Model Estimation of Academic Good Governance as Influenced by Psychosocial Environment

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Abstract— This study estimated an academic good governance model for Central Philippines State University (CPSU) System. The level of university governance was also assessed and correlation of system components were done in order to come up with a model that will serve as reference for the university to provide quality service. Findings showed that all respondents-students, faculty members, staff and Local Government Units (LGUs) in ten campuses rated the governance of CPSU system as "High". As to the seven components of psychosocial environment, respondents rated CPSU "High" in Affective Strategy, Cognitive Strategy Macro-Ability, Parental Academic Support and Teaching Effectiveness. There are perfect pairwise highly significant relationships from positive moderately high strengths coefficient correlations from .52 in Accountability and Transparency with Institutional Effectiveness (.52) to High strength of .852 in Cognitive Strategies Micro Abilities. The established model is in functional form of $Y = \beta_0 + \beta_1(X_1) + \beta_2(X_2) + \beta_3(X_3)$ or $Y = .416 + .232(X_1) + .175(X_2) + .453(X_3)$. The formulated model is a strong model with its adjusted R^2 of 85%. This is a better model to predict the the academic governance of the CPSU System in the following school years.

Keywords—Cognitive Strategy Macro-Ability, Accountability, Transparency, Psychosocial Environment

I. INTRODUCTION

In the context of academic governance, effectively governed universities need to act in a collaborative way to deliver quality education (Boggs, 2010). A strong governing body with strong academic participation in making decisions and strong executives are key elements in effective university good governance (Shattock, 2012). Higher education subsector in the Philippines is haunted with issues, such as: lack of overall vision, framework, and plan resulting in the proliferation of low quality higher education institutions and programs, deteriorating quality of higher education due to hiring of inadequate faculty credentials with declining performance of graduates in professional licensure exams (Tan, 2011 and Licuanan, 2012). This study estimates the CPSU system's good governance model as influenced by psychosocial environment- intellectual skills, home and school environments, and community public relations. Specifically, it sought to answer the following questions; 1) what is the profile of the respondents in the CPSU system; 2) what is the levels of CPSU system's good governance and psychosocial environment when grouped according to the respondents; 3) is there a significant correlation among the components of CPSU system's good governance and psychosocial environment and 4) is there a significant CPSU system's good governance model as influenced by the psychosocial environment?

II. METHODOLOGY

The study involved ten campuses of the CPSU namely; CPSU Main; CPSU San Carlos; CPSU Victorias; CPSU Hinigaran; CPSU Cauayan; CPSU Moises Padilla; CPSU Sipalay; CPSU Hinoba-an; CPSU Ilog and CPSU Ilog-Candoni campus. The respondents of every campus were at least 30% of the total number of undergraduate students, faculty, staff, and; the Local Government Unit (LGU) officials. Qualitative survey instrument includes a 15 item-statements per component in academic good governance and psychosocial environment (Figure 1).
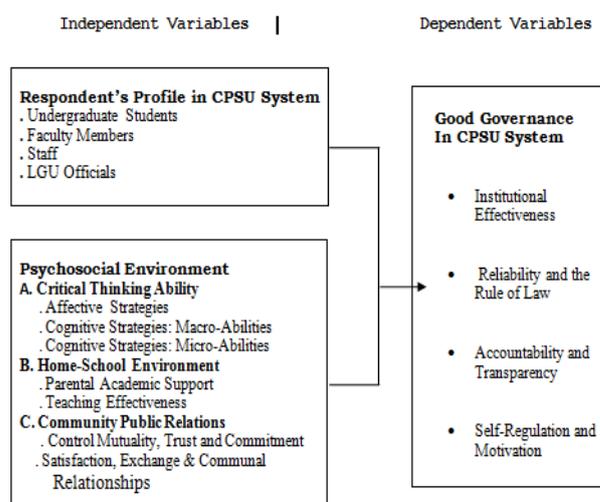

Figure 1. Schematic diagram showing the relationship of the variables in the study

Likert scales includes; 4.21-5.00: Very High levels of academic good governance and psychosocial environment; 3.61-4.20: High; 2.81-3.6-; Average; 1.81-2.80: Low; and 1.00-1.80: Very Low level. The study utilized a

comparative, descriptive-correlational. There are three domains of psychosocial environment with a total of seven strands with each strand having fifteen statements as rated by the respondents (Figure 1). Academic good governance is measured in terms of four composite domains; institutional effectiveness, reliability and the rule of law; accountability/ transparency and self-regulation/motivation.

III.   STATISTICAL ANALYSIS

To analyze the levels in CPSU system's good governance and psychosocial environment when grouped according to the respondents; mean frequency was used. Pearson correlation coefficient was used to correlate components of CPSU's good governance and psychosocial environment and multiple linear regression analysis was used to estimate the model.

IV.   RESULTS AND DISCUSSION

1. Profile of Respondents by Campus

As shown in Table 1, the highest percentage of respondents is found in the Main Campus at 288 which is 25.24% out of 1,142, followed by San Carlos Campus at 15.07% (172) then Hinigaran Campus at 11.48% (131). Students-wise, it is the Main Campus that registers at 21.50%, followed by San Carlos 12.13% then Hinigaran at 9.2% out of 877 students which shows the same trend of percentage with the total number of respondents. These records of respondents are at least 40% of their total population per system. The profi.e shows that the Main Campus registers the highest population with Candoni campus to have the least number of respondents at only 3.42% (39). Most of the faculty-respondents come from the main campus, while for the staff, most come from the main and Victorias campuses while the number of LGU respondents come equally from all campuses.

TABLE 1
DISTRIBUTION OF RESPONDENTS BY CAMPUS

CPSU System	Students		Faculty		Staff		LGU Officials		Total	
	f	%	f	%	f	%	f	%	f	%
Main	245	21	25	2.2	10	.9	8	.7	288	25.24
San Carlos	140	12	14	1.2	8	.7	10	.9	172	15.07
Hinigaran	105	9.2	13	1.1	7	.6	6	.5	131	11.48
Cauayan	80	7.0	14	1.1	8	.7	8	.7	110	9.55
Victorias	64	5.6	12	1.1	10	.9	8	.7	94	8.24
Moises Padilla	72	6.3	10	.9	8	.7	6	.5	96	8.41
Sipalay	64	5.6	10	.9	3	.3	10	.9	87	7.63
Hinobaan	50	4.4	8	.7	5	.4	6	.5	69	6.05
Ilog	37	3.2	8	.7	5	.4	6	.5	56	4.91
Candoni	20	1.8	8	.7	5	.4	6	.5	39	3.42
Total	877	76.8	122	10	69	6.0	73	6	1142	100%

2. Level of good governance in the CPSU system

The total level of academic governance of the CPSU System in ten campuses as rated by students is 3.49 described as High (H); 3.47 (High) as rated by the faculty, and 3.6 (High) as rated by both staff and LGU officials. This result only implies that all respondents considered the system effective in their academic governance as evidenced by transparency, reliability and the rule of law. There is

similarity in the perspective of the faculty, students, staff and LGU which suggests that the university has a good governing system being followed.

3. Level of psychosocial environment in the CPSU system

Students' rating resulted to a total of 3.42 (High) level when it comes to psychosocial environment and among the seven components, four components had High level ratings of 3.5, 3.44, 3,6 and; 3.43, respectively for Affective Strategy (as), Cognitive Strategy Macro-Ability (CSMAC), Parental Academic Support (PAS), and; Teaching Effectiveness. Considerations for the total Average ratings in seven components of psychosocial environment from each of the ten campuses of the CPSU System are needed so as to give focus for improvements. The Total mean rating in the seven components of psychosocial environment is 3.56 for High Level. It is apparent then that for each of the seven components in ten campuses there corresponds the High level ratings that range from 3.49 to 3.59. With the same trends of High ratings found in Affective Strategies, Cognitive Strategies: Macro and Micro-abilities, Parental Academic Support, Teaching Effectiveness, Control Mutuality, Trust and Commitment, and; Satisfaction, Exchange Relationship and Commitment made by the students, faculty, staff and LGUs, then, it is implied that the items that need to be strengthened or improved are apparently present in these groupings. These findings implies that the seven conditions of the psychosocial environment are found to be of high impact on the advancement of the students as well as the faculty and the staff of the university system as well as for the Local Government Units. A greater voice and accountability, political stability, government effectiveness, regulatory quality, rule of law and control of corruption enhances educational outcomes, which can benefit the ten CPSU campuses.

4. Correlations among components of good governance and psychosocial environment

Tables 2 and 3 present the bivariate relationships among the components of academic governance and psychosocial environment. There are perfect pairwise highly significant relationships from positive moderately high strengths coefficient of correlations from .52 in Accountability and Transparency with Institutional Effectiveness (.52) to High strength of .852 in Cognitive Strategies Micro Abilities. This implies a perfect increasing trends of the components in academic governance and critical thinking ability of the psychosocial environment. There are highly significant bivariate relationships in all of the combinations of academic governance and Home-school environment, teaching effectiveness with the two components of public relations under PSE.

TABLE 2
CORRELATIONS AMONG THE COMPONENTS OF ACADEMIC
GOVERNANCE AND PSYCHOSOCIAL ENVIRONMENT: HIGH
ORDER THINKING SKILL (HOTS) VIA CRITICAL THINKING
ABILITY

		IE	RRL	AAT	SR	AS	CSMAC	CSMIC
IE	Pearson Corr							
	Sig. (2-tailed)							
	N	1141						
RRL	Pearson Corr	.738**						
	Sig. (2-tailed)	.000						
	N	1141						
AT	Pearson Corr	.520**	.603**					
	Sig. (2-tailed)	.000	.000					
	N	1141	1141	1141				
SR	Pearson Corre	.746**	.812**	.612**				
	Sig. (2-tailed)	.000	.000	.000				
	N	1141	1141	1141	1141			
AS	Pearson Corr	.719**	.766**	.654**	.850**			
	Sig. (2-tailed)	.000	.000	.000	.000			
	N	1141	1141	1141	1141	1141		
CSMAC	Pearson Corr	.626**	.704**	.647**	.674**	.738**		
	Sig. (2-tailed)	.000	.000	.000	.000	.000		
	N	1141	1141	1141	1141	1141	1141	
CSMIC	Pearson Corr	.620**	.678**	.702**	.691**	.761**	.852**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	1141	1141	1141	1141	1141	1141	1141

**. Correlation is significant at the 0.01 level (2-tailed).

IE: Institutional Effectiveness; ; RRL: Reliability and the Rule of Law;
AT: Accountability and Transparency; SR: Self-Regulation or Motivation
AS: Affective Strategies; CSMAC: Cognitive Strategies: Macro-Abilities;
CSMIC: Cognitive Strategies: Micro-Abilities;

TABLE 3
CORRELATIONS AMONG THE COMPONENTS OF ACADEMIC
GOVERNANCE AND PSYCHOSOCIAL ENVIRONMENT: HOME-
SCHOOL ENVIRONMENT AND PUBLIC RELATIONS

		IE	RRL	AAT	SR	PAS	TE	CMTC	SERC
IE	Pearson Corr								
	Sig. (2-tailed)								
	N	1141							
RRL	Pearson Corr	.738**							
	Sig. (2-tailed)	.000							
	N	1141	1141						
AT	Pearson Corr	.520**	.603**						
	Sig. (2-tailed)	.000	.000						
	N	1141	1141	1141					
SR	Pearson Corr	.746**	.812**	.612**					
	Sig. (2-tailed)	.000	.000	.000					
	N	1141	1141	1141	1141				
PAS	Pearson Corr	.651**	.753**	.590**	.926**				
	Sig. (2-tailed)	.000	.000	.000	.000				
	N	1141	1141	1141	1141	1141			
TE	Pearson Corr	.713**	.756**	.669**	.801**	.728**			
	Sig. (2-tailed)	.000	.000	.000	.000	.000			
	N	1141	1141	1141	1141	1141	1141		
CMTC	Pearson Corr	.632**	.699**	.665**	.676**	.603**	.863**		
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		
	N	1141	1141	1141	1141	1141	1141	1141	
SERC	Pearson Corr	.620**	.678**	.702**	.691**	.608**	.846**	.911**	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	1141	1141	1141	1141	1141	1141	1141	1141

**. Correlation is significant at the 0.01 level (2-tailed).

Institutional Effectiveness; ; RRL: Reliability and the Rule of Law;
AT: Accountability and Transparency; SR: Self-Regulation or Motivation;
PAS: Parental Academic Support; TE: Teaching Effectiveness;
CMTC: Control Mutuality, Trust and Commitment; SERC: Satisfaction, Exchange Relationship and Commitment

5. CPSU system's good governance model as influenced by psychosocial environment

Using the stepwise linear regression analysis, three significant psychosocial components are determined in terms of Parental Support [ps](X_1) with beta β_1 coefficient of .232; Community Public Relations [cpr] (X_2) with $\beta_2 = .175$ and Teaching Effectiveness [te](X_3) at β_3 of .453, with a constant (β_0)coefficient of .453. The model provides 85% adjusted coefficient of variation (R^2). This means that these three variables have explained 85% to the CPSU System's Academic Governance (Table 4).

The established model is in functional form of $Y = \beta_0 + \beta_1(X_1) + \beta_2(X_2) + \beta_3(X_3) = .416 + .232(X_1) + .175(X_2) + .453(X_3)$. For prediction utility of this model, assuming High ratings for these three explanatory variable at, X_1, X_2 and X_3 are at the means of 4.00, then $Y = .416 + .232(X_1) + .175(X_2) + .453(X_3) = .416 + .232(4) + .175(4) + .453(4) = 3.76$ or almost 4.0, and; this predicted Y for CPSU System's academic good governance is within the range of High (H) from 3.41 to 4.20.

TABLE 4
MODEL FOR CPSU SYSTEM'S ACADEMIC GOVERNANCE AS
EXPLAINED BY PSYCHOSOCIAL ENVIRONMENT

F	Sig.	R	R^2	R^2adj
.00	.919	.845	.845	

Explanatory Variables	Unstandardized Coefficients		Standardized Coefficient		
	β	Std. Error	Beta	t	Sig
(Constant)	.416	.015	.521	30.61	.000
Parental Support [ps] (X_1)	.232	.018	.288	13.15	.000
Community Public Relations [cpr] (X_2)	.175	.021	.212	8.349	.000
Teaching Effectiveness[te] (X_3)	.453	.015	.521	30.61	.000

This reveals the consistent High (H) level (3.76) with respect to applying the assumed values of 4.0 to the three respective rates of returns in parental academic support, X_1 (.232); community public relation, X_2(.175) and; teaching effectiveness, X_3(.453). The constant of .42 implies that the good governance of CPSU System has already been explained by the seven components even without the consideration of their extracted significant influence. Results further show that the formulated model is a strong model with its adjusted R^2 of 85%. This can be utilized to better predict the next school year's academic good governance of the CPSU System. However, this suggests of sustaining these three significant variables and must strengthen the other four not significantly explaining variables: three critical thinking skills (Affective Strategies, Cognitive Strategies: Macro and Micro-Abilities) of the CPSU Faculty, and; one from Public relation which is the Satisfaction, Exchange Relationship and Commitment (SERC) significantly influence the academic good governance of the ten CPSU Campuses.

V. CONCLUSION AND RECOMMENDATION

The non-significant differences in psychosocial environment by various respondents implies that there is more or less uniformity of the psychosocial environmental factors in the different campuses, however, the system must see to it that smooth operations must be observed as there are campuses that have small enrolment but with excess personnel. Proper student-teacher ratio must be observed. The perfect significant pairwise correlations shed light of the perfect increasing trends of the ratings among the academic governance and psychosocial environment concluding that there are consistencies in positive strengths of relationships in all of the components utilized in this study. Therefore, it is worthwhile to sustain these kinds of activities to promote the best academic governance expected by the stakeholders and improve teaching-learning process. The highly significant model generated should be sustained particularly the significant variables in terms of parental support, community public relations and teaching effectiveness. Other variables such as critical thinking abilities, satisfaction, exchange

relationships, trust and commitment must be given due focus towards the improvements with these concerns. Positive full support of the university campuses are enabling factors for the campuses to thrive despite stiff competitions from other existing private colleges and state universities. The CPSU Administration must give focus on the campus operations as it is very apparent that there are extension campuses which are fully functional with unyielding trend of enrolment unless initiatives to improve their public relations,

impressions from the local government officials and their

highly qualified directors, quality hired faculty and staff and facilities, it is only then that such increased and improved performance will be enhanced. Instructions dealing with multiple intelligences and higher order thinking skills via critical thinking must be given top priority for these variables to significantly influence academic governance.

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