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Sorsogon State College's Performance and Management Excellence: Inputs to globally competitive yet locally responsive educational tourism

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Abstract- *Educational tourism clearly situates the new role of Sorsogon State College (SSC) for world-class education while in support to the locally sustainable tourism development of the province and beyond. This paper was able to assess SSC's capacities to manage globally competitive and locally responsive educational tourism. A mix method of research was used in examining the SSC's educational tourism through an inventory of academic performance and quality management excellence for global competitiveness. Results revealed that to attract more educational tourists, SSC is expected to perform effectively and efficiently in a modern research world through the complementation of instruction-research and extension mandates that is contributory to the sustainable development goals. The over-all educational management of SSC is central to leadership including the key aspects of its governance system (personnel behaviour, fulfilment of the societal responsibilities and community support). Further enhancements on the organizational performance of SSC are needed on the following : operations, workforce and clientele support. The College has to strengthen its internationalization policies on the faculty and students inter-country mobility and productivity of its graduates that would address the future educational tourism demands. Further, it has to invest on modern learning resources and support services facilities and equipment to be utilized for instruction, research, extension and administrative workspaces. Thus, closes the gap on job-skills mismatch and the compelling resources requirements of SSC graduates to the local and international markets. With these, an academe-led innovation and transformation project anchored on the SSC's educational tourism model integrating the Psychology of Tourism to management is introduced.*

Keyword: *educational tourism, educational performance, quality management, tourism psychology, internationalization, Sorsogon*

INTRODUCTION

Education plays a significant role in tourism development and sustainment as its impacts are wide-ranging Basil [1]. In this knowledge-based economy, people eyed on the importance of education as an essential travel market segment of tourism industry Smithand Jenner [2]not only in economic perspective but also in giving various benefits to the host country Donaldson and Gatsinzi [3]. Educational tourism as a discipline clearly situates the new role of the higher education institutions because of the growing importance of knowledge generation, experienceand the enhancing of technical competency outside of classroom environment. In like manner, educational tourism is a strategy for sustainable tourism development Ankomah and Larson [4], citing India as example Sharma [5]. It also describes the event in which people travel across international borders to acquire intellectual services Abubakar, Shneikat and Oday [6]. Some tourists visit another country to learn about the culture, study tours, or to work and apply skills learned inside the classroom in a different environment.

The psychological impact of educational tourism has surfaced the pressing need to create "world-class" universities. Governments have put the development of competitive higher education and research systems at the heart of their national economic strategies The Times Higher Education [7]. Former Russian President Putin made it a key policy objective to elevate the five Russian universities into the top 100 of the *Times Higher Education* World University Rankings by 2020 and similarly Japan President Abe directs that there should be 10 Japanese universities in the world top 100 by 2023 Timeshighereducation.com[8]. Parallel to these, Sheldon, Fesenmaier and Tribe [9] spearheaded the Tourism Education Future's Initiative (TEFI) to boost tourism education. World class universities open their doors for educational tourists. In the widest sense, educational tourism's role is significant in raising world class academic standards Smith[10].

At present, the University of Dubai has been at the forefront in embracing the prospects and gaining advantages in investing on educational tourism. The Psychological motivations for these type of tourism activities include: cultural altruism, language learning desire, image of host country, job prospects, quality and reputation Abubakar et.al.,[11]. For Simmons [12] if a university aspires to become a world class institution, its mission and vision are aligned to local societal goals; quality, academic rigour and knowledge generation; and the institution should be progressive, future facing and values academic freedom. For Salmi [13] world class universities are characterized by : 1) the quality of leadership and strategic vision; 2) proper sequencing of plans to reach the proposed goal on establishing flagship universities; and 3) considering the internationalization dimension. Salmi [14], however, opined that:

"Adopting the goal of building world-class universities does not imply, however, that all universities in a given country can be or should aspire to be of international standing. A more attainable and appropriate goal would be, rather to develop an integrated system of teaching, research and technology-oriented institutions that feed into and support a few centers of excellence that focus on value-added fields and chosen areas of comparative advantage and that can eventually evolve into world-class institutions."

Locally, various educational reforms in the Philippine Higher Education Institutions (HEIs) are directed towards embracing the prospects of globalizing education. The future of Sorsogon State College(SSC) is anchored on this internationalization prospect to remain relevant with the fast changing global economies and educational tourism trends. Thus, the Commission on Higher Education (CHED)spearheads academic reforms on advancing a locally responsive and globally competitive Philippine Higher Education System CHED [15]. In addition, the CHED –DBM SUC Levelling criteria Joint Circular No 1. s. 2016 is implementing the outcomes-based approach to evaluation and monitoring of the higher education institutions (HEls). It also advocated that all the Philippine HEIs should be at par with the quality and standards of the Association of South East Asian Network (ASEAN) standards, the ASEAN Quality Reference Framework (AQRF), ASEAN Quality Assurance Network (AQAN), and the ASEAN University Network (AUN).With this, a Republic Act No. 9013 has established the Philippine Quality Award PQA [16] in order to encourage institutionsin the Philippines to attain excellence in quality management, effective practice of quality systems making significant improvements in the quality of their goods and services and organizational performance.

In reviews, only Iloilo City in the Philippines had positioned itself as an educational tourism destination. The local government plans to transform this city into an educational tourism destination for international students, an education destination for students from around the world if plans push through (www.cebu-philippines.net [17]. Although various reforms in the Philippine education has been introduced by CHED for the past years that is geared towards leveraging the academic standards for the ASEAN integration and internationalization. As the future investment plans of the Sorsogon provincial government embarks on sustainable tourism, Chua [18] considered highlighting the perspective of Psychology of Tourism for human development which would lead to socio-economic prosperity and sustainable development.

Like all other state universities and colleges in the Philippines, SSC aspires to deliver world-class education and service. The proponent believes that with the growing number of millennial tourists visiting the place, education is becoming an important part of the leisure environment, creating new demands

for leisure products which have an educational or learning component Krippendorf[19]; Craig-Smith and French[20]; Ayala[21]. The internationalization trajectory of the College has started from aligning its academic disciplines contributory to the sustainable tourism agenda of the President Duterte's administration. A recently Board of Trustees (BOT) approved curriculum in Tourism Management provides a significant purpose as to how the academe could help the region achieve structural and economic progress reflecting the Psychology of Tourism and theories Simkova[22]."Glocalization" (global thinking and acting in the local setting) is the key to promote the enrichment of the academic and research environments, investment in human capital and infrastructure, quality assurance accreditation, collaboration and partnerships and innovative processes are the important considerations to make the local development plans sustainable and at par with the global standards Mojica[23]. With these, the preparations for educational tourism involves the development of the educational system as a whole to create a global tourist destination Bastaki [24].

OBJECTIVES

This study aimed to analyze the case history and progress of Sorsogon State College(SSC) through an educational tourism inventory and assess the over-all capacities formanaging educational tourism in the province of Sorsogon, Philippines.Specifically, it aims to 1) describe the SSCs academic profile and quality and relevance of educational programs;2) determine the readiness of SSC administration for internationalization standards based on the Philippine Quality Assurance Education Criteria for Performance Excellence™; 3) analyze thechallengescurrently faced by the College adherence to the educational performance excellence assessment criteria; and 4) propose a world-class academe-led innovation and transformation project in support tothe sustainable local tourism development of Sorsogon, Philippines.

MATERIALS AND METHODS

A mixed method of research was used in this study. The data mining and documentary analysis were the primary strategies conducted to answer the first objective, third and last objectives of the study using descriptive method. The CHED memorandum 46, series 2012 reinforced the benchmarked criteria for the Philippine higher education quality standards.For the second objective, the self-assessment survey form of the Philippine Quality Award (PQA) Education Criteria for Performance Excellence™ was utilized to benchmark on the management capacities of SSC on educational tourism, based on the seven strategy categories, namely: Leadership; Strategic Planning; Customer Focus; Measurement Analysis and Knowledge Management; Workforce focus; Operations Focus and Results. The validated form was based on the Baldridge Award Performance Excellence Criteria PQA [25] which is of international standards. The strategy themes assessed with low ratings were translated as the challenges faced by the College in the attainment of quality academic performance excellence. It served as the basis for SSC's case study analysis. A case study is an intensive analysis of an individual, unit (as a person or community) stressing developmental factors in relation to environment (merriam-webster) [26]. As an output, the proponent espoused a higher education innovation and transformation project showcasing a SSC Educational Tourism Model.This would bring about qualitative transformation through exposures to SSC practicum laboratories that would address the challenges faced by its clientele beneficiariestowards world −class experiential education practice. For Singh [27] qualitative transformation is for future-oriented education planning which involves no less than a "double leap" in order to move ahead in the qualitative measures of the system.

Respondents of the Study

A total of 23 out of the 29 (79.31%) instigated administrative management leadersof the College served as the respondents whose answers in the survey supplemented the veracity of the study. They are purposively selected based on their management positions as top- 3.45%; middle-68.97% and low management heads-6.90% attending deliberations in the monthly administrative council and quarterly research and extension council meetings.

Data

The primary data includes the accomplishment reports of the College for three academic years(June 2014-March 2017); quality recordsand the academic profile of SSC based on the three (3) mandates: instruction , research and extension and other educational management support structures and facilities. Another includes the interviews conducted

to the administrative management on the most pressing challenges faced by the College administration obtained through focused group discussions and deliberations during management meetings together with the self-assessment survey of the College's educational performance based on the PQA instrument. The data were categorized based on the objectives of the study. The output of which was an innovative project for internationalization creating a SSC Educational Tourism model integrating educational psychology and sustainable tourism in the context of unique local community educational tourism experience.

Academe-led SSC Educational Tourism Model

The proponent believed that as the majority of educational tourists are millenials, the people's desire to infuse learning and fun in an academic experience plus an attractive standards quality academic institution are the inherent powers of educational tourism behavior. This SSC's conceptual model for education was grounded upon converging thethree (3) theoretical applications of Psychological perspectives in tourism. The Stebbins [28] Serious Leisure Perspective (SLP) which introduces a new scholarly field anchored on the positive Psychological and Sociological perspectives; special interest tourism of Read [29] described as rewarding, enriching, adventuresome, learning (REAL) experiences; and the Leisure-Education Hybrid of Smith and Jenner [30] which underscored the psychographic variables such as values, attitudes and lifestyle of educational tourists or travellers. Thus, the SSC Educational Tourism model has integrated the psychographic segmentation approach to the local educational tourism learning experiences that is uniquely innovative and aligned to the promotion of sustainable local tourism program of Sorsogon province, Philippines.

RESULTS AND DISCUSSION
1. Academic Profile and over-all quality and relevance of academic programs

The Sorsogon State College (SSC) is the former Sorsogon College of Arts and Trades (SCAT), which was founded in 1907 as a Provincial Trade School. SSC was converted into a state college by virtue of RA 7666 on December 30, 1993. It envisions to become a university with a culture of excellence in developing globally competitive and values-oriented leaders and professionals. Its mission is to provide industry-relevant programs that are anchored on a culture of research and entrepreneurship for the development of Sorsogon and beyond. It is situated at the heart of the Sorsogon province, Philippines. Being the first and only state college in the province, its primordial responsibility is to serve as the provincial arm in country-side development. SSC has four campuses (Figure 1) namely: Sorsogon City Campus specializing in education, technology and engineering prgrams in Sorsogon City; Castilla Campus specializing in Agriculture programs in Castilla, Sorsogon; Bulan Campus specializing in Information Technology and Management in Bulan, Sorsogon, and Magallanes Campus specializing in Fisheries in Magallanes, Sorsogon. Each having specialized programs catering to the needs and future demands of the province including the School of Graduate Studies (SGS).

As shown in Table 1, there are 37 curricular programs offered by the College with 58 majors. Out of eight post-graduate programs, five of which are in doctorate degree level while the remaining three are in the masteral level. This qualifies to the CHED criterion on Degree Programs 1.1 which states the qualification standard *"that the University offers at least twenty(20) academic degree programs (undergraduate and graduate degree levels); 1.2 six graduate degree programs; 1.3 at least one doctoral program in three different fields of study."*

The College has been categorized as Level–IV College in the State University and Colleges (SUC) Regional Report. With the support of the Association of Accrediting Chartered Colleges and Universities in the Philippines (AACCUP), Inc. as its accrediting body, out of 37 Board of Trustees (BOT) approved curricular programs, the College has 3 re-accredited and 1 accredited programs for Level III. For Level II, 1 accredited program and 11 re-accredited programs. For Level I, 5 accredited programs and 3 reaccredited programs; while two programs are on candidate status. Most of the programs without the CHED's certificate of program compliance (COPC) are the newly offered ones and those which already had existed prior to the said policy standards. The College has been preparing for the International Organization for Standardization (ISO) and Institutional Sustainability Assessment (ISA) accreditations for quality assurance and quality systems improvement.

Table 1.Quality and Relevance of SSC's Academic Programs

Degree Programs	Major	AACCUP Accreditation	With BOT Resolution	With CMO	With COPC
Professional Programs: (f=8)					
*PHD Math Education**	1	-	1	1	0
*Doctor in Public Administration**	1	-	1	1	0
*PhD in Filipino**	1	-	1	1	0
*PhD in Language Education**	1	-	1	1	0
*EDD in Ed. Leadership & Mgmt**	1	-	1	1	0
MAED	3	Level II-Re-accredited	1	1	1
MAT	2	Level II-Re-accredited	1	1	1
MAM	2	Level II-Re-accredited	1	1	1
Sub Total	12		8	8	3
Sorsogon City Campus (f=12)					
BSED	6	Level III-Re-accredited	1	1	1
BEED	1	Level III-Re-accredited	1	1	1
Bachelor of Technology	9	Qualified for Level III	1	0	0
BS Architecture	1	Level II-Re-accredited	1	1	0
BS CE	1	Level II-Re-accredited	1	1	1
BSEE	1	Level II-Re-accredited	1	1	1
BS ME	1	Level II-Re-accredited	1	1	1
BTTE	3	Level I-Accredited	1	1	1
BS Accountancy	1	Candidate Status	1	1	1
*BS in Food Services Technology**	1	-	1	1	0
*BS in Tourism Management**	1	-	1	1	0
*BS in Hotel & Restaurant Mgmt**	1	-	1	1	0
Sub Total	27		12	11	7
Bulan Campus (f=9)					
BS in Management	1	Level II-Re-accredited	1	1	1
BS in Comp Science	1	Level II-Re-accredited	1	1	1
BS in Accountancy	1	Level I-Re-accredited	1	1	1
BS in Information Technology	1	Level I-Re-accredited	1	1	1
BS in Information Systems	1	Level I-Re-accredited	1	1	1
BS Entrepreneurship	1	Level I-Accredited	1	1	1
BS in Accounting Technology	1	Level I-Accredited	1	1	1
BT TE	2	-	1	1	1
BSE	2	Level I-Accredited	1	1	1
Sub Total	11		9	9	9
Magallanes Campus (f=3)					
BEED	1	Candidate Status	1	1	1
BS Fisheries	1	Level III	1	1	1
2 yr Micro-Computer Servicing	-	-	1	-	-
Sub Total	2		3	2	2
Castilla Campus (f=5)					
BS Agriculture	2	Level I Accredited	1	1	1
B in Agri Technology	1	Level II Accredited	1	1	1
BS Agri Development	2	Level II Re-Accredited	1	1	0
BS Vet. Technology	1	Level II Re-Accredited	1	0	0
Diploma in Agri Tech	-	-	1	-	-
Sub Total	6		5	3	2
***Over-all Total** (f=37)*	58		37	33	23

*Newly offered programs

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SSC adheres to the 1:33 faculty-student ratio. With the growing average student population of 8,062 for School Year (SY) :2014-2015; it escalated in number to 8,565 (6.26%) for SY: 2015-2016 and decreased to 8,424 (-1.65%) for SY: 2016-2017. For the graduates, record shows that there was an increase to 1,706 (1.55%) for SY: 2014-2015. However, a decline was recorded to 1,417 (-13.42%) for SY : 2015-2016 and recovered slowly to 1,537 (8.47%) for SY: 2016-2017 respectively. These erratic trend in enrolment for the past three years are due to the implementation of the changing reforms in the Philippine Educational System, the K-12 transition and the new offerings in the technical vocational courses which attracted the high school graduates for the past years. The result for the SSC students' enrolment are in compliance with the CHED's quality standards *2.1 The university has enrolees in at least twenty(20) academic degree programs; 2.2 enrolees in at least six graduate programs; and enrolees in at least one(1) doctoral program in three different fields of study.* For Hapin et al. [31] SSC has to produce graduates who manifest the expertise for professional practice and discovery of new knowledge.

Despite this dismal effect on SSC's enrolment trends and survival rates, the College has maintained an escalating record of board examination top notchers in the fields of Engineering and Education yearly. It has sustained its 100% passers in the Technical Vocational Competency Assessments since year 2000. Out of the nine board programs, the courses that occupy the highest number of average passing percentage for the past 3 years (SY: 2014-2016), the College of Accountancy (70.46%) ; Mechanical Engineering (64.43%); Electrical Engineering (60.03%); Architecture (58.10%); and Elementary Education (49.57%).

As to the curriculum requirements, 100% of the undergraduate programs in SSC require the submission of thesis/ project / research paper as part of the curriculum . The CHED requires 50% of the undergraduate programs based on the criteria.

For the faculty qualifications, 100% of the full time permanent faculty members have the relevant degrees in the subject that they handle. Also, 100% of the fulltime permanent faculty members who handle the core subjects of licensed programs have the relevant and appropriate professional licenses. All the SSC faculty members teaching in the doctoral programs are plantilla items. And, 100% of the fulltime permanent faculty members teaching in the doctoral programs have the relevant doctoral degrees

as required by CHED. Also, 100% of the fulltime contractual faculty members have the relevant degrees, in the subject areas they handle. All the fulltime contractual faculty members handling the core subjects of licensed programs have relevant professional licenses. All (100%) of the part-time faculty members have the relevant degrees in the subject areas they handle; have relevant and appropriate professional licenses. Only one part-time faculty member teaches in the doctoral program but he has a relevant doctoral degree. To sum it all, the SSC faculty qualifications are compliant to the CHED's academic relevance and quality standards for academic excellence.

Currently, out of 203 faculty members SSC has 31(15.27%) doctorate degree holders; 136(67%) masters degree holders; and 36 (17.73%) baccalaureate degree holders mostly specializing in the fields of education for the undergraduate, management/ education degrees in the master's and doctorate degree programs. In terms of faculty ranking, there are eight (3.94%) plantilla faculty in the professor level; 45(22.17%) in the associate professor level; 41 (20.20%) in the assistant professor level; and 109(53.69%) in the instructor level.

1.1 Quality and Relevance of Research and Community Extension Services

In the year 2016, there were 98 fulltime faculty researchers who have completed research projects, presented in the national/ international research conferences, and had published either in peer reviewed, CHED accredited or ISI/Scopus indexed journals and received SSC incentives or awards. This sets the new record of 46.27% increase from the previous year 2015, having 67 (41.79%) fulltime faculty researchers as defined in the typology CHED (CMO 46 s. 2012). The average percentage of the fulltime faculty members for the last five years as evidenced by refereed publications, presentations and awards is 23.68%. These include the faculty members who have completed researches and are actively involved in research and development activities from school year 2012 to 2016.

The College has a viable research program in disciplined and multidisciplinary areas of study that produce new knowledge as evidenced by refereed publications; citations; inventions and patents. However, it is in this mandate that the College needs to dwell on to become a world-class research academic institution and at least be known and acknowledged by the leading universities in ASIA and

the world. Only a total of 10.42% fulltime faculty members have refereed publications for the past five years in CHED accredited journals; with three citations on online publications, and four inventions were developed as output of the research and two of them are diffused and adopted by the local communities. Two patent applications are on process at the Intellectual Property Office Philippines for the year, 2016.

To attract more educational tourists, SSC is expected to perform effectively and efficiently in a modern research world through quality assurance activities, capacity building of its faculty to actively engage more on quality researches that would gain sustainable impact in the macro level. This also include the Science and Technology oriented research outputs patented and utilized in the market or diffused for the community's adoption. The complementary nature of research output as transformed through community extension activities that allow the faculty and students to apply the new knowledge they generate to address specific social and economic development problems.

Its 22 extension services programs/ projects for 2015 had expanded to 27 with 12, 919 total beneficiaries served and were given technical assistance for the past 3 years (from 2014 to 2016). Majority of which have established linkages within the local and regional levels. A total of 33 extension community adopters were engaged in the profitable business enterprises, with 28 viable demonstration projects in fisheries, agriculture, technology and engineering and only 22% average increase in return on investment for the past three years (from 2014-2016). Despite the growing community demand on the College's expertise and role in local social transformation and development, there is a dearth on the tangible research turned to extension outputs that had been sustainable and contributory to answer the country's utmost problems. At the local level however, the College takes pride being the provincial institute in Fisheries and Agriculture providing research grants and incentives [32] in support to the viable innovative projects introduced in the province of Sorsogon.

1.2 Resources Utilization for Quality Management and Productivity

In 2016, the College operates on a budget taken from the general appropriations (GAA) fund amounting to utmost P 260 million. The P206 million of which is accorded to the personnel services and operating expenses. The College adheres to an estimated per student cost of P23,075.00. With this government subsidy, the College tries hard to provide the best possible learning resources and support infrastructures for its clienteles. The learning resources and support structures allow the students to explore basic, advanced and cutting edge technologies in a wide range of fields or disciplines.

a) Libraries. SSC has e-library which can access online resources of more than 250,000 titles: ejournals and ebooks (Gale), Engineering eBooks and Science and Agriculture eBooks (Elsevier) through the 3 major websites namely: http://infotrac.galegroup.com/itweb/phsscedu;www.accessengineeringlibrary.com and www.sciencedirect.com . The College owns 10,046 books in the circulation and 32.5% of these collections are copyrighted within the last 10 years and 14.4% are copyrighted within the last five years. It has 28 journal subscriptions for academic year 2015-2016.

b) Practicum Laboratories. SSC is equipped with the needed practicum laboratories in the four(4) campuses for all the programs that require these, such as : speech laboratory, chemistry/ physics, biology, food laboratories, agri-fishery laboratory and computer laboratory. However, these need to be at par with the newest demands in knowledge and skills in operating sophisticated laboratory equipment used in the global market. Currently, Castilla Campus which specializes in Agriculture has multispecies laboratory, tissue and embryo culture laboratory, organic fertilizer production and soils lab, crop sciences laboratory, agricultural mechanics and green house demo farms. However, most of these need to be equipped with state of the art facilities and equipment. Castilla Campus' telecommunication portal remains unstable which could be deterrent in the process of advancing the field and introducing new technologies developed through education. On the other hand, Magallanes campus which specializes in Fisheries curricular program, provides the fresh water fishpond, demo farm house, mudcrab hatchery and multispecies hatcheries. For the College to become known internationally, it has to grow strong in providing world class graduates who excel in its priority programs like agri-fisheries, education, engineering and technology.
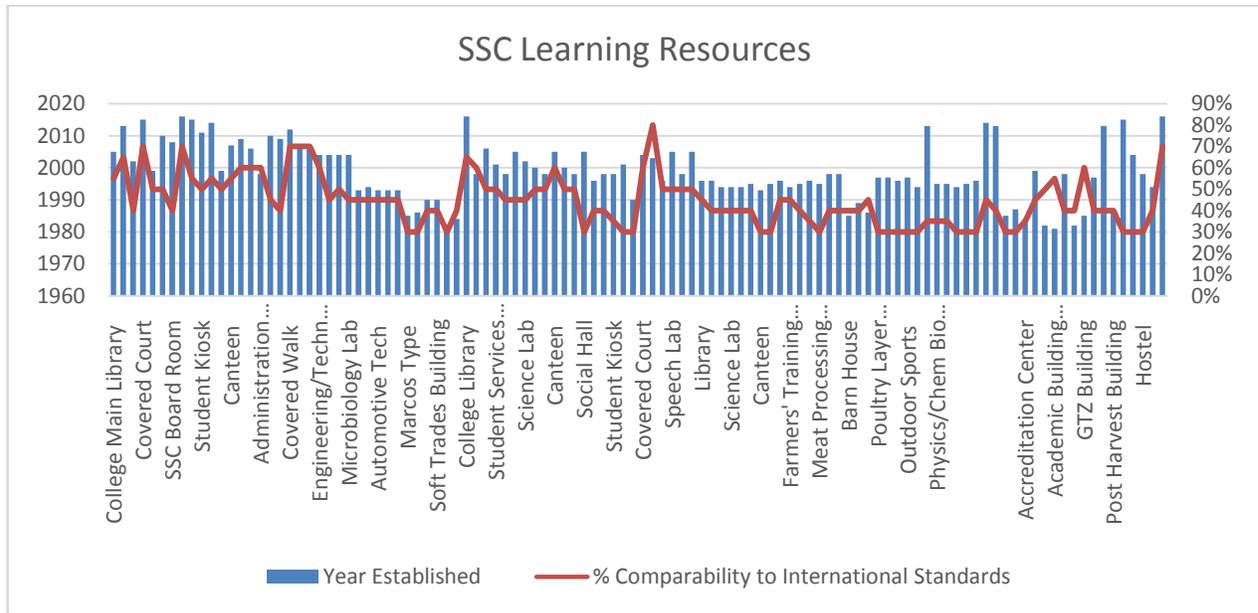
Figure 2. SSC Learning Resources and Its Comparability to International Standards

c) Relevant Educational Resources. Each of the four campuses have their own relevant educational resources (Figure 2), majority are currently enhanced to be comparable to international standards based on the engineering quality infrastructure standards, namely: library resource center, audio-visual center, social hall and audio-visual center, training centers. In addition, the Sorsogon city campus has established the Salvador H. Escudero III (SHE) museum as one of the added tourist information center on scheduled educational tours. The College has been the recipient of lot donations which has started the establishment of the building for its Engineering Programs at Baribag, Bacon District Sorsogon City and SSC Gubat Campus in Gubat , Sorsogon.   With the BOT approved strategic development plan of the College until year 2022,   the establishment of educational support infrastructure and development facilities are on top of the list of development pipelines.

*d) Established linkages with relevant disciplinal and professional sectors.*There are existing partnerships with the external collaborating agencies who provide funding for various instruction, research and extension related projects and activities.   There were 64 institutions/agencies which have active linkages with the College, 15 of these are agencies from the local to regional level and five from the international level all with approved memorandum of agreements (MOAs). The SSC Language and Culture Research Center has been established with the Kokuzai Kotoba Gakuin

based in Japan as collaborating school; the United Nations World Food Programme and the Philippine German Savings Bank Foundation are for its research and extension programs, plus additional international linkages with the four Japan educational institutions namely: Shizouka Association for International Relations, University of Shizouka, and Kokusai Kotoba Gakuin and KKG College of Foreign Language.

e) For the industries,   several linkages were established which serve as the yearly On-the-Job training site for the students ranging from the multinational companies that are based in the export processing zones of the Region IV and Manila .

However, the College lacks report on the productivity of its graduates and the current skills required by the global market that could be transcribed in the policy reforms of the College and enhancement of the curricular programs geared towards internationalization. The College positions itself to the growing impact of the ASEAN integration to the academic community.   With the Asian Economic Community blueprint, it had specified the implementation of mutual recognition agreements (MRA) for various services including accountancy, tourism, engineering, architecture and other professional services since 2015. It also mandated the ASEAN Universities Network (AUN) to enhance cooperation among member universities and facilitate the mobility of both students and staff within the

ASEAN region (asean.aim.edu [33].Among the AUN members, the College has established tie-ups with the three Japanese leading educational institutions and the United Nations World Food Programme for its instruction, research and extension services respectively.

2. Analyzing SSCs Management System for Quality Educational Performance Excellence

The Philippine Quality Award PQA[34] sets the blueprint for the country's integrated approach to improve economy-wide productivity in response to the growing challenges of globalization as institutionalized through the signing of Republic Act 9013 (Philippine Quality Award Act). This sets a standard of excellence to help Filipino organizations like the SSC as an HEI achieve world-class performance and become competitive based on the principles of Total Quality Management (TQM). Table 2 reveals the assessment result of SSC using the PQA Education criteria.

Based on the assessment in Table2, the College performs well on Leadership criteria (3.8; aligned). This implies that the senior leaders have clearly communicated and provided the direction, set and role model the College's vision, mission and values from the administration down to the lowest level. However, the leaders need to focus on improving organizational performance specifically on emphasizing action to accomplish the school's objectives and improve performance (3.00).Salmi [35] emphasized that a strong leader and an articulated strategic plan will translate vision into concrete programs.

Next, the College performs well in Measurement Analysis and Knowledge Management. It has systematic procedure on how performances (individual, office, institutional) are measured (3.1). This could be attributed to the periodic reviews of the performances of every individual/ office as compared to the performance expectations. The performance data are used on performance improvement, performance analysis and reviews. In this category however, the College needs to secure a reliable and user-friendly data information and information technology system(2.0; Reacting to problems). This is necessary that in the event of emergency, the College has a systematic availability of hardware and software systems in place. Also ensuring that all the pertinent data of the college could be secured on time, accurately and ascertains confidentiality. Given the rapid pace of technological change, Elliot, et.al.,[36]emphasized that the decentralization of computing and the proliferation of computers, networks, and users of varying capabilities in the academic setting, information security are areas of significant importance in higher education.

Another strength appertains toResults Category wherein the College generally has measures of performance for educational programs and offerings and services (3.15; systematic process).The College's educational system are focused on the student learning and customer focused results(3.8;aligned)as well as workforce focused results (3.75;aligned) and leadership, governance and societal responsibility result (3.67; aligned). However, in order for the college to aspire performance excellence, its budget financial and market results (2.50; reacting to problems) need to be strengthened. This relates to the aggregate measures which are tracked to evaluate the financial return on investments provided by the College.

Table 2. Over-all Result of SSCs Management System for Educational Performance Excellence

No	CATEGORY	MEAN SCORE	DESCRIPTION
1	LEADERSHIP	3.8	Aligned
2	STRATEGY	2.9	Systematic Process
3	CUSTOMERS	2.8	Systematic Process
4	MEASUREMENT ANALYSIS & KNOWLEDGE MGMT.	3.1	Systematic Process
5	WORKFORCE	2.8	Systematic Process
6	OPERATIONS	2.7	Systematic Process
7	RESULTS	3.15	Systematic Process
	Over-all Mean Score	**3.04**	**Systematic Process**

Scale: 1-No process in place - we are not doing this; 2-Reacting to problems (we use a basic primary reactive process); 3-Systematic Process (we use a systematic process that has been improved; 4-Aligned (We use a process that aligns our activities from the top to bottom); 5-Integrated we use a process that is integrated with other processes across the school; 6-Benchmark (we are the benchmark in our education sector or beyond); and DK -don't know.

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3. SSC's educational tourism challenges amidst the prospect of internationalization

Taking into account the psychographic segmentation approach, interviews disclosed the new educational tourism market trends of the millennial educational tourists (changing lifestyle: combinational of learning and fun; motivational needs: shifting needs (belongingness using social media platform, security, physiological and ego-integrative -self-esteem) have to be considered in the educational framework. To perform excellently in Educational Tourism,the College needs to leverage its future directions based on its niche,the mandatesand its stakeholders. Upon analyzing the case of SSC, the following framework emerged as the most pressing challenges faced by the College to sustain its internationalization programs.

3.1 SSC Operations. (Educational Program and Process Design).
Henny[37] proposed the educational trends that will shape the future of education in the next 20 years, such as: personalized and blended learning, project-based, field experience, andmentoring. The proponent identified four (4) emerging needs under this category. 1) As the College is expected to provide opportunities for the faculty and students' inter country mobility such as:fellowship/ scholarship programs abroad. Performance excellence in Educational Tourism would leverage on the process and innovations management specifically on the inbound and outbound flow of students' learning experiences as an aid forhealthy exchange of learning insights and new knowledge sharing.2) For process efficiency and management, the College has to embark on bottom-up budgeting, highlighting transparency and accountability at the core of efficient service. It has to invest on modern learning resources and support services facilities and equipment to be utilized for instruction, research, extension and administrative workspaces. In addition, it is important 3) to provide good working conditions that would yield increased productivity and quality services to the SSC clientele. For Robertson et.al., [38] a macro-ergonomics intervention consisting of flexible workspace design and ergonomics training are found to have positive significant effect on the psychosocial work environment, health, and work effectiveness which foster communication and collaboration, and business process efficiency (time and costs).Also, 4) it is important for SSC to come up with a safety and emergency preparedness plan that is aligned and cascaded down to the lowest level clientele.

3.2 SSC Workforce and Clienteles.
Having the millenials as the largest generation workforce, the fast changing skills and competencies requirement of the external market need to be paralleled with the experiences acquired by the SSC graduates, glocalization has to be introduced or else job mismatch may impact an escalating number of unemployment in the province. A strategy to capacitate the faculty in a competency-based curriculum through instruction, research and extension interface would direct towards the vision of the College for 2020. Sugai and Horner [39] in School Psychology Review developed a promising approach for expanding and sustaining school wide positive behavior support. With the application of the Psycho-social perspective, it is necessary to maximize the holistic development of all the SSC personnel including professional growth and work satisfaction through training and seminars in line with their fields of specialization; grants-in aid programmes for further learning opportunities and field study tours, immersions and educational visits locally and abroad could be given in varied settings. Also, the College needs to expand its collaboration or partnerships with other academic institutions, industries and external funding agencies.

3.3 Measurement Analysis and Knowledge Management. (Capitalizing on the effective and efficient service deliveries through information and communications technology).
The requirements of the MAKM include: Performance Measurement, Performance Analysis and Review, Performance Improvement, Organizational Knowledge and Data , Information and Information Technology. The performance measurement system known as Strategic Performance Management System (SPMS) of the College is systematically updated with the needs of its initial beneficiaries. Each faculty or personnel makes his Individual Performance Commitment Review (IPCR) while the office heads sets his Office Performance Commitment Reviews (OPCRs). Both are evaluated at the end of the year to assess individual and office performances based on targets. Monitoring and evaluation processes are embedded in the performance management system standard set by the administration. The knowledge and resources of the College are used to embed learning in the way it operates. However its weakest link (among the

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parameters of MAKM), lies in the poor maximization in the use of ICT-enabled services deliveries due to geographical consideration. For the College to efficiently participate at the global sphere, it has to optimize its technology-driven potentialities. ICT-enabled tools would further promote the Tourism potentials of the province of Sorsogon and show-off technology generated products and innovative projects of the SSCians including developments of the Bicol Region's banner commodities to boost the local market and strengthen access for wider collaborations in the promotion of the local economies in the world market.

3.4 Strategy. (Quality and Relevance of Research Capability and Output). The Collegehas transformed its policy directions towards strengthening the instruction-research-extension interface for holistic approach to performance and management excellence. The administration regularly participates in the local, regional/ national development planning that would address community-driven needs. The proposal for an enhanced Research and Extension Manual of Operations characterizes a unified research and extension platform that would motivate more faculty and students research outputs that would uplift the over-all dimensions of the community beneficiaries. The College's faculty experts are trained and rigorously tapped for more established projects with the regional and national / international partners. These are being sustained through a systematized plan to optimize the community development programs / projects based on the agenda of the College. There are collaborative research and extension projects across the Colleges with extended linkages and funding grants which become a good practice while addressing budgetary constraints and promoting an exchange of extension resources and laboratories. Also, the College aims at trajectory of increasing itsCHED accredited Centers of Excellence (COE) and Centers of Development (COD) in the curricular programs offered. This is also corollary to increasing the number of quality research Centers adjunct with the number of faculty actively pursuing innovative researches**.**In addition, the establishment of a faculty and students exchange programs have started to evolve creating pathways for the future of SSC's educational excellence beyond borders. Employees' motivation remain at the core, spearheading opportunities for immersions abroad,

bench learning, students exchange program, curriculum benchmarking, harmonization of program offerings and or unification of general education programs and enforcing departmentalized examinations. Adaptive mechanisms of educational tourists (visiting and or studying) would be more meaningful as they embark on how the college's developing educational practices would yield more profitable and holistic impactto their development.

4. SSC Educational Tourism: Integrating Psychology to local tourism learning experience
Project Title: SSC GIBALON : A Research, Innovation and Educational Tourism Hub for the Sorsoguenos

The proposed project would topple the challenges faced by the College to perform efficiently as an Educational Tourism Center in Sorsogon, Philippines. The College being the only public higher education in the province of Sorsogon is expected to serve as the primordial arm in supporting the country's thrusts for inclusive and sustainable economic development at par with global quality standards. This innovation and transformation plan encapsulates the new role of SSC as an agent of social transformation and change at the local level integrating Psychology and its application in local tourism learning experiences.

For the Sorsoguenos, the word GIBALON refers to the place in Magallanes, Sorsogon, one of the province's 16 towns in the Bicol region where the first Catholic mass in Luzon Island, Philippines was celebrated in 1569. Gibalon or Ibalon was an important center of trade and commerce during the Spanish period Escobal[40]. His published researches construed that the town of Magallanes in Sorsogon, Philippines had a glorious history that needs to be appreciated by the present generation. Every year, a commemoration of this significant history of the province where "The Land of Kasangayahan" is celebrated with festivities and appreciation of the richness of its culture, heritage and bountiful produce. The proponent, as one of the few voices on local history, aimed to relive through education the proponent's high regard to appreciating the richness of its local history, heritage and culture. Also, the growing demand for Tourism in the province is timely to delve on the College's thrust of rousing educational, cultural and environmental tourism and preservation of the local identity. The places of

interest would also cater to the varied tourist motivations focused on organizational performance excellence in educational tourism quality management.

The project introduces the Psychology of Tourism Management integrating the grounded theories of Stebbins [41] Serious Leisure Perspective (SLP); Special Interest Tourism of Read [42] and the Leisure-Education Hybrid Smith and Jenner[43]in the local community tourism experience on the four major components under the acronym of GIBALON to wit: 1) **G**rowing **I**nnovations in Research and Educational Tourism (the research component of the project focusing on SSC's banner programs; 2) **B**lended **A**pplied **L**earning (the instruction component with innovations more focused on the utilization of the technology-enabled tools in teaching and laboratory subjects and introduction of new programs that would address the needs of the local tourism industry and the future of education); 3). **O**ptimizing SSC resources for effective management and utilization. 4) **N**urturing Healthy and Wealthy Communities.

This would integrate the sustainable local community tourism upon considering the psychographic variables yielding various tourists travel motivations, lifestyle and needs. As education is becoming an important part of the leisure environment creating new demand for leisure products which have an educational / learning component Ritchie[44]. This aims to introduce a community-like structure inside SSC where education-leisure collides, redefining the new role of SSC. Thus, holds position to the several modernization projects for the College specifically on the learning resources such as: Laboratories, Lecture Rooms, Post-Harvest Building, Demo Farms and Hatcheries to attract educational tourists. The College shall partake in the modernization of these through cost –sharing scheme and collaborations for funding support for the state of the art infrastructure projects. This would showcase the leisure –educational psychology hybrid on tourism development to include the following : Experimental Research Ponds; Book and Bed Ecolodges ;Tree Houses with hammocks for low cost housing catering to the millennial tourists demands and social/educational team building activities ; SSC RDE Center and One Stop Business Shop including SSC GIBALON Tourism Showroom; Eco-Restaurant that caters to local cuisine which is distinct of style and Sorsoganon preparation by the SSC Technology

students; Multipurpose Function Halls for conventions/ educational functions, equipped with Health and Therapeutic Wellness Center (year round natural healing sessions and trainings); Information and communications technologies infrastructure to cater the tourists needs for fast and efficient communicational portal worldwide; and added educational tourism amenities for the varied educational tourism-leisure interests of the visitors/travellers.

For sustainability plan, the College through the support of the local government unit shall introduce the psychographic segmentation approach to highlight the unique features of local tourism experiences. In the study of Chua [45]utilizing the SSC Tourism Circuit Laneswould sustainably address the various tourists interests and motivations specifically on lean months. Chua's study introduced EcoAdventure Lane; AquaAdventure Lane; The Kasangayahan Lane (Cultural Tourism)and the Educational Lane. The last lane features the College's Educational Tourism programs.

CONCLUSION AND RECOMMENDATIONS

Upon analyzing the College's academic performance and the quality and relevance of its mandates to the international standards of educational performance excellence, the Sorsogon State College (SSC) has an inclusive potential capacity to manage Educational Tourism in Sorsogon, Philippines. To attract more educational tourists, SSC is expected to perform effectively and efficiently in a modern research world through quality assurance activities, capacity building of its faculty to actively engage more on quality instruction, generation of research outputs that would gain sustainable impact in the macro level, marketed or diffused for the community's adoption. The over-all quality of educational performance of SSC is central to leadership including the key aspects of its governance system such as personnel behaviour, fulfilment of the societal responsibilities and community support. With these, an academe-led innovation and qualitative transformation project anchored on the Psychology of Tourism is introduced.Further enhancements on organizational performance are needed by the College on operations, workforce and customers support.Toboost its internationalization program, the College has to strengthen its policies on the faculty and students inter-country mobilityfor more healthy

and wealthy exchange of academic learning and experiences. Also, the shift in focus to knowledge-based economic management is recommended to maximize the utilization of the College's resources based on the future educational tourism demands in the province and the larger market. Thisnarrows the gap between the job-skills mismatch compelling the required resources from skills to modern facilities needed in instruction- research-extension service functions of the College.

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