

# Evaluating The Effectiveness of Moncast: A Comprehensive Assessment of School Performance

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## ABSTRACT

This quantitative-descriptive study aimed to evaluate the effectiveness of Monkayo College of Arts, Sciences and Technology (MonCAST) as a higher education institution in delivering quality education and fostering continuous improvement. Anchored on Talcott Parsons' Goal Attainment Theory (1960), the study examined how clearly defined institutional goals translate into concrete outcomes for faculty and students. Specifically, it assessed MonCAST's effectiveness in terms of clear school mission, high expectations for success, instructional leadership, opportunity to learn and time on task, safe and orderly environment, positive home-school relations, and frequent monitoring of student progress. A survey was conducted among 69 faculty members selected through stratified random sampling to ensure fair representation. Results revealed that MonCAST achieved a "Very High" effectiveness level in most areas, particularly in its clear mission, strong instructional leadership, and high academic expectations. Opportunities for learning, student safety, and monitoring of progress were also highly rated, supporting a strong academic and supportive school culture. However, home-school relations received a "High" rating, suggesting the need for further strengthening of parental engagement and community connections. The study concludes that MonCAST demonstrates a solid foundation for excellence but should continue enhancing stakeholder partnerships and support systems. It recommends continuous curriculum improvement, faculty development, active student participation, and expanded community involvement to sustain progress. Future researchers are encouraged to explore additional effectiveness dimensions, such as graduate outcomes and student satisfaction, to further guide institutional development.

**Keywords:** Institutional Effectiveness, Goal Attainment Theory, Quantitative-descriptive, MonCAST, Monkayo, Davao de Oro, Philippines

## INTRODUCTION

### Background of the Study

Assessing the effectiveness of higher education institutions is crucial to ensuring they deliver quality education, promote student success, and contribute to community development. School effectiveness refers to an institution's ability to achieve desired learning outcomes and continuously improve its practices (Bush & Glover, 2019). As education becomes more competitive and rapidly evolving, regular evaluation helps schools remain relevant and responsive. Without it, institutions risk overlooking key areas for growth, ultimately affecting their reputation and long-term sustainability.

Within the premise of global landscape, the need for continuous assessment has grown due to technological advancements and shifting workforce demands. In Europe, comprehensive school evaluations have led to better instructional quality, faculty development, and student support (Juriševič & Strmčnik, 2020). Institutions that regularly assess their performance adapt more effectively to global trends and maintain high student

achievement. International standards and accreditation also emphasize evidence-based evaluations to ensure accountability and excellence (Van der Bijl & Taylor, 2021).

In the Philippines, higher education institutions face increasing pressure to meet both national and global standards. The Commission on Higher Education (CHED) requires strong quality assurance systems to ensure continuous improvement and competitiveness (CHED, 2021). Santos and Flores (2022) found that systematic performance evaluations help identify curriculum gaps, improve faculty competencies, and enhance student services, all of which are vital for accreditation and institutional credibility.

Contextually, the Monkayo College of Arts, Sciences and Technology (MonCAST) plays a key role in expanding educational opportunities in the Davao Region. While MonCAST is strong in community engagement, inclusivity, and enrollment growth, it faces challenges in maintaining academic quality, advancing research, developing faculty, and strengthening internal systems. A comprehensive assessment is necessary to address these gaps, build on strengths, and align with national standards as the institution seeks greater recognition and long-term impact.

Despite some internal reviews, MonCAST has not yet conducted a full, institution-wide assessment that thoroughly examines its overall performance (MonCAST Research and Publication Report, 2023). This limits its ability to make informed strategic improvements and meet stakeholder expectations. This study aims to provide a clear, evidence-based evaluation of MonCAST's effectiveness, highlight strengths and areas for development, and guide future planning. Findings will be shared through reports, consultations, and publications to support decision-making and foster a strong culture of continuous improvement.

## **Research Objectives**

The purpose of this quantitative-descriptive research study is to evaluate the effectiveness of Monkayo College of Arts, Sciences and Technology (MonCAST) as an educational institution. Specifically, this study aims to achieve the following objectives:

1. To identify the socio-economic profile of the respondents in terms of:
  - 1.1. Years in teaching in MonCAST
  - 1.2. Employment Status
2. To identify the level of effectiveness of MonCAST in terms of:
  - 2.1. Clear School Mission
  - 2.2. High Expectations for Success
  - 2.3. Instructional Leadership
  - 2.4. Opportunity to learn and time on task
  - 2.5. Safe and orderly environment
  - 2.6. Positive home-school relations
  - 2.7. Frequent monitoring of student progress

## **THEORETICAL FRAMEWORK**

This quantitative-descriptive study is anchored on the Goal Attainment Theory of Talcott Parsons (1960). Goal Attainment Theory suggests that an organization's effectiveness is determined by its ability to set clear objectives and successfully achieve them. This theory emphasizes that for an institution to be considered effective, it must

show measurable progress toward its mission and vision. It underscores the importance of strategic planning, systematic implementation, and continuous outcome evaluation as central to organizational success (Gupta & Sharma, 2021). By focusing on achieving defined goals rather than merely maintaining activities, institutions are encouraged to prioritize accountability, quality, and sustained improvement.

This theory supports the present study on evaluating the effectiveness of MonCAST by providing a lens to examine how well the institution fulfills its academic, administrative, research, and community-related objectives. As MonCAST aspires to become a leading institution in the region, it is essential to determine whether it translates its strategic goals into concrete results that benefit its stakeholders. This was supported by Gupta and Sharma (2021) in their study, which emphasized that applying a goal attainment perspective helps higher education institutions systematically identify strengths and areas needing improvement. Similarly, Santos and Flores (2022) highlighted that aligning institutional assessments with goal-oriented frameworks ensures higher accountability and continuous quality enhancement.

## **METHODOLOGY**

This study utilized a quantitative research design, specifically employing a descriptive approach. Quantitative research focuses on collecting and analyzing numerical data to identify patterns, relationships, and trends in a systematic and objective manner (Creswell & Creswell, 2023). It allows researchers to measure variables precisely and make generalizations about a population based on statistical analysis. This design is appropriate for the study because it aligns with the objective of evaluating MonCAST's overall effectiveness using measurable indicators, such as academic performance, administrative services, and community engagement outcomes. Quantitative data provide a solid basis for drawing conclusions and making evidence-based recommendations for institutional improvement.

The descriptive approach was chosen because it aims to systematically describe the current status of a phenomenon without manipulating variables (Mertler, 2021). This approach is well-suited to the study's objectives of assessing and presenting an accurate picture of MonCAST's strengths and areas for development across its academic and operational functions. By using a descriptive method, the study can capture and summarize stakeholders' perceptions and institutional performance data in a clear and organized manner, providing a comprehensive overview that supports informed decision-making. As supported by Mertler (2021), descriptive research is ideal for studies focused on evaluating and understanding existing conditions to guide future actions.

### **Research Respondents**

The respondents of this quantitative-descriptive study on evaluating the effectiveness of MonCAST were 69 faculty members selected from the total faculty population of 84. Using stratified random sampling, the population was divided into subgroups based on employment status; Contract of Service, Permanent, and Temporar. The respondents were randomly selected from each subgroup to ensure equitable representation. Stratified random sampling is a probability method that enhances precision by ensuring each subgroup is proportionately represented, thereby reducing sampling error and improving estimate accuracy. This principle was affirmed by Liu and Pontius (2021), who noted that stratified random techniques significantly improve sampling efficiency and produce more reliable estimates compared to simple random sampling across diverse strata. This approach was adopted to capture diverse faculty perspectives and provide a balanced and comprehensive evaluation of MonCAST's institutional effectiveness.

### **Data Collection**

The data of this study were gathered through a survey. The researchers utilized adapted survey questionnaire on School Effective which was rated by 69 faculty members selected through stratified random sampling to ensure fair representation. The use of structured questionnaire enabled the researchers to collect relevant data efficiently from a large group of teachers, ensuring that information on the variable can be statistically analyzed and interpreted (Stoica, 2021).

## Data Analysis

This study employed a quantitative descriptive research design. Descriptive research provides a systematic and accurate description of a phenomenon at a given point in time, allowing researchers to summarize perceptions or conditions without manipulating variables (Creswell & Creswell, 2022; Mertler, 2021). In this study, the design was used to examine the perceived effectiveness of Monkayo College of Arts, Sciences and Technology (MonCAST) in terms of academic performance, administrative services, research productivity, and community engagement.

The collected data were analyzed using frequency, percentage, mean, and standard deviation (SD). Frequency and percentage summarized respondents' demographic profiles and distribution across employment statuses. The mean determined the overall level of effectiveness in each area, while standard deviation assessed the consistency and variation in responses. A 5-point scale in the survey questionnaire guided interpretation, with clearly defined mean ranges and descriptive levels used to explain MonCAST's effectiveness as perceived by its faculty members.

Table 1 Range of Means, Description, Interpretation, and Level Description for the Effectiveness MonCAST

Range of Means	Descriptive Equivalent	Interpretation	Level Description
4.2 – 5.00	Strongly agree	MonCAST demonstrates a very high level of effectiveness.	Very High
3.4 – 4.19	Agree	MonCAST demonstrates a high level of effectiveness.	High
2.6 – 3.39	Neutral	MonCAST demonstrates a moderate level of effectiveness.	Moderate
1.8 – 2.59	Disagree	MonCAST demonstrates a low level of effectiveness.	Low
1.0 – 1.79	Strongly Disagree	MonCAST demonstrates a very low level of effectiveness.	Very Low

## RESULTS AND DISCUSSION

This part presented the discussion of results and reflection of the study. The data presented in this part followed the arrangement set in the Research Objectives. The data were described, analyzed and explicated in this section.

Table 2. Demographic Profile (Years in Teaching in MonCAST and Employment Status)

Profile	Frequency Count	Percentage (%)
<b>Years in Teaching in MonCAST</b>		
1 Year and below	13	18.84 %
1-2 Years	19	27.54 %
2-3 Years	8	11.59 %
3-4 Years	10	14.49 %
4-5 Years	6	8.70 %

5 Years and above	13	18.84 %
<b>Total</b>	<b>69</b>	<b>100.0 %</b>
<b>Employment Status</b>		
Contract of Service- Full Time	43	62.32 %
Temporary	10	23.19 %
Permanent	16	14.49 %
<b>Total</b>	<b>69</b>	<b>100.0 %</b>

Table 2 presents the demographic profile of the respondents based on their years in teaching at MonCAST and their employment status.

For years in teaching, the largest group of respondents has been teaching for 1–2 years, with 19 teachers (27.54%). This is followed by teachers with 1 year and below, as well as those with 5 years and above, both groups having 13 teachers each (18.84%). There are 10 respondents (14.49%) who have 3–4 years of experience, 8 respondents (11.59%) with 2–3 years, and 6 respondents (8.70%) with 4–5 years of teaching experience at MonCAST.

Regarding employment status, the majority of respondents are employed as Contract of Service – Full Time, representing 43 teachers (62.32%). This is followed by temporary employees with 10 teachers (23.19%), and permanent employees with 16 teachers (14.49%).

**What is the effectiveness level of MonCAST in terms of Clear School Mission?**

Table 3. Clear School Mission

zIndicators/Statements		Mean	SD	Description
<b>Clear School Mission</b>				
1	The school has a plan for the year that includes goals and objectives.	4.80	0.40	Very High
2	The school plan is developed with participation by teachers and community members.	4.58	0.57	Very High
3	Important social trends are considered in school planning.	4.54	0.50	Very High
4	Teachers and students know the school’s purpose and goals.	4.55	0.67	Very High
5	The goals of teachers are consistent with school and district goals.	4.46	0.63	Very High
6	Teachers communicate instructional goals to students.	4.43	0.60	Very High
7	The school plan is revised, monitored and reviewed periodically.	4.35	0.68	Very High
<b>Categorical Mean</b>		<b>4.53</b>		<b>Very High</b>
<b>Overall Mean</b>		<b>4.53</b>		<b>Very High</b>

Table 3 presented the effectiveness level of MonCAST in terms of Clear School Mission. There are seven statements included under this indicator, each highlighting different aspects of how the school establishes and communicates its mission. The statement with the highest mean score was "The school has a plan for the year that includes goals and objectives," which received a mean of 4.80, indicating that respondents strongly agree that MonCAST effectively sets clear yearly goals.

Meanwhile, the statement "The school plan is revised, monitored and reviewed periodically" recorded the lowest mean score of 4.35, though it still falls under the "Very High" descriptive level. The overall mean for this indicator is 4.53, signifying a "Very High" level of effectiveness. This suggests that MonCAST has a well-established mission that is clearly defined, communicated, and generally aligned with both teacher and community expectations, reflecting a strong foundation for achieving its educational objectives.

**What is the effectiveness level of MonCAST in terms of High Expectations for Success?**

Table 4. High Expectations for Success

Indicators/Statements		Mean	SD	Description
<b>High Expectations for Success</b>				
1	Classroom learning expectations are high, appropriate and achievable.	4.42	0.60	Very High
2	Expectations are communicated to faculty, support staff, students and parents.	4.67	0.47	Very High
3	All students, regardless of social or cultural differences, are expected to work toward high standards.	4.56	0.48	Very High
4	Expectations for students are based on knowledge of students and their previous performance.	4.52	0.60	Very High
5	High academic expectations are consistently maintained over time	4.42	0.81	Very High
	<b>Categorical Mean</b>	<b>4.54</b>		<b>Very High</b>
	<b>Overall Mean</b>	<b>4.54</b>		<b>Very High</b>

As shown in Table 4, the effectiveness level of MonCAST in terms of High Expectations for Success. There are five statements under this indicator, each reflecting how well the school upholds and communicates high standards for learning. The statement that garnered the highest mean score was "Expectations are communicated to faculty, support staff, students and parents," with a mean of 4.67, indicating that respondents strongly agree that MonCAST effectively communicates its expectations to all stakeholders.

On the other hand, the statements "Classroom learning expectations are high, appropriate and achievable" and "High academic expectations are consistently maintained over time" both received the lowest mean scores of 4.42, although these are still classified as "Very High." The overall mean for this indicator is 4.54, which likewise falls under the "Very High" descriptive level. This implies that MonCAST is highly effective in fostering a culture of high expectations, ensuring that all members of the academic community understand and strive to meet rigorous standards for student success.

**What is the effectiveness level of MonCAST in terms of Instructional Leadership?**

Table 5. Instructional Leadership

Indicators/Statements		Mean	SD	Description
<b>Instructional Leadership</b>				
1	Administrators know the school and district curriculum	4.64	0.59	Very High
2	Communication between the faculty and administration is frequent and effective.	4.48	0.67	Very High
3	Instructional decisions for the school are based on input from the community, teachers and administrators.	4.45	0.67	Very High
4	The administrators are involved in the instructional process	4.45	0.77	Very High
5	The administrators and teachers make instructional effectiveness the highest priority in the school.	4.46	0.67	Very High
6	The administrator provides leadership in the improvement of the instructional program.	4.57	0.60	Very High
7	Administrators complete fair and meaningful evaluations of each employee.	4.58	0.60	Very High
8	The administrators encourage teachers to participate in leadership roles.	4.68	0.50	Very High
<b>Categorical Mean</b>		<b>4.54</b>		<b>Very High</b>
<b>Overall Mean</b>		<b>4.54</b>		<b>Very High</b>

As illustrated in Table 5, the effectiveness level of MonCAST in terms of Instructional Leadership. There are eight statements under this indicator, highlighting the administrators' roles in guiding and supporting instructional practices. The statement with the highest mean score was "The administrators encourage teachers to participate in leadership roles," with a mean of 4.68, suggesting that MonCAST strongly empowers its teachers to take on leadership responsibilities and actively contributes to a collaborative school environment.

Conversely, the statements "Instructional decisions for the school are based on input from the community, teachers and administrators" and "The administrators are involved in the instructional process" both received the lowest mean scores of 4.45, yet they still fall under the "Very High" descriptive level. The overall mean for this indicator is 4.54, indicating a "Very High" level of effectiveness. This implies that MonCAST demonstrates strong instructional leadership, emphasizing shared decision-making, continuous program improvement, and a commitment to instructional excellence throughout the institution.

**What is the effectiveness level of MonCAST in terms of Opportunity To Learn and Time On Task?**

Table 6. Opportunity To Learn and Time On Task

Indicators/Statements		Mean	SD	Description
<b>Opportunity To Learn and Time On Task</b>				
1	Instruction time is used efficiently, so that students cover the expected curriculum content with satisfactory understanding and retention.	4.57	0.50	Very High

2	Classroom disruptions to instruction are kept to a minimum.	4.29	0.80	Very High
3	Teachers are freed from miscellaneous administrative tasks and duties so they can concentrate on instruction.	4.23	1.11	Very High
4	The administration supports teachers in matters concerning disruptive students.	4.45	0.86	Very High
5	The school offers extracurricular and supplemental activities that support instruction.	4.57	0.65	Very High
6	The curriculum is varied to accommodate needs, interests and abilities of students.	4.62	0.54	Very High
7	Teachers provide students with opportunities for learning in small group settings	4.57	0.58	Very High
	<b>Categorical Mean</b>	<b>4.47</b>		<b>Very High</b>
	<b>Overall Mean</b>	<b>4.47</b>		<b>Very High</b>

Table 6 showed the effectiveness level of MonCAST in terms of Opportunity to Learn and Time on Task. This indicator includes seven statements, which focus on how efficiently instructional time is used and the support provided to ensure quality learning experiences. The highest mean score was obtained by the statement "The curriculum is varied to accommodate needs, interests and abilities of students," with a mean of 4.62, indicating that MonCAST effectively tailors its curriculum to meet diverse student needs and fosters inclusive learning opportunities.

On the other hand, the lowest mean score was noted in the statement "Teachers are freed from miscellaneous administrative tasks and duties so they can concentrate on instruction," with a mean of 4.23. Despite being the lowest, it still falls under the "Very High" descriptive level, showing overall strong support for maximizing instructional focus. The overall mean for this indicator is 4.47, described as "Very High." This suggests that MonCAST ensures ample learning opportunities and effectively manages instructional time, supporting an environment conducive to student success.

### What is the effectiveness level of MonCAST in terms of Safe and Orderly Environment?

Table 7. Safe and Orderly Environment

Indicators/Statements	Mean	SD	Description	
<b>Safe and Orderly Environment</b>				
1	School conduct rules and procedures are taught along with other skills.	4.64	0.48	Very High
2	Disciplinary procedures are implemented in a fair and consistent manner.	4.51	0.71	Very High
3	Parents are involved in and support the school's disciplinary procedures	4.29	0.72	Very High
4	The physical plant is clean and well maintained.	4.54	0.77	Very High

5	Appropriate safety principles are taught and practiced.	4.52	0.55	Very High
	<b>Categorical Mean</b>	<b>4.5</b>		<b>Very High</b>
	<b>Overall Mean</b>	<b>4.5</b>		<b>Very High</b>

Table 7 presented the effectiveness level of MonCAST in terms of Safe and Orderly Environment. This indicator includes five statements that evaluate how well the school maintains safety, discipline, and cleanliness. The highest mean score was recorded in the statement "School conduct rules and procedures are taught along with other skills," with a mean of 4.64, suggesting that MonCAST effectively integrates conduct and safety education into its overall curriculum and daily practices.

Meanwhile, the lowest mean score was found in the statement "Parents are involved in and support the school's disciplinary procedures," which obtained a mean of 4.29. Despite being the lowest, this rating still falls under the "Very High" description, indicating strong parental involvement in maintaining school discipline. The overall mean for this indicator is 4.5, also described as "Very High," highlighting that MonCAST provides a safe, orderly, and supportive environment conducive to both teaching and learning.

### What is the effectiveness level of MonCAST in terms of Home-School Relations?

Table 8. Positive Home-School Relations

Indicators/Statements	Mean	SD	Description	
<b>Positive Home-School Relations</b>				
1	Parents actively participate in establishing school policies and procedures	4.00	.78	High
2	Parents actively participate in school activities.	3.84	1.11	High
3	Effective and frequent communication occurs with parents	3.84	1.15	High
4	Community resources are used to support the instruction of students.	4.36	.76	Very High
5	Social services from available outside agencies are used effectively	4.23	.62	Very High
6	Parents are encouraged to support the instructional activities of the school.	4.04	.94	High
	<b>Categorical Mean</b>	<b>4.05</b>		<b>High</b>
	<b>Overall Mean</b>	<b>4.05</b>		<b>High</b>

As presented in Table 8, the effectiveness level of MonCAST in terms of Positive Home-School Relations. This indicator consists of six statements evaluating the school's efforts to build strong connections with parents and the community. Among these, the highest mean score was recorded in the statement "Community resources are used to support the instruction of students," with a mean of 4.36 described as "Very High." This suggests that MonCAST actively leverages community resources to enrich student learning, reflecting strong community collaboration.

On the other hand, the lowest mean score was found in the statements "Parents actively participate in school activities" and "Effective and frequent communication occurs with parents," both with a mean of 3.84, described as "High." These results indicate that while parental participation and communication are positively perceived, there is still room for further strengthening these areas. The overall mean for this indicator is 4.05, described as "High," highlighting that MonCAST maintains generally positive relationships with parents and the community but could further enhance engagement efforts for even greater effectiveness.

### What is the effectiveness level of MonCAST in terms of Frequent Monitoring of Student Progress?

Table 9. Frequent Monitoring of Student Progress

Indicators/Statements		Mean	SD	Description
<b>Frequent Monitoring of Student Progress</b>				
1	Student performance is regularly evaluated.	4.70	.46	Very High
2	Student performance is evaluated in a variety of ways.	4.58	.49	Very High
3	Assessment data are used to improve the school's curriculum	4.45	.65	Very High
4	Student progress is regularly reported to parents	3.84	1.30	High
5	Student assessment data are monitored and instruction is modified to promote student learning	4.26	.75	Very High
6	Students are regularly informed of their progress.	4.51	.73	Very High
<b>Categorical Mean</b>		<b>4.39</b>		<b>Very High</b>
<b>Overall Mean</b>		<b>4.39</b>		<b>Very High</b>

Table 9 showed the effectiveness level of MonCAST in terms of Frequent Monitoring of Student Progress. This indicator is composed of **six statements** that assess how well the institution tracks and uses student performance data to guide learning and improvement. The highest mean score was observed in the statement "Student performance is regularly evaluated," with a mean of **4.70**, described as "Very High." This indicates that MonCAST strongly emphasizes consistent assessment to ensure that students meet learning expectations.

Meanwhile, the lowest mean score was recorded in "Student progress is regularly reported to parents," with a mean of **3.84**, described as "High." This suggests that while reporting to parents is practiced, it may benefit from further enhancement to strengthen home-school collaboration. The overall mean for this indicator is **4.39**, described as "Very High," signifying that MonCAST demonstrates a strong commitment to using frequent and varied assessments to monitor and support student progress effectively.

## CONCLUSION

Based on the findings, the following conclusions were drawn.

The demographic profile of MonCAST's faculty participants indicates a relatively young and dynamic workforce, with the majority having 1–2 years of teaching experience and many serving under contract of service arrangements. This suggests a developing institutional culture with a mix of new energy and emerging commitment among educators.

MonCAST's **clear school mission** is perceived to be highly effective, with teachers affirming that yearly goals and objectives are clearly established, well communicated, and aligned with broader educational aims. The strong consensus on the clarity and consistency of the school's direction highlights a shared vision that guides both faculty and students toward common goals.

In terms of maintaining **high expectations for success**, MonCAST also achieved very high effectiveness ratings. Faculty widely agree that expectations are clearly communicated and consistently upheld, fostering a culture of excellence and encouraging all students to strive for high standards regardless of background. This commitment to setting and maintaining ambitious goals supports a strong academic environment.

The institution's **instructional leadership** is regarded as highly effective, particularly in empowering teachers to take on leadership roles and prioritizing instructional improvement. The active involvement of administrators in curriculum decisions and continuous program development reinforces a collaborative atmosphere focused on instructional quality and growth.

MonCAST excels in providing **opportunities to learn and optimizing time on task**, as evidenced by the high ratings on curriculum flexibility and support for diverse learning needs. While some minor administrative burdens for teachers remain, the overall environment promotes efficient use of instructional time and inclusive learning experiences.

The school also ensures a **safe and orderly environment**, with strong implementation of conduct and safety guidelines that support student well-being. Although parental involvement in discipline could be further strengthened, the overall emphasis on safety and order contributes significantly to a positive school climate.

In terms of **home-school relations**, MonCAST is rated high but not at the same level as other areas. While the use of community resources is a strong point, there remains room to further engage parents in school activities and improve communication channels. Strengthening these connections would enhance support for student learning beyond the classroom.

Finally, the **monitoring of student progress** at MonCAST is considered very effective, particularly in regular evaluation and using assessment data to inform instruction. While there is room to improve communication of progress to parents, the overall focus on frequent assessment underscores the institution's commitment to academic improvement and student success.

## RECOMMENDATIONS

The following recommendations aim to build on the strengths highlighted in this study and further enhance MonCAST's effectiveness as an educational institution. These are addressed to the administration, curriculum and instruction, teachers, the students, and future researchers to ensure continuous improvement and lasting positive impact.

**MonCAST Administration.** It is recommended that the MonCAST administration continue to uphold and strengthen its clear school mission by regularly revisiting and updating institutional goals and objectives. Stronger collaboration with parents, community stakeholders, and external partners should be prioritized to further enrich school programs. Additionally, the administration is encouraged to provide continuous support and professional development opportunities for teachers, and to create policies that foster a safe, orderly, and inclusive learning environment.

**MonCAST Curriculum and Instruction.** The curriculum and instruction at MonCAST should continue to evolve to meet the diverse needs of students. It is suggested to incorporate more varied and flexible learning activities, integrate updated teaching strategies, and ensure that instructional time is effectively maximized. Furthermore, minimizing administrative burdens on teachers will allow them to focus more on delivering high-quality instruction.

**Teachers.** Teachers are encouraged to maintain high expectations for student success and to continue fostering a supportive and engaging classroom atmosphere. Active participation in professional growth, leadership roles, and collaborative activities with colleagues and the community is recommended. Teachers should also strengthen communication with parents to promote shared responsibility for student progress and well-being.

**Students.** Students are advised to take an active role in their learning by fully participating in academic and extracurricular activities offered by the institution. They should remain open to guidance from teachers and make use of available support systems to achieve their fullest potential. Developing a strong sense of responsibility and commitment toward their studies will further enhance their academic success and personal growth.

**Future Researchers.** Future researchers are encouraged to expand on this study by exploring other dimensions of institutional effectiveness, such as graduate employment outcomes, student satisfaction, and community impact. Utilizing mixed-methods approaches or longitudinal studies could provide deeper insights and more comprehensive findings that can inform future policies and programs at MonCAST and similar educational institutions.

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