LEADERSHIP EFFECTIVENESS AND MARKETING STRATEGIES AS CORRELATES TO STUDENT SATISFACTION AND LOYALTY IN SELECTED HIGHER EDUCATION INSTITUTIONS IN METRO MANILA

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Abstract

The purpose of this study is to assess the impact of leadership effectiveness and marketing strategies of selected higher education institutions in Metro Manila on student satisfaction and loyalty to provide bases for strategic plan to enhance student satisfaction and loyalty. This study used descriptive research method with the questionnaire as the major tool for gathering data. There were four groups of respondents composed of administrators, faculty members, non-academic personnel, and students from the selected Higher Education Institutions (HEIs). Frequency and percentage, weighted mean, one-way analysis of variance, and pearson-product moment correlation were used as statistical tools. The findings revealed that students are generally satisfied with and loyal to the selected HEIs. Leadership effectiveness and the marketing strategies adopted by selected HEIs are directly correlated to student satisfaction and loyalty. Therefore, HEIs must improve their marketing program in order to determine and develop much better marketing strategies.

Keywords: Loyalty, Customer Satisfaction, Leadership Effectiveness, Marketing Strategies.

1. Introduction

In recent years, competition among providers of higher education has intensified rapidly in the Philippines. There is an escalation in intensity of competition as the pace of globalization and technological change quickens and as even greater elements of competition and contestability are introduced in the interests of productivity and efficiency. To overcome challenges that the rapidly intensifying competition presents, higher education institutions will have to respond quickly and decisively. According to De Asis (2003), competition, globalization, changes in the curriculum influenced by technology and industry, and a more demanding student clientele are but some of the developments that suggest an urgent need for educational institutions to have a strong marketing orientation. Moreover, she cited that many schools today may not recognize the fact that they have come under intense scrutiny from their primary customers that include the students and the industry, the latter being the natural reservoir of graduate students. A more demanding student clientele suggest an urgent need for educational institutions to have a strong marketing orientation. Thus, if schools wish to survive, they need to do some drastic changes and shun the traditional belief that students and the business sector will always accept what schools produce.

Universities today operate in an increasingly commercial and competitive environment (Marginson & Considine, 2000; Nelson, 2003). This in turn has led to a significant increase in corporatist, market-based behaviors, where students are increasingly viewed as customers, and higher education as the product being purchased (Clark, 2001; Gallagher, 2000; Marginson & Considine, 2000).

The old adage, "the customer is always right," places the students, the intended market in the higher education sector, as the focus in all marketing initiatives and in the alignment of a well-balanced marketing mix against competition. Students and their families are seeking more solid return on their educational investment. Likewise, the emergence of many schools across the country has given consumers more choices.

With exacting consumers and greater competition, higher education institutions need to fine-tune their marketing efforts towards gaining the ultimate total customer satisfaction, for the intended markets to continuously and repeatedly patronize their products and services in greater quantities and frequencies over those rivals.

According to Lao (2001), a customer-driven marketing strategy holds the key to a perpetual market leadership and dominance in a highly competitive marketing warfare. All activities in marketing are carefully designed and addressed to a specific target customer, his need and wants. Ilano (2001) also noted that the challenge for any provider of goods and services is to make the customer believe that he will definitely be better of after buying the provider's product.

Further, Ablaza (2001) cited that loyalty results from a customer's continuing satisfaction. Therefore, customer satisfaction lies at the core of business sustainability.   Customer satisfaction is achieved whenever the customer experience meets or exceeds customer expectations. Expectations are conditioned by customer perceptions of the product's price-value and the image created by marketing communications. The customer experience is an accumulation of the outcomes from all the customer interactions with the product/company, sometimes referred to more romantically as "moments of truth" or threateningly as "points of failure." The terms of competition are typically defined by customer expectation benchmarks.

However, higher education is not a typical product or service that is somehow `passively consumed'.  Rather, it is a product that is actively created by the consumer in conjunction with the provider, with the university also sharing a role as regulator/standard setter as well as co-producer (Kotze & du Plessis, 2003; Sharrock, 2000).  Even within the domain of `services' (which by definition requires the customer to participate in the production of services even as it is being `consumed'), higher education can be seen to be at the highest end of a typology of customer participation level (Claycomb, Lengnick-Hall & Inks, 2001). As such, higher education is a strange service outlet that: requires a customer to pass a stringent test to gain entry to the store; takes (increasingly large) amounts of the customer's money for the product in advance; asks the customer to help in the creation of the product over a period of years; but then has the potential to refuse to give the customer the product if its standard is judged by the store to be insufficiently high (Hartley, 1995; Mok, 1999).

This study is primarily anchored on the Eight (8) P's of Marketing Mix Model of Integrated Service Management as espoused by Lovelock (2001). The 8P's model stands for eight strategic variables, namely: product element (core service product plus a bundle of supplementary services), place and time (location of the service factory and the time schedule in creating the service), process (series of activities in a defined sequence), productivity (conversion of inputs into outputs) and quality (customer's satisfaction), people (the service personnel), promotion and education (effective communication), physical evidence (buildings, offices, equipment, and other facilities), and price and other user cost (expenditures incurred in obtaining the service). A metaphor is used to understand fully this marketing concept. A metaphor of the 8P's is the racing eight, a lightweight boat powered by eight rowers under the direction of the coxswain. Speed comes from the rowers' physical strength and it reflects their harmony and cohesion. To attain optimal effectiveness, each of the eight rowers must pull on his oar in unison with the others, following the direction of the coxswain, who is seated at the stern. The same synergy and integration between each of the 8P's is required for success in any competitive service business (Lovelock, 2001).

The main objective of this study was to assess the impact of leadership effectiveness and marketing strategies of selected higher education institutions in Metro Manila on student satisfaction and loyalty to provide bases for a strategic plan to enhance student satisfaction and loyalty.

Specifically, answers to the following questions were sought.
1. As assessed by the respondent school administrators, faculty members, non-academic personnel, and students, to what extent do school administrators demonstrate leadership effectiveness in the following areas:

    1.1. commitment to culture of performance excellence;

    1.2. support to improvement and involvement; and

    1.3. recognition of people's efforts and achievements?

2. How significant is the difference in the assessments of the four groups of respondents as to the extent to which school administrators demonstrate leadership effectiveness?

3. As assessed by the four groups of respondents, what marketing strategies are adopted by the selected higher education institutions in terms of the following marketing mix:

    3.1. product;

    3.2. price;

    3.3. place/location;

    3.4. promotion;

    3.5. process;

    3.6. productivity and quality;

    3.7. people; and

    3.8. physical evidence?

4. How significant is the difference in the assessments of the four groups of respondents as to the marketing strategies adopted by the selected higher education institutions?

5. What is the level of satisfaction with and loyalty to the selected higher education institutions of the respondent students?

6. Is there a significant relationship between the following variables:

    6.1. leadership effectiveness and student satisfaction and loyalty;

    6.2. marketing strategies and student satisfaction and loyalty?

7. How significant is the relationship between the variables cited in problem no. 6?

8. What strategic plan to enhance student satisfaction with and loyalty to the selected higher education institutions may be developed based on the findings of the study?

2. Methodology

    This study made use of descriptive research method with the questionnaire as the major tool for gathering data. There were four groups of respondents for this study composed of thirty (30) school administrators, forty-five (45) faculty members, forty-five (45) non-academic personnel, and one hundred eighty (180) students from the three (3) selected Higher Education Institutions in Metro Manila.

    Random sampling was used in selecting the school administrators, faculty members and non-academic personnel respondents. On the other hand, convenience sampling was employed in selecting the student respondents from the selected HEIs. The following statistical tools and techniques were used in this study: frequency and percentage, weighted mean, one-way analysis of variance, and Pearson-Product Moment Correlation.

3. Results and Discussions

The results of this study are organized in eight (8) sections according to the problems stated.

Table 1   Overall Assessments of Four Groups of Respondents as to Extent to Which School Administrators Demonstrate Leadership Effectiveness

DIMENSIONS	School Administrators		Faculty		Non-Academic		Students	
	WM	VI	WM	VI	WM	VI	WM	VI
Commitment to Culture of Performance Excellence	4.57	VGE	4.24	GE	4.30	GE	4.06	GE
Support to Improvement and Involvement	4.33	GE	4.22	GE	4.33	GE	4.09	GE
Recognition of People's Efforts and Achievements	4.50	VGE	3.98	GE	3.94	GE	4.03	GE
COMPOSITE MEAN	4.47	GE	4.15	GE	4.19	GE	4.06	GE

Table 1 implies that the leadership of the school administrators in the selected HEIs is generally effective. This high appraisal on the leadership effectiveness of school administrators in the current study are not in consonance with the study of Tsend (2000) which found that no group of higher education leaders in Mongolia was rated as high in terms of their practices even by their own self-assessment.

Although leadership in the selected HEIs was found generally effective, the lowest ratings of the respondents with the exception of the respondent school administrators on the recognition of people's efforts and achievements suggests the need for school administrators to strengthen existing relationships as well as forge new kinds of relationships with education stakeholders and other knowledge producers within and outside higher education, especially in industry and the private sector.

Table 2   ANOVA Results in Determining Significance of Difference in Assessment of Four Groups of Respondents as to Extent to Which School Administrators Demonstrate Leadership Effectiveness

DIMENSIONS	Respondents	Mean		Sum of Squares	Computed F value	Verbal Interpretation
Commitment to Culture of Performance Excellence	School Administrators	4.57	Between Groups	7.8908		
	Faculty	4.24	Within Groups	102.0162	7.632	Significant
	Non-Academic Personnel	4.30	Total	109.9070		
	Students	4.06				
Support to Improvement and Involvement	School Administrators	4.33	Between Groups	3.2551		
	Faculty	4.22	Within Groups	109.4305	2.935	Significant
	Non-Academic Personnel	4.33	Total	112.6856		
	Students	4.09				
Recognition of People's Efforts and Achievements	School Administrators	4.50	Between Groups	6.8658		
	Faculty	3.98	Within Groups	118.1708	5.733	Significant
	Non-Academic Personnel	3.94	Total	125.0367		
	Students	4.03				
d.f. = 3 , 296				Tabular value α .05 = 2.65		

Based on the findings in table 2, the null hypothesis of no significant difference in the assessments of the school administrators, faculty members, non-academic personnel, and students as to the extent to which school administrators demonstrate leadership effectiveness was rejected. Among the four groups of respondents, the self-appraisal of school administrators was significantly higher in all dimensions of leadership effectiveness. This finding is supported in the study of Tsend (2000) which likewise found out that the ratings of followers on the practices of their leaders in higher education were significantly lower than self-ratings of the leaders themselves in a number of areas.

Table 3 Overall Assessments of Four Groups of Respondents on the Marketing Strategies Adopted by Selected Higher Education Institutions

Marketing Strategies	School Administrators		Faculty		Non-Academic		Students	
	WM	VI	WM	VI	WM	VI	WM	VI
Product	4.43	Agree	4.29	Agree	4.36	Agree	4.35	Agree
Price	4.43	Agree	4.13	Agree	4.17	Agree	3.54	Agree
Place/Location	4.60	Strongly Agree	4.44	Agree	4.52	Strongly Agree	4.04	Agree
Promotion	4.33	Agree	4.10	Agree	4.16	Agree	3.94	Agree
Process	4.62	Strongly Agree	4.26	Agree	4.11	Agree	3.98	Agree
Productivity and Quality	4.40	Agree	4.20	Agree	4.10	Agree	4.08	Agree
People	4.00	Agree	4.26	Agree	4.00	Agree	4.01	Agree
Physical Evidence	4.51	Strongly Agree	4.26	Agree	4.13	Agree	3.89	Agree
COMPOSITE MEAN	4.42	Agree	4.24	Agree	4.19	Agree	3.98	Agree

The composite means in Table 3 registered by the respondent school administrators, faculty members, non-academic personnel and students combining their overall assessment on the 8Ps of services marketing were all verbally interpreted as "agree." By and large, it can be deduced that the four groups of respondents were satisfied with the marketing strategies adopted by the selected HEIs in terms of the 8Ps of services marketing particularly in terms of place/location, process and product. On the other hand, the lowest ratings on price, people and promotion implies the need to review the marketing strategies adopted in these areas.

The foregoing findings are in consonance with the findings of Simbajon (2007) as to the positive ratings of the respondents on the marketing strategies employed by the selected HEI. Likewise, this is supported by Yu-Ting's (2007) study with regard to the marketing strategies of higher education institutions being in the middle level. However, the findings of the current study do not share the results in the study of Soriano (2004) which found out that marketing strategies employed by HEIs in Region I are slightly effective.

With regard to the marketing strategies most favorable to students, while the findings of the current study showed that product strategy was most favorable to the respondent students, this was

not true in the case of Yu-Ting's (2007) study which found that place strategy had the highest approval among students. This is likewise in contrary to the findings of the study of Robles (2000) which noted the product strategy having received the lowest rating.

Table 4   ANOVA Results in Determining Significance of Difference in Assessments of Four Groups of Respondents as to Marketing Strategies Adopted by Selected Higher Education Institutions

MARKETING STRATEGIES	Respondents	Mean		Sum of Squares	Computed F value	Verbal Interpretation
Product	School Administrators	4.43	Between Groups	0.3925		
	Faculty	4.29	Within Groups	359.8457	0.108	Not Significant
	Non-Academic Personnel	4.36	Total	360.2383		
	Students	4.35				
Price	School Administrators	4.43	Between Groups	35.2367		
	Faculty	4.13	Within Groups	194.3900	17.885	Significant
	Non-Academic Personnel	4.17	Total	229.6267		
	Students	3.54				
Place/Location	School Administrators	4.60	Between Groups	16.1067		
	Faculty	4.44	Within Groups	108.1468	14.695	Significant
	Non-Academic Personnel	4.52	Total	124.2535		
	Students	4.04				
Promotion	School Administrators	4.33	Between Groups	5.1742		
	Faculty	4.10	Within Groups	328.3914	1.555	Not Significant
	Non-Academic Personnel	4.16	Total	333.5656		
	Students	3.94				
Process	School Administrators	4.62	Between Groups	11.8773		
	Faculty	4.26	Within Groups	77.4754	15.126	Significant
	Non-Academic Personnel	4.11	Total	89.3527		
	Students	3.98				
Productivity and Quality	School Administrators	4.40	Between Groups	2.8563		
	Faculty	4.20	Within Groups	99.5227	2.832	Significant
	Non-Academic Personnel	4.10	Total	102.3790		
	Students	4.08				
People	School Administrators	4.00	Between Groups	5.6781		
	Faculty	4.26	Within Groups	94.4831	5.929	Significant
	Non-Academic Personnel	4.00	Total	100.1612		
	Students	4.01				
Physical Evidence	School Administrators	4.51	Between Groups	3.8327		
	Faculty	4.26	Within Groups	86.4723	4.373	Significant
	Non-Academic Personnel	4.13	Total	90.3051		
	Students	3.89				
	d.f. = 3 , 296			Tabular value α .05 = 2.65		

With reference to the findings in table 4, the null hypothesis of no significant difference in the assessments of the four groups of respondents as to the marketing strategies adopted by the selected higher education institutions in terms of Price, Place/Location, Process, Productivity and Quality, People, and Physical Evidence was rejected. The respondent school administrators recorded the highest rating in almost all areas in the marketing mix except in People, wherein the respondent faculty members posted the highest rating. The respondent students disclosed the lowest overall rating in all areas. This finding suggests that among the four groups of respondents, the respondent students tend to be more critical of the marketing strategies adopted by the selected HEIs in terms of the 8Ps. This is expected since as the direct clientele/customers of these educational institutions, they have high expectations that excellent educational services and facilities be provided to them in exchange for the money (tuition fees) spent for their education.

On the other hand, the null hypothesis of no significant difference attached to Product and Promotion was accepted. This indicates congruence in the assessments of the four groups of respondents as to the marketing strategies adopted in this area. This finding is corroborated in the study of Simbajon (2007) which also found that the perception of respondents as to product and promotion did not differ significantly.

Table 5   Level of Satisfaction with and Loyalty to Selected Higher Education Institutions of Respondent Students

INDICATORS	WM	Verbal Interpretation
1. My choice to study at this school was a wise one.	4.00	Agree
2. I think I did the right thing to enroll at this school.	3.99	Agree
3. This school is exactly what I needed in order to study my chosen course.	3.83	Agree
4. Completing a course from my school will give me social approval.	3.98	Agree
5. I would recommend my school to someone else.	4.08	Agree
6. I am very interested in keeping in touch with my faculty.	4.00	Agree
7. If I am faced with the same choice again, I would still choose the same school.	3.90	Agree
8. I would become a member of any alumni organizations in my school.	4.06	Agree
OVERALL MEAN	3.98	Agree

Table 5 shows the respondent students posted a mean which has a verbal interpretation of "agree", and implies that the respondent students were generally satisfied with the selected HEIs. This suggests that the selected HEIs have met or exceeded the needs and expectations of the respondent students as further elucidated in the students' preference in studying in the selected HEIs and even recommending their respective schools to others as a good place to study and learn. These are similar with the findings of Simbajon's (2007) as to the high level of satisfaction of students with their respective HEIs.

Table 6.1	Pearson-r Results in Correlating School Administrators' Leadership Effectiveness and Student Satisfaction and Loyalty	
Dimensions of Leadership Effectiveness	Computed Pearson-r	Verbal Interpretation
Commitment to Culture of Performance and Excellence	.449	Moderate Correlation
Support to Improvement and Involvement	.377	Low Correlation
Recognition of People's Efforts and Achievements	.512	Moderate Correlation

The findings in table 6.1 highlight the direct relationship between leadership effectiveness and student satisfaction with and loyalty to the selected HEIs. This further implies that the more effective are the school administrators in recognizing people's efforts and achievements, in promoting a culture of performance and excellence, and in supporting improvement and involvement, the higher will be the level of satisfaction and loyalty of students with their respective HEIs. On the other hand, the more satisfied and loyal are the students with their respective HEIs,

the more motivated will the school administrators be in the effective discharge of their leadership roles and functions.

Table 6.2   Pearson-r Results in Correlating Marketing Strategies and
                  Student Satisfaction and Loyalty

Marketing Strategies	Computed Pearson-r	Verbal Interpretation
Product	.168	Negligible Correlation
Price	.394	Low Correlation
Place/Location	.494	Moderate Correlation
Promotion	.316	Low Correlation
Process	.674	Moderate Correlation
Productivity and Quality	.621	Moderate Correlation
People	.607	Moderate Correlation
Physical Evidence	.674	Moderate Correlation

As gleaned in table 6.2, there were moderate correlations between student satisfaction and loyalty and the following Ps of services marketing mix: Process, Physical Evidence, Productivity and Quality, People, and Place/Location. This finding was supported by the computed Pearson r values of .674, .674, .621, .607 and .494, respectively. A part of the foregoing findings is similar to the findings in the study of Watson (1998) which also showed that faculty-student interaction, which is categorized under People in the current study, is one of two most important variables which influences their level of satisfaction with the overall campus environment.

A low correlation was observed between student satisfaction and loyalty and their assessment as to the marketing strategies under Promotion. This was denoted by the computed Pearson r value of .316. On the other hand, data showed negligible correlation between student satisfaction and loyalty and their assessment on Product, based on the computed Pearson r value of .168.

It can be deduced from the above findings that the marketing strategies adopted by the selected HEIs are directly correlated to student satisfaction with and loyalty to the selected HEIs. This implies that students tend to be more satisfied with and loyal to their respective schools when marketing strategies offered by these schools met or exceed their needs and expectations particularly in terms of the different educational services offered and the effective management of physical plant, not to mention the availability of qualified, effective and efficient instructors.

Table 7.1	t-test Results in Determining Level of Significance of Relationship between School Administrators' Leadership Effectiveness and Student Satisfaction and Loyalty		
Dimensions of Leadership Effectiveness	Computed t-value	Verbal Interpretation	Decision on Ho
Commitment to Culture of Performance and Excellence	6.70	Significant	Rejected
Support to Improvement and Involvement	5.43	Significant	Rejected
Recognition of People's Efforts and Achievements	7.95	Significant	Rejected
d.f. = 178		Tabular t-value at α .05 = 1.96	

Table 7.1 shows the results of the t-test statistic showed significant relationships between student satisfaction and loyalty and the dimensions of leadership effectiveness at .05 significance level. This finding was supported by the following computed t values which were above the tabular value of 1.96 with 178 degrees of freedom: commitment to culture of performance and excellence (t value = 6.70); support to improvement and involvement (t value = 5.43); and recognition of people's efforts and achievements (t value = 7.95).

Based on the above findings, the null hypothesis of no significant relationship between leadership effectiveness and student satisfaction and loyalty was rejected. This finding supported the moderate and low relationships between dimensions of leadership effectiveness and student satisfaction and loyalty as statistically significant.

Table 22

Table 7.2	t-test Results in Determining Level of Significance of Relationship between Marketing Strategies and Student Satisfaction and Loyalty		
Marketing Strategies	Computed t-value	Verbal Interpretation	Decision on Ho
Product	2.27	Significant	Rejected
Price	5.72	Significant	Rejected
Place/Location	7.58	Significant	Rejected
Promotion	4.44	Significant	Rejected
Process	12.17	Significant	Rejected
Productivity and Quality	10.58	Significant	Rejected
People	10.20	Significant	Rejected
Physical Evidence	12.16	Significant	Rejected
d.f. = 178		Tabular t-value at α .05 = 1.96	

As reflected in table 7.2, the relationships between student satisfaction and loyalty and the following Ps of the marketing mix were significant at .05 level This finding was supported by the corresponding computed t values on each of the Ps of the marketing mix which were all greater than the tabular value of 1.96 with 178 degrees of freedom.

Likewise, although the correlation between student satisfaction and loyalty and their assessment of the Product strategies was negligible as gleaned in Table 6.2, this was statistically significant as denoted by the computed t value of 2.27 which was above the tabular value of 1.96 at .05 significance level. This implies a very slight but statistically significant relationship between student satisfaction and loyalty and their assessment of the Product strategies.

Based on the above findings, the null hypothesis of no significant relationship between marketing strategies and student satisfaction and loyalty was rejected. This supported the relationships between the marketing strategies adopted by the selected HEIs and student satisfaction with and loyalty to the selected HEIs as statistically significant.

Focusing on the needs and expectations of the student respondents vis-à-vis their lowest ratings on the indicators of leadership effectiveness and the 8Ps of the marketing mix, a proposed strategic plan to enhance student satisfaction with and loyalty to the selected HEIs is presented.

Proposed Strategic Plan to Enhance Student Satisfaction With and Loyalty to the Selected HEIS

OBJECTIVES	PROGRAM	ACTIVITY	ACCOUNTABILITY/ PERSONNEL INVOLVED	TIME FRAME
To enhance leadership effectiveness and promote academic and professional development of faculty and non-teaching staff	Integrated Faculty and Staff Development Program	Scholarships, In-House Seminars, External Seminars, Planning Sessions	HRD School Directors School Administrators Faculty Non-Teaching Staff	2010 - 2015
	Personal Development	Travel and Tours (Domestic and International for School Administrators)		
	Career Development	Career Pathing		
	Socio-Spiritual Development	Retreat Recollections		
Formation and adaptation of an institutional curriculum relevant to the local and global demands and needs of private industry and government sector	Evaluation and Enrichment of Curricula	Creation of Curriculum Evaluation Committee Revision and updating of curricula Revision and enrichment of syllabi Adoption of quality instructional materials intended as text and book references Close supervision	VP for Academic Affairs School Administrators Faculty	2010 – 2015

	Accelerate the use of technology through the components of instruction, research, information and other programs	Integration of computers and technology competency in all curricular offerings ICT trainings for faculty and non-academic personnel Continuous upgrading of ICT equipment and facilities Provision of high speed network computer access as well as acquisition of sufficient software licenses to satisfy students and faculty needs	School Administrators IT Coordinator Faculty Non-Academic Staff	2010 - 2015

OBJECTIVES	PROGRAM	ACTIVITY	ACCOUNTABILITY/ PERSONNEL INVOLVED	TIME FRAME
Skills Upgrading and Development of Students	Exposure Program	External Seminars (National and International)	VP for Academic Affairs School Directors School Administrators Faculty Guidance Counselors	2010 – 2015
	Advisory System	Career Counseling		
	OJT/Practicum (International, National, Local)	Strengthening of existing linkages and network Establishment of new linkages and network (national and international) Inter-college research collaboration		
Improvement of Student Services	Improve Guidance and Counseling Services	Regular conduct of testing program and feedback to students regarding results	Guidance Counselors Guidance Staff Donors / Sponsors	2010 – 2015
		Increase scholarship and financial assistance programs for poor but deserving students enrolled in the different disciplines		
		Implement open-door policy, not requiring an appointment		
	Improve canteen/ food services	Invite canteen concessionaires offering cheap but nutritious food/meal	VP for Academic Affairs School Directors School Administrators	2011

	Improve Services of Registrar's Office	Cross training of staff to facilitate prompt service during peak times	HRD Registrar's Office Staff	2010 – 2015
		Implement longer office hours (night)		
	Improve Health Program/Clinic	Regular inventory (possibly weekly inventory) of common medicines for cough, colds, flu, etc. to keep adequate supply	School Administrators Health Officers	2010 – 2015
	Improve Security Services	Conduct ethical training for security personnel	HRD Head of School Security School Administrators	2010 – 2015

OBJECTIVES	PROGRAM	ACTIVITY	ACCOUNTABILITY/ PERSONNEL INVOLVED	TIME FRAME
Increase student satisfaction	Conduct Annual Student Survey	Develop a survey that measures non-academic student engagement to be distributed to all students and evaluated on annual basis	VP Academic Services Head Student Services School Administrators Faculty Non-Academic Staff Students	2010 – 2015
		Formulate and Implement Action Plan based on results of survey		2010 - 2015
Construction of an adequate resource base to enable Strategic Plans and Other Action Plans of the schools to progress	Physical Facilities Development	Renovate school buildings with emphasis on water facilities	School Presidents Board of Directors School Administrators	2010 - 2015
		Regular in-house inspection of school buildings with reference to Building Code		
		Improve classrooms • sound proofing of classrooms • provide additional desks/classroom furniture • provide whiteboards		

		for all classrooms		
		Construct additional rooms for libraries /learning centers		
		Update library database	School Directors School Administrators Librarians	2010 - 2015

4. Conclusion

Based on the significant findings of the study, the following conclusions were reached:

4.1. The school administrators in the selected HEIs visibly demonstrate their commitment to a culture of performance excellence, support for improvement efforts and recognition of people's efforts and achievements.

4.2. The assessments of the respondent school administrators, faculty members, non-academic personnel and students on the leadership effectiveness in the selected HEIs vary significantly. The ratings of the three groups of respondents are significantly lower than the self-ratings of the respondent school administrators in all dimensions of leadership effectiveness.

4.3. The four groups of respondents are satisfied with the marketing strategies adopted by the selected HEIs in terms of the 8Ps of services marketing particularly in terms of place/location, process and product. However, considering the lowest ratings of the respondents on price, people and promotion imply the need to review the marketing strategies adopted in these areas.

4.4. The assessments of the four groups of respondents differ significantly as to the marketing strategies adopted by the selected HEIs in terms of the 8Ps of the marketing mix except on Product and Promotion. Among the four groups of respondents, the respondent students tend to be more critical of the marketing strategies adopted by the selected HEIs.

4.5. The respondent students are generally satisfied with and loyal to the selected HEIs.

4.6. The dimensions of leadership effectiveness and the marketing strategies adopted by the selected HEIs are directly correlated to student satisfaction with and loyalty to the selected HEIs.

4.7. The moderate and low relationships between dimensions of leadership effectiveness and student satisfaction and loyalty are statistically significant. Likewise, the relationships between the marketing strategies adopted by the selected HEIs and student satisfaction with and loyalty to the selected HEIs are statistically significant.

4.8. A proposed strategic plan to enhance student satisfaction with and loyalty to the selected HEIs is developed based on the findings of the study.

5. Recommendations

In the light of the significant findings and conclusions of the study, the following recommendations are offered:

5.1 The selected HEIs through the school administrators must improve links between their respective universities and stakeholders in order to strengthen the universities' external relationship. Furthermore, they must incorporate the latest international developments on

entrepreneurial institutions, innovation and quality in the higher education sector to ensure continuous improvement.

5.2 The school administrators must endeavor to improve their leadership practices towards excellent performance through self-reflection and by encouraging regular dialogues with educational stakeholders.

5.3 The selected HEIs must improve their marketing program in order to determine and develop much better marketing strategies particularly in terms of price, people and promotion. The selected HEIs must be able to tap and train their faculty members and non-academic personnel to ensure students that they are getting their money's worth in terms of quality education through qualified and competent school personnel.

5.4 The selected HEIs must formulate better marketing strategies for recruitment, including the target market(s), marketing mix, and marketing expenditure level. A come-on for students is the assurance that the schools' curricula match the skills needed by industries so that graduates will be assured of immediate employability. This can be done through strengthening partnerships with the different industries; continuous review and enrichment of its program offerings in order to meet the emerging and existing manpower needs locally and globally; continuous upgrading of the HEIs' academic standards and implementing a balance curriculum in all its academic and non-academic programs; and sustaining investments in information technology.

5.5 The selected HEIs must regularly conduct a survey of admitted students who enroll and those who do not enroll in order to have a deeper understanding of the student decision process and find out how they differ in demographic characteristics, interest, abilities, and perceptions of the institutions.

5.6 The selected HEIs must work to develop strategic marketing management campaigns that go beyond basic student recruitment but a need to focus on activities that support a clear mission of fulfilling the perceived needs of students which are clearly important in shaping the students' satisfaction and institutional loyalty.

5.7 The school administrators, faculty, and the non-academic personnel who come in contact with the students should act as a team in contributing to the holistic development of students. The selected HEIs must regularly conduct leadership programs for school administrators and staff development programs for other school personnel that focus on promoting a culture of performance excellence. Additionally, they must create a retention steering committee committed to the shared goal of improving programs and services to the students.

5.8 The top management of the selected HEIs should provide the needed logistical and moral support in the full implementation of the proposed strategic plan to enhance student satisfaction and loyalty.

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