Organization and Management of Higher Education Institution: Basis for a Suggested Developmental Model

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Abstract — This study aimed to assess the organization and management of Teodoro M. Luansing College of Rosario (TMLCR). Specifically, it sought answers to the following sub-problems 1) what is the profile of Teodoro M. Luansing College of Rosario in terms of Organizational Structure; Personnel Policies; Physical Resources; and Financial Aspects; 2. How do the administrators, teaching and non-teaching personnel and the students assess the organization and management components of the school under study in terms of Organizational performance; Service delivery; Instructions; Research; Community relationships; and School financial management? How do the responses of the administrators, teaching and non-teaching personnel, and the students compare? 3. How do the organization and management components vary? 4. What problems are encountered in the school's management and what measures are taken to address those problems? 5. Based on the analysis, what developmental model may be proposed to enhance the organization and management of TMLCR?

The descriptive survey method of research was used in this study to determine the management capability of the school in terms of Organizational performance; Service delivery; Instructions; Research; Community relationships; and School financial management. The data gathering system consists of the following research design, instrument used, data gathering procedure, validation of the instrument, and statistical treatment which had a bearing on the present study. Likewise, the researcher also used ANOVA and standard deviation in this study. The t-test statistical tool was used to determine the significance as perceived by administrators, staff, faculty, and students. The hypotheses were tested at a 5 percent and 1 percent level of significance. Observably, both responses will not be easy in actualizing the measure. As a result, it might be on providing services to see whether the issues are sustainable.

Keywords — Organizational Structure, Personnel Policies, Physical Resources, Financial Aspect, Service Delivery

I. Introduction

It is sometimes said that the management of an educational institution is different from managing a business enterprise. To a certain extent, it is true. But to a major extent, both have a lot of similarities. This is for this reason that an educational institution like any other business establishment is likewise an organization. As an organization, it therefore requires the application of the functions of management.

Contemporary developments in educational management emphasize regular and periodic evaluation and assessment of policies in terms of their efficiency and effectiveness in attaining their objectives. Decision makers want and need to know how well and how economical a policy is in attaining the purpose for which it was established. Since continual change occurs in the school environment, the school manager's role in maintaining a dynamic equilibrium between the need for organizational stability and continuity, regular and periodic assessment of academic policies becomes a necessity.

The gaps in this study are based on the (a) resource allocation: inadequate allocation of resources, such as staff and facilities can impact the quality of education and support services, and (b) Curriculum and teaching quality, (c) Data management and Students support services. Addressing these gaps often requires a comprehensive approach that involves collaboration among school leaders, staff, students and broader community. It may involve strategic planning, professional development, improved systems and processes, and a focus of continuous improvement. It is necessary at all levels of any organization because it is not a mere function of the one with the highest position but of the middle management as well. Without a group endeavor at all levels of management, goals, and objectives will not be met effectively.

This study is very significant for creating and ensuring efficient use of resources, promoting a positive school culture and facilitating effective communication among stakeholders. It helps establish clear roles processes, responsibilities, and ultimately supporting the overall success and well-being of students and staff.

Today's schools are challenged to do more with less as they try to meet the complex and changing demands of society. Educators are slowly discouraging that the traditional methods of managing their classrooms and transmitting knowledge and skills are inadequate in preparing students to deal with constant change. For all the students to achieve the highest standards, schools must foster an approach to education that initiates change, encourages diversity, and builds a foundation for continuous, innovative learning. Innovation, entrepreneurship, courage, and initiative should be fostered. Everybody within the school is present to further this function. Education goes on in a relatively formal way in every activity whether co-curricular or extra-curricular, even groupings are formal in terms of aptitudes for learning and teaching; that is it is concerned primarily with motivating the individual to achieve, through which his innate capabilities are developed.

To overcome these shortcomings, many managers and organizations have made a commitment, which focuses on meeting customers' requirements, which is associated with a managerial rebirth.(Kreitner 2000).

Educational institutions are not exempted from the art and science of management. The difference lies in its objectives. According to Koontz and O'Donnell (2002:5), a given environment may differ considerably between various levels of an organization or various types

of enterprise, the scope of authority held may vary, the types of problems dealt with may be considerably different, and a person in managerial role may also be a salesman, engineer, or financier; but the fact remains that, as managers, all who obtain results by establishing an environment for effective group Endeavor undertake the same functions. For this reason, effective and efficient management is required.

The researcher used the developmental model to gain a view of how TMLC organization and management relate to the variables. The developmental model helps the areas of decision-making to better understand a problem and to generate alternative solutions. This helps provide organizations with the process of assembling information about a problem into a developmental model. Thus, it might perform quite differently in the future than it would have in the past. The developmental model helps identify and correct as many flaws as possible. For it to be sustainable, the process must be continuous and must be used by all members of the organization.

This study aims to focus on the operation and management program that will help the school administration identify what they intend to achieve and how they will reap valued outcomes. Considering the preceding premises and other relevant factors, it becomes the focus of this study.

II. Methodology

Research Design

A well-suited design aligns with the research questions allowing the researcher to conduct questionnaire, data collection, and analysis. Factors like sample size, data collection methods, and statistical analyses should be carefully chosen to ensure the study's validity and reliability. This study adopted the descriptive type of research complemented by documentary analyses. According to Calderon, et al (2001), descriptive research is defined as a process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-effect relationships and then making adequate interpretations about such data with or without the aid of statistical methods. Documentary analysis is a qualitative research method, the purpose of which is to gather information from the secondary data attempting to analyze, interpret, and explain the general meaning of each content.

Data Gathering Procedure

When selecting respondents, the researcher consider the relevance of the topic under study, willingness to participated, and accessibility. The researcher carefully verify that respondents possesses the necessary information to contribute meaningfully to the study. Ethical considerations and informed consent are also crucial factors in the process. The goal is to ensure a representative and informed sample for meaningful data collection and analysis. The specific criteria depend on the expertise and definite plan to willingness involvement.

To establish validity, researcher often use methods like content validity, criterion-related validity, and construct validity. These approaches assess different aspects of the instrument's effectiveness in capturing the intended data of the study. To ensure the collected data is relevance and informative.

The researcher coordinated with the heads of the different offices of Teodoro M. Luansing College of Rosario to distribute the questionnaires. Upon approval, the Executive Vice President, Deans, and Chairperson of different departments were given questionnaires. They were instructed that all statements must be answered as honestly as possible and after two weeks it would be gathered for recording and tabulation.

After the instruments had been finalized, the following procedures were observed in the gathering of data. Permission was requested from the Teodoro M. Luansing College of Rosario involved in the study. When permission is granted, the date and time of administering the questionnaire were scheduled, including the date of retrieval. A follow-up measure was employed to strengthen responses given as per the questionnaire.

Thus, the distribution and retrieval of the questionnaire was done in a month. Answers to the items were scored and entered in a master data sheet. To ensure the accuracy and correctness of the results, answers were rechecked for analysis.

A 5-point Likert scale for the status of performance appraisal and the impact of the performance appraisal system on the performance of the employees in terms of their skills, responsibility, and commitment. Item attaining the highest rating (5) was construed as "Strongly Agree" and the lowest (1) interpreted as "Strongly Disagree". The Likert range had the following interpretations:

- For the impact of the performance appraisal system of the school, the Likert scale is used with the following interpretation.

Scale	Range	Interpretation	Description
5	4.50 - 5.00	Strongly Agree	The respondents view the item as Excellent
4	3.50 - 4.49	Agree	The respondents view the item as very good
3	2.50 - 3.49	Moderately Agree	The respondents view the item as good
2	1.50 - 2.49	Disagree	The respondents view the item as moderately good
1	1.00 - 1.49	Strongly Disagree	The respondents view the item as needs improvement

Scale	Range	Interpretation	Description
5	4.50 – 5.00	Very strong	*The respondents perceived that the performance appraisal system of the school has a strong impact on their performance*
4	3.50 - 4.49	Very Strong	*The respondents perceived that the performance appraisal system of the school has a very strong impact on their performance*
3	2.50 - 3.49	Strong	*The respondents perceived that the performance appraisal system of the school has a strong impact on their performance*
2	1.50 - 2.49	Moderately strong	*The respondents perceived that the performance appraisal system of the school has a moderately strong impact on their performance*
1	1.00 - 1.49	Not strong	*The respondents perceived that the performance appraisal system of the school has no impact on their performance*

III. Results and Discussion

This chapter presents the analysis and interpretation of data on the profile of the organization and management of the school. Under study based on the responses of college administrators, faculty, and students.

As a service institution, the quality of students, administrators/teaching, and non-teaching personnel are integral parts of quality education. This is one of the most challenging, yet essential aspects that any business must measure and improve to attain customer loyalty. They need to be satisfied for them to become as productive as expected.

Table 3
Assessment on Service Delivery

Items	Students			Admin/teaching/Non-teaching			Overall		
	WM	SD	VI	WM	SD	VI	WM	SD	VI
1. The school utilizes effective tools and devices in the election and admiration of students	3.09	1.05	Good	3.43	0.96	Good	3.14	1.04	Good
2 The need students' paramount in TMLC.	3.10	1.01	Good	3.57	1.10	Very Good	3.17	1.03	Good
Confidentiality of students' records is properly utilized.	3.59	1.00	Very Good	3.68	0.90	Very Good	3.60	0.98	Very Good
4 Posters and announcement of various activities are ensured and clear.	3.58	1.09	Very Good	3.64	0.95	Very Good	3.59	1.07	Very Good
5 Students' awareness and maximum participation to various activities	3.63	0.97	Very Good	3.71	0.94	Very Good	3.64	0.96	Very Good

	WM	SD	VI	WM	SD	VI	WM	SD	VI
are successfully developed									
6. Evaluate further development of leadership and environment is clearly trustworthy	3.52	0.88	Very Good	3.61	0.96	Very Good	3.53	0.89	Very Good
7. Personnel anticipate and respond to the students' needs and demand	3.27	0.94	Good	3.29	0.90	Good	3.28	0.93	Good
8. Communication flow is smooth and regular to every hierarchy level	3.14	0.98	Good	3.29	0.94	Good	3.16	0.97	Good
9 The functions of the office of student's services are well defined.	3.29	0.98	Good	3.18	0.90	Good	3.27	0.97	Good
10 Orderly sequenced information services that are specific to the course and year level of the students are utilized.	3.39	0.96	Good	3.30	0.91	Good	3.38	0.95	Good
11. Have a strategic location ready for disruptive students.	3.14	0.96	Good	3.19	0.92	Good	3.14	0.95	Good
12 Effectiveness in initiating and reviewing of ongoing activities	3.41	0.89	Good	3.29	0.85	Good	3.40	0.89	Good
13. Improving student performance is a stated goal in the school-based management efforts.	3.60	0.97	Very Good	3.70	0.87	Very Good	3.62	0.96	Very Good
14 Mutual development of growth plans with and for departments' head.	3.60	0.99	Very Good	3.59	1.05	Very Good	3.60	1.00	Very Good
Composite Mean	3.38	0.72	Good	3.47	0.73	Good	3.39	0.72	Good

Legend: WM Weighted Mean

SD Standard Deviation

VI Verbal Interpretation

Assessment of Service Delivery

As a service institution, the quality of students, administrators/teaching, and non-teaching personnel are integral parts of quality education. This is one of the most challenging, yet essential aspects that any business must measure and improve to attain customer loyalty. They need to be satisfied for them to become as productive as expected.

Table 3 shows that both groups of respondents show a general assessment of good with a composite mean of 3.39 and a standard deviation of 0.72. Responses of the students were assessed with a composite mean of 0.38 and a standard deviation of 0.72. Though admin/teaching and non-teaching responses have exhibited a composite mean of 3.47 and a standard deviation of 0.73. Notably, the two groups of responses showed a moderately high standard deviation than the expected limit and quite a high weighted mean. These figures suggest that they gave varied and high responses.

Specifically, the two sets of respondents when they assessed in terms of the selection and admiration of students, as shown by the weighted mean of 3.09 to 3.43 or standard deviation, which extends from 1.05 to 0.96. However, two sets of respondents assessed item 1 with weighted means of 3.09 to 3.43, and standard deviations of 1.05 to 0.96. Then, again in overall verbal interpretation, it was marked good with the weighted mean and standard deviation of 3.14 to 1.04. This means, the school has shown its devices in the selection and admiration of students. On the other hand, group one (1) of respondents as reflected by the weighted mean of 3.10 and standard deviation of 1.01 and shown by its verbal interpretation were marked good. Group two (2) reflected a weighted mean of 3.57 and a standard deviation of 1.10 and marked very good. This means that the students are paramount in the school activities to improve on this aspect. This indicates an overall weighted mean of 3.17 and standard deviations of 1.03, with verbal interpretation marked good. Notably, the two sets of respondents assessed items 3 to six 6 as shown by the weighted means of 3.59 to 3.52 and 3.68 to 3.61 in that sequence and standard deviations of 1.00 to 0.88 and 0.90 to 0.96 in the same sequence. These figures show verbal interpretation very well. This indicates that both responses had the same awareness of students' records such as properly utilizing, and announcing various activities are ensured and clear. Participation in various activities is successfully developed, and the development of leadership and environment is trustworthy. As a result, both respondents are efficiently obtaining and assessing goods and objectives being met identically.

Table 4
Assessment on Instruction

Items	Students			Admin/teaching/Non-teaching			Overall		
	WM	SD	VI	WM	SD	VI	WM	SD	VI
1 The school works towards serving the student is the main focus.	3.60	0.98	Very Good	3.79	0.99	Very Good	3.62	0.98	Very Good
2 Encouraged to take pride in the physical and social climate of the school.	3.42	0.90	Good	3.64	1.03	Very Good	3.45	0.92	Good
3 School discipline has received considerable attention	3.62	0.97	Very Good	3.56	0.85	Very Good	3.61	0.95	Very Good
4. The rules and regulations should cover all aspects of the school.	3.71	0.97	Very Good	3.59	0.89	Very Good	3.69	0.96	Very Good
5. The rules and regulations should cover all aspects of the school.	3.48	0.90	Good	3.50	0.91	Very Good	3.48	0.90	Good
6. The rules and regulations should cover all aspects of the school.	3.46	0.95	Good	3.58	0.90	Very Good	3.47	0.94	Good
7 School-wide discipline involvement of the entire faculty.	3.49	0.94	Good	3.59	0.80	Very Good	3.51	0.92	Very Good
8. Set up a communication system with various departments' activities.	3.42	0.89	Good	3.52	1.01	Very Good	3.43	0.90	Good
9. Have motivational saying posted on the wall.	3.30	1.03	Good	3.44	0.97	Good	3.32	1.02	Good
10. Have motivational saying posted on the wall.	3.42	0.95	Good	3.56	0.93	Very Good	3.44	0.94	Good
11 The school is using effective instructional methods to meet individual needs whenever necessary.	3.48	1.04	Good	3.63	1.01	Very Good	3.50	1.03	Good
Composite Mean	3.49	0.73	Good	3.60	0.75	Very Good	3.50	0.73	Very Good

Legend: WM   Weighted Mean

SD   Standard Deviation

VI   Verbal Interpretation

Assessment of Instruction

Assessment manifests the extent by which instruction was used to carry the intent of peace education as assessed by students, administrators/teaching, and non-teaching responses. Instruction assessed as average in the extent of carrying out peace education concepts were department activities, regulations, instructional methods, and discipline. There is a need for admin/teaching/non-teaching personnel to provide students with more of this kind of instruction to facilitate learning. Knowledge of these issues may inspire the students to be participate in the advocacy of the school because the instructions are realistic.

On the assessment of instruction, Table 4 shows that groups one (1) and two (2) were validated by the composite mean and standard deviation, as 3.43 to 3.60 and 0.73 to 0.75. The overall assessment of the two groups, which are noticeably the weighted means of 3.50 and 0.73 of standard deviations and verbal interpretation very good results. This implies that the assessment has the potential to be utilized in terms of instruction.

On the other hand, for item 2 it was found to have a weighted mean of 3.42 to 3.64, and standard deviations of 0.90 to 1.03. These figures clearly show that in terms of this item, the school can similarly meet the physical and social climate needs of the two groups as respondents. Expectedly, because of the various visitors coming from CHED being assessed and updated for further development.

The assessments of groups 1 and 2 in terms 3 and four 4 items referring to the rules and regulations considerable attention of the school, as reflected to their weighted means and standard deviations show 3.62 to 3.56, 3.71 to3.59, and 0.97 to 0.85, 0.97 to 0.89. The findings from an assessment of items were validated by verbal interpretation very well.

Comparison of Assessment on Organization and Management of the School.

The responses of the two groups of respondents were compared in terms of organizational performance, service delivery, instructions, research, community relationships, and school financial management as components of the organization and management of TMLC. It can be gleaned from the results that the students, administrators/teaching, and non-teaching personnel are concerned about the organization and management of the school. They are aware of the necessity of well-planned and coordinated activities to ensure efficient and effective implementation. This is one management function necessary in obtaining or achieving an effective result in any undertakings one wants to pursue. Comparisons of responses are reflected in Table 8.

Independent t-test was used to compare the responses of the students and the groups of administrators, teaching, and non-teaching personnel. It came out that the assessments of the two groups were the same as indicated by the t-value which was less than the t-tabular values. This highlights that the school is strong in organizational structure being the highest and mark as reflected in the table. This showed that the p-values are less than 5 percent level. Further, this indicated that the 2 groups of respondents agree in their assessment of the organization and management of the school.

Table 8
Comparison of Assessment on Organization and Management of the School

Areas	Students	Admin/ Teaching/ Non teaching	t-value	t-tabular	Probability Value	Significance
Organizational Performance	3.58	3.65	-0.57	1.97	0.57	Not Significant
Service Delivery	3.38	3.47	-0.59	1.97	0.56	Not Significant
Instructions	3.49	3.60	-0.75	1.97	0.45	Not Significant
Research	3.49	3.46	0.16	1.97	0.87	Not Significant
Community Relationship	3.48	3.59	-0.72	1.97	0.47	Not Significant
School Financial management	3.31	3.27	0.21	1.97	0.83	Not Significant

Table 9
Comparison among Components of Organization and Management

Sources of Variation	Sum of Squares	Df	Mean Square	f-value	Probability Value	Significance
Between Components	9.971	5	1.994	3.609	0.003	Highly Significant
Error	688.46	1246	0.553			
Total	698.431	1251				

Comparison of Multiple Means

Significant Pair	Mean Difference	Probability Value	Significance
Organization structure and School Financial management	0.282	0.011	Significant

Using ANOVA, it was found that there existed a highly significant difference among the components of Organization and Management of TMLC. The F-value of 3.61 was tested and the p-value of 0.003 indicated that the differences are significant at a 1 percent level.

On the other hand, by using Scheffes Test for comparison of means, it was evident that organizational structure and financial management are the two components that are significantly different, with a mean difference of 0.252 of p-value less than 5 percent level. This implies that

the assessment of organizational structure is better compared with that of the financial management component.

IV. Conclusion

The following is the summary of the findings of this research:

Organizational Performance. An overall assessment of 'very good' to organizational structure based on responses given.

Service delivery. Group one and two sets of respondents rated service delivery as 'good'. The school has good performance in management efforts. As a result, the school has applied motivation towards career development. As stated of (Sousa and Voss 2006), the coordination and the control of these service processes should also be taken into account in the conceptualization of SDS effectiveness. This is because these two factors will determine the way this integrated set of processes will be embedded into the service delivery and therefore the system's effectiveness. Therefore, the control process continuously improves the service delivery and upgrades the quality of the service provided to customers (Zeithaml et al, 1988; Seth, Deshmukh and Vrat, 2005).

Instruction. The assessment of group one rated it 'good' while group two gave 'very good' This implies that the assessment has the potential to be utilized in terms of instruction. The assessment of organization and management in terms of instruction, as perceived by two sets of respondents gave an overall marked 'very good' which means the school possesses monitoring activities and acting official communication to sustain development. Providing instruction at student-appropriate level is particularly important. When students are presented with information and materials beyond there current skills, they become frustrated and may engage in behaviors that avoid engagement. Students who are actively engage and provide frequent opportunities to respond to academic task are less disruptive and demonstrate improve academic skills (Sutherland & Webby, 2001)

Research. The two groups of respondent's overall assessment as reflected by weighted means of 3.49 and 0.75 standard deviation with verbal interpretation were marked 'good' which means that the two groups of respondents believed they are knowledgeable in initiating and coordinating research for operational requirements would be developed. This means the schools are involved in the community as well as committed and implement the shared vision. (Wayne and Young's 2003), however, as we will discuss in more detail, using research in many methods of studies have found mixed results regarding the relationships between specific teacher characteristics and student achievement.

Community Relationship. Group one rated community relationship 'good' while group two sets of respondents gave 'very good' An overall assessment reflected as 'good'. Overall, the

outcome as presented indicates that the two groups of respondents improve this aspect in terms of community relationships, especially because assessment is vital in developing and sustaining a successful school operation. Poor academic performance of student has been of great concern to educationists, parents and counselors in particular as cited in (Kibandi, 2014).

School Financial Management. The figures suggest that both respondents come up with identical verbal interpretations of 'good' the outcome is a very good sign that two sets of respondents. Overall, the assessment indicates that both groups of respondents confirmed that it is good for the school to offer financial assistance. Assessment of these is unquestionably important. Mokoena, 2011:130) imply that there is no proper consultation and involvement of the relevant financial role players. Since the it was important to also investigate fee-paying schools in urban areas, as there is a general dearth of studies regarding school financial management.

Proposed Model. The developmental model is used to enhance productivity and the good climate atmosphere of the school. Man works because his dignity as a human being moves him to find satisfaction in it. TMLC environments regarding what an optimistic or pessimistic person does if faced with such a situation. Now the administrators, teaching and non-teaching staff, and students are motivated to do it, they exert to perform the task. In this part, the developmental models work towards a communication mix in each department. Thus, motivation is increased to accomplish it. After using the proposed model, results are now obtained, and an evaluation can be made if the performance created a favorable result or not.

Based on the foregoing findings, the following conclusions are arrived at:

1. TMLC is capable in terms of organizational structure, personnel policies, physical resources, and financial aspects.

2. The respondents have common assessments of the six components of organization and management. It appears that the school is strong in instruction but weak in research.

3. The components of the organization and management of TMLCR do not vary significantly.

4. Limited school site appears to be a problem of TMLCR.

5. The proposed developmental model highlights the need for maximum space utilization and improvement of school physical facilities through vertical expansion.

ACKNOWLEDGMENTS

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