

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2021, Vol. 2, No. 3, 225 – 232

<http://dx.doi.org/10.11594/ijmaber.02.03.06>

Research Article

The Efficacy of the Management Programs of Columban College, Inc.

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Article history:

Submission March 2021

Revised March 2021

Accepted March 2021

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ABSTRACT

The study determined the efficacy of the Management Program of Columban College, Inc. It employed the descriptive method of research. The respondents of the study were the randomly selected 3rd to 4th-year students who were enrolled with major subjects and faculty members in the Management programs such as Bachelor of Science in Business Administration, Major in Management, Bachelor of Science in Tourism, and Bachelor of Science in Hotel and Restaurant Management for the academic year 2008-2009. The student's perceived efficacy and teachers regarding Seminars got a descriptive rating of "Agree" and field trip obtained "Agree" both under co-curricular activities. The perception of the students and faculty members on the efficacy of the Management courses in terms of membership in the organizations has a descriptive rating of "Agree"; for the academic contests obtains "Moderately Agree"; and non-academic competitions garnered a descriptive rating of "Agree". There is a significant difference Management programs' perceived usefulness in relation to the non-academic contests, seminars, field trips, and membership in organizations. There is no significant difference in the perceived efficacy of the Management programs with regard to the academic competition, curriculum, laboratory, library, and facility.

Keywords: Management programs, efficacy, curricular, co-curricular, extracurricular

Introduction

Nowadays, Management courses have been top-rated among colleges and universities without mentioning that vocational schools offer these. With this on hand, the competition exists among academic institutions that provide quality and highly competitive Management courses. This adds up to the researcher's interest, especially that Management courses have the highest population in terms of

enrollees in Columban College. As a new study in the Graduate School of Columban College, it will provide perceptions of the students and faculty members on the Management courses' efficacy. This will assess if this is in line with the following specific objectives of the College of Business Administration such as: to prepare the students to be responsible individually in line with their field of discipline; to prepare the

How to cite:

Bravo, M. F. (2021). The Efficacy of the Management Programs of Columban College, Inc. *International Journal of Multidisciplinary: Applied Business and Education Research*. 2(3), 225 – 232. doi: 10.11594/ijmaber.02.03.06

students to cope up with the fast-growing demands in the business industry; and to provide the students the necessary knowledge skills, attitudes integrated with ethical values to become business leaders in the future.

The findings of the study will also be relevant to the Accreditation Office since the Management course has been applied for accreditation to PAASCU and for compliance with the Commission on Higher Education CHED Memorandum Order (CMO) No.39, series of 2006 with the subject Policies, Standards, and Guidelines for Bachelor of Science in Business Administration (BSBA).

Methods

This study employed the descriptive method of research. This method is defined by Best (1963) in the following way:

Descriptive research describes and interprets what is concerned with conditions of relationships that exist, practices that prevail, beliefs and processes that are going on, effects that are being felt or trends that are developing.

The process of descriptive research goes beyond mere gathering and tabulation of data. It involves an element of interpretation of the meaning or significance of what is prescribed. Thus, a description is often combined with comparison and contrast concerning measurements, classification, interpretation, and evaluation.

This method employed to investigate and ascertain facts about the present condition of the College of Business Administration's Management courses of Columban College, which relates to the Curricular Profile, Co-curricular Activities and Extra-Curricular Activities and its efficacy in the improvement of the Management courses.

Results and Discussion

The Profile of the 3rd -4th Management Major Students

Age

The respondents' age, based on the survey-questionnaire retrieved, range from seventeen (17) to twenty (20) years old and above. It reflects that sixteen (16) or eight percent (8%) were seventeen (17) years old, forty-nine (49) or twenty four point five percent (24.5%) were

eighteen (18) years old while eighty-three (83) or forty one point five percent (41.5%) were nineteen (19) years old, and fifty two (52) or twenty-six percent (26%) were twenty (20) years old and above.

Gender

For gender of the student-respondents, seventy-four (74) or thirty-seven percent (37%) of the respondents were composed of males, and one hundred twenty-six (126) or sixty-three percent (63%) were females.

Students' Year Level and Course

The respondents were classified into: Year Levels such as Third Year and Fourth Year and Courses such as Bachelor of Science in Business Administration major in Management (BSBA-M), Bachelor of Science in Hotel and Restaurant Management (BSHRM) and, Bachelor of Science in Tourism (BST).

It shows that Bachelor of Science in Business Administration major in Management (BSBA-M) has twenty-seven (27) or thirteen point five percent (13.5%) third-year students in comparison to thirty-nine (39) or nineteen point five percent (19.5%) were fourth-year students. Bachelor of Science in Hotel and Restaurant Management (BSHRM) has sixty-one (61) or thirty point five percent (30.5%) third-year students while fifty-one (51) or twenty-five point five percent (25.5%) were fourth-year students. Lastly, for Bachelor of Science in Tourism (BST), there were twelve (12) or six percent (6%) third-year students and ten (10) or five percent (5%) fourth-year students.

Student Status

The respondents were further classified as to student status: regular student, irregular student and working student, which reveal that forty-four (44) or twenty-two percent (22%) were regular male students while eighty-five (85) or forty point five percent (42.5%) for regular female students who had a total of one hundred twenty-nine (129) or sixty-four point five percent (64.5%). For the irregular students, there were twenty-eight (28) or fourteen percent (14%) irregular male students compared to thirty-seven (37) or eighteen point five percent (18.5%) irregular female students.

There was a total of sixty-five (65) or thirty-two point five percent (32.5%) irregular students. Lastly, there were two (2) or one percent (1%) male working students while there were four (4) or two percent (2%) female working students. As a total, there were six (6) or three percent (3%) working students in the respondents from College of Business Administration's Management courses.

Profile of the Faculty Members Teaching Management Subjects

Age

As to the age of the faculty members, there was zero (0) or zero percent (0%) that aged twenty to twenty-five (20-25) years old. For twenty six to thirty-five (26-35) years old, there were two (2) or eleven point seventy six percent (11.76%) male respondents in contrast to three (3) or seventeen point sixty-five percent (17.65%) were female which resulted to five (5) or twenty nine point forty-one percent (29.41%) respondents for the said age range. Meanwhile, the age range from thirty-six to forty-five (36-45) years old got five (5) or twenty-nine point forty one percent (29.41%) were male respondents while female respondents got three (3) or seventeen point sixty-five percent (17.65%) giving a total of eight (8) or forty-seven point zero six percent (47.06%) for that age range. For the thirty-six to forty-five (36-45) years old, there were three (3) or seventeen point sixty-five percent (17.65%) male respondents while one (1) or five point eighty-eight percent (5.88%) were female respondents totaling to four (4) or twenty-three point fifty-three percent (23.53%).

Gender

There were ten (10) or fifty-eight point eighty-two percent (58.82%) were composed of male respondents, while there were only seven (7) or forty-one point eighteen percent (41.18%) female respondents.

Civil Status

There were five (5) or twenty-nine point forty-one percent (29.41%) single male faculty members while two (2) or eleven point seventy-seven percent (11.77%) were single

female faculty members having a total of seven (7) or forty-one point eighteen percent (41.18%). As per married faculty members, five (5) or twenty-nine point forty-one percent (29.41%) were male and five (5) or twenty-nine point forty-one percent (29.41%) for a sum of ten (10) or fifty eight point eighty two percent. No one has responded for the item others.

Highest Educational Background

The study showed that there were three (3) or seventeen point sixty-five percent (17.65%) on Bachelors Degree for male respondents while there was one (1) or five point eighty eight percent (5.88%) female respondents. On Masters Degree, eight (8) or forty seven point zero six percent (47.06%) were male respondents while two (2) or eleven point seventy six percent (11.76%) were female respondents having a total of ten (10) or fifty eight point eighty two percent (58.82%). For the Doctors Degree, there were two (2) or eleven point seventy six percent (11.76%) male respondents and one (1) or five point eighty eight percent (5.88%) were female having a sum of three (3) or seventeen point sixty four percent (17.64%).

Number of Years Teaching Management Subjects

Study showed that only two (2) or eleven point seventy six percent (11.76%) were male respondents and three (3) or seventeen point sixty five percent (17.65%) were female respondents for one (1) to three (3) years. On the item four (4) to six (6) years, there was one (1) or five point eighty eight percent (5.88%) male respondent while zero (0) for the female respondents. For seven (7) to nine (9) years, there was zero (0) for the male respondent and only two (2) or eleven point seventy six percent (11.76%) female respondents. Lastly for the ten (10) years and up, there were seven (7) or forty one point eighteen percent (41.18%) male respondents while there were only two (2) or eleven point seventy six percent (11.76%) female respondents having a sum of nine (9) or fifty two point ninety four percent (52.94%).

Mean Perception of the Students and Faculty Members on the Efficacy of the Management Courses with Regard to Curricular Profile

For the area of Curriculum, it shows that the strict compliance of the instructor to follow what has been prescribed by the course syllabus got the highest mean value of 3.66 which can be interpreted as "Agree". Strong foundation of Management curriculum and content of course syllabus likewise got ratings equivalent to Better. On the other hand, course syllabus coinciding with the need of the industry and current market trends and modification of course syllabus every school year had acquired of "Undecided" rating. And the lowest among the items is that curriculum is perceived as competitive at par with the current needs of the industry which has mean value of 3.26 which interpreted as "Undecided".

As for the Laboratory, the highest mean value obtained is 3.79 which can be interpreted as "Agree" is the safeness and cleanliness of the laboratory. The same interpretation of "Agree" was obtained by content of necessary laboratory equipment. Meanwhile, updated laboratory equipment, personnel adequacy to laboratory and concentrated to business-related materials with the lowest having a mean value of 2.83, are all interpreted as "Undecided".

Mean Perception of the Students and Faculty Members on the Efficacy of the Management Courses with Regard to Co-curricular Activities

Off-campus seminars encouraged by the faculty members obtained the highest mean value of 4.6, which can be interpreted as "Strongly Agree". The same rating of "Strongly Agree" was acquired by seminars based on course syllabus and the necessity of seminars like teambuilding. While the provision for seminars had a rating of "Agree". On the other hand, the plan of schedule for seminars and workshops being shared to co-faculty members is the lowest with a mean value of 2.74, which is interpreted as "Undecided". All of the items under the area of Field Trips were rated "Agree". The highest mean value of 4.15 was given to the category that only courses allowed by the school to conduct field trips while the item itineraries of the trips are of great

relevance to the subject matter is the lowest, obtaining a mean value of 3.98.

Difference on the Perception of the Students and Faculty Members on the Efficacy of the College of Business Administration's Management Courses

The Curriculum under the Curricular Profile, it shows that there is no significant difference between the perception of the students and faculty members in the efficacy of the Management courses in terms of curriculum. It has a t-value of 1.127, which is lower than the critical value of 1.96 with a 0.05 level of significance that is why the null hypothesis is accepted. On the other hand, the Library area also reflects that there is no significant difference between the perception of the students and faculty members on the efficacy of such with a t-value of 1.89 as against to critical value of 1.96. Likewise the same with Library and Facility, it resulted in no significant difference between the students and faculty members' perception.

With the Co-curricular activities, the area of Seminar shows that its t-value of 2.357 is greater than the critical value of 1.96 meaning, the null hypothesis is rejected. It also means that there is a significant difference between the perceptions of the students and faculty members on the efficacy of the Management courses. This is also the same with the Field Trip category which obtains a 12.492 t-value as compared to a critical value of 1.96. The decision is to reject the null hypothesis; therefore, there is a significant difference between the respondents' perception on the efficacy of Management courses in terms of Seminars and Field Trips under Co-curricular Activities.

It shows in the Extra Curricular Activities that in the area of Membership in the Organization, it reveals a t-value of 2.754 which is higher to the critical value of 1.96. Thus, rejecting the null hypothesis and presenting that there is a significant difference between the perceptions of the respondents on the efficacy of the Management courses in terms of Membership in the Organization under Extra Curricular Activities. This is similar with the area of Non-Academic Contests which acquired a t-value of 2.695 which is greater than 1.96 critical value. The decision is also reject the null hypothesis

meaning there is a significant difference between respondents' perception on the efficacy of the Management courses in terms of Non-academic under Extra-Curricular Activities. As a comparison, the Academic Contests area reveals that it obtains a t-value of 1.579 which is lower than the critical value of 1.96. It accepts the null hypothesis meaning there is no significant difference between the perception of students and faculty members of the efficacy of the Management course in terms of Academic Contests under Extra Curricular Activities

It shows in the Extra-Curricular Activities that in the area of Membership in the Organization, it reveals that a t-value of 2.754, which is higher than the critical value of 1.96. Thus, rejecting the null hypothesis and presenting that there is a significant difference between the perceptions of the respondents on the efficacy of the Management courses in terms of Membership in the Organization under Extra Curricular Activities. This is similar to the area of Non-Academic Contests which acquired a t-value of 2.695 which is greater than 1.96 critical value. The decision also rejects the null hypothesis meaning there is a significant difference between respondents' perception of the efficacy of the Management courses in terms of Non-academic under Extra-Curricular Activities. As a comparison, the Academic Contests area reveals that it obtains a t-value of 1.579, which is lower than the critical value of 1.96. It accepts the null hypothesis meaning there is no significant difference between the student's perception and faculty members on the efficacy of the Management course in terms of Academic Contests under Extra-Curricular Activities

Based on the findings, College of Business Administration's Management courses is productive because it shows strength on the area of Co-Curricular Activities and Extra-Curricular Activities in terms of Seminars, Field Trips, Membership in the Organizations and Contests.

College of Business Administration's Management courses offers very competitive outside seminars and field trips that enhance and develop the knowledge and skills of both the students and faculty members. On the other hand, Management courses are also productive on their Curricular Profile because of their updated syllabus, HRM laboratories, call center program, and international practicum. However, it shows likewise that it needs improvement since most of the responses were rated "Undecided".

Furthermore, the development of the course program is identified as to the requirements drawn by the authorized body for academic institutions such as the Commission on Higher Education (CHED) and some accrediting agencies that evaluate standards like the Philippine Association of Accredited Schools, Colleges and Universities (PAASCU) and the like. Knowing the standards, it is of great commitment that academic institution delivers these standards to the component of the school specifically the faculty members and students. The study's findings had given an implication as to how the students and teachers perceived the efficacy of the Management courses whether it meets the standard being given to every institution offering such courses.

More so, this study's findings imply a big impact to the administration of Columban College particularly the College of Business Administration' Management courses since the gathered data showed that the efficacy of the Management courses is "Agree". In reference to the foregoing findings, the College administration shall give duly their full support for the improvement of such courses in terms of curriculum, laboratory, library and facility to further meet the required standards and for the students and faculty members be more equipped and competent. This will eventually realize the goal of the College of Business Administration and that of Columban College.

Table 1. The Difference in the Perceptions of the Students and Faculty Members on the Efficacy of the Management Programs in terms of Curricular Profile

Areas	Curricular	Laboratory	Library	Facility
Y1	3.59	3.52	3.35	3.00
Y2	3.34	3.13	3.1	2.89
S1	.18	.64	.62	.20
S2	.43	.23	.23	.16
t-Values	1.13	1.89	1.34	.16
Decision	A Ho	A Ho	A Ho	A Ho
R	NS	NS	NS	NS

Note: * DR is Descriptive Rating; S is significant difference; and NS is no significant difference

*A Ho – Accept Null Hypothesis

Table 2. The Difference in the Perceptions of the Students and Faculty Members on the Efficacy of the Management Programs in terms of Co-Curricular Profile

Areas	Curricular	Laboratory
Y1	4.10	4.47
Y2	3.65	3.13
S1	.86	.64
S2	.82	.23
t-Values	2.36	1.89
Decision	R Ho	R Ho
DR		

Note: * DR is Descriptive Rating; S is significant difference; and NS is no significant difference

*R Ho – Reject Null Hypothesis

Table 3. The Difference in the Perceptions of the Students and Faculty Members on the Efficacy of the Management Programs in terms of Extra-Curricular Profile

Areas	Membership	Academic	Non-Academic
Y1	4.42	3.58	4.78
Y2	4.01	3.16	4.07
S1	.47	.92	.12
S2	.53	.37	.65
t-Values	2.75	1.58	2.7
Decision	R Ho	A Ho	R Ho
DR	S	NS	S

Note: * DR is Descriptive Rating; S is significant difference; and NS is no significant difference

*A Ho – Accept Null Hypothesis; R Ho – Reject Null Hypothesis

Conclusion

After the extensive gathering of data and applications of appropriate statistical tools for this study, and with the previous findings, the following conclusions were made:

1. There were seventy-four (74) male student-respondents and one hundred twenty-six (126) female student-respondents. For the

faculty members, there were ten (10) males and seven (7) females. As to the age of the student-respondents, sixteen (16) were seventeen (17) years, forty-nine (49) were eighteen (18) years old, eighty-three (83) were nineteen (19) years old, and the remaining fifty-two (52) were twenty (20) years old and above.

2. On the other hand, the faculty members have five (5) respondents aging from twenty-six (26) to thirty-five (35) years old, eight (8) respondents aging from thirty-six (36) to forty-five (45) years old, and four (4) respondents aging from forty-six (46) years old and up.
3. The perception of the students and faculty members on the efficacy of the College of Business Administration's Management courses in terms Curriculum is "Agree"; Laboratory obtained "Undecided"; Library is "Undecided"; and Facility obtained "Undecided" all under Curricular Profile.
4. The perceived efficacy of the students and teachers regarding Seminars got a descriptive rating of "Agree" and Field Trip obtained "Agree" both under Co-curricular Activities.
5. The perception of the students and faculty members on the efficacy of the Management courses in terms of Membership in the Organizations has a descriptive rating of "Agree"; for the Academic Contests obtains "Undecided"; and Non-Academic Contests garnered a descriptive rating of "Agree".
6. There is a significant difference between the perceived efficacy of the students and faculty members to the College of Business Administration's Management courses, and also the null hypothesis was rejected.

Acknowledgement

The success of one's work is not a journey being traveled alone. It is just a stage play where commendations and compliments are not given to the actors and actresses but likewise the people of production who work hard to have a good scene. Thus, the researcher wholeheartedly and unreservedly acknowledges all those who contributed to making this study possible, most especially to the following people for whom he sincerely gratified with:

Dr. Marcelino Miguel Damaso, Jr. professor in Thesis Seminar and Methods of Research, for his untiring encouragement and support in sharing his expertise selflessly in the formulation and refinement of this study;

Mr. Carlito Galangue, a professor in Graduate School, for his expertise as the Chairman of

the panel who scrutinized and made this study a success;

Dr. Michael Facturanan (+), Dean of the College of Business Administration, for his wisdom and Experience, which the researcher made as an example;

Dr. Eric Matriano, a professor in Statistics, for the knowledge he imparted that anything big can be done in an easy way in which the researcher truly made as an ideal;

Dr. David Bueno, a professor in the Graduate School, for the wisdom and knowledge he shared in critiquing this study constructively;

Dr. Merymerlin Espolong, Dean of the Graduate School, for keeping the researcher updated for all the things to be accomplished;

Dr. Jimmy Ledda, for checking the content of this study for some grammatical constructions using his expertise in the English Language;

Dr. Lolita Regalario, Rev. Fr. Roland Almo, Mr. Elex Gumban, Dr. Rodolfo Torres, and Mr. Jose Tanghal, for their meaningful, effective and motivating ways of teaching they had shown during the time the researcher had been enrolled in their classes;

Dr. Carlota Aquino, Dr. Anatalia Sy, Mrs. Joan Arlanza, Mrs. Elsa Flores, Mr. Elmer Callo, Dr. Peter Tulio, Ms. Eva Sonido, and the faculty members of the College of Business Administration, for the incomparable friendship and support they had given to the researcher;

KORO Colegio de San Columbano, Students in Free Enterprise (SIFE), Student Grantees and MSOP-YEC, for through the years, they had molded the capacity of the researcher's leadership ability;

Dr Susan Alegoria-Groom, former Dean of the College of Business Administration, who serves to be the 2nd mother of the researcher, for her faith in the researcher's capability and potential and for showing the true meaning of life;

For his family, Mama Chie, Papa Mio, Wowie, Uday and Iofiel, for being the major inspirations in the study and for making him believe that imperfection is not a hindrance to happiness;

For the one person who serves to be the researcher's constant;

Above all, to God Almighty, for all the blessings and love He had bestowed and continuously uplifting the researcher's spirit in the pursuit of his labor. For without Him, this study will be impossible.

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