

ORGANIZATION AND MANAGEMENT OF TEODORO M. LUANSING COLLEGE OF ROSARIO: BASIS FOR A PROPOSED MODEL

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“Good management is the art of making problems so interesting and their solutions so constructive that everyone wants to get to work and deal with them.”

Paul Hawken

ABSTRACT

This study aimed to assess the organization and management of Teodoro M. Luasing 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; Financial Aspect; 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 performances; 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 management of the school 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?

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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 relationship; School financial management? The system of gathering data consists of the following research design, instrument used, and data gathering procedure, validation of instrument and statistical treatment which had bearing to 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 significant as perceived by administrators, staff, faculty and students.

Keywords: organizational structure, personnel policies, physical resources, financial aspect, service delivery

Chapter 1

Introduction

It is sometimes said that management of 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 applications of the functions of management. Since continual change occurs in the school environment, the school manager's role in maintaining dynamic equilibrium between the need for organizational stability and continuity, regular and periodic assessment of academic policies becomes a necessity.

In the midst of a constantly changing environment and with the ever-increasing challenges faced by today's schools, educators are seeking every opportunity to improve their school performance results. Today's schools are challenged to do more with less as then 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. The management function school argues that managers perform certain common functions of planning,

organizing, directing, coordinating and controlling (Kreitner 2000). Educational institutions are not exempted from the art and science of management. The difference lies in its objectives.

The researcher used developmental model to gain a view of how TMLC organization and management relates to the variables. Developmental model helps the areas of decision making to better understand a problem and to generate alternative solution. This helps provide organization to the process of assembling information about a problem into a developmental model.

Conceptual Framework

Bearing in mind the principle that every individual needs help organization and management assist students to grow maturely and become a fully functioning person. Developmental model strip away the unimportant details so that attention can be concentrated on the relatively few important aspects of the situation, thus increasing the opportunity for effective understanding of a problem and its solution. This developmental model is to construct and change some degrees of visual correspondence. It is heavily integrated into organization and management of TMLC. Thus, feed refers to information that reflects the outcomes of an act by an individual, a group or organization (Dubrin, 2001)

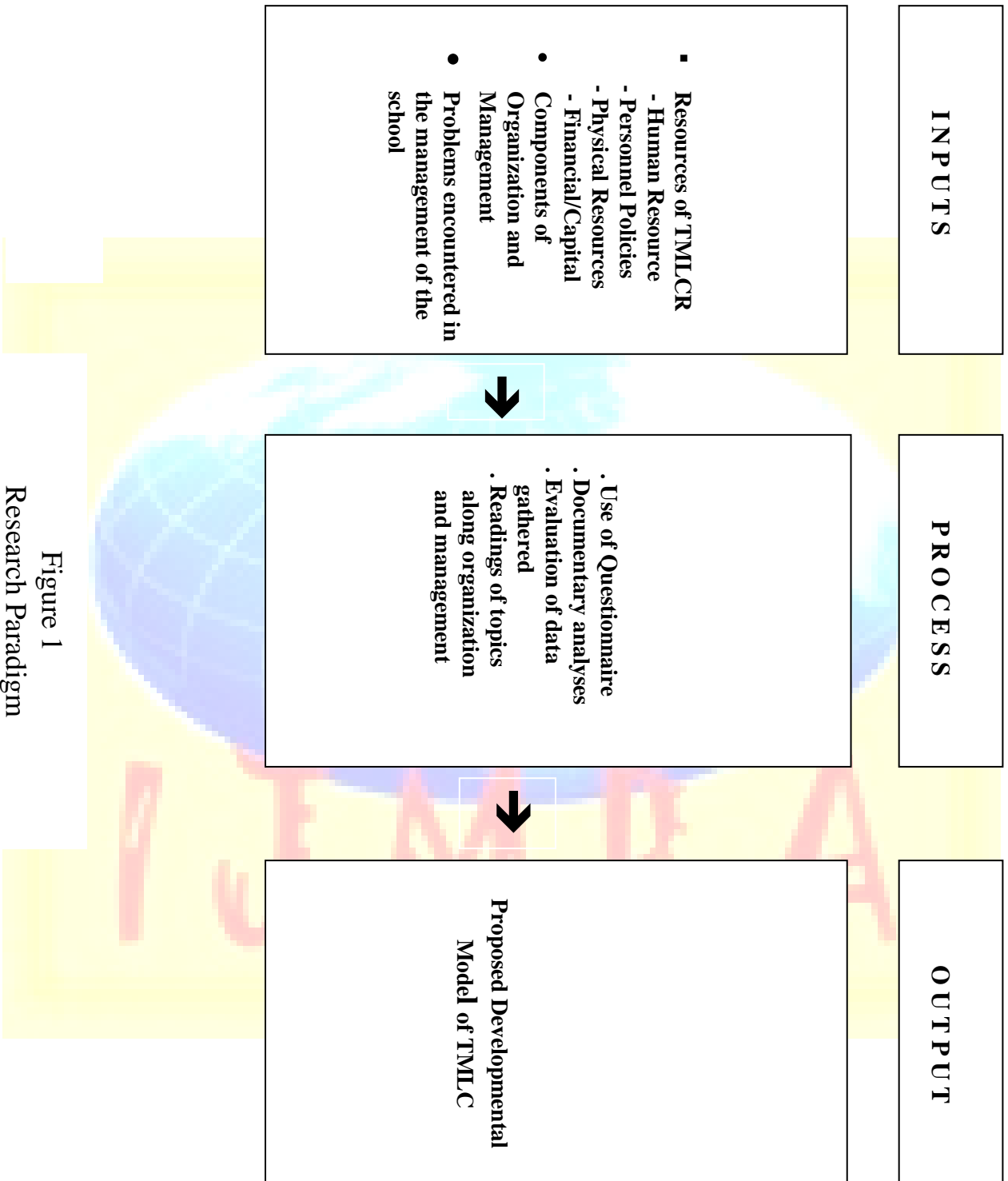


Figure 1
Research Paradigm

Research Hypotheses (1) there is no significant difference between the responses of the two groups of respondents on the organization and management of TMLC. (2) The components of the organization and management of TMLC do not vary.

Scope and Limitations of the Study. This study will be focused on the organization and management of TMLC in the province of Batangas from SY 2005-2006 to 2007-2008. The respondents of the study will include the administrators, teaching and non-teaching staff and the students enrolled during the current semester 2007-2008. In three-year period of operation, TMLC gradually improves its vision.

Chapter 2

Related Literature. Higher education institutions rely on the commitment of their faculty. Their consistent preserve and availability to students and colleagues has an enormous influence in creating an atmosphere that encourages learning. According to Puno (2005), the higher education institutions (HEIs) shall be key players in advancing new knowledge for the improvement of academic institution, productivity enhancement and job creation, and in addressing the key issues confronting the Philippine society. The higher education system in the Philippines consists of 1,619 colleges and universities, 1,443 of which are private HEIs and 176 public HEIs. The public institutions include 111 State Universities and Colleges (SUCs), 50 Local Colleges and Universities (LCUs) and 15 special government schools that include the Philippine Military Academy and the Local Government Academy. The most popular programs in the undergraduate level are those related to business administration. These attack around 22 percent of the total number (AY 2004 – 2005).

Valero (2006) states that educational institutions, as part of the service industry, are posed with greater challenges to meet the demands for the 21st century. Since what they offer is less tangible than those in the product marketing, the more the sum of other impressions count. Educational institutions are aware of these challenges that is why just like profit organizations; they have taken steps to sustain their viability visibility in the market. Securing accreditation from prestigious organizations such as PAASCU and ISO are just manifestations that educational institutions are continuously improving their basic services.

Gorton (2007) reiterated that institutional differentiation is a logical response to the increased specialization and importance of knowledge. Knowledge is being produced throughout the world and active engagement with scholars in other countries is crucial for

developing and maintaining a lively intellectual community. According to Tronc (2001) it is interesting to note the direct relation, which exists and always has existed between education and the production of wealth. Four organizational principles – authority, responsibility, accountability, and flexibility – have application in the area of delegation.

Berkely (2004) refers that OD strategy known as t-groups (also called as sensitivity training) actually refers to unstructured group interaction to help workers gain insight into their motivations and their behavioral patterns in dealings with others. Training groups, consist of small groups of workers who meet in non-work setting for unstructured discussion of their attitudes and beliefs concerning their work, the work environment and their interaction with supervisors and co- workers. *Organizational Development Practices*. The college or university is an organization. According to Ivancevich and Matteson (2002), organizations exist in societies and are created by society. Every organization must respond to the needs of customers or clients, to legal and political constraints and to economic and technological changes and development. According to Bilyon (2000) the existing school facilities in most cases offer significant opportunities to satisfy not only to unmet learning needs of all learners, but also the social and recreational needs for all of the community. School building, their contents and grounds represent the largest single asset of the most communities. According to

Decker (2003) showed that a fundamental concept in financial management is that money has a time value associated with it; thus, it is better to receive money earlier than later. In measuring the wealth or value, the concept of time value of money has to be used to bring the future benefits and costs, the investment creates wealth and should be accepted; if the costs outweigh the benefits, the investment does not create wealth and should be rejected. Horngren (2006) stated that financial management is determining plans and policies, and controlling them in practice, are vital to the progress and often the existence, of any enterprise. An organization, regardless of the qualification of its personnel cannot survive without the necessary finances to support its goals and objectives. Financial planning ensures that the resources necessary to implement the activities that would lead to the achievement of objectives are available and that these are used efficiently.

Related Studies.

Slywotzky (2004) conducted a study on organizational structure based on management at the Toyota Motor Corporation undertook a restructuring aimed at eliminating two management levels. In keeping with the Japanese tradition of attempting to avoid layoffs, the company shifted a number of middle managers to “hands-on work,” rather than cutting their jobs. Astera (2004) assessed the training and staff development program that the academic personnel of two colleges had undertaken. The study analyzed existing conditions or relationships of practices that prevailed and more importantly, interpreted present need for human resource development. Westerfield (2004) in his study the physical resources of Suratthani School are modern and well equipped in resources. The buildings are clear and well maintained and acquiring teaching materials and resources is simple and quick. Teachers have computers and TVs in the classrooms. Televisions can project computers images and texts via software such as power Point making teaching easy and fun for everyone. While boards are also used in the classes, as well as Videos and CD – ROMs to continue stimulate growth. There are five basic categories of activities namely: Cultural and social, Youth activities including day care, Resource use and information dissemination, Health leisure and recreation, and adult learning. Hinayon (2000) looked into the financial management practices of selected Dominican school in Metro Manila. It also focused on the functions of financial planning and control, asset management and sourcing of funds as means of evaluating the school’s financial liquidity and stability. They used budget for financial planning, control, communication and coordinating the operations of the different departments.

Likewise, Gregorio (2004) in his research of applying a model to measure customer satisfaction elicited the findings that private agencies in private companies provide higher levels of satisfaction than government agencies. Private companies were also found to rely more customer satisfaction in order to generate customer loyalty compared to government agencies. Rodriquez (2003) assessed the servicing delivery related to the normal operation of the University Foundation Inc (UFI) which was originally established to help a university in Metro Manila increase its resources by soliciting donations and acting as investment manager for its funds. UFI manages approximately P30 million of University funds. The investment manager charges 10 percent for the first P1 million incomes earned by the fund and 5 percent for amounts earned in excess of P1million. To be successful, UFI offer a mix of services that will attract large numbers of customers.

Synthesis

Reviewed literatures have shown that there are no significant differences in the components of the school's organization and management. This developmental model is an abstraction of reality. The advantage of this model is that they are often relatively simple to construct and to change. Developmental model play a significant role in operations management decision making. This helps provide organization to the process of assembling information about a problem into a model. Once a model has been accepted we pay attention to the relative aspects of behavior. Thus, developmental model identify and analyze strategic planning in order to enhance productivity, increase flexibility, and create competitive advantage. To strengthen the foundation of this study, the researcher reviewed various studies specifically the research made by Ivancevich et., al (2002), which states that, most organizations are aware that service they offer to their customers is a significant source of competitive advantage. The aforementioned related literature and studies provided the researcher a comprehensive and substantial knowledge on organization and management. They likewise contributed to the researcher's deeper understanding on creating analytical system of an organization and management of Teodoro M. Luansing College in the area of study.

Chapter 3

RESEARCH METHODOLOGY

Research Design

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 interpretation 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.

The Respondents of the Study

The study used two groups of respondents namely, the students, as the first group; administrators, teaching and non-teaching personnel; as the second group of respondents. The respondents were purposively chosen since they have the full grasp of the school under study.

Table 1

The Respondents of the Study

Group I (students)	181
Group II (Admin/teaching and non-teaching staff)	28
Total	209

Instruments Used

The researcher made use of questionnaire as the basic instruments of gathering data complemented by follow-up interview. Documentary analyses will also be utilized to gather additional information. Content validation of the instrument was done to spot weaknesses.

The following scale was used:

4.5 - 5	Excellent	Very Serious Problem
3.5 - 4.49	Very Good	Serious Problem
2.5 - 3.49	Good	Minor
1.5 - 2.49	Fair	Very Minor Problem
1 - 1.49	Poor	Not a problem

Validation of Instrument

The first draft of the questionnaire was shown to the adviser for comments. Suggestions on the format and content were incorporated on the second draft. The second draft was shown to panel of examiners and experts in the field of research and business management for further criticism and improvement.

Statistical Treatment

To come up with significant findings, the following statistical tools were used in this study: *Weighted Mean*. This was used as a measure of data to reflect the respondents rating on the organization and management model, its effectiveness and the problems encountered in terms of organizational structure, service delivery, instruction, research, community relationship and school financial management. *Standard Deviation*. This was used to describe

the variability responses of the respondents. *Analysis of Variance*. This was used to compare the six organization and management components. This is a parametric test being used to compare the two groups of data by identifying different sources of variation. Scheffes 'test for comparison of means was used to identify the significantly different pairs of observation. Independent t-test was used to compare the assessment of the student and the group of administrators, teaching and non-teaching staff. The hypotheses were tested at 5 percent level of significance.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

2. *Assessment of organizational structure*. With reference to *organization structure* based on the group of respondents have similar observations of very good having a composite mean of 3.65 and a standard deviation of 0.64. These manifest a varied assessment of the two groups of respondents. Reggio (2001) added the arrangement of position and the authority-responsibility relationship to organizational structure.

3. *Assessment on Service Delivery*. As a service institution, quality of students, administrators/teaching and non-teaching personnel are integral part of quality education. This is one of the most challenging, yet essential aspects that any business must measure and improve in order to attain customer loyalty. Both groups of respondents show general assessment of good with a composite mean of 3.39 and standard deviation of 0.72. Responses of the students were assessed with a composite mean of 3.38 and standard deviation of 0.72.

4. *Assessment on Instruction*. Instruction assessed as average in extent of carrying out peace education concepts were department activities, regulations, instructional methods and discipline. 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. This implies that the assessment have the potential to be utilized in terms of instruction. Expectedly, because of the various visitors coming from CHED being assessed and updated for further development.

5. *Assessment on Research*. Research is the official stand in the development of school progress that could foster sound values and important aspects of existing information. It should be factual, truthful, accurate, unbiased and interesting. That group's one (1) and two (2) as respondents assess school in terms of research, as reflected by the composite mean and

standard deviation of 3.49 to 3.46; and 0.74 to 0.86. They are knowledgeable in initiating and coordinating research for operational requirements would be developed.

6. *Assessment on Community Relationship.* The school indicates that whatever environmental concern students, administrators/teaching and non-teaching personnel could be involved in the activities concerning community welfare. The TMLC institution provides activities on community involvement a significant component of peace development and as such, efforts should be undertaken to further enhance the activities as scheduled.

7. *Assessment on School Financial Management.* Adequacy of financial resources may affect school development. The school's financial management, particularly its capability to reform education, promote financial assistance program, financial aid to deserving students, budgets prepared for the organization, financial control for organizational needs and implementing financial or budget plan for instructional priorities, and found to have a composite mean of 3.31 to 3.27, respectively and standard deviation of 0.87 and 0.77.

8. *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 relationship and school financial management as components of organization and management of TMLC.

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 Community	3.49	3.46	0.16	1.97	0.87	Not Significant
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

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 are the same as indicated by 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.

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 out 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 p-value of 0.003 indicated that the differences are significant at 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 which are significantly different, with mean difference of 0.252 of p-value less than 5 percent level. This implies that the assessment on organizational structure is better compared with that of the financial management component.

10. Assessment on Problems Encountered

Limited school site appears to be a problem of TMLC. The intent is to make the school site conducive for learning. For this reason, the implementation of policies seems to be effective and efficient along the way. Research is another problem of the school. Concerns about such issues have led to reforms and programs designed to increase the respondent's benefits.

Table 10
Assessment on Problems Encountered

Items	Students			Admin/teaching/Non-teaching			Overall		
	WM	SD	VI	WM	SD	VI	WM	SD	VI
1. Minimal teaching Materials	3.19	1.06	Minor Problem	2.65	1.06	Minor Problem	3.13	1.07	Minor Problem
2. Limited space school of site	3.26	1.11	Minor Problem	2.69	0.88	Minor Problem	3.19	1.10	Minor Problem
3. Too much parental interference.	3.04	1.08	Minor Problem	2.27	1.15	Very Minor Problem	2.94	1.12	Minor Problem
4. Lack of faculty and staff development opportunities	3.02	0.99	Minor Problem	2.42	0.99	Very Minor Problem	2.95	1.00	Minor Problem
5. Admission criteria of students	3.10	0.95	Minor Problem	2.46	0.99	Very Minor Problem	3.02	0.97	Minor Problem
6. Public perception of mediocre quality of teaching	3.13	0.98	Minor Problem	2.35	0.94	Very Minor Problem	3.03	1.00	Minor Problem
7. Minimal of cash flow	3.09	1.01	Minor Problem	2.73	1.00	Minor Problem	3.05	1.01	Minor Problem
8. Lack of qualified faculty	3.02	1.15	Minor Problem	2.08	1.13	Very Minor Problem	2.90	1.19	Minor Problem
9. Very minimal enrolment	3.13	1.06	Minor Problem	2.65	1.02	Minor Problem	3.07	1.06	Minor Problem
Composite Mean	3.11	0.74	Minor Problem	2.48	0.73	Very Minor Problem	3.03	0.77	Minor Problem

Legend: WM Weighted Mean
SD Standard Deviation
VI Verbal Interpretation

The summary presented in Table 10 shows overall assessment in terms of problems encountered as reflected by composite mean 3.03 with standard deviation of 0.77. This indicated that the school was rated minor problem on problems encountered. This is one of the primary reasons to quick delivery of goods and services needed in the operation, though it meets the requirements implemented by the school.

11. *Assessment on Measures Taken on Problems Encountered.*

The following table shows the results of the measures taken on problems encountered by the students, administrators/teaching and non-teaching personnel in their organization and management. The measures include specifically introducing new/additional capital investment and continued consultations with the CHED regarding policies and regulations of tertiary schools. It show that the assessment of two groups as sets of respondents reflected to composite mean and standard deviations of 3.34 to 3.37, and 0.65 to 0.60 in the same sequence. This shows that all of them are open and aware to measures taken on problems

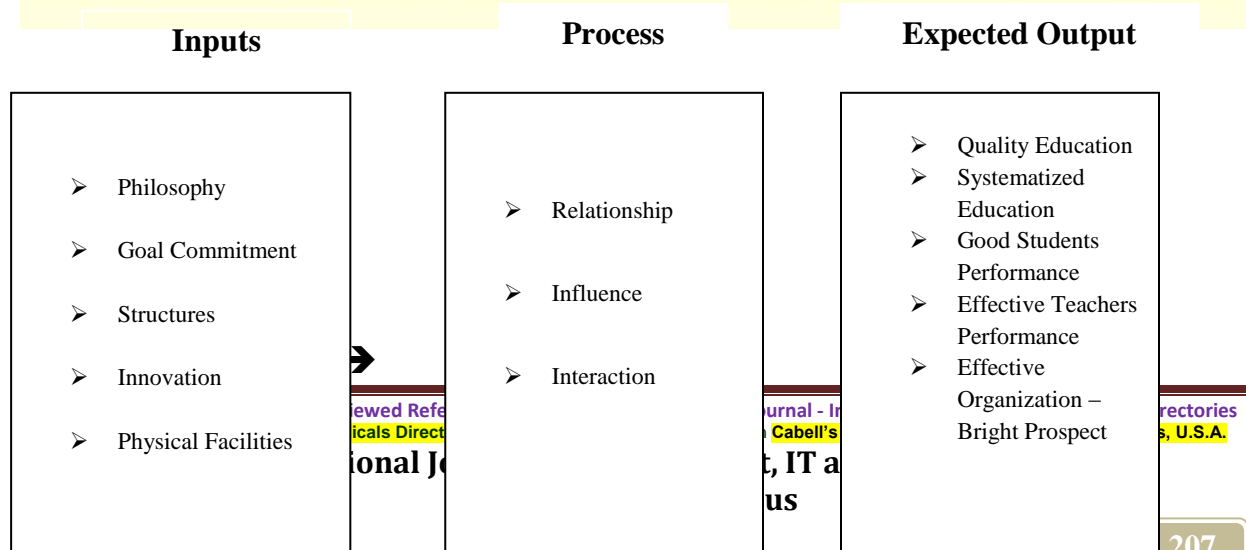
encountered by the school, which can improve and adopt themselves while upholding standards of quality.

5. Proposed Developmental Model of the Organization and Management of TMLC

Objectives. In developing a model of the school system, begin by identifying and understanding the performance of teachers and students, the quality of education possessed and its organization and management. The challenges of various activities done in the school through the use of developmental model can enhance the performance to be creative. This would enhance competence flexibility and guided the personnel and students to meet satisfaction. **Strategies.** (1) Opportunities to develop and improve varieties of activities associated with academic performance of the students. (2). the intellectual and moral formation imparted by the school must be promoted thus, develop mature and responsible individual. (3) Support to the points being communicated must be carried out and given. (4) Opportunities toward efficient utilization of time and resources that result interesting and enjoyable.

These components can serve as the frame of references in school self- analysis, since they deal with (1) the administrator, with its rules, regulative, policies, facilities and special feature; (2)the academic community which includes the faculty their characteristics and teaching procedures; and (3) the student community and their characteristic, and informal and co- curricular activities. The TMLC has clearly defined the atmosphere of these six (6) developmental models. It is a service linking student and personnel’s academic, hence promoting holistic development. These models focus on school-based service for others and successful in communication mix oftentimes that leads to a sustained development.

5. Model



Proposed Developmental Model

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