Organizational culture and human resource practices of the SVD educational institutions in the Philippines: Understanding its integration and implementation

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ARTICLE INFO

Article history:

Received 12 March 2021

Received in rev. form 10 April 2021

Accepted 12 April 2021

Keywords:

HR policy, Organizational Culture,
SVD Educational Institutions

JEL Classification:

O15, P36

ABSTRACT

Organizations regardless of type, structure, size, among other factors may have similar foundations in the development of HR policy but applicable factors for consideration may vary. Among the most common factor in the development of an HR policy is the culture of the organization. In making sure that the DWEA core values are working within the person in SVD educational institutions, it became the aim of this study to come up with an HR model that would be functional and best support the vision, mission, and goals of all Northern, Central and Southern SVD schools in the Philippines. Specifically, this study determined the level of integration and implementation of organizational leadership and excellence towards 3 HR practices namely: employee relations, performance appraisal, and work-life balance. While the results show that organizational leadership and excellence are integrated and implemented in the 3 human resource practices namely employee relations, performance appraisal, and work-life balance, it is highly recommended that the administrators of the different SVD educational institutions must review the integration of the moderately rated practices in its employee relations, performance appraisal, and work-life balance in order to recalibrate its existing systems. Furthermore, those integrated but moderately implemented should likewise be appraised for full implementation.

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Introduction

The organization's relationship with its people is governed with a human resource (HR) policy which is defined as a principle or rule of conduct that ensures consistency in action. However, there have been concerns about HR policy being used generically. It can be noted that HR policy does not conform to the principle that one size fits all. Organizations regardless of type, structure, size, among other factors may have similar foundations in the development of HR policy but applicable factors for consideration may vary. Among the most common factor in the development of an HR policy is the culture of the organization. HR Policies together with its procedures and programs are key support for the fulfillment of the organization's vision, mission and goals (Berman, 2016). The organization hires employees from different backgrounds thus; policies should respond to their diverse cultures as well (Khushk, 2019).

Organizational culture is one of the most researched topics in organizational studies. The concept also dominates the human resource management literature. Organizational culture impacts the human resource activities and practices of the organization (Adewale & Anthonia, 2013) through its influences on employee's morale and productivity as well as on the ability of the organization to attract, motivate, and maintain talents (Warrick, 2017). According to Madueke and Emerole (2017), the culture of the organization is reflected in the way people within the organization perform their tasks, set goals and objectives, and administer organization's resources. An employee can appreciate better the human resource practices of the organization through its values and beliefs.

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Sanjaya (2019) described the culture of organization as a mirror that serves as manifestations or identities that set the organization apart from others. These individualities are often referred to by a lot of academic scholars and researchers as the “*organizational identity*.” According to Mujib (2017), organizational identity is the “*central, distinctive, and enduring characteristics of an organization*” and is perceived to be the “*essence*” of the organization and has two constructs: culture and image. Organizational culture reflects the internal focus – “I” (“who am I?”) which is shaped by the organization’s members. On the other hand, organizational image is the external focus – “me” (“how others see us?”) which is shaped by organization’s members’ interactions with key external shareholders (Mujib, 2017).

In making sure that the DWEA core values are working within the person in SVD educational institutions, it became the aim of this study to come up with an HR model that would be functional and best support the vision, mission and goals of all Northern, Central and Southern SVD schools in the country. More so, it is partly the intention of this study to evaluate the practices and policies that are currently in effect among the respondent schools and align these practices to the DWEA core values. As stated in the research done by Sumelius et al. (2014), the individual employee's perception of the performance appraisal and the supervisor's influence on the employee's perception of the HRM implementation have an effect on the performance of organizational goals (Sumelius, et al., 2014). There should be a common understanding of all the members of the organization regarding the conduct of performance appraisal which is to improve employee performance. Lack of a proper understanding of the said activity will lead to misunderstanding and dissatisfaction of concerned employees. Accordingly, employee relations command happiness in the workplace that leads to increased workforce productivity (Wok & Hashim, 2015).

Specifically, this study determined the level of integration and implementation of organizational leadership and excellence towards 3 HR practices namely: employee relations, performance appraisal, and work life balance. It is imperative to determine the level of integration and implementation of organizational leadership and excellence to employee relations, performance appraisal, and work life balance in order to address the gaps that were identified through this study. These gaps were practically because of issues in integration and implementation. Specific activities under the 3 HR practices that are not fully integrated and fully implemented must be addressed to resolve the gaps leading to the creation and eventual implementation of a human resource model that will benefit all educational institutions under the Society of Divine Word. This model will guarantee gray areas in the interpretation of HR policies since the model will promote the standardization of its HR policy and practices.

Literature Review

Organizational Leadership

Leaders play a big role in the development of the organization’s culture (Szczepanska-Woszczyna, 2015). They can cause the culture of the organization to soar to greater heights and thus create job satisfaction among the employees (Azanza, Mariano, & Molero, 2013). The key to a harmonious relationship is for leaders to make sure that employees have an active involvement and participation in all the endeavors of the organization (Lu, Plewa, & Ho, 2016; Omid & Khoshtinat, 2016).

Leaders must lead by example. They should have the charisma and leadership skills that would inspire the employees to collaborate with each other and drive them to help yield the organization’s desired results (Mohelska & Sokolova, 2015). They should be the last to commit infractions on the organization’s code of conduct. New policies should be introduced slowly so as not to create confusion that might turn into dissatisfaction and conflict.

Leaders as businesspersons, prophets and officials create new groups, establishments, and activities, thereby generating new culture. Leadership is the supervision of culture (Schein, 2017). Leaders should continue to be visionary. When there is a stiff competition, he should lead the organization to improve its competitiveness in order to be relevant in the playing field (Kalkavan, Katrinli, & Cetin, 2015). He should be a transformational leader that thinks way ahead of the situation. He takes care of the most important assets of the organization – the human resources. The success of the organization’s goals and objectives lies in the proper handling of its human resources (Ciziuniene, Vaiciute, & Batarliene, 2016). Therefore, it is necessary to invest in human resources where employer and employees are motivated to the same level of career management (Cabahug M., & Ferrater-Gimena, J.A., 2018).

Organizational cultures are formed naturally by top executives. When an organization exists for a certain period of time, culture is developed. This culture has to be respected and be taken into consideration by the leaders especially when they are introducing new policies. A leader should learn how to adjust to needed shifts of perspective when one is new in the institution. He must have the vision and strategy to inspire the members to get on board with the goal of leading the organization to success (Shet, 2020).

Organizational Excellence

The pursuit of excellence is embedded in the organization. The whole operation of the organization should always be mindful of this goal. This will inspire the organization to craft an operational excellence programs that will yield the desired result (Carvalho, et al., 2017) because it is the only way to survive in this competitive world. In the context of academic institutions like the members schools of the DWEA, it is but necessary to evaluate its performance if the delivery of services is still responding to the needs of the current stakeholders. This will help the organization reformulate goals that are outdated and direct it to where it will respond positively with the expected outcome. The front liners in academic institutions are faculty and students where satisfaction with the policies and

practices of the organization should be strongly felt because they delivered the desired result (Sorensen, Bloch & Young, 2015). They bring the organization to the higher level of excellence.

In another context especially in business, excellence is sought after so as to come up with an optimal job performance, and personal and professional growth at work are needed to focus on one direction to produce excellent job (Jaeger, 2017). The same is true with academic excellence. In order that it should be met, all parts of the organization should work hand in hand with one goal and objective to produce excellent performance. The VMG and core values of the organization should be lived by all the members so that sought after result will be come out easily.

Academic excellence like any other deals with competency of the students. A study on “excellence gaps” in the US focused on the highest level achievement than just the minimum competency (Rutkowski, Plucker & Rutkowski, 2012). The study found out that academic excellence goes beyond sex but quite different among students of immigrant status. This is to say that non-local students study harder than their counterpart as they need to. Excellence in education means a deeper grasp of a certain knowledge and understanding (MacAllister, Macleod & Pirrie, 2013) that one will use for his daily living. The full grasp of knowledge of something could lead one to share the same to others. True knowledge as a gift from God is not meant to be possessed personally but shared to others.

There are many motivating factors that push one to excel. In the study that assumed students are less motivated to collaborate when they have a higher drive to excel took intelligence, GPA, creativity and personality as contributing factors. The study found out that the different aspects of potential for excellence

are related to the different aspects of motivation which could complicate matters as to the students motivation to excel (Pullen et al., 2017). This means that motivation to excellence vary from one student to another. Personal motivation is what drives one to excel.

The pursuit of excellence could be taught by the experts. The scholarship of “teaching and learning” posits that teachers’ practices could be easily documented those that are believed to be excellent (Mintrom, 2014). In the case of the excellent students, there is a need for teachers to inculcate in them the attitude towards a culture of excellence. They have to cultivate and develop consciousness to be constantly aware of the environment that will lead all efforts toward a culture of excellence.

Strategy formulations in the organization must first take into consideration its internal stakeholders, the employees to create value for them that will bring satisfaction and job performance (Martinez, et al., 2017). Strategies that are socially responsible and start with the employees create value that attracts external stakeholders to continue to support the business endeavors of the organization. The competitiveness of the organization depends largely on its sound policies cascaded through its practices that affect job satisfaction and commitment of employees (Khushk, 2019). Employee commitment developed through positive experience in the organization that will lead to his retention. Retention of the committed and performing employees is a major challenge to the organization (Alam & Mukherjee, 2013).

Human Resource Practices

Employee Relations

Employee relations refers to “the relationship between the employees on the one hand and the management on the other hand” (Sison, Payos, & Zorila, 2013). An open and good communication between the two built a favorable workplace culture (Pandian & Saranraj, 2017) that would have a lasting effect on the organization. Relationship is built on trust. Trust ushers a harmonious working relationship between the employees and management. It has the potential to restrain employees' doubt about their future in the organization (Sawithri, Nishanti & Amarasinghe, 2017) especially in times of inevitable change. One group of employees, the millennial workers, have a good relationship with their agency employers. But the agency’s problem is the long-term commitment of this work group (Gallicano, 2013).

Performance Appraisal

Performance appraisal is the periodic assessment and rating of employee’s current and past performance based on predetermined standards at annual appraisal meeting (Aguiling, 2016). The methods and processes that assess the level of employee’s performance should be contextualized to meet the organization’s strategic goals (Dijk & Michal, 2015). The main goal of performance appraisal is to motivate employees and improve their performance that will bring an improved organizational performance (Brefo-Manuh, Bonsu, Anlesinya & Odoi, 2017). An employee motivation is significantly connected to employee performance that will bring the organization to a higher level (Bulto & Markos, 2017). This will result in a customized employee performance appraisal system that would respond to the needs of the organization and is directed towards individual performance (Rusu, Avasilcai, & Hutu, 2016). Individual performance is a component of performance appraisal which should be given due recognition, one of the goals is to give credit where credit is due.

Work Life Balance

Work-life balance has something to do with “adjusting working patterns regardless of age, race or gender so that everyone can find a rhythm to help them combine work with other responsibilities or aspirations” (Wong, Bandar & Saili, 2017). The organization adjusts to the work patterns needed by the employees. This slowly affects the culture of the organization to accommodate what has

been agreed upon between the management and the employees. The nod of the management gives signal for managers to implement work-life balance. Managers play a pivotal role having the responsibilities in the full implementation and excellent execution of the program (Arora & Wagh, 2017). Managers arrange work schedule that will benefit the organization, employees and clients.

The implementation of the work-life balance program depends on the proper understanding of management regarding benefits to the organization. Proper understanding is necessary so that the management will give full support for its implementation. If management fails to perceive organizational performance benefits, there is a strong tendency not to implement work-life balance programs (Adame-Sanchez, Gonzalez-Cruz, & Matinez-Fuentes, 2016).

Research and Methodology

There was a total of 405 employees of 11 SVD Institutions in the Philippines who answered the survey questionnaire. These 405 employees met the criteria of 5 years minimum affiliation with any of the educational institutions under the Society of the Divine Word and must be regular employees. The survey questionnaire was a self-made instrument which was tested for validity and reliability before distributing the same to the different SVD institutions. Descriptive-quantitative research design was utilized to analyze the data gathered. For the organizational culture, 2 values were considered in this study; leadership and excellence. On the other hand, 3 human resource practices were included namely: employee relations, performance appraisal, and work balance. The analysis determined the level of integration and implementation of the 2 values to the 3 HR practices.

Results and Discussions

The discussions below present the results of the study regarding the level of integration of leadership and excellence towards employee relations, performance appraisal and work life balance.

The extent of integration of leadership to employee relations as perceived by respondents.

Table 1: Extent of Integration of Leadership to Employee Relations as Perceived by Respondents

Employee Relations	Mean	SD	Verbal Interpretation
1. Good disciplinary climate and openness to dialogue are created throughout the institution.	3.68	1.024	Integrated
2. Any employee who commits any infractions shall be dealt with fairly and justly in accordance with established rules and procedures.	3.79	.970	Integrated
3. Employee grievance and complaints shall be given immediate attention providing employees due process.	3.70	1.040	Integrated
4. Employees are provided opportunities to participate and get involved in decision making on matters that directly affect them.	3.59	1.072	Integrated
5. Labor management council is created composed of representation from employees and management for the purpose of discussing and resolving work related matter or other problems affecting day to day relationship.	3.26	1.261	Moderately integrated
6. Disputes between labor and management are settled through friendly negotiation and every effort shall be exerted to avoid open conflict.	3.55	1.104	Integrated
7. Procedure is established for the processing and settlement of employee grievance.	3.65	1.061	Integrated
8. Teamwork and camaraderie in the institution promote harmony and minimize conflicts.	4.00	.953	Integrated
Overall	3.66	.934	Integrated

The extent of implementation of leadership to employee relations as perceived by respondents.**Table 2:** Extent of Implementation of Leadership to Employee Relations as Perceived by Respondents

Employee Relations	Mean	SD	Verbal Interpretation
1. Good disciplinary climate and openness to dialogue are created throughout the institution.	3.58	1.065	Implemented
2. Any employee who commits any infractions shall be dealt with fairly and justly in accordance with established rules and procedures.	3.70	1.022	Implemented
3. Employee grievance and complaints shall be given immediate attention providing employees due process.	3.60	1.068	Implemented
4. Employees are provided opportunities to participate and get involved in decision making on matters that directly affect them.	3.50	1.087	Implemented
5. Labor management council is created composed of representation from employees and management for the purpose of discussing and resolving work related matter or other problems affecting day to day relationship.	3.17	1.255	Moderately implemented
6. Disputes between labor and management are settled through friendly negotiation and every effort shall be exerted to avoid open conflict.	3.48	1.123	Implemented
7. Procedure is established for the processing and settlement of employee grievance.	3.58	1.061	Implemented
8. Teamwork and camaraderie in the institution promote harmony and minimize conflicts.	3.93	.968	Implemented
Overall	3.56	.972	Implemented

Tables 1 and 2 show the perception of the respondents on the extent of integration and implementation of leadership to employee relations. Of the 8 employee relations activities, 7 items are integrated and implemented. On the other hand, 1 activity specifically the creation of labor management council composed of representation from employees and management for the purpose of discussing and resolving work related matter or other problems affecting day to day relationship is moderately integrated and implemented. Overall, leadership is integrated and implemented in the employee relations practice of SVD educational institutions.

The extent of integration of leadership to performance appraisal as perceived by respondents**Table 3:** Extent of Integration of Leadership to Performance Appraisal as Perceived by Respondents

Performance Appraisal	Mean	SD	Verbal Interpretation
1. Performance appraisal results are documented for use as evidence in case of legal action.	3.85	1.039	Integrated
2. Appeal for performance appraisal review is allowed if employee disagrees with the rating results.	3.20	1.258	Moderately integrated
3. Performance appraisal is conducted periodically under the supervision of the HR department.	3.38	1.266	Moderately integrated
4. Supervisors are provided training and assistance in the conduct of performance appraisal.	3.18	1.273	Moderately integrated
Overall	3.66	.934	Integrated

The extent of implementation of leadership to performance appraisal as perceived by respondents**Table 4:** Extent of Implementation of Leadership to Performance Appraisal as Perceived by Respondents

Performance Appraisal	Mean	SD	Verbal Interpretation
1. Performance appraisal results are documented for use as evidence in case of legal action.	3.79	1.039	Implemented
2. Appeal for performance appraisal review is allowed if employee disagrees with the rating results.	3.13	1.267	Moderately implemented
3. Performance appraisal is conducted periodically under the supervision of the HR department.	3.32	1.258	Moderately implemented
4. Supervisors are provided training and assistance in the conduct of performance appraisal.	3.10	1.260	Moderately implemented
Overall	3.34	1.205	Moderately implemented

Tables 3 and 4 show the perception of the respondents on the extent of integration of leadership to performance appraisal. Of the 4 performance appraisal activities, only 1 item is integrated and implemented. Conversely, 3 activities are moderately integrated and implemented. These are appeal for performance review when employee disagrees with the results, conduct of periodic performance appraisal, provision of training and assistance for supervisors to conduct performance appraisal. Overall, leadership is integrated but moderately implemented in the performance appraisal practices of SVD educational institutions.

The extent of integration of leadership to work life balance as perceived by respondents**Table 5:** Extent of Integration of Leadership to Work Life Balance as Perceived by Respondents

Work and Life Balance	Mean	SD	Verbal Interpretation
1. Employees are given assistance to cope with stress and anxiety.	3.35	1.244	Moderately integrated
2. Religious activities are conducted for employees such as recollection, retreat, masses etc.	4.43	.849	Highly integrated
3. Loan facilities are made available to employees during times of emergency.	3.94	1.131	Integrated
4. Team building activities and other socialization programs like sports fest, company events, recreational activities and organizational outing are encouraged to help employees improve their interactive skill and human relations skill.	3.86	1.095	Integrated
5. Promote employees' involvement in community affairs either in a personal way or as representative of the institution.	3.75	1.062	Integrated
6. Encourage the organization of employees' club and activities such Zumba dance group, aerobic classes etc.	3.46	1.263	Integrated
7. Positive and affective work environment is maintained.	3.83	.989	Integrated
Overall	3.80	.974	Integrated

The extent of implementation of leadership to work and life balance as perceived by respondents**Table 6:** Extent of Implementation of Leadership to Work Life Balance as Perceived by Respondents

Work and Life Balance	Mean	SD	Verbal Interpretation
1. Employees are given assistance to cope with stress and anxiety.	3.25	1.230	Moderately implemented
2. Religious activities are conducted for employees such as recollection, retreat, masses etc.	4.44	.835	Highly implemented
3. Loan facilities are made available to employees during times of emergency.	3.93	1.126	Implemented
4. Team building activities and other socialization programs like sports fest, company events, recreational activities and organizational outing are encouraged to help employees improve their interactive skill and human relations skill.	3.79	1.133	Implemented
5. Promote employees' involvement in community affairs either in a personal way or as representative of the institution.	3.73	1.063	Implemented
6. Encourage the organization of employees' club and activities such Zumba dance group, aerobic classes etc.	3.39	1.274	Moderately implemented
7. Positive and affective work environment is maintained.	3.77	1.006	Implemented
Overall	3.75	.984	Implemented

Tables 5 and 6 show the perception of the respondents on the extent of integration of leadership to work like balance. The results show that 4 of the 7 items are integrated and implemented. Additionally, religious activities like recollection and retreat are highly integrated and highly implemented. However, employee assistance to cope with stress and anxiety is highly integrated but moderately implemented and the encouragement of employee organizations to join activities like Zumba is integrated but moderately implemented. In general, leadership is integrated and implemented in the different activities of work life balance of SVD educational institutions.

The extent of integration of excellence to employee relations as perceived by respondents**Table 7:** Extent of Integration of Excellence to Employee Relations as Perceived by Respondents

Employee Relations	Mean	SD	Verbal Interpretation
1. Employees are assured the right to discuss freely with management thru proper channels of authority, any matter concerning either his own or the institution's welfare.	3.72	1.046	Integrated
2. Channels of promotion are provided to advance employees to more responsible positions on the basis of their record of workmanship, competence and general ability.	3.58	1.116	Integrated
3. Positive values are promoted at workplace like honesty in all dealings, observance of punctuality, meeting work deadlines etc.	3.96	.987	Integrated
Overall	3.75	.985	Integrated

The extent of implementation of excellence to employee relations as perceived by respondents**Table 8:** Extent of Implementation of Excellence to Employee Relations as Perceived by Respondents

Employee Relations	Mean	SD	Verbal Interpretation
1. Employees are assured the right to discuss freely with management thru proper channels of authority, any matter concerning either his own or the institution's welfare.	3.62	1.061	Implemented
2. Channels of promotion are provided to advance employees to more responsible positions on the basis of their record of workmanship, competence and general ability.	3.48	1.120	Implemented
3. Positive values are promoted at workplace like honesty in all dealings, observance of punctuality, meeting work deadlines etc.	3.89	1.010	Implemented
Overall	3.68	.983	Implemented

Tables 7 and 8 show the perception of the respondents on the extent of integration of excellence to employee relations. The results show all 3 items are integrated and implemented thus, excellence is integrated and implemented in the employee relations practices of the SVD institutions.

The extent of integration of excellence to performance appraisal as perceived by respondents

Table 9: Extent of Integration of Excellence to Performance Appraisal as Perceived by Respondents

Performance Appraisal	Mean	SD	Verbal Interpretation
1. Employees are rated based on mutually agreed performance standards.	3.88	1.000	Integrated
2. The use of right instrument encourages employees' work competency.	3.68	1.067	Integrated
3. Employee and immediate supervisor discuss performance targets before the start of rating period.	3.60	1.086	Integrated
4. Employees are given performance feedback.	3.80	1.085	Integrated
5. Performance appraisal is used as determinant of salary adjustment and promotion.	3.33	1.262	Moderately integrated
6. Supervisors are provided training and assistance in the conduct of performance appraisal.	3.18	1.273	Moderately integrated
7. Performance appraisal is used as basis for training and development and for other HR administrative action.	3.23	1.220	Moderately integrated
8. Communicates on time notices of administration of performance appraisal to all concerned in the institution.	3.39	1.169	Moderately integrated
Overall	3.51	1.002	Integrated

The extent of implementation of excellence to performance appraisal as perceived by respondents

Table 10: Extent of Implementation of Excellence to Performance Appraisal as Perceived by Respondents

Performance Appraisal	Mean	Std. Deviation	Verbal Interpretation
1. Employees are rated based on mutually agreed performance standards.	3.78	1.028	Implemented
2. The use of right instrument encourages employees' work competency.	3.61	1.074	Implemented
3. Employee and immediate supervisor discuss performance targets before the start of rating period.	3.48	1.120	Implemented
4. Employees are given performance feedback.	3.71	1.110	Implemented
5. Performance appraisal is used as determinant of salary adjustment and promotion.	3.25	1.267	Moderately implemented
6. Supervisors are provided training and assistance in the conduct of performance appraisal.	3.10	1.260	Moderately implemented
7. Performance appraisal is used as basis for training and development and for other HR administrative action.	3.14	1.218	Moderately implemented
8. Communicates on time notices of administration of performance appraisal to all concerned in the institution.	3.33	1.140	Moderately implemented
Overall	3.42	1.018	Implemented

Tables 9 and 10 show the perception of the respondents on the extent of integration of excellence to performance appraisal. Of the 8 performance appraisal activities, 4 are integrated and implemented while the other 4 are moderately integrated and moderately implemented. These moderately integrated and moderately implemented are the use of performance appraisal for salary adjustment and promotion, provision of training and assistance to supervisors to conduct performance appraisal, the use of performance appraisal for training and development and timely communication of notice to conduct performance appraisal. Overall, excellence is integrated and implemented to the performance appraisal practices of SVD education institutions.

The extent of integration of excellence to work and life balance as perceived by respondents**Table 11:** Extent of Integration of Excellence to Work Life Balance as Perceived by Respondents

Work and Life Balance	Mean	Std. Deviation	Verbal Interpretation
1. Promote employees' involvement in community affairs either in a personal way or as representative of the institution.	3.75	1.062	Integrated
2. Workplace is made as attractive with less discomfoting elements as possible.	3.71	1.074	Integrated
3. Positive and affective work environment is maintained.	3.83	.989	Integrated
4. Compressed workweek gives quality time with the family.	3.41	1.316	Integrated
Overall	3.67	.972	Integrated

The extent of implementation of excellence to work and life balance as perceived by respondents**Table 12:** The extent of implementation of excellence to work and life balance as perceived by respondents

Work and Life Balance	Mean	Std. Deviation	Verbal Interpretation
1. Promote employees' involvement in community affairs either in a personal way or as representative of the institution.	3.73	1.063	Implemented
2. Workplace is made as attractive with less discomfoting elements as possible.	3.64	1.080	Implemented
3. Positive and affective work environment is maintained.	3.77	1.006	Implemented
4. Compressed workweek gives quality time with the family.	3.35	1.314	Moderately implemented
Overall	3.61	.976	Implemented

Tables 11 and 12 show the perception of the respondents on the extent of integration of excellence to work life balance. The results show that 3 of the 4 work life balance practices are integrated and implemented while 1 item specifically compressed work week to give quality time with SVD employees' families is integrated but moderately implemented. Overall, excellence is integrated to work life balance of the SVD educational institutions.

Conclusions

Leadership is integrated and implemented in the employee relations practice of SVD educational institutions. However, management must look into the creation of labor management council composed of representatives from employees and management for the purpose of discussing and resolving work related matter or other problems affecting day to day relationship. This is important in order to maintain constant, open, and participative discussions of employee concerns which can be resolved through the labor management council instead of going through a more divisive process of resolving issues outside the council.

Leadership is integrated but moderately implemented in the performance appraisal practices of SVD educational institutions. On the other hand, it is disturbing that 3 performance appraisal practices are moderately integrated and implemented. These are appeal for performance review when employee disagrees with the results, conduct of periodic performance appraisal, provision of training and assistance for supervisors to conduct performance appraisal. These 3 practices are conduits to making performance appraisal achieve the level of fairness that would benefit the employees and the management. It is important that appeal must be must be allowed to accord the employees due process; training of supervisors must also be provided so that performance appraisal must be done objectively; and performance appraisal must be done on a regular basis in order to provide timely management interventions that will improve employee performance.

Leadership is integrated and implemented in the different activities of work life balance of SVD educational institutions. Conversely, employee assistance to cope with stress and anxiety is highly integrated but moderately implemented and the encouragement of employee organizations to join activities like Zumba is integrated but moderately implemented. These activities will surely boost the morale of employees and will promote camaraderie among employees. Aside from the benefits mentioned, these activities can be done without added cost by assigning employees who can lead the group to do Zumba and similar activities.

Excellence is integrated and implemented in the employee relations practices of the SVD institutions. This result is a good indication; however, attention must be seriously given to specific activities that are not fully integrated and fully implemented.

Excellence is integrated and implemented to the performance appraisal practices of SVD education institutions. However, 4 performance appraisal practices are integrated and implemented while the other 4 are moderately integrated and moderately implemented. These moderately integrated and moderately implemented are the use of performance appraisal for salary adjustment and promotion, provision of training and assistance to supervisors to conduct performance appraisal, the use of performance appraisal for training and development and timely communication of notice to conduct performance appraisal.

Excellence is integrated to work life balance of the SVD educational institutions but compressed work week to give quality time with SVD employees' families is integrated but moderately implemented. Work life balance ensures that employees have time for their personal well-being and time for their respective families so it is paramount that employees be allowed flexible time to employees who can still be productive despite a compressed work week.

It is highly recommended that the administrators of the different SVD educational institutions must review the integration of the moderately rated practices in its employee relations, performance appraisal, and work life balance in order to recalibrate its existing systems. Furthermore, those integrated but moderately implemented should likewise be appraised for full implementation.

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