



An Assessment of the Digitalization at the College and University Level: An Input to The Strategic Performance Management Program (SPMP)

Franco A. Quodala* and Rowena G. Dela Cruz

Research, Extension, Quality Assurance and International Affairs,
Pamantasan ng Lungsod ng Muntinlupa, University Ave. Poblacion, Muntinlupa City, Philippines

*Corresponding author, E-mail: francoquodala@plmun.edu.ph

Abstract

This study identified the digital transformation at the college and university level. It was done thru an identification of automation of records and office processes in selected Local Colleges and Universities (LCUs), State Universities and Colleges (SUCs), and Private Schools in the Philippines. Thirty-seven (37) institutions participated in this descriptive research. A validated survey was done using a snowball sampling technique. A survey Questionnaire thru Google Forms was sent to the administrators who participated in the study. It was found that digital transformation is at 43% (fully applied), 27% (moderately applied), 16% (slightly applied), and a whopping 14% are not at all. It is therefore concluded that most universities and colleges are now using technology to automate records and processes to optimize efficiency and effectiveness in their school management. Since there are still institutions that are in the process of automation, it is highly recommended that they should address these concerns to fully comply with technological change. Based on this study, some educational institutions in the Philippines are ready in terms of digital SPMP in managing the performance of their colleges/universities. It is now a challenge to them how they can adapt to the new normal considering that many institutions are on their way to coping with the prevailing situation.

Keywords: *Pandemic, Digitalization, Colleges, Universities, and Strategic Performance*

1. Introduction

Teachers are considered one of the most indispensable members of the education sector. They transfer their knowledge and expertise to new breeds of society through the learning process. At the college/university level, they are recognized as mentors and information conduits. They served as role models and inspirations to most of their students. However, the COVID-19 pandemic has caused schools to lockdown to safeguard teachers, employees, and students. It has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries (Pokhrel & Chhetri, 2021). As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms (Li & Lalani, 2020). Teachers suddenly have to deliver their lessons using technological tools, including through specific online platforms, in order to reach out to the students (Cataudella et al., 2021).

Online education is the delivery of learning materials using the internet for student-student and student-teacher interaction and for distributing educational materials (Kumar, 2021). This present system was done because of the mandatory social distancing imposed by the COVID-19 pandemic, which has affected the relationships and performance of teachers, professors, and students, as well as the technologies and procedures adopted by them to innovate and achieve sustainable education (Scavarda et al., 2021). Scholarly activities are still virtual (Hernandez & Quintanilla, 2021). Aside from online classes, virtual educational processes are being done to accommodate educational setup through the use of a virtual learning environment (VLE) (Alves, Miranda, and Morais, 2017).

Meanwhile, a research study conducted by Susan Grajek and the 2019-2020 Educause Review wherein colleges and universities are driving digital transformation today. It was found that 13% of colleges and universities are engaging in digital transformation today, 32% are developing a digital strategy, another 38% of higher education institutions exploring, and only 17% of institutions investing no time in digital transformation (Grajek, 2020).

Currently, there have been a lot of changes going on in the education sector worldwide due to the COVID-19 pandemic (United Nations, 2020). It really has brought dramatic changes (Li & Lalani, 2020).



To cope with this prevailing situation, the Philippines embraced this digital transformation by enhancing the quality of higher education by 83% (D2L, 2022).

This is the very reason for doing this kind of endeavor - identifying the digital transformation at the college or university level. And thus, providing a mechanism for setting individual performance evaluations utilizing the strategic performance management program.

2. Objectives

To know the prevailing digitalization in some of the educational institutions in the Philippines, this research has the following objectives:

- 1) To identify the status of digital transformation in selected colleges and universities in the Philippines.
- 2) To suggest improvement in the technological application and services provided by the respondents using the Strategic Performance Management Program (SPMP).

3. Materials and Methods

This descriptive study identified the current situation of selected colleges/universities in the Philippines in terms of using digital technology. The survey instrument, which was crafted and validated by selected college/university officials was given using a snowball sampling technique. This was given thru Google Forms to the administrators of selected public and private colleges/universities.

The first part of the survey is the demographic profile of the respondents. The second part is the identification of digital automation of colleges/universities. For statistical treatment, frequency count and percentage were used to determine the status of automation in colleges and universities.

4. Results and Discussion

The following tables reveal the findings of the study from selected school administrators. Thirty-seven (37) institutions participated in this research. 34 Local Colleges and Universities (LCUs) and State Universities and Colleges (SUCs) take up 91.9% of the samples while the remaining 8.1% are 3 private schools that participated in this survey. 28 of 37 respondents or 75.7% are full-time administrators with no teaching/faculty load and 9 of 37 or 24.3% are full-time administrators with a teaching/faculty load. 15 of 37 respondents or 40.5% are male and 22 of 37 or 59.5% are female.

Table 1 Student Development and Welfare – Guidance and Counseling (note: 100% for each question)

Item	Scale	Frequency	Percentage
1. Online counseling for the client (student/employee) is also effective just like face-to-face.	Fully applied	10	27.0%
	Moderately applied	15	40.5%
	Slightly applied	10	27.0%
	Not at all	2	5.4%
2. Career Counseling and interview workshops are done online.	Fully applied	16	43.2%
	Moderately applied	12	32.4%
	Slightly applied	8	21.6%
	Not at all	1	2.7%
3. Routine interviews and guidance are done virtually.	Fully applied	14	37.8%
	Moderately applied	15	40.5%
	Slightly applied	5	13.5%
	Not at all	3	8.1%
4. Both counselor and student achieve confidentiality and privacy in online counseling.	Fully applied	21	56.8%
	Moderately applied	9	24.3%
	Slightly applied	4	10.8%
	Not at all	3	8.1%
5. Referral to a specialist is done thru the use of e-mail.	Fully applied	15	40.5%
	Moderately applied	11	29.7%
	Slightly applied	8	21.6%
	Not at all	3	8.1%
Total		37	100%



In terms of student development, 76 of 185 or 41% are fully applied and 12 of 185 or 6.5% are not fully applied. Digital technologies are constantly changing and school guidance counselors are challenged to keep up with the adolescent's use and acquisition of new technologies (Hohn, 2017). Innovation became a necessity and a challenge for guidance and counseling (Suryahadikusumah & Nadya, 2020). This area will be improved given the appropriate development in technology, access to technological devices, and support in implementation. (Hohn, 2017).

Table 2 University Learning Resource Center (note: 100% for each question)

Item	Scale	Frequency	Percentage
1. There is a functional and interactive library websites such as Online Public Access Catalog (OPAC).	Fully applied	13	35.1%
	Moderately applied	14	37.8%
	Slightly applied	3	8.1%
	Not at all	7	18.9%
2. There is a multimedia area/center where students can access the internet for review and research.	Fully applied	14	37.8%
	Moderately applied	16	43.2%
	Slightly applied	3	8.1%
	Not at all	4	10.8%
3. There is an automated library database, where users' information is stored.	Fully applied	9	24.3%
	Moderately applied	12	32.4%
	Slightly applied	9	24.3%
	Not at all	7	18.9%
4. There is an automated library system that includes check out, check-in, renewals, holds, fines, and inventory.	Fully applied	9	24.3%
	Moderately applied	10	27.0%
	Slightly applied	9	24.3%
	Not at all	9	24.3%
5. There is a remotely accessible electronic resources such as books and journals.	Fully applied	9	24.3%
	Moderately applied	15	40.5%
	Slightly applied	5	13.5%
	Not at all	8	21.6%
	Total	37	100 %

For the university learning resource center, 54 out of 185 or 29% are fully applied and 35 out of 185 or 19% are not fully applied. This low percentage should be addressed because as reported, the digital library is very helpful in education by getting quick and dynamic information, assisting the users in the process of learned teaching, help in getting catalogs, references, and information about research (Ilahi, Widiaty, Wahyudin, & Abdullah, 2019). And also, students reported being satisfied with the resource and found it usable in improving digital libraries (Brewer, Rick, & Grondin, 2017). In this pandemic period, getting information online is very crucial. To prevent one from exposure to the virus, users would most likely utilize their gadgets.

Table 3 Scholarship/Financial Assistance (note: 100% for each question)

Item	Scale	Frequency	Percentage
1. There is an automated database, where students' information is securely stored.	Fully applied	20	54.1%
	Moderately applied	12	32.4%
	Slightly applied	4	10.8%
	Not at all	1	2.7%
2. Announcements posted on the university website are readily available.	Fully applied	20	54.1%
	Moderately applied	11	29.7%
	Slightly applied	4	10.8%
	Not at all	2	5.4%
3. Electronic forms are available on the university website.	Fully applied	16	43.2%
	Moderately applied	15	40.5%
	Slightly applied	3	8.1%
	Not at all	3	8.1%

**Table 3** Scholarship/Financial Assistance (note: 100% for each question) (Continue)

Item	Scale	Frequency	Percentage
4. There is an online submission of requirements.	Fully applied	25	67.6%
	Moderately applied	7	18.9%
	Slightly applied	4	10.8%
	Not at all	1	2.7%
5. There is a scholarship management system that gives each student an online account	Fully applied	12	32.4%
	Moderately applied	11	29.7%
	Slightly applied	10	27.0%
	Not at all	4	10.8%
	Total	37	100 %

The table above shows that 93 out of 185 or 50% are fully applied and 11 out of 185 or 6% are not fully applied. One of the most popular searches by students worldwide is about scholarship applications (Rakib, 2021). Therefore, this impact of automation might play a role in students choosing their career paths (Imram, Ramesh, & Rudran, 2020). Besides, Valetsianos, and Kimmons (2012) suggested that open scholarship highlights the importance of digital participation. Hence, this ensures applications are intuitive and easy to use for the target audience (Black, 2015).

Table 4 Human Resource Development and Management (note: 100% for each question)

Item	Scale	Frequency	Percentage
1. Employees' computerized records are stored securely and systematically organized.	Fully applied	17	45.9%
	Moderately applied	12	32.4%
	Slightly applied	4	10.8%
	Not at all	4	10.8%
2. There is a flexible tracking of employees' leave, absences, workloads, and locator.	Fully applied	19	54.1%
	Moderately applied	9	24.3%
	Slightly applied	3	8.1%
	Not at all	6	16.2%
3. Simplifications of payroll can easily be done because of the online submission of employees.	Fully applied	18	48.6%
	Moderately applied	8	21.6%
	Slightly applied	4	10.8%
	Not at all	7	18.9%
4. Modification in the hiring system is streamlined by the use of an online system.	Fully applied	14	37.8%
	Moderately applied	12	32.4%
	Slightly applied	5	13.5%
	Not at all	6	16.2%
5. Publication of vacancies and announcements are made available online (FB, Twitter, E-mail)	Fully applied	19	51.4%
	Moderately applied	13	35.1%
	Slightly applied	4	10.8%
	Not at all	1	2.7%
Total	37	100 %	

The table above shows that 87 out of 185 or 47% are fully applied and 24 out of 185 or 13% are not fully applied. It means that nearly half are fully automated when it comes to a human resource management office. HR function needs to be digitalized to simplify, accelerate and economize the activities it carries out (Mosca, 2020) and to improve the performance of the organization (Varadaraj & AlWadi, 2021).

**Table 5** Finance Management (note: 100% for each question)

Item	Scale	Frequency	Percentage
1. There is an online student payment transaction such as transcript request and transfer credential.	Fully applied	15	40.5%
	Moderately applied	4	10.8%
	Slightly applied	7	18.9%
	Not at all	11	29.7%
2. Computerized monitoring of expenses is available.	Fully applied	14	37.8%
	Moderately applied	9	24.3%
	Slightly applied	4	10.8%
	Not at all	10	27.0%
3. Computerized management of cash flow	Fully applied	15	40.5%
	Moderately applied	9	24.3%
	Slightly applied	4	10.8%
	Not at all	9	24.3%
4. The computerization of employees' payroll makes working easy.	Fully applied	16	43.2%
	Moderately applied	8	21.6%
	Slightly applied	6	16.2%
	Not at all	7	18.9%
5. Easy billing to suppliers is quick because of automation.	Fully applied	14	37.8%
	Moderately applied	8	21.6%
	Slightly applied	7	18.9%
	Not at all	8	21.6%
Total		37	100 %

The table above presents that 74 out of 185 or 40% are fully applied and 45 out of 185 or 24% are not fully applied in terms of Finance Management. The emergence of mobile payments due to the rise of e-commerce and online shopping has gained popularity due to their convenience, better features, and quality of service (Yang, Wu, & Huang, 2020), especially in this period of the pandemic. It is therefore imperative that colleges and universities should adopt this kind of mobile convenience to help students and parents pay for their school obligation.

Table 6 Disaster Preparedness and Emergency Response (note: 100% for each question)

Item	Scale	Frequency	Percentage
1. There is a monitoring and playback of CCTV whenever available.	Fully applied	17	45.9%
	Moderately applied	8	21.6%
	Slightly applied	7	18.9%
	Not at all	5	13.5%
2. Information Education Communication is available on the university website.	Fully applied	17	45.9%
	Moderately applied	10	27.0%
	Slightly applied	6	16.2%
	Not at all	4	10.8%
3. Announcements are readily available on most social media platforms.	Fully applied	27	73.0%
	Moderately applied	9	24.3%
	Slightly applied	1	2.7%
	Not at all	0	0%
4. There is an automated disaster recovery system to process with ease and less downtime	Fully applied	10	27.0%
	Moderately applied	13	35.1%
	Slightly applied	5	13.5%
	Not at all	9	24.3%
5. The automated disaster recovery system has scheduled backups and security checks	Fully applied	11	29.7%
	Moderately applied	12	32.4%
	Slightly applied	4	10.8%
	Not at all	10	27.0%
Total		37	100 %



In terms of disaster preparedness, 82 out of 185 or 44% are fully applied and 28 out of 185 or 15% are not fully applied. This should also be given priority as the Philippines is one of the world's most disaster-prone countries (Bolletino, Alcayna, Enriquez, & Vinck, 2018). Automation in disaster management aims to mitigate the potential damage from the disasters, ensure immediate and suitable assistance to the victims, and attain effective and rapid recovery (Sinha, Kumar, Rana, Islam, & Dwivedi, 2019).

Table 7 University Registrar's Record (note: 100% for each question)

Item	Scale	Frequency	Percentage
1. There is a student portal where students can enroll and view their grades online	Fully applied	21	56.8%
	Moderately applied	7	18.9%
	Slightly applied	3	8.1%
	Not at all	6	16.2%
2. The request for grades, transfer credentials, and transcript of records are available online	Fully applied	16	43.2%
	Moderately applied	6	16.2%
	Slightly applied	9	24.3%
	Not at all	6	16.2%
3. Restoration of old decomposing academic records thru the use of a high-definition camera or scanner.	Fully applied	12	32.4%
	Moderately applied	10	27.0%
	Slightly applied	8	21.6%
	Not at all	7	18.9%
4. Automated students' record is equipped with privacy encryption for security measures.	Fully applied	15	40.5%
	Moderately applied	9	24.3%
	Slightly applied	9	24.3%
	Not at all	4	10.8%
5. Postings and announcements are seen on most social media platforms.	Fully applied	24	64.9%
	Moderately applied	9	24.3%
	Slightly applied	3	8.1%
	Not at all	1	2.7%
	Total	37	100 %

In this part, 88 out of 185 or 48% are fully applied and 24 out of 185 or 13% are not fully applied when it comes to the university registrar's record. Through automation, the workload for teachers will be reduced drastically (Bhila, 2018). Limited storage area, misclassification, misplacement of the document, document security, termite and pest attacks, difficulty in monitoring, and difficulty in document retrieval are some of the issues of no automation (Caluza, 2017).

Table 8 Information and Communications Technology (ICT) (note: 100% for each question)

Item	Scale	Frequency	Percentage
1. Ensures that all departments/offices have WI-FI/internet connectivity.	Fully applied	24	64.9%
	Moderately applied	8	21.6%
	Slightly applied	4	10.8%
	Not at all	1	2.7%
2. An ICT department for data management, marketing, communication, and process improvement.	Fully applied	23	62.2%
	Moderately applied	7	18.9%
	Slightly applied	5	13.5%
	Not at all	2	5.4%
3. There is an innovation in providing instructional materials such as LMS (Learning Management System).	Fully applied	20	54.1%
	Moderately applied	10	27.0%
	Slightly applied	5	13.5%
	Not at all	2	5.4%

**Table 8** Information and Communications Technology (ICT) (note: 100% for each question) (Continue)

Item	Scale	Frequency	Percentage
4. Allows innovative ways to use data cyber security and network administration.	Fully applied	15	40.5%
	Moderately applied	15	40.5%
	Slightly applied	3	8.1%
	Not at all	4	10.8%
5. Manages students and faculty institutional g-mail accounts reliably and efficiently.	Fully applied	22	59.9%
	Moderately applied	9	24.3%
	Slightly applied	3	8.1%
	Not at all	3	8.1%
	Total	37	100 %

For ICT, 104 out of 185 or 56% are fully applied and 12 out of 185 or 6% are not fully applied. The research entails that the benefits brought about by ICT to schools provide new strategic opportunities to increase business value (Coombs, Hislop, Taneva, & Barnard, 2020).

Table 9 University Clinic (note: 100% for each question)

Item	Scale	Frequency	Percentage
1. It provides online medical and dental consultations and online referrals if needed.	Fully applied	11	29.7%
	Moderately applied	5	13.5%
	Slightly applied	12	32.4%
	Not at all	9	24.3%
2. There is an automated database where students' and employees' medical and dental information are stored.	Fully applied	10	27.0%
	Moderately applied	7	18.9%
	Slightly applied	7	18.9%
	Not at all	13	35.1%
3. Medical announcements are readily available on social media platforms	Fully applied	18	48.6%
	Moderately applied	5	13.5%
	Slightly applied	8	21.6%
	Not at all	6	16.2%
4. There is an automated inventory system of medicines and other medical supplies	Fully applied	10	27.0%
	Moderately applied	8	21.6%
	Slightly applied	10	27.0%
	Not at all	9	24.3%
5. There is an automated appointment schedule system to remind thru E-mail/SMS if the time of appointment is near.	Fully applied	6	16.2%
	Moderately applied	12	32.4%
	Slightly applied	8	21.6%
	Not at all	11	29.7%
	Total	37	100 %

Table 9 shows 55 out of 185 or 30% fully applied and 48 out of 185 or 26% not fully applied. Automation in health care helps clinicians with the goal of providing exceptional patient care in a timely and efficient way (O'Connor, 2020). With enormous benefits, it is therefore encouraged that this section of automation is given priority in this period of the pandemic.

Table 10 Physical Facilities, Equipment, and Security (note: 100% for each question)

Item	Scale	Frequency	Percentage
1. There is an installed Building Automation System, for electrical and mechanical monitoring.	Fully applied	9	24.3%
	Moderately applied	6	16.2%
	Slightly applied	8	21.6%
	Not at all	14	37.8%
2. There is an inventory system that facilitates the monitoring of supplies and equipment.	Fully applied	13	35.1%
	Moderately applied	12	32.4%
	Slightly applied	8	21.6%
	Not at all	4	10.8%

**Table 10** Physical Facilities, Equipment, and Security (note: 100% for each question) (Continue)

Item	Scale	Frequency	Percentage
3. A public address system is an audio signal from the security system to the public address system for paging purposes.	Fully applied	10	27.0%
	Moderately applied	6	16.2%
	Slightly applied	9	24.3%
	Not at all	12	32.4%
4. The university provides state of the art instruction facilities such as smart TVs, computers, and projectors	Fully applied	18	48.6%
	Moderately applied	11	29.7%
	Slightly applied	8	21.6%
	Not at all	0	0.0%
5. The university offices are furnished with necessary computer equipment, furniture, and fixtures.	Fully applied	17	45.9%
	Moderately applied	17	45.9%
	Slightly applied	3	8.1%
	Not at all	0	0.0%
	Total	37	100 %

In Table 10, there are 67 out of 185 or 36% fully applied and 30 out of 185 or 16% not fully applied. This indicates that some schools are not fully automated when it comes to this section. Building automation is designated as the mechanism that is used to automate building operations such as climate control, lighting, and access control (Graveto, Cruz, & Simoes, 2021). Higher output and increased productivity have been two of the biggest reasons for justifying the use of automation (<https://www.britannica.com/technology/automation/Advantages-and-disadvantages-of-automation>)

Table 11 Organizational Communication (note: 100% for each question)

Item	Scale	Frequency	Percentage
1. Computer gadgets have security software implemented to make sure they are not accessible by intruders.	Fully applied	16	43.2%
	Moderately applied	11	29.7%
	Slightly applied	3	8.1%
	Not at all	7	18.9%
2. Electronic forms (eForms) are readily available on the university website.	Fully applied	10	27.0%
	Moderately applied	13	35.1%
	Slightly applied	7	18.9%
	Not at all	7	18.9%
3. There is a workplace technology setup where speaking to people in real-time is possible.	Fully applied	14	37.8%
	Moderately applied	14	37.8%
	Slightly applied	1	2.7%
	Not at all	8	21.6%
4. Employees depict integrity and allegiance to the school organization by using social media (Facebook, Twitter, etc)	Fully applied	18	48.6%
	Moderately applied	11	29.7%
	Slightly applied	8	21.6%
	Not at all	0	0.0%
5. The official University Webpage & other social media platforms are accessible, informative, and relevant.	Fully applied	21	56.8%
	Moderately applied	10	27.0%
	Slightly applied	6	16.2%
	Not at all	0	0.0%
Total	37	100 %	

The table above presents that 79 out of 185 or 43% are fully applied and 22 out of 185 or 12% are not fully applied. Automation in organizational communication illustrates technology's impact on work, work systems, and organizations (Cascio, & Montealegre, 2016). Furthermore, automation provides a great impact on various aspects of organizations.

**Table 12** Research and Extension (note: 100% for each question)

Item	Scale	Frequency	Percentage
1. Meetings with coordinators are done virtually thru Zoom, Google Meet, MS Teams, etc.	Fully applied	24	64.9%
	Moderately applied	8	21.6%
	Slightly applied	2	5.4%
	Not at all	3	8.1%
2. Request and submission of forms and reports are done virtually	Fully applied	16	43.2%
	Moderately applied	11	29.7%
	Slightly applied	6	16.2%
	Not at all	4	10.8%
3. There is an automated database where researchers & extension reports are stored.	Fully applied	12	32.4%
	Moderately applied	7	18.9%
	Slightly applied	12	32.4%
	Not at all	6	16.2%
4. There is an online subscription to published reports.	Fully applied	10	27.0%
	Moderately applied	7	18.9%
	Slightly applied	5	13.5%
	Not at all	15	40.5%
5. Completed research & extension reports are published on the university website.	Fully applied	7	18.9%
	Moderately applied	8	21.6%
	Slightly applied	6	16.2%
	Not at all	16	43.20%
	Total	37	100 %

For this section, 69 out of 185 or 33% are fully applied and 44 out of 185 or 24% are not fully applied. The possibility of automation in the research laboratory is likely to be an increasingly critical component (Holland, & Davies, 2020). Likewise, communication by each member of the team provides performance and job satisfaction (Proctor, 2014).

Table 13 Curriculum and Instruction (note: 100% for each question)

Item	Scale	Frequency	Percentage
1. There is a remote online grading system where faculty can submit virtually.	Fully applied	22	59.5%
	Moderately applied	10	27.0%
	Slightly applied	3	8.1%
	Not at all	2	5.4%
2. Request and submission of forms and reports are done online.	Fully applied	16	43.2%
	Moderately applied	16	43.2%
	Slightly applied	4	10.8%
	Not at all	1	2.7%
3. Online classes are done virtually thru Zoom, Google classroom, MS Teams, etc.	Fully applied	29	78.4%
	Moderately applied	5	13.5%
	Slightly applied	3	8.1%
	Not at all	0	0.0%
4. There is an online group chat where students and faculty can exchange information.	Fully applied	30	81.1%
	Moderately applied	4	10.8%
	Slightly applied	3	8.1%
	Not at all	0	0.0%
5. Meetings with school officials (i.e. deans/directors) are done virtually thru an online account.	Fully applied	26	70.3%
	Moderately applied	7	18.9%
	Slightly applied	3	8.1%
	Not at all	1	2.7%
	Total	37	100 %



In terms of curriculum and instruction, 123 out of 185 or 66% are fully applied and 4 out of 185 or 2% are not fully applied. This is already a good sign that most colleges and universities are ready to fully automate most processes in the educational setting. It will eliminate the need to go to an actual school (<https://leadaz.org/2021/04/08/how-automation-will-change-education>).

5. Conclusion and Recommendations

It is, therefore, concluded that most universities and colleges are now using technology to automatically record and process to optimize the efficiency and effectiveness of their school management. Since there are still institutions that are in the process of automation, it is highly recommended that they should address these concerns to fully comply with technological change. Based on this assessment, some educational institutions in the Philippines are ready in terms of digital SPMP in managing the performance of their colleges/universities. It is now a challenge to them how they can adapt to the new normal considering many institutions are on their way to coping with the prevailing situation. Strategic Performance Management Program (SPMP) is an automated mechanism for verifying the many tasks of an employee to link with the overall performance of the organization. It is in that way that employees can check whether the achievement of goals is met or aligned. It can also be a way to help employees (staff and faculty) in improving their performance set by the institution.

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