

Western Association of Schools and Colleges (WASC) Implementation, Organizational Performance and Corporate Image of Southville Global Education Network (SGEN) Schools

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Abstract- *Quality Education becomes a major focus of all educational institution especially the SGEN schools. This is the reason why they ensure that their International Accreditation is well implemented, maintained, and monitored to make their students enjoy quality international education. This research determines the impact of the WASC implementation to the Organizational Performance and Corporate Image of Southville Global Education Network (SGEN) schools. Descriptive-survey type of research in assessing the implementation of WASC criteria among SGEN international schools was used with the end in view of framing an organizational framework on performance and corporate image.*

All the WASC Standards are highly implemented in SGEN schools such as Organization for student learning, Curriculum, instruction and assessment, Support for student personal and academic growth, and resource management and development. The respondents strongly agreed on the great impact of WASC implementation on the organizational performance of SGEN schools primarily in terms of teacher performance and customer satisfaction; and secondarily on student achievement and school improvement. There is also a great impact of WASC implementation on the corporate image of SGEN schools in terms of pedagogical approaches and quality education. Strong positive relationship between teacher performance and the Organization for Student Learning and Curriculum, Instruction and Assessment has been recorded while the study also reveals a strong positive relationship between curriculum, instruction and assessment and the customer satisfaction. There is a high significant positive relationship between WASC implementation and the Corporate Image in terms of pedagogical approaches and quality education. The

group of parents has significantly lower views on the WASC implementation and its impact to organizational performance and corporate image of the SGEN schools compared to Academic Heads and Teachers. An integrated framework has been proposed for sustainable WASC implementation. This framework may be utilized as a basis for designing educational programs and activities towards the attainment of the institutional mission, vision, goals, and objectives.

Keywords: *Organizational Performance, Student Achievement, Teacher Performance, School Improvement, Customer Satisfaction, Corporate Image, Pedagogical Approaches, Quality Education*

INTRODUCTION

Every individual has the right to education. This right is not only the right to access learning but more so, to receive a high quality education. Education must not only be available and accessible for everyone but also acceptable and adaptable.

Educational institutions have that responsibility of preparing the learners to face life and its challenges now and in the future. This kind of education is one that will make them well-rounded individuals who are academically competent and who understand at least the basic whats and whys of the world, learners who know how to deal well and respect people of different culture, learners who are emotionally able to face different concerns that may be encountered in his journey, and one who has the necessary skills and abilities to be economically productive who will be able to help not only himself but the nation as well.

For UNESCO [1] quality learning is basic for meeting individuals' essential needs, as well as central in cultivating the conditions for worldwide peace and

practical improvement. Learners need to learn in dynamic, communitarian and self-guided courses with a specific end goal to thrive and add to their groups. Alongside the fundamentals, they have to acquire positive attitudes, values and skills. Educators, peers, groups, educational programs and learning resources must prepare them to regard and respect human rights internationally and to value worldwide prosperity, and in addition, provide them with the basic knowledge and skills for 21st century employment opportunities. To accomplish this, it is insufficient to gauge what learners learn: it is important to focus on the classroom encounters that essentially shape student learning, and emphasize the range of skills required for long lasting prosperity and societal union.

Nowadays, educational managers are challenged in operating in this fast changing world. The globalization of economic system, rise of technology and the increased expectations that society has of its education system have replaced past certainties with new and uncertain framework. Education has to be more dynamic. Therefore, educational leaders should meet this challenge and develop approaches in order to operate successfully in this modern environment.

The belief of the Accrediting Commission for Schools centers upon three things: (1) institution's general goal is student achievement, (2) each institution has a clear objectives and targets and "schoolwide student goals"; and (3) a school submits itself in external and internal assessment as part of continued school improvement to ensure student learning [2].

There are several schools in the country that had been internationally accredited, one of which is Southville International Schools and Colleges, located in Las Pinas City, which had been accredited by Western Association of Schools and Colleges (WASC) since 2005. Stonyhurst Southville International School in Batangas City and Stonyhurst Southville International School in Lipa City are two other international schools in the south which earned their international accreditation, also by WASC in 2010.

Western Association of Schools and Colleges (WASC), one of the known accrediting bodies in the US is a non-profit accrediting association in the United States (ACS WASC, 2014). It has been accrediting K-12 schools and non-degree granting institutions in different parts of the world.

These three schools belong to an organization called Southville Global Education Network (SGEN), an organization which had been founded to provide quality international education to their students. Working for quality and excellence to gain better

results is now the great challenge that the Philippine government has been aggressively and consistently giving to all educational institutions. Quality is always integrated now with the nation's objectives in uplifting the status of education the nation has.

The result of organizational performance demonstrates the capacity of the institution to excel against its competitors and gain the respect of the community. Richard et al. [3] considered it as one of the most important constructs in management research. In an academic institution, it includes the student achievement, teacher performance, school improvement and customer satisfaction as some of the factors that could be considered relevant in managing schools as business enterprise. Giving importance to the voice of the customers really matters to the quality management as a measure of fulfillment and satisfaction to the delivered services. Omar et al., [4] emphasized that customer satisfaction is significantly and positively related to trust.

Educational institutions need to focus its attention on management of quality to ensure that it survives in this world of competition in terms of gaining reputation and positive corporate image. To ensure that an institution has set, met and maintained a high level of standards there has to be an evaluating body to assess like WASC. This, now, results to the decision of having accreditation. Accrediting bodies may be local or international depending on the nature of the institution. Furthermore, accreditation is a way of putting label and identity to products. Alwi and Kitchen [5] noted that brand equity such as positive word-of-mouth is derived from both attitudinal components, rather than being based on only one component.

The researcher, who belongs to one of these institutions, chose to conduct a study with these as participating schools. Being with the institution for 18 years, the researcher became so concerned with everything about it – its challenges, successes, achievements and directions. She believes that there is still so much more that the institution can do for its clients and prove to the community. As one of the junior administrators, she wanted to contribute more in its operations, especially in the better implementation of WASC standards to ensure premier education sustenance. This study will be of great help to the administrators, academic heads, and to the whole working team to improve more their services to those learners who have been entrusted to them. Most importantly, this study will be beneficial to the recipients of the institutions' services, the main reason for their existence, the students. Her study will focus

on the implementation of WASC standards among SGEN internationally schools with the aim of proposing a framework on performance and corporate image for SGEN schools that may address the gaps that have been found out.

OBJECTIVES OF THE STUDY

This study determined the impact of the WASC implementation to the Organizational Performance and Corporate Image of Southville Global Education Network (SGEN) schools. Specifically, it aimed to determine the level of implementation of the participating schools in terms of organization for student learning, curriculum, instruction and assessment, support for student personal and academic growth, and resource management and development; to assess the impact of WASC implementation to the organizational performance of SGEN schools with respect to student achievement, management support, teacher performance, school improvement and customer satisfaction; to describe the corporate image of SGEN schools in terms of teaching pedagogy and quality education; to test the significant relationship between WASC implementation and its impact to organizational performance and the significant relationship between WASC implementation and its impact to corporate image; to test the significant difference on the level of WASC implementation and its impact to organizational performance and corporate image when responses are grouped according to teachers, academic heads and parents; and finally, an integrated organizational framework on performance and corporate image for SGEN schools maybe proposed based from the findings of the study.

METHODS

Research Design

This study used the descriptive-survey type of research in assessing the implementation of WASC criteria among SGEN international schools with the end in view of framing an organizational framework on performance and corporate image. Mitchell [6] describes descriptive research as an appropriate tool and practices of which can be treated with the statistical tools.

This study also used a sequential explanatory mixed methods design in assessing the implementation of WASC Criteria in the participating schools. This was adopted from the dissertation conducted by Yague [7] which had also been adopted from the Handbook of Mixed Methods in Social and Behavioral Research [8]. It worked on a single study done in two phases: Phase 1 collected quantitative data from a survey, while Phase 2, gathered information through interviews. The procedure for collecting, analyzing, and mixing or integrating both quantitative and qualitative data was done in a complimentary fashion where after Phase 1, questions for Phase 2 were formed.

Mixed methods research according to Creswell and Plano [9] combines approaches, a philosophy, and provides a research design orientation. According to Onmuegbuzie & Leech (2004) as cited by Yague [7] its premise is that the use of both forms of inquiries will provide breadth and depth in understanding the research problem.

Procedure

To facilitate the collection of research data, the researcher distributed the questionnaires personally to the target respondents especially to the teachers and parents in SSIS-Bats and Lipa, Philippines. However, in SISC, first, the researcher sent hard copies but not many returned the survey and later tried using google forms but still, not able to get the expected target within the two-month period of data gathering; but at least bigger part of the population was still able to send back their responses. Selected teachers, academic heads and parents were informally interviewed during or after the surveys to get their personal views regarding the WASC implementation.

Participants

This study involved three SGEN schools which are all WASC, USA accredited namely: Southville International School and Colleges, Las Pinas, Stonyhurst Southville International School, Batangas City, and Stonyhurst Southville International School, Lipa City, Philippines.

Table A. Frequency Distribution of the Respondents

	Heads		Teachers		Parents		Total	
	f	%	f	%	f	%	f	%
SISC	15/16	93.8	62/100	62	88/232	37.9	165/348	47.1
SSIS-Bats	7/7	100	22/22	100	62/64	96.9	91/93	97.8
SSIS-Lipa	7/12	58.3	22/22	100	39/43	90.7	68/77	88.3
Total	29/35	82.9	106/144	73.6	189/339	55.8	324/518	62.5

The specific respondents are divided in three groups such as the 29 academic heads, 106 teachers, and 189 parents from three SGEN Schools. This set of parents were chosen, for the reason that, being parents of students in the highest level of each department, they may have more experiences with the institution where they are and had been witnesses to its progress and achievements like the international accreditation. The following distribution of respondents in Table A were used by the researcher.

Out of the total population of 518 who were given the questionnaires, 324 or 62.5 percent were retrieved with the lowest retrieval rating from SISC of only 47.1 percent.

Research Instrument

This study utilized a survey questionnaire with two parts. The first part, which was based on the four accreditation categories of WASC such as Organization For Student Learning, Curriculum, Instruction and Assessment, Support for Student Personal and Academic Growth, and Resource Management and Development, was developed by Dalangin [10], and had been validated by education professionals from Philippine Normal University, Manila and from Lyceum of the Philippines University-Batangas. The second part, which is about the organizational performance and corporate image, was self-made. The researcher has sought permission from Dalangin to adopt the validated instrument to assess the level of implementation of WASC among SGEN Schools.

The researcher made some minor changes and after she submitted the paper for reliability test and got a result of .947 which shows high consistency. The instrument adopted a four-point rating scale with four (4) and one (1) as the lowest using the following scale: 3.50-4.00: Strongly Agree (SA); 2.50-3.49: Agree (A);

1.50-2.49: Disagree (D); 1.00-1.49: Strongly Disagree (SD). To gather more relevant information and to validate, the researcher conducted an interview with some selected respondents.

Ethical Considerations

All participants were informed regarding the purpose of the study and ensured that the data provided in the survey will be treated with utmost confidentiality and the personal identity of the respondents will not be disclosed in any part of the analysis. Only those respondents especially the parents who are willing to participate in the survey were given the questionnaire and those respondents who were given the online survey were also not obliged to answer it.

RESULTS AND DISCUSSION

Table 1 that follows presents the results on the Level of Implementation of WASC in the Organization for Student Learning. The three groups of respondents strongly agreed on almost all indicators for each of the areas under student learning as shown in the composite mean of 3.6, verbally interpreted as agree. Generally speaking, this indicates that the SGEN institutions have strong school leadership and staff that work together for student learning. This shows that SGEN schools essentially follow WASC standard on this and that the level of WASC implementation is high.

Table 2 presents the Level of Implementation of WASC in the Curriculum, Instruction, and Assessment. The composite mean of 3.60 reveals that the teachers, heads, and parents strongly agreed on the statements that describe the SGEN schools' WASC implementation in the curriculum, instruction and assessment in terms of what students learn, how students learn and how assessment is used.

Table 1. Level of Implementation of WASC in the Organization for Student Learning

Level of Implementation of WASC in the Organization for Student Learning	Weighted Mean			Total WM	VI
	Teachers	Heads	Parents		
School Purpose	3.77	3.87	3.49	3.62	SA
Governance Criterion	3.71	3.78	3.39	3.53	SA
School Leadership Criterion	3.77	3.88	3.52	3.63	SA
Staff Criterion	3.67	3.75	3.48	3.57	SA
School Environment	3.77	3.89	3.55	3.65	SA
Reporting Student Progress Criterion	3.90	3.93	3.55	3.70	SA
School Improvement Criterion	3.75	3.82	3.42	3.56	SA
Composite Mean	3.76	3.85	3.49	3.61	SA
Very High					

Table 2. Level of Implementation of WASC in Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment	Weighted Mean			Total	
	Teachers	Heads	Parents	WM	VI
What Students Learn	3.83	3.78	3.47	3.62	SA
How Students Learn	3.77	3.83	3.46	3.60	SA
How Assessment is Used	3.78	3.79	3.43	3.58	SA
Composite Mean	3.79	3.80	3.45	3.60	SA
Very High					

Table 3. Level of Implementation of WASC in the Support for Student Personal and Academic Growth

Support for Student Personal and Academic Growth	Weighted Mean			Total	
	Teachers	Heads	Parents	WM	VI
Student Connectedness	3.72	3.76	3.42	3.56	SA
Parent/Community Involvement	3.65	3.74	3.44	3.54	SA
Composite Mean	3.69	3.75	3.43	3.55	SA
Very High					

Table 4. Level of Implementation of WASC in the Resource Management and Development

Resource Management and Development	Weighted Mean			Total	
	Teachers	Heads	Parents	WM	VI
Resources	3.49	3.59	3.36	3.43	SA
Resource Planning	3.66	3.74	3.38	3.68	SA
Composite Mean	3.58	3.67	3.37	3.56	SA
Very High					

This result indicates that the SGEN schools' level of WASC implementation is high. SGEN management commit themselves fully in making sure that students under their care enjoy high standard of education.

Educators, as discussed in Developing a Global Ethos [11], are always challenged on the issue of how they may prepare the young ones nowadays for future life in this rapidly changing world. An international curriculum covers different areas, all that are useful in the life of the learners such as different cultures, climate change, life skills, nature or resources, art, health, social conditions, government, technology advancement, etc.

Table 3 shows the SGEN schools' level of WASC implementation in terms of support for student personal and Academic growth. This area focuses on students' academic growth, student connectedness, and parent/community involvement. Parents agreed while both the teachers and heads strongly agreed on the indicators describing this area. The composite mean still revealed that in general they strongly agreed which gave the result that the SGEN schools' level of implementation is high.

As stated in the SSIS Self-study Report (2012), "the school recognizes the importance of developing well-rounded individuals who are not only excellent in academics but also in all other aspects particularly in

sports, culture and arts. Student connectedness and student activities will help students reach their full potential through co-curricular and extracurricular activities".

Results imply that SGEN schools have means to make the stakeholders know and understand school's goals and student learning. They also know that parents and community are being involved in the function of the institutions especially if activities are for their children.

The level of implementation of WASC in the resource management and development is presented in Table 4 that follows. The composite mean of 3.56, verbally interpreted strongly agree reveals that the respondents agreed on the indicators that describe SGEN implementation on resources, and resource planning. This results show that SGEN schools' implementation on this aspect is high.

Availability of resources in an educational institution is very vital in the success of its operation as well as in the achievement of students. This has a strong relationship in the attainment of the institution's objectives [12]. Human resources, for example, are very important in the realization of excellence in the educational institution. Conducted related researches included in their study revealed that material resources such as laboratory

materials, classrooms, learning resource, other teaching materials, and human resources help improve academic performance of the earners. For Khan and Iqbal [14], sufficient and quality facilities are basic needs if quality education is the goal to provide. Effective learning requires different activities that need a lot of facilities such as classrooms with important facilities other than teaching materials that help motivate learners improve learning.

Table 5 presents the views of the respondents on the impact of WASC implementation to the organizational performance of SGEN schools in terms of student achievement, teacher performance, teacher performance, school improvement and customer satisfaction. It may be gleaned from the table through the composite mean of 3.59 that they also strongly

agreed on the indicators. This just revealed that they believe that WASC, truly, has a great impact on the institutions' organizational performance. According to CHEA [13], accreditation addresses student achievement just the same as what government expects. CHEA's examination of accrediting association shows its being directed on student achievement as proof of quality education. WASC is fundamental to a school's continuous cycle of assessment, planning, implementation, monitoring, and reassessment. Accreditation promotes excellence by motivating educational institutions to meet certain level standard of quality according to the criteria set by the accrediting body. Other than its official title, WASC, being Western Association of Schools and Colleges, also means **We Are Student-Centered** (ACS/WASC, 2016).

Table 5. Impact of WASC Implementation to the Organizational Performance of SGEN schools

Impact of WASC Implementation to the Organizational Performance of SGEN Schools	Weighted Mean			Total WM	VI
	Teachers	Heads	Parents		
Student Achievement	3.72	3.77	3.45	3.57	SA
Teacher Performance	3.75	3.74	3.53	3.62	SA
School Improvement	3.70	3.70	3.44	3.55	SA
Customer Satisfaction	3.78	3.84	3.48	3.61	SA
Composite Mean	3.74	3.76	3.48	3.59	SA

Table 6. Impact of WASC Implementation to the Corporate Image of SGEN schools

Impact of WASC Implementation to the Corporate Image of SGEN schools	Weighted Mean			Total WM	VI
	Teachers	Heads	Parents		
Pedagogical Approaches	3.85	3.82	3.54	3.67	SA
Quality Education	3.78	3.86	3.57	3.67	SA
Composite Mean	3.82	3.84	3.56	3.67	SA

Table 7. Relationship between WASC Implementation and Organizational Performance

	Student Achievement		Teacher Performance		School Improvement		Customer Satisfaction	
	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value
Organization for Student Learning	.659(**)	.000	.723(**)	.000	.657(**)	.000	.672(**)	.000
Curriculum, Instruction & Assessment	.694(**)	.000	.715(**)	.000	.691(**)	.000	.701(**)	.000
Support for Student Personal And Academic Growth	.668(**)	.000	.668(**)	.000	.638(**)	.000	.662(**)	.000
Resource Management and Development	.641(**)	.000	.653(**)	.000	.686(**)	.000	.635(**)	.000

Table 8. Relationship between WASC Implementation and Corporate Image

WASC Implementation	Corporate image		Pedagogical Approaches		Quality Education	
	r-value	p-value	r-value	p-value	r-value	p-value
Organization for Student Learning	.683(**)	.000	.711(**)	.000	.711(**)	.000
Curriculum Instruction & Assessment	.683(**)	.000	.710(**)	.000	.710(**)	.000
Support for Student Personal And Academic Growth	.688(**)	.000	.701(**)	.000	.701(**)	.000

Table 6 presents the Impact of WASC Implementation to the Corporate Image of SGEN schools in terms of pedagogical approaches, and quality education. Table shows a grand mean of 3.67 revealing that, generally, the respondents strongly agreed on all indicators. Respondents, likewise, believe and recognize that WASC greatly affects the institutions' corporate image. They strongly agreed that WASC accreditation conveys an image of reputation that makes our institution different and ahead of other schools in the country and it gives students and parents assurance of students' preparedness for higher educational level. This is supported by what CHEA [13] explained that accredited status is a tested proof of the value and quality of schools and curricula to students and the community. Without the accredited status, it is difficult to ensure the quality of the education and to believe that an institution can realize its promises. Likewise, graduates cannot be assured that they will be appropriately prepared.

There is a significant positive relationship between WASC implementation and the organizational performance as denoted by the p-values which are all less than the 0.01 level of significance as shown in Table 7.1. It can be noted that overall, there is a strong positive relationship between teacher performance and the Organization for Student Learning (0.723), Curriculum, Instruction and Assessment (0.715). Likewise, there is also a strong positive relationship between curriculum, instruction and assessment and the customer satisfaction (0.701). The clear school purpose and expected schoolwide learning results strengthen the curriculum, encourage the teachers to have better approaches that motivate the students to be engaged in learning and achieve better results.

If Curriculum, Instruction and assessment will be taken independently in relation to organizational performance, it obtained the highest r-values for student achievement, school improvement and customer satisfaction because this criterion is the most visible to parents in terms of what to learn, how to learn and how assessment is used which are directly related to the outcomes of students, performance of the teachers and how the school continuously improve its services towards customer satisfaction.

However, resource management and development has the least r-values which signifies moderate positive relationship for student achievement (0.641), teacher performance (0.653) and customer satisfaction (0.635), wherein its implementation could hardly ensure how the resources are being planned for utilization by the

management to enhance the performance of the organization. The nature of the activities under resource management makes it difficult for the respondents especially the parents to assess this area directly.

As shown in Table 8, there is a highly significant positive relationship between WASC implementation and Corporate Image as denoted by the computed p-values which are all less than the 0.01 level of significance. But the strong positive relationship was obtained between pedagogical approaches and the curriculum, instruction and assessment with a computed p-value of 0.728 which indicates that a 52.99 percent of the total variation can be explained by the relationship. Likewise, strong positive relationship were also noted between quality education and WASC implementation in terms of Organization for Student Learning (0.711), Curriculum, Instruction and Assessment (0.710) and Support for Student Personal and Academic Growth (0.701). This signifies that the higher the views and opinions of the teachers, academic heads and parents on the WASC implementation, there is also a tendency to get higher views on the corporate image of SGEN schools in terms of pedagogical approaches and corporate image. Image is very important to any organization as corporate image or identity is perceived to have strategic value for the institution and a key strategic element enhancing the institution's performance and society's perception [15]-[18]. As the SGEN schools implement WASC criteria well, positive effect is seen on the corporate image of the institutions. International accreditation enables SGEN schools to perform better and it gave a great image and reputation to the community giving parents more confidence about their child's education.

Table 9. Difference of Responses on the Corporate Image of SGEN schools

	Teachers	Heads	Parents	F	Sig
Pedagogical Approaches	3.85	3.82	3.54	20.953**	.000
Quality Education	3.78	3.86	3.57	11.495**	.000

Significant at p-value < 0.01

Table 9 on the other hand, revealed that there is a significant difference on the responses of the three groups in the Corporate Image of SGEN schools as denoted by the computed p-values which are all less than the 0.01 level of significance, therefore, the null

hypothesis is rejected. Parents have significantly lower response in terms of pedagogical approach and quality education but when compared their views with WASC implementation and its impact to organizational performance, the Corporate obtained higher scores. This signifies that although parents have significantly lower response compared to teachers and academic heads, still, their view on the image of SGEN schools is high, and, still further improvement has to be done in order to sustain the quality of education being offered to clients. Teachers have significantly higher response on pedagogical approach because they are the primary concerns on the assessment. On the other hand, Academic heads have significantly higher opinion on the quality education because they are part of the administration who believed on the great capacity of the institution to offer the best service on delivering instruction and honing the character of the students.

Proposed Framework

Southville Global education Network Internationally accredited schools truly commit themselves to give the best possible international education to the learners. This kind of education is that, which will prepare them in real life especially in the future. These schools try their best to mold life-

long learners who will be movers of the society and students who will make a difference in their lives, in the lives of others and of the whole community. For these to come to reality they continuously provide the learners with the international curriculum through the 5Cs: Competence, Character, Commitment to Achieve, Collaboration and Creativity. Expected Schoolwide Learning Results (ESLRs) are clearly stated using the 5cs.

Results of this study has proven the SGEN Schools are on their right track. Their adherence to WASC standards is very evident and generally shows strong implementation. This is a manifestation that these institutions are living to their commitment to their clients - the learners and their parents and to the whole community. However, they still believe that there is still room for improvement. Services may be good already but something more may be done to level up and prove to the stakeholders that continuous improvement is their other commitment knowing that expectations also level up. Continuous improvement on this category, organization for student learning, with more focus on areas where schools are still weak, will help SGEN schools have better organizational performance and more positive corporate image

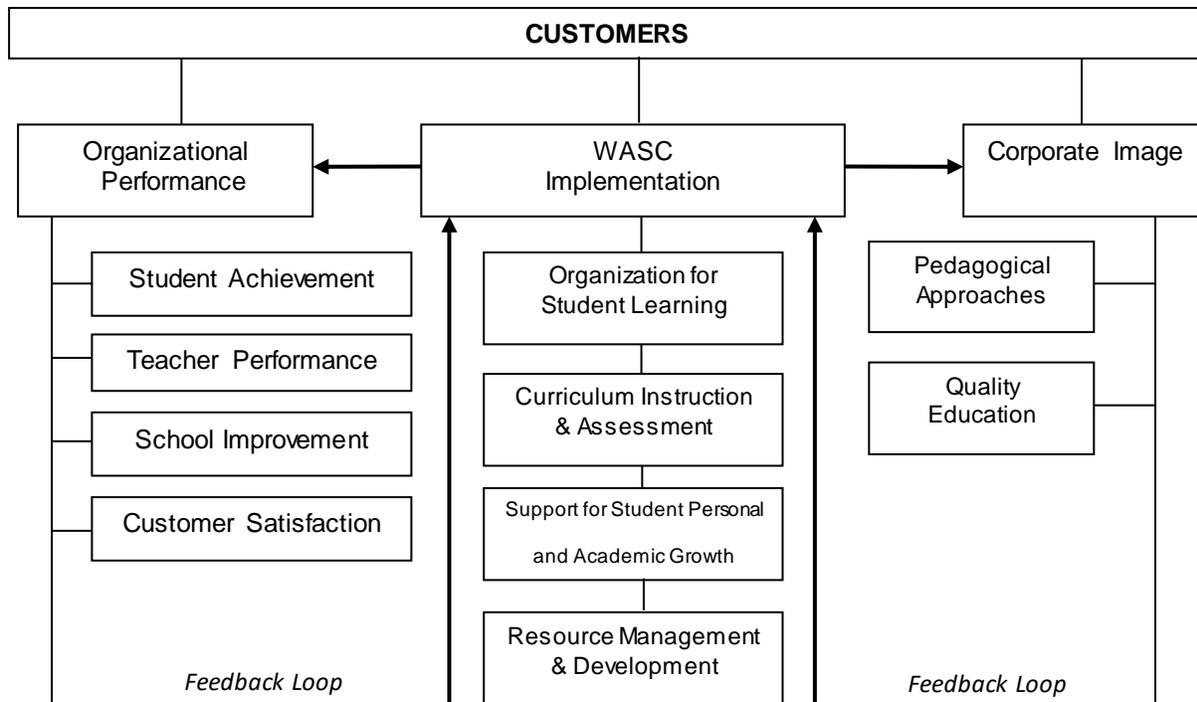


Figure 1. Integrated Framework for Organizational Performance and Corporate Image from WASC Implementation

CONCLUSION

Based from the results of the study, it surfaced that, generally, academic heads, teachers and parents perceived that all the WASC Standards are highly implemented in SGEN schools such as Organization for student learning, Curriculum, instruction and assessment, Support for student personal and academic growth, and resource management and development. The respondents believed on the great impact of WASC implementation on the organizational performance of SGEN schools primarily in terms of teacher performance and customer satisfaction; and secondarily on student achievement and school improvement. There is also a great impact of WASC implementation on the corporate image of SGEN schools in terms of pedagogical approaches and quality education. Strong positive relationship between teacher performance and the Organization for Student Learning and Curriculum, Instruction and Assessment has been recorded while the study also reveals a strong positive relationship between curriculum, instruction and assessment and the customer satisfaction. There is a high significant positive relationship between WASC implementation and the Corporate Image in terms of pedagogical approaches and quality education. The group of parents has significantly lower views on the WASC implementation and its impact to organizational performance and corporate image of the SGEN schools compared to Academic Heads and Teachers.

RECOMMENDATION

On the basis of the conclusion, the following recommendations are hereby presented: (1) SGEN schools must continue to support the strong implementation of the WASC criteria through developing strategies to sustain the business operations of the organization and gain more the trust and confidence of the parents as the primary customer; (2) Management of SGEN schools need to develop activities that would get more attention of the parent/community to be involved in the WASC implementation and get their full support to generate resources and participate in resource planning; (3) SGEN schools may capitalize on their reputation as international schools with WASC Accreditation and strong image as a tool for market positioning and possible growth of enrolment (4) Management of SGEN schools must ensure facilities are adequate to meet the school's purpose and are safe and functional through conducting continuous preventive and

corrective maintenance (5) SGEN WASC accredited schools may take care of their accredited status as it helps them a lot in their good organizational performance and in keeping a positive corporate image; (6) Future researchers may focus on other aspects concerning international accreditation with consideration of other WASC accredited institutions in the country as their subject of research.

The result of this study is only limited to the SGEN schools that cannot be generalized and may not be applicable to other institutions but can be a good source of information for further investigation.

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