Research Article

Examining School Culture Manifestations and Educational Engagement Among Tertiary Students

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ARTICLE INFO	ABSTRACT
	Understanding culture poses a challenge for educators as individual cultural orientations influence every interaction. The purpose of this study is to investigate how school culture manifests itself and how it affects students' involvement in their education. Employing a descriptive inferential method, the study focused on tertiary students as respondents. Mean scores were used to evaluate the respondents' perception of school culture. The findings suggest that the University's culture, characterized by elements such as school environment, student body, faculty, research, and community involvement, is operational and effective. Each college within the university exhibits a unique culture influenced by these components. Areas of strength and weakness were identified, highlighting the need for continuous improvement. The college fosters values of academic excellence and freedom, essential for student engagement in higher education. These results emphasize that learning transcends traditional classroom settings. Moderate agreement was observed among the four colleges regarding weak relationships in the five areas studied. Recommendations include the development of a strategic plan to enhance the university's competitiveness in the global arena. **Keywords:** Educational Engagement, School Culture, Performance, Descriptive Inferential Method, Philippines.

INTRODUCTION

Understanding culture presents a significant challenge for educators because every interaction is influenced by individual cultural orientation. In actuality, cultural identities are complicated and created by numerous cultural groups that influence our values, attitudes, and behaviors. We frequently base our conclusions on ethnicity.

Organizational theorists have emphasized that paying attention to culture is one of the most crucial actions a leader can take. [1] noted that empirical evidence suggests that organizational culture is a key driver of organizational performance. He further observed that school culture significantly impacts schools by characterizing the essential components of the institution.

"School culture" describes the circumstances that affect how the entire school community behaves. It includes the character and quality of school life, which are influenced by relationships, teaching, leadership styles, organizational structure, norms, goals, values, and educational experiences. Successful schools often exhibit a strong sense of purpose and leadership [2]. Children's social behaviors have an impact on their educational experiences. Instead than depending on racial or ethnic stereotypes or prior experiences with students from similar backgrounds, teachers must have a thorough understanding of each student's unique talents in order to effectively involve them in the learning process. Teachers understand that every student is unique. Despite the clear ethnic diversity in the classroom, Pat Guild of the Johns Hopkins School of Education notes that teachers all too frequently treat their students the same way. Addressing cultural differences in the teaching and learning process is both important and controversial. It is crucial because of the increasingly diverse student population and the significant achievement gap between minority and non-minority students. However, it is also controversial because there is a risk of falling into cultural stereotyping or making superficial efforts to explain achievement differences among students.

Education is essential for influencing the future because it lowers obstacles in life and offers chances for professional advancement. It is a vital instrument for achievement and self-improvement.

When you walk into an excellent school, you can sense it almost immediately—a calm, orderly atmosphere that is full of excitement and a vibrant sense of purpose. This positive school culture enhances educational outcomes. A safe and orderly climate fosters learning and can lead to higher student achievement.

However, a lot of study has been done to find the best strategies to promote student involvement in higher education because it is frequently mentioned as the most important element in predicting educational achievement. [3]. Engagement is crucial for student learning since low engagement is a major risk factor for student dropout and lack of perseverance at both the secondary and tertiary levels.[4]. In order to boost engagement, efforts in higher education are usually focused on changing external elements, like teaching and learning practices. [5]. Nonetheless, it is critical to acknowledge that student attributes also influence participation.

This study focuses on the reflective engagement of students at Cebu Technological University (CTU) – Main Campus, as influenced or affected by specific aspects of school culture, including school characteristics, student characteristics, teacher characteristics, research characteristics, and extension characteristics. The study considers student engagement in activities such as Board Examinations and Sports Competitions as a measure of their academic and extracurricular performance.

The study aims to determine whether the culture at CTU – Main Campus is reflected in students' engagement in Board Examinations and Sports Competitions and whether there is a need to develop a program to enhance the performance of CTU students.

METHODS AND METHODOLOGY

This section aims to expound on how the research work is carried out including the environment, subjects, instruments, and specific design carried out.

Research environment

To demonstrate how the school culture of a university appears, a case study is performed in a state university of the Republic of the Philippines. Nine campuses and eleven extension campuses make up the public university system. One of the nation's first vocational schools, the Main Campus in Cebu City opened its doors in 1911. At present, this university is striving to achieve quality education as can be noted in the State Universities and Colleges (SUCs) ranking system.

Research subjects

This study covers graduating students at the state university. The identified respondents were limited only to the graduating students and third-year students of four colleges. A purposive sampling was based on which subject best fit the criteria of the study. It is a non-probability test that is chosen dependent on the attributes of a populace and the goal of the investigation. This form of testing can be extremely helpful in circumstances when a focused test is aimed at. A total of 170 respondents ($N = 170$) are tapped as research subjects.

Research instruments

The degree of influence between the tertiary students' response variable for the specified period and their academic performance is examined using a survey tool known as the Master Survey Instrument for the Accreditation of Programs of AACCUP (Accrediting Agency of Chartered Colleges and Universities in the Philippines). The research instrument includes the respondents' perception manifested by school characteristics, students' characteristics, teachers' characteristics, research characteristics, community extension characteristics. The questionnaires would elicit the respondents' assessment on the significant concordance of the school culture and the educational engagement of the tertiary students in terms of Board Examinations and Sports Competitions inclusive year 2015 – 2018. The numerical and verbal interpretation is as follows (see Table 1):

Table 1: Verbal description of ratings

Numerical Rating	Category	Verbal Description
5	FE	Functioning and Excellently Effective
4	FE	Functioning and Effective
3	F	Functioning
2	FP	Functioning but not effective
1	NP	Functioning poorly

A sample questionnaire is drafted as follows:

This section consists of five (5) indicators that will elicit your assessment of the capacity of the school culture and the educational engagement of the identified tertiary students. Each statement corresponds to five scales. In the boxes provide, please check anyone of the five scales, each one has the characteristics in Table 1.

Table 2: School Characteristics

	5	4	3	2	1
1. Professional competency development is facilitated by the curriculum.					
2. The curriculum is tailored to the nation's needs as well as current advancements in the field.					
3. Participative planning and designing of the curriculum is attended by stakeholders.					
4. Course syllabi are prepared using a uniform framework that is based on institutional results.					
5. The curriculum meets the current demands and is applicable to modern times.					
6. Professors are teaching at their own field/specialization.					
7. The university has excellent Academic Program.					
8. Every subject has an updated syllabus that has been duly approved by the relevant official or dean.					
9. The curriculum continues to provide opportunities for involvement in practical activities, such as field of study and immersion/practical training.					
10. By mandating the use of teaching resources such as departmental exams and syllabus-based test questions, the institution improves the quality of education.					
11. The campus has a well-planned, clean and properly landscaped environment.					
12. The actual campus is situated in a setting that is favorable to both leisure and learning.					
13. The structures are designed for functionality and built with robust, long-lasting materials to endure earthquakes, typhoons, and flames.					
14. Both the number and size of classrooms are appropriate to hold the student body, and they are furnished with the necessary blackboards, furniture, and a comfortable environment.					

	5	4	3	2	1
15. There is a student center where students can socialize in a healthy way, play games, listen to music, and more.				16	

TABLE 3: Student characteristics

	5	4	3	2	1
1. The school provides a program called Student Services (SSP).).					
2. The program of the Student Affairs Office aligns with the institution's vision and mission, the college's objectives, and the program's aims.					
3. The school offers a student handbook with comprehensive details on services and programs for the growth and well-being of students.					
4. For new, returning, and continuing students, a regular and thorough orientation program is held.	.				
5.Information resources about educational, career, personal, and social issues are easily accessible.					
6.Gender-sensitive individual and group counseling services are offered.					
7. Cultural differences are taken into account by Counselling services.					
8. The guidance program is run by a professional guidance counselor who holds at least a master's degree in guidance and counseling.					
9. Students are evaluated through a well-structured assessment program that includes suitable standardized psychological tests.					
10. Appropriate intervention programs and services are put in place to support and improve the welfare and development of students.					
11. The institution actively networks with schools, communities, alumni, and other relevant organizations to facilitate student career and job placements.					
12. Students are provided with career counseling to assist them in selecting a suitable major or area of specialization.					
13.Career and job opportunity information materials are made available.					
14.Information regarding student welfare and development is updated, accessible, and distributed.					
15.The Grievance Committee is set up to guarantee due process when addressing students' misconduct.					

TABLE 4: Teacher Characteristics

	5	4	3	2	1
1. Encourage students to take part in extracurricular and academic activities.					
2. Leads students to involve in;					
2.1 research					
2.2 extension					

	5	4	3	2	1
3. Manifests positive social or moral values					
4. Exhibits leadership competence					
5. Demonstrates human relations with;					
5.1 supervisor					
5.2 peers					
5.3 students					
6. Pursue professional growth					
7. Gives reasonable course/subject assignments based on syllabi					
8. Provides guidance on the topic and the evaluation of students.					
9. Provides tests and/or projects that align with the course objectives.					
10. Is punctual and consistent in attending class					
11. Delivers the lesson in a clear, methodical, and substantial manner					
12. Facilitates learning with the application of appropriate educational methods and techniques					
13. Exhibit expertise in the lesson					
14. Motivates students to be independent in their pursuit of knowledge					
15. Recognizes when students struggle to grasp the lesson and seeks methods to simplify it.					

RESEARCH

	5	4	3	2	1
1. The formulation of the research agenda, which serves as the basis for determining institutional thrusts and priorities, involves the following stakeholders:					
1.1 administrators					
1.2 faculty					
1.3 students					
1.4 government agency representatives (DOST, CHED, NEDA, etc.)					
1.5 other stake holders (alumni, parents, etc.)					
2. Faculty and students carry out action research to test theory in practice.					
3. Teamwork/collaborative and interdisciplinary research is promoted					

	5	4	3	2	1
4. Research findings appear in peer-reviewed national and/or international journals					
5. Research results are published					
6. The institution allocates adequate funds for the conduct of faculty and student research					
7. Establishes linkages with the; 7.1 local					
7.2 national					
7.3 international agencies					
8. There is a research unit run by qualified personnel at the institution, college, or academic unit.					
9. The faculty carry out applied and operational research within their areas of expertise, aligned with the program/institution's priorities and thrusts.					
10. The institution offers incentives to faculty researchers.					
11. Students are required to conduct research as part of their coursework by the College/Academic Unit.					
12. To stop misconduct like plagiarism, the school ensures that both teachers and students follow research ethics.					
13. In order to prevent unethical behaviors like plagiarism, the university makes sure that both staff and students follow research ethics.					
14. Research outputs are published in referred journal					
15. Research outputs are utilized.					

TABLE 5: Extension and Community Involvement

	5	4	3	2	1
1. The extension program takes into account the; 1.1 Vision					
1.2 Mission					
1.3 Goals					
1.4 Outcomes					
2. The institution responds to the needs and concerns of the community it serves by offering extension services. It takes into account 2.1 thrusts for local development.					
2.2 regional					
2.3 national					
3. The community is invited to participate in the;					

	5	4	3	2	1
3.1 planning					
3.2 implementing					
3.3 monitoring					
3.4 assessment of operations and the procurement of financial and other resources.					
4. To guarantee its viability, the extension program is given a set budget.					
5. The extension program's budget is used as intended.					
6. The school offers a wide range of extracurricular activities and programs that support students' growth.					
7. To help students reach their full potential, the school offers practical leadership training.					
8. School provides a system of evaluation of co-curricular activities.					
9. The implementers of the Extension Program and the target clientele/beneficiaries work together in a wholesome manner.					
10. There is a clear reciprocal flow of resources and services between the community and the college or academic unit.					
11. Extension projects and activities that are relevant and of priority are carried out.					
12. The clientele served by the extension projects and activities is diverse.					
13. The target clientele/beneficiaries have experienced an enhancement in their quality of life due to the Extension Program.					
14. Results from monitoring and evaluation are shared and deliberated with relevant stakeholders.					
15. The implementers of the Extension program and the target clientele/beneficiaries are well-coordinated in a wholesome manner.					

Research design

The questionnaire was administered to the respondents where anonymity and complete confidentiality of the responses are both kept. In order to determine the extent of development needs in different areas of school operations, the weighted mean was used. The results of the mean in every component in all areas will be interpreted using the following hypothetical mean guide:

Table 6: Verbal description of responses

Range of scores	Verbal description
4.20 – 5.00	Functioning and Excellently Effective
3.40 – 4.19	Functioning and Effective
2.60 – 3.39	Functioning
1.80 – 2.59	Functioning but not effective
	Functioning poorly

RESULTS AND DISCUSSION

In this section, the school culture of a state university is assessed following Bourdieu's theory of practice. The following sections specifically cover the respondent's assessment on the capacity of school culture manifested by school characteristics, students' characteristics, teachers' characteristics, research characteristics, and community extension characteristics. Furthermore, this section also discusses the extent of students' achievement in terms of educational engagement such as Board Examination and Sport Competition as well as the significant concordance among the respondent's group on the manifestation of school culture.

Perceptions of respondent group on the manifestation of school culture: School characteristics

School characteristics are one of the agents of socialization where students spend most of their time over any other environment. Appendix A presents the data on school characteristics. It is very important that everything about the school environment rears positive outcomes for students because they spend most of their time there. Providing the necessary teaching resources, such as curricula and evaluation tools, among others, is another way to maintain high-quality education and keep teaching-learning worthwhile. In addition, a quality curriculum should be highly valued in order to give kids ample opportunity to develop their abilities, passions, attitudes, and appreciation.

Curriculum

The lessons and academic material taught in a school or in a particular course or program are referred to as the curriculum. The curriculum is frequently the focus of reforms because it is one of the fundamental components of successful education and instruction. The majority of these reforms aim to either require or promote increased curricular uniformity and standardization across states, schools, grade levels, subject areas, and courses.

Taking into account the indicators reflected under Curriculum, the results revealed that College A obtained a mean of 4.54 as the highest which implies that the institutional outcomes-based standards format in the preparation of syllabi is functioning and excellently effective. This suggests further that College A has been very particular in looking into the standard of Outcomes-Based Education (OBE) and obediently applied it in the actual preparation of syllabi.

Conversely, the curriculum's lowest mean indicator for College A is that stakeholders participate in the curriculum's development and design; the score of 4.14 indicates that there is still opportunity for College A to further enhance its existing standing. The College is urged to implement participatory curriculum development methods while simultaneously establishing useful connections with their local communities, acknowledging the differing significance and impact of various stakeholders in the curriculum development process. In order to enhance ownership of the entire process and raise the possibility of successful learning through involvement, it forges collaborative relationships between educators, students, and other stakeholders [6].

College B obtained a mean of 4.35 as the highest which means that the institutional outcomes-based standards format in the preparation of syllabi is functioning and excellently effective this means that same with College A this college is very particular in looking into the standard of Outcomes-Based Education (OBE) and obediently applied it in the actual preparation of their syllabi.

College C achieved the highest average of 3.92 in the curriculum section, indicating that this result supports the development of professional competencies that are both operational and highly effective. Thus, the curriculum can adapt strategies to address new needs. It holds significance regarding problem-solving, inference-making, and conclusion-drawing. By becoming active participants in a learner-centered environment, students develop the skills, competencies, and perspectives necessary for professionals. Active participation in the community of practice enhances content learning and aids participants in their progression from novice to expert status.

With a mean score of 4.30, College D achieved the highest rating, indicating that its curricular content is aligned with national needs and recent professional developments. This is described as functioning and excellently effective, suggesting that the College's curriculum effectively addresses students' evolving needs while reconciling universal knowledge and theories with the day-to-day realities and changes in the workforce.

With findings of 3.65, 3.60, and 4.20, respectively, the indicator of the lowest mean under curriculum for the three colleges is that the curriculum is relevant and responsive to the demands of the times, much like for Colleges B, C, and D. These outcomes result in a functional and successful curriculum. This indicates that curriculum innovation is challenging for the three colleges.

Instruction

This construct refers to the teaching and learning of knowledge, skills, and attitudes. This also refers to the efforts done purposely to facilitate learning [7]. College A obtained a mean score of 4.30 when considering the indicators under Instruction. This suggests that the curriculum upholds opportunities for students to participate in practical activities, such as immersion/practical training and field of study, as being both highly effective and useful. This indicates that students at College A are more interested in teaching about reality and incorporating lessons about reality and related cultures. It enables students to make connections more quickly by using their knowledge from a variety of topic areas. Additionally, College A gives pre-service teachers the opportunity to hone their teaching abilities in a typical classroom setting. To learn how to support student learning, student instructors collaborate closely with seasoned educators and college supervisors.

At College A, the indicator with the lowest mean is "professors are teaching at their own field/specialization," indicating that it is functioning and effective, with a result of 4.00. This suggests that certain instructors at College A are teaching a subject for which they lack specialized training. Research has demonstrated that while there is no consistent link between student achievement and teacher qualifications, highly effective teachers possess a profound grasp of the subjects they instruct. They hold in high regard both the subject and students' deep engagement with it. Studies have revealed that teachers working outside their field may worry about the adverse effects their teaching could have on student learning, including reduced achievement scores. They have also shown concern that they are unable to demonstrate content is relevant to everyday life.

The highest mean, 4.35, was achieved by College B, indicating that each course has an updated curriculum that has been duly approved by the relevant official or dean. Furthermore, the said college is also rated functioning and excellently effective as this college is very particular in updating their syllabus and they build on fundamental prose skills they have already mastered and strive to discover those approaches that feel most natural and effective to them.

Opportunities for involvement in experiential learning, such as immersion/practical training and those that are part of the curriculum, are the indication with the lowest mean for College B. However, with a mean of 3.65 (functioning and effective), it suggests that the college offers fewer opportunities for using hands-on methods to teach the skills, knowledge, and competencies necessary for specific job performance in the workplace. The training occurs in the employee's usual work environment and can happen while she carries out her actual job tasks. It can also occur in other areas of the workplace, utilizing designated training rooms, workstations, or tools.

College C got the mean of 3.94 as the highest which means that the state university has an excellent Academic Program. It has a verbal description of functioning and effective which means that this college believes that the state university has earned national and international reputations for the quality of its degree programs. All of this academic power is brought by exceptional, high-caliber faculty members who are committed to the success of the students. Faculty members are active with professional connections and research that will help learners not only to know the real world but help to shape it.

The indicator that had the lowest mean is the *institution enhances quality instruction by requiring the need for instructional materials* such as syllabus–based examination questions and departmental examinations with a mean of 3.58 and a verbal description of functioning and effective. This implies that the institution must choose teaching resources that satisfy both the requirements of the students and the limitations of the classroom. Exams based on the syllabus must be carefully planned and prepared by the college in order to gauge student comprehension and promote introspection and critical thinking.

The two factors, (1) an outstanding academic program and (2) chances for participation in practical activities, such as immersion/practical training and field of study, are maintained in the curriculum, and College D received the highest mean of 4.28. The verbal description is functioning and excellently effective which means that the College believes that the state university allows students to be more engaged in teaching reality, integrate lessons about reality and associated culture. It also allows them to utilize knowledge from various subject matters to help them to connect the dots faster. The college believes that the state university has an excellent academic program and has earned national and international reputations for the quality of its degree programs.

With a mean of 4.02 and a verbal description of functioning and effectiveness, the indicator with the lowest mean was professors teaching in their own subject or area of expertise. This indicates that some of the college's instructors are instructing a subject for which they have not received specialized training.

Physical Plant

The physical plant is regarded as the university's operational "heart." It takes care of the operation, repair, and maintenance of all buildings and grounds. The personnel ensures that all operating systems are well-maintained and contributes to making the campus a pleasant, secure, and appealing environment for learning, living, working, and recreation. The state of the facilities and grounds on any campus has a direct effect on both the actual and perceived quality of everyone's academic and personal experiences. By emphasizing customer service and collaboration, and fostering an atmosphere conducive to personal and professional development for our employees, the physical plant aids other campus departments in meeting their goals. The effectiveness of a learning institution's curricular programs is largely determined by the caliber and sufficiency of its physical infrastructure.

The indicators reflected under Instruction revealed that College A and College C obtained a mean of 3.94 and 3.64, respectively. The fact that the college's physical campus is situated in a setting that supports study and relaxation indicates that it has a learning environment free from both emotional and physical intimidation, allowing for an open exchange of ideas. There is freedom and interaction between teachers and learners.

There are two indicators that had the lowest mean. First, the campus has a well-planned, clean, and properly landscaped environment. Second, there is a student center where students may engage in healthy conversations, play games, listen to music, and more. It had an average rating of 3.76 and was described as efficient and functional. According to College A, how students study, concentrate, and find inspiration may be impacted by the state of a school's physical environment.

College B and College D obtained a mean of 3.00 and 3.92, respectively. That is, the campus has a well-planned, clean, and properly landscaped environment, this indicator has a verbal description of functioning; it means that the college learning environment is clean and properly landscaped. Students put more dedicated effort into their schoolwork and education.

The indicator with the lowest mean was whether or not there were enough classrooms to suit the student body and whether or not they were furnished with the necessary furniture, whiteboards, and a comfortable environment. The classrooms at Colleges B and D are insufficient to accommodate the student body, as indicated by their respective means of 2.10, which is similar to operating and not effective. For College C, the indicator with the lowest mean is the availability of a student center where wholesome interactions occur and students can enjoy good music, play games, etc., with a mean of 3.16 (i.e., functioning). The college acknowledges the significance of a student center in enhancing student engagement within the college classroom. If we define active learning as any teaching method that involves students in the learning process and necessitates that they participate in significant learning tasks and reflect on their actions within the classroom, then active listening can be seen as analogous in that it also demands that students engage with and contemplate what they hear.

Generally, on school characteristics, the identified tertiary students in each Colleges perceived school characteristics as functioning and effective in concordance with their educational engagement. Although there are indicators that are observed to be functioning but not effective especially on the sufficiency of the size and number of classrooms, yet other characteristics attained a functioning and excellently effective result specifically in the area of curriculum. This means that insofar as the tertiary students' perception is concerned, school characteristics are more than acceptable because they are still effective and functioning and more than acceptably satisfying. Yet there are still areas that need to be attended to by the concerned officials so the performance of the students can be enhanced.

Perceptions of respondent group on the manifestation of school culture: Student characteristics

Appendix B exhibits the data on student characteristics. Students are the most important reason for the establishment of learning institutions. Student characteristics are divided into three sub-categories, these are student services, guidance program, and career development. Consequently, it is the school's duty to aid the family and other social institutions in fostering the student's complete personality development. To help the student reach his or her full potential and be a valuable contributor to his or her environment, all activities should be carefully planned and

executed. To ensure a holistic learning experience, student support and services should align with the Academic Program.

Student Services

The methods and means of giving students extra assistance are known as student support services. Admission, Dental and Medical Clinic, Scholarship Office, Placement Office, and Student Affairs Office are among the services offered by the public institution used as a case study. These consist of a collection of resources and activities designed to facilitate and enhance the learning experience for students. [8].

Considering the metrics listed under Student Services, the findings showed that Colleges A, B, and D all got the same highest scores, indicating that the school has a student handbook with extensive details on services and activities for the welfare and development of students. It has a verbal description of functioning and excellently effective with a mean of 4.40, 4.00, and 4.34, respectively. Such results imply that the students in these colleges believe that the student handbook can provide them comprehensive information programs and services for student welfare and development. The state university established and maintained a complete, adequate, and integrated student handbook relevant to the goals of development.

However, still, the same Colleges (i.e., College A, B and D) had the same lowest indicator which is *the institution has Student Services Program*. The verbal description is functioning and effective, the averages were 4.13, 3.65, and 4.16 for College A, B, and D, respectively. This means that the students on these colleges' needs and concerns have not been fully met by the different student services programs. Each student needs to develop their abilities and capabilities by assisting them to avail themselves on the different services offered by the state university. Students believe that the SSP organizational pattern and their interactions with the community, the educational program, and the school administration are efficient and working.

In contrast, College C had the highest mean score of 3.98 on the Student Affairs Office (SAO) program indicator, which aligns with the program's goals, the College's objectives, and the institution's vision and mission. It is clear from the verbal description that SAO's vision and objective are to improve student learning experiences by offering high-quality programs, services, and initiatives that support holistic development. The College C indication with the lowest mean, "has a student handbook containing comprehensive information on programs and services for student welfare and development," has a mean score of 3.62 and a verbal description that is functional and effective. The college did not fully utilize the use of student handbook which will help the students in increasing their knowledge on the different programs and services of the state university, which will help the students to promote collaboration, cohesion, and effectiveness among members.

Guidance Program

Through helping students to understand themselves in relation to their social and psychological environments, the Guidance Program provides them with vital services in the pursuit of self-realization. It cultivates in students the capacity for wise choice and decision-making, offers them chances to deepen their self-awareness and clarify their life objectives, and helps them reveal their latent abilities and utilize these to reach their aims.

The four colleges (i.e., Colleges A, B, C, and D) received the same highest scores on the guidance program, which is managed by a licensed guidance counselor with at least a master's degree in guidance and counseling, according to the results of the analysis of the indicators shown under the guidance program. The verbal description is functioning and excellently effective with a mean of 4.80, 4.50, 4.22, and 4.66, respectively. It means that the four colleges had high respect for the guidance counselor. The students think that they assist all students in various aspects, including academic, personal, social, and career preparation. The counseling system exists to assist students in achieving success in their future careers and social interactions. They make certain that all students realize their maximum potential in life. They can assist in developing coping, organizational, and communication skills, and provide students with tools to achieve self-acceptance. They also offer psychological counseling to students. They guide students toward becoming resourceful and well-adjusted members of society.

The lowest mean for this indicator, 4.06, indicates that College A and B believe that useful intervention programs and services to support and improve student welfare and development are easily accessible, and that information materials addressing educational, career, personal, and social concerns are easily accessible. Its verbal description is "functioning and effective." The College believes that sharing information through seminars, talks, and discussions—

whether personal, social, emotional, or career-related—is essential. This also includes handouts and brochures for further research and details. Additionally, it is vital to provide data on students' needs, test results, and other key information for effective planning and program development.

The fact that a grievance body is in place to provide due process when handling student misconduct is the College C indicator with the lowest mean. It is characterized verbally as effective and functional, with a mean of 3.60. This indicates that College C thinks the student grievance committee does not follow the formal procedures. Before a student can pursue the formal grievance procedures, they must first exhaust all informal options. A faculty member at a state university has the right to appeal to the Faculty Grievance Committee, and this right is not restricted by their involvement in a student grievance or affected by any actions or decisions made by the Student Grievance Committee.

The lowest indicator for College D is Counseling Services' consideration of cultural differences. It has a mean of 3.98 and is described as functioning and effective. In our diverse world, counseling from a multicultural perspective is essential, enabling counselors to assist individuals in underserved communities. The American Counseling Association states that multicultural counseling benefits counselors by enhancing their knowledge, sensitivity, disposition, and personal awareness.

Career Development

The process of career development shapes an individual's work identity. It constitutes a major aspect of human development, covering the entirety of an individual's life from the point at which they first recognize how people earn a living. For instance, when a child observes that some individuals are doctors, others are firefighters, and some are carpenters, it marks the beginning of this process. As that individual starts to investigate different professions and makes a decision on which career path to follow, the process continues. It is worth noting that, for the majority of people, career development happens without any external intervention.

Although numerous people navigate this process on their own, nearly all can gain significant advantages from professional career advice. Guidance from a career counselor or another professional with similar training, as well as enrolling in a school class focused on career development, can help you create a more fulfilling and successful career path.

With a verbal description of functioning and being extremely effective, College A received the highest mean of 4.22 when considering the indicators reflected under Career Development. This indicates that the institution actively networks with schools, communities, alumni, and other relevant agencies to help students find careers and jobs. Such results mean that College A graduates have great opportunities for career and job placement of students because the state university maintains active networking with the Laboratory school. There is appraisal data of students for career and job placement and a continuous follow-up and monitoring of student placement conducted on regular basis. With a mean score of 3.86 and a verbal description of "functioning and effective," the indicator with the lowest mean, on career and job opportunity information materials being made accessible, indicates that the college believed that information materials should be available to all students for the purpose of disseminating, informing, and guiding students and state university stakeholders.

Career counseling is offered to help students choose the right major or field of concentration. Colleges B and C had the same indicator with the highest mean, which was 4.05 and 3.82, respectively, with a verbal description of functioning and effective. This demonstrates that the state university has suitable and proactive intervention programs and procedures to guarantee that each student's demand for psycho-social services, counseling, and guidance is met promptly.

With a verbal description of functioning and effective, the indicator with the lowest mean for Colleges B, C, and D is on the availability and dissemination of updated information on student welfare and development; the corresponding means are 3.50, 3.54, and 3.92. The state university's programs and activities must be updated for the enhancement and deepening of leadership skills and social responsibility, which include Student Organizations and Activities, Professional organization or societies, special interest, Leadership Training Programs, Student Council/Government, Student Discipline, Student Publication/Media.

However, the College D indicator with the highest mean is 4.26 is on information materials on career and job opportunities. The verbal description is functioning and excellently effective this means that the state university promotes access to career and job opportunities to support student development.

Capsulizing the overall data, student characteristics are effectively functioning, and that the respondents are more than satisfied because quality student development services are assured. The state university is concerned with the academic support experiences of students to attain holistic student development as well as in the attainment of the state university's VMGO. These characteristics are perceived as having a good educational engagement in terms of Board Examinations and Sports Activities.

Perceptions of respondent group on the manifestation of school culture: Teacher characteristics

A good teacher makes good use of class time and motivates students to learn more and perform better. Furthermore, by creating a positive learning atmosphere, a great teacher makes sure that every student feels comfortable and like they belong in the class. For the students, this facilitates the learning process. This section, therefore, presents the teacher characteristics of the state university under study (see Appendix C for a summary).

Services to College and Community

When project and academic content are thoroughly integrated, community engagement and learning experiences are most synergistically enhanced. This indicates that the university's learning objectives and community engagement objectives should be well-aligned. Content ought to inform students about different aspects of their community project, and similarly, community involvement should provide chances for deeper learning of course content. Essentially, community service initiatives ought to be organized in a way that enables students to make a meaningful impact on the community. As a result, the service component ought to satisfy a public good as defined through an open and deliberative collaboration between faculty and community partners.

Considering the indicators reflected under Services to College and Community, the result revealed that College A had the highest mean of 4.38 (i.e., with a verbal description of functioning and excellently effective) on leads students to involve in extension. One of the College's top focuses is student participation in its various extension activities. During their student teaching year, when they impart their knowledge, abilities, and talents to other children in the community, the students' extension involvement is clearly visible. Additionally, this enhances active learning, guarantees mutual impact, empowers community voice, and guarantees effective communication and planning throughout the project.

The indicator that has the lowest average is to mobilize students to take part in curricular and co-curricular activities with a verbal description of functioning and effective, which has an average of 4.02. Students' involvement in co-curricular activities is restricted. Co-curricular activities play a crucial role in developing students' social skills, preparing them to enter various fields and contributing to the cultivation of skilled individuals in both academic and personal dimensions. It is crucial to master social skills, as they greatly influence the development of positive relationships for a specific student. When students take part in extra-curricular activities beyond the classroom, it enables them to engage with friends and teachers. This involvement can also help foster their social skills development.

College B and College C had the same indicator with the highest mean of 4.45 and 3.88, respectively (i.e., with a verbal description of functioning and excellently effective). This indicator is on leads students to involve in research. The two colleges demonstrated active student engagement and involvement in research. Their focus and attention span will improve as a result of this research activity, which also encourages them to exercise more complex critical thinking techniques and fosters worthwhile educational opportunities.

While College B, C, D's lowest indicator is on *leads students to involve in extension*. The verbal description is functioning and effective with a mean of 4.25, 3.68, and 3.96, respectively. This shows that the three colleges need to enhance their active student engagement and participation in the different extension programs of the college. They should integrate active learning strategies into their course, consider ways to set clear expectations, design effective evaluation strategies, and provide helpful feedback on the different extension programs.

College B and C's highest mean is on leads students to involve in research. The mean is 4.45 and 3.88, respectively, with a description of functioning and excellently effectiveness. This shows that the two colleges focus their time on research works and they allow their students to have active participation and engagement.

College D's highest mean is 4.00 with a verbal description of functioning and effective the indicator is on mobilize students to participate in curricular and co-curricular activities. This very evident since this college always gives pride to the state university by winning a different contest and quiz bowl.

Professionalism

Teachers play a critical role in helping young people achieve success in the classroom. A professional demeanor shows that responsibilities are taken seriously. Failing to act professionally sets a bad example and may cause a loss of trust and respect from students.

Considering the indicators under professionalism, College A and B had the highest mean of 4.40 on the indicators manifest positive social or moral values (i.e., with a verbal description of functioning and excellently effective). Thus, the college's primary values are strong and secondary values are suitable for changes. The ethical standards of the college are acceptable to most people. On the other hand, College A, C, and D had the highest mean on the indicator pursue professional growth (i.e., with a verbal description of functioning and effective) with a mean of 4.40, 4.18, and 4.14, respectively. Such results pertain to the ongoing learning and self-development of the teachers being very evident. In fact, the College send their faculty members to different training, activities, seminars, and conferences which help the teachers enhance their professional growth.

The lowest mean of College A is 3.92 pertaining to the indicator on *demonstrates human relations with students* (i.e., with a verbal description of functioning and effective). The relationships that teachers develop with their students have an important role in a student's academic growth.

The lowest mean for College B is 4.00, which corresponds to the indicator on demonstrating human relations with a supervisor, described as functioning and effective. Workplace human relations are a key component of a business's success. It is essential for the college to collaborate on projects, share ideas, and encourage progress in order to accomplish tasks. A workplace culture that is not stable and inviting can lead to difficulties, both in managing employees and in financial outcomes. Institutions that offer stimulating work environments and a competent, well-prepared staff have a greater chance of keeping and drawing in skilled workers, nurturing customer allegiance, and swiftly adjusting to the demands of an evolving market.

College D's lowest mean is 4.00 on the indicator *manifest positive social moral values* (i.e., with a verbal description of functioning and effective). Thus, integrity is the basis of social harmony and action. Despite societal forces that test integrity, students deserve a world that values truth, honesty, and justice. Our institutions have become more diverse. This is true in regard to easily recognizable differences, such as race and age, but also in terms of hidden differences, such as culture and disability. Care must be given to the reexamination of values and perspective, and how these influences so many ethical dilemmas.

Teaching Competencies

Since the term "competence" is widely employed by many persons in various circumstances, several definitions are possible. This word is used in two contexts: teacher education and work performance. The knowledge, abilities, and values a teacher-trainee must exhibit in order to successfully complete a teacher education program are known as competencies, and they are the prerequisites of "competency-based" teacher education. [9].

Taking into account the indicators under Teaching Competencies (see Table 5), Colleges A, C, and D had the highest mean of 4.54, and 4.26, respectively, on the indicator gives tests and/or projects which are within the objective of the course (i.e., with a verbal description of functioning and excellently effective). This means that there is an alignment among the main components of the course. The college selects and organize course content and determine appropriate assessments and instructional strategies which help the students to direct their learning efforts appropriately and monitor their own progress.

Colleges A, B, and D's lowest mean is 4.54 and 4.26, respectively, on the indicator *on time and regular in meeting class*. It has a verbal description of functioning and effective. The three colleges must structure their time wisely to ensure on-time and regular meetings of classes. The effectiveness of a positive approach to meeting your class

regularly depends on the teacher's attitude of mutual respect and concern for the long-range effects of interactions in the school environment of students.

The indicator from College B that has the highest average is related to demonstrating mastery of the lesson. With a mean of 4.40, the verbal description reads as "functioning and excellently effective." The college's students sense that teachers are bombarded with requests to adopt new teaching methods, each of which claims to enhance student learning. Teachers face the challenge of making sure that enrichment or extension activities provide students with genuinely worthwhile learning experiences. It would be highly inappropriate for successful learners to simply wait, doing more difficult problems or busy work while others receive corrective instruction. These students should be offered the chance to follow their interests, deepen their understanding, and widen their learning experiences through enrichment activities.

The indicator from College C that has the lowest average is about knowing when students struggle to grasp the lesson and seeking to simplify it. The average is 3.64, and the verbal characterization is effective and functioning. The ultimate aim of teaching is to teach, rather than merely standing at the front of the room and talking. The American Sociology Association reports that while a few studies demonstrate that students slightly outperform those in traditional classrooms, the majority indicate minimal overall performance differences between the two formats. One key difference, however, is that the success of each format is influenced by the student's learning style. Highly self-directed, organized, and autonomous students are likely to thrive in an online environment, while those who tend to depend on instructors for guidance may struggle. In the same way, extroverted students who relish direct in-class interactions might thrive in a conventional setting, whereas introverted students might appreciate its solitary aspects.

Higher education students generally view this quality of a teacher as functional and effective, which suggests that they are more satisfied. It indicates that the school employs skilled and capable instructors who are not only well-trained and capable of serving the school but also dedicated to supporting its projects and activities, which helped pupils succeed in sports and the LET.

Perceptions of respondent group on the manifestation of school culture: Research characteristics

Research serves as a pathway for discovering, applying, or verifying new knowledge and for developing suitable technologies. It is, therefore, essential for schools to have research and development programs that are firmly established. To generate knowledge that can be applied beyond the research context, research must consistently meet high quality standards. The characteristics of the research are presented in Appendix D.

Priorities and Relevance

In accordance with institutional, regional, and national aims, the institution will develop and implement the identified researchers—ideally, those who are collaborative and multidisciplinary. The institution's research should be in line with its aims as well as those outlined in national academic agencies' agendas.

The results showed that College A and College C had the highest mean on the indicator that the administrators participate in the formation of research agenda as foundation for determining institutional thrusts and priorities, while taking into account the indicators displayed under Priorities and Relevance. The mean is 4.36 and 3.98, respectively, with a verbal description of functioning and excellently effective. The administrators of College A and C take part in the formulation of the research agenda to ensure that policies and mandates are largely geared towards the improvement of research productivity and to instill a research culture and research vocation among faculty and graduate students.

The indicator for other stakeholders, such as parents and alumni, who engage in the creation of research agendas as foundations for determining institutional thrusts and goals, had the lowest mean for both Colleges A and B. With a verbal description of functioning and effective, the mean is 4.02 and 3.70. With this result, it shows that College A and B Parents and Alumni should participate in the formulation of the research agenda because as the Philippines enters another era of rapid change and faces a dynamic array of economic, social, global, and technological forces, there is a need that parents and alumni should participate in national transformation through the production and transfer of knowledge that is fundamental to the country's engagement in the knowledge-based global economy.

College B's highest mean is 4.30, with a verbal description of functioning and excellently effective, on *the indicator team/collaborative and interdisciplinary research is encouraged this means that the faculty and students of this*

college have collaborative and interdisciplinary research. The college supports multidisciplinary work and inclusiveness in research and optimum participation.

The verbal description is functional and effective on the indicator that students participate in the formation of research agendas as basis for determining institutional thrusts and priorities, showing that College C has the lowest mean (3.78). This indicates that although student participation should be significant because it provides the framework for the development and articulation of the new innovation and research system, the college does not prioritize it when creating the research agenda.

The students' involvement in the creation of the research agenda serves as the foundation for determining the institutional thrusts and priorities, while College D has the highest mean on the indicator. The mean is 4.16 and the verbal description is functioning and effective; this means the College D students are involved in the formulation of the research agenda. The students are given participation to ultimately develop research priorities and approaches related to core functions implementations and to identify potential approaches/ methodologies to address the priority of research areas.

Funding and Other Resources

Research Funding and other Resources are intended to enhance the support for research in higher education by stimulating research among the developing Higher Education Institutions (HEIs). Taking into account the indicators reflected under Funding and Other Resources, the result revealed that Colleges A, B, and D had the highest mean on the indicator *establishes linkages with Local on funding and other resources*. The mean is 4.26, 3.85, and 4.28, respectively. The verbal description is functioning and excellently effective. These linkages will help faculty to work towards key research work in fields that will raise consciousness on issues in Filipino Culture. They can contribute to the conversation in making original art in a field of their expertise.

College C's highest mean is 3.76, with a verbal description of functioning and effective, on the indicator the institution allocates adequate funds for the conduct of faculty and student research. The university provides financial support to enable researchers to present their outputs in conferences, seminars, workshops, and fora.

On the indicator with the lowest mean, Colleges A and C had an average of 4.08 and 3.56, respectively, with the verbal description functioning and effective on the indicator *establishes linkages with the international agencies for funding support and assistance*. It means that there is a limited research benefit on international funding and international collaboration. While Colleges B and D had the lowest indicator on *the institution allocates adequate funds for the conduct of faculty and student research*. This received a verbal description of functioning and an average of 3.30 and 4.06. It indicates that there are not enough resources available to support academic and student research.

Implementation, Monitoring, and Evaluation

The onset of globalization has led to mounting pressures on governments and organizations worldwide to better respond to the demands of both internal and external stakeholders for good governance, accountability, transparency, enhanced development effectiveness, and the provision of concrete outcomes. With the rising demands for greater accountability and tangible outcomes, there is a corresponding need for improved results-based monitoring and evaluation of policies, programs, and projects.

Colleges A, B, and C had the highest mean on the indicator that the college or academic unit requires its students to undertake research as a course requirement, according to the results of the Implementation, Monitoring, and Evaluation section. The verbal description is functional and incredibly effective, with respective means of 4.40, 4.70, and 3.92. Research is a requirement for all three colleges. According to the colleges, research is the process of gaining knowledge. Students from all fields of study engage in self-directed work known as student research, where they work alone or in groups to investigate topics that interest them. It enhances communication, leadership, time management, and critical thinking abilities.

On the indicator that the school makes sure staff and students follow research ethics to prevent malpractice like plagiarism, College D had the highest mean (4.36). The verbal description works well and is quite efficient. College D ensures that when it comes to ethical issues in manuscript publication, fundamental research ethics principles and procedures should be applied.

Colleges A and C had means of 4.24 and 3.66, respectively, for the indicators with the lowest mean, both described verbally as functioning and effective. The faculty's performance of applied and operational research within their areas of expertise, aligned with the program/institution's priorities and thrusts, serves as the indicator. Faculty members are required to do research in their field of expertise in order to improve the teaching-learning process and carry out one of the SUC's four statutory responsibilities. The department's researchers should be encouraged to take action in addition to the faculty's specialized research.

Colleges B and D had the lowest scores on the metric that assesses whether the academic unit, college, or institution has a research unit run by qualified personnel. The average is 3.95 and 4.14, accompanied by a verbal description of functioning and effectiveness. It is essential to hire qualified personnel to oversee the college's research unit, as human performance in organizations mirrors knowledge, skills, behaviors, and values. The organization will benefit from any investment in education and development, as the resulting skills and abilities will enhance performance and productivity.

On average, this component on research characteristics is interpreted by the identified tertiary students as functioning and effective. Conversely, the students are satisfied with these characteristics. It is therefore construed that their educational engagement in research helps them to achieve more in the LET and in Sports Competition. Every college makes it clear that outcomes are implemented, monitored, evaluated, and used for research in an efficient manner.

Perceptions of the respondent group on the manifestation of school culture: Extension characteristics

Extension organizations now face the challenge of becoming learning organizations [10]. In order to achieve this, they will need to encourage experimentation and connectivity, foster collaborative work organized by roles instead of disciplines, and create monitoring and self-evaluation systems aimed at enhancing learning and awareness [11]. An institution can establish its presence in the community by using the extension function. It includes applying both well-established and cutting-edge technology and expertise, as well as those created within the organization, to improve people's quality of life. The extension program empowers individuals by providing them with suitable knowledge, attitudes, and skills. As a result, extension services address different facets of community life (such as economic development, health promotion, environmental stewardship, and social change). The data on extension is presented in Appendix E

Planning, Implementation, Monitoring, and Evaluation

Considering the indicators shown under Priorities and Relevance, the outcome showed that Colleges A and C achieved the highest average on the indicator regarding how well the extension program aligns with the Goals of the University. It is described verbally regarding its functioning and shows excellent effectiveness, with means of 4.56 and 4.18, respectively. The college is of the opinion that the extension program generates human capital that is oriented towards science and technology, and that possesses the right knowledge, skills, and attitudes. The extension services support sustainable technologies for environmental preservation while strengthening ties with the community, industry, and other groups.

However, College A and D got the lowest mean on the indicator *the extension program reflects the mission of the university*. The verbal description is functioning and effective and the mean is 4.02 and 3.30 respectively. The two colleges perceived that the university mission had provided progressive leadership in extension services. For particular objectives, advanced studies, and other pertinent disciplines of study, it offers advanced professional and technical teaching.

College B had the highest mean of 4.50 and the verbal description is functioning and excellently effective on the indicator the *extension program reflects the outcomes of the university*. The university outcomes are relevant and effective for economic, environmental, and sustainable development for sustainable growth.

The verbal description is effective and functional on the indicator that the institution provides extension services in response to the needs and concerns of the regional and national community. College C got the lowest mean, 3.92. Extension services of the college are provided only on the local community thus the university should strengthen its extension services in different interdisciplinary areas and ensure excellence in all aspects. Likewise, the university should improve institution-wide services for the administration and support extension grants.

The results showed that, based on the indicators shown under Planning, Implementation, Monitoring, and Evaluation, The indicator pertaining to the school providing a wide variety of extracurricular activities and programs that aid in student development had the highest mean of 4.36 for College A. The description in words is working and efficient. The co-curricular programs and activities at College A provide parents with an understanding of the university's perspective on various aspects of development, including self-esteem building, cultural experience acquisition, leadership skill development, and community contribution. Through its extension services, the college fosters a strong sense of belonging among students while promoting robust friendships and camaraderie. Teachers and students actively participate and are pleased and engaged in their extension services. presents the data on extension characteristics.

The indicator with the lowest mean for College A is on *school provides a functional leadership training which is designed to tap the students' talents and potentials and the school provides a system of evaluation of co-curricular activities*. The College strives to stretch the potential of every student that emphasizes functional leadership training. An evaluation of the different co-curricular activities should be given priority to geared to the needs of students, clear goals/targets, interactive learning, and provision of useful feedback.

However, the three Colleges B, C, and D had the highest indicator on *the community is invited to participate in the planning,* the average is 4.15, 3.9,2 and 4.42 respectively, with a verbal description of functioning and effective. The community is invited to participate in the planning of the extension programs. This participation is the best avenue for future planning and extension projects. This will also help to articulate expectations between the university, the colleges, and the community. A good community is a tight-knit group of people working toward the same goal.

Colleges B, C, and D recorded the lowest means of 3.75, 3.66, and 4.14 on the indicator regarding whether the school provides a system for evaluating co-curricular activities; these were described as functioning and effective. Evidence suggests that students learn more effectively when they receive quality feedback in addition to marks, rather than marks alone. Feedback should concentrate on recognizing the strengths and weaknesses of student learning, as well as offer guidance on how students can meet learning objectives or enhance their learning. Consequently, the two colleges ought to offer an assessment of the various co-curricular activities.

Community Involvement

A key element in the vitality of an extension program is a harmonious and collaborative relationship between school and community. The community ought to be invited to take part in planning, executing, overseeing, and assessing activities, along with securing funds and additional resources.

When considering the various indicators associated with Curriculum Involvement, Colleges A and B recorded the highest means of 4.44 and 4.05 for the priority indicator, indicating that relevant extension projects and activities are carried out. The description in words is operating and is highly effective. Extension planners globally encounter the tough challenge of balancing creativity in their development programming with responsiveness to the needs of rural communities. One method for addressing these difficulties is to examine various programmed development concepts and strategies, assessing their practical operation and weighing their pros and cons. The extension programs offered by the two colleges are designed to assist individuals in adapting to change.

Colleges C and D had the highest average scores on the entire coordination indication between the target clients/beneficiaries and the implementers of Extension programs. The averages are 3.98 and 4.26, respectively, accompanied by the verbal descriptions of functioning and effective. The program has significantly achieved the desired effect as observed by the beneficiaries, indicating that the Community Extension program and services were well-coordinated for both implementers and family beneficiaries, contributing to their life improvement.

However, compared to Colleges C and D, College A had the lowest signal for the statement about wholesome collaboration between Extension program implementers and target clients/beneficiaries. The average is 3.64, and the verbal characterization is effective and functioning. The college is looking for methods to foster positive collaboration between those executing the Extension program and the intended clientele/beneficiaries. They enhance teams' abilities and link them to valuable activities that align with their work at the university.

Colleges B and D had the lowest verbal descriptions of functioning and effectiveness, with respective means of 3.75 and 4.12, suggesting that there is a clear reciprocal exchange of resources and services between the community and the College/Academic institution. When systems are skillfully combined into a productive whole that bolsters one

another, the effectiveness of mutual resource exchange is realized. Such an environment promotes learning that is customized to fit the individual's needs and desires.

The lowest mean for College C is 3.80, which is characterized verbally as functioning and effective regarding the indicator results of monitoring and evaluation being shared and debated with relevant stakeholders. The results of the extension activities must be distributed to showcase program strengths and achievements, enhance program management and planning, pinpoint weaknesses in program implementation, assess the need for service modification or expansion, identify future research requirements, and bolster funding proposals.

Capsulizing the overall data, extension characteristics are effectively functioning, and that, respondents are more satisfied with these characteristics, that is perceived as having a good effect for the good and positive performance of the students in their educational engagement in the Board Examination and Sports Competition.

CONCLUSION

On the basis of the findings, the following conclusions are revealed the University's culture, as manifested by the following characteristics: school, students, teachers, research, and community extension is functioning and effective. It means that each college has its own unique culture based on the impact of the different components. In addition, the university has to work on the areas that are weak and continue enhancing its functioning and effective areas.

The application of Bourdieu's theory of practice along with Mayo's theory of human resource management has proved to be a significant part of understanding the culture of an organization. Despite the relevance and significant implications established in these theories, no practical application has yet been done in an academic setting where a school culture is deemed to be a critical factor to the success of stakeholders involved in the system. This paper fills in the gap by applying Bourdieu's theory of practice to a state university in the Republic of the Philippines in order to evaluate the components that represent school culture. Such characteristics involve that of school, student, teacher, research, and extension. School characteristics as perceived by the identified respondents is generally functioning and effective. In one area, though, particularly on the size of the classrooms and functionality of the buildings, it appeared to be functioning but not effective. Analyzing each factor helps craft and improve current and future university policies and initiatives at the local, state, and national levels in order to provide a more positive school culture that is conducive to learning. Furthermore, district personnel, administration, and school communities as a whole will also be able to develop more effective plans and policies for bringing about change in school culture; and ultimately, student achievement.

Data Availability:

The data that support the findings of this study are available from the corresponding author.

Conflict of interest:

The author declares that there is no conflict of interest.

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