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**Evaluating Diverse Schools of Thought on the Political Stance
Taken by Institutions of Higher Learning during this “VUCA” Time:
Implications to National and Global Development**

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Abstract

The study primarily aims to determine stakeholder perceptions of an educational institution’s active or partisan involvement in public governance issues, given the diverse schools of thought on how institutions of higher learning should manage the learning process of their students. It shall also assess if an interplay of “education” and “politics” is appropriate as a learning intervention tool to address the challenges posed, especially the period of Volatility, Uncertainty, Complexity and Ambiguity (VUCA), as popularized by Bennis and Nanus (1985), or to treat them as both powerful tools but should coexist separately and independently of each other.

The study emanates from two identified conflicting schools of thought in educational management: first, from the theory of Dewey (1975), where students should be led and assisted by the administrators and faculty of educational institutions in practicing at the societal level what they learned from the four corners of the classrooms, and reversely, from the theory of Freire (1970) prescribing that schools should give students free and independent choices in the application of whatever knowledge they were able to acquire inside the classrooms and the educational institution.

In this stakeholders’ perception study, there will be an assessment if the selected demographic, sociographic, psychographic, and situational-experiential factors significantly relate to perceptions of four major stakeholders (students, faculty, parents, and alumni) of the selected “X” University in Region IV-A on the latter’s political stance taken on certain government issues. The stakeholder groups’ perception is a function of their approval or disapproval of the stance taken against certain government issues. Such perceptions shall be analyzed to determine the extent of the school’s responsibility in molding students’ social responsibility.

The study utilizes the survey method to gather pertinent data for this descriptive-comparative-exploratory study in assessing perceptions of the four stakeholder groups.

Keywords: *Educational management approach, stakeholder perception, development challenges, political education, politicized education*

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Introduction

The health pandemic has recently created uncertainties in Philippine national development, which predicament is shared in common globally. The current global pandemic has readily shown the unpredictable nature of various situations and challenges. It has become an attestation of what Bennis and Nanus (1985) popularized as Volatile, Uncertain, Complex and Ambiguous (VUCA) world that everyone is facing now. The more profound implication of each VUCA element challenges everyone to employ strategic foresight and skills and to revisit various existing approaches and methods in addressing challenges either individually, organizationally, nationally, and even globally. The challenges offered by today's world, as the proponents warned, can possibly result in a series of erroneous approaches and strategies that can generate, *if not adequately addressed*, more uncertainties and instabilities, and worse, an organizational or system failure. Careful strategic planning and policy formulation are thus necessary.

It is a well-recognized fact that national and global development are anchored on investing in human capital through the use of education (Sachs, 2005: 15, 30) as an intrinsic intervention tool towards reducing social inequities aggravated by politics (Gore, 1993: xxxiii).

Can education and politics be effectively mixed towards national and global development? As culled from its Latin root words "*educere*" and "*educare*," education is bringing out students' potentials to be able to contribute, as responsible members of society, to development. In preparing them for this social responsibility, education plays a significant role in honing students' holistic development (Kahn, Wood & Wiesen, 2000: 69) and in imbibing good citizenship values, Concepcion (2020) in citing Atty. Caraan, there is a need to develop core competencies of critical thinking, creativity, and life-long learning during the "VUCA" times. Such competencies require integration of cognitive, affective, and psychomotor development of students, which cannot only be achieved inside the classroom but also through their experiential learning in an outside environment (Evans, Hartman & Anderson, 2013: 45-58; Mijares-Lopez, 1999: 39; Pineda-Baez, 2014:1-19; Roper and Whitt, 2016: 19-37).

The Philippine Constitution explicitly recognizes the vital role of the youth in nation-building, and in the process, schools are mandated to inculcate in them "*patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency*" (Article XIV). In pursuit of said state policy, the Education Act of 1982 (BP 232, 1982) has unequivocally declared that, among the aims of our educational system is the enhancement of the quality of citizen participation in the basic functions of society.

Thus, thru critical and analytical thinking, education aims to lead our youth in becoming a leading force in the nation's search for a continuing societal change for the better, with the ultimate end of achieving *political unity for national development*.

In the Philippines, outcomes-based education, which is transformative learning-driven, has been espoused by regulatory agencies to provide expanded learning opportunities where students

JOURNAL OF GLOBAL BUSINESS VOLUME 10 ISSUE 1

learn through their continuing construction and reconstruction of knowledge in an experiential manner. The active involvement of various educational institutions, faculty, and student organizations in recent Philippine government issues, whether political or governance-related, has drawn interest on both sides: the pros and the antis. On several historical occasions, many colleges and universities in the country have made their strong active or partisan political stance on certain government issues.

Even globally, the active participation of people in the academe created an impact on governance measures. However, for the other perspective, it has contributed to political unrest, contrary to the real essence of education as an intrinsic intervention tool towards development. Recently and as frequently seen in global history, political protests to make a strong stance against certain government actions or omissions in various countries have been supported or initiated by figureheads of several foreign schools that produce a ripple effect on others.

On the other hand, governments usually view this as a destabilizing factor to achieve development goals and, nonetheless, inappropriate for schools to do. Often, these educational institutions are tagged and accused as “feeder schools” for the enemies of the state.

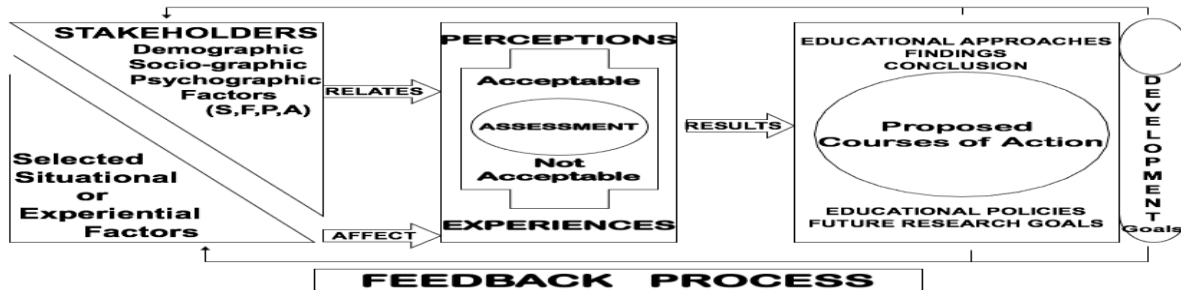
Criticisms of *abuse or misplaced reliance* on said legal provisions are being hurled by some critics against the partisan stance of certain schools on prevailing political issues. It is claimed that these institutions had crossed the line of their responsibility to provide *political education* to their students by creating a *culture of politicized education* by publicly making known its institutional political, and sometimes ideological, stance on government issues. Schools, being a microcosm of society, then become and serve, as critics say, as a necessary contributing factor for *political disintegration*, which certainly has development implications.

In gearing towards national and global development, while education and politics are indispensable in a democratic society, will an interplay between the two be an effective development strategy? Or, should they coexist in society separately and distinctly from one another, but jettisoning the other in their respective independent existence so as not to derail development stability and create further uncertainties and vulnerabilities?

The main research objective of this stakeholders’ perception study is to assess if the selected demographic, sociographic, psychographic, and situational-experiential factors significantly relate to the perceptions of the major stakeholders (students, faculty, parents, and alumni) of the selected “X” University in Region IV-A on the latter’s political stance taken on certain government issues. Tests of dependence and correlation shall be made on these identified factors *vis-à-vis* the stakeholder groups’ perception, which shall be essential to determine the extent of the school’s responsibility in molding students’ social responsibility.

Framework

Based on the need for perception study of the four major stakeholder groups, the research framework used is as follows:



Several independent variables were *identified* based on the results of the review of related literature made by the researcher, and these were *utilized* as such in this study: 4 identified demographic factors; 6 socio-graphic factors; 6 psycho-graphic factors; and 12 situational or experiential factors prevalent among, or observed by, the respondents. These independent variables were tested against the dependent variable to determine if they have a *relationship, effect, significance, or influence* thereon. Data were then *summarized, evaluated, and analyzed* to develop proposed courses of action in the context of development goals.

This framework is anchored on the diverse schools of thought on the appropriate educational approach for students in nurturing social responsibility in their perspective towards national and global development. The philosophies of John Dewey (1975) and Paolo Freire (1970) are pertinent:

Dewey, who identifies himself as belonging to the philosophical school of pragmatism or instrumentalism, believes that a thing is important if the same can be applied for a beneficial purpose, popularizing the maxim: “*What is good is what is usable.*” For him, knowledge is not merely *theory*, but also *practice*; and practice of knowledge is, and should be, for the *preservation of democracy*. He asserts that students *should be led* by school administrators in *practicing* at the societal level what they learned from the four corners of the classrooms.

On the other hand, the philosophy of education of *Freire* espouses that school learning should not be based on the structured “banking system,” but should otherwise *liberate* students’ *minds from prejudices and stereotypes* that perpetuate violence, injustice, and oppression. Parenthetically, he exclaims that students, during their learning process, should be given *free and independent choices in applying* whatever knowledge they were able to acquire in schools.

Methodology

The researcher has selected “X” University in Region IV-A given its willingness to assess the perceptions of its internally active (students and faculty) and externally active stakeholder groups (parents and alumni) on its recent active involvement in various government issues where

JOURNAL OF GLOBAL BUSINESS VOLUME 10 ISSUE 1

it took a strong stance for or against which was in some occasions, took negatively by some government leaders and offices as destabilizing efforts and repugnant to its educational thrust. Conflicting opinions from various stakeholder group leaders spawned.

The study utilizes the survey method to gather data for this descriptive-comparative-exploratory study in assessing perceptions of these stakeholder groups *vis-à-vis* the respondents' demographic, socio-graphic, psychographic, and situational factors, using descriptive-normative and causal-comparative methods. This research serves as exploratory research to seek new insights, ask questions, and/or evaluate the situation in a new light.

The study describes the characteristics and perceptions of the respondents, in general, and as part of a stakeholder group. It also seeks to determine the association and relationship of the independent variables with the dependent variable, for which the following research or alternative hypotheses are tested: (a) there is a *significant difference* in the *perception of acceptability* of the four stakeholder groups concerning the political stance taken by X University, and; (b) some of the identified factors *relate significantly* with stakeholders' perception of acceptability.

The officers [student council ("S"), faculty club ("F"), parents' association ("P") and alumni association ("A")] of the four stakeholder groups voluntarily assisted in distributing the online survey questionnaire to their members through Google Forms during the period July 09, 2020, to January 31, 2021. The valid 313 retrieved samples are distributed as follows: S=106; F=81; P=52; A=74. The volunteer statistician from the faculty assisted in applying various techniques based on the evaluation and scoring (assigned weights) of the valid samples to determine the different levels of perception strengths. The following weights were assigned to serve as the basis for interpreting data: Strongly Agree (High: 3.26-4.0); Agree (Not so High: 2.51-3.25); Disagree (Not so Low: 1.76-2.5); Strongly Disagree (Low: 1.00-1.75).

Discussion of Results

The total number of valid samples for this study is 313: 33.87% of which are students; 25.88% are faculty; 16.61% are alumni, and; the rest are parents (23.64%).

Respondents' Profile

A large majority (85.8%) of respondents for the "S" Group are 18-29 years old, while the rest are at least 30. "A" Group are *younger* compared to "P" and "F" Groups as the majority of them (51.1%) belonged to the 18-29 age group, while the majority of the "P" (67.8%) and "F" (59.2%) belonged to 30-50 age group. On the other hand, "P" represented the *most senior age group of above 50* (32.19%) since "F" and "A" respondents registered only at 16.6% and 18.4%, respectively, for that age level. Of the total respondents, the 18-29 age group was the most represented at 54.2%, followed by 30-50 (32.4%), then above 50 at 13.4%.

The male and female distribution for all respondents appears to be *almost even* at 49.4% for males and 50.6% for females: the group where the *even distribution* is most apparent is with "A," while "P" represented the *least* of this almost even distribution as they showed a gap of 14% (in favor of females), *unlike* for the "S" and "F" where percentage gaps are merely at 6% (in favor

JOURNAL OF GLOBAL BUSINESS VOLUME 10 ISSUE 1

of females) and 8.8% (in favor of males), respectively. Meanwhile, 64.5% of total respondents belong to the *single/annulled/divorced/widowed* category. Within each of the groups, *except for the expected result for the "S" (100% belongs to this category)*, "A" (62.7%) registered as having the most number belonging to the same category, while "P" (89.1%) registered highest on the category of either *married or separated*.

A large percentage of the respondents resided mainly in Region IV-A (89.5%), while others are from other regions and countries (15.7%). Moreover, 57.7% of the total respondents belong to a *small household (family) size (1 to 4 members)*, which is approximated to have 2 to 3 children only. Within each group, the *small household size* appeared to be the prevailing category, followed by *medium household size of 5-7 members*.

On educational attainment, "P" is mostly (72.5%) *college graduates* while only 17.6% had *master's degrees*. Among "F" respondents, 54.5% are *master's degree holders*, 14.2% were either college graduates or still taking their master's degrees, and 31.3% were doctoral degree holders. However, among "P," 55.7% have a college education, 16.2% have master's degrees, 5.4% have doctoral degrees, while 22.7% have no college degrees. On the other hand, among "A," the majority of them have college degrees (77.6%) while others have master's degrees (13.9%) and 8.5% have doctoral degrees.

4.7% of the total respondents have a monthly family income of *P100K and above*, and 47.6% are between the *P20K-P50K brackets*, but 23.1% reported that their monthly family income is less than P20K. *Within each group, "S," "P," and "A" all disclosed that more than a majority of them belong to the P20K-50K bracket* as shown by the 58.2%, 51.4%, and 55.8% figures, respectively. The "F" group's data also showed that 37.9% belong to the *P50K-P100K* income bracket. Meanwhile, of the total respondents, 73% felt that they have a *democratic* family discipline atmosphere, while 27% felt that an *autocratic* atmosphere in their family discipline prevails.

Other Indicators of Perception

There is evidence of a *highly significant difference* in the extent of respondents' information about *government politics* among the four groups: "F," "S," and "A" are "high" while "P" is "not so high." As a whole, respondents' extent of *government politics' information* is "high." With respect to the extent of *involvement in school's academic programs*, the differences among groups are found to be *highly significant*. "F" and "S" involvements are "high" while the *other two groups* are at the "not so high" level. There also appeared evidence of a *highly significant difference* in the average extent of respondents' awareness of "X" University's mission and vision. "F" and "A" signified that their awareness is "high" while those of "P" and "S" are "not so high." Given the total respondents, they registered a "not so high" awareness.

"F" and "P" groups *"strongly agree"* that personal values influence their decision-making, while "S" and "A" merely *"agree"* on the proposition. The *total mean* indicates that the entire population *"agrees"* thereto, demonstrating evidence of *highly significant difference* among them. Likewise, "F" and "A" both *"agree"* that the *"institutional spirit"* influences their decision-

JOURNAL OF GLOBAL BUSINESS VOLUME 10 ISSUE 1

making, while “S” and “P” “*disagree*” with the proposition. The *total mean* indicates, however that all respondents “*agree*” thereto.

On the stakeholders’ perceptions on the “*general role of schools*” and that “*school activities have a strong societal impact*” as specific loci of control (source of their perceptions or decisions) are concerned, there is evidence of a *highly significant difference* in each variable. While stakeholders’ respective means may result in an initial assessment that they have an “*agree*” *perception* on these, further analysis of their standard deviation and sum of squares disclosed that these *perceptions were still of diverse, spread, and varied degrees*.

Meanwhile, “F” and “P” “*highly agree*” that *religious beliefs influence their decision-making*, while students and alumni “*agree*” with the proposition. The *total mean* indicates that respondents “*agree*” thereto. The same *high significant difference* was shown when “S,” “F,” and “P” groups “*agree*” that *political beliefs influence their decision-making*, while “A” “*disagrees*”. The *total mean* indicates that respondents “*agree*” thereto.

“S,” “F,” and “A” groups “*agree*” that since their *societal involvement was enhanced as a result of their school’s political stance* on certain governance issues, their perception of the acceptability of said stance was thereby *influenced*. On the other hand, “P” “*disagrees*” with the proposition. The *total mean*, however, indicates that respondents “*agree*” thereto.

However, it is statistically shown that there is *no evidence of significant difference* in the responses of the *stakeholder groups* that exist in the following indicators or factors: Respondents’ *General Locus of Control*: “somewhat self/internal”; *Extent of Political Connections*: “not so low”; *Extent of Involvement in school’s Co-curricular Activities*: “not so high”; *Family Orientation and Beliefs* as Specific Locus of Control: “agree”; *Enhanced Analytical Thinking* as Experiential Factor: “agree”; *Enhanced Institutional Image as an IHL* as Experiential Factor: “disagree”; *Encountered Personal Inconveniences* as Experiential Factor: “disagree”; *Encountered Family-related Inconveniences* as Experiential Factor: “disagree”; *Encountered Organization-related Inconveniences* as Experiential Factor: “disagree”; *Significant Effect on Philippine Political Stability* as Situational Factor: “agree”; *Significant Effect on Internal Security and Peace and Order Situation* as Situational Factor: “agree”; *Significant Effect on Socio-cultural Cohesiveness and National Harmony* as Situational Factor: “agree”; *Significant Effect on Economic Development* as Situational Factor: “agree”; *Significant Effect on Techno-Scientific Development* as Situational Factor: “agree”; and *Significant Effect on Attainment of Ecological Balance* as Situational Factor: “disagree”.

Relationships between Variables

There is evidence of *high dependence* between the *perception of acceptability* of making a political stance and the following: *stakeholder groupings; age groupings; gender; civil status; and family discipline atmosphere*. On the other hand, it is also shown that there is *no dependence* between the *perception of acceptability* and the following: *area stayed most; family size; educational qualification; religion; and family income*.

JOURNAL OF GLOBAL BUSINESS VOLUME 10 ISSUE 1

On the tests of correlation, there is evidence of a *highly significant correlation* between perception of acceptability in making a political stance and the following: *influence of political beliefs; influence of religious beliefs; enhanced analytical thinking, societal involvement, and institutional image; experience of personal and organization-related inconveniences* (negative correlation); and *significant effect on political stability* (highly negative correlation).

On the other hand, there appears evidence of a *significant correlation* between perception of acceptability and the following: *experience of family-related inconveniences* (negative correlation); *significant effect on national harmony, economic progress, internal security and peace and order situation* (negative correlation) and *techno-scientific development* (positive correlation).

However, *no evidence of significant correlation* was shown between the perception of acceptability and the following: *influence of personal values, family beliefs, institutional spirit, and the general perception of schools, school activities' societal impact, and significant effect on ecological balance*.

Perception of Acceptability

Research shows that there is *evidence of a highly significant difference* in the average extent of respondents' *perception*, as among the four groups, as shown by their respective *means*: "F" and "S" both separately yielded "*agree*" perceptions while "A" and "P" both "*disagree*."

Thus, the internally active stakeholder groups agree with "X" University's active or partisan political stance on various governance issues as part of its responsibility as a tertiary school, while the externally active groups disagree with said teaching-learning approach.

However, given the totality of respondents, the total mean of 2.522 translates to an "*agree perception*" on the matter, though very slightly within the bracket of "2.51 to 3.25" of the criterion set.

Thus, the varying demographic, socio-graphic, and experiential factors appurtenant to each group have contributory effects on the significant difference in their perception of acceptability. Varying degrees of exposure to socialization agents and the varying personality factors as molded by a particular type of organization where a person belongs significantly affect perceptions or opinions. Considering that "F" and "S" are internally active groups, their perception of acceptability may have been influenced by these factors inside the university. The "*agree*" perception of the "F" group may also be considered as a strong influencing factor on the "*agree*" perception of the "S" group due to the former's cognitive and sociological influences in their classes and school activities.

On the other hand, the "*disagree*" perceptions of "P" and "A" groups may likewise be attributed to the different social influences they experience outside the institution, not to mention their different roles, status, responsibilities, and exposure they get from a larger environment. The "P" group may have been thinking that their children will be in a more convenient position instead of adding political activism in their already hectic schedules, which might prejudice not only their

JOURNAL OF GLOBAL BUSINESS VOLUME 10 ISSUE 1

academic standing but also their *personal safety and security*. This “P” perception has been shared by the “A” group who registered to have the “*strongest institutional spirit*” among the groups but the *lowest* in terms of being “*influenced by their political beliefs*” showing their low political inclination with the aspiration to shield the institution from politics.

Conclusions

In view of the foregoing findings, the researcher rejects the null hypotheses and accepts the following *research or alternative hypotheses* for the following reasons:

1. On the first research hypothesis, this study is able to show that there is a *highly significant difference* among the perceptions of the four stakeholder groups of “X” University, namely: *students, faculty, parents, and alumni*, concerning the active or partisan political stance made by the institution on several government issues *vis-à-vis* its responsibility as an institution of higher learning. The study revealed that the faculty and students both separately yielded “agree” perceptions thereon, while the alumni and parents both expressed their “disagree” perceptions. However, given the entire sample population, an “agree perception” was recorded, though *very slightly within the bracket of the criterion set*.

2. On the other hand, with respect to the second hypothesis, this study is able to show that *some of the selected demographic, socio-graphic, psychographic, and experiential factors relate significantly* with the dependent variable of perception of acceptability.

Implications of the Findings

On “X” University:

1. On various aspects relative to the active or partisan political stance made by the university, its major stakeholders had signified *significant diversities in their perceptions and opinions*. Moreover, these are attributed to *varied and varying degrees of influence* made by the so-called “socialization agents.” These perceptions should not be taken *merely* as such, as each stakeholder has its own *important* reasons for having such perceptions. Thus, “X” University should take the challenge hurled by Vincent, Horner & Sugai (2002) of *establishing and maintaining socio-cultural microcosms that teach its stakeholders to negotiate the diverse values and social norms of a pluralistic society* through the enhancement of their social competence towards national and global development.

Quality of education in institutions of higher learning shall always remain, but the display of varied and diverse perceptions, to the extent of being critical at times, by its stakeholders shall likewise stay. Hence, the task ahead for the institution is how to reconcile these diversities through a “win-win” but integrative solution with utmost consideration to being able to contribute to societal development.

2. As religious and political beliefs of stakeholders were found to be strong determining factors of their perceptions, opinions, and decisions, “X” University is suggested to be highly cautious in delving into these strong and sensitive grounds, unless there are serious and compelling

JOURNAL OF GLOBAL BUSINESS VOLUME 10 ISSUE 1

reasons for doing so. Institutional decisions pertaining to, or affecting, religious and political beliefs, being strong perception factors, may prove divisive, if not destructive, of its “institutional spirit.”

As Eisner (1994) had suggested: Educational strategies and approaches should be *carefully and critically studied, reviewed, and assessed* as they involve the “total development of a person” and the “future of the students.”

3. It is worth reiterating at this point the emphasis made by Eisner (1994) on the role of educators in engaging themselves “*in searching analyses of the ways in which they allow values and commitments to unconsciously work through them.*” Considering the results of this study, his suggestions are worth pondering for the administrators, not only of “X” University but also of all educational institutions:

First: To critically examine the assumptions they had about what education does for their students, which assumptions are concerned on some very deep-seated but often unconscious, presuppositions about human nature and day-to-day ethics and politics;

Second: To rigorously and periodically scrutinize current educational approaches, both overt and hidden, in teaching various social, economic, and political issues; and

Third: To develop particular conceptual, empirical, and political approaches that will help shift the education paradigm from being perceived as linked with the multiplication of existing development problems.

4. “X” University, as a conservative religious school, adheres to the principle that if necessary, a member of their denomination must have the courage to speak out their minds, even if not pleasing public opinion as long as it is necessary to safeguard societal interests. However, in so doing, it is suggested that “social responsibility” and “self-regulation” be made as to the institution’s primordial considerations in its exercise of academic freedom and freedom of expression.

While the noble intentions of the educational institution are herein recognized, a caveat should be placed on how it contrives the same to prevent a situation of being part of the development problem this nation is trying to solve then.

On Societal Development

1. There is a compelling need for tertiary schools to conduct perception studies similar to this, *on a regular basis*, to determine the perceptions of their primary stakeholders with respect to their educational approaches and strategies on governance policy issues. This is due to the fact that schools are “idea-generation machines of this nation” (Eisner, 1944). A periodic assessment of these educational approaches shall pave the way towards what Tatad (1978) had been proposing to have, *i.e.*, a “cultural revolution,” which for him is very relevant to national development as there is a strong need for a transformation of values and attitudes in every Filipino. The ultimate goals of a cultural revolution must necessarily involve “institutional changes” and that it must

JOURNAL OF GLOBAL BUSINESS VOLUME 10 ISSUE 1

transform every individual's "public and private realities" in order to shape their individual and national character. This may only be significantly initiated by the wisdom and skills of institutions of learning, as agents of social change, in order to ignite the fire within every individual's heart to transform incumbent values and attitudes towards the aspiration of attaining national development.

2. Development, as Sachs (2005) perceives it, has six equally important and inextricably linked dimensions, namely: socio-cultural cohesiveness and national harmony; economic development; political stability; ecological balance and protection of the natural environment; techno-scientific development; and military capability. This research implies that many people still do not have a definitive concept of development until this time.

3. While the respondent-stakeholders have perceived that there is *currently* no need for a law *prohibiting* schools *from engaging in active or partisan political activities*, there is a need for the government regulatory agencies to promulgate and implement guidelines setting parameters for educational institutions on self-regulation and social responsibility with respect to dealing with "participatory governance," on the one hand, and "responsible citizenship," on the other. These guidelines should be *periodically assessed* through researches and studies.

4. Because of the *varied and varying perceptions* about *governance issues* (which if not addressed properly by the "*appropriate and rightful persons*" might result in certain "political vulnerabilities"), the national and local governments are *strongly encouraged* to take proactive roles in educational institutions by patiently explaining the context of their programs, services and regulatory policies and by sincerely addressing whatever issues and controversies the government may be facing.

In this manner, the *consistent intelligence reports* that political insurgents and rebels are *actively and successfully recruiting members* from the ranks of educational institutions shall not perpetually remain as *mere statistical reports*. For whatever it may be worth, the government could bring itself *closer to the people and future generations*. Parenthetically, such strategic move shall *minimize*, if not totally eradicate, the government's apprehension of *losing its people to the "enemies of the state."*

Corollary to this is the extreme necessity for our *law enforcement agencies* and *military establishments* to organize, intensify and maintain *close partnerships and strong linkages* with educational institutions and non-government organizations for the same purpose of bringing them closer to the hearts of the Filipinos in the spirit of altruistically gearing towards societal development. Mutual trust and a healthy symbiotic relationship must be sincerely promoted and preserved. Regular coordination, partnership activities, and dialogue are indispensable to overcome the so-called "police-military phobia" and remove the notion of "militarization" of government affairs.

Global Implications

From this perception study of stakeholders of "X" University as an "idea-generation machine of the nation" (Eisner, 1944), global implications of this study could be seen because being an educational institution, small as it is compared to the entire industry and all other

JOURNAL OF GLOBAL BUSINESS VOLUME 10 ISSUE 1

industries in general, could represent a microcosm of a larger group. The health pandemic has recently created uncertainties in Philippine national development, which predicament is shared globally, and so could the impact of these active or partisan political stances made by schools on global development, especially on the challenges offered by this VUCA time that everyone has to hurdle. It is true that globally, the active participation of people in the academe creates an impact on governance measures which certainly can produce a ripple effect in society.

The deeper implication of each VUCA element challenges everyone to employ strategic foresight and skills and revisit various existing approaches and methods in addressing challenges either individually, organizationally, nationally, and even globally. The challenges offered by today's world, as the proponents warned, can result in a series of erroneous approaches and strategies that can generate, *if not adequately addressed*, more uncertainties and instabilities, and worse, an organizational or system failure. This study bolsters what Sachs (2005: 15, 30) and (Gore, 1993: xxxiii) have complementarily stressed: investing in human capital through the use of education is an intrinsic intervention tool towards development which could be aided by reducing social inequities aggravated by politics. Through this, the youth can become the leading force in the continuing global search for societal change for the better, with the ultimate end of achieving *political unity towards development*.

Recommendations for Future Research

This study recommends for future research that a similar perception study be conducted in "X" University after three years to determine further if the perceptions of major stakeholders have changed after certain innovations of educational strategies and approaches have been effected. Equally interesting for future studies is the determination of whether a "culture" of partisan politics exists in "X" University or in any other identified institution.

It is likewise recommended that similar perception studies be conducted on other educational institutions, for validation purposes, and eventually to other non-government organizations across all industries.

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JOURNAL OF GLOBAL BUSINESS VOLUME 10 ISSUE 1

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