



EXPLORING THE INTEGRATION OF CONTEMPORARY MANAGEMENT THEORY PRINCIPLES IN MANAGEMENT PRACTICES OF NORTHWESTERN AGUSAN COLLEGES

MARIA HERMESA A. LIBRES

Doctor of Business Administration

Father Saturnino Urios University

hermesa.libres@gmail.com

Brief Overview of the Organization

Northwestern Agusan Colleges is a private institution located in the beautiful municipality of Nasipit, Agusan del Norte, which is dubbed the “Timber Land of the South.” It is ranked as one of the top Higher Educational Institutions in the CARAGA Region. The campus life revolves around the context of serving the community so as to nurture, act for, and care for humanity. It is NAC’s mission to provide affordable education, deliver quality and inclusive instruction, become a globally-engaged institution, and produce morally-nurtured individuals who are expected to put their education to work in service to others—another mark that distinguishes NAC from other institutions of higher learning.

Summary of the Key Points Covered in the Study

This study covered the following contemporary management theories: Contingency Theory, Systems Theory, Scientific Management Theory, Administrative Theory, Bureaucratic Theory, Quantitative Theory, Organization as a Learning System, Human Relations Theory,

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and Theory X and Y. These theories are shaping management practices today and may be applied in various areas of concentration that could help the organization grow.

INTRODUCTION

This study explores the integration of contemporary Management Theory principles within Northwestern Agusan Colleges' management practices, examining their current implementation. This investigation aims to identify which theory or theories could benefit both the institution and its employees.

Contemporary Management offers a modern approach to business oversight, encompassing planning, decision-making, and monitoring. This practice seeks to align goals with the interests of diverse stakeholders, from investors to employees and customers. Peter Drucker's introduction of Management by Objectives (MBO) marked a departure from traditional management focused solely on strict rules/efficiency or employee satisfaction. This shift aligns with the observations of Mintzberg (1973), who highlighted the limitations of purely prescriptive management approaches and the need for more adaptive strategies.

Modern Management Theory guides organizational practices by recognizing that employee motivation is influenced by various factors and by explaining business operations to inform management strategies. Leaders utilize these theories as frameworks to motivate employees and achieve organizational goals. This perspective is supported by the findings of

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Deci and Ryan's Self-Determination Theory (1985), which emphasizes the importance of intrinsic motivation beyond mere extrinsic rewards.

The benefits of modern management theory include boosted productivity, improved decision-making by providing managers with crucial insights, enhanced employee engagement by considering non-financial motivators, promoted objectivity through mathematical techniques for effective solutions, and enabled adaptability by emphasizing the impact of internal/external factors. Different management theories assist managers in prioritizing processes, relationships, and information vital for an organization's success. However, a potential gap exists in the specific application and contextualization of these broad theories within the unique environment of Northwestern Agusan Colleges, a private institution in the CARAGA Region with a strong community service orientation. Existing literature on management theory implementation in similar Philippine private higher education institutions, such as the work by Tan (2018) on organizational culture and management practices, suggests that local context significantly influences the effectiveness of adopted theories. Therefore, this study seeks to bridge this gap by specifically examining the applicability and impact of contemporary management theories within the distinct context of NAC.

BACKGROUND OF THE ORGANIZATION

Northwestern Agusan Colleges, also known as "NAC," boasts a rich history dating back to its establishment in 1967 as Nasipit Institute. Originally offering a secondary course exclusively for first and second-year students, the school expanded dramatically the following

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year, introducing a complete secondary course and culminating in its first graduates in Batch 1969.

The school was founded by influential figures from the local NALCO workers' community, including the Noriega, Dompoy, Rotor, Gicum, and Tupaz families, who served as the Board of Trustees and stockholders. Responding to the increasing demand for tertiary education among Nasipit high school graduates, the founders made the strategic decision in 1975 to establish a tertiary education program. This initially offered courses in Junior Secretarial, Bachelor of Secondary Education major in English, and Bachelor of Science in Business Administration to cater to the educational needs of the children of NALCO employees.

Continuing its commitment to academic growth, the school expanded its program offerings in 1988 to include a new course, Bachelor in Elementary Education. To accommodate the growing college program, an annex building was constructed on Curato Street in Nasipit. In 1990, under the leadership of Mrs. Pelegrina D. Leonardo, the acting school director, the Elementary Department was recognized as a laboratory school for the Bachelor in Elementary Education program. As the student population continued to grow, a new building structure was constructed at Bayview Hill, Triangulo, in the same municipality, serving as the main campus to provide ample space for the increasing number of enrollees.

Demonstrating its continuous pursuit of progress, the school opened its doors to the complete K-12 program, embracing the establishment of Nursery and Pre-school. This was paralleled by the opening of the Senior High School program in 2016, pioneering the offering of Accountancy, Business, and Management (ABM); Humanities and Social Sciences (HUMSS);

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and General Academic Strand (GAS) strands. A dedicated team of fifteen teachers, eleven of whom are licensed, ensures the provision of high-quality education to both Junior High and Senior High school students under the supervision of the then High School Principal, Mrs. Maria Luz J. Golosino.

Recognizing the importance of a well-rounded education, the school expanded its Academic Track in the School Year 2019-2020 to include the Science, Technology, Engineering, and Mathematics (STEM) strand, further empowering students with diverse educational opportunities. This expansion in the Senior High School program contributed to the school's success, as student graduates excelled in various aligned fields.

On February 27, 2023, the institution celebrated its momentous 56th founding anniversary, highlighted by the launching of the NACian Hymn as the official school hymn, sung by Ms. Emie Jean Procia, a BSBA student. This event served as a testament to the institution's enduring legacy in serving the community and further signifies every student's commitment to doing good and being a vessel for integrity, self-discipline, respect, and affection in their daily lives.

As the institution heads towards becoming a catalyst for change and a competitive school, it revisited its Philosophy, Vision, Mission, Goals, Objectives, and Core Values. This endeavor aimed to fully grasp the aspirations and meaning of a true NACian, ensuring that the institution remains aligned with its founding principles as it continues to provide quality education.

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PURPOSE OF THE CASE STUDY

This study aims to investigate how contemporary management theory is applied and practiced in the institution (Northwestern Agusan Colleges).

OVERVIEW OF THE CONTEMPORARY MANAGEMENT THEORIES TO BE APPLIED

The Contemporary Management Theory emerged after World War II and combines mathematical principles with sociology to guide organizational practices and processes. It believes employee motivation is subject to different factors that require objective analysis to quantify and measure performance. The foundation of modern management theory can be credited to Peter Drucker's pioneering work. His concept of Management by Objectives (MBO) marked a significant shift from the previously dominant approaches ([Drucker, 1954]). These earlier perspectives fell into three main categories: The Modern Contemporary Theory, The Classical Theory, and The Neo Classical Theory.

A. THE MODERN CONTEMPORARY THEORY

This theory is a modern approach to overseeing a business and involves activities like planning, decision-making and monitoring. Under this category are the **Contingency Theory, System Theory, Quantitative Theory, and Organization Theory.** *The Contingency* view says that the most effective leadership style varies based on circumstances rather than designating one approach as the most effective. This approach requires careful analysis of evolving situations and quick adjustments to leadership styles based on employee

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reactions. The contingency view also uses the least preferred co-worker scale, which measures task motivation by evaluating assignment structure, an employee's relationship with authority and management's response to good and bad employee behavior. The Systems

Theory views the organization as a series of internal components that constitute a unified whole. Different categories of components help management teams classify the different sectors that make the company function. This theory of organization is a theory that organizations are composed of many subsystems that aren't necessarily related to one another and yet work together to form the whole. This theory is helpful for understanding things like organizational behavior, organizational change and organizational development. Systems theory allows for an understanding of the connections between various parts of the organization and how they interact with one another. The *Quantitative Approach* is a modern theory of management that relies on statistics and mathematical techniques to solve complex challenges. This approach, championed by the "mathematical school" of management, uses computers and complex math to tackle tough business problems and improve decision-making. Managers gather historical data and analyze it using statistics, computer models, and even simulations. This allows them to identify patterns and make more informed choices. And lastly, the *Organization Theory* is focused on understanding how organizations work, why they come to be structured in particular ways, and why some organizations are more successful than others. It is a discipline that provides insights into how businesses and organizations function, develop and adapt to changes in the external environment. It's an

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important field of study for managers and leaders who want to optimize their organizational processes, structures and strategies.

B. THE CLASSICAL THEORY OF MANAGEMENT

This theory emerged during the 19th century's Industrial Revolution, is a management approach that prioritizes efficiency and productivity in organizations. It views employees as having primarily economic and physical needs while neglecting their social needs and job satisfaction. The theory emphasizes streamlined operations, specialization of labor, and centralized decision-making under a clear hierarchical structure. It aims to find the most efficient ways of performing tasks, using scientific management principles. It originated to address challenges in the factory system and to maximize profits through a clear focus on productivity.

Although less prevalent in modern times, some of its principles are still applied, especially in small business manufacturing settings. Under this category are the **Scientific Management Theory**, **Administrative Theory**, and the **Bureaucratic Theory**. The *Scientific Management* is a management theory that analyzes work flows to improve economic efficiency, especially labor productivity. This theory was developed by Frederick Winslow Taylor that was popular in the 1880s and 1890s in U.S. manufacturing industries. Even though scientific management was pioneered in the early 1900s, it continued to make significant contributions to management theory throughout the rest of the twentieth century. However, the *Administrative Theory* focuses on how management and workers are organized within a

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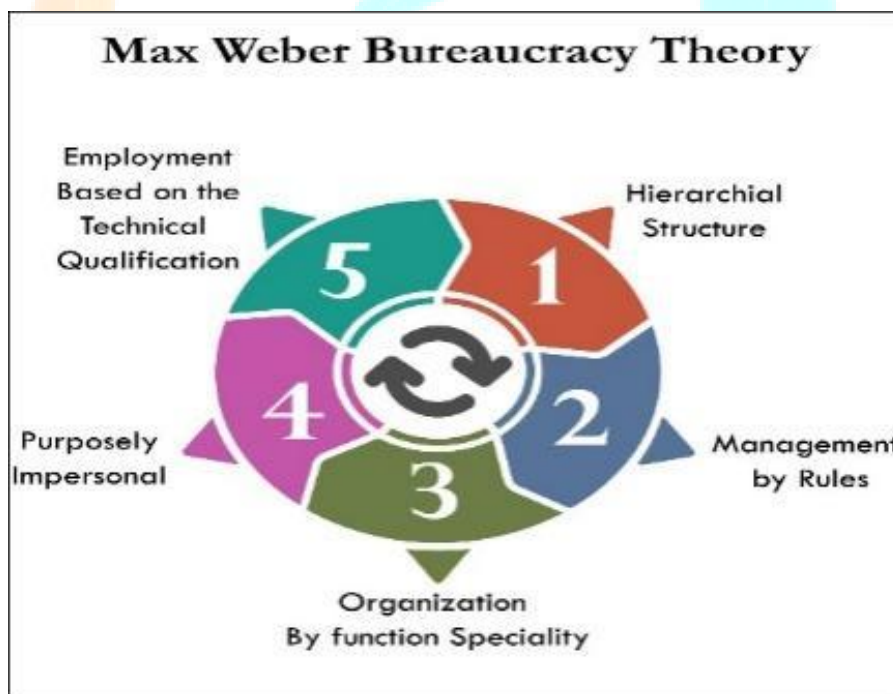
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business to allow for the completion of task. This theory emphasizes how a well-structured organization, with clear roles for managers and workers, leads to a more productive workforce. In simpler terms, it argues that if managers are organized and efficient, the workers who actually do the tasks will be more productive too. More so, the *Bureaucratic Theory* that was developed by sociologist Max Weber, emphasizes that organizations function most effectively as formal, rational systems with clearly defined rules and procedures. It stresses that organizations are formal, rational systems with well-defined rules and procedures, defined by specialization, hierarchy, well-trained employees, managerial dedication, and the impartiality of management.

Figure 1



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C. NEO CLASSICAL THEORY

Neoclassical theory is also called the Behavioral Theory of Organizations or the Human Relations Approach. It is an extended version of the classical management theory. It arose out of the critique of classical theory. Theorists worked on a new approach by using classical theory as the bedrock by focusing more on human relations and behavioral science. People also refer to neoclassical theory as 'behavioral theory of organization' or 'human relations' or 'new classical theory of management.' It talks about ways and ideas that focus on the emotional beings of the organization. It emphasizes the psychological and emotional components of employee behavior and how to build a culture of social acceptance. There are two primary sources of the neoclassical theory: The **Human Relations Theory** and the **Theory X and Y**. The *Human Relations Theory*, also known as the human relations management or human relations approach, is a generalized approach to management that focuses on achieving organizational goals through recognizing the importance of employee attitudes, interpersonal relationships, group dynamics and leadership styles. George Elton Mayo pioneered this theory which suggests that employees are motivated far more by relational factors such as attention and camaraderie than by monetary rewards or environmental factors, such as lighting, humidity and more. Mayo's theories rely on engaging with employees on personal matters. The ability to speak openly about frustrations and search for solutions will lead to a healthier work environment. On the other hand, *Theory X and Theory Y* are management theories developed by Douglas McGregor. Theory X is based on the assumptions that employees don't really want to work, lack ambition, only work to collect

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a paycheck, and need constant supervision. Theory Y is based on the assumptions that employees want to work, want to take responsibility, and do not need much supervision. Theory X management is based on the belief that workers lack ambition and internal motivation. The differences between Theory X and Theory Y are the assumptions made about workers, supervisor and employee involvement, and organizational structure. Theory X is a pessimistic view that assumes employees are naturally disliking of work, have little ambition, and primarily seek security and financial rewards. They are seen as needing close supervision and control to perform adequately. Whereas, Theory Y is an optimistic view which assumes employees view work as a natural part of life and desire to use their skills and abilities. They are seen as motivated by self-actualization, taking responsibility, and seeking opportunities to contribute. By understanding these contrasting assumptions, managers can tailor their approach to better motivate their workforce.

THEORETICAL FRAMEWORK

Modern businesses utilize contemporary management, a holistic approach that transcends the limitations of past management styles. This framework emphasizes activities like strategic planning, informed decision-making, and continuous performance monitoring (Mintzberg,1994). A core principle of contemporary management is stakeholder capitalism, which strives to establish goals that benefit all parties invested in the organization's success, including traditional shareholders, employees, and customers (Freeman, 2010). To achieve this balance, contemporary management teams leverage insights from both human behavior

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and the external environment (Daft, 2018). By understanding employee motivations and adapting to external factors, contemporary management fosters efficient and well-organized workspaces, ultimately paving the way for organizational success.

Contemporary management theories move beyond the classical and behavioral approaches, offering a more holistic view of organizations. Ludwig von. (1968) viewed Systems Theory as complex systems with interconnected parts. A change in one area can impact the entire system. Managers using this approach consider the ripple effects of decisions and strive for overall organizational harmony.

Fred Fiedler (1967) states that Contingency Theory emphasizes that there's no "one-size-fits-all" approach to management. The most effective style depends on various internal and external factors like organizational size, industry, and culture. Drucker (1954) viewed Management by Objectives (MBO) according to him this approach focuses on setting clear, measurable goals for both managers and employees. Regular progress checks and feedback ensure everyone is aligned and working towards achieving objectives. According to Conger and Ronald (1993) Empowerment Theory emphasizes in giving employees the authority and resources to make decisions within their area of expertise. This fosters a sense of ownership, increases motivation, and improves problem-solving at lower levels.

The Classical Management Theory, despite its limitations, has some enduring strengths that can still be relevant in today's organizations. It emphasizes a well-defined organizational structure with clear lines of authority and responsibility. This can be beneficial for new or small organizations as it establishes a foundation for decision-making and accountability and

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emphasizes the importance of managers planning tasks, setting clear goals, and monitoring performance. This can enhance predictability and ensure alignment with organizational objectives. It's important to acknowledge that the Classical Management Theory can be criticized for being overly rigid and neglecting the human aspect of work. However, its core principles of structure, specialization, planning, and control can still provide a valuable foundation for organizations, particularly in situations that require clear roles, standardized processes, and increased efficiency.

Contemporary Management Theory offer several strengths compared to Classical approaches, making them well-suited for today's dynamic and complex business environment. It focuses on flexibility and adaptability (Fiedler. 1967). It encourages in giving employees ownership and decision-making authority within their area of expertise. This fosters a sense of engagement, increases motivation, and leverages the diverse skills and knowledge of the workforce. ([Conger, Jay A., and Ronald E., 1993)

Furthermore, contemporary management theories provide valuable frameworks for organizations to analyze situations, make informed decisions, and improve their overall effectiveness.

Neoclassical Management Theory isn't as widely recognized as classical or contemporary approaches. It's more of a bridge between the two, incorporating some classical elements while acknowledging limitations and paving the way for more modern perspectives (Institute of Economic Affairs, 1995). This theory, drawing from classical approaches, emphasizes efficiency and productivity improvement through techniques like time and motion

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studies and economic analysis. This focus can be valuable for organizations seeking to optimize operations and resource allocation.

According to Institute of Economic Affairs (1995), Neoclassical theory is sometimes linked to the idea of economic rationality, where decisions are based on logic and maximizing economic benefits. This can be a strength in situations requiring clear cost-benefit analysis and objective decision-making. Critics argue that neoclassical management focuses too narrowly on economic efficiency and ignores human factors like employee motivation and organizational culture. This can lead to a rigid and impersonal work environment. The concept of neoclassical management is not as well-defined as classical or contemporary approaches. While it might offer some strengths inefficiency and rationality, it's crucial to consider its limitations and potential integration into modern management frameworks.

Educational institutions are recognizing the need to adapt to a changing world. They are exploring innovative teaching methods, incorporating technology effectively, and fostering a culture of continuous improvement. There are several reasons why leaders should study and apply established modern management theories in the workplace. It increases productivity where leaders learn how to make the most of their team members, improving performances and increasing productivity. It simplifies decision making that gives leaders strategies that speed up the decision-making process, helping those leaders be more effective in their roles, Leaders learn how to encourage team member participation and increase collaboration among an entire group, and encourages leaders to make scientifically proven changes rather than relying on their judgment (Fiedler, 1967). Contemporary management

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principles are increasingly being adopted by educational institutions to improve efficiency and effectiveness. It includes *Data-Driven Decision Making* principle in which schools are collecting and analyzing data on student performance, resource allocation, and teacher effectiveness.

This data is used to inform strategic decisions, personalize learning experiences, and identify areas for improvement; *Strategic Planning* where educational institutions are developing clear, long-term goals and aligning resources to achieve them. This includes setting measurable objectives, monitoring progress, and adapting strategies as needed (American Association of School Administrators, 2016); *Performance Management* in which schools are implementing systems to measure teacher and student performance, providing feedback, and supporting professional development. This helps ensure educators have the skills and resources to be successful (The Wallace Foundation, 2010); the *Collaborative Leadership* where school leaders are moving away from top-down management and engaging teachers, staff, and parents in decision-making processes. This fosters a sense of ownership, improves buy-in for initiatives, and leverages diverse perspectives. (Fullan, 2008).

By understanding different theories and selecting the most relevant ones for their specific context, organizations can gain a significant competitive advantage. These theories provide understanding how modern management practices can influence organizations to be more efficient, adaptable, and responsive to the ever-changing business landscape.

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EXPLANATION OF THE CONTEMPORARY MANAGEMENT THEORIES BEING UTILIZED

Northwestern Agusan Colleges has become a recognized higher learning institution in the CARAGA Region. After facing challenges, the school underwent a significant transformation in its leadership and facilities. Previously, mismanagement threatened the institution's stability. However, new leadership took the initiative to revitalize the school. This involved revisiting the mission and vision, and implementing stricter practices like planning, decision-making, and close monitoring.

By embracing change in the administration, the **CONTINGENCY THEORY** as applied in the school setting where educators and administrators can be more flexible and responsive to the unique circumstances they face, leading to better outcomes for students and the school as a whole. Success at **Northwestern Agusan Colleges** hinges on adaptability. Everyone, from administrators to teachers, manage to become flexible Leaders consider factors like effective leadership styles, understanding the school's culture, student needs, teacher strengths, and available resources. Similarly, teachers need to adapt their teaching methods based on how students learn best, the subject they're teaching, and the classroom environment.

The school recognizes the ripple effect of change in the system. The administration understands that even a seemingly isolated adjustment, like a new teaching methods during the pandemic can have far-reaching consequences. For instance, this new method could impact not just student learning, but also teacher morale, how involved parents become, and

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even how resources are distributed throughout the school. The pandemic caused the school to utilize the **SYSTEMS THEORY** that was really a useful tool for educators because it encourages them to look beyond isolated problems and see the interconnectedness of everything within a school and become systematic.

Northwestern Agusan Colleges has effectively implement classical management theory where open communication and collaboration among teachers, administrators, and support staff abound. As evidence, the school practice the weekly departmental meeting to review performances and fixing schedules to avoid traffic in all school activities and programs.

CLASSICAL MANAGEMENT theories laid the groundwork for modern management practices in Northwestern Agusan Colleges. Even though these theories have limitations in educational settings due to their focus on efficiency and not always considering the human element, nevertheless it was applied in the institution for some reasons. Thus, teachers were assigned to teach specific subjects based on their expertise. For example, a math teacher focuses on delivering math curriculum, while an English teacher handles language arts.

The school also has a clear chain of command for decision-making. In NAC a well-defined organizational structure was established with the Board of Directors as governing body, the School President as implementer, followed by the Academic Director, College Dean, Department Heads, and then teachers down to school staff.

This ensures clear communication and avoids confusion about who makes decisions. More so, the Efficiency theory, which focuses on optimizing processes and resources to

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achieve the best possible outcomes with minimal waste, can be effectively applied in a school setting. This theory emphasizes the importance of maximizing the use of available resources, improving productivity, and ensuring that every action contributes to the overall goals of the institution.

APPLICATION OF EFFICIENCY THEORY IN A NORTHWESTERN AGUSAN COLLEGES

Resource Allocation and Utilization: The school often has limited resources, including finances, materials, and time. The school Administrators allocate these resources in a way that maximizes their impact. For instance, ensuring that funds are directed towards high-impact areas such as teacher training, curriculum development, and essential infrastructure improvements can enhance overall school performance (Hannaway & Carnoy, 1993).

Operational Efficiency: Northwestern Agusan Colleges has a streamlining administrative processes that can reduce waste and improve the school's operational efficiency. It involves implementing better information systems to manage student data, attendance, and academic records. By automating routine tasks, school staff can focus more on educational activities and student support (Leithwood & Riehl, 2003).

Instructional Efficiency: Teachers apply efficiency principles in their classrooms by using evidence-based instructional strategies that have been proven to yield the best learning outcomes with the least amount of wasted effort. For example, differentiated instruction

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tailored to students' individual learning needs can help optimize learning time and improve student achievement (Tomlinson, 2001)

Time Management: Effective time management strategies can be applied to both administrative and instructional activities. The school ensure that time is used efficiently by minimizing downtime, reducing unnecessary meetings, and creating a structured schedule that maximizes learning time (Hallinger, 2003).

Professional Development: The school is investing in targeted professional development for teachers that can lead to more efficient teaching practices. It also holds training programs that focus on the most effective teaching methods, classroom management strategies, and aids the use of technology that help teachers become more productive and improve student outcomes (Darling-Hammond et al., 2009).

At Northwestern Agusan Colleges, efficiency theory can be observed through several initiatives under the new administration:

Compliance and Standards: By aligning with DepEd and CHED standards, the school ensures that its resources are used effectively to meet regulatory requirements and enhance educational quality.

Hiring Policies: Implementing stringent hiring policies ensures that only qualified and capable teachers are recruited, which optimizes the quality of education and minimizes the need for corrective training.

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Departmental Realignment: Creating new departments and realigning subjects according to teachers' expertise ensures that instructional resources are used effectively, leading to better educational outcomes.

Leadership Development: By developing new leaders within the institution, the school ensures that its administrative and instructional practices are continuously improved and optimized for efficiency.

Faculty Development: Teachers were given a scholarship program in order to undergo graduate studies.

Northwestern Agusan Colleges can ensure that it operates effectively, providing high-quality education while minimizing waste and making the best use of available resources. The **ADMINISTRATIVE THEORY** within a school setting emphasizes the principles and processes necessary for effective management and leadership of educational institutions. This theory, rooted in the works of early 20th-century management theorists like Henri Fayol and Max Weber, focuses on the systematic organization, coordination, and control of various school activities to achieve educational objectives efficiently.

APPLICATION OF ADMINISTRATIVE THEORY IN A SCHOOL SETTING IN TERMS OF:

Organizational Structure: Administrative theory highlights the importance of a clear organizational structure within Northwestern Agusan Colleges. This involves defining roles,

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responsibilities, and hierarchies to ensure that every staff member understands their duties and the chain of command.

Bureaucratic Management: Max Weber's concept of bureaucratic management is particularly relevant in educational settings. It emphasizes formal rules and procedures, a clear hierarchy, and impersonal relationships to ensure fairness and efficiency. Northwestern Agusan Colleges implement standardized policies and procedures to manage admissions, examinations, and staff evaluations.

Coordination and Control: Effective coordination in Northwestern Agusan Colleges among different departments and control mechanisms are practiced and initiated by the school administration. The Administration conducted regular meetings, communication channels, and performance reviews to ensure that all parts of the school are working towards common goals. This includes coordination between administrative staff, teachers, and support personnel (Gulick & Urwick, 1937).

Planning and Forecasting: Strategic planning and forecasting are essential components of administrative theory. The school Administration conducted a whole day Strategic Planning with the Technical Working Group twice a year for advance planning and foresee the discrepancies of other activities and programs for the future by setting long-term goals, anticipating challenges, and allocating resources accordingly. This involves creating development plans, budgeting, and implementing policies that align with the school's vision and mission (Fayol, 1949)

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Decision-Making Processes: Administrative theory emphasizes rational decision-making processes. The Administration of Northwestern Agusan Colleges gathers and analyze data, consider various alternatives, and make decisions based on evidence and strategic priorities. This systematic approach helps in addressing issues effectively and implementing solutions that are in the best interest of the school community (Simon, 1947). In Northwestern Agusan Colleges the principles of administrative theory can be seen in the following ways:

Organizational Clarity: The new administration has established clear roles and responsibilities, ensuring that all staff members understand their duties. This clarity helps in efficient task management and accountability.

Standardized Procedures: By adhering to DepEd and CHED standards, the school implements standardized procedures for hiring, curriculum development, and student assessments. This bureaucratic approach ensures consistency and fairness across the institution.

Strategic Planning: The administration's efforts to create new departments and align subjects with teachers' expertise reflect a commitment to strategic planning. These actions are based on thorough analysis and forecasting of the school's needs.

Coordination Mechanisms: Regular meetings and communication channels have been established to coordinate activities between different departments, ensuring that all efforts are aligned with the school's goals.

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Rational Decision-Making: The administration's data-driven approach to decision-making helps in effectively addressing challenges and leveraging opportunities for the school's improvement.

Administrative theory provides a robust framework for managing educational institutions. By focusing on clear organizational structures, standardized procedures, effective coordination, strategic planning, and rational decision-making, school administrators can enhance the efficiency and effectiveness of their operations. Implementing these principles at Northwestern Agusan Colleges has led to significant improvements, aligning the school with regulatory standards and promoting its overall development.

APPLICATION OF BUREAUCRATIC THEORY IN NORTHWESTERN AGUSAN COLLEGES

Clear Hierarchical Structure: Bureaucratic theory stresses the importance of a well-defined organizational hierarchy. Northwestern Agusan Colleges has a clear chain of command from the Board of Directors to teachers and staff members. This structure ensures that responsibilities are clearly delineated, and lines of authority are respected, facilitating efficient decision-making and accountability (Weber, 1947).

Formal Rules and Procedures: Northwestern Agusan Colleges establishes formal rules and procedures to guide all aspects of the operations. This includes policies for student admissions, grading systems, disciplinary actions, and staff evaluations.

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Impersonal Relationships: Weber's theory advocates for impersonal relationships within a bureaucracy to ensure that decisions are made based on rules and regulations rather than personal preferences or relationships. In Northwestern Agusan Colleges, teachers, administrators, and students are treated equally under the school's policies, promoting fairness and objectivity in administration and instructional practices (Weber, 1947).

Specialization and Division of Labor: The administration of Northwestern Agusan Colleges assigns specific roles and responsibilities to the employees based on their expertise. For example, guidance counselors handle student counseling, while department heads oversee curriculum development and teacher supervision

Professionalism and Competence: Bureaucracies value professionalism and competence. Northwestern Agusan Colleges adheres to bureaucratic principles, implement rigorous hiring practices to ensure that staff members are highly qualified and capable. Continuous professional development is also encouraged to maintain high standards of competence among educators and administrators (Hoy & Miskel, 2008).

APPLICATION OF QUANTITATIVE THEORY IN NORTHWESTERN AGUSAN COLLEGES

Data-Driven Decision Making: Quantitative theory emphasizes the use of data to inform decisions. In Northwestern Agusan Colleges, data on student performance, attendance, behavior, and other metrics are analyzed to identify trends, strengths, and areas for

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improvement. For example, analyzing standardized test scores can help educators identify which subjects or skills need more focus (Levin & Fullan, 2008).

Resource Allocation: Educational institutions are often have limited resources, including finances, staff, and materials. NAC administrators allocate these resources more effectively. For example, budgeting based on historical spending data and projected needs ensures that funds are used efficiently (Monk, 1990).

Performance Measurement: Quantitative metrics can be used to evaluate the performance of both students and teachers. Northwestern Agusan Colleges implemented systems for tracking student progress over time, assessing teacher effectiveness through student outcomes, and identifying best practices. This information can guide professional development and instructional strategies (Goldhaber & Brewer, 2000).

Operational Efficiency: NAC use quantitative methods to streamline operations and improve efficiency. This include optimizing class schedules, managing inventories of supplies, and planning transportation routes.

Program Evaluation: Evaluating the effectiveness of educational programs and interventions is crucial for continuous improvement. Quantitative methods such as experimental and quasi-experimental designs can help determine whether specific programs or teaching methods are producing the desired outcomes. This allows the school to make informed decisions about which initiatives to continue, modify, or discontinue (Borman et al., 2002).

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At Northwestern Agusan Colleges, the application of quantitative theory is evident in several areas:

Data Analysis for Student Achievement: The school collects data on student performance in various subjects and uses this information to identify areas needing improvement. By analyzing test scores and other performance indicators, the school can tailor instructional strategies to meet students' needs.

Budgeting and Resource Management: The administration uses quantitative methods to develop budgets and allocate resources efficiently. Historical financial data and enrollment projections inform spending decisions, ensuring that funds are directed towards the most impactful areas.

Teacher Performance Evaluation: Quantitative metrics are used to assess teacher effectiveness. Data on student outcomes, classroom observations, and peer reviews contribute to a comprehensive evaluation system that helps identify areas for professional development.

Operational Improvements: The school employs quantitative techniques to optimize operational processes, such as scheduling classes and managing supplies. This ensures that resources are used efficiently and that operations run smoothly.

Program Assessment: The effectiveness of educational programs is evaluated using quantitative methods. For example, the school might compare the performance of students in a new instructional program with those in a traditional program to determine its impact.

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Quantitative theory provides valuable tools for managing schools more effectively by using data to inform decisions, optimize resources, measure performance, and evaluate programs. By adopting quantitative methods, schools like Northwestern Agusan Colleges can enhance their operational efficiency and educational outcomes, ensuring that resources are used wisely and that students receive a high-quality education.

Schools as learning organizations are committed to ongoing reflection and improvement. This involves regularly assessing teaching methods, student performance, and administrative processes to identify areas for enhancement. The Plan-Do-Check-Act (PDCA) cycle is often used to facilitate this continuous improvement process (Deming, 1986).

At Northwestern Agusan Colleges, the principles of organizational learning theory can be seen in several initiatives and practices:

Professional Learning Communities (PLCs): The school has established PLCs where teachers meet regularly to discuss instructional strategies, share experiences, and collaboratively solve problems. This fosters a culture of continuous learning and improvement.

Data-Informed Decision Making: NAC Administrators and teachers use data from student assessments, surveys, and other sources to inform decisions about curriculum changes, teaching methods, and resource allocation. This ensures that improvements are based on evidence and aligned with the school's goals.

Innovation in Teaching and Learning: NAC encourages the adoption of innovative teaching practices and technologies. Pilot programs are often introduced to test new ideas, with successful initiatives being scaled up across the school.

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Reflective Practices: Teachers engage in reflective practices through regular self-assessment and peer feedback sessions. This helps them to continuously improve their instructional methods and better meet the needs of their students.

Systems Thinking Approach: NAC applies systems thinking to understand the complex interdependencies within the school. This approach helps in identifying root causes of issues and designing comprehensive solutions that address multiple facets of the educational environment.

Viewing schools as learning organizations offers a powerful framework for fostering continuous improvement, adaptability, and collaboration. By embracing the principles of organizational learning theory, schools like Northwestern Agusan Colleges can create an environment where educators and students thrive through ongoing reflection, knowledge sharing, and innovation. This approach not only enhances individual and collective performance but also ensures that the school remains responsive to the changing educational landscape.

APPLICATION OF HUMAN RELATIONS THEORY IN NORTHWESTERN AGUSAN COLLEGES

Building Positive Relationships: Human relations theory underscores the importance of nurturing positive relationships among all members of the school community. Northwestern Agusan Colleges fosters a positive and collaborative environment by nurturing

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strong connections. This includes relationships between teachers and students, colleagues with each other, and staff members with administrators. Team-building activities, frequent staff meetings, and opportunities for social interaction all play a key role in building this supportive atmosphere.

Teacher and Staff Morale: High morale among teachers and staff is crucial for a positive school climate. Administrators can enhance morale by recognizing and celebrating achievements, providing opportunities for professional development, and ensuring that teachers feel valued and heard. Acknowledging teachers' efforts and involving them in decision-making processes can significantly boost their job satisfaction and commitment (Sergiovanni, 2000).

Student Engagement and Well-being: Human relations theory also applies to student interactions. Northwestern Agusan Colleges prioritizes creating a strong sense of community, which boosts student engagement and well-being. They achieve this by fostering positive teacher-student relationships. Initiatives like mentorship programs, peer support groups, and classrooms that embrace inclusivity all contribute to students feeling connected and supported at school. (Wentzel, 2009).

Effective Communication: Open and effective communication is a cornerstone of human relations theory. In Northwestern Agusan Colleges, this involves ensuring that there are clear channels for communication between all stakeholders, including teachers, students, parents, and administrators. Regular feedback loops, surveys, and open forums can help maintain transparency and trust (Lunenburg & Ornstein, 2008).

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Collaborative Decision-Making: The school administration involved teachers and staff in the decision-making process. When teachers feel that their opinions and expertise are valued, they are more likely to be committed to implementing school policies and initiatives. Collaborative decision-making can be facilitated through committees, advisory councils, and participatory leadership styles (Bush, 2011).

THE APPLICATION OF HUMAN RELATIONS THEORY IN AT NORTHWESTERN AGUSAN COLLEGES CAN BE OBSERVED IN VARIOUS PRACTICES:

Strengthening Teacher-Student Relationships: The school prioritizes building strong relationships between teachers and students through mentorship programs, regular one-on-one meetings, and extracurricular activities that foster interaction and mutual respect.

Enhancing Staff Morale: The administration recognizes the achievements of teachers and staff through awards, public acknowledgments, and professional development opportunities. This recognition helps in maintaining high morale and job satisfaction.

Promoting Student Well-being: Programs focused on student well-being, such as counseling services, peer mentoring, and inclusive classroom activities, ensure that students feel supported and valued. These initiatives contribute to a positive and engaging school environment.

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Facilitating Open Communication: The school has established clear communication channels, including regular staff meetings, newsletters, and open forums where teachers, students, and parents can voice their concerns and suggestions. This open communication helps in building trust and transparency.

Collaborative Decision-Making: Teachers and staff are actively involved in decision-making processes through committees and advisory groups. This collaborative approach ensures that decisions are well-informed and broadly supported.

Human Relations Theory emphasizes the importance of social relationships, communication, and employee well-being in creating a positive and productive organizational environment. In a school setting, applying this theory involves fostering strong interpersonal relationships, maintaining high morale among teachers and staff, engaging students, ensuring effective communication, and involving all stakeholders in decision-making processes. Northwestern Agusan Colleges demonstrates how these principles can be effectively implemented to create a supportive and thriving educational community.

APPLICATION OF THEORY X AND Y IN NORTHWESTERN AGUSAN COLLEGES

In a Theory X environment, NAC administrators does not adopt a directive leadership style, micromanage teachers, and enforce strict rules and regulations. *Teachers in NAC are not viewed as needing constant supervision and control.* This approach was dropped by the school administrators because it can lead to low morale among teachers, resistance to change,

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and a lack of innovation in teaching methods (McGregor, 1960). Theory Y management in schools was being embraced by NAC because it emphasizes trust, empowerment, and collaboration. NAC Administrators trust teachers to make decisions and take initiative in their classrooms.

They are given autonomy to design their curriculum, adopt innovative teaching methods, and create a supportive learning environment. Students are viewed as capable and motivated learners who can take ownership of their education, leading to a focus on student-centered approaches and personalized learning. Theory Y management fosters a positive school culture, encourages creativity and innovation, and promotes professional growth among teachers (McGregor, 1960).

METHODOLOGY

This section outlines the methodological approach used to investigate the application of Contemporary Management Theory integrated in management practices of Northwestern Agusan Colleges. Also, to understand how contemporary management theories are implemented in practice. The Mixed Approach is being used to conduct a case study of the integration of contemporary management in NAC and to understand the experiences and challenges of applying contemporary theories. A survey questionnaire is used to collect the data from the sample that obtains information from the respondents. The data will be treated using the jamovi 2.3.28 to ensure accuracy in the study.

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RESULTS AND CASE STUDY ANALYSIS

SCORING AND QUANTIFICATION

STRONGLY AGREE	3.21 – 4.00
AGREE	2.41 – 3.20
DISAGREE	1.61 – 2.40
STRONGLY DISAGREE	.80 – 1.60

Table 1. DEMOGRAPHICS

	Classification	Age	Respondent	No. of yrs. In the institution	Sex
N	20	20	20	20	20
Missing	0	0	0	0	0
Mean		36.8	10.5	6.70	
Median		35.5	10.5	3.00	
Standard deviation		11.6	5.92	8.50	
Minimum		23	1	1	
Maximum		59	20	28	

The data provided above appears to be descriptive statistics for a sample of 20 respondents. The average age of the respondents is 36.8 years old, with a standard deviation of 11.6 years. The minimum age is 23 and the maximum age is 59. The median age is 35.5 years old, indicating that half of the respondents are younger than 35.5 and the other half are older. The average number of years that respondents have been in the institution is 10.5 years, with a standard deviation of 5.92 years. The minimum number of years is 1 and the maximum

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number of years is 20. The median number of years is 3.00 years, indicating that half of the respondents have been in the institution for less than 3 years and the other half have been there for longer. It's worth noting that the median is considerably lower than the mean, suggesting that the distribution of years in the institution might be skewed towards lower values.

Table 2. FREQUENCIES OF CLASSIFICATION

Classification	Counts	% of Total	Cumulative %
Non-Teaching	12	60.0 %	60.0 %
Teaching	8	40.0 %	100.0 %

The data shows that there is a relatively even distribution between teaching and non-teaching staff, with slightly more non-teaching staff (60.0%) than teaching staff (40.0%).

Table 3. FREQUENCIES OF AGE

Age	Counts	% of Total	Cumulative %
23	1	5.0 %	5.0 %
25	4	20.0 %	25.0 %
26	1	5.0 %	30.0 %
28	1	5.0 %	35.0 %
29	1	5.0 %	40.0 %
31	1	5.0 %	45.0 %

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Table 3. FREQUENCIES OF AGE

Age	Counts	% of Total	Cumulative %
33	1	5.0 %	50.0 %
38	3	15.0 %	65.0 %
43	1	5.0 %	70.0 %
44	1	5.0 %	75.0 %
47	1	5.0 %	80.0 %
50	1	5.0 %	85.0 %
5	1	5.0 %	90.0 %
58	1	5.0 %	95.0 %
59	1	5.0 %	100.0 %

The data above shows the age distribution of a sample population. The ages range from 23 to 59 years old. The distribution appears uniform, with no single age group dominating. There's a slight concentration of individuals in the 25 & 38 year-old age group (4 & 3 people). Each individual age group represents 5% of the total sample except for the 25 & 38 -year-old group (20% and 15%).

Table 4. FREQUENCIES OF RESPONDENT

Respondent	Counts	% of Total	Cumulative %
1	1	5.0 %	5.0 %
2	1	5.0 %	10.0 %
3	1	5.0 %	15.0 %

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Table 4. FREQUENCIES OF RESPONDENT

Respondent	Counts	% of Total	Cumulative %
4	1	5.0 %	20.0 %
5	1	5.0 %	25.0 %
6	1	5.0 %	30.0 %
7	1	5.0 %	35.0 %
8	1	5.0 %	40.0 %
9	1	5.0 %	45.0 %
10	1	5.0 %	50.0 %
11	1	5.0 %	55.0 %
12	1	5.0 %	60.0 %
13	1	5.0 %	65.0 %
14	1	5.0 %	70.0 %
15	1	5.0 %	75.0 %
16	1	5.0 %	80.0 %
17	1	5.0 %	85.0 %
18	1	5.0 %	90.0 %
19	1	5.0 %	95.0 %
20	1	5.0 %	100.0 %

In Table 4 there is a total of 20 respondents. The data suggests a uniform distribution, with each respondent ID appearing only once and representing 5% of the total sample. Since each respondent has a unique ID, it implies that each person only responded to the survey once. The frequency of each respondent is exactly 1 (5%) and evenly distributed throughout.

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Table 5. FREQUENCIES OF NO. OF YRS. IN THE INSTITUTION

No. of yrs. In the institution	Counts	% of Total	Cumulative %
1	2	10.0 %	10.0 %
2	6	30.0 %	40.0 %
3	5	25.0 %	65.0 %
4	2	10.0 %	75.0 %
8	1	5.0 %	80.0 %
13	1	5.0 %	85.0 %
24	2	10.0 %	95.0 %
28	1	5.0 %	100.0 %

The data above shows the frequency of respondents based on the number of years they have been in the institution. The distribution is skewed towards lower years. A higher percentage of respondents (30%) have been in the institution for 2 years, followed by 25% who have been there for 3 years. The data shows a range of 1 to 28 years, indicating a significant variation in the length of time people have been at the institution.

Table 6. FREQUENCIES OF SE

Frequencies of Sex

	Counts	% of Total	Cumulative %
Female	14	70.0 %	70.0 %
Male	6	30.0 %	100.0 %

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The data shows the frequency of respondents categorized by sex. 70% of respondents are categorized by the number "14" (which we can likely interpret as "Female") and 30% are categorized by "6" (likely "Male").

TABLE 7. CONTINGENCY THEORY

	CT1	CT2	CT3	CT4	CT5
N	20	20	20	20	20
Missing	0	0	0	0	0
Mean	3.20	3.15	3.30	3.50	3.45
Median	3.00	3.00	3.00	3.50	3.00
Standard deviation	0.523	0.671	0.571	0.513	0.510
Minimum	2	2	2	3	3
Maximum	4	4	4	4	4

The means value is close for all variables, suggesting a relatively symmetrical distribution. The standard deviations are all below 1, indicating that the data points are fairly close to their respective mean which implies that Contingency Theory is applied in Northwestern Agusan Colleges.

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TABLE 8. SYSTEMS THEORY

DESCRIPTIVE	ST1	ST2	ST3	ST4	ST5
N	20	20	20	20	20
Missing	0	0	0	0	0
Mean	3.35	3.55	3.45	3.40	3.20
Median	3.00	4.00	3.00	3.00	3.00
Standard deviation	0.489	0.510	0.510	0.503	0.523
Minimum	3	3	3	3	2
Maximum	4	4	4	4	4

The data above shows a descriptive statistic for five continuous variables (ST1, ST2, ST3, ST4, ST5). There are 20 data points (observations) for each variable, indicating a total sample size of 20. There are zero missing values for any of the variables, signifying complete data for all observations. The Standard Deviation s are all below 1 and the same time the mean displays within the range of 3.21- 4.00 which strongly agree that the theory is being practiced in the school (NAC)

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TABLE 9. EFFICIENCY THEORY

DESCRIPTIVES	SMT1	SMT2	SMT3	SMT4	SMT5
N	20	20	20	20	20
Missing	0	0	0	0	0
Mean	3.45	3.50	3.40	3.30	3.55
Median	3.00	3.50	3.00	3.00	4.00
Standard deviation	0.510	0.513	0.598	0.470	0.510
Minimum	3	3	2	3	3
Maximum	4	4	4	4	4

Table 9 indicates that respondents' evaluations of Efficiency Theory center near the mean value, with a symmetrical distribution around it as shown by the standard deviation. This strongly indicates that the school geared towards efficiency. The respondents noticed that the school has put the policies in place and feel that they now part of the team.

TABLE 10. ADMINISTRATIVE THEORY

DESCRIPTIVE	AT1	AT2	AT3	AT4	AT5
N	20	20	20	20	20
Missing	0	0	0	0	0
Mean	3.50	3.55	3.45	3.55	3.45
Median	4.00	4.00	3.50	4.00	3.50

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DESCRIPTIVE	AT1	AT2	AT3	AT4	AT5
Standard deviation	0.607	0.510	0.605	0.605	0.605
Minimum	2	3	2	2	2
Maximum	4	4	4	4	4

The data in table 10 indicates a central tendency in the responses. The mean score reflects a typical response, and the standard deviation suggests a relatively even spread of scores around that average. The application of this theory is clearly seen in the school since the Department Heads were given the opportunity to be heard for they are now part of the decision making. Everyone is now on the same direction and employees feel that they are now valued in the organization. Their efforts are being recognized and also standardizing their benefits.

TABLE 11. BUREAUCRATIC THEORY

DESCRIPTIVES	BT1	BT2	BT3	BT4	BT5
N	20	20	20	20	20
Missing	0	0	0	0	0
Mean	3.50	3.45	3.30	3.30	3.45
Median	3.50	3.50	3.00	3.00	3.00
Standard deviation	0.513	0.605	0.571	0.571	0.510
Minimum	3	2	2	2	3

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DESCRIPTIVES

	BT1	BT2	BT3	BT4	BT5
Maximum	4	4	4	4	4

The data on Bureaucratic theory in this description suggests a central tendency in the responses. This means most answers cluster around the average score, indicating a neutral or mixed view on the theory. The way Bureaucratic theory is described shows a uniform distribution of responses. All the answers are spread out evenly, with no strong preference for or against the theory. With this theory, the school evidence its presence with the existence of a structured framework for its administration, emphasizing the importance of hierarchies, more standardized procedure, and practice professional competence.

TABLE 12. QUANTITATIVE MANAGEMENT THEORY

Descriptive

	QT1	QT2	QT3	QT4	QT5
N	20	20	20	20	20
Missing	0	0	0	0	0
Mean	3.60	3.35	3.30	3.50	3.65
Median	4.00	3.00	3.00	3.50	4.00
Standard deviation	0.503	0.489	0.571	0.513	0.489
Minimum	3	3	2	3	3

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Descriptive	QT1	QT2	QT3	QT4	QT5
Maximum	4	4	4	4	4

The table above indicates respondents' answers on this topic are generally similar, with the average score reflecting a common viewpoint. This mean score ranges from 3.30(QT3) to 3.65(QT5). QT3 exhibits the highest variability in scores, while QT2 and QT5 show the least. The school is now practicing the use of budget and resource management. Performance evaluation is now initiated to both teaching and non-teaching personnel. The school also focus on student performance.

TABLE 13. ORGANIZATIONAL LEARNING THEORY

Descriptive	OLS1	OLS2	OLS3	OLS4	OLS5
N	20	20	20	20	20
Missing	0	0	0	0	0
Mean	3.55	3.30	3.45	3.55	3.70
Median	4.00	3.00	3.00	4.00	4.00
Standard deviation	0.605	0.470	0.510	0.510	0.470
Minimum	2	3	3	3	3
Maximum	4	4	4	4	4

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The table suggests respondents' answers are fairly consistent, with most responses clustered around a central value. The figures display that the school as learning organization, offers a powerful framework in obtaining continuous improvement, adaptability, and collaboration.

TABLE 14. HUMAN RELATIONS THEORY

Descriptive	HRT1	HRT2	HRT3	HRT4	HRT5
N	20	20	20	20	20
Missing	0	0	0	0	0
Mean	3.65	3.55	3.50	3.30	3.40
Median	4.00	4.00	3.50	3.00	3.00
Standard deviation	0.489	0.510	0.513	0.470	0.503
Minimum	3	3	3	3	3
Maximum	4	4	4	4	4

Table 14 shows the mean value is somewhat close thus the respondents knew the responsibility of the change in their relation that takes into action. In the school setting, applying this theory involves fostering strong interpersonal relationships, maintaining high morale among teachers and staff, engage the students, ensure effective communication, and involving all stakeholders in decision making process.

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TABLE 15. THEORY X AND THEORY Y

Descriptives	TXY1	TXY2	TXY3	TXY4	TXY5
N	20	20	20	20	20
Missing	0	0	0	0	0
Mean	3.40	3.35	3.05	3.60	3.50
Median	3.00	3.00	3.00	4.00	3.50
Standard deviation	0.503	0.489	0.510	0.503	0.513
Minimum	3	3	2	3	3
Maximum	4	4	4	4	4

The table of the theory of X and Y shows a varied but close value of the mean and the distance of the mean deviation is relevantly close, thus, this theory express a relationship. The figure is a clear evidence that the school has initiated an environment where educators and students thrive through on going reflection, knowledge sharing, and innovation.

DISCUSSION

Northwestern Agusan Colleges is a recognized Higher Educational Institution in the CARAGA Region. The school underwent a significant transformation in its leadership and facilities. The mismanagement threatened the institution's stability, however, new leadership took the initiative to revitalize the school. This involved revisiting the mission and vision, and implementing stricter practices like planning, decision-making, and close monitoring.

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By embracing change in the administration, everyone, from administrators to teachers, manage to become flexible. Leaders consider factors like effective leadership styles, understanding the school's culture, student needs, teacher strengths, and available resources. Similarly, teachers need to adapt their teaching methods based on how students learn best, the subject they're teaching, and the classroom environment. The school recognizes the ripple effect of change in the system.

The school administration understands that even a seemingly isolated adjustment, like a new teaching methods during the pandemic can have far-reaching consequences. For instance, this new method could impact not just student learning, but also teacher morale, how involved parents become, and even how resources are distributed throughout the school. The pandemic caused the school to utilize the management that was really a useful tool for educators because it encourages them to look beyond isolated problems and see the interconnectedness of everything within a school and become systematic.

Northwestern Agusan Colleges has effectively implement classical management theory where open communication and collaboration among teachers, administrators, and support staff abound. As evidence, the school practice the weekly departmental meeting to review performances and fixing schedules to avoid traffic in all school activities and programs. laid the groundwork for modern management practices in Northwestern Agusan Colleges. Even though these theories have limitations in educational settings due to their focus on efficiency and not always considering the human element, nevertheless it was applied in the institution for some reasons. Thus, teachers were assigned to teach specific subjects based on their

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expertise. For example, a math teacher focuses on delivering math curriculum, while an English teacher handles language arts. The school also has a clear chain of command for decision-making. In NAC a well-defined organizational structure was established with the Board of Directors as governing body, the School President as implementer, followed by the Academic Director, College Dean, Department Heads, and then teachers down to school staff. This ensures clear communication and avoids confusion about who makes decisions. More so, the Efficiency theory, which focuses on optimizing processes and resources to achieve the best possible outcomes with minimal waste, can be effectively applied in a school setting. This theory emphasizes the importance of maximizing the use of available resources, improving productivity, and ensuring that every action contributes to the overall goals of the institution.

The school often has limited resources, including finances, materials, and time. The school Administrators allocate these resources in a way that maximizes their impact. For instance, ensuring that funds are directed towards high-impact areas such as teacher training, curriculum development, and essential infrastructure improvements can enhance overall school performance (Hannaway & Carnoy, 1993). It has a streamlining administrative processes that can reduce waste and improve the school's operational efficiency. It involves implementing better information systems to manage student data, attendance, and academic records. By automating routine tasks, school staff can focus more on educational activities and student support (Leithwood & Riehl, 2003). Teachers apply efficiency principles in their classrooms by using evidence-based instructional strategies that have been proven to yield the best learning outcomes with the least amount of wasted effort. For example, differentiated

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instruction tailored to students' individual learning needs can help optimize learning time and improve student achievement (Tomlinson, 2001). Effective time management strategies can be applied to both administrative and instructional activities. The school ensure that time is used efficiently by minimizing downtime, reducing unnecessary meetings, and creating a structured schedule that maximizes learning time (Hallinger, 2003). The school is investing in targeted professional development for teachers that can lead to more efficient teaching practices. It also holds training programs that focus on the most effective teaching methods, classroom management strategies, and aids the use of technology that help teachers become more productive and improve student outcomes (Darling-Hammond et al., 2009).

By aligning with DepEd and CHED standards, NAC ensures that its resources are used effectively to meet regulatory requirements and enhance educational quality. Implementing stringent hiring policies ensures that only qualified and capable teachers are recruited, which optimizes the quality of education and minimizes the need for corrective training. Creating new departments and realigning subjects according to teachers' expertise ensures that instructional resources are used effectively, leading to better educational outcomes.

By developing new leaders within the institution, the school ensures that its administrative and instructional practices are continuously improved and optimized for efficiency. Teachers where given a scholarship program in order to undergo graduate studied. Northwestern Agusan Colleges can ensure that it operates effectively, providing high-quality education while minimizing waste and making the best use of available resources. The administrative management within a school setting emphasizes the principles and processes

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necessary for effective management and leadership of educational institutions. Administrative management highlights the importance of a clear organizational structure within Northwestern Agusan Colleges. This involves defining roles, responsibilities, and hierarchies to ensure that every staff member understands their duties and the chain of command.

The institution implements standardized policies and procedures to manage admissions, examinations, and staff evaluations. Effective coordination in Northwestern Agusan Colleges among different departments and control mechanisms are practiced and initiated by the school administration. The Administration conducted regular meetings, communication channels, and performance reviews to ensure that all parts of the school are working towards common goals. This includes coordination between administrative staff, teachers, and support personnel (Gulick & Urwick, 1937). Strategic planning and forecasting are essential components of administrative theory. The school Administration conducted a whole day Strategic Planning with the Technical Working Group twice a year for advance planning and foresee the discrepancies of other activities and programs for the future by setting long-term goals, anticipating challenges, and allocating resources accordingly. This involves creating development plans, budgeting, and implementing policies that align with the school's vision and mission (Fayol, 1949).

The administration of NAC emphasizes rational decision-making processes. The Administration gathers and analyze data, consider various alternatives, and make decisions based on evidence and strategic priorities. This systematic approach helps in addressing issues effectively and implementing solutions that are in the best interest of the school community

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(Simon, 1947). The new administration has established clear roles and responsibilities, ensuring that all staff members understand their duties. This clarity helps in efficient task management and accountability. By adhering to DepEd and CHED standards, the school implements standardized procedures for hiring, curriculum development, and student assessments. This bureaucratic approach ensures consistency and fairness across the institution. The administration's efforts to create new departments and align subjects with teachers' expertise reflect a commitment to strategic planning. These actions are based on thorough analysis and forecasting of the school's needs. Regular meetings and communication channels have been established to coordinate activities between different departments, ensuring that all efforts are aligned with the school's goals. The administration's data-driven approach to decision-making helps in effectively addressing challenges and leveraging opportunities for the school's improvement. Implementing these principles at Northwestern Agusan Colleges has led to significant improvements, aligning the school with regulatory standards and promoting its overall development.

Northwestern Agusan Colleges has a clear chain of command from the Board of Directors to teachers and staff members. This structure ensures that responsibilities are clearly delineated, and lines of authority are respected, facilitating efficient decision-making and accountability (Weber, 1947). It establishes formal rules and procedures to guide all aspects of the operations. This includes policies for student admissions, grading systems, disciplinary actions, and staff evaluations. Weber's theory advocates for impersonal relationships within a bureaucracy to ensure that decisions are made based on rules and regulations rather than

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personal preferences or relationships. In Northwestern Agusan Colleges, teachers, administrators, and students are treated equally. The school adheres to bureaucratic principles, implement rigorous hiring practices to ensure that staff members are highly qualified and capable. Continuous professional development is also encouraged to maintain high standards of competence among educators and administrators.

In Northwestern Agusan Colleges, data on student performance, attendance, behavior, and other metrics are analyzed to identify trends, strengths, and areas for improvement. For example, analyzing standardized test scores can help educators identify which subjects or skills need more focus (Levin & Fullan, 2008). NAC administrators allocate these resources more effectively. For example, budgeting based on historical spending data and projected needs ensures that funds are used efficiently (Monk, 1990). The school implemented systems for tracking student progress over time, assessing teacher effectiveness through student outcomes, and identifying best practices. This information can guide professional development and instructional strategies (Goldhaber & Brewer, 2000). Also the school uses quantitative methods to streamline operations and improve efficiency. This include optimizing class schedules, managing inventories of supplies, and planning transportation routes.

Evaluating the effectiveness of educational programs and interventions is crucial for continuous improvement. Quantitative methods such as experimental and quasi-experimental designs can help determine whether specific programs or teaching methods are producing the desired outcomes. This allows the school to make informed decisions about which initiatives to continue, modify, or discontinue (Borman et al., 2002). At Northwestern Agusan Colleges,

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the application of quantitative theory is evident in several areas. The school collects data on student performance in various subjects and uses this information to identify areas needing improvement. By analyzing test scores and other performance indicators, the school can tailor instructional strategies to meet students' needs. The administration uses quantitative methods to develop budgets and allocate resources efficiently. Historical financial data and enrollment projections inform spending decisions, ensuring that funds are directed towards the most impactful areas. Quantitative metrics are used to assess teacher effectiveness. Data on student outcomes, classroom observations, and peer reviews contribute to a comprehensive evaluation system that helps identify areas for professional development. The school employs quantitative techniques to optimize operational processes, such as scheduling classes and managing supplies. This ensures that resources are used efficiently and that operations run smoothly. The effectiveness of educational programs is evaluated using quantitative methods. For example, the school might compare the performance of students in a new instructional program with those in a traditional program to determine its impact. By adopting quantitative methods, schools like Northwestern Agusan Colleges can enhance their operational efficiency and educational outcomes, ensuring that resources are used wisely and that students receive a high-quality education.

Schools as learning organizations are committed to ongoing reflection and improvement. This involves regularly assessing teaching methods, student performance, and administrative processes to identify areas for enhancement. The Plan-Do-Check-Act (PDCA) cycle is often used to facilitate this continuous improvement process (Deming, 1986). It has

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established PLCs where teachers meet regularly to discuss instructional strategies, share experiences, and collaboratively solve problems. This fosters a culture of continuous learning and improvement.

NAC Administrators and teachers use data from student assessments, surveys, and other sources to inform decisions about curriculum changes, teaching methods, and resource allocation. This ensures that improvements are based on evidence and aligned with the school's goals. It encourages the adoption of innovative teaching practices and technologies. Pilot programs are often introduced to test new ideas, with successful initiatives being scaled up across the school. Teachers engage in reflective practices through regular self-assessment and peer feedback sessions. This helps them to continuously improve their instructional methods and better meet the needs of their students. NAC applies systems thinking to understand the complex interdependencies within the school. This approach helps in identifying root causes of issues and designing comprehensive solutions that address multiple facets of the educational environment.

Viewing schools as learning organizations offers a powerful framework for fostering continuous improvement, adaptability, and collaboration. By embracing the principles of organizational learning theory, schools like Northwestern Agusan Colleges can create an environment where educators and students thrive through ongoing reflection, knowledge sharing, and innovation. Human relations theory underscores the importance of nurturing positive relationships among all members of the school community. Northwestern Agusan Colleges fosters a positive and collaborative environment by nurturing strong

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connections. This includes relationships between teachers and students, colleagues with each other, and staff members with administrators. Team-building activities, frequent staff meetings, and opportunities for social interaction all play a key role in building this supportive atmosphere. High morale among teachers and staff is crucial for a positive school climate. Administrators can enhance morale by recognizing and celebrating achievements, providing opportunities for professional development, and ensuring that teachers feel valued and heard.

Acknowledging teachers' efforts and involving them in decision-making processes can significantly boost their job satisfaction and commitment (Sergiovanni, 2000). Northwestern Agusan Colleges prioritizes creating a strong sense of community, which boosts student engagement and well-being. They achieve this by fostering positive teacher-student relationships. Initiatives like mentorship programs, peer support groups, and classrooms that embrace inclusivity all contribute to students feeling connected and supported at school. (Wentzel, 2009). Open and effective communication is a cornerstone of human relations theory. In Northwestern Agusan Colleges, this involves ensuring that there are clear channels for communication between all stakeholders, including teachers, students, parents, and administrators. Regular feedback loops, surveys, and open forums can help maintain transparency and trust (Lunenburg & Ornstein, 2008).

NAC prioritizes also in building strong relationships between teachers and students through mentorship programs, regular one-on-one meetings, and extracurricular activities that foster interaction and mutual respect. The administration recognizes the achievements of teachers and staff through awards, public acknowledgments, and professional development

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opportunities. This recognition helps in maintaining high morale and job satisfaction. Programs focused on student well-

being, such as counseling services, peer mentoring, and inclusive classroom activities, ensure that students feel supported and valued. These initiatives contribute to a positive and engaging school environment. The school has established clear communication channels, including regular staff meetings, newsletters, and open forums where teachers, students, and parents can voice their concerns and suggestions. This open communication helps in building trust and transparency. Teachers and staff are actively involved in decision-making processes through committees and advisory groups. This collaborative approach ensures that decisions are well-informed and broadly supported.

NAC administrators do not adopt a directive leadership style, micromanage teachers, and enforce strict rules and regulations. Teachers in NAC are not viewed as needing constant supervision and control. This approach was dropped by the school administrators because it can lead to low morale among teachers, resistance to change, and a lack of innovation in teaching methods (McGregor, 1960). The school management emphasizes trust, empowerment, and collaboration. NAC Administrators trust teachers to make decisions and take initiative in their classrooms. They are given autonomy to design their curriculum, adopt innovative teaching methods, and create a supportive learning environment. Students are viewed as capable and motivated learners who can take ownership of their education, leading to a focus on student-centered approaches and personalized learning.

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The school went through a difficult period of adjustment as the new management implemented new rules and regulations. Some employees resisted the changes, and there were even resignations (16 teachers and 2 admin staff). However, over time, most employees adapted to the new way of working. Thankfully, most employees eventually adapted to the updated approach. This shift to a modern management system proved beneficial for both the school and its staff.

RECOMMENDATIONS

Based on the study's findings, the following recommendations are made:

- Continuous practice and implementation of the model in Contemporary Management Theory
- Explore the differences of Contemporary Management Theories in different institutions.
- Future researchers should extend the impact of Contemporary Management Theories in any institution.

CONCLUSIONS

The implications of the following conclusions are far-reaching and deserve further consideration:

- The organization review on quantitative management theory assesses the quality and effectiveness in management system to ensure success in the industry and reveal best practices.

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- Human Relation Theory appreciates a strong collaboration in the workplace where both administrator and employees treat each other with respect, courtesy, and discipline.
- In the theory X and Y, the manager supervised with detailed instruction to achieve best performances and create opportunities with independent decision making.
- In the Administrative level, the administration gives the best understanding of every role, knows the responsibilities to be very essential both to the employees and employers.
- In Systems Theory, it is meaningful that the respondents are following the ways of the organization, assess the flows of information and give good feedback from the environment.

SUMMARY OF FINDINGS

Addressing the initial inquiry, the research identified the following Summary of Findings:

- In Contingency Theory, the means value is close for all variables, suggesting a relatively symmetrical distribution. The standard deviations are all below 1, indicating that the data points are fairly close to their respective means.
- In Systems Theory, the data shows a descriptive statistic for five continuous variables (ST1, ST2, ST3, ST4, ST5). There are 20 data points (observations) for each variable, indicating a total sample size of 20. There are zero missing values for any of the variables, signifying complete data for all observations.

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- The respondents' evaluations of Efficiency Theory center near the mean value, with a symmetrical distribution around it as shown by the standard deviation.
- In the Administrative Theory the data indicates a central tendency in the responses. The mean score reflects a typical response, and the standard deviation suggests a relatively even spread of scores around that average.
- The data on Bureaucratic theory in this description suggests a central tendency in the responses. This means most answers cluster around the average score, indicating a neutral or mixed view on the theory. The way Bureaucratic theory is described shows a uniform distribution of responses. All the answers are spread out evenly, with no strong preference for or against the theory.
- The Quantitative Management Theory the respondents' answers on the questions are generally similar, with the average score reflecting a common viewpoint.
- In the Organizational Learning Theory, the respondents' answers are fairly consistent, with most responses clustered around a central value.
- Human Relation Theory shows the mean value is somewhat close thus the respondents knew the responsibility of the change in their relation that takes into action.
- The Theory X and Theory Y shows a varied but close value of the mean and the distance of the mean deviation is relevantly close, thus, this theory express a relationship.

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Henri Fayol (1841-1925): Fayol was born in France, where he worked for a coal-mining business.

James D. Mooney (1884-1957): Mooney studied mechanical engineering and eventually became a key member of General Motors' top management team. In 1931, he wrote Onward Industry!

Luther H. Gulick (1892-1993): Gulick is often considered the 'Dean of Public Administration.'

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APPENDICES

QUESTIONNAIRE ON MANAGEMENT PRACTICES

Name of Respondent: (optional) _____

Gender: Male: _____ Female: _____ Designation: _____

Age: _____ No. of years in the institution: _____

Employee Classification: Teaching _____ Non-Teaching _____

This questionnaire is designed for the study on Management Practices of the institution and your answers are very important to the study, rest assured that all data gathered is treated as confidential and to be use for academic purpose only

Criteria for Rating	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
1. There are various pressing situations/challenges/issues/concerns within a company that can negatively impact organizational structures and processes.				
2. Organizations, especially those with established cultures, may resist new management styles or structures.				
3. Employees may fear change or uncertainty, whereas managers may be comfortable with their current approach.				
4. Management acknowledges the need for adapting appropriate leadership style based on specific situations.				
5. Organizations evaluate or determine if their organizational structures effectively align with the demands and dynamics of their environment.				
6. The organization is an interconnected system rather than individual components.				

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7. Management prioritizes processes and feedback to improve organizational effectiveness.				
8. Management assesses and optimizes the flow of information to ensure transparency.				
9. Management acknowledges flexibility and responsiveness in interacting with their environment.				
10. Organization navigates through complex systems where emergent behavior often arises. Making perfect prediction unattainable.				
11. Efficiency studies are used to analyze and optimize workflows.				
12. Standard set of operating procedures are implemented to ensure consistency and efficiency.				
13. Incentive systems based on performance metrics are developed to motivate employees.				
14. Utilization of skills in current roles is a crucial factor for job satisfaction.				
15. Trainings provided to enhance job performance are based on the training need assessment.				
16. Understanding one's role and responsibilities within the organization is essential to function effectively.				
17. Effective communication between different departments fosters collaboration and coordination.				
18. Employees are empowered to make decisions within one's role which contributes to organizational effectiveness.				
19. Coordination and planning within departments are conducted to achieve organizational goals.				

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20. The organization's system for monitoring and controlling performance impacts employee appraisal.				
21. High emphasis on familiarizing with formal rules and work procedures to contribute to organizational consistency.				
22. A clear understanding of the chain of command enhances organizational structure.				
23. Emphasis on qualifications for job advancement affects employee perceptions of fairness.				
24. Rigid adherence to administrative processes may pose challenges in organizational functioning.				
25. Fairness in evaluating employee performance is essential for organizational morale.				
26. The organization/company conducted individual performance review for employees to assess its effectiveness and work quality.				
27. The organization is committed to a rigorous, research-driven approach to improving its management system and change.				
28. The organization diligently conducted surveys among its clientele to identify and address areas of improvement to enhance customer satisfaction.				
29. The organization regularly conducts benchmarking studies to assess its internal processes and identify opportunities for optimization of industry best practices.				
30. The organization diligently monitors its budget transactions to ensure financial sustainability and strategic resource allocation, fostering long-term stability and growth.				

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31. The organization encourages employees attending workshop/seminars training activities to enhance personal growth and development.				
32. The organization carefully considers suggestions and recommendations from competitor companies to stay informed about the latest business trends to drive continuous success.				
33. The organization acknowledges and learns from past mistakes as an integral commitment to continuous improvement and organizational sustainability.				
34. The organization consistently adopts and innovates its strategic plan to align with current trends and emerging styles, ensuring agility and relevance in a dynamic business environment.				
35. The organization places a strong emphasis on establishing a shared vision and aligning goals as the foundation for crafting its strategic plan.				
36. The organization allows colleagues to treat each other with respect and courtesy.				
37. The organization has a strong sense of teamwork and collaboration in the workplace.				
38. The organization values and appreciates the members and its supervisors.				
39. The organization takes adequate action to promote employee wellness.				
40. The direct manager values our opinions and provides helpful feedback.				
41. The manager closely supervises our work and provides detailed instructions.				
42. There is a clear system of rewards and sanctions depending on performance.				

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43. Opportunities for independent decision-making are limited.				
44. The organization provides opportunities to learn new skills and take on additional responsibilities.				
45. Supervisors focuses on providing support and resources rather than constant oversight.				



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