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Grounding institutional planning in stakeholder theory: A participatory study of inclusive consultation in a Philippine state university

Kenneth L. Armas^{1*}, Kathleen Rose Y. Jose²

^{1,2}*Nueva Ecija University of Science and Technology, Philippine.*

Corresponding author: Kenneth L. Armas (Email: kennetharmas@neust.edu.ph)

Abstract

This research investigates major stakeholder issues across five main institutional domains—academics, research, extension, administration, and finance—in a Philippine state university context. A mixed-methods approach was applied with data gathered via focus group discussions, stakeholder dialogues, and surveys; 724 participants. Priority concerns included poor digital architecture, limited faculty research involvement, lack of transparent inclusivity policies, campus security, and operational efficiency, which thematic and frequency analyses identified. Our findings elucidate the necessity for targeted interventions comprising infrastructural refinements, enforcement of optimum policies, faculty-centric programs, and sustainable approaches that promote IT integration in education. Emerging from the study is an understanding that participatory approaches to institutional planning can facilitate stakeholder-driven approaches and a strong alignment between institutional centers of excellence, inclusivity, and global relevance. Theoretical implications suggest improved responsiveness from the organization, better performance, and a happier stakeholder environment. This data provides added perspective on the context of the continuing evolution of Philippine higher education institutions into a climate of stakeholder governance and compliance with international standards as well as the sustainable development goals.

Keywords: Higher education institutions, Institutional planning, Stakeholder engagement, Strategic development, Sustainable development goals.

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1. Introduction

Higher education institutions (HEIs) are playing a vital role in the formation of human capital and social development all over the world. HEIs act as key components for innovation and knowledge transfer and play a significant role in addressing national priorities, including education and research advancement, as well as economic growth. In the Philippines, on the other hand, HEIs continue to struggle with issues such as limited access to quality education, resource constraints, and weak research and innovation ecosystems. These issues have led to low-quality outcomes and inequities in educational access, which call for targeted reforms to align institutional aims with stakeholder expectations and international benchmarks. Stakeholder engagement has become a fundamental driver in improved institutional planning and decision-making worldwide. Stakeholder Theory [Freeman and Phillips \[1\]](#) asserts that no business decision can be separated from the social consequences accompanying it, implying that diverse perspectives may be necessary for impactful and inclusive strategies. For HEIs, this would mean engaging students, faculty, staff, and external partners to determine what are their immediate academic and operational challenges and how to address them. As articulated by [Fromm and Ifenthaler \[2\]](#) such participatory approaches build trust and result in dynamic institutional responsiveness that reduces barriers to realizing both academic and operational excellence. The world-wide furor over sustainability and inclusion has also highlighted the responsibility of HEIs in promoting the United Nation Sustainable Development Goals (SDGs). As [Lozano, et al. \[3\]](#) further reflect how embedding sustainability is integral to the strategic framework of HEIs, promoting operational efficiency while allowing them to take a leadership role in addressing global challenges. This alignment demonstrates a pathway to bridge quality gaps, respond to stakeholder needs, and enhance the HEI relevance in the global outstretch for Philippine HEIs. This study attempts to answer these important questions by examining stakeholders views over important functioning domains of institutions such as academics, research, extension, administration and finance. Through a mixed-methods approach, the goal is to create targeted and sustainable strategies that directly support the school's mission of embracing inclusivity and global relevance. In addition to addressing the needs and demands of stakeholders, the researcher hopes that this study can contribute to the long-term goal of ensuring that Philippine HEIs are at par with the rest of the world while empowering them to fulfill their objectives in relation to ensuring sustainable development and improved social welfare.

1.1. Review of Related Literature

The adoption of stakeholder theory in the strategic planning process may reflect the emerging complexity of institutional governance in higher education. This review draws on the literature in the higher education landscape of the Philippines relevant to the provision of higher education in higher education institutions in the Philippines, to provide insight into current writing on its themes, trends and the frameworks that should be orienting how institutional plans will be devised for these institutions in the country, with particular focus on stakeholder engagement, global integration and sustainable development legislation.

1.1.1. Higher Education Strategic Planning

Strategic planning is essential for HEIs, given the fast-paced, changing international landscape. It is a systematic process defining how organizations can effectively align their mission, vision, and goals with internal priorities and external demands [\[4\]](#). The involvement of diverse stakeholders also helps, as they contribute to ensuring the strategic plan is representative and actionable [\[1\]](#). The significance of tools like SWOT and PESTLE analyses as mechanisms for rooting plans in the realities of institutional contexts is underscored

1.1.2. Engagement of Stakeholders and Sustainability

Sustainability Development Goals (SDGs) are becoming more firmly rooted amongst higher education institutions (HEIs) strategic frameworks. These plans may include recognition of interdisciplinary research, equitable access to education, and sustainability initiatives on campus [\[3\]](#). Stakeholder engagement is thus critical for ensuring that institutional strategies meet the diverse needs of campus communities and further contribute to global sustainability goals [\[5\]](#).

1.1.3. Challenges and Trends in Philippine Higher Education

There are challenges faced by Philippine HEIs, such as limited resources, unequal access and digital divides. In addition to the aforementioned, there is a need for internationalization and the integration of digital transformation in both teaching and administration [\[6\]](#). Highlighting the potential of Philippine universities to take the lead in sustainability and innovation, although faced with adversities is the Green Universities Program. The sudden move to online education posed numerous difficulties for students. In the Philippines, [Rotas and Cahapay \[7\]](#) identified key obstacles such as unreliable internet connectivity, limited access to necessary technological devices, and environments at home that were not conducive to learning. These challenges not only impeded academic progress but also highlighted and potentially exacerbated existing educational inequalities. Higher education institutions faced the dual challenge of maintaining educational continuity while ensuring quality during the pandemic. [Toquero \[8\]](#) examined the Philippine context, emphasizing the urgency for institutions to develop flexible learning strategies and invest in technological infrastructure to support the abrupt shift to remote education. The study also highlighted the necessity of training educators in digital pedagogy to enhance the effectiveness of online instruction. Similarly, [Tria \[9\]](#) discussed the emergence of a "new normal" in Philippine education, advocating for the integration of digital tools and platforms to facilitate uninterrupted learning amidst ongoing disruptions.

1.1.4. Globalization and Internationalization

Globalization pushes universities to globalize by extending their international reach and aligning their curricula to global standards [10]. Internationalization initiatives in the Philippine context encompass student exchange programs, global research collaborations, and integration of intercultural competencies into academic programs. However, managing the competing pressures of global ambition and local impact is still a fundamental dilemma [11].

1.1.5. Transformation of Higher Education in Digital Age

The transition towards digital infrastructures for instruction, as prompted by the COVID-19 pandemic, made visible the necessity for ramping up digital pedagogies. Bates [4] some benefits include increased access and flexibility, while barriers include cybersecurity and an increased need for faculty upskilling. Blended learning models have become popular, allowing a combination of traditional and online learning experience. The pandemic underscored the importance of inclusivity within higher education systems. Ristad, et al. [12] provided a multi-stakeholder perspective on inclusion, revealing that despite concerted efforts to create inclusive environments, many students continued to feel marginalized.

1.1.6. Diversity, Equity, and Inclusion (DEI)

Similar initiatives to foster EDI in the Philippines comprise (i) financial, developmental, and social support among groups with historical disenfranchised backgrounds, (ii) curriculum development that enables the capacity of perspectives in constructing reality. "The creation of equitable environments is fundamental to institutional success," state Hurtado [13]. Systematic barriers to access and failure to use inclusive processes for decision-making at institutional level are major challenges. Assessing service quality in higher education from various stakeholder perspectives is crucial for sustainable development. Bao, et al. [14] introduced an integrated fuzzy group decision-making method to evaluate service quality, taking into account the diverse expectations and experiences of stakeholders, including students, faculty, and administrative staff.

1.1.7. Ecosystems for Research and Innovation

The role of HEIs is also at the heart of research and innovation for societal development. Kaplan and Norton [15] call for robust research ecosystems that connect academia, industry, and government. Technology business incubators and intellectual property protection initiatives are growing in the Philippines, although limited funding and infrastructure pose challenges.

1.1.8. Guidance and Recommendations for Building a Vision and Mission

Creating effective mission and vision statements requires engaging in dialogue with stakeholders, aligning with institutional values, and adjusting based on changing conditions. According to Armas and Jugo [6] this glimpse of the big picture via eye-catching language and meaningful modifications helps ensure these statements are effective and resonant. Such practices offer a guideline for preparing strategic writings that engage varied stakeholders.

1.2. Conceptual Framework

This framework seems to clearly capture the multidimensional, systemic nature of HEIs by acknowledging and emphasizing the key relationships among the most important internal and external stakeholders. Given that this study seeks to answer stakeholder needs and stakeholders design sustainable strategies consistent with institutional goals, the framework provides the best system representation of the institutional ecosystem.

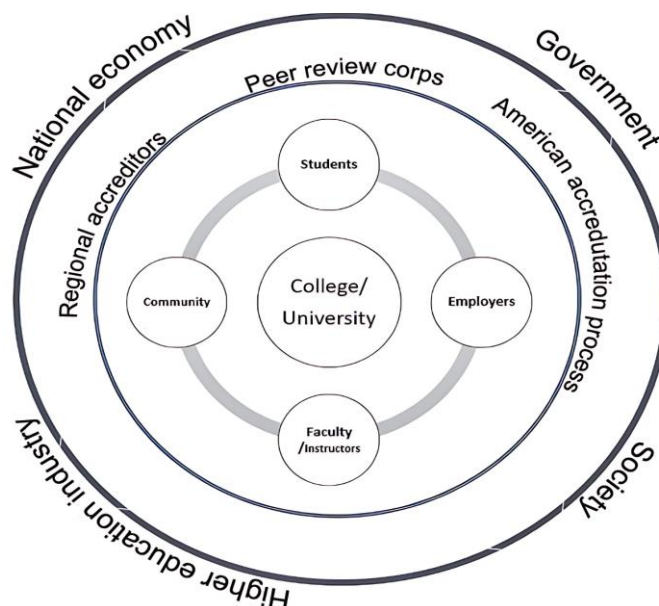


Figure 1.
Higher education stakeholder system.

Internally, the immediate surrounding environment of the institution consists of students, faculty members, employers, and the community. These groups engage directly with institutional processes and policies. Quality resources, inclusivity, academic excellence are what students deserve as the prime beneficiaries of education. Faculty play a crucial role in teaching and research, and their professional growth and access to institutional support are important in promoting innovation and upholding academic excellence. External influence is the feedback loop provided by employers who report back on the preparedness of their new hires and what their industry needs which then leads to the development of curriculums in academia. This mutual stake reinforces the institution's impact on, and relevance to, society as the community benefits notice of and contributes to its extension programs.

The outer ring represents all of the wider influences, including regional accreditors, the government, society, and the national economy. The Accreditation body and Peer review process serve as quality benchmarks, on the basis of which the institution's strategic goals and performance are guided and improved. The macro-environment that the institution operates in is shaped by government policies and regulations, which can have a direct impact on funding and compliance requirements. The pressure for alignment with contemporary challenges—be they social expectations such as inclusivity or the SDGs themselves—are forcing institutions to rethink priorities. The national economy and the higher education industry highlight the institution's impact on workforce development and socioeconomic contribution.

This framework is indicative of the systemic and dynamic interaction between internal and external stakeholders. Addressing the needs of one stakeholder group tends indeed to affect others, further underscoring the need for a holistic approach. For instance, improving faculty support may lead to better research outputs, which, in turn, may positively feed into accreditation results and institutional status. In a like manner, updating policies to acclaimed inclusivity addresses some of the complaints of students but also partners with the societal and government focus on equity in education. Taking this systemic perspective guarantees that solutions for new solutions to be affected but sustainable.

Applying this framework allows for a more complete perspective to connect stakeholders with strategic goals as well as to explore whether an interest or influence is a part of the overall strategy of the agency in the context of this framework. Which highlights how we must learn to balance what we are internally and what we're becoming externally, to stay relevant and competitive in a rapidly changing sector. To this end, this study will help create actionable strategies that meet stakeholder needs while fulfilling the overarching mission and vision of the institution through this broad framework.

1.3. Statement of the Problem

This study seeks to tackle the chronic challenges faced by higher education institutions (HEIs) in responding to stakeholder moves within multiple institutional fields. In particular, the study attempts to solve the below mentioned problems.

1. What are the key concerns raised by stakeholders in the academic, research, extension, training, administrative, and financial domains, and how can these concerns be systematically identified and classified?
2. What is the frequency, trends, and interrelationships among these stakeholder concerns, and which challenges should be prioritized for institutional action?
3. How can evidence-based insights be generated to enhance academic resources, strengthen research infrastructure, and optimize administrative processes effectively?
4. What targeted and sustainable strategies can be developed to address stakeholder concerns while aligning with the institution's mission of excellence, inclusivity, and global relevance?

2. Methodology

A mixed-methods research design was utilized in this study, combining qualitative approaches with quantitative approaches to maximize the breadth of data collection and analysis from multiple stakeholders. Focus group discussions (FGDs), stakeholder dialogues, and online surveys were used in conjunction to capture diverse opinions for depth and breadth in results.

Participation in the consultation was as follows, with 724 participants comprising different stakeholder groups. They consisted of 39 alumni representatives, as well as staff and faculty from 19 colleges, campuses, and off-campus sites, along with administrative staff and students. This varying participant pool was integral in achieving a 360-degree overview of the issues and recommendations made within each structural domain.

We used three main methods for data collection. Focus group discussions (FGDs) and stakeholder dialogues served as mechanisms for open dialogue where participants articulately shared their opinions, highlighted pressing issues and made practical recommendations. Selected stakeholders were engaged in more detailed consultations on specific issues. In addition, quantitative data were needed to identify trends and rank issues, so an online survey administered via Google Forms complemented the interviews.

Data were analysed using thematic and frequency analyses. Four land groups were made which represented the issues raised during the consultative meetings; Academic issues, Research Extension and Training (RET), Administrative and Finance-related issues, and other issues. Frequency analysis was employed to assess the prevalence of each concern to assist in targeting areas for priority intervention. A thematic analysis highlighted key patterns and themes to enable further actionable insights and recommendations to strengthen institutional objectives.

Ethical considerations informed the study's methodology. Data were aggregated to protect confidentiality and would be analyzed only for purposes of institutional improvement. This type of mechanism ensured that the study lived up to the highest ethical standards and that stakeholders had confidence in the system.

3. Results and Discussion

This section elaborates on the findings from this study which are directly and indirectly suggestive of the concerns of key stakeholders around institutional development. It lays out the analysis of the data you gathered, structured according to the headings you determined, before looking at the emerging patterns and trends. The section also connects these findings to broader institutional priorities and offers insights and recommendations for addressing these challenges and enhancing overall effectiveness.

1. Identify And Classify Key Concerns Raised by Stakeholders Across Academic, Research, Extension, Training, Administrative, And Financial Domains.

Table 1.

General academic concerns.

Key issues/Concerns	Frequency
1. Need for improved laboratory facilities and internet connectivity for IT students	5
2. Request for regular faculty assignments at off-campus sites to enhance research and extension activities	4
3. Clarification on policies regarding hybrid classes and attendance	3
4. Support for faculty pursuing advanced degrees and publication incentives	2
5. Issues with syllabus revisions and notification of teaching assignments	2

3.1. General Academic Concerns

3.1.1. Need for Improved Laboratory Facilities and Internet Connectivity for IT Students

As presented in Table 1, the fifth most common answer was that greater laboratory facilities and the availability of internet at all places were necessary; this underlines that in this regard, infrastructure is necessary to provide some sort of quality education, especially in technology-driven areas like Information Technology (IT). The study of Dayagbil [16] and Visser [17] illustrate students negatively affected by insufficient infrastructure of hands-on experience and practical skill. Additional challenges to this work were created by the COVID-19 pandemic, which revealed how many students and faculty were unable to access online resources due to extensive digital divides. Closing these gaps will require significant investment in modern facilities and broadband internet access to enable the children to integrate learning into their home lives and overcome likely gaps in technology tools.

3.1.2. Request for Regular Faculty Assignments at Off-Campus Sites to Enhance Research and Extension Activities

Establishing regular faculty assignments to off-campus sites (using an annual frequency factor of 4 as a guide) will help strengthen research and extension programs. Extension functions are an essential part of universities extending the outside perimeter to help the community develop and spread knowledge. Nonetheless, CHED policies regarding extension services reflect that resources and logistics have constrained these efforts. Such structured faculty assignments and university support for research and extension programs addressing community issues are essential to the university's mission of community-related research and extension programs.

3.1.3. Clarification on Policies Regarding Hybrid Classes and Attendance

Hybrid class policies and attendance (frequency: 3.0) which seem to be ambiguous Flexible modes of learning are useful, but there must be clearly defined guidelines for consistency and quality of implementation. The literature, so far, as pointed by Joaquin, et al. [18] highlights the significance of strong and effective policy frameworks in handling the transition to online and hybrid learning. Institutions should prepare detailed policies on attendance, evaluation, and the quality of instruction to assist faculty and students in adjusting to these modalities.

3.1.4. Support for Faculty Pursuing Advanced Degrees and Publication Incentives

A recurring issue in Philippine higher education is the support extended to faculty members who wish to pursue advanced degrees and research publications (frequency: 2). This single study lays the foundation for a research culture. Wa-Mbaleka [19] identifies limited funding, institutional support among the barriers faced by faculty development. Improved scholarship opportunities, publication incentives, and mentorship programs would help address these issues, allowing faculty to better contribute to institutional and national academic goals.

3.1.5. Issues with Syllabus Revisions and Notification of Teaching Assignments

So, the second concern regarding the non-completion of the syllabus is the delays in the revision of the current syllabus and the assignment of teaching tasks (frequency: 2.0) related to administrative processes. These delays are disruptive to academic planning cycles, which can undermine the quality of the education provided and the preparedness of faculty members. We need to overcome these obstacles with timely communication and streamlined processes. Utilizing technology, such as automated scheduling systems, can enhance processes and keep faculty informed of their responsibilities.

3.2. Research and Extension

The findings on research and extension highlight persistent challenges faced by stakeholders, which directly impact the institution's ability to meet its research and extension objectives. These concerns reflect systemic issues that require

strategic intervention to enhance institutional performance and fulfill mandates in knowledge generation and community engagement.

Table 2.

Research and extension.

Key issues/Concerns	Frequency
1. Difficulties in requests for honoraria or incentives for research and extension accomplishments	5
2. Difficulty in meeting research targets due to lack of support from the main campus	4
3. Limited personnel allocation for conducting extension programs in off-campus	3

3.2.1. Difficulties in Requests for Honoraria or Incentives for Research and Extension Accomplishments

Table 2 shows the most frequent concerns on research and extension is about problems in receiving honoraria or other financial rewards resulting from research and extension achievements. Research and extension can be daunting and faculty members and staff must be given incentives to motivate them to participate in it. As a result, most faculty members prefer teaching side rather than conducting research which ultimately do not contribute to the goals of the discriminated in the institution [19]. In the context of the Philippines, CHED (Higher Education Commission on the Philippines) underscores the necessity of establishing transparent policies and the consistent operationalization of incentive programs to ensure the establishment of a research culture. Overcoming these challenges calls for optimization of administrative protocols and timely issuance of honoraria; these will recognize faculty contributions and spur continued engagement with research and extension activities.

3.2.2. Difficulty in Meeting Research Targets Due to Lack of Support from the Main Campus

The second most common concern (4.0) is that the absence of main campus support inhibits research goals. This challenge highlights the need for centralized institutional support to cultivate a conducive research environment. As per Kaplan and Norton [15] the research ecosystems thrive on sufficient funding, infrastructure, and administrative support. If these essential resources are absent, access to the desired research results will be denied. At state universities, this difficulty is compounded by frugality and disparities. Targeted support, such as grants for research, infrastructure improvements, and capacity-building programs, can close faculty gaps and further enable professors to help achieve institutional research objectives.

3.2.3. Limited Personnel Allocation for Conducting Extension Programs in Off-Campuses

These sources of difficulties stem from the limited staff allocation for off-campus extension programs. Knowledge transfer and community development need to be integrated into the extension activities of the universities, as these are crucial for the universities in fulfilling their responsibilities to society. However, inadequate staff limits the coverage and impact of these programs. The literature also highlights institutional approaches to counteract personnel constraints, such as collaborative partnerships and pooled resources. To further enhance the outreach and sustainability of extension programs, we suggest deepening partnerships with local government units and non-governmental organizations, as well as creating extension teams for off-campus sites.

3.3. Administrative, Business, and Finance Concerns

The concerns raised in the administrative, business, and finance domains reflect systemic challenges that impact institutional efficiency, employee satisfaction, and operational continuity. Addressing these issues is critical for fostering a conducive working environment and enhancing institutional performance.

Table 3.

Administrative, business, & finance concerns.

Key issues/Concerns	Frequency
1. Delayed salaries for job order employees and concerns over payroll processes	5
2. Issues regarding HMO availability and employee benefits	4
3. Concerns about faculty performance monitoring and support for promotions	3
4. Concerns about the procurement process for necessary equipment (e.g., PCs)	3
5. Requests for additional health insurance coverage options beyond PhilHealth	2
6. Queries about supply issuance discrepancies between campuses	2
7. Need for training programs for IT personnel to standardize services	2

3.3.1. Delayed Salaries for Job Order Employees and Concerns Over Payroll Processes

In Table 3, the most frequent issue (5) raised is delay in salary for job order employees and inefficiency in payroll process. So, timely compensation is the key to employee satisfaction, as well as business functioning. As stated by International Labour Organization (ILO), delayed salary disbursement impacts worker turnout and job satisfaction. This issue highlights the importance of effective payroll systems, efficient processing and transparency to eliminate delays. Implementing digital finance systems can be more accurate and efficient, thus allowing employees to receive the amount they deserve when they should, and in a transparent manner.

3.3.2. Issues Regarding HMO Availability and Employee Benefits

Health Maintenance Organization (HMO) availability & employee benefits (4.0 Frequency) are much concern regarding gaps in employee welfare programs. Thorough health care coverage makes a huge difference between employees feeling healthy and staying on the job. According to [Watson \[20\]](#), organizations that provide attractive health benefits enjoy greater employee satisfaction and loyalty. Stick to employers negotiating with HMOs to cover these services, making benefit allocation on the workplace side more transparent, and letting everyone, employed or free, access health services.

3.3.3. Concerns About Faculty Performance Monitoring and Support for Promotions

Lack of Support on Promotion (f = 4) New faculty members may feel pressure and less support towards promotions and challenges in career development. Effective performance monitoring and assessment systems to ensure commitment to development and promotions based on merit. Clear guidelines, mentoring opportunities, and regular evaluations lead to a more involved and inspired faculty [\[19\]](#). Objective performance metrics and advancement pathways are crucial in boosting faculty job satisfaction and productivity, showing how much institutions value their talent.

3.3.4. Concerns About the Procurement Process for Necessary Equipment

It was highlighted that there were problems of delays and lack of efficiencies associated with the purchase of necessary equipment such as PCs (frequency: 3.0). That can lead to significant operational disruption, damaging teaching, research, and administrative capabilities. [Watson \[20\]](#) emphasise that efficient procurement and supply chain management are important for a responsive delivery of resources. Implementing e-procurement systems and improving collaboration between procurement personnel and end-users can solve these issues.

3.3.5. Requests for Additional Health Insurance Coverage Beyond PhilHealth

The desire for more health insurance options beyond PhilHealth (3) indicates a demand for improved healthcare coverage, especially considering rising medical expenses. Providing employee-specific supplemental insurance plans can help relieve financial pressure and boost overall wellness. Perhaps the best way to cushion against this is private insurance partnerships as well as flexible benefits programs.

3.3.6. Queries About Supply Issuance Discrepancies Between Campuses

Supply issuance discrepancies between campuses (frequency: 2.0) highlight potential inefficiencies in resource distribution and inventory management. Ensuring equitable allocation of supplies is crucial for maintaining operational consistency across campuses. Implementing centralized inventory management systems and conducting regular audits can improve accountability and transparency in supply issuance.

3.3.7. Need for Training Programs for IT Personnel to Standardize Services

Training programs for IT personnel frequency: 2, Technical personnel run general diagnosis The need for improved measurement of service standards indicates gaps in service standardization, technical capacity. Upskilling IT personnel is an investment that institutions can make to sort this out amid the challenge of digital transformation in higher education. Such customized training for future trends and service management has the potential of improvement in operations and homogenous delivery of services at all campuses.

3.4. Other Issues and Concerns

These themes illuminate a range of challenges and aspirations that, while not directly linked to the foundational academic and administrative missions of higher education, have an outsized effect on overall campus experience and stakeholder satisfaction. Such concerns can also be seen to evoke larger narratives around inclusivity, well-being, and campus safety.

Table 4.
Other issues and concerns.

Key Issues/Concerns	Frequency
1. Requests for improved internet connectivity across campuses	5
2. Suggestions for wellness facilities such as fitness centers or child-minding services on campus	4
3. Clarifications needed on uniform policies for students and faculty, including dress code issues related to LGBTQIA+ students	4
4. General suggestions about campus safety measures (e.g., solar lights, covered walkways)	3

3.4.1. Requests for Improved Internet Connectivity Across Campuses

[Table 4](#) shows other issues and concerns, the most frequently raised pertains to the need for improved internet connectivity across campuses. In a post-pandemic environment of blended and online learning modalities, reliable internet access is critical for both academic and administrative tasks. Studies, such as those by [Dayagbil \[16\]](#) reiterate the need for resilient digital systems in higher education that can not only transmit learning but also periodically shut down due to connectivity problems, negatively impacting learning and operational efficiency. Commitment to addressing this issue

entails investments in campus-wide broadband infrastructure, partnerships with Internet Service Providers, and regular network maintenance to guarantee reliable and high-speed access across stakeholders.

3.4.2. Suggestions for Wellness Facilities Such as Fitness Centers or Child-Minding Services on Campus

Stakeholders showed interest (4.0) in wellness facilities, which include fitness and child-minding services. Such facilities contribute immensely to the students, faculty, and staff's overall wellness, helping them keep physically fit, reduce stress levels, and maintain a work-life balance. A study by [Watson \[20\]](#) showed that wellness initiatives improve productivity and satisfaction in schools. The establishment of facilities and services in the field of wellness is in line with global trends, putting the accent on mental health and well-being in higher education. Deans need to explore the practicalities of these initiatives, seeking to collaborate with external organizations if budgetary pressures do not allow for them.

3.4.3. Clarifications Needed on Uniform Policies for Students and Faculty, Including Dress Code Issues Related to LGBTQIA+ Students

The desire for clearer uniform and dress code policies — a full 4 times — points to that deeper fear around inclusivity and equity within campus culture. Dress codes have been notably problematic in regard to the freedom of expression for LGBTQIA+ students and their right to be themselves in a safe and inclusive environment. Equitable policies have a role in contributing to the development of supportive educational environments which prevent students dropping out of school [\[13\]](#). Universities should look at their uniform policies and update them if needed – to be inclusive, non-discriminatory and reflective of modern-day views on diversity and inclusion. For this process to work, it should involve talking to stakeholders, so that specific concerns can be addressed, and people can feel a sense of belonging.

3.4.4. General Suggestions About Campus Safety Measures (e.g., Solar Lights, Covered Walkways)

Safety-related concerns (frequency: 3.0) focus on the need for infrastructure improvements, such as solar lights and covered walkways, to enhance campus safety and accessibility. Well-lit pathways and sheltered walkways contribute to a secure and welcoming environment, particularly for students and employees commuting during evening hours. According to the World Health Organization (WHO), well-designed campus safety measures are integral to promoting a positive and secure campus climate. Implementing these improvements will not only enhance safety but also demonstrate the institution's commitment to stakeholder welfare.

Develop Targeted and Sustainable Strategies that Address Stakeholder Concerns While Aligning with the Institution's Mission of Excellence, Inclusivity, and Global Relevance.

Based on the identified strategic goals, a comprehensive and detailed strategic plan matrix has been developed as shown in [Table 5](#) to guide the institution's initiatives over the next five years. This matrix outlines specific objectives, key strategies, responsible units, key performance indicators (KPIs), timelines, and resource allocations to ensure effective implementation and alignment with the institution's mission of excellence, inclusivity, and global relevance.

Table 5.
Proposed strategies.

Strategic goal	Objective	Key strategies	Responsible unit/Department	Key performance indicators (KPIs)	Timeline	Resource allocation
Enhancing digital infrastructure	Achieve comprehensive, high-speed internet connectivity across all campuses to support academic and administrative functions.	<ul style="list-style-type: none"> - Conduct a comprehensive assessment of current internet infrastructure. - Partner with leading internet service providers to upgrade bandwidth and coverage. - Implement redundant systems to ensure uninterrupted connectivity. - Regularly monitor and maintain network performance. 	Management Information System	<ul style="list-style-type: none"> - 100% campus-wide high-speed internet coverage by end of Year 2. - User satisfaction ratings of 90% or higher regarding internet connectivity. - Reduction in reported connectivity issues by 80% within two years. 	2025-2026	<ul style="list-style-type: none"> - Capital investment for infrastructure upgrades. - Annual budget allocation for maintenance and service agreements.
Promoting Inclusivity	Foster an inclusive campus environment that respects and supports diversity among students, faculty, and staff.	<ul style="list-style-type: none"> - Review and revise existing policies to ensure inclusivity. - Conduct workshops and training sessions on diversity and inclusion. - Establish support groups and resources for underrepresented communities. - Implement feedback mechanisms to assess inclusivity efforts. 	Gender and Development Office, Office of Student Affairs	<ul style="list-style-type: none"> - Adoption of revised inclusive policies by Year 1. - Completion of diversity training by 100% of faculty and staff within two years. - Increase in diversity representation metrics across campus demographics. 	2025	<ul style="list-style-type: none"> - Funding for training programs and workshops. - Resources for support groups and inclusivity initiatives.
Strengthening Faculty Support	Enhance professional development opportunities and streamline processes to support faculty advancement and satisfaction.	<ul style="list-style-type: none"> - Develop clear guidelines for promotions and tenure. - Increase funding for faculty pursuing advanced degrees. - Introduce incentives for research publications and conference participation. - Establish a mentorship program for junior faculty. 	Human Resource Management Office, Learning and Development Office, Research Services Department	<ul style="list-style-type: none"> - Increase in faculty promotion rates by 25% over three years. - Doubling of faculty research publications within three years. - High satisfaction scores in faculty surveys regarding support and development opportunities. 	2025-2027	<ul style="list-style-type: none"> - Budget for scholarships, grants, and incentives. - Allocation for mentorship program resources.
Improving Campus Safety	Ensure a safe and secure campus environment through infrastructure improvements and safety protocols.	<ul style="list-style-type: none"> - Install solar-powered lighting in all campus walkways and parking areas. - Construct covered walkways between major buildings. - Enhance campus security patrols and emergency response systems. - Conduct regular safety drills and awareness programs. 	Civil Security Unit	<ul style="list-style-type: none"> - Reduction in campus-related safety incidents by 50% within two years. - Completion of infrastructure improvements by end of Year 2. - Positive feedback from campus community on safety measures in annual surveys. 	2025-2026	<ul style="list-style-type: none"> - Capital expenditure for construction and installations. - Ongoing budget for security personnel and training programs.
Sustainability in Operations	Integrate sustainable practices into campus operations to reduce environmental impact and promote resource efficiency.	<ul style="list-style-type: none"> - Conduct an energy audit to identify areas for improvement. - Implement energy-efficient systems and renewable energy sources. - Launch a campus-wide recycling and waste reduction program. - Promote sustainability through curriculum integration and community engagement. 	Planning and Development Office Infrastructure Development Office	<ul style="list-style-type: none"> - Achieve a 20% reduction in energy consumption within three years. - Increase recycling rates by 50% over two years. - Attain recognition or certification for sustainability efforts from reputable organizations. 	2025-2028	<ul style="list-style-type: none"> - Investment in energy-efficient technologies. - Funding for sustainability programs and initiatives.
Fostering Global Relevance	Position the institution as a globally recognized leader in education by aligning programs with international standards and establishing strategic partnerships.	<ul style="list-style-type: none"> - Develop and offer programs aligned with Sustainable Development Goals (SDGs). - Establish partnerships with international universities and organizations. - Encourage student and faculty exchange programs. - Pursue international accreditations for select programs. 	International Affairs Office	<ul style="list-style-type: none"> - Increase in international collaborations by 30% within three years. - Enrollment of international students increased by 20% over three years. - Achievement of international accreditation for at least three programs by Year 4. 	2025-2028	<ul style="list-style-type: none"> - Budget for partnership development and exchange programs. - Resources for accreditation processes and compliance.

4. Conclusion

This study systematically identified and analyzed stakeholder concerns across the main institutional domains (academics, research and extension, administration, business and finance, and other operational areas). It was concerned with a litany of discrepancies, such as the need for stronger digital infrastructure, faculty assistance, inclusivity in policies and practices and campus safety. The result was a set of categorized and prioritized concerns that has allowed for the development of targeted and sustainable strategies all in keeping with the institution's mission of excellence, inclusivity and global relevance. This study has identified actionable strategies, which overcome current challenges for the long-term institutional capacity building, by establishing coherence of findings with both stakeholder perspectives and international best practices. Along with the above strategies, this also contains approaches specific to interventions such as internet connectivity improvement, inclusive policy updating, faculty development capacity strengthening, and university protection infrastructure enhancement, aligning with sustainable goals (SDGs) within the university. The Strategic Plan Matrix produced in this research provides a holistic framework for tackling these issues for health informatics academic, detailing specific goals, KPIs, and resources needed to operationalize these priorities. Such strategies address stakeholder demand and help ensure the institution remains competitive in a globalising landscape. Eventually, the successful implementation of this set of strategies will increase on both stakeholder satisfaction and institutional efficiency while on the other hand allow to the institution to fulfill its rendered vision of becoming a premium institution recognized globally in education. This will enable the plan to adapt to emerging challenges while paving the way for a more inclusive, sustainable, and impactful future for our institution through continuous monitoring and stakeholder engagement.

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