

Management Practices and Institutional Readiness for Inclusive Education in a Philippine State University: Basis for Transformative Strategies

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ABSTRACT:

This study examined the perspective of key officials and faculty/staff in the extent of management practices (planning, organizing, staffing, leading, controlling, budgeting) of MinSU as factors to determine the institution's readiness for inclusive education. A total of 252 respondents, 42 key officials and 210 faculty/staff. The results showed that management practices across functions exhibited very evident practice of strategies as perceived by both groups of respondents. The highest overall mean rating is in terms of planning under the extension function, while the lowest is in terms of planning of production function. Using One-Way ANOVA, assessment revealed that there are significant differences existing among practices, as well as functions of the institution. It was also revealed that among all practices, planning, staffing, and leading were primary areas that require improvement and strengthening for implementation of inclusive education. The study therefore recommends the university to establish a more transparent organization and enhance management practices through forums, meetings, and knowledge sharing. This approach should ensure that all employees, regardless of their level of responsibility, have opportunity to express their voices and opinions for the realization of shared goals of inclusive education.

Keywords: management practice, management function, transformative strategies, inclusive education

1. Introduction

Inclusive education is a fundamental aspect of Sustainable Development Goal 4: Quality Education that aims to provide equitable educational access for all students regardless of their socio-economic background, cultural identities, abilities, intelligences, and learning needs (United Nations, 2015). By curating high-quality education for all learners, inclusive education can be able to increase practices of students that lead to full participation and

meaningful learning (Messiou et. al., 2016). In all levels of education, from primary to tertiary, inclusive education has been continuously promoted. Globally, international frameworks such as UN Convention on the Rights of Persons with Disabilities (2006) advocates for the right of every student to learn in a fair and inclusive learning environment. It was adapted here in the Philippines as the Department of Education (DepEd), Commission on Higher Education (CHED), and the government continue to implement programs and laws that support

inclusivity in schools and universities. RA 11650 (Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act) ensures that learners with disabilities have equal access to quality, inclusive, and accessible education, while CHED Memorandum Order No. 09, S. 2013 provides guidelines for higher education institutions (HEI) to support inclusivity and equity for all learners.

However, the successful implementation of inclusive education in HEIs highly depends on their readiness and effective management practices. It encompasses detailed planning, organization, leadership approaches, and transparent budgeting. Effective achievement of organizational goals, driven by sound management and strategies, depends on engaging happy, healthy, and productive individuals. Institutional readiness, on the other hand, refers to the capacity of the HEI to fully function its institutional domains such as practices, routines, resources, and values (Webster & Gardner, 2019). This preparedness determines how the institutions, encompassing all faculty, staff, and their organizations, respond and adapt to the changes in curriculum, management, and implementation of learning to adapt inclusive education.

On the contrary, with all the efforts and strategies in promoting equity and equal access to learning, the Philippine education still faces gaps and issues that hindered inclusive education. Many HEIs continue to face challenges related to budget allocation, professional development of teachers, and accessibility concerns. In fact, Dayso et al. (2025) pointed out that insufficient infrastructure in schools and availability of resources is two of the main concerns of educators in achieving the goals of inclusive education for all learners. These issues may be rooted from inefficient planning, and budgeting of the institutions and schools to cater the needs of various types of learners. Moreover, the study of (Roxas et al., 2019) revealed that many schools still lacked necessary facilities that may accommodate students with physical disabilities.

In this context, the study focused on analysing the extent of management practices across management functions in MinSU and how these affect the organizational readiness for inclusive education. It was analyzed on the perspective and evaluation of the key officials and faculty and staff. It analyzes the variation in the perception of the employees of the institution, depending on their position. The study also aims to provide an agenda for transformative strategies in promoting inclusive education that are based on the evidences and results gathered.

The study will take holistic approach to structurally analyze the management practices in the different areas of the management's functions to determine the possible reforms/plans for improvements to achieve an effective and efficient organizational actions for promoting inclusive education.

Specifically, to:

1. Examine management practices supporting inclusive education.
2. Determine institutional readiness for serving students with disabilities.
3. Identify gaps of institutional management practices for inclusion.
4. Propose agenda for transformative strategies for strengthening inclusive education.

Management Practice and Management Function

Just like any organization, educational leadership in institutions of higher education is crucial and important. While a single best approach in effective leadership in higher education remains undefined, research indicates a growing emphasis on specific leadership behaviours rather than simply focusing on the inherent traits of effective leaders (Weißmüller, 2019). Staffing or Human Resource Management is one of the most important facets for which educational managers have to make important decisions. Employees play a great role in the success of an institution. In a study conducted by Szelagowska-Rudzka (2018), the primary objective of a human resource management is to create organization's position

in the market by focusing on the leverage of skills and abilities of its workforce (human capital)

Funds, whether from the government or generated by institutions from other sources, are the lifeblood of institutional developments (Delfin, 2015). Effective finance management and budgeting can increase the success rate of any institution. Higher education institutions' managers must plan the budget carefully to ensure that the most important things are financed well enough to guarantee a smooth flow of operations. Managers must allocate resources in such a way that planned objectives are efficiently satisfied (Delfin, 2015).

Moreover, managing modern higher education institution necessitates balanced approach: managing the overall educational environment, combined with granting functional areas the freedom to implement strategies and practices specific and responsive to their area. Meanwhile, extension is considered as the "third mission" of higher education institutions. It allows institutions to "extend" their expertise towards the community aside from students enrolled in their programs (Sermona, et. al., 2020). In implementing extension services, it is important to interact with various stakeholders before beginning to put community services into reality. This ensures the program effectively meets the community's needs.

2. Methodology

Research Design

The study utilized descriptive – comparative research method. The descriptive design focused on providing comprehensive descriptions and explanations of the evaluations provided by the key officials and faculty and staff in management practices across management functions of university. Moreover, the comparative research design primarily aimed to analyze the similarities and differences existing among the tested variables, as well as the distinctions in ratings of key officials and faculty and staff.

Respondents of the Study

Using the G- Power Analysis, the determined sample size was 252. The effect size was 0.25, the

alpha error was 0.05, while the power was 0.95. The stratified proportional random sampling determined 210 faculty and staff and 42 key officials. In determining the total number of responses in each campus, the researchers used the Slovinc's Formula. For key officials, there were obtained 13 from MinSU Calapan Campus (MCC), 18 from MinSU Main Campus (MMC), and 11 from MinSU Bongabong Campus (MBC). While for faculty and staff, there were computed 73 sample size from MCC, 81 from MMC, and 56 from MBC.

Data Gathering Procedure

The researcher sought permission from the university president of MinSU to float questionnaires to the selected respondents from three campuses. Google form was used in administering the survey questionnaires. As it accumulated total of 164 responses from three campuses, the researcher provided printed materials for other respondents who were not able to answer online. The instrument used in collection of data were retrieved, sorted, tabulated, analyzed and interpreted. Appropriate techniques and statistical tools in research were employed for data analysis.

Research Instrument

The researcher prepared a self-made questionnaire with six major parts dealing on the management functions of the University focusing on six management practices. This included level of management practices in terms of planning, organizing, staffing, leading, controlling, and budgeting in the major areas of concern such as: governance, leadership, instruction, research, extension, and production. The questionnaire also includes one-open ended question that aim to gather the insights of the respondents on areas of management practices that need further improvement for the implementation of inclusive education. The study utilized the key officials, faculty, and concerned staff in the three campuses of the University. Key informant interview was used at its exigency. Ethical consideration and data privacy protocols were observed in the gathering of data through

keeping confidentiality and anonymity of the details collected from the respondents.

Statistical Treatment of Data

The researcher utilized the statistical tools appropriate in objectives of the study. Frequency, percentage, mode, and rank were used in determining the relation between the number of respondents and the total number of responses in each item. They also helped assess the positional importance of the responses. Weighted mean was utilized to characterize and evaluate the typicality and prevalence of responses selected from a range of options on a five-point Likert scale. It offered a measure of central tendency based on the assigned weights. Standard deviation was utilized in indicating the dispersion and variability of the data that positions around the mean. It helped determine the consistency of responses and the spread of data. Skewness served as aid in quantifying the asymmetry of the data distribution. It determined the position of the tails, whether on left or right, and which side most of the respondent's answer. Kurtosis explained the narrowness and tallness of the distribution of data. It helps assess whether the data had a lot flatter or peaked distribution compared to a normal distribution.

One- way ANOVA was utilized in the study in evaluating the significant differences that exist in between three or more independent groups. This helped in analyzing the differences among management practices as well as among management functions in MinSU. Scheffe test is a post-hoc analysis test used in analysis of variance. In this study, it is utilized in determining the specific difference that exist in each management practices and functions.

3. Results and Discussion

Management Practices across Management Functions in MinSU

Table 1 presents that all mean ratings for the functions strongly indicate the frequent demonstration of effective management practices that support the implementation of inclusive

education within the institution. This result shows that the institutional leaders and key staff in departments consistently demonstrated effective management practices to promote inclusivity and create a secure learning environment for all types of learners.

Notably, the highest mean rating of 4.07 (VE) is for planning within the extension function, as assessed by key officials, highlighting that the extension department's planning practices and community involvement in promoting inclusive participation. Conversely, the lowest mean rating of 3.6 (VE) is for the planning and budgeting practices of the production function. While still considered very evident, this result indicates the growth and emphasis on the resource allocation processes to address financial gaps in an all-encompassing learning environment.

In key officials' assessment for management practices, highest computed overall is leading practices with value of 3.95 (VE). While, the lowest overall mean of 3.82 (VE) is for staffing, highlighting that key officials perceive this as the least emphasized aspect within the institution. Faculty and staff also give the highest mean rating to leading, 3.90 (VE), while their lowest overall mean is 3.77 (VE) for staffing. This similarity in ratings suggests a shared understanding among respondents regarding the management practices at the university. This finding indicates that leadership is an important aspect in implementing policies and educational goals in the institution. It includes promoting shared values, encouraging collaboration among members, and supporting educators in achieving inclusivity inside classrooms.

In summary, as shown in the table, key officials, faculty, and staff share a similar perception on all of the university's management practices across various management functions. This proposes a collective commitment to effective implementation in all departments and a shared goal of improving specific areas of institutional function.

Table 1 Management Practices Across Management Functions in MinSU

		Governance	Leadership	Instruction	Research	Extension	Production	Overall Mean
Planning	Key Officials	3.81 (VE)	4.04 (VE)	3.96 (VE)	3.99 (VE)	4.07 (VE)	3.6 (VE)	3.91 (VE)
	Faculty/Staff	3.87 (VE)	3.92 (VE)	3.96 (VE)	3.92 (VE)	4.02 (VE)	3.59 (VE)	3.88 (VE)
Organizing	Key Officials	3.81 (VE)	3.92 (VE)	3.88 (VE)	3.87 (VE)	3.95 (VE)	3.63 (VE)	3.84 (VE)
	Faculty/Staff	3.8 (VE)	3.86 (VE)	3.83 (VE)	3.91 (VE)	3.99 (VE)	3.71 (VE)	3.85 (VE)
Staffing	Key Officials	3.72 (VE)	3.76 (VE)	3.86 (VE)	3.89 (VE)	4.01 (VE)	3.65 (VE)	3.82 (VE)
	Faculty/Staff	3.64 (VE)	3.64 (VE)	3.77 (VE)	3.88 (VE)	4.05 (VE)	3.64 (VE)	3.77 (VE)
Leading	Key Officials	3.95 (VE)	4.02 (VE)	4.02 (VE)	4.04 (VE)	3.92 (VE)	3.73 (VE)	3.95 (VE)
	Faculty/Staff	3.89 (VE)	3.92 (VE)	3.92 (VE)	4.03 (VE)	3.94 (VE)	3.69 (VE)	3.90 (VE)
Controlling	Key Officials	3.86 (VE)	3.81 (VE)	3.86 (VE)	3.9 (VE)	3.93 (VE)	3.71 (VE)	3.85 (VE)
	Faculty/Staff	3.76 (VE)	3.73 (VE)	3.84 (VE)	3.92 (VE)	3.96 (VE)	3.64 (VE)	3.81 (VE)
Budgeting	Key Officials	3.78 (VE)	3.73 (VE)	3.77 (VE)	3.9 (VE)	3.76 (VE)	3.6 (VE)	3.76 (VE)
	Faculty/Staff	3.67 (VE)	3.68 (VE)	3.7 (VE)	3.85 (VE)	3.9 (VE)	3.67 (VE)	3.75 (VE)
Overall Mean	Key Officials	3.82 (VE)	3.88 (VE)	3.89 (VE)	3.93 (VE)	3.94 (VE)	3.65 (VE)	3.85 (VE)
	Faculty/Staff	3.77 (VE)	3.79 (VE)	3.84 (VE)	3.92 (VE)	3.98 (VE)	3.66 (VE)	3.83 (VE)

Key Officials' Assessment of Management Practices (Planning, Organizing, Staffing, Leading, Controlling, and Budgeting) as Indicators of Institutional Readiness for Inclusive Education

Table 2 presents the results of analysis of variance (ANOVA) and post hoc test (Scheffe test) for the differences in management practices in MinSU as

assessed by key officials. This study will help analyze the institution's preparedness for inclusive education by providing insights into the coordination of each variable. Six management practices; planning, organizing, staffing, leading, controlling, and budgeting were tested across all functions. There was statistically significant difference at the $p < 0.001$ among the perception

of key officials in the management practices [$F(5,12090)=13.87, p=0.00$]. This indicates that there are varying practices that are being implemented by all the management functions of the university in response to promoting SDG 4. Reasons might be attributed by the unique priorities, goals, and visions of each department and their individualized strategies of implementing actions and activities.

The results underscores that planning, staffing, and leading are the most varied among the

management practices of the university. These variations indicate the unique strategies of each management function in setting goals and objectives for inclusive education realization, recruitment processes, and evaluation to ensure that hired personnel have the shared goal of equality in services, and leadership practices to guide policy implementation and mobilize institutional resources to further accommodate learners.

Variable Management Practices	ANOVA			Post Hoc Test (Scheffe Test)				
	F	df	p	Mean Difference (MD)		p- value	95% CI of the Mean Difference	
							Lower	Upper
1. Planning	13.87	12090	0.000***	0.08	(1-2)	0.14	-0.01	0.17
2. Organizing				.104*	(1-3)	0.01	0.01	0.19
3. Staffing				-0.03	(1-4)	0.93	-0.12	0.06
4. Leading				0.08	(1-5)	0.15	-0.01	0.17
5. Controlling				.164***	(1-6)	0.00	0.07	0.25
6. Budgeting				.027	(2-3)	0.96	-0.06	0.12
				-.108**	(2-4)	0.01	-0.20	-0.02
				0.000	(2-5)	1.00	-0.09	0.09
				.087	(2-6)	0.06	0.00	0.18
				-.135***	(3-4)	0.00	-0.22	-0.05
				-0.028	(3-5)	0.96	-0.12	0.06
				0.060	(3-6)	0.42	-0.03	0.15
				.107**	(4-5)	0.01	0.02	0.20
				.194***	(4-6)	0.00	0.11	0.28
				.087***	(5-6)	0.06	-0.01	0.17

Table 2 Key Official's Assessment of Management Practices as Indicators of Institutional Readiness for Inclusive Education

Faculty and Staff's Assessment of Management Practices (Planning, Organizing, Staffing, Leading, Controlling, and Budgeting) as Indicators of Institutional Readiness for Inclusive Education

In the perception of faculty and staff of the university, table 3 shows that using the One-way ANOVA test, the result reveals that six management practices are extremely significant different ($p \leq 0.001$) from each other [$F(5,60474)=52.04, p=0.000$]. This supports the perception of key officials, indicating the common observation of the respondents in practices and strategies that indicates their readiness for inclusive education.

Moreover, post hoc analysis using Scheffe test revealed that for $p \leq 0.001$, most of the management practices are extremely significant form one another: planning and staffing ($MD=0.099$), planning and leading ($MD=0.062$), planning and budgeting ($MD=0.125$), organizing and leading ($MD=-0.055$), organizing and budgeting ($MD=0.098$), staffing and leading

($MD=-0.126$), leading and controlling ($MD=0.090$), leading and budgeting ($MD=0.153$), and controlling and budgeting ($MD=0.063$).

Extreme significance in most practices may stem from the varied responsibilities and roles of the faculty and staff that influenced their perspective in implementation and effectiveness of management practices. Faculty and staff directly engage in the implementation of programs and student-support activities, which indicates the importance of their perspectives in analysing the readiness of the institution to accommodate all learners. Their experiences and observations highlight that leading is the most diverse practice among all tested practices. This suggests that they view the leadership of each function has unique approach in communication, support mechanisms, and decision-making approaches for all academic initiatives. This result further highlights the variety of preparedness of each function and department for inclusive education.

Variable Management Practices	ANOVA			Post Hoc Test (Scheffe Test)			
	F	df	p	Mean Difference (MD)	p- value	95% CI of the Mean Difference Lower Upper	
1. Planning				0.03 (1-2)	0.33	-0.01	0.07
2. Organizing				.099*** (1-3)	0	0.06	0.14
3. Staffing				-0.03 (1-4)	0.33	-0.07	0.01
4. Leading	52.04	604474	0	.062*** (1-5)	0	0.02	0.1
5. Controlling				.125*** (1-6)	0	0.09	0.16
6. Budgeting				.071*** (2-3)	0	0.03	0.11
				-.055*** (2-4)	0	-0.09	-0.02
				0.03 (2-5)	0.11	0	0.07

.098*** (2-6)	0	0.06	0.14
-.126*** (3-4)	0	-0.16	-0.09
-0.04 (3-5)	0.07	-0.08	0
0.03 (3-6)	0.38	-0.01	0.06
.090*** (4-5)	0	0.05	0.13
.153*** (4-6)	0	0.11	0.19
.063*** (5-6)	0	0.02	0.1

Table 3 Faculty and Staff's Assessment of Management Practices as Indicators of Institutional Readiness for Inclusive Education

Identifying the Gaps of Management Practices for Inclusion

This discussion presents the synthesized answers of the respondents to the open-ended question of the researcher that determines the gaps or challenges that require attention to achieve sound and more effective implementation of inclusive education. The question "Among all the components of management practices (planning, organizing, staffing, leading, controlling, and budgeting), which area(s) do you think need improvement, and why?" highlighted more insights from the key officials and faculty/staff of the institution.

"...we need to focus more on planning to clearly set the table for institution's strategic plans. While I can see that we really recognize inclusion, there seems to be lack on the emphasis of specific objective and timeline, as well as the long-term action plans..."

"...more attention on staffing because we are currently experiencing limitations in terms of personnel capacity. Maybe it would be better if we could hire more educators who possess more expertise on teaching students with disabilities and diverse learning needs..."

"...training, workshops, and seminars for all teachers, faculty, and staff of the university to gain appropriate knowledge and skills in implementing inclusive education in our university."

Generally, the result reveals that among all six components of management practices, planning, staffing, and leading are the most identified areas

that need further development. The responses suggest that while there are very evident strategies and effectiveness in the management practices of the university as perceived by its personnel, there are aspects that require strengthening to better achieve the realization of inclusive education. Institutional preparedness for this kind of shift in education requires a holistic approach and innovation. It extends beyond policy implementation, providing qualified human resources and equipping stakeholders with skills and competence.

Agenda for Transformative Strategies for Strengthening Inclusive Education

Based on the results of the study, the researcher proposes an agenda for transformative strategies that will support the strengthening and promotion of inclusive education in Mindoro State University. The agenda is particularly focused on planning, staffing, and leading which were specifically identified to have gaps in management practices. The agenda is also thoroughly derived from the comments, suggestions, and justifications of the respondents, valuing their diverse opinions in strengthening the adaptability of university for inclusive education.

Agenda 1: Planning

- Quarterly or bi-annual implemented forums including all stakeholders for discussion of implementation concerns within the university.
- Practice disseminating formal channels like employee surveys and performance reviews where stakeholders can give just and reasonable

feedback on the plans and actions of the governance.

- Involve diverse stakeholders in formulating policies, innovations, and improvements in the implementation of the program.

Agenda 2: Staffing

- Hire educators who have expertise in teaching students with disabilities and diverse needs.
- Create a development plan on trainings and seminars for faculty and staffs. Work with each other in identifying areas for improvement that are essential and inclined in the university's goals and objectives.
- Promote positive work culture, embracing the diverse culture among the members of the organization. Promote work-life balance and personal responsibilities of the employees. This will enrich the overall well-being of each member that will be more responsible in their personal growth and improvement.

Agenda 3: Leading

- Implement a reward and recognition program to acknowledge exemplary performance and contributions of staff members in every successful project, product, or service.
- Organize programs or team-building activities that will foster connections among staff members. Cultivating a positive work culture improves moral and commitment, leading to improved production of products and services.
- Promote empowerment among staff members by delegating tasks and responsibilities, allowing employees to make decisions and ownership of their work.

5. Conclusion

The result of the study clearly demonstrated that all the management practices across functions of the university are perceived as very evident by key officials and faculty and staff, therefore implying the enthusiasm of the institution in promoting and implementing inclusive education. Generally, among evaluated management functions, the production department received the lowest mean ratings from both respondents indicating a

consensus appeal for higher improvement and development of its stratification and management skills. Key officials and faculty and staff similarly perceived each management functions and strategies as diverse as evident in significant differences resulted in One-way ANOVA and post hoc analysis, indicating the gap and diversity in implementation of practices among core functions. Moreover, planning, staffing, and leading were the areas that need improvement in the institution for full readiness to achieve inclusivity and equity in education. These findings emphasize the importance of considering the perspectives of all university personnel in evaluating and innovating the alignment and effectiveness of management practices and how these determine the readiness of the entire organization. Consensus in ideas and sound decision making among members of the institution allows the organization to effectively achieved the goals of inclusive education. Lastly, there should be a recommended agenda for transformative strategies in management practices of functions of university.

Recommendation

Based on the findings, Mindoro State University may further strengthen its institutional readiness for inclusive education by enhancing collaborative management practices across its campuses. University administrators may prioritize participatory planning, transparent communication, and shared decision-making among key officials, faculty members, staff, and other stakeholders. Particular attention may be given to strengthening planning, staffing, and leadership practices where perceptual differences were identified. To advance disability-inclusive higher education, the University may also consider expanding faculty development on inclusive pedagogy and Universal Design for Learning (UDL), strengthening reasonable accommodation mechanisms, improving campus accessibility, and enhancing institutional support services for students with disabilities. These initiatives may further reinforce the University's commitment to equitable and inclusive educational opportunities.

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8. Author Declaration

The author declares that this manuscript is an original work and has not been previously published nor submitted for publication elsewhere. All sources of information used in this study have been appropriately acknowledged and cited. The author further declares that there are no financial, personal, or professional conflicts of interest that could have influenced the conduct, findings, or interpretation of this research. The author is committed to upholding the highest standards of research integrity and ethical publication practices.

9. Ethical Considerations

This study was conducted in accordance with the general ethical principles governing social science

and educational research, including respect for persons, beneficence, justice, confidentiality, and voluntary participation. Prior to data collection, participants were fully informed of the nature, objectives, and procedures of the study. They were provided with sufficient information to make an informed decision regarding their participation, and written informed consent was obtained from all respondents.

Participation in the study was entirely voluntary. Participants were informed of their right to decline participation or withdraw from the study at any stage without penalty, coercion, or any adverse consequences. The researcher ensured that participation did not expose respondents to physical, psychological, social, or professional

harm, and that the potential benefits of the research outweighed any foreseeable risks.

The principle of justice was upheld by ensuring that all participants were treated fairly and equitably regardless of their position, designation, or affiliation within the university. No participant received preferential treatment, and all respondents were given equal opportunity to participate in the study.

Confidentiality and anonymity were strictly maintained throughout the research process. No personally identifiable information was collected or reported in the manuscript. Survey responses were anonymized, securely stored, and used solely for research purposes. Results are presented only in aggregate form to prevent the identification of individual participants or specific offices within the institution. Access to the research data was restricted exclusively to the researcher, and all electronic records were password-protected and maintained in accordance with institutional data management and privacy protocols.