



SATISFACTION ANALYSIS OF FACULTY, ADMINISTRATIVE STAFF AND STUDENTS ON THE ADMINISTRATIVE SERVICES OF THE NUEVA ECIJA UNIVERSITY OF SCIENCE AND TECHNOLOGY

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ABSTRACT

This study is conducted on the purpose of identifying the level of observation and satisfaction of the student, faculty and administrative staff on the administration services offered by the university. It was accomplished through the use of descriptive-correlation of research by means of handing out questionnaires among 438 respondents who were selected through the use of stratified random sampling. The data gathered were statistically tested through the use of statistical tools such as weighted mean, anova, post HOC test, Pearson and Spearman Rho's correlation. After the thorough conduction of research, the researcher found out that; the administration services offered by the university were highly observed and have satisfaction rate to the respondents; it is also revealed that there were significant differences on the respondents' observation and satisfaction rate, between and among the groups and campuses when compared. Therefore, the researcher concluded that the observation and satisfaction of the respondents were high towards the university's administration services.

KEYWORDS: Organization, Academic Administration, Financial Management, Records Management, Supply Management, Student Administration.

INTRODUCTION

Rooted from the Latin word "educare" - education means to molds or to train individual. It simply means that education brings man to enlighten and acquisition of deeper understanding on the situation at hand. It is very essential in the reconstruction of human experiences that people will become more productive and can bring distinct change in their chosen field, in themselves, in the community, in the country and in the global arena and that makes education as the key to success as stated by Mandela (2016).

School plays a vital part in bringing education for change and social reforms in lives of students. The school progresses human mind by educating it and teaching what should one mind and heart ought to learn as its main function. In order for a school to meet its roles, systems were established. System unify independent parts of the school. It is important that each of the elements of the schools (such as equipment, facilities, teachers and student body) were aligned in a single direction to achieve its objectives and goals.

The administration of the three campuses of the Nueva Ecija University of Science and Technology that offers Education Programs: Sumacab Campus, San Isidro Campus and Gabaldon Campus were the chosen campuses of the researchers. However, this study mainly focuses on College of Education students, College of Education teaching personnel and administrative staffs of the University.

The researcher aims to assess the implementation of administration services by identifying and analysing the challenges faced by the institution while carrying out various processes. In addition, students' insights enable the staffs and the university to determine where the services are least observed and satisfied to be more effective and provide satisfying services within its areas of specializations.

This study, in particular, sought the answer to the following questions:

1. How may the profile of the respondents be described in terms of:

- 1.1 Age
- 1.2 Sex
- 1.3 Civil Status
- 1.4 Course
- 1.5 Year Level
- 1.6 Current Position
- 1.7 Highest Educational Attainment
- 1.8 Campus

2. How may the observation and satisfaction of the respondents be described based on the following areas:

- 2.1 Organization
- 2.2 Academic Administration
- 2.3 Financial Management
- 2.4 Supply Management
- 2.5 Record
- 2.6 Students Administration

3. Is there a significant difference between the observation and satisfaction of the respondents in the following:

- 3.1 Gabaldon Campus to San Isidro Campus
- 3.2 Gabaldon Campus to Sumacab Campus
- 3.3 San Isidro Campus to Sumacab Campus

METHODOLOGY

The study presents and describes the research method, the researchers utilized descriptive type of research method in collecting data through questionnaire. As stated by Manuel and Mendel 2005, descriptive research describes: "what is" it involves the description recording analysis and interpretation of data collected. It attempted to describe a A Satisfaction Analysis of Nueva Ecija University of Science and Technology on Administrative Services: Basis for Area of Administration

The study used stratified random sampling as a type of sampling. It is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified random sampling, the strata are formed based on member's shared attributes or characteristics of the respondents. Samples per stratum are then randomly selected; however, the sizes of the random samples to be selected from the subgroups must be given considerations. The respondents of the study were the faculty, staff and student within the three campuses; Gabaldon, Sumacab



and San Isidro. 42 students, 22 faculty and non-teaching were from Gabaldon. In San Isidro, we had 107 students, 34 faculty and non-teaching while in Sumacab Campus, the respondents were 178 students, 55 faculty and non-teaching.

It describes the sources of data, the statistical treatment used for analysis and interpretation, and the characteristics of the respondents. The researcher solicited permission from the Dean of the College of Education, Campus Director of Gabaldon and San Isidro Campuses of NEUST to sought permission to talk with them regarding the study and the actual conduct of the study. The

questionnaire aims to obtain qualitative information which will be analyzed statistically. The questionnaire assessed the observation and satisfaction of the faculty, staff and students within the campuses of Gabaldon, Sumacab and San Isidro. The researchers made use the formula in getting the weighted mean to tally the respondent’s level of observation and satisfaction on the services within the three campuses. The researcher made use of formula in getting the significant difference between the faculty, staff and students’ observation and satisfaction on the three campuses (Gabaldon, Sumacab, San Isidro).

RESULTS AND DISCUSSION

TABLE 1
Frequency Distribution of Student’s Profile

Campus	Gabaldon	San Isidro	Sumacab	
	42	107	178	
Sex	Male	Female		
	67	260		
Civil Status	Single	Married		
	323	4		
Course	BEED	BSE	BSIE	
	111	199	17	
Year Level	1 st YEAR	2 nd YEAR	3 rd YEAR	4 th YEAR
	18	28	136	145

TABLE 2
Frequency Distribution of the Teaching and Non-Teaching

Campus	Gabaldon	San Isidro	Sumacab
	22	34	55
Sex	Male	Female	
	50	61	
Civil Status	Single	Married	Widow
	32	75	4
Current Position	Regular	LOHB	Non-Teaching
	43	14	54
Highest Educational Attainment	College Graduate	Master’s Graduate	Doctoral Degree
	52	36	23

TABLE 3
Numerical and Verbal Interpretation on Observation

Scale	Interval	Verbal Interpretation
4	3.26-4.00	Highly Observed
3	2.51-3.25	Observed
2	1.76-2.50	Fairly Observed
1	1.00-1.75	Not Observed

TABLE 4
Numerical and Verbal Interpretation on Satisfaction

Scale	Interval	Verbal Interpretation
4	3.26-4.00	Highly Satisfied
3	2.51-3.25	Satisfied
2	1.76-2.50	Fairly Satisfied
1	1.00-1.75	Not Satisfied

Table 5

The table below represents the observation of the Teaching and Non-Teaching personnel of three campuses based on the organization of the University.

Questions	Teaching						Non-Teaching						T and NT	
	Sumacab		Gabaldon		San Isidro		Sumacab		Gabaldon		San Isidro		Rank	Verbal interpretation
	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation		
System-input and Processes														
S.1 The institution has an organizational structure approved by the Board of Regents/Trustees (BOR/BOT).	3.5	HO	3.5	HO	3.5	HO	3.6	HO	3.5	HO	3.4	HO	3.59	HO
S.2 Every office/unit in the organizational structure has functions approved by the BOR/BOT.	3.5	HO	3.5	HO	3.6	HO	3.5	HO	3.5	HO	3.5	HO	3.57	HO
Implementation														
I.1. The institution is subdivided into administrative units in accordance with the organizational structure.	3.6	HO	3.5	HO	3.6	HO	3.4	HO	3.5	HO	3.5	HO	3.57	HO
I.2. The functions, duties and responsibilities of the administrative personnel/staff in each unit/office are identified and carried out.	3.4	HO	3.5	HO	3.5	HO	3.3	HO	3.5	HO	3.4	HO	3.46	HO
I.3. The Board of Regents/Trustees is supportive with the growth and development of the institution.	3.5	HO	3.5	HO	3.5	HO	3.5	HO	3.5	HO	3.4	HO	3.53	HO
I.4. The Academic and Administrative Councils exercise their powers and perform their functions.	3.4	HO	3.5	HO	3.6	HO	3.4	HO	3.5	HO	3.6	HO	3.55	HO
I.5. The flow of communication among and within units/departments is observed.	3.4	HO	3.2	HO	3.5	HO	3.2	HO	3.4	HO	3.4	HO	3.40	HO
Outcomes														
O.1. The institution has a well-designed and functional organizational structure.	3.4	HO	3.4	HO	3.4	HO	3.2	HO	3.4	HO	3.3	HO	3.47	HO
Average Weighted Mean	3.5	HO	3.5	HO	3.5	HO	3.4	HO	3.5	HO	3.5	HO	3.52	HO

The table 5 shows that the teacher and the non-teaching personnel highly observed the Area A, Organization of the Institution with an average weighted mean of 3.52. The highest among the observation in this parameter is the S.1 that states the presence of the organizational structure of the institution approved by the Board of Regents with a total weighted mean of 3.59. Secondly, the flow of communication among and within units and departments is also highly observed but obtained the lowest average weighted mean of 3.40 on the parameter.

San Isidro campus teaching personnel obtained the highest weighted mean of 3.57 among the group of respondents based on their observation on the organization of the institution while Sumacab Campus non-teaching personnel got the lowest weighted mean of 3.44.

As stated by Adams (2017), Conflict may arise without the proper organization, disagreement due to differences in points of view

and ideology or unhealthy competition that may yield to consequences may also occur. With regards to this institution will function harmoniously if organized efficiently. Ideally an organization should be structured so as to function effectively allowing its objectives and strategic intents to be achieved (Bartol et.al., 2008).

Furthermore, Goris et al. and Ooi et al. (2007) find organizational communication to have an important positive association with affective commitment, whilst (Brunetto and Farr-Wharton’s 2008) findings “suggest a strong relationship between communication and job satisfaction and affective job commitment. Research has shown that “when employee needs are met through satisfying communication, employees are more likely to build effective work relationships” (Gray and Laidlow, quoted in Tsai and Chuang 2009).



The table below represents the observation of the Teaching and Non-Teaching personnel of three campuses based on the academic administration of the University.

Table 6

Questions	Teaching						Non-Teaching						T and NT	
	Sumacab		Gabaldon		San Isidro		Sumacab		Gabaldon		San Isidro		Average Weighted Mean	
	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation
System-Input and Processes														
S.1. The Dean/Academic Unit Head possesses the required educational qualification and experience and other prescribed requirements needed to administer the College/Academic Unit as follows:														
S.1.1 Ph. D. in educational/related field;	3.53	HO	3.68	HO	3.71	HO	3.55	HO	3.42	HO	3.53	HO	3.54	HO
S.1.2. Certificate of Registration/Professional License (LET); and	3.53	HO	3.77	HO	3.62	HO	3.35	HO	3.58	HO	3.42	HO	3.56	HO
S.1.3. Other requirements as prescribed by the Board	3.60	HO	3.73	HO	3.59	HO	3.39	HO	3.50	HO	3.37	HO	3.53	HO
S.2. The Department Chair/s or their equivalent, has appropriate/relevant educational qualification and experience														
S.2.1. At least a doctoral degree holder in educational and/or held field.	3.56	HO	3.27	HO	3.74	HO	3.22	O	3.58	HO	3.58	HO	3.49	HO
S.2.2. A holder of valid certificates of registration and professional teacher's license.	3.42	HO	3.77	HO	3.56	HO	3.09	O	3.67	HO	3.26	HO	3.46	HO
Implementation														

I.1. The Dean is assisted by Department Chair/s (or equivalent) with appropriate/relevant educational qualification and experience.	3.45	HO	3.73	HO	3.53	HO	3.13	O	3.58	HO	3.32	HO	3.46	HO
I.2. The Dean implements a supervisory program.	3.49	HO	3.68	HO	3.47	HO	3.30	HO	3.58	HO	3.26	HO	3.46	HO
I.3. The Dean participated in the recruitment and promotion of the faculty and support staff.	3.51	HO	3.59	HO	3.50	HO	3.30	HO	3.42	HO	3.32	HO	3.44	HO
I.4. The Dean, the faculty and the administration work together for the improvement of the Undergraduate Teacher Education, particularly in:														
I.4.1. setting standard and targets;	3.51	HO	3.55	HO	3.38	HO	3.26	HO	3.58	HO	3.16	O	3.41	HO
I.4.2. planning of programs and other related activities;	3.53	HO	3.55	HO	3.44	HO	3.26	HO	3.58	HO	3.26	HO	3.44	HO
I.4.3. implementing, monitoring and evaluation of plans, programs and other related activities.	3.58	HO	3.32	HO	3.47	HO	3.35	HO	3.50	HO	3.42	HO	3.44	HO
I.4.4. establishing linkages, partnerships and networking activities;	3.42	HO	3.27	HO	3.29	HO	3.22	O	3.33	HO	3.26	HO	3.29	HO
I.4.5. providing opportunities for professional growth and development of the faculty and staff;	3.38	HO	3.41	HO	3.56	HO	3.17	O	3.50	HO	3.53	HO	3.42	HO
I.4.6. preparing policies and guidelines on the internal administration and operation of the College/Academic Unit; and	3.40	HO	3.41	HO	3.35	HO	3.22	O	3.42	HO	3.32	HO	3.39	HO
I.4.7. preparing guidelines on the proper use and maintenance of facilities, equipment, supplies and materials, etc.	3.33	HO	3.27	HO	3.41	HO	3.22	O	3.33	HO	3.37	HO	3.42	HO
I.5. Definite criteria and procedures in the selection and promotion of the most qualified faculty and staff are observed.	3.47	HO	3.36	HO	3.38	HO	3.43	HO	3.33	HO	3.26	HO	3.37	HO
I.6. The Dean, faculty, staff and students pursue collaborative activities in generating resources and income and in implementing cost-effective measures	3.42	HO	3.45	HO	3.47	HO	3.30	HO	3.58	HO	3.47	HO	3.45	HO
I.7. The Dean implements policies and procedures on internal administration and operations of the College/Academic Unit.	3.47	HO	3.45	HO	3.56	HO	3.22	O	3.42	HO	3.42	HO	3.42	HO
Outcomes														
O.1. The institution has a well-designed and functional organizational structure	3.47	HO	3.55	HO	3.50	HO	3.26	HO	3.42	HO	3.42	HO	3.44	HO
Total	3.48	HO	3.52	HO	3.50	HO	3.27	HO	3.49	HO	3.37	HO	3.44	HO

The table 6 shows that the teacher and the non-teaching personnel highly observed the Area B; Academic Administration with an average weighted mean of 3.44. The highest among the observation is under the System – Input Processes which is the S.1.2. Certificate of Registration/Professional License (LET) with an average weighted mean of 3.56. Establishing linkages, partnerships and networking activities which are under the category, implementation is also highly observed but obtained the lowest average weighted mean of 3.29 on the parameter.

Gabaldon campus teaching personnel got the highest weighted mean of 3.52 among the group of respondents based on their observation on the Academic Administration on the other hand

Sumacab campus teaching personnel obtained the lowest weighted mean of 3.27.

Employees whether in the field of teaching or in the administration play a vital role in success of the institution by doing their tasks and accomplishing their works in giving their services (Cordeiro 2010. Incompetency to their respective jobs will not bring developmental impact to achieve the institutions' mission and vision. However, the ability to hire and maintain effective employee remains a serious problem for higher education institution (Wong and Heng 2009).

The table below represents the observation of the Teaching and Non-Teaching personnel of three campuses on the Financial Management of the University.



Table 7

Questions	Teaching						Non-Teaching						T and NT	
	Sumacab		Gabaldon		San Isidro		Sumacab		Gabaldon		San Isidro		Average Weighted Mean	
	rank	Verbal Interpretation	rank	Verbal Interpretation	rank	Verbal Interpretation	rank	Verbal Interpretation	rank	Verbal Interpretation	rank	Verbal Interpretation	rank	Verbal Interpretation
System-Input and Processes														
S.1. The institution has an approved Financial Development Plan (FDP)	3.47	HO	3.45	HO	3.35	HO	3.39	HO	3.50	HO	3.16	O	3.39	HO
S.2. The approved budget is in consonance with FDP	3.45	HO	3.23	O	3.24	O	3.30	HO	3.33	HO	3.05	O	3.27	HO
S.3. The institution has specific budgetary allotment for the following: personal services; maintenance and other operating expenses (MOOE); capital outlay; and special projects														
S.3.1. personal services;	3.35	HO	3.23	O	3.53	HO	3.13	O	3.42	HO	3.42	HO	3.35	HO
S.3.2. maintenance and other operating expenses (MOOE);	3.25	HO	3.32	HO	3.41	HO	2.96	O	3.25	HO	3.21	O	3.23	O
S.3.3. capital outlay; and	3.38	HO	3.23	O	3.35	HO	3.22	O	3.42	HO	3.11	O	3.30	HO
S.3.4. special projects	3.36	HO	3.32	HO	3.44	HO	3.17	O	3.42	HO	3.26	HO	3.35	HO
Implementation														
I.1. The institution maintains a Financial Management Office managed by qualified and competent staff.	3.55	HO	3.45	HO	3.59	HO	3.39	HO	3.33	HO	3.53	HO	3.47	HO
I.2. The financial management personnel are responsible for the efficient management of financial resources/funds of the institution.	3.44	HO	3.36	HO	3.50	HO	3.13	O	3.42	HO	3.53	HO	3.40	HO
I.3. The administrative officials, faculty, staff and student representatives participate in the budget preparation and in the procurement program of the institution.	3.07	O	3.36	HO	3.38	HO	3.04	O	3.42	HO	3.37	HO	3.27	HO
I.4. The budget of the institution is fairly and objectively allocated.	3.33	HO	3.32	HO	3.50	HO	3.13		3.42	HO	3.53	HO	3.37	HO
I.5. The institution allocates fund for the following services and activities:														
I.5.1. cultural development;	3.56	HO	3.27	HO	3.47	HO	3.39	HO	3.50	HO	3.42	HO	3.44	HO
I.5.2. athletic and sports development	3.56	HO	3.36	HO	3.47	HO	3.43	HO	3.50	HO	3.42	HO	3.47	HO
I.5.3. medical and dental development	3.60	HO	3.36	HO	3.44	HO	3.52	HO	3.50	HO	3.42	HO	3.47	HO
I.5.4. library;	3.55	HO	3.32	HO	3.26	HO	3.43	HO	3.50	HO	3.32	HO	3.40	HO
I.5.5. student body organization;	3.55	HO	3.36	HO	3.32	HO	3.39	HO	3.50	HO	3.26	HO	3.40	HO
I.5.6. guidance and counselling	3.45	HO	3.36	HO	3.35	HO	3.22	O	3.42	HO	3.32	HO	3.35	HO
I.5.7. improvement of laboratories/shops;	3.38	HO	3.23	O	3.29	HO	3.22	O	3.50	HO	3.32	HO	3.32	HO
I.5.8. repair and maintenance of facilities/equipment	3.31	HO	3.18	O	3.21	O	3.26	HO	3.42	HO	3.21	O	3.27	HO

The table 7 shows that the teacher and the non-teaching personnel highly observed the Area C: Financial Management with an average weighted mean of 3.35. The highest among the observation are the I.1. The institution maintains a Financial Management Office managed by qualified and competent staff. Secondly I.5.2., Athletic and sports development with an average weighted mean of 3.47. Maintenance and other operating expenses (MOOE) is also highly observed but obtained the lowest average weighted mean of 3.23 on the parameter.

Gabaldon campus non-teaching personnel obtained the highest weighted mean of 3.46 among the group of respondents based on their observation on the Financial Management while Sumacab

Campus non-teaching personnel got the lowest weighted mean of 3.21.

According to Padilla et al (2012) in their study on financial sustainability for non-profit organizations, effective financial management practices is essential in enhancing transparency, efficiency, accuracy, accountability which enable an organization to achieve its objectives. It is also likely that the elected members of the school governing body may be equally ill equipped for the task, Clark A (2008).

The table below represents the observation of the Teaching and Non-Teaching personnel of three campuses based on the supply management of the University



Table 8

Questions	Teaching						Non-Teaching						T and NT	
	Sumacab		Gabaldon		San Isidro		Sumacab		Gabaldon		San Isidro		Average Weighted Mean	
	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation
System-Input and Processes														
5.1. The institution has an approved procurement management system in consonance with the Revised IRR of RA 9184 (Government Procurement Reform Act).	3.36	HO	3.50	HO	3.50	HO	3.17	O	3.67	HO	3.53	HO	3.43	HO
5.2. The institution has a system for the proper disposal of non-serviceable and condemned equipment, supplies and materials.	3.35	HO	3.32	HO	3.38	HO	3.35	HO	3.67	HO	3.42	HO	3.42	HO
5.3. The office has a storeroom for keeping and securing all equipment, supplies and materials purchased.	3.31	HO	3.36	HO	3.44	HO	3.35	HO	3.58	HO	3.47	HO	3.42	HO
Implementation														
1.1. The institution maintains a Supply Management Office (SMO) managed by qualified staff with specific functions and responsibilities	3.42	HO	3.50	HO	3.26	HO	3.26	HO	3.58	HO	3.16	HO	3.36	HO
1.2. The Bids and Awards Committee (BAC) is responsible for the procurement and deliveries of needed equipment, supplies and materials in accordance with the approved Annual Procurement Plan (APP) and Project Management Plan (PPMP).	3.45	HO	3.45	HO	3.32	HO	3.35	HO	3.58	HO	3.26	HO	3.40	HO
1.3. The BAC performs its tasks and responsibilities in accordance with recent procurement policies and official issuances.	3.51	HO	3.32	HO	3.41	HO	3.39	HO	3.42	HO	3.26	HO	3.39	HO
1.4. The SMO office prepares, evaluates and submits the annual inventory of serviceable and non-serviceable facilities and equipment.	3.36	HO	3.41	HO	3.41	HO	3.22	O	3.58	HO	3.37	HO	3.34	HO
1.5. All approved requests for procurement are published in the Philippine Government System (PhilGEPS).	3.42	HO	3.32	HO	3.29	HO	3.17	O	3.50	HO	3.32	HO	3.34	HO
Outcome/s														
0.1. The institution has an efficient and effective Supply Management	3.42	HO	3.50	HO	3.41	HO	3.39	HO	3.39	HO	3.67	HO	3.32	HO
0.2. All procurement transactions are transparent.	3.27	HO	3.27	HO	3.24	HO	3.13	HO	3.13	HO	3.50	HO	3.26	HO
Total	3.39	HO	3.40	HO	3.27	HO	3.28	HO	3.28	HO	3.58	HO	3.34	HO

The table 8 shows that the teacher and the non-teaching personnel highly observed the Area D: Supply Management with an average weighted mean of 3.38. The highest among the observation is the 0.1. The institution has an efficient and effective Supply Management System with an average weighted mean of 3.45. All procurement transactions are transparent is also highly observed but obtained the lowest average weighted mean of 3.28 on the parameter.

Gabaldon campus non-teaching personnel obtained the highest weighted mean of 3.58 among the group of respondents based on their observation on the Supply Management on the other hand, San Isidro personnel campus got the lowest weighted mean of 3.27.

According to Bisk (2017), Supply management is how a business use their supply chain capabilities to drive competitive advantage, from raw material procurement to finished product delivery, is increasingly critical to business of all sizes and shapes. The importance of running an efficient and effective supply chain has created a need for professionals who have acquired the necessary educational foundation to help an organization manage and optimize cost-effective operations and deliver superior customer value

The table below represents the observation of the Teaching and Non-Teaching personnel of three campuses based on the Records Management of the University

Table 9

Questions	Teaching						Non-Teaching						T and NT	
	Sumacab		Gabaldon		San Isidro		Sumacab		Gabaldon		San Isidro		Average Weighted Mean	
	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation
System-Input and Processes														
5.1. The institution has a system of records	3.45	HO	3.50	HO	3.35	HO	3.52	HO	3.67	HO	3.55	HO	3.54	HO
5.2. The institution has policies and	3.53	HO	3.50	HO	3.62	HO	3.48	HO	3.58	HO	3.58	HO	3.55	HO
5.3. Policies and procedures on prompt	3.40	HO	3.59	HO	3.47	HO	3.48	HO	3.75	HO	3.47	HO	3.53	HO
Implementation														
1.1. The institution maintains a Records	3.35	HO	3.55	HO	3.44	HO	3.35	HO	3.67	HO	3.37	HO	3.46	HO
1.2. The Human Resource Management Office	3.49	HO	3.50	HO	3.66	HO	3.48	HO	3.67	HO	3.69	HO	3.58	HO
1.3. The following updated records are made:														
1.3.1. minutes of the Board of	3.38	HO	3.50	HO	3.59	HO	3.36	HO	3.67	HO	3.47	HO	3.48	HO
1.3.2. minutes of the Faculty meeting	3.38	HO	3.39	HO	3.62	HO	3.38	HO	3.67	HO	3.58	HO	3.48	HO
1.3.3. Faculty/non-teaching personnel	3.47	HO	3.55	HO	3.50	HO	3.57	HO	3.58	HO	3.47	HO	3.52	HO
1.3.4. Faculty/non-teaching personnel	3.53	HO	3.50	HO	3.47	HO	3.57	HO	3.50	HO	3.55	HO	3.52	HO
1.3.5. other records such as:														
1.4.3.1. student directory	3.43	HO	3.45	HO	3.88	HO	3.35	HO	3.58	HO	3.37	HO	3.43	HO
1.4.3.2. alumni directory	3.40	HO	3.43	HO	3.35	HO	3.30	HO	3.58	HO	3.37	HO	3.41	HO
1.4.3.3. permanent records of	3.40	HO	3.45	HO	3.43	HO	3.38	HO	3.50	HO	3.43	HO	3.43	HO



I.4.5.4. reports of the	3.42	HO	3.45	HO	3.41	HO	3.22	HO	3.50	HO	3.37	HO	3.42	HO
I.4.5.5. annual reports;	3.44	HO	3.50	HO	3.47	HO	3.17	HO	3.58	HO	3.37	HO	3.42	HO
I.4.5.6. Accomplishment/progress	3.51	HO	3.50	HO	3.56	HO	3.39	HO	3.58	HO	3.53	HO	3.51	HO
I.4.5.7. Scholarship records	3.44	HO	3.41	HO	3.44	HO	3.35	HO	3.58	HO	3.42	HO	3.44	HO
I.4.5.8. statistical data	3.87	HO	3.41	HO	3.50	HO	3.22	HO	3.67	HO	3.47	HO	3.52	HO
I.4.5.9. financial records of	3.35	HO	3.36	HO	3.36	HO	3.26	HO	3.50	HO	3.55	HO	3.43	HO
I.4.5.10. inventory of property;	3.49	HO	3.36	HO	3.44	HO	3.57	HO	3.50	HO	3.53	HO	3.48	HO
I.4.5.11. proceedings of	3.27	HO	3.32	HO	3.32	HO	3.17	HO	3.42	HO	3.42	HO	3.32	HO
I.4.5.12. others; (please														
Outcome/s														
O.1. The institution has a commendable	3.25	HO	3.45	HO	3.44	HO	3.04	HO	3.50	HO	3.32	HO	3.33	HO
Total	3.43	HO	3.47	HO	3.49	HO	3.33	HO	3.59	HO	3.46	HO	3.46	HO

The table 9 shows that the teacher and the non-teaching personnel highly observed the Area E: Records Management with an average weighted mean of 3.46. The highest among the observation is the I.3. The Human Resource Office (HRMO) maintains accurate, up-to-date and systematically filled records of faculty and non-teaching personnel with an average weighted mean of 3.58. Proceedings of administrative investigation (if any) is also highly observed but obtained the lowest average weighted mean of 3.32 on the parameter.

Gabalidon campus non-teaching personnel got the highest weighted mean of 3.59 among the group of respondents based on their observation on the Records Management while Sumacab Campus non-teaching personnel obtained the lowest weighted mean of 3.33.

As studied by Amanchukwu et al, 2015 poor records management results in difficulties in administering, development and supervision of educational systems. In fact, poor school records management and the lack of staff development with regards to the entire information cycle are responsible for a number of management and policy implementation problems in school. Ibarra, 2010 asserts that without records, there can be no accountability. He further maintains that quality performance, task accomplishment, and measurable outcomes are increasingly important responsibilities, all of which depend on the accessibility of usable records.

The table below represents the observation of the Teaching and Non-Teaching personnel of three campuses based on the student administration of the University.

Table 10

Questions	Student						Teaching						Non-Teaching						T and NT		
	Sumacab		Gabalidon		San Isidro		Sumacab		Gabalidon		San Isidro		Sumacab		Gabalidon		San Isidro		Average Weighted Mean		
	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	rank	Verbal interpretation	
System-Input and Processes																					
S.1. The institution has an approved and printed Student Handbook/Manual containing policies and guidelines on the following aspects of students' life																					
S.1.1. admission and retention policies;	3.10	O	3.3	HO	3.0	O	3.4	HO	3.5	HO	3.6	HO	3.48	HO	3.50	HO	3.68	HO	3.42	HO	
S.1.2. registration requirements;	3.12	O	3.4	HO	3.0	O	3.5	HO	3.6	HO	3.6	HO	3.48	HO	3.67	HO	3.58	HO	3.47	HO	
S.1.3. school fees;	3.02	O	3.2	HO	3.0	O	3.5	HO	3.5	HO	3.5	HO	3.48	HO	3.58	HO	3.63	HO	3.42	HO	
S.1.4. academic load;	3.00	O	3.3	HO	2.8	O	3.4	HO	3.5	HO	3.5	HO	3.35	HO	3.50	HO	3.63	HO	3.39	HO	
S.1.5. transfers;	2.88	O	3.1	O	2.7	O	3.4	HO	3.5	HO	3.5	HO	3.30	HO	3.42	HO	3.58	HO	3.40	HO	
S.1.6. residence, course work, scholastic and graduation requirements;	3.03	O	3.3	HO	2.9	O	3.5	HO	3.5	HO	3.5	HO	3.43	HO	3.42	HO	3.58	HO	3.36	HO	
S.1.7. examination and grading system;	3.12	O	3.4	HO	3.0	O	3.4	HO	3.6	HO	3.5	HO	3.13	HO	3.67	HO	3.53	HO	3.40	HO	
S.1.8. scholarships/grants/assistantships;	3.01	O	3.4	HO	3.1	O	3.4	HO	3.6	HO	3.5	HO	3.26	HO	3.67	HO	3.68	HO	3.44	HO	
S.1.9. shifting and adding/dropping of course/s subject/s;	2.82	O	3.2	HO	2.9	O	3.3	HO	3.6	HO	3.5	HO	3.30	HO	3.67	HO	3.53	HO	3.34	HO	
S.1.10. code of conduct and discipline;	3.16	O	3.3	HO	2.9	O	3.5	HO	3.7	HO	3.5	HO	3.43	HO	3.67	HO	3.53	HO	3.44	HO	
S.1.11. attendance; and	3.26	HO	3.6	HO	3.0	HO	3.4	HO	3.7	HO	3.5	HO	3.39	HO	3.67	HO	3.47	HO	3.47	HO	
S.1.12. others (please specify)																					
Implementation																					
I.1. Students are provided opportunities to participate in the planning and implementation of activities concerning their welfare.	3.08	O	3.2	O	3.0	O	3.2	HO	3.4	HO	3.21	O	3.2	HO	3.6	HO	3.0	O	3.30	HO	
I.2. Concerned officials, faculty and staff act promptly on requests, needs and problems of the students.	2.99	O	3.2	HO	3.0	O	3.4	HO	3.3	HO	3.29	HO	3.4	HO	3.5	HO	3.2	HO	3.28	HO	
I.3. The administration faculty, staff, and student work harmoniously and maintain good relationship.	3.09	O	3.2	HO	3.1	O	3.5	HO	3.5	HO	3.32	HO	3.5	HO	3.5	HO	3.2	HO	3.36	HO	
Outcome/s																					
O.1. The institution has an effective and functional Student Administration.	3.03	O	3.2	HO	3.0	O	3.4	HO	3.2	HO	3.38	HO	3.3	HO	3.5	HO	3.32	HO	3.31	HO	
O.2. Policy implementation is efficient.	3.10	O	3.1	O	3.0	O	3.4	HO	3.3	HO	3.38	HO	3.3	HO	3.5	HO	3.26	HO	3.30	HO	
Total	3.05	O	3.3	HO	3.0	O	3.4	HO	3.5	HO	3.49	HO	3.3	HO	3.5	HO	3.47	HO	3.38	HO	



The table 10 shows that the teacher and the non-teaching personnel highly observed the Area F: Student Administration with an average weighted mean of 3.38. The highest observation among the student administration is in connection with the registration requirements and attendance both with an average weighted mean of 3.27. On the other hand, concerned officials, faculty and staff act promptly on requests, needs and problems of the students is also highly observed but obtained the lowest average weighted mean of 3.28 on the parameter.

Gabalton campus non-teaching personnel obtained the highest weighted mean of 3.59 among the group of respondents based on their observation on the Student Administration while San Isidro campus student got the lowest weighted mean.

Difference between the observation and satisfaction of the respondents in three campuses
Table 11

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 Observation and Satisfaction	4.38	0.784	0.000

Results showed that there is a significant difference between observation and satisfaction among the Faculty, Non-Teaching and Students on the selected campuses; Gabaldon, San Isidro and Sumacab Campus.

Student Administration supports the University's strategic objectives through the delivery of efficient and responsive student administration services. This means to carry out the goals of the University, it must have a functional and well-implemented policy. Both the body who gives the services and the students who receive the services offered by the institution must observe the implementation of those school regulations. Policies establish rules and regulations to guide acceptable behaviour and ensure that the school environment is safe for students, teachers and school staff. School policies also help create a productive learning environment according to Wong, 2009.

As Johnsrud and Rosser (2008) observed that, to make a difference at the institutional level, it may make most sense for an institution to measure faculty member's perceptions specific to their campus.

Significant difference between and within groups in three campuses
Table 12
ANOVA

Satisfaction	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.481	2	0.741	3.685	0.026
Within Groups	87.435	435	0.201		
Total	88.916	437			
Observation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.829	2	1.414	7.526	0.001
Within Groups	81.747	435	0.188		
Total	84.575	437			

Results showed that there is a significant difference between observation and satisfaction between groups such as Gabaldon, San Isidro, and Sumacab as stated at the highlighted significant in the table above.

Difference between the response on the observation and the satisfaction of the respondents as compared per campuses

Table 13
Post Hoc Tests

	San Isidro	Sumacab
Gabalton	0.046	0.038
San Isidro		0.993

Results showed that there is a significant difference between Gabaldon Campus to San Isidro Campus and San Isidro Campus to Sumacab Campus. The individual is highly dependent on school and its resources for his/her development. These are in the

forms of human and material resources, which can lead to full development of the individual. The school, however, cannot perform its maximum role in the development of the individual in its attendance if schools are not effectively.

Differences based on faculty and staff observation and satisfaction
Table 14

Observation	Levene Test for Equality of Variances	
	F	Sig.
Equal variances assumed	0.072	0.789
Equal variances not assumed		
Satisfaction	Levene's Test for Equality of Variances	
	F	Sig.
Equal variances assumed	2.960	0.089
Equal variances not assumed		

The result showed that there is no significant difference between the observations of the faculty and staff but in terms of satisfaction it showed that there is a significant difference. According to Castor (2007), organizational climate affects every individual in an organization. It is particularly influential in the

lives of student and personnel surrounding them. The type of climate which develops in a school is induced to a considerable degree of an administrator who typically wields more influence than any other individual in a school.

Differences between the observation and satisfaction of the respondents in Area F
Table 15

	N	Correlation	Sig.
Pair OF and SF 2	438	0.795	0.000

Results showed that there is a significant difference in terms of observation and satisfaction in Area F which is the Student Administration among the faculty, non-faculty teaching and student. Machado-Taylor, Meira Soares and Gouveia (2010) pointed out that academic staff satisfaction and motivating play

an important role contributing to positive outcomes to the quality of the institutions and to student's learning. The services quality is mostly recognized by the cooperation of the administrative staff as well as the faculty and staff with the students.



Difference of the Observation on Area F as compared to the different groups
 Table 16

	LOHB	Non-Teaching	Student
Regular	0.966	0.784	0.000
LOHB		0.999	0.015
Non-Teaching			0.000

Results showed that there is a significant difference in Area F between Regular to Student, LOHB to student and Non-teaching to student.

Difference between the satisfactions of the respondent on Area F as compared to the different groups
 Table 17

	LOHB	Non-Teaching	Student
Regular	0.995	0.680	0.000
LOHB		0.958	0.039
Non-Teaching			0.000

Results showed that there is a significant difference in area F between Regular to Student, LOHB to student and Non-teaching to student. As stated by Tinto (2009), student must experience success to remain in college, it is also vital that they become involved and engaged in other areas of college life. Students who do not become socially integrated may or may not suffer from persistence issues as it largely depends on the individual.

Therefore, failing to become involved in campus activities, organizations and extracurricular activities, which promote involvement and integration of college life can lead to higher attrition for some students. Consequently, it is imperative for higher education administrators to work diligently to provide students with opportunities to get involved with campus organizations and activities.

Difference based on observation and satisfaction on the Areas

Table 18
 Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 AO & AS	111	0.770	0.000
Pair 2 BO ss & BS	111	0.848	0.000
Pair 3 CO & CS	24	-0.039	0.856
Pair 4 DO % DS	24	0.003	0.991
Pair 5 EO & ES	111	0.765	0.000
Pair 6 FO & FS	111	0.780	0.000

Results showed that there is a significant difference in terms of the observations and satisfactions of the faculty, non-teaching and students in terms of Area A which is the Organization, Area B which is the Academic Administration Area E which is the Records Management and Area F which is the Student Administration however in terms of Area C which is the Financial Management and Area D which is the Supply Management, it showed that there is no significant difference.

Koturk, Yalcin, and Cobanoglu (2008), organizational image is the total of thoughts, emotions, and perceptions resulting from clear result of information formed in the minds of stakeholder as a result of communication with the institution about that institution and its elements. When these perceptions are positive, satisfaction and loyalty will be achieved as a result of the information formed in the minds of stakeholders but if it is negative, it will lead to decrease of potential of the organization.

Table 19
 Multiple Comparisons

Dependent Variable	(I) CP	(J) CP	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
BO	Regular	LOHB	0.04528	0.13281	0.944	-0.2844	0.3749
		Non-Teaching	0.28703	0.08821	0.006	0.0681	0.5060
	LOHB	Regular	-0.04528	0.13281	0.944	-0.3749	0.2844
		Non-Teaching	0.24175	0.12944	0.180	-0.0795	0.5630
	Non-Teaching	Regular	-0.28703	0.08821	0.006	-0.5060	-0.0681
		LOHB	-0.24175	0.12944	0.180	-0.5630	0.0795
BS	Regular	LOHB	0.03769	0.13658	0.963	-0.3013	0.3767
		Non-Teaching	0.31587	0.09072	0.003	0.0907	0.5410
	LOHB	Regular	-0.03769	0.13658	0.963	-0.3767	0.3013
		Non-Teaching	0.27817	0.13312	0.118	-0.0522	0.6086
	Non-Teaching	Regular	-0.31587	0.09072	0.003	-0.5410	-0.0907
		LOHB	-0.27817	0.13312	0.118	-0.6086	0.0522

Result showed that there is a significant difference between Regular to Non-teaching in terms of observations and satisfactions in Parameter B which is the Academic Administration. Requirme (2008), one of the movements in school administration and supervision is directed towards the continuous development of better humane, wholesome administrator-teacher relationship. This relationship will affect the teaching learning process which may become affective depending in the qualities the administrators possess and the administrative skills and supervisory practices he/she employs.

CONCLUSIONS

Majority of the student respondents were teenager, female and single. Most of them were 4th year level and BSE students.

In terms of the teaching and non-teaching personnel respondents' majority were in 25-30 age, female and married. Most of them were teaching personnel and college graduates.

Based on the overall tally made by the researchers, the Administration Services such as the organization; academic administration; financial management; supply management; records management; and student administration were highly observed by the respondents.

It also showed that they were highly satisfied in terms of the satisfaction in the following Administration Services such as the organization; academic administration; financial management; supply management; records management; and student administration.



Based on the interpreted data, there is a significant difference between Gabaldon Campus to San Isidro Campus and San Isidro Campus to Sumacab Campus.

The result showed that there is no significant difference between the observations of the faculty and staff but in terms of satisfactions, it showed that there is a significant difference.

Based on the results, there is a significant difference in terms of observation and satisfaction in student administration between Regular to Student, LOHB to student and Non-teaching to student.

The researchers came up with the result that the university offers administration services that are highly observed by the respondents and they are highly satisfied. The findings reveal that the organization is the most observed and where the respondents were highly satisfied among the services offered by the university.

On the other hand, the student administration is the service of the university that obtained the lowest rank among the parameters measured but still is highly observed and got high satisfaction based on the respondents.

The Human Resource Management Office (HRMO) that maintains accurate, up-to-date and systematically filed records of faculty and non-teaching personnel that is in the record management is the most observed area among the questions given. While, maintenance and other operating expenses that belongs to financial management ranked lowest among the questions that were analyzed in the observation.

Recommendations

While the findings of this research confirmed the correlation of the observation and satisfaction of the respondents and the significant difference of the areas between and among the groups also the extent of the observation and the satisfaction with regards to the different services offered by the university, some recommendations were projected by the researchers.

The researcher do hereby suggest to continue the positive practices in administration in the different areas that includes the organiation, academic administration, financial management, supply management, records management and student administration.

Further, their communication practices and the involvement of the students with regards to the student administration can be strengthening.

The administration should maintain the good services such as preparing of guidelines on the proper use and maintenance of facilities, equipment, supplies and materials, etc., replacement of old and unserviceable equipment, a well-designed and functional organizational structure, providing student opportunities to participate in the planning and implementation of activities concerning their welfare, all procurement transactions are transparent, and student directory records.

Findings can be communicated to the governing body for the awareness of the current observation and satisfaction of the employee and its clientele.

The researcher also recommends the other future researchers to deepen the study by including other departments and colleges of the university.

The result of this research study will give a glimpse and a synopsis for much inclusive research about the Administration Services.

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