

University Institutional Standardization Through Global Recognition: An Input to Sustainability Plan for International Activities for Hei's

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Abstract—This study aimed to identify the implementation of university institutional standardization towards global recognition. Specifically, it sought to determine the level of institutional standardization practices, faculty and student recognition. Additionally, it assessed the significant effect between institutional standardization to faculty and student recognition. A descriptive design was employed to collect and analyze data. To gather information, the researcher utilized a self-constructed questionnaire validated by experts used as the primary instrument, which was distributed among 100 academic council members and administrators from higher education institutions in Region 3. Secondary data from the universities were also utilized. Statistical tools used in the study included mean, standard deviation, frequency, percentage, and regression analysis to test the hypotheses. The findings revealed that the four state universities in region 3 practiced standardization to an extremely large extent in all indicators. Also, universities supported faculty participation in professional development activities with moderately extent of research publication and presentation and collaboration with the international university while it had some extent of participation in other indicators. Also, universities provided students with opportunities for global exposure through activities leading to recognition as it had some extent of practice in most of the indicator. In addition, it is indicated that standardization had a significant effect on faculty professional recognition and standardization practices demonstrated a significant effect on student recognition. Moreso, Implementation of standardization required policy orientation, clearly defined guidelines, robust quality assurance systems, and continuous monitoring and evaluation focused on institutional and academic development. Additionally, university institutional standardization practices showed significantly effect on faculty professional and students' recognition thus, signified rejection of both hypothesis which concluded that that standardization contributed to faculty professional recognition advancement as it developed that enhanced the university's image and academic standing for better access to opportunities in a global context. Furthermore, it also enhanced student's recognition and competency to be globally competitive. Drawing from the results, it is advised to school administrators devised a management plan with proper policy cascading to attain quality assurance and develop and utilize a sustainability plan to create and integrate faculty and student activity in a global context.

Keywords—Global recognition, standardization, faculty professional recognition, student's recognition, international exposure.

I. INTRODUCTION

Higher education institutions aimed to position themselves as global leaders in education, addressing the complex opportunities of globalization and international engagement.

This was evident in the varied accreditation procedures from international organizations that sought to develop global reputations and attract better opportunities. Universities across the globe exerted efforts to maintain standard practices aligned with the expectations in the key result areas of accrediting agencies, which reflected the credibility, competitiveness, and sustainability of HEIs in the global marketplace of higher education.

With this, educational institutions across countries strived to improve various programs and services according to global standards to ensure compatibility and uphold quality assurance. In the era of globally competitive education, higher education institutions have created paths to cope with rapidly evolving educational trends and measure educational impact worldwide. This era was characterized by cross-border collaboration, cultural diversity, and international mobility.

Rocha et al. (2023) argued that globalization, the interconnectedness of societies across the globe, resulted in the rise of the global village, increased international alliances, competition, cooperation, and knowledge transfer. However, this process also raised concerns about cultural differences, income and wealth gaps, unfair resource distribution, outsourcing jobs to lower-wage nations, and worker exploitation. Education was a necessary condition for free and fair elections and vital to the operation of a healthy society. Global inequality was exacerbated by the wide disparity in educational opportunities between nations. People can only realize their basic rights and participate in and profit from globalization if they have access to information, skills, values, talents, and rights.

Standardization became the cornerstone of educational policy and practice in institutions nationwide. It aimed to increase institutional impact and global recognition by producing globally competitive and academically excellent graduates with multi-competency achievements, including cultural competence and the ability to navigate global challenges. This became a strategic framework for ensuring consistency and accountability in organizational performance and continuous improvement across diverse sectors, including education.

The Philippines' higher education system implemented standardization to enhance institutional effectiveness and quality assurance. This strategic adjustment aimed to meet socioeconomic needs, improve global competitiveness, and

ensure high-quality education. The Philippine adaptation sought to establish a culture of quality, accountability, and continuous improvement in institutions by incorporating global best practices alongside local requirements.

The Philippine government's goal of transforming the sector into a center of global excellence, the need for quality assurance in Higher Education Institutions (HEIs), and the growing recognition of quality education's role in social mobility, economic development, and national progress drove the adoption of the Quality Management System (QMS) in HEIs to enhance their influence, credibility, and reputation both domestically and internationally. This initiative toward international alignment of activities included the implementation of quality assurance and standards in line with global trends and benchmarks through international accreditation and collaborations.

With the presented evidence, further investigation was needed to explain university mechanisms that supported opportunities for faculty and students to achieve continuous global recognition and international engagement. This also called for further study to explore the implementation of standardized practices that highlighted institutional strengths and addressed weaknesses for sustainable global recognition through targeted support and resource allocation aligned with university goals.

Empirical exploration was necessary to explain further stakeholders' perspectives on institutional standardization practices and their effect on global impact. Research outcomes likely revealed the varied strategies used by different universities to achieve standard implementation aligned with global benchmarks and quality assurance. These efforts aimed at global recognition and were aligned with initiatives to create programs that promoted continuous international engagement among faculty and students through cross-border partnerships—ultimately enhancing institutional impact and sustaining presence in the international academic landscape.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study examined the university institutional standardization practices of higher education, faculty international engagement, and student participation. Specifically, this study sought answers to the following central questions:

1. What is the level of implementation of university institutional standardization practices in terms of:
 - 1.1. Stakeholder Satisfaction;
 - 1.2. Leadership and Commitment;
 - 1.3. Risk and opportunity management;
 - 1.4. Resources Management;
 - 1.5. Operational Planning;
 - 1.6. Implementation Controlling;
 - 1.7. Monitoring and evaluation?
2. What is the level of faculty professional recognition be described in terms of:
 - 2.1. published and presented research;
 - 2.2. faculty exchange program;
 - 2.3. cross border seminars attended;

- 2.4. graduate programs accomplished abroad;
- 2.5. collaboration with international universities;
- 2.6. extension activity outside the country, and
- 2.7. organization engagement?
3. What is the level of student recognition be described in terms of:
 - 3.1. published and presented Innovation;
 - 3.2. immersion program outside the country;
 - 3.3. student exchange program;
 - 3.4. training attended abroad, and
 - 3.5. International contest participation?
4. Does implementing university institutional standardization practices significantly affect faculty professional recognition?
5. Does the university's institutional standardization practices significantly affect student recognition?

II. METHODOLOGY

A descriptive design was employed to collect and analyze data. To gather information, the researcher utilized a self-constructed questionnaire validated by experts used as the primary instrument, which was distributed among 100 academic council members and administrators from higher education institutions in Region 3. Secondary data from the universities were also utilized. Statistical tools used in the study included mean, standard deviation, frequency, percentage, and regression analysis to test the hypotheses

III. RESULTS AND DISCUSSION

This chapter presents the results and provides a discussion of the findings based on the data collected and analyzed in the study. It responds to the specific research questions outlined in Chapter 1 under the statement of the problem, with corresponding data illustrated in tables. The chapter highlights the significant impact of implementing university institutional standardization practices on faculty professional recognition and student global recognition. Specifically, the study examined the extent of implementation in key areas, including Stakeholder Satisfaction, Leadership and Commitment, Risk and Opportunity Management, Resource Management, Operational Planning, Implementation Control, and Monitoring and Evaluation.

The following table presents the level of implementation of the university's institutional standardization practices, displaying the statements along with their corresponding mean, standard deviations, and verbal interpretations.

Table 1 shows the level of implementation of university institutional standardization practices in terms of Stakeholder Satisfaction. It was found that higher education institutions in Region III practiced institutional standardization to a very large extent ($M = 6.21$; $SD = 0.95$), which led to stakeholder satisfaction with university services and processes. The universities maintained professionalism aimed at continuous improvement, met industry needs, and used timely feedback mechanisms to design improvement plans for the quality delivery of education.

TABLE 1. Level of Implementation of University Institutional Standardization Practices in Terms of Stakeholder Satisfaction

The university practices standardized mechanisms among colleges as it...	Mean	SD	Remarks
...Plans the development of facilities to ensure the need and satisfaction of the stakeholders.	6.13	1.10	Strongly Agree
...Responds consistently to the needs of the industry in a adaptation to educational trends.	6.24	0.98	Very Strongly Agree
...Addresses continuous instruction development based on the feedback-aligned institutional goals and objectives.	6.10	0.99	Strongly Agree
...Sets a positive academic atmosphere through the preparation of faculty and staff in curriculum delivery and teaching methodology.	6.29	1.00	Very Strongly Agree
...Utilizes systematic feedback management system to obtain correct data in real-time about the quality of education offered.	6.34	0.98	Very Strongly Agree
...Shows professionalism in dealing with stakeholders' concerns regarding improving teaching practices within the given period.	6.22	0.81	Very Strongly Agree
...Incorporates feedback mechanisms from stakeholders in creating improvement plans to capacitate faculty.	6.26	0.82	Very Strongly Agree
...Tracks the effectiveness of instruction through a feedback mechanism continuously.	6.08	0.97	Strongly Agree
...Communicates stakeholder's feedback promptly to improve instruction.	6.18	0.93	Very Strongly Agree
...Create a memorandum of agreement with stakeholders to improve the quality of education offered.	6.25	0.90	Very Strongly Agree
Weighted Mean	6.21		
SD	0.95		
Verbal Interpretation	Extremely Large Extent		

The table shows that the academic council and local administrators from various colleges within the university strongly agreed (M = 6.08; SD = 0.97) that they practiced standardized process implementation and tracked the effectiveness of instruction through a continuous feedback mechanism. This implied that local administrators from different colleges utilized faculty evaluation practices and industry partner surveys to assess teaching and learning practices, which contributed to the continuous development and alignment of instruction with practical application.

According to Ventayen's (2023) findings, stakeholders at PSU Lingayen Campus expressed satisfaction with the university's resilience and commitment to addressing their concerns during the pandemic. The university received positive feedback for its efficient communication and smooth transition to remote learning. However, health and safety protocols and student support services required further improvement.

The table exhibits that university administrators and academic council members very strongly agreed (M = 6.34; SD = 0.98) that the universities practiced standardization among their colleges through a systematic feedback management system. This system enabled them to obtain accurate, real-time data about the quality of education offered. Universities in Region III implemented standardized feedback mechanisms among stakeholders across various services offered via online platforms. This allowed the institutions to

collect results in real time and address suggestions to improve the quality of education delivery for students.

Quality management practices significantly influence customer satisfaction in the financial services sector. SERVQUAL dimensions and Total Quality Management (TQM) approaches positively impacted satisfaction. Anyadighibe et al. (2023) emphasized that emerging nations should prioritize top-tier services by ensuring consistency, promptness, and support through advanced infrastructure. Achieving exceptional service quality required the integration of TQM, a strong IT infrastructure, employee empowerment, and responsiveness to customer needs.

TABLE 2. Level of Implementation of University Institutional Standardization Practices in Terms of Leadership and Commitment

The university practices standardized mechanisms among colleges as it...	Mean	SD	Remarks
...Considers accountability in providing standards and criteria for developing a positive university atmosphere.	6.37	0.98	Very Strongly Agree
...Motivates participation by delegating roles in maintaining quality college education based on the results.	6.29	1.05	Very Strongly Agree
...Review past experiences with faculty to develop standard practices for developing a positive university climate.	6.15	1.02	Strongly Agree
...Collaborates with staff to solve problems related to achieving quality education.	6.00	1.08	Strongly Agree
... Set direction to improve the performance of the faculty for strategic school development.	6.11	1.06	Strongly Agree
...Influence colleagues to attain continuous development in teaching methods to deliver a curriculum aligned with the set standards.	6.23	1.10	Very Strongly Agree
...Provides a support system in the workplace to attain productivity.	5.92	1.13	Strongly Agree
...Ensures positive outlook and enthusiasm among faculty while performing responsibilities to avoid waste of time and resources.	6.30	1.10	Very Strongly Agree
...Participates in trainings and seminars to be updated in innovative strategies to address global trends in education.	6.02	1.04	Strongly Agree
...Ensures the achievement of intended results in a given period.	6.16	1.03	Very Strongly Agree
Weighted Mean	6.16		
SD	1.06		
Verbal Interpretation	Extremely Large Extent		

Table 2 shows the level of implementation of university institutional standardization practices in terms of leadership and commitment. The table shows that the university academic council and administrators practiced leadership and commitment to a very large extent (M = 6.16; SD = 1.06). This revealed that the universities in Region III considered accountability in every action related to faculty, student, and facility development, which resulted in shared functions in school management to create strategic outcomes.

According to Navia (2022), leadership skills were crucial for the success of Private Higher Education Institutions (PHEIs), as they directly impacted student learning, staff productivity, and institutional goals. Academic leaders possessed effective interpersonal, intrapersonal, and innovative skills, which fostered a positive work atmosphere

and maintained strong connections. However, PHEI leaders often struggle with their leadership abilities. To overcome these challenges, leaders must continuously grow and understand the Transformational Leadership Theory, which integrates morale, motivation, and values for future leadership responsibilities.

It was observable that the university academic council and administrators very strongly agreed ($M = 6.37$; $SD = 0.98$) that the university considered accountability in providing standards and criteria for developing a positive university atmosphere. The university administrators focused their attention on establishing standards for university personnel, which served as criteria in delivering processes that boosted recognition among community members of university services.

Leadership plays a crucial role in organizations' success of Total Quality Management (TQM) procedures. Effective leaders establish a clear vision and purpose and communicate expectations for high performance, client satisfaction, staff involvement, and ongoing development. They understood the need for cultural change, empowered staff, and fostered good communication. Leaders were expected to set a good example by committing to implementing TQM principles and to be adaptable and flexible in responding swiftly to problems or changes. The effectiveness of TQM practice adoption in SMEs was significantly influenced by leadership quality, as emphasized by Oommen and Vinayagam (2023).

Meanwhile, the university academic council and administrators strongly agreed ($M = 5.92$; $SD = 1.13$) that the university provided a support system in the workplace to attain productivity. This implied that higher education institution staff perceived that administrators offered support for faculty and student development in various activities to maintain a positive atmosphere and enhance productivity.

Leadership was crucial in providing a standardized, positive learning environment and university atmosphere. The administrators' strong commitment to the institution's mission, support, and communication encompassed staff motivation and participation, as noted by Erlangga et al. (2024). The leadership process among school administrators enhanced the atmosphere of the school and the academic performance of the students.

Table 3 shows the level of implementation of university institutional standardization practices in terms of risk and opportunity management. It observably shows that universities in Region III practiced standardized risk and opportunity management to a very large extent ($M = 6.15$; $SD = 1.06$) as they assessed the effectiveness of teaching and learning processes aligned with standard qualifications to attain competitive advancement.

Almarzooqi et al. (2023) stated that identifying, investigating, and responding to hazards were vital components of risk management in educational institutions. Standardized management practices protected institutions from sabotage of both people and projects. Organizations were expected to promote a culture of collaboration and to utilize customized documentation procedures for efficient risk management.

TABLE 3. Level of Implementation of University Institutional Standardization Practices in Terms of Risk and Opportunity Management

The university practices standardized mechanisms among colleges as it...	Mean	SD	Remarks
...Utilizes risk assessment documentation in the teaching and learning process to create an action plan to address challenges.	6.17	1.14	Very Strongly Agree
...Secures international standards for assessment of instruction practices in determining the extent of risk the institution may encounter.	6.04	1.03	Strongly Agree
...Practices collaboration for risk documentation in the institution's curriculum delivery to respond to the degree of hazard.	5.84	1.07	Strongly Agree
...Identifies goals of quality education among staff aligned with data gathered in addressing risk.	6.08	1.00	Strongly Agree
...Analyzes faculty performance data to create an organization's plan in response to perceived risk.	6.39	1.05	Very Strongly Agree
...Implements a control mechanism for perceived risk in teaching and learning.	6.16	1.12	Very Strongly Agree
... Evaluate the effectiveness of action taken to manage risk in the educational institution.	6.33	0.90	Very Strongly Agree
...Takes advantage of opportunities to provide competitive advancement among students.	6.24	1.04	Very Strongly Agree
...Identifies legal and compliance requirements to minimize the risk that the institution will encounter.	6.29	1.04	Very Strongly Agree
...Disseminates the process of conformance to the requirements to attain quality instruction.	5.92	1.10	Strongly Agree
Weighted Mean	6.15		
SD	1.06		
Verbal Interpretation			Very Large Extent

The table exhibits that the academic council members and administrators very strongly agree ($M=6.33$; $SD=0.90$) that the university practices evaluation on the effectiveness of action taken to manage risk in the educational institution. This implies that the university practices evaluation of the process created to deliver services among its stakeholders and partners to identify its effectiveness and impact through varied methods. With this, the university identified the alignment of action to the standard and determined the possible risk.

Sum and Saad (2017). Higher education institutions must prioritize risk management to successfully identify and control potential risks. By connecting risk management with institutional governance and strategic objectives, institutions can manage resources more efficiently, maintain competitive advantages, and reduce costs. Effective risk management helps universities maintain their competitive edge, uphold moral principles, react appropriately to events, avert financial shocks, and allocate resources efficiently.

Table 4 shows the level of implementation of university institutional standardization practices in terms of resource management. The table shows that universities in Region III practiced standardized resource management to a very large extent ($M = 6.19$; $SD = 1.13$), periodically evaluating teacher performance in curriculum delivery to develop personal development plans aimed at achieving excellence.

Acido and Kilongkilong (2022) stated that resource management was crucial in educational institutions, as it required annual performance evaluations, resource acquisition, and strategic faculty development plans. Institutional policies promoted openness and transparency in resource allocation based on the proposed budget.

It was observable that academic councils and administrators of universities in Region III very strongly agreed (M = 6.19; SD = 1.13) that they practiced periodic evaluation of staff performance to identify the current level of competencies. This implies that colleges within universities uniformly perform evaluations of faculty competency levels to meet institutional standards and develop appropriate plans for teachers' professional development needs.

TABLE 4. Level of Implementation of University Institutional Standardization Practices in Terms of Resource Management

The university practices standardized mechanisms among colleges as it...	Mean	SD	Remarks
...Ensures the mechanism of the hiring process to meet qualification standards based on the alignment of the academic degrees.	6.25	1.12	Very Strongly Agree
...Periodically evaluates staff performance to identify the current level of competencies.	6.56	0.96	Very Strongly Agree
...Provides annual learning development plan to enhance staff competencies through varied interventions.	6.29	1.06	Very Strongly Agree
... Evaluate the appropriateness of interventions provided in the learning development plan by monitoring personnel development.	6.05	1.06	Strongly Agree
...Assures all employees pursue excellence in contributing to the institutional goals through a performance management system.	6.46	1.02	Very Strongly Agree
...Appreciates employees' excellence through awards and recognition.	6.17	1.04	Very Strongly Agree
...Ensures the welfare of the employees for their health and safety to maintain satisfaction.	5.96	1.14	Strongly Agree
... compliance with standards of maintaining a conducive learning environment through facility development.	6.26	1.24	Very Strongly Agree
...Invests in information technology infrastructures to maintain the cyber safety of personnel in performing functions in an online setup.	5.83	1.27	Strongly Agree
...Allocates funds for student's resources and materials that provide quality education.	6.06	1.20	Strongly Agree
Weighted Mean	6.19		
SD	1.13		
Verbal Interpretation	Extremely Large Extent		

Effective resource management enhanced institutional performance and contributed to achieving the mission and goals of the educational process despite various challenges. Haramain and Tuyo (2022) emphasized that continuous learning was essential for addressing effective resource management, which could be obtained through attendance in seminars and workshops.

Moreover, the university academic council and administrators strongly agreed (M = 5.83;SD =1.87) that higher education institutions in Region III invested in information technology infrastructures to maintain cyber

safety for personnel performing tasks in online environments. This denoted that while universities placed less priority on developing up-to-date and advanced facilities, they implemented strategic infrastructure development schedules to ensure access to necessary technologies, especially those aligned with industry requirements in specific courses.

Jafari et al. (2024) noted that resource allocation in educational settings was complex and multifaceted, considering factors such as financial availability, regulatory compliance, academic achievement, equity, urgency, long-term benefits, and short-term outcomes. Key goals included academic success, student well-being, teacher satisfaction, efficient resource use, fairness, inclusion, and sustainability. Stakeholder engagement was considered crucial to ensure that resource allocation met the diverse demands of the educational community.

Table 5 shows the level of implementation of university institutional standardization practices in terms of operational planning. The table shows that universities in Region III practiced operational planning to a very large extent (M = 6.14; SD = 1.02), as they consistently created detailed implementation plans and recorded evidence to track development and check compliance with established indicators aimed at attaining global and industry standards.

TABLE 5. Level of Implementation of University Institutional Standardization Practices in Terms of Operational Planning

The university practices standardized mechanisms among colleges as it...	Mean	SD	Remarks
...Ensures detailed outlines on attaining the university goal for quality education.	6.19	1.04	Very Strongly Agree
...Records evidence of accomplished accomplishment in practices to provide quality instruction.	6.47	0.89	Very Strongly Agree
...Reports planned changes in the organization through dissemination of documents among faculty and staff.	6.31	0.90	Very Strongly Agree
...Secures storage for easy retrieval of information needed to provide quality education.	6.27	1.04	Very Strongly Agree
...Track revisions on planned actions through approval of the institutional management.	6.04	1.02	Strongly Agree
...Streamlines collaborative practice within the organization, particularly in planning the teaching and learning strategies.	5.97	1.11	Strongly Agree
...Adjust operational plans based on the demands of the global market across industries.	5.94	1.01	Strongly Agree
...Evaluate the potential changes in existing operations to meet global standards.	6.01	0.99	Strongly Agree
...Checks compliance on key results areas to ensure the effectiveness of operations towards education innovation.	6.06	1.02	Strongly Agree
...Adjust operations to respond to rapid changes in education trends while aligning with quality objectives.	6.13	1.07	Strongly Agree
Weighted Mean	6.14		
SD	1.02		
Verbal Interpretation	Very Large Extent		

The table clearly shows that the university's staff in Region 3 very strongly agreed (M = 6.47; SD = 0.89) that the higher education institutions recorded evidence of accomplished

practices to provide quality instruction. This implies that the colleges within the university compiled evidence and documents that recorded faculty and department compliance with the standardization requirements and served as references for the accreditation of the programs.

Succession planning was a crucial aspect of leadership development in higher education institutions. It involved identifying future needs, hiring individuals who aligned with the organization's culture, and preparing them for future leadership positions. This planning ensured sustainability, work happiness, leadership stability, and staff retention. Strong leadership motivates others and communicates the organization's mission, Al (2021).

Moreover, the university staff strongly agreed (M = 5.94; SD = 1.01) that the higher education institutions in Region 3 adjusted operational plans based on the demands of the global market across industries. This indicates that the colleges within the universities practiced adjustments in their planned course of action and policy implementation aligned with the needs of various industries to meet the market demands for graduates.

Table 6 presents the level of implementation of university institutional standardization practices with a focus on implementation control. The data indicate that universities in Region 3 implemented control measures to a very high extent (M=6.15; SD=0.96). This was evident in their consistent use of surveys and feedback mechanisms to assess the performance of various colleges, ensuring accuracy, alignment, and the continuous improvement of quality services and curriculum delivery in accordance with global standards.

Efficient and effective monitoring and control methods were crucial for program sustainability, preserving project standards, and reducing capital costs. In order to plan, oversee, and manage the program's implementation, sustainable program management takes into account environmental, social, and economic variables. Active stakeholder engagement empowered them to reap benefits transparently and ethically, and decision-making involved extensive monitoring and control, Trzeciak & Jonek-Kowalska (2021).

The table demonstrates that the staff in higher education institutions very strongly agree (M=6.35; SD=0.91) that the universities in Region 3 examine documented information to test the alignment of practice to planned actions and (M=6.35; SD=0.90) review for the alignment of the proposed plan and implementation procedures. This indicates that universities constantly check the pertinent papers of colleges as evidence of compliance with planned activities and standards.

Paprskárová and Sochanic (2018) stated that control was a vital aspect of the educational process, ensuring successful and efficient teaching and learning. It involved monitoring procedures and outcomes and encouraging accountability. Teachers needed to understand classrooms and modify them to enhance learning opportunities, while students understood their responsibility. Employee involvement was strengthened by control, but authority and responsibility should be balanced with educational objectives. Online education raised accountability and management issues.

TABLE 6. Level of Implementation of University Institutional Standardization Practices in Terms of Implementation Controlling

The university practices standardized mechanisms among colleges as it...	Mean	SD	Remarks
...Measure performance compliance among faculty through an approved monitoring and evaluation system.	6.25	0.94	Very Strongly Agree
...Determines the college achievement-based expected output through the identification of customized tools for monitoring.	6.32	0.91	Very Strongly Agree
...Review for the alignment of the proposed plan and implementation procedures.	6.35	0.90	Very Strongly Agree
...Monitors college performances through varied surveys and feedback mechanisms.	6.16	0.86	Very Strongly Agree
...Establishes a pool of trained faculty and staff from different departments to control compliance with the standard requirements.	6.03	0.95	Strongly Agree
...Performs the evaluation process on the college's services to ensure quality performance.	6.11	0.97	Strongly Agree
...Examines documented information to test the alignment of practice to planned actions.	6.35	0.91	Very Strongly Agree
...Documents observable discrepancies in implementation to appropriately correct the process of education delivery.	6.02	1.01	Strongly Agree
...Performs corrective actions in a discrepancy of the executed process to the planned objectives of the services.	5.91	1.05	Strongly Agree
...Review the improvement of performance through corrective actions to address performance targets.	5.96	0.96	Strongly Agree
Weighted Mean	6.15		
SD	0.96		
Verbal Interpretation			Very Large Extent

Moreover, the table clearly shows that the staff strongly agreed (M = 5.94; SD = 0.93) that the university took corrective actions in response to gaps between actual processes and the intended service objectives. This suggests that higher education institutions in Region 3 made necessary adjustments to address inconsistencies between the implemented actions and the university's approved plans, ensuring alignment with the desired outcomes.

Zweeris et al. (2023) explored teachers' curriculum orientations and aims using the goal systems laddering method. The framework provided valuable insights into the overall goals of teaching activities, revealing the intricate interactions between goals connected to different orientations. The goal systems of routine teaching activities could be analyzed individually, in goal clusters, and as entire systems. The main focus of the investigation was the Social Efficiency orientation, which offered valuable insights into educators' comprehension of educational theories and the terminology they used to express their objectives.

Table 7 presents the level of implementation of university institutional standardization practices in terms of monitoring and evaluation. The data indicate that universities in Region 3 carried out monitoring and evaluation to a very high extent (M = 6.10; SD = 0.95), as evidenced by the development of evaluation plans designed to ensure consistent implementation aligned with target objectives, ultimately supporting the delivery of quality education to students.

TABLE 7. Level of Implementation of University Institutional Standardization Practices in Terms of Monitoring And Evaluation

The university practices standardized mechanisms among colleges as it...	Mean	SD	Remarks
... Develop evaluation plans that include personnel performances.	5.94	0.92	Strongly Agree
..Guarantees the alignment of the accomplishment to the institution's strategic goal.	6.12	0.96	Strongly Agree
...Monitors the efficiency of innovative approaches in education to provide quality services.	6.05	0.89	Strongly Agree
...Checks the alignment of evaluation tools to the goals and objectives of the university and global standards.	6.22	0.95	Very Strongly Agree
...Ensures consistency of data collected from auditing practices within departments.	6.16	1.00	Very Strongly Agree
...Analyzes the reliability of collected data to spot areas for improvement of the department's performance.	5.98	0.98	Strongly Agree
...Verifies practices conformity to the standards followed by the institution.	6.10	1.02	Strongly Agree
... Evaluate the implemented process of performing services to achieve quality education.	5.97	0.92	Strongly Agree
...Engage with concerned personnel to understand their awareness of quality instructions.	6.25	0.91	Very Strongly Agree
...Performs follow-up activities to improve evaluation results and institution performance.	6.17	0.90	Very Strongly Agree
Weighted Mean	6.10		
SD	0.95		
Verbal Interpretation	Very Large Extent		

Mehmood et al. (2021) stated that monitoring and evaluation (M&E) was crucial for sustainable education and maintaining the learning process. Teachers had to engage in continuous professional development (CPD) to advance their knowledge and abilities. The National Education Policy emphasized the professionalism and competency of teachers.

It was observable from the table that the university faculty strongly agreed (M = 6.22; SD = 0.95) that universities in Region 3 checked the alignment of the evaluation tools to the goals and objectives of the university and global standards. The university validated the tools used in assessing and evaluating university compliance with the strategic plan and the university goals and the set standards of global accrediting agencies.

Safaryan (2020) stated that monitoring and evaluation (M&E) was a vital tool in education for ensuring quality work and directing teaching and learning processes. It significantly contributed to achieving objectives and promoting economic stability. An effective M&E system assessed the success of training initiatives and catered to the intended audience. The efficacy of educational changes, programs, or initiatives was immediately influenced by the industry's M&E standards. However, stakeholder engagement could have influenced project success or failure, potentially leading to a lack of well-explored theory.

In addition, the university personnel strongly agreed (M = 5.94; SD = 0.92) that the university developed evaluation plans that included personnel performance. This necessitated that the university devise an assessment plan for the colleges

to follow, which included assessors, the tool, and the schedule of assessment for the year to sustain consistency and compliance with the university plan and goals.

Monitoring and evaluation (M&E) were crucial parts of development interventions, involving data collection for informed decision-making, learning from past experiences, and resource responsibility. There were three M&E conceptualizations: internal, societal accountability, and compliance. External organizations conducted compliance M&E, public accountability was based on public accountability, and internal M&E was learning-oriented. Robust establishments ensured adherence to protocols and practices (Otyola,2023).

In this study, the level of faculty professional recognition referred to published and presented research, faculty exchange programs, cross-border seminars attended, graduate programs accomplished abroad, collaboration with international universities, extension activities outside the country, and organizational engagement. The figure indicating the frequency and percentage of faculty professional recognition in terms of published and presented research was taken from the university's secondary data.

Table 8 shows the faculty's professional recognition in terms of published and presented research, as well as the frequency, percentage and verbal interpretations. The table showed the individual performance of four universities in region 3 and the mean of yearly performance across the four university.

Table 8 showed that the universities from Region 3 had moderate extent of practice (M=79.92) in research presentation and publication of faculty in global context. It is noticeable that in 2022, the universities were able obtain moderate extent of presented and published (M=74) research in reputable journal and organization which were increase to large extent during the year 2023 (M=83.00) and 2024 (M=82.75). This implied that the universities obtained increasing performances in faculty research publication throughout the years resulted in active engagement in discoveries and shared findings among specialization within the academe and professional field.

Based on the data obtained on the university records, university B had very large extent (M=106.67) on faculty professional recognition in terms of published and presented research for 3 years. This implied that the university achieved moderate extent (F=94) for the year 2022 and increased 4% the following year which achieved very large extent (F=108) for the year 2023. In addition, the university B managed to increase the research presentation and publication among faculty with 3.12 percent the following year to maintained very large extent (F=118).

It was evident that the university B managed to maintain the faculty participation in increasing manner as they had high participation in research publication and presentation in global context which indicated that faculty gain interest in sharing research findings through conferences and publication among reputable journals and conferences internationally.

Moreover, University A had very small extent (F=30.33) on faculty professional recognition in terms of published and

presented research for 3 years. The university secured very small extent (F=27.00) of research publication and presentation globally and increase by 89.79 percent by the following year yet maintained very small extent remark (F=38.00). Furthermore, faculty professional recognition in terms of research publication and presentation in the University A drop by 12.79 percent resulted to very small extent (F=26.00) for the year 2024.

TABLE 8. Level of Faculty Professional Recognition in Terms of Published and Presented Research

Academic Year	Universities				Mean Performance year
	A	B	C	D	
2022					
Frequency	27	94	91	84	74.00
Percentage	29.67	29.38	32.5	31.34	Moderate Extent
Verbal interpretation	Very Small Extent	Moderate Extent	Large Extent	Large Extent	
2023					
Frequency	38	108	94	92	83.00
Percentage	38.46	33.75	33.57	34.32	Large Extent
Verbal interpretation	Very Small Extent	Very Large Extent	Large Extent	Large Extent	
2024					
Frequency	26	118	95	92	79.92
Percentage	25.57	36.87	33.93	34.32	82.75
Verbal interpretation	Very Small Extent	Very Large Extent	Large Extent	Large Extent	Large Extent
Mean performance of university	30.33	106.67	93.33	89.33	79.92
	Very Small Extent	Very Large Extent	Large Extent	Large Extent	Moderately Extent

Legend: Very Small Extent:27-45.2; Some Extent: 45.3-63.5; Moderately Extent: 63.6-81.8; Large Extent :81.9-100.1; Very Large Extent: 100.2-118.3

With this, it is evident that the university A had very minimal participation in faculty research and publication and fluctuating performance as there is increase publication and presentation from 2022 to 2023 yet there was a decline on number of published and presented research.

Research participation and initiative among faculty in higher education were important for their academic growth and global recognition. It included innovation and dissemination of findings and publications, enabling teachers to participate in international research. For the faculty to effectively participate in research activity, they had to weigh schedules and focus on teaching and innovation. However, they encountered challenges publishing the research in reputable journals (Li & Xu, 2024).

Table 9 shows the faculty's professional recognition in terms of exchange program as well as the frequency, percentage and verbal interpretations. The table showed the individual performance of four universities in region 3 and the mean of yearly performance across the four university.

The universities from Region 3 had moderate extent of practice (M=3.42) in faculty professional recognition in terms of exchange program among other universities outside the country. It is noticeable that in 2022, the universities were able

obtain some extent exchange programs for faculty (M=2.5) among partner universities worldwide which were increase to moderate extent during the year 2023 (M=4.00) and yet drop in numbers in year 2024 still considered as moderate extent (M=3.75).

TABLE 9. Faculty Professional Recognition in Terms of Exchange Program

Academic Year	Universities				Mean Performance year
	A	B	C	D	
2022					
Frequency	0	1	5	4	2.5
Percentage	0.00	16.67	31.25	25.00	Some Extent
Verbal interpretation	Very Small Extent	Very Small Extent	Moderately Extent	Moderately Extent	
2023					
Frequency	0	1	9	6	4.00
Percentage	0.00	16.67	56.25	37.50	Moderately Extent
Verbal interpretation	Very Small Extent	Very Small Extent	Very Large Extent	Large Extent	
2024					
Frequency	1	4	2	6	3.75
Percentage	100.00	66.66	12.5	37.50	Moderately Extent
Verbal interpretation	Very Small Extent	Some Extent	Very Small Extent	Large Extent	
Mean performance of university	.33	2	5.33	5.33	3.42
	Very Small Extent	Very Small Extent	Moderately Extent	Moderately Extent	Moderately Extent

Legend: Very Small Extent:0.00-1.80; Some Extent: 1.81-3.61; Moderately Extent: 3.62-5.42; Large Extent :5.43-7.23; Very large Extent: 7.24-9.04

This implied that the universities in region 3 strived to engaged the faculties in exchange programs to share expertise and develop teaching strategies based on global standards with considerations in varied cultural practices. Several partnered schools showed interest in allowing teachers to share knowledge and use university facilities to instruct students in foreign countries. With this, the teacher executed expertise and practices of curriculum delivery in varied culture of students and adopted student's learning style for better academic experiences.

University C (M=5.33) and University D (M=5.33) secured moderately extent faculty exchange participation with varied performances throughout the years. The university C had moderate extent (F=5) of Faculty exchange participation in the year 2022 which they managed to increase by 20 percent by the following year and achieved the very large extent (F=9) of faculty participation. Furthermore, during 2024, the university exchanged program participation were dropped by 43.75% and resulted into very small extent (F=2). In contrary, the university D maintained increasing petrification in faculty exchange program from moderately extent (F=4) from 2022 to large extent (F=6) for 2023 and 2024.

Although both university secured highest number of exchange program participants among faculty, the university C had increased from 2022 to 2023 yet decline in 2024 on faculty willingness to engaged in the program while the

university D managed to maintain increasing participation throughout the year.

Moreover, University A had very small extent (M=0.33) of faculty exchange participation across the university departments with no faculty (F=0) participants from year 2022 and 2023. During 2024, the universe increase the number of participants in faculty exchange program by 1 yet still had very small extent.

Proctor (2019) explained that faculty were vital to global recognition among higher education institutions by creating new information in teaching and learning practices and research involvement. However, faculty participation was often disconnected from academic work's globalization elements and institutional drive for participation. Faculty participation worldwide was significant for sharing institutional settings, discipline backgrounds, and past foreign experiences that influenced their cross-border mobility decisions.

Table 10 shows the faculty's professional recognition in terms of cross boarder seminar as well as the frequency, percentage and verbal interpretations. The table showed the individual performance of four universities in region 3 and the mean of yearly performance across the four university.

TABLE 10. Faculty Professional Recognition in Cross Boarder Seminar

Academic Year	Universities				Mean Performance year
	A	B	C	D	
2022					
Frequency	7	9	6	10	8.00
Percentage	26.92	23.08	10.71	22.22	Very Small Extent
Verbal interpretation	Very Small Extent	Very Small Extent	Very Small Extent	Very Small Extent	
2023					
Frequency	9	14	9	14	11.5
Percentage	34.62	35.90	16.07	31.11	Very Small Extent
Verbal interpretation	Very Small Extent	Some extent	Very Small Extent	Some Extent	
2024					
Frequency	10	16	41	21	22.00
Percentage	38.46	41.02	73.21	Moderate	Moderate Extent
Verbal interpretation	Very Small Extent	Some Extent	Very Large Extent	Extent	
Mean performance of university	8.66	13.00	18.66	15.00	13.83
	Very Small Extent	Some Extent	Some Extent	Some Extent	Some Extent

Legend: Very Small Extent:6.00-13.00; Some Extent: 13.01-20.01; Moderate Extent: 20.02-27.02; Large Extent :27.03-34.03; Very large Extent: 34.05-41.05

Based from the obtained data among the universities, university C obtained some extent (M=18.66) of faculty cross boarder seminars. The table showed that the university started in very small extent (F=6.00) of faculty engagement in seminars outside the country for the year 2022 and increased by 5.36% the following year yet stayed very small extent (F=9.00). Moreover, during 2024, University D managed to increase faculty participation by 57.14 in cross boarder seminar and achieved very large extent (F=41.00). of

participation in seminars related to their specialization and field of expertise which may aid them in the curriculum implementation and innovation in the subject.

This can be gleaned that the university C although received very limited number of faculty participants in international seminar during 2022, it was able to secured increasing performance per year to obtain very high increase of faculty initiative and interest in varied seminars in 2024.

Meanwhile, University A had very small extent (M=8.66) of faculty recognition in terms of cross boarder seminars. It was clear from the data that the university had very small extent (F=7.00). of faculty interested to attained in varied seminar in global context during 2022. Although they managed to increase the number of faculty participation in seminar by 7.66%, the university still had very small extent (F=9.00). of cross boarder seminar participation. Also, the university managed to increase engagement of faculty in faculty cross boarder seminar by 3.84% from 2023 to 2024, the university A maintained very small extent (F=10.00). of faculty interest in attending seminars outside the country.

This clarified that university A, although had small delegation in varied international seminars focused on curriculum delivery and innovation, managed to increase performances over the years and improved faculty interest in attending various seminars outside the country to gain insights and professional development.

Professional development (PD) is crucial for educators to stay motivated, grow their professional collaboration, and gain knowledge and expertise. It directly affected human capital and was invested in by national governments to improve the qualifications and abilities of educators. Teacher trainers were increasingly recognized as important participants in the learning process. EFL teachers had to acquire the most up-to-date information and abilities in education, especially in the context of English language instruction, to support the growth and development of their students (Su & Wang, 2022).

Table 11 shows the faculty's professional recognition in terms of graduate programs accomplished abroad as well as the frequency, percentage and verbal interpretations. The table showed the individual performance of four universities in region 3 and the mean of yearly performance across the four university.

It is evident that universities in Region 3 some extent (M=13.83) faculty participation in professional recognition in terms of graduate programs accomplished abroad. Data showed that the universities in region 3 managed to have some extent (M=2.75) of faculty who take graduate programs in the other country and graduated then increased to moderate extent (M=3.75) for 2023 and moderate extent (M=4.25) during 2024. This indicated that the faculties in the higher education institutions in the region 3 had the interest in taking their graduate programs in the university outside the country to improve teaching strategies and enhance level of understanding in their field with respect to global standard of knowledge.

University B had large extent (M=6.33) of faculty professional recognition in terms of Graduate programs accomplished abroad. It had only some extent (F=3.00) during

2022 which increased by 35.05% the following resulted in large extent (F=7.00) of engagement among faculty in graduate programs abroad during the year 2023 and very large extent during 2024 (F=3.00). It can be gleaned that university managed to increased graduate in masters and doctors degree program among reputable university outside the country from year 2022 to 2024.

TABLE 11. Faculty Professional Recognition in terms of Graduate Programs Accomplished Abroad

Academic Year	Universities				Mean Performance year
	A	B	C	D	
2022					
Frequency	2	3	4	2	2.75
Percentage	25.00	15.79	100.00	22.22	Some Extent
Verbal interpretation	Some Extent	Some Extent	Moderate Extent	Slightly Evident	
2023					
Frequency	3	7	0	5	3.75
Percentage	37.50	36.84	0.00	31.11	Moderate Extent
Verbal interpretation	Some Extent	Large Extent	Very Small Extent	Moderate Extent	
2024					
Frequency	3	9	0	5	4.25
Percentage	37.50	47.37	0.00	46.67	Moderate Extent
Verbal interpretation	Some Extent	Very Large Extent	Very Small Extent	Moderate Extent	
Mean performance of university	2.66 Some Extent	6.33 Large Extent	1.33 Very Small Extent	4.00 Moderate Extent	3.58 Some Evident

Legend: Very Small Extent:0.00-1.80; Some Extent: 1.81-3.61; Moderate Extent: 3.62-5.42; Large Extent :5.43-7.22; Very Large Extent: 7.23-9.02

Moreover, University C had very small extent (M=1.33) and obtained the smallest number of faculty who finished their graduate programs in universities abroad from the years 2022 resulted to moderate extent (M=4.00) of participation. It was noticeable that the university tallied four faculty members who took and finished their graduate programs in 2022, yet there were no faculty who followed indicating decreasing performance in graduate programs abroad.

Motivation to participate in earning graduate programs varied across countries. However, the impact on attaining global standards they may have contributed to in their respective countries increased through enhanced academic performance and innovative approaches to problems encountered. Also, graduates from international programs appreciated the importance of everyday language and cultural understanding within networks and collaboration, Shin and Lee (2022).

Table 12 shows the faculty's professional recognition in terms of collaboration with international university as well as the frequency, percentage and verbal interpretations. The table showed the individual performance of four universities in region 3 and the mean of yearly performance across the four university.

It is evident that universities in Region 3 moderate extent (M=6.08) faculty participation in professional recognition in terms of collaboration with international universities. Data

showed that the universities in region 3 managed to have some extent (M=3.50) of faculty who managed to secure memorandum of agreement with other universities outside the country then increased to moderate extent (M=6.50) for 2023 and large extent (M=8.25) during 2024. This indicated that the faculties in the higher education institutions in the region 3 secured increasing number of partner universities outside the country through memorandum of agreement which sought to provide equal opportunity among faculty and students to access facilities and knowledge based on program implemented.

TABLE 12. Faculty Professional Recognition in terms of Collaboration with International University

Academic Year	Universities				Mean Performance year
	A	B	C	D	
2022					
Frequency	5	4	1	4	3.50
Percentage	21.74	2.22	5.55	22.22	Some extent
Verbal interpretation	Some Extent	Some Extent	Very Small Extent	Some Extent	
2023					
Frequency	8	7	5	6	6.50
Percentage	34.78	38.89	27.78	31.11	Moderate Extent
Verbal interpretation	Large Extent	Moderate Extent	Some Extent	Moderate Extent	
2024					
Frequency	10	7	12	4	8.25
Percentage	43.48	38.89	66.67	46.67	Large Extent
Verbal interpretation	Very Large Extent	Moderate Extent	Very Large Extent	Some extent	
Mean performance of university	7.66 Moderate Extent	6.00 Moderate Extent	6.00 Moderate Extent	4.66 Some Extent	6.08 Moderate Extent

Legend: Very Small Extent:1.00-3.20; Some Extent:: 3.21-5.41; Moderate Extent: 5.42-7.62; Large Extent :7.63-9.83; Very Large Extent: 9.84-12.04

University A had moderate extent (M=6.33) of faculty professional recognition in terms of collaboration with international university. It had only some extent (F=5.00) during 2022 which increased by 13.04% the following resulted in large extent (F=8.00) secured memorandum of agreement during the year 2023. The university managed to attain very large extent during 2024 (F=10.00) as they increased the number of memorandum of agreement by 8.7 % from recorded data in the previous year. It can be gleaned that university exerted effort to create bridge and collaboration among universities in the neighboring country with similar vision of developing students with quality education through varied programs and secured the memorandum of agreement for sustainability of joint project for common benefit.

Moreover, University D had some extent (M=4.66) and obtained the smallest number of partnership with other university among other higher education institutions in the region. It had an fluctuating number of memorandum of agreement secured for partnership from some extent (F=4.00) in 2022, moderate extent (F=6.00) in 2023 and some extent (F=4.00) of faculty professional recognition in terms of collaboration in 2024.

Multidisciplinary collaboration enhanced global competencies among universities through global engagement programs. Sustainable development in higher education was achieved through extracurricular activities and curriculum enrichment to improve students' global competencies and multidisciplinary skills (Li et al.,2023).

Table 13 shows the faculty's professional recognition in terms of extension activity outside the country as well as the frequency, percentage and verbal interpretations. The table showed the individual performance of four universities in region 3 and the mean of yearly performance across the four university.

It is evident that universities in Region 3 some extent (M=1.16) faculty participation in professional recognition in terms of extension activity outside the country. Data showed that the universities in region 3 had very small extent (M=0.25) of faculty who practiced extension activity and implemented in the communities outside the country and another very small extent (M=0.75) for 2023. Meanwhile, the higher education institution in the region achieved moderate extent (M=8.25) of extension activity implementation during 2024.

TABLE 13. Faculty Professional Recognition in Terms of Extension Activity Outside the Country

Academic Year	Universities				Mean Performance year	
	A	B	C	D		
2022						
Frequency	0	0	0	1	.25	
Percentage	0.00	0.00	0.00	25.00	Very	Small
Verbal interpretation	Very Small	Very Small	Very Small	Very Small	Very Extent	
2023						
Frequency	2	0	0	1	0.75	
Percentage	50.00	0.00	0.00	25.00	Very	Small
Verbal interpretation	Some Extent	Very Small	Very Small	Very Small	Very Extent	
2024						
Frequency	2	5	1	2		
Percentage	50.00	100.00	100.00	50.00	2.50	
Verbal interpretation	Some Extent	Very Large Extent	Very Small Extent	Some Extent	Moderate Extent	
Mean performance of university	1.33	1.67	0.33	1.33	1.16	
	Some Extent	Some Extent	Very Small Extent	Some Extent	Some Extent	

Legend: Very Small Extent:0.00-1.00; Some extent: 1.01-2.01; Moderate Extent: 2.02-3.02; Large Extent :3.03-4.03; Very Large Extent: 4.04-5.04

This indicated that the faculties in the higher education institutions in the region 3 secured increasing number of implemented extension activities among community outside the country based on the request and agreement. University had increasing performance and participation in extension activities and its faculty was recognized in a global context upon request of the community to share knowledge and technology utilized in their respective schools to transfer to the community, making it useful and relevant.

University B had some extent (M=6.33) of extension implemented outside the country. It had only very small extent (F=0.00) during 2022 and 2023. However, the number of extension operations carried out by university B outside the nation increased in 2024.

Moreover, University C had very small extent (M=4.66) of practice implementing community extension activity outside the country as it had only one (1) extension activity conducted outside the country during 2024.

Pilar and Utleg (2023), a higher education institution in the Philippines, conducted different extension services to address inequalities and meet sustainable development goals. It used a needs-based strategy to design prospected outcomes in varied disciplines. Professionals with the necessary skills and knowledge were vital in delivering extension services that adapted to the constant demands of different communities.

Table 14 shows the faculty's professional recognition in organization engagement as well as the frequency, percentage and verbal interpretations. The table showed the individual performance of four universities in region 3 and the mean of yearly performance across the four university.

TABLE 14. Faculty Professional Recognition in Terms of Organization Engagement

Academic Year	Universities				Mean Performance year	
	A	B	C	D		
2022						
Frequency	2	8	2	6	4.50	
Percentage	3.33	2.22	25.00	25.00	Very	Small
Verbal interpretation	Very Small	Moderate Extent	Very Small	Some Extent	Very Extent	
2023						
Frequency	2	13	2	9	6.50	
Percentage	3.33	36.11	25.00	37.50	Some	Extent
Verbal interpretation	Very Small	Very Large	Very Small	Moderate Extent	Very Extent	
2024						
Frequency	4	15	4	9	8.00	
Percentage	6.67	41.67	50.00	37.50	Moderate	Moderate
Verbal interpretation	Very Small	Very Large	Very Small	Moderate Extent	Moderate Extent	
Mean performance of university	2.67	12.00	2.67	8.00	6.33	
	Very Small Extent	Large Extent	Very Small Extent	Moderate Extent	Some Extent	

Legend: Very Small Extent:2.00-4.60; Some Extent: 4.61-7.21; Moderate Extent: 7.22-9.82; Large Extent :9.83-12.43; Very Large Extent;: 12.44-15.04

It is evident that universities in Region 3 some extent (M=6.33) of faculty participation in professional recognition in terms of organizational engagement. Data showed that the universities in region 3 had very small extent (M=4.50) of faculty who partake active involvement in reputable professional organization within global and international context. The following year, the higher education institution within the region increased organizational engagement resulted to some extent (M=6.50). Furthermore, in 2024, the universities managed to achieved moderate extent (M=8.00) of faculty organizational engagement in reputable professional

organization. This denoted that The universities from Region 3 motivated their faculty to engage in global professional organizations to gain networks and obtain knowledge from varied disciplines and expertise.

University B had large extent (M=12.00) of faculty professional recognition in terms of collaboration with international university. It had only moderate extent (F=8.00) during 2022 which increased by 33.89 % the following year resulted in very large extent (F=13.00) of faculty active participation in professional organization globally for the year 2023. The university managed to maintain very large extent during 2024 (F=15.00) as they increased the faculty membership in professional organization globally and internationally by 8.56% from recorded data in the previous year. It can be gleaned that university exerted effort involved faculty in professional organization based on their specialization and field of interest to gain insights on latest trends and discoveries and aided them to develop the delivery of curriculum and quality education.

Moreover, University A had very small extent (M=2.67) of organizational engagement among its faculty. It had an increasing number of faculty membership in global and international organization started with very small extent (F=2.00) during 2022 and 2023 then increased by 3.34% and attained very small extent (F=4.00) of faculty professional recognition in terms of membership in professional organization in 2024.

In this study, the level of students' recognition referred to published and presented innovations, immersion programs outside the country, student exchange programs, training attended abroad, and international contest participation.

Table 15 shows the student's recognition in terms of published and presented innovation, as well as the frequency, percentage and verbal interpretations. The table showed the individual performance of four universities in region 3 and the mean of yearly performance across the four university.

It is evident that universities in Region 3 some extent (M=4.75) of faculty participation in professional recognition in terms of organizational engagement. Data showed that the universities in region 3 had moderate extent (M=4.50) of students recognition in terms of published and presented innovation. Based on the data obtained, students in higher education institution within the region had increasing engagement and practices on student's initiative to publish article and present innovation in research conferences in global context as they had some extent (M=3.25) during 2022. Universities across the region managed to improved students presentation of innovation among research conferences as they had moderate extent (M=5.50) student's engagement in 2023 and 2024. This implies that the students from region 3 strive to present the findings of their research in international conferences conducted by organizations known in their field and published in reputable journals.

University B had large extent (M=9.00) of student's recognition in terms of published and presented innovation. It had moderate extent (F=6.00) of student's presentation and innovation during 2022 and increased 1.11% resulted to large extent (M=9.00) in 2023. With increasing pattern of

performance, the university B had very large extent (F=12.00) in supporting the student's initiative to participate with different global research conferences and publication with reputable journals. This implied that with the increasing exposure of student with practices of presentation and publication continuously motivate students to engage in research process and culture.

TABLE 15. Student's Recognition in Terms of Published and Presented Innovation

Academic Year	Universities				Mean Performance per year
	A	B	C	D	
2022					
Frequency	0	6	4	3	3.25
Percentage	0.00	2.22	30.77	18.75	Some Extent
Verbal interpretation	Very Small Extent	Moderate Extent	Some Extent	Some Extent	
2023					
Frequency	0	9	9	4	5.50
Percentage	0.00	3.33	Large	25.00	Moderate Extent
Verbal interpretation	Very Small Extent	Large Extent	Extent	Some Extent	
2024					
Frequency	1	12	0	9	5.50
Percentage	100.00	44.44	0.00	56.25	Moderately Evident
Verbal interpretation	Very Small Extent	Very Large Extent	Very Small Extent	Large Extent	
Mean performance of university	0.33	9.00	4.33	5.33	4.75
	Very Small Extent	Large Extent	Some Extent	Moderate Extent	Moderate Extent

Legend: Very Small Extent:0.00-2.40; Some Extent: 2.41-5.11; Moderate Extent: 5.12-7.60; Large Extent :7.61-10.01; Very Large Extent: 10.02-12.42

In contrast, university A obtained very small extent of student innovations presented and published in reputable journal and conferences, as it only secured one innovation recorded from the year 2024.

Innovation abilities among college students were relevant as they strived to meet the demands of the markets in their field. Participation in extracurricular and co-curricular activities globally enhanced students' life skills and aided them in being flexible and critical thinkers in addressing various corporate problems (Wu & Fernando,2024).

Table 16 shows the student's recognition in terms of immersion program outside the country, as well as the frequency, percentage and verbal interpretations. The table showed the individual performance of four universities in region 3 and the mean of yearly performance across the four university.

It is evident that universities in Region 3 had very small extent (M=1.58) of student's participation in work immersion outside the country. Data showed that the universities in region 3 had very small extent (M=0.75) of student's initiative to gain knowledge and experiences in on the job training with varied cultural back ground and practices aligned with global standards during the year 2022 and 2023. In addition, the universities had moderate extent (M=3.25) of student's participation in internship program as part of their academic

requirement with global set-up outside the country during 2024. This can be gleaned that university in region 3 supported the initiative and willingness of student's to practice their in their internship in the work area with varied culture outside their comfort zone and practice the work ethics aligned with global standard. This suggests that several students engaged in overseas work immersion programs, reflecting recognition of the university's expertise in the field and alignment with the practices of international partner institutions.

TABLE 16. Student's Recognition in Terms of Immersion Program Outside the Country

Academic Year	Universities				Mean Performance year	
	A	B	C	D		
2022						
Frequency	0	0	1	2	0.75	
Percentage	0.00	2.22	11.11	25.00	Very	Small
Verbal interpretation	Very Small	Very Small	Very Small	Some Extent	Extent	
2023						
Frequency	0	0	0	3	0.75	
Percentage	0.00	3.33	0.00	37.50	Very	Small
Verbal interpretation	Very Small	Very Small	Very Low	Some Extent	Extent	
2024						
Frequency	1	1	8	3	3.25	
Percentage	100.00	100.00	88.89	37.50	Very	Small
Verbal interpretation	Very Small	Very Small	Very Large	Some Extent	Moderate	Extent
Mean performance of university	0.33	0.33	3.00	2.66	1.58	Very Small
	Very Small	Very Small	Some Extent	Some Extent	Very Small	Small Extent

Legend: Very Small Extent:0.00-1.60; Some Extent: 1.61-3.21; Moderate Extent: 3.22-4.82; Large Extent :4.83-6.43; Very Large Extent: 6.44-8.04

University A and University B had very small extent (M=0.33) of student's engagement immersion program outside as they were no recorded student participation for the year 2022 and 2023. During 2024, both university were able to send one student in partners industry outside the country to apply their learned competency in work place and comply in the work standard based on the global context.

Cross-border internships were gaining popularity among universities and colleges. They provided students with an in-depth understanding of their courses and better preparation for future endeavors in the field. They increased the students' communication skills and cultural understanding as they also learned self-control while practicing their skills in the field. Globalization of internship programs promoted graduates' employment tendencies as they developed multiple viewpoints in their future careers, Chen et al. (2023).

Table 17 shows the student's recognition in terms of exchange program, as well as the frequency, percentage and verbal interpretations. The table showed the individual performance of four universities in region 3 and the mean of yearly performance across the four university.

The universities in the region 3 had some extent (M=4.83) in overall student's participation in exchange students

programs for 3 years with partnered university outside the country. Data showed that the universities in region 3 had very small extent (M=2.25) of student's willingness to be part of exchange student's program with other universities abroad to be train and gain experiences with diverse cultural background and curriculum delivery strategies.

TABLE 17. Student's Recognition in Terms of Exchange Program

Academic Year	Universities				Mean Performance year	
	A	B	C	D		
2022						
Frequency	0	6	1	3	2.50	
Percentage	0.00	20.69	8.83	28.75	Very	Small Extent
Verbal interpretation	Very Small	Some Extent	Very Small	Very Small	Extent	
2023						
Frequency	0	8	8	4	5.00	
Percentage	0.00	27.59	6.67	25.00	Some	Extent
Verbal interpretation	Very Small	Moderate Extent	Moderate Extent	Some Extent	Extent	
2024						
Frequency	1	15	3	9	7.00	
Percentage	100.00	51.72	25.00	56.25	Moderate	Moderate Extent
Verbal interpretation	Very Small	Very Large	Very Small	Moderate Extent	Extent	
Mean performance of university	0.33	9.66	4.00	5.33	4.83	Very Small
	Very Small	Large Extent	Some Extent	Some Extent	Some Extent	Small Extent

Legend: Very Small Extent:0.00-3.00; Some Extent: 3.01-6.01; Moderate Extent: 6.02-9.02; Large Extent :9.03-12.03; Very Large Extent: 12.04-15.04

The following year, universities in the region doubled the number of students sent resulted to some extent (M=5.00) of practices in the exchange student program proving the effectiveness of the program and satisfaction among participant. In addition, the universities had moderate extent (M=7.00) of participation among students in 2024 which proved that students gained recognition from global context in exchange student program as their skills and competencies were recognized as an equal opportunity offered among other students from the other country to meet the global standards.

Moreover, University B recorded the large extent (M=9.66) of students in the student exchange program as the university showed increasing support on students initiative in the program which they secured some extent of student's involvement in the program during 2022, increased by 6.93% by the following year to achieve moderate extent and finally, very large extent upon increased of 24.13 percent of student's participation in exchange student program with the university in 2024. This indicated that a number of students participated in exchange program activities of partner universities to enhance their competency and were exposed to varied cultural practices in the field.

Moreover, University A had very small extent of global recognition in terms of exchange students as the university had no students participated in the similar program from 2022 and

2023. Furthermore, in 2024, the university A was able to send one student in exchange program with partnered university.

Table 18 shows the student’s recognition in terms of trainings attended abroad, as well as the frequency, percentage and verbal interpretations. The table showed the individual performance of four universities in region 3 and the mean of yearly performance across the four university.

The universities in the region 3 had some extent (M=2.92) in overall student’s participation in trainings attended abroad for 3 years with partnered university, industry and reputable organization in the field outside the country. Data showed that the universities in region 3 had very small extent (M=2.00) of student’s willingness to participate in varied trainings. The following year, universities in the region managed to increase the number of students participating in seminars outside the country and in the context of global standard which resulted to some extent (M=2.75) in 2023 then flowed by some extent (M=4.00) of student’s participation in the following year.

TABLE 18. Student’s Recognition in Terms of Training Attended Abroad

Academic Year	Universities				Mean Performance year
	A	B	C	D	
2022					
Frequency	0	4	2	2	2.00
Percentage	0.00	20.69	8.83	28.75	Very Small
Verbal interpretation	Very Small	Some	Very	Very	Extent
	Small	Extent	Small	Small	
	Extent		Extent	Extent	
2023					
Frequency	0	7	1	3	2.75
Percentage	0.00	27.59	6.67	25.00	Some Extent
Verbal interpretation	Very Small	Large	Very	Some	
	Small	extent	Small	Extent	
	Extent		Extent		
2024					
Frequency	1	10	2	3	4.00
Percentage	100.00	51.72	25.00	56.25	4.00
Verbal interpretation	Very	Very	Very	Some	Some Extent
	Small	Large	Small	Extent	
	Extent	Extent	Extent		
Mean performance of university	0.33	7.00	1.67	2.67	2.92
	Very Small	Large	Very Small	Some	Some Extent
	Small	Extent	Small	Extent	
	Extent		Extent		

Legend: Very Small Extent:0.00-2.00; Some Extent: 2.01-4.01; Moderate Extent: 4.02-6.02; Large Extent :6.03-7.03; Very Large Extent: 8.04-10.04

This implies that the universities in Region 3 allowed and motivated students to participate in varied training and seminars outside the country related to their field of specialization to enhance their skills and knowledge.

University B had large extent (M=7.00) of student’s global recognition in terms of trainings attended abroad. The university secured some extent (M=4.00) of participation among students in training conducted abroad during 2022 which was increased by 6.9% the following year resulted to large extent (M=7.00) of participation among varied programs offered by the university. In addition, the university increased their support in the student’s initiative to participate in varied training outside country for the following year resulted in very large extent (M=10.00) of student’s participation.

Furthermore, University A had very small extent of student’s recognition in terms of trainings attended abroad they had no students participated during 2022 at 2023 having difficulty in sending delegates in seminars outside the country. Moreso, University A managed to send 1 student in training program offered by partnered institution and industry in 2024.

International and global training emphasized the cultural interaction and adaptability of participants. Training abroad benefited developing countries by enhancing cultural exposure and technology utilization in their courses, which were necessary skills in today's job markets. The university's inclusion of international training into varied courses fostered a global understanding of the opportunities it offered graduates, Hossain et al. (2022).

Table 19 shows the student’s recognition in terms of contest participation, as well as the frequency, percentage and verbal interpretations. The table showed the individual performance of four universities in region 3 and the mean of yearly performance across the four university.

TABLE 19. Student’s Recognition in Terms of Contest Participation

Academic Year	Universities				Mean Performance year
	A	B	C	D	
2022					
Frequency	0	13	2	4	4.75
Percentage	0.00	29.54	8.83	28.75	Some Extent
Verbal interpretation	Very Small	Large	Very	Very	
	Small	Extent	Small	Small	
	Extent		Extent	Extent	
2023					
Frequency	0	11	1	6	4.50
Percentage	0.00	25.00	6.67	25.00	Some Extent
Verbal interpretation	Very Small	Moderate	Small	Some	
	Small	Extent	Small	Extent	
	Extent	Extent	Extent		
2024					
Frequency	2	20	0	6	7.00
Percentage	100.00	45.45	25.00	56.25	7.00
Verbal interpretation	Very	Very	Very	Some	Some Extent
	Small	Large	Small	Extent	
	Extent	Extent	Extent		
Mean performance of university	0.67	14.67	1.00	5.33	5.42
	Very Small	Large	Very Small	Very	Some Extent
	Small	Extent	Small	Small	
	Extent		Extent	Extent	

Legend: Very Small Extent:0.00-4.00; Some Extent: 4.01-8.01; Moderate Extent: 8.02-12.02; Large Extent :12.03-16.03; Very Large Extent: 16.04-20.04

The universities in the region 3 had some extent (M=5.42) in overall student’s participation in varied contest abroad for 3 years with partnered university, industry and reputable organization in the field outside the country. Data showed that the universities in region 3 had some extent (M=4.75) of student’s willingness to participate in varied contest related to their courses in which they can gain recognition on their skills and knowledge in global context. The following year, universities in the region decreased the number of students participating in contest outside the country which resulted to some extent (M=4.50) in 2023 then flowed by some extent (M=7.00) of student’s participation in the following year. This implies that the universities in Region 3 supported student’s

opportunity to participate in varied contest initiated by reputable organizations to recognize student’s outstanding ability and skills in specific discipline or course.

It was observable that University B had very high extent (M=14.67) of contest participation outside the country as they were able to secured large extent (M=13.00) of participation during 2022 yet declined by 4.54% the following year resulted to moderate extent (F=11.00) of student’s participation in contest abroad. Moreso, the university managed to increase the number of context participation the following year by 20.45% resulted in very large extent (F=20.00) of contest attended.

Moreover, the University A had very small extent of contest participation outside the country as they had no record of student’s content engagement during 2022 and 2024 yet managed to send two students in contes abroad resulted very small extent of participation.

Gilabert (2023) explained that student competition participation boosted their self-esteem as they obtained valuable experiences and recognition that could be used in employment. The competition allowed the participants to socialize and interact while outperforming other competitors to attain their goal of receiving valuable resources and recognition.

Test of affect between the implementation of university institutional standardization practices and faculty professional recognition

To test the significant effect between the implementation of university institutional standardization practices and faculty professional recognition in terms of published and presented research, faculty exchange programs, cross-border seminars attended, graduate programs accomplished abroad, collaboration with international universities, extension activities outside the country, and organization engagement, they were treated statistically using Real Statistics Data Analysis Tools with Regression Analysis.

Table 20 shows the significant effect of implementing university institutional standardization on faculty professional recognition. The university's institutional standardization practices in this study included stakeholder satisfaction, leadership and commitment, risk and opportunity management, resources management, operational planning, and implementation control. At the same time, the faculty's professional recognition included publishing and presenting research, attending faculty exchange programs, attending cross-border seminars, attending graduate programs abroad, collaborating with international universities, conducting extension activities outside the country, and engaging with organizations.

The table shows the beta coefficient respectively. A positive beta coefficient indicated that an increase in the predictor variable was correlated with an increase in the dependent variable. In contrast, a negative beta coefficient meant that an increase in the predictor variable was associated with a decrease in the dependent variable.

TABLE 20. Significant affect between the implementation of university institutional standardization practices and faculty professional recognition

Dependent Variable	Independent Variable	DF	F	P-value	Remarks
Published And Presented Research		7	2.8209	0.0104	Significant
Faculty Exchange Program		7	3.619	0.0015	Significant
Cross Border Seminars Attended		7	3.0604	0.0061	Significant
Graduate Programs Accomplished Abroad	University Institutional Standardization Practices	7	1.874	0.0828	Not Significant
Collaboration With International Universities		7	2.8878	0.009	Significant
Extension Activity Outside The Country		7	1.6998	0.1187	Not Significant
Organization Engagement		7	1.8299	0.0908	Not Significant

Based on the computed p-value, it was indicated that the published and presented research on faculty professional recognition had a significant relationship to university institutional standardization, as it obtained a p-value less than the level of significance of 0.05. It could be inferred that the standardization practices of the university within Region 3, such as maintaining stakeholder communication regarding university development, budget allocation to support research practices, and constant checking of colleges' practices aligned with the standard, influenced the faculty to participate in research activities within and outside the university to improve professional understanding and address difficulties through research. With the motivation and support from the institution's administration, the faculty was engaged in varied research activities, including presentations and publications in international organizations and journals, which affected the university's impact.

Chan (2021) explained that research engagement is very important for professional growth and academic standards among college faculty. Institutional support in incentives, rewards, financial support, and recognition affected active participation in research activities among faculty. Research participation was a venue to bridge innovation competencies and teaching practices. Being prominent in faculty hiring, promotion, and reclassification, research significantly increased faculty productivity and integration into the curricula (Tarrayo et al., 2021).

In addition, the faculty exchange program participation in the universities of Region 3 shows a significant relationship to the university's implementation of operational planning and implementation controlling, which obtained a p-value less than the level of significance of 0.05. This explains that, upon the higher education institution's strategic consideration of the

university's standing and needs, together with constant checking of colleges' compliance with the imposed standards of quality education, the faculty perceived the planned series of activities to practice in the exchange program with other universities outside the country as influencing their motivation to participate. University leaders' initiatives in creating global exposure among faculty significantly affected their initiative to participate in activities involving faculty sharing expertise outside the country and in different cultural contexts, which they perceived as supported by budget allocation and facility readiness for professional development among university faculty across specializations. With the communicated implementation plan, faculty were oriented on the expectations of the parties in the program, leading to satisfaction and enjoyment among participants.

Altunay and Erol (2023) stated that teacher exchange was crucial for school managers and administrators, as faculty went to other schools to enhance professional practices and strategies. School managers' limited efforts resulted in minimal knowledge sharing, diminishing performance, and disrupted school attainment of organizational objectives in teacher exchange programs and mobility.

Also, cross-border seminars for faculty professional development were affected by university institutional standardization practices, which obtained a p-value less than the level of significance of 0.05. This implied that the standard implementation of university processes and services in delivering quality education and program development, with consideration of stakeholder feedback, offered an opportunity for faculty to identify needs for improvement in delivering quality education. From this, relevant educational trends could be addressed by attending seminars from reputable international organizations and institutions worldwide. Implementing planned faculty development programs approved by the university for faculty development through seminars motivated teachers to participate, as proposed financial supports were included, making the faculty interested and recognized.

The training program significantly improved instructors' knowledge and abilities in parental collaboration, child language, communication development, discipline, and student involvement, highlighting the importance of targeted professional development opportunities. Collaboration with international universities was influenced by the university's standard implementation of resources management, which obtained a p-value less than the level of significance of 0.05. This showed that the university's prioritization of human resource development and facility rehabilitation attracted the interest of other universities worldwide to collaborate and build memorandums of agreement, as they perceived the university's capability to support and cater to activities that benefit participants.

Ma and Ploner (2022) explained that to improve global impact among universities, institutions sought to collaborate with world-class and recognized universities, which aided them in shaping practices to attain global ranking. Mutual understanding was necessary for universities to maintain the sustainability of partnerships alongside institutional

leadership, allowing faculty members to practice individual collaborations. Global partnerships were essential for addressing educational challenges, which involved the government and educational institutions sharing a common vision and respect for role distribution. Researchers needed to mitigate power dynamics by recognizing ethical issues, focusing on local health priorities, acknowledging capacities and limitations, building trust, and ensuring transparent communication (Luthuli et al., 2024).

Moreover, extension activities outside the country were affected by the university's standard implementation of operational planning, which obtained a p-value less than the level of significance of 0.05. This implies that the strategic direction proposed by the universities in Region 3 aligned their plans for operational implementation, which must include the alignment of specializations of courses and faculty expertise to offer community extension activities abroad, as they were supported with budget and resources to practice the programs.

The international extension was crucial for faculty professional growth, as it broadened perspectives on applying academic knowledge, leading to professional networks, global competence, professional progression, and university impact. The universities provided these services to address community needs and foster community-based support to address socio-economic factors (Corpuz et al., 2022). Extension services were crucial for higher education institutions (HEIs) as they enhanced the quality of life by providing information and technology to community members. These activities, including community extension programs, contributed to knowledge creation, poverty reduction, and revenue growth. The Office of Extension and Community Services should have discussed strategic ways to improve extension services, strengthen partnerships, reschedule outreach programs, conduct livelihood training for parents, and establish links with other daycare schools (Sagun-De Vera, 2023).

Furthermore, institutional standardization showed no significant effect on organizational engagement, graduate programs accomplished abroad, and extension activities done outside the country, which obtained p-values greater than the alpha level of 0.05. This entailed that the faculty's willingness to finish graduate programs in other universities outside the country and their participation in professional organizations worldwide did not solely depend on the university's management practices, as they considered other personal responsibilities and capabilities to comply with the requirements.

From the findings above, we could infer that at the 0.05 level of significance, the null hypothesis stating that there is no significant effect between the implementation of university institutional standardization practices and faculty professional recognition was rejected, which incited that there was a significant effect between them. This denoted that the university's standardization practices influenced the faculty's professional recognition in a global context, as they were supported by the strategic plan and resources of the institution to gain competency and attain global standards to contribute to the delivery of quality education among its students.

Motivation to participate in earning graduate programs varied across countries. However, the impact on attaining global standards that they could contribute to the respective countries increased through enhanced academic performance and innovative approaches to problems encountered. Also, graduates from international programs appreciated the importance of everyday language and cultural understanding within networks and collaborations (Shin and Lee, 2022).

Test of Affect between the implementation of university institutional standardization practices and student recognition

To test the significant effect of implementing university institutional standardization practices on student recognition in terms of published and presented innovation, immersion programs outside the country, student exchange programs, training attended abroad, and international contest participation, they were treated statistically using Real Statistics Data Analysis Tools with Regression Analysis.

Table 21 shows the significant effect of implementing university institutional standardization on student recognition. The university's institutional standardization practices in this study included stakeholder satisfaction, leadership and commitment, risk and opportunity management, resource management, operational planning, and implementation controlling. In contrast, the students' recognition included published and presented innovation, immersion programs outside the country, student exchange programs, training attended abroad, and international contest participation.

TABLE 21. The significant affect between the implementation of university institutional standardization practices and student recognition

Dependent Variable	Independent Variable	DF	F	P-value	Remarks
Published And Presented Innovation		7	2.4653	0.023	Significant
Immersion Program Outside The Country		7	3.6113	0.0018	Significant
Student Exchange Program	The University Institutional Standardization Practices	7	2.4132	0.0259	Significant
Training Attended Abroad		7	2.4347	0.0247	Significant
International Contest		7	2.2800	0.0346	Significant

It could be observed that the university's standard implementation of processes in providing services and quality education affected students' global recognition and exposure to quality experiences, namely published and presented innovation, immersion programs outside the country, student exchange programs, training attended abroad, and international contest participation, as it had a p-value less than the alpha level of 0.05.

This indicated that feedback from stakeholders about the students' competency and ability served as the basis for the university in creating initiatives and plans to align students'

curricula with global standards and context. Identifying students' performance baselines helped the university pinpoint the students' needs to fully access opportunities outside the university and attain mastery among expected competencies in various programs that exposed students to real-world setups. The university leaders' initiatives and financial aid for participants of global exposure boosted students' participation and willingness to take risks in understanding the culture and work ethics of other universities and industries, which enhanced their field understanding of their specializations and courses. Upon evaluating colleges' alignment with the practice and compliance with the university's standard mission and goal, the colleges perceived key areas for improvement in delivering quality education and experiences for students. This influenced students to gain more knowledge through training offered by reputable industry organizations worldwide to attain competency based on the needs of global markets.

Also, students' participation in contests and exchange programs abroad was not solely dependent on university management alone; it also included the financial capability of students' families to support their financial needs during participation.

Motivation to participate in earning graduate programs varied across countries. However, the impact of attaining global standards, which they may contribute to in their respective countries, increased through enhanced academic performance and innovative approaches to problems encountered. Additionally, graduates from international programs appreciated the importance of everyday language and cultural understanding within networks and collaborations (Shin & Lee, 2022).

From the findings above, we can infer that at the 0.05 level of significance, the null hypothesis, "There is no significant effect between the implementation of university institutional standardization practices and students' recognition," was rejected, indicating a significant effect between them. The university's practice of standard process implementation supported students' willingness to participate in programs outside the country, where they were exposed to varied cultures and practices in their specialization within a global context. University-planned pathways for students aligned with global standards attracted students, as they felt the competitive advancement offered by the university program and developed an edge in the workforce.

Estébanez et al. (2023) concluded that global participation among students aided universities and colleges in maintaining the quality of education as they met sustainable standards. It equipped tertiary students with the necessary skills, knowledge, and attitude to maintain societal equity and equality. (Doyle et al., 2019).

Based on the results of the research, it produced international programs for higher education institutions proposed and developed for sustainable exposure of the faculty and students. This proposed plan composed of three (3) phases including the program preparation, integrated student's activity in the courses and the integrated faculty activity in the professional advancement plan. The plan

contained title of the activity, purpose, its scheduled time, person involved, expected output and resources needed.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the study's results, university institutional standardization practices showed significantly effect on faculty professional recognition thus, signified rejection which concluded that that standardization significantly affects faculty professional recognition as it developed that enhanced the university's image and academic standing for better access to opportunities in a global context. It can be concluded that implementation of standardization showed a significant effect on faculty exposure in the global context of professional development as it aided the university in receiving recognition and establishing a positive image globally with quality services and education.

Moreover, the standardization practices showed significant effect to student recognition thus null hypothesis is rejected which concluded that university practice of standard process implementation supports the student's willingness to participate in programs outside the country to which they were exposed to varied cultures and practices in their specialization in a global context; university-planned pathways for the students aligned with global standards attracted student's as they felt the competitive advancement offered by the university program and developed edge on the work field.

Based on the findings and conclusions made, the following recommendations were forwarded:

Universities are suggested to practice standardization among university services to attain excellence and a positive university image in a global context.

Universities are advised to support faculty professional engagement and recognition in a global context, expose them to the varied trends in education, and ensure the production of quality graduates.

The administrators are recommended to design programs that expose students to global context and recognition to shape quality experiences and develop high development standards.

The faculty is advised to be actively involved in the standardization practice of curriculum delivery to develop standards in continuous development.

Faculty are recommended to develop a program focused on students' exposure to the global context to the development of excellence and access opportunities.

It is recommended that the university develop and utilize a sustainability plan to create and integrate faculty and student activity in a global context.

Future researchers are advised to study the implementation of university standardization further, focus on different offices of the university other than academics, and employ the students' evaluation of the university services.

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