership.

In the field of academic planning for public higher education, the value of the study is the contribution to the body of knowledge on strategic management practices.

4. Methodology

The two (2) SUCs in Samar Island were the focus of the study. In brief, the following are the profile of these institutions.

4.1 University of Eastern Philippines

UEP is a public university in the Philippines. The University is the only comprehensive state university in Eastern Visayas, offering the largest number of undergraduate and graduate degree programs and certificates among the higher education institutions in the region. Its flagship campus is in Catarman, Northern Samar with two satellite campuses in Laoang and Catubig, Northern Samar. The university is the first State University in the Visayas.

Republic Act No. 4126 mandated UEP to "primarily give technical and professional training, advanced instruction in literature, philosophy, the sciences, and the arts, besides providing for the promotion of scientific and technological researches and democratic access to education to poor but deserving students, not only in Northern Samar but also in other parts of the country."

4.2 Northwest Samar State University

The Northwest Samar State University (NwSSU) is a public university in the Philippines located in Calbayog City as the main campus with an extension campus in San Jorge, Samar.

NwSSU is mandated to provide advanced education, higher technological, professional instruction, and training in trade, fishery, agriculture, science, education, commerce, engineering, forestry, nautical courses, and other related fields. It is also mandated to undertake research and extension services, and provide progressive leadership in its areas of specialization.

4.3 Research Design

The research process made use of descriptive statistics. The questionnaire served as the primary source of fact-finding. An unstructured interview was also conducted and document analysis was to verify the responses. Figure 1 illustrates the research flow.

4.4 Respondents

The population (*N*) of the study was 57. The University Administrative Council constituted the respondents (*n*) as they are the policymaking body of the university whose members included the President of the University as Chairperson, Vice Presidents, Academic Deans, directors, and other officials of equal rank (Republic Act 10230). The Council possessed particular characteristics and provided a rich source of information necessary to describe the basic structure of the strategic management practices. Hence, complete coverage of the population (Table 1).

The selection of UEP and NwSSU as samples were operable for this particular study as the sampling technique was appropriate to make judgments about their potential as a source of information; capable of being done with means at hand and circumstances owing to operational constraints—budget. The NwSSU was the newest university in Region 8 while UEP (the first state university in the Visayas) was the oldest among the four (4) public higher learning institutions in Samar Island.

Table I Respondents of the Study N = 57

University of Eastern Philippines (UEP)	*N*	Northwest Samar State University (NwSSU)	*n*
President	1	President	1
Vice President for Administration and Finance	1	Vice President for Administrative Affairs	1
Head of Administrative Support Services	9	Administrative and Finance Division	3
Vice President for Academic Affairs	1	Vice President for Academic Affairs	1
Executive Directors of External Campuses	2	Deans of Academic Colleges	5
		Director, External Campus	1
Academic Deans, including the Office of the Student Affairs	10	Director of Student Affairs Services	1
		Registrar	1
Registrar	1		
Vice President for Research and Extension	1	Vice President for Research Services	1
Office of the Research and Development Services	1	Director for Research Services	1
		Director for Extension Services	1
Extension and Training Services	1	External Affairs	1
		Focal Point, Gender and Development	1
		UDRRMO	1
Vice President for External Relations	1	President, Faculty Union	1
Program Planning Unit	1	Planning Office	1
President, Faculty Union	1	President, Non-teaching staff	1
President, Student Council	1	President, Student Council	1
President, Non-teaching staff	1		
Total	33		24

4.5 Data analysis

A Likert scale was used to interpret the different responses of the respondents. The following scales allowed the respondents to indicate the degree of the extent of the statement as they rated the extent of the strategic management practices using four response options:

4 — Great Extent (GE)	:	The strategic management practices were manifested in all the time
3 — Moderate Extent (ME)	:	The strategic management practices were manifested sometimes
2 — Less Extent (LE)	:	The strategic management practices were manifested occasionally
1 — Not Practiced (NP)	:	The strategic management practices are not at all manifested

Weighted Mean is an average computed by giving different weights to some of the individual values. If all the weights are equal, then the weighted mean is the same as the arithmetic mean (http://ncalculators.com/statistics/weighted-mean, 2016). Data elements with a high weight contributed more to the weighted mean than do elements with a low weight. The weights cannot be negative. Some may be zero, but not all of them, since division by zero is not allowed.

4.6 Weighted Mean Formula

The Weighted mean for given set of non-negative data $\{x_1, x_2, x_3, x_n\}$ with non-negative weights $\{w_1, w_2, w_3, w_n\}$ can be derived from the formula

$$\bar{x} = \frac{w_1 x_1 + w_2 x_2 + \ldots + w_n x_n}{w_1 + w_2 + \ldots + w_n}$$

Where:
x frequency
w is the number of occurrences of x (weight)
$\bar{x}$ is the weighted mean

T-test

T-test was used to compare two different set of values because there is generally a small set of data. T-test is generally applied to normal distribution which has a small set of values (Librero, 2009). This test compared the mean of two samples. T-test used means and standard deviations of two samples to make a comparison. The formula for T-test is given below:

$$t = \frac{\bar{x_1} - \bar{x_2}}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where:
$\bar{x}$ = Mean of first set of values
$\bar{x}2$ = Mean of second set of values
S_1 = Standard deviation of first set of values
S_2 = Standard deviation of second set of values
n_1 = Total number of values in first set
n_2 = Total number of values in second set.
The formula for standard deviation is given by:

$$S = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

Where:
x = Values given
$\bar{x}$= Mean
n = Total number of values.

4.7 Research Instrument

Structured survey questionnaire was used. To facilitate the survey, the questionnaire was outlined in three sections:

Section I: Strategic Management Practices
Section II: Strategic Direction
Section III: Suggestion/observation of the respondents.

4.8 Data Collection Procedure

The data collection followed the basic steps.

1. Preparatory phase. Asked permission from the University President to allow the conduct of the research in their University. A written letter of request was personally handed to the President.
2. Administering the research instrument. Upon approval by the University President of the letter of request, the researcher moved with the distribution of the questionnaire to the respondents. Special emphasis was given that the respondent was assured of confidentiality. Then, personal visits were made to follow the questionnaire.
3. Recording observation. Additional data were collected through systematic recording of observations. There were pieces of information that the questionnaire was not able to obtain but were useful in cross-checking the information obtained from the questionnaire
4. Use of secondary data or documents. Related records and documents were sources of additional information that substantiated the questionnaire. The data mined were triangulated to allow for cross-checking of information obtained from all sources.

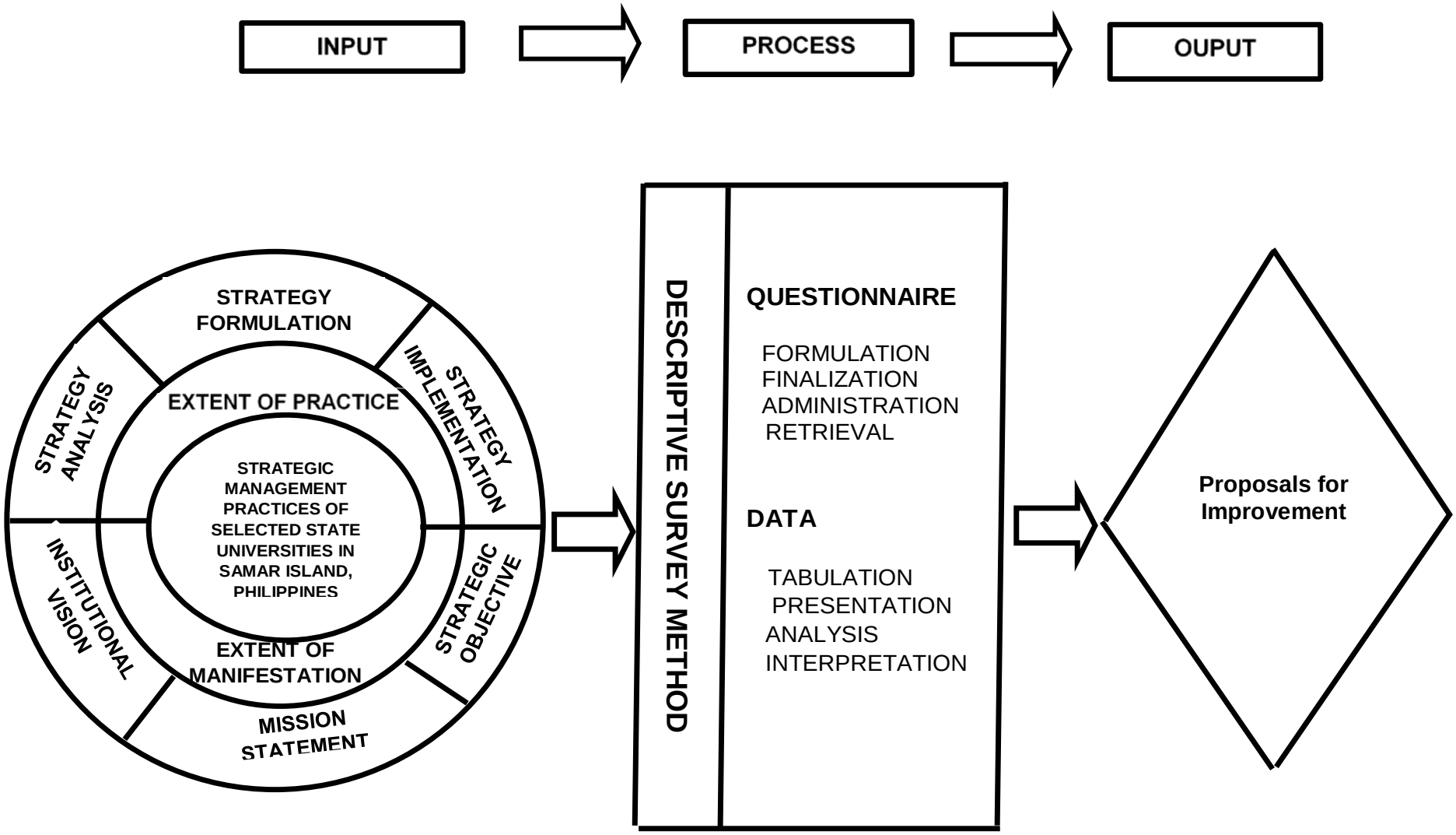


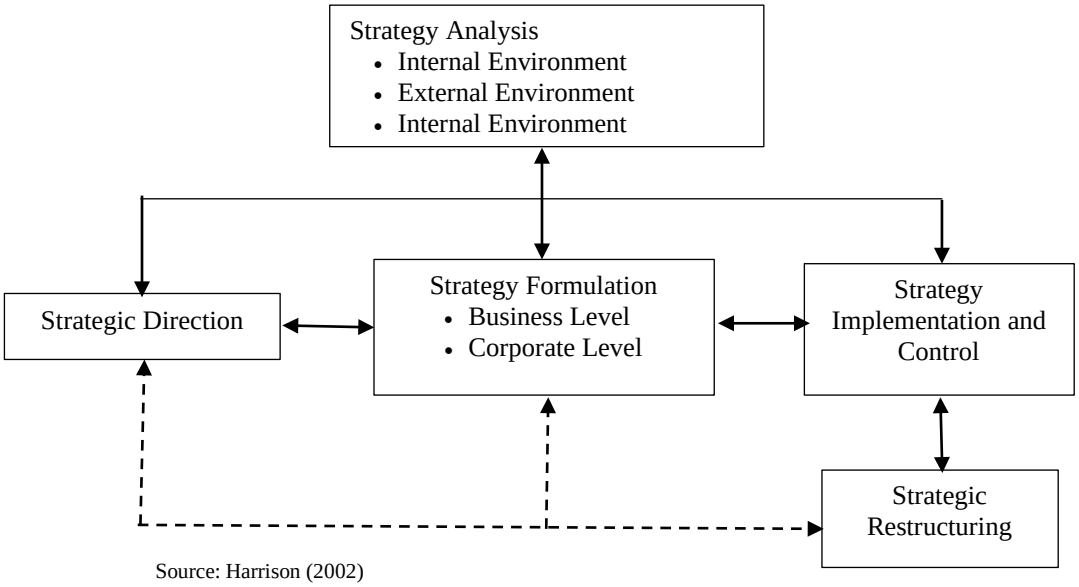
Fig 1. The Research Flow Chart

5. Theoretical/Conceptual Framework

This study is grounded on the theory/principle of strategic management adopted by Dess, Lumpkin, Eiser, and McNamara (2014). The theory involves an organization setting out the analyses, decisions, and actions to create and sustain competitive advantages. These identified ongoing processes (i.e., analyses, decisions, and action) are key to strategic management. In practice, these three processes are referred to as "strategy analysis, strategy formulation, and strategy implementation—which are highly interdependent and do not take place one after the other in a sequential fashion in most organizations."

Schermerhorn (2006) draws attention to a similar point: "strategic management is the process of formulating and implementing strategies to accomplish long-term goals and sustain competitive advantage." Coulter (2008) wrote, "strategic management is a process of analyzing the current situation; developing appropriate strategies; putting the strategies into action; and evaluating, modifying, or changing the strategies as needed."

While Harrison (2002) called attention to strategic management as the "process through which organizations analyze and learn from their internal and external to establish strategic direction, create strategies that are intended to help achieve established goals, and execute those strategies, all in an effort to satisfy key organizational constituencies which are called stakeholders". Harrison (2002) presented a simple model of the strategic management process as illustrated below.



Source: Harrison (2002)

The idea of Dess, et al (2014) will be used in the current study, given their new perspective on strategic management. He contends that the explanation captures the two main elements that go to the heart of the field of strategic management which is concerned with the analysis of strategic goals (vision, mission, and strategic objectives), along with the analysis of the internal and external environment of the organization, and leaders must make strategic decisions. These decisions address two basic questions: What industries should we compete in? How should we compete in those industries? And last are the actions that must be taken. Decisions are of little use unless they are acted on. Firms must take the necessary actions to implement their strategies. This requires leaders to allocate the necessary resources and design the organization to bring the intended strategies to reality.

As described in the above diagram, the dotted arrows indicate that the organization often cycles back to earlier activities during the strategic management process. The diagram further showed that getting feedback is through monitoring and evaluation systems. Every action produces a reaction, and this reaction must be monitored closely and assessed as to whether it is moving towards the desired objectives. Monitoring is the means for the organization to carry out the chosen strategies, and more importantly, evaluate the results or performance outcomes as the basis to restructure or make an adjustment to the strategic direction.

5.1 Strategic Analysis

Strategy analysis wrote Dess (2014) might be looked upon as the starting point of the strategic management process. It consists of the "advance work" that must be done to formulate and implement strategies effectively. Because of the reason given by the authors, many strategies fail because managers may want to formulate and implement strategies without a careful analysis of the overarching goals of the organization and a thorough analysis of its external and internal environment.

Young (2015) provides a similar view that strategic analysis consists of a systematic evaluation of variables currently existing in the external and internal environments while strategic decision-making is deliberately bringing together the right resources for the right markets at the right time. Schermerhorn (2006) pointed out that strategic analysis involves the process of careful analysis of organizational resources and capabilities. This can be approached by a technique called SWOT analysis: the internal analysis of organizational Strengths and Weaknesses, as well as the external analysis of environmental Opportunities and Threats.

5.2 Internal and External Environment

A host of external factors influence an organization's choice of direction and action and, ultimately, its organizational structure and internal processes (Pearce and Robinson, 2011). These factors constitute the external environment which are divided into three interrelated subcategories: external environment, industry environment, and factors in the operating environment. Morato (2006) indicates, to cite a few, the following level of assessment for the organization's internal environment. First, the performance outputs and outcomes it had set out for itself; second, the capabilities and competencies of the organization in relation to its ability to carry out its chosen strategies, programs, activities and tasks; third, utilization of resources, i.e., the allocation of and whether or not they have been efficient, economically and effectively utilized; fourth, the management process are the formal and informal systems and procedures which the organization has adopted and which its people have practiced as demonstrated in their actual behavior; fifth, the management functions, i.e. marketing function, operations functions, human resource management function, finance function, program, and projects; sixth, evaluating teams and individuals.

5.3 Strategic Formulation

Strategic formulation involves assessing existing strategies, organization, and environment to develop new strategies capable of delivering a future competitive advantage. Porter (1973) associates this process with a set of five strategic questions: (1) What is our business mission? (2) Who are our customers? (3) What do our customers consider value? (4) What have been our results? (5) What is our plan?

Strategy formulation is developed at several levels. First, the business-level strategy addresses the issue of how to compete in a given business to attain a competitive advantage. Second, the corporate-level strategy focuses on two issues: (a) what businesses to compete in, and (b) how businesses can be managed to achieve synergy—that is, they create more value by working together than by operating as stand-alone businesses. Third, a firm must develop international strategies as it ventures beyond its national boundaries. Fourth, managers must formulate effective entrepreneurial initiatives. Young (2015) averred that the strategy formulation is uniquely designed and effectively communicated, and organizations have greater possibilities of attaining organizational competitiveness. On the other hand, Porter (1973) associates this process with a set of five strategic questions: (1) What is our business mission? (2) Who are our customers? (3) What do our customers consider value? (4) What have been our results? (5) What is our plan?

5.4 Strategic Implementation and Control

The third strategic management process is strategy implementation. Strategy implementation is a process of allocating resources and putting strategies into action. Once strategies are created, they must be successfully acted upon to achieve the desired results. Drucker (1973) agrees, “the future will not just happen if one wishes hard enough" "It requires a decision—now." "It imposes risk—now." "It requires action—now." "It demands allocation of resources, and above all, of human

resources—now." "It requires work—now." Thus every organization and management system must be mobilized to support and reinforce the accomplishment of strategies.

Young (20115) contends that "strategy implementation involves employing these crafted strategies to achieve organizational set goals and objectives while applying strategic control through the application of appropriate monitoring and feedback system." Intrinsically, leadership plays a central role to ensure that the organization is committed to excellence and ethical behavior. It also promotes learning and continuous improvement and acts entrepreneurially in creating new opportunities (Dess, 2014).

6. Results and Discussion

6.1 Strategy Analysis

Table 2 depicts the strategic management practices and indicates how it is carried out in the two hosts University A and University B. A significant proportion of the respondents consistently believed and recognized that the strategic analysis was a critical component of the strategic management practices that the university should and must undertake. The respondents cited a grand mean of 3.20 and 2.86, respectively with an average of 3.03. This suggests that a "moderate extent" was demonstrated by the respondents in the strategic analysis. The data shows that it is remarkable among the six (6) criteria used, posting an average of 3.25 in the "strategy analysis as the starting point of the strategic management process", followed by "setting of the institution's VMGO", 3.20; "analysis of the institutional goals", 3.18; and "identification of changing information with potential strategic importance", 3.01. This is an interesting overview of the importance of this activity as the respondents laid claim to recognize the "advance work" that must be done in order to effectively formulate and implement the institutional strategies. Overall, the respondent's rating with the least is on "conduct of environmental analysis", 2.80, and "interpretation of data and information among stakeholders", 2.76, meaning, these two criteria are closely linked.

Table 2. Strategic Analysis of Selected State Universities in Samar Island N=57

Criteria	University A $\bar{x}$	Interpr	University B $\bar{x}$	Interpr	Ave.	Interpretation
1. Strategy analysis is the starting point of the strategic management process.	3.40	GE	3.10	ME	3.25	Significant
2. Analysis of the institutional goals	3.46	GE	2.90	ME	3.18	Significant
3. Conduct an environmental analysis	2.90	ME	2.70	ME	2.80	Significant
4. interpretation of data and information among stakeholders	2.93	ME	2.60	ME	2.76	Significant
5. Setting of the institution's VMGO	3.40	GE	3.0	ME	3.20	Significant
6. Identification of changing information with potential strategic importance	3.12	ME	2.90	ME	3.01	Significant
Average	3.20	ME	2.86	ME	3.03	Reject H_o

6.1 Strategy Formulation

Table 3 draws attention to the strategic formulation using the eleven (11) criteria to demonstrate the key strategic management practices and allow the respondents to rate their knowledge of creating the university institutional strategies. A significant proportion of University A and University B reported a grand mean of 2.78. This suggests that the respondents had a "moderate extent" of involvement in this critical phase of the management process.

It is interesting to note that there was significant involvement of "faculty and non-teaching contributing to the strategic management goals", 3.15; followed by "streamlining of processes to effectively implement strategies", 3.12, and "provision of opportunities for transparency for students, faculty and employees, 3.10. A close look, however, at this finding can markedly be discerned that the respondents in University B ranked the least (1.10) and University A (2.10) in the "conduct of organizational resources and capabilities" as a prerequisite for planning. The university planners may have

"inadequately" addressed this particular criterion. Hence, an inverse sort of relationship with the theory on strategic management process (Young, 2015; Dess, 2012; Schermerhorn, 2006; Hamel, 2000; and Harrison, 2000).

The host universities' strategic management practices involved assessing existing strategies, organization, and environment to develop new strategies to deliver future competitive advantage for the institution. Strategic formulation therefore should be uniquely designed and effectively communicated as the university has greater possibilities of attaining institutional competitiveness.

The analysis showed that the host universities' strategy formulation was developed at several levels. At the college (delivery unit)-level the strategy addressed the issue of attaining a competitive advantage. At the university level the strategy focused on two issues: i) programs, activities, and projects (PAPs), and ii) academe's initiatives to manage in achieving synergy of creating more value of working together rather than by operating as a "stand-alone college". To keep pace with the Asian integration, the host universities must develop local/ international strategies as it needs to explore and venture beyond their provincial borders to attain international competitiveness.

Table 3. Strategy Formulation of Selected State Universities in Samar Island N=57

Criteria	University A $\bar{x}$	Interpr	University B $\bar{x}$	Interpr	Ave.	Interpretation
1. Conduct organizational resources and capabilities	2.10	ME	1.10	NP	1.60	Not Significant
2. Conduct external environment analysis	2.75	ME	2.60	ME	2.67	Significant
3. Revision of VMGO; selection of new strategies for the organization	3.0	GE	2.80	ME	2.90	Significant
4. Streamlining of processes to effectively implement strategies	3.21	GE	3.04	ME	3.12	Significant
5. Utilization of cross functional teams to solve cross-cutting organizational concerns	3.15	GE	2.70	ME	2.92	Significant
6. Involvement of employees to make use of strategic management process	3.10	GE	2.70	ME	2.90	Significant
7. Application of quality management practices among faculty and non-teaching staff to enhance their performance	2.10	ME	2.90	ME	2.50	Significant
8. Faculty and non-teaching staff contribute to strategic management goals	3.18	GE	3.12	ME	3.15	Significant
9. Provision of opportunities for transparency for students, faculty, and employees	3.30	GE	2.90	ME	3.10	Significant
10. Provision of information to constituents to help shape realistic expectation	2.90	ME	2.80	ME	2.85	Significant
11. Analysis of complaints from students, faculty, and non-teaching staff	3.12	GE	2.70	ME	2.91	Significant
Average	2.90	ME	2.66	ME	2.78	Reject H_o

6.2 Strategy Implementation

The responses of the respondent from all the criteria used to measure and determine the extent of strategy implementation are shown in Table 4. Among the criteria, "leadership focus towards institutional commitment to excellence garnered the highest proportion of 3.41, followed by "clear organizational vision, mission, goal and objective (VMGO)", 3.32, then sharing the same rating at 3.20 is "assessment of performance vis-à-vis vision-mission statement", and "strategic plan accomplishes purpose and objective", 3.20. In a similar manner, the respondents rated 3.15 each for "allocation of resources and putting strategies into action", and "mobilization of organizational and management system".

Overall, the responses of University A and University B revealed a significantly lower proportion of a grand mean of 3.10 and 2.92, respectively, resulting in an average of 3.10. This suggests that the respondents had a "moderate extent" of involvement, particularly along lines of the strategy implementation. Interestingly, the findings evoked that the university planners may have unwittingly "missed" holding an annual "evaluation of results of the strategic plan and implementation processes", which reportedly had an average of 2.45. Similarly, an average of 2.45 was reported for "coordination and integration of activities within the institution". Implicit in the result is that strategic leadership provided by the university leadership plays a key role to ensure that strategies are put into action.

The logical interpretation of their meaning in the light of these findings suggests that there existed markedly a well-defined relationship among strategy analyses, strategy formulation, implementation, and control as highly interactive or linked with each activity.

Table 4. Strategy Implementation [Evaluation and Control] of Selected State Universities in Samar Island N=57

Criteria	University A $\bar{x}$	Interpr	University B $\bar{x}$	Interpr	Ave.	Interpr
1. Allocation of resources and putting strategies into action	3.30	GE	3.0	ME	3.15	Significant
2. Mobilization of organizational and management system	3.21	GE	3.10	ME	3.15	Significant
3. All resources are utilized to achieve maximum impact on performance	3.12	GE	3.12	ME	3.12	Significant
4. Commitment to the full range of strategic management tasks:						
-Clear organizational VMGO	3.51	GE	3.12	ME	3.32	Significant
-Assessment of performance vis-à-vis vision-mission statement	3.30	GE	3.10	ME	3.20	Significant
-Strategic plan accomplishes purpose and objective	3.50	GE	2.90	ME	3.20	Significant
-Implementation of strategies	3.21	GE	2.80	ME	3.0	Significant
5. Evaluation of results of the strategic plan and implementation processes	2.10	ME	2.80	ME	2.45	Significant
6. Proper implementation of strategies to ensure strategic controls	3.0	ME	2.60	ME	2.80	Significant
7. Coordination and integration of activities within the institution	2.10	ME	2.80	ME	2.45	Significant
8. Leadership focus on institutional commitment to excellence	3.70	GE	3.12	ME	3.41	Significant
9. Promotion of learning and improvement/innovation	3.21	GE	2.10	ME	2.65	Significant
10. Continual monitoring and scanning of the environment	3.12	ME	2.80	ME	2.96	Significant
11. Use of performance outcomes to measure KRAs	3.40	GE	3.21	ME	3.31	Significant
12. Behavioral control to achieve a proper balance of rewards and incentives	2.80	ME	2.90	ME	2.85	Significant
13. Conduct regular faculty/ employee performance evaluation	3.12	GE	3.12	ME	3.12	Significant
14. Continually improve and find new ways to renew the institutions	3.0	ME	3.10	ME	3.05	Significant
15. Provide corporate entrepreneurship and innovation to take advantage of new opportunities	2.90	ME	2.80	ME	2.85	Significant
16. Creation of networks for collaboration with other institutions of higher learning	3.21	ME	3.12	ME	3.16	Significant
Average	3.10	ME	2.92	ME	3.10	Reject H_o

and University B respondents rated the institutional objectives as "consistent with their institution's VMGO statement", 3.31, coming in next the "short-term targets were within the institution's capabilities and opportunities in the environment", 3.21, next is "short-term targets against which actual performance is measured as indicators of progress and continuous improvement", 3.21, then "indicators' measures progress against the objectives, 3.16, and "defines direct activities are defined toward key and specific performance results", 3.15. It is noteworthy that the least proportion, 2.55, indicated that the University at no time "provided no clear message as to what needs to be accomplished (Table 7). The unstructured interview suggests that there was less engagement among the respondents in this management practice. On the whole, University A had a grand mean of 3.14 compared with University B, 3.07, respectively, bringing an average of 3.10. This suggests a "moderate extent" of involvement which translates that the respondents were seeking activities under each strategic objective that would establish numerical Performance Indicators (PIs) to quantify the Key Result Areas (KRAs) as the basis for evaluation. For the most part, the objectives of the host universities provided strategic direction and guidance on how they can fulfill or move toward the "higher goals" in the goal hierarchy—the mission and vision. The host universities' objectives showed a more specific and covered more well-defined timeline. Evidently, the objectives were directed toward generating at the societal level.

The attainment of the strategic objectives is the substance and meaning of the vision and the mission statement was deemed necessary (Orcullo, 2007). Therefore, without a set of quantifiable or measurable strategic objectives, the vision and mission statement become nothing but a dream of its academic leaders that will never see fruition.

6.4 Test of Difference

A test on the null hypothesis showed that there was No Significant Difference between University A and University B regarding strategic management practices. These were manifested in terms of strategic analysis, strategic formulation, and strategic implementation using t-tests of two independent samples. Likewise, it tests two independent samples on the null hypothesis that there was No Significant Difference between University A and University B regarding the strategic management practices such as Institutional Vision, Mission Statement, and Objectives.

6.5 Strategic Management Practices

Tables 8 and 14 present the summary results of the test of the difference between University A and University B regarding the strategic management practices using the t-test of two independent samples.

6.6 Strategic Analysis

The strategic analysis of University A had 33 samples with a mean score of 3.20 while University B had 24 respondents with a mean score of 2.86. The t-computed value of 2.62 was greater than the t-computed value of 2.08 thus the null hypothesis was rejected in favor of the research hypothesis that there was a significant difference between University A and University B. It can be implied that University A had a great extent on strategic analysis on 1, 2, and 5. While University B had only a moderate extent on 1, 2, and 5. However, the two universities have no difference in Criteria 3, 4, and 6.

6.7 Strategy Formulation

In the Strategic Formulation, the result revealed that the t-computed value of 1.11 was smaller than the t-tabular value of 2.08 thus the null hypothesis of no significant difference was confirmed. This implied that the two Universities were doing the mandated management practices.

Table 8. Summarized Data

Factors	University A	University B	Factor/Average
Strategic Analysis	2.90	2.86	8.88
Strategic Formulation	2.90	2.66	2.78
Strategic Implementation	3.09	2.92	3.00
Grand Mean	2.90	2.81	2.85

7. Conclusion

Using the t-test of two independent samples, there was no significant difference between University A and University B regarding the strategic management practices in terms of strategic analysis, strategic formulation, and strategic implementation. Using the t-test of two independent samples there was no significant difference between University A and University B as to the strategic direction like Institutional Vision, Mission Statement, and Objectives.

The study aimed to prepare strategic improvements along the lines of strategic management. Any introduction to improvements in the planning practices will enhance the competence of university planners to come up with academic plans.

By no means, the study is not an exhaustive treatment, but it has established that the two host universities have to some extent adopted strategic management practices. They have regularly engaged in strategic management planning in response to the government's call that financial resources for the support of higher education institutions are not likely to increase—cutbacks are the norm in public education financing. Demands for excellent academic services continue to expand.
The conduct of organizational resources and capabilities as a prerequisite for planning has been inadequately addressed by the university planners as this particular criterion is vital in strategic planning. A close look at the findings revealed that the hosts' University A (1.10) and University B (2.10) had ranked this criterion the least.

Finally, strategic planning allows these universities and the administrative unit to chart their course and focus on its future. Strategic planning creates a broad decision-making group by involving stakeholders both at the middle and operational levels of management. By democratizing and pushing decision-making down, a system for strategic planning can help the host universities maintain a core purpose of propelling the academe's vision. As stated in the proposed output for improvements of the strategic management practices, it is of most significant value in providing start-up activities for serious consideration by the host university presidents.

Acknowledgments

Gratitude and appreciation are offered to the advisory committee chaired by Dr. Edgar R. Detoya, D.M., CPA, Dr. Emilio D. Matheu, Jr., member, Dr. Audrey Barbara M. Bucad, member, Dr. Anthony A. Kilong Kilong, member, who at the last hour of the final defense graciously accepted membership in the committee after Dr. Leo H. Aberion was unable to attend, and finally Dr. Edwin R. Celestino, advisor, for their insightful guidance and understanding which made the work towards the doctorate degree psychologically and physically a much easier task.

Appreciation also is extended to the Commission on Higher Education (CHED) for the approval and timely release of dissertation grant/assistance provided through the K to 12 Transition Program. Without financial support, this study could not be possible. To Hon. Raul A. Daza, Representative, 1st District of Northern Samar for the dissertation assistance.

References

[1] Drucker, Peter (1973) "*Management: Tasks, Responsibilities, Practices"* (New York: Harper and Row.
[2] Dess, Lumpkin and Eisner. 2012. "*Management: Tasks, Responsibilities, Practices"* (New York: Harper and Row).
[3] Dess, Gregory, G. T. Lumpkin, Alan B. Eisner, and Gerry McNamara (2015). *"Strategic Management". Text and Cases.* Seventh Edition. (New York: McGraw Hill Education).
[4] Coulter, Mary A (2008). *Strategic Management in Action*, 6th Edition. Missouri State University. (Publishers: Pearson)
[5] Flavel, Ron and Joe Williams (1996). *"Strategic Management: A Practical Approach"*. (New Jersey: Prentice-Hall)
[6] Hamel, Gary (2000) "*Leading the Revolution"* (Boston, MA: Harvard Business School Press).
[7] Harrison, J S and St. John, CH (2002). "*Foundation of Strategic Management"*. Second Edition. Singapore: Thomson Learning Asia.
[8] Librero, Felix (2009). "*How to Write a Thesis Proposal: Some Practical Guidelines"*. Fourth Edition. University of the Philippines Los Banos.
[9] Morato, Eduardo, Jr. (2006) "*Strategic Planning and Management"* (Singapore: Pearson Prentice Hall).
[10] Michael, Porter (2008). *"The Five Competitive Forces That Shape Strategy*," *Harvard Business Review* 86, no. 1.
[11] Nash, Laura (1988). *"Mission Statement—Mirrors and Windows"*, Harvard Business Review, pp.155-56.
[12] Orcullo, N. A. (2007). "*Fundamentals of Strategic Management"* (Manila: Rex Bookstore).
[13] Pearce, John and Richard Robinson (2011). *"Strategic Management; Formulation, Implementation and Control"* (Boston, Mass Mcgraw-Hill 9th edition).

[14] Schermerhorn (2000) John, Jr., *"Personal Management Edition"* (MA: John Wiley and Sons, Inc.).

[15] Young, Felina C (2015). *"Strategic Management—Made Simple"* (Manila: Rex Bookstore).

[16] Venkaten, Ravi (1992). "Strategic Sourcing: To make or Not to Make." *Harvard Business Review*.

Unpublished Materials

[1] Amparo, Randolph Castillo and Cristituto Palomar (2006). "Strategic Management Study of Casisicaco Recoletos Seminary, Baguio City". Unpublished Dissertation. University of San Jose—Recoletos, Cebu City.

[2] Antonio, and Nemesio Tolentino. (2005). "A Strategic Analysis of Colegio De Santo Tomas—Recoletos: Basis for the Development of a Marketing Plan". Unpublished Dissertation. University of San Jose—Recoletos, Cebu City.

[3] Granada, and Amadeo Lucero (2005). "Strategic Management Study of San Sebastian College—Recoletos, Cavite". Unpublished Dissertation. University of San Jose—Recoletos, Cebu City.

[4] Sompong, Dullaya-Anukij (2007). "Strategic Management Practices of Loei Rajabhat University: Thailand". Unpublished Dissertation. University of San Jose—Recoletos, Cebu City.

[5] University of Eastern Philippines (2015). "Strategic Plan 2015-2019", Unpublished Report, University Town, Northern Samar.

First Author The main author earned her Doctorate in Management major in Human Resource Management in May 2017 at the University of San Jose-Recoletos, Cebu City, Philippines. She is currently employed at the University of Eastern Philippines as Instructor II and holds a position as head of the University Scholarships and Financial Assistance for the Students. She became the Project Officer and the same time, the General Manager of University Garments and Textile under the office of the Auxiliary Services and Business Affairs (ASBA) of the University. As an instructor, she already published as a co-author of a research study titled "Value Chain Analysis of Abaca *(Musa Textile)*". She has also been involved in research on renewable energy funded by the European Union, People in Need, Entrepreneur du Monde, Malteser International, and ASEP. Her current research interest is in human resource management, management, marketing, and entrepreneurship.