Research Article

Managerial Capability and Quality of Service Delivery System of Criminology Schools in Region V

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Abstract: This study determined the influence of managerial capability on the quality of service delivery system of criminology schools in Region V. The study adopted the descriptive method, particularly evaluative and correlational techniques. The respondents of the study were deans and faculty members from ten criminology schools in Sorsogon and Albay. Data were gathered through questionnaire. The study utilized the descriptive statistics, such as percentage, ranking, mean and average, and inferential statistics, specifically the Pearson's Product Moment of Correlation and Coefficient of Determination. Results revealed that of the 80 respondents, 46.3 percent had age ranging between 21 and 32, 52.5 percent were female, and 53.8 percent were married. There were 47.5 percent who had been in service for about nine years, 42.5 percent had MS/MA (with units), and 56.3 percent were part-timers. Among the prevailing managerial competencies were the understanding of how to do the basic things and the social fabric of the organization as well as the ability to see the big picture. The schools' predominant quality of service delivery were compensating the deficiencies in academic degrees of faculty members by other qualifications, such as satisfactory teaching experience and professional practices; periodic faculty evaluation; well-defined functions of the Student Personnel Services, the Dean, the teamwork in the college or unit; safety of the academic community by the campus security; conformity of room lightings to standard requirements; and organization of library collection. The managerial capabilities of the school heads had contributed the most to the quality-of-service delivery along administration; however, it had the least contribution along curriculum and instruction. School heads' managerial capabilities and quality of service delivery are advanced by policy review and assessment. There are appropriate policy alternatives that are essential in improving the school heads' managerial capabilities and quality of service delivery which can be derived from the findings of this Study.
Keywords: Managerial capability, Quality of service delivery.

Introduction
Effective managerial capability of school administrators is central to turning the school around. Management is the arrangement of available human and material resources for the achievement of desired goals and objectives. It is the effective and judicious utilization of organization resources for goals attainment. Human beings are instrumental in the successful realization of sustainable development in any organization. Effective management of people will not only increase productivity but will also equally ensure goals accomplishment. In order to succeed in today's competitive higher education sector, service quality is of essence to any institution of higher learning, in particular, criminology schools (Qayyum and Manarvi, 2017; Al-Amri and Wong, 2019). In view of this, criminology schools must assess the quality of their services since outstanding service quality can provide them with competitive advantage. If the higher education institutions (HEIs) provide quality service which meet or exceed the expectations of

their students, their services will be evaluated as high-quality service and if not, the services will be judged as poor (Zammuto *et al.,* 2016).

In the Philippines, the Commission on Higher Commission (CHED) supports the initiatives of HEIs to undergo voluntary accreditation of self-regulation and peer evaluation through giving incentives and greater autonomy. Therefore, accreditation is now viewed as a means of promoting educational excellence ("CHED Accreditation in the Philippines"). CHED policy benefits clearly accrediting agencies. The amount of control it exerts is also a threat to the private voluntary nature of the accreditation system, which is one of its strengths. Compliance to certain international standards and practices of most developed countries makes one organization from a third-world country like the Philippines more trusted and regarded as forerunner in the field (Baylon and Santos, 2015).

In an academic community like criminology schools, managerial functions are so critical to the realization of the institutional goals. In fact, administrative roles and positions are so competitive in order to ensure appropriate position. Interestingly, however, managers in educational institutions do multi-tasking. Tasks include those related to teaching assignment, administrative designations, and several committees works. Thus, school heads of these criminology schools need to be capable and at the same time, effective in performing their job. For one to be globally capable, he or she needs to possess learning behavior that includes the motivation and skill to work and learn from cultural differences, the willingness to take the perspective of others, and the capacity to learn from workplace experiences; resilience that refers to the ability to manage time and stress factors that might be more salient when the management task is wider in scope or the ability to cope with uncertainties and ambiguities associated with learning, and business knowledge which represents the know-how of the present business atmosphere and practices; and, self-development which is one of the essential ingredients of a capable leader which includes awareness of one's strength and weakness, openness to feedback about one's action, and engagement to new experiences. These are competencies of a well-developed and skilled leader (Belasen, Eisenberg, and Rutigliano, 2013). Migrating from the traditional pattern of managing people in organization known as personnel management comes the human resource management which focuses on effectiveness, culture, productivity, and employee's participation. In the view of Ofojebe and Nnebedum (2016), human resource management involves assessing the need of staff, satisfying the need, disciplining, and controlling staff to enhance the attainment of school goals and objectives. It is the appropriate use of personnel to achieve both organization goals and individual goals as well. Human resource management sees people as valuable resources for achieving desired output.

> *Section 33 of the Manual of Regulations of Private Higher Education of 2008 states that for one to become a dean, he or she must have at least five years of satisfactory teaching experience and, at least, two years of managerial experiences. He or she must assist the school head in the attainment of institutional goals and objectives and shall perform the functions and responsibilities as may be expressly and legitimately prescribed by the school. The general functions and responsibilities of the dean usually include the following: (1) assist the school head in all matters affecting the general policies of the entire institution; (2) provide academic leadership in his or her college or unit; and, (3) provide overall administrative supervision over all activities in his or her college or unit (Vitriolo, 2009).*

The CHED recognizes the enormous contribution of criminology schools in the growth and prominence of tertiary education in the country and in the Asia-Pacific. The CHED is also cognizant of its consistent committed service through quality education, research, and extension work. It is responsible for formulating and implementing policies, plans, and programs for the development and efficient operation of the system of higher education in the country. The

delivery of higher education in the Philippines is provided by both private and public higher education institutions. There are 1,479 higher institutions in the country classified as state universities and colleges (SUCs), local universities and colleges (LUCs), private institutions (sectarian and non-sectarian). In the public sector, there are one hundred ten (110) state universities and colleges, with a total of almost 800,000 students enrolled in different programs (Godemann *et al.,* 2014; Leal Filho *et al.,* 2019).

In the business world, service quality is a prized commodity as it impacts directly the profitability performance of any establishment. On the other hand, higher education institutions (HEIs), while they may not be considered as business institutions, also depend on service quality which is believed to be an equally important factor in providing services to stakeholders. While it is noted that colleges and universities are experiencing financial downturn due to the struggling economy and decreasing subsidy from the government, HEIs are dealing with reduced budget and are searching for ways to do more with less.

One way for universities to accomplish this objective is to place a renewed focus on meeting or exceeding the expectations and needs of their students. In all universities around the globe, student satisfaction has been considered an important factor in measuring the quality of services provided by the institution. Being the most important beneficiary of the educational institution's services, students are in the right position to determine the quality of services offered by their university (Pamatmat *et al.,* 2018).

It is for the above-mentioned issues that this study on managerial capabilities and the quality-of-service delivery system of criminology schools in Region V was conceptualized.

Methodology
The study adopted the descriptive method, particularly correlational techniques. The study was conducted among criminology schools in Region V. The respondents of the study were consisted of the total enumeration of the deans and faculty from ten criminology schools in Sorsogon and Albay. Data were gathered using self-made questionnaire. The questionnaire was comprised of three sections. To ensure content and face validity of the questionnaire, a group of experts in the field of criminology and experienced authorities in terms of leadership and management like deans and directors in some reputable and recognized criminology schools were asked to review the draft of the questionnaire. Upon completion, the questionnaires ware pilot-tested to twenty selected faculty and area chairpersons from other colleges or departments that were excluded from the main sample. The study utilized the descriptive statistics, such as frequency and percentage, weighted mean and ranking, and the inferential statistics, specifically the Pearson's Product Moment of Correlation and the Coefficient of Determination, to analyze the data gathered. Moreover, to ensure the ethical consideration of the study, only those who consented to participate in the study were asked to fill a questionnaire survey to determine the school heads' managerial capabilities and the delivery of quality-of-service the respondent criminology schools.

Results and Discussion
Managerial Capability
The level of managerial capability is examined in this study along three areas: conceptual, people, and technical skills. Results of the survey conducted were presented in Tables 1 to 4. The conceptual skill involves the ability to see the enterprise as a whole. It includes recognizing how the various functions of the organization depend on one another and how changes in any one part affect all the others. It extends to visualizing the relationship of the individual business to the industry, the community, and the political, social, and economic forces of the nation as a whole. Recognizing these relationships and perceiving the significant elements in any situation, the administrator should then be able to act in a way which advances the overall welfare of the total organization.

The people skill is the executive's ability to work effectively as a group member and to build cooperative effort within the team leads. The technical skill is primarily concerned with working with "things" (processes or physical objects), so people skill is primarily concerned with working with people. This skill is demonstrated in the way the individual perceives and recognizes the perceptions of his/her superiors, equals, and subordinates and in the he/she way behaves subsequently.

The technical skill implies an understanding of, and a proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures, or techniques. It is relatively easy to visualize the technical skill of the surgeon, the musician, the accountant, or the engineer when each is performing his/her own special function. Technical skill involves specialized knowledge, analytical ability within that specialty, and facility in the use of the tools and techniques of the specific discipline.

Conceptual Skills: The managerial capabilities along conceptual skills of the school heads of criminology schools are presented in Table 1. There were two perceptions considered in the survey– that of the deans and of the faculty. Deans provided their self-evaluation of their managerial capabilities and the faculty served as validators of the deans' self-appraisal. As shown, the item which was acknowledged by the deans as notably their strength in this area is understanding how to do the basic things required of them. To this, the faculty agreed. Although, the other item identified by the deans equally as their strength, which is doing technical things, was conflicting with what the faculty have identified–getting into the details of how things work.

Opposite to those skills as found to be the strong points of the deans in their managerial skills, the ensuing was believed by the deans to be areas in which they may be needing some improvements. These were managing people and resources and the filling out of forms and working with details. One of these was supported by the views of the faculty. The faculty had also observed that managing people and resources is likely to be the deans' management capabilities weak spot. In addition, contrary to the claims of the deans, the skill on doing technical things was also pointed out also by the faculty as one of their strengths.

Table 1. Evaluation of Managerial Capabilities along Conceptual Skills

Indicators	Deans	Faculty	OM	I	R
Understanding how to do the basic things	3.33	3.53	3.43	VH	1
Enjoying responding to people's requests and concerns	3.22	3.45	3.34	VH	2
Being good at making things work	3.22	3.40	3.31	VH	3
Getting into the details of how things work	3.00	3.53	3.26	VH	4
Doing technical things	3.33	3.16	3.25	H	5
Obtaining and allocating resources	3.11	3.27	3.19	H	6
Filling out forms and working with details	2.89	3.25	3.07	H	7
Managing people and resources	2.89	3.24	3.06	H	8
Overall Mean (OM)	3.10	3.36	3.23	H	
Interpretation (I)	H	VH	H		
Legend: 3.26-4.00 Very High (VH); 2.51-3.25 High (H); 1.76-2.50 Low; 1.00-1.75 Very Low (VL)					

Combining all their responses, it could be gleaned that five of the eight skills or indicators along conceptual obtained very high ratings and the rest had high ratings. Of these, understanding how to

do the basic things, enjoying responding to people's requests and concerns, and being good at making things work were among the three topmost items. In contrast, the filling out of forms and working with details and managing people and resources were the lowest. Between respondents, it was noticeable that faculty gave higher scores than the deans. For the faculty, the level of conceptual skills of the school heads was very high, but to the deans, they rated themselves only with 3.10, high. Accordingly, the grand mean was 3.23, interpreted as highly skillful.

It can then be deduced from the findings that the skills of the respondents along conceptual is more on the basic and fundamentals of management like simply understanding what to do and making things work and less with those which are more complex and complicated like managing human resources and other resources available. These results are inconsistent with what is expected as essential skills and experiences are required at the present.

In the study of Thessin and Clayton (2013), they identified how current K-12 district and school leaders, who are alumni of an educational administration program, describe how they acquired the essential skills and experiences needed to be effective in the leadership positions. School and district administrators indicated that they acquired the knowledge, skills, and attitudes necessary to become successful leaders through specific preparation experiences and opportunities. Key experiences cited by alumni included gaining some leadership responsibilities while they were teachers and further opportunities to lead in the administrative internship; engaging in practical, hands-on assignments in their graduate degree program courses; learning from other administrators with unique areas of work responsibilities, as well as from other schools and districts; and receiving guidance from a dedicated mentor.

In the same way, these findings mismatch Carmeli and Tishler's (2006) conclusion that managerial skills possessed by the Top Management Teams (TMT) affect firm performance strongly, their impact apparently being greater than that of variables representing industry sectors, firm size and age, and perceived environmental uncertainty. In particular, skills that are required to manage people (human resources skills) are found to be more important to firm performance than intellectual abilities.

Moreover, in the study conducted by Abrea (2019), it was revealed that generally, the associate dean's managerial competencies were moderately evident. Showing respect when dealing with other people is the only thing very evident to them. There are no significant differences on the responses of the two groups of respondents.

In the validation from selected key informant during the unstructured interview, one participant reflected: "I personally concur that we, in the middle management, and I think much more with administration, really take our skills in managing people and resources, the most difficult part of our job and the hardest to master. This, I admit, because different people have different characteristics and personality, which require varied styles of leadership and management." These declarations were further expounded by another participant who said, "Really, the most challenging and difficult task we encounter as managers is how to handle people for we cannot read their minds and there is no one-size-fits-all formula for them. We really have to struggle how we can achieve unity amidst this diversity. It's really a challenge and I do personally acknowledge this."

People Skills: Results along people skills are indicated in Table 2. Mean statistics had revealed that the deans' scores ranged only from 2.89 to 3.33 while faculty ratings ranged from 3.07 to 3.51. Correspondingly, it was only on understanding the social fabric of the organization and creating a supportive communication climate that the deans claimed to have very high skill. Quite the opposite, the faculty had appraised very high all the given indicators except on working hard to find consensus in conflict situations and adapting ideas to people's needs. More specifically, looking into the highest- and lowest-rated items, it could be observed that the deans differed from the faculty.

To the deans, they held that understanding the social fabric of the organization and creating a supportive communication climate were their advantage in this aspect. Nevertheless, the faculty considered their skills in respecting opponents as well as being able to understand others, predominantly, as the school heads' strong points in this area.

On the other hand, what had been admitted by the deans to be their limitations along people skills were knowing ahead of time how people will respond to a new idea or proposal and on adapting ideas to people's needs. These were, to some extent, corroborated by the perspectives of the faculty. However, aside from what had been previously mentioned, they had likewise recognized working hard to find consensus in conflict situations as among the school heads' area needing improvement.

On the average, understanding the social fabric of the organization and creating a supportive communication climate both ranked first, whereas, adapting ideas to people's needs ranked last. Similarly, five indicators were evaluated very high and the remaining, high. The same pattern of responses was noticed between the deans and faculty and it had an overall mean of 3.21, meaning the school heads are highly skillful.

Table 2. Evaluation of managerial capabilities along people skills

Indicators	Deans	Faculty	OM	I	R
Understanding the social fabric of the organization	3.33	3.38	3.36	VH	1.5
Creating a supportive communication climate	3.33	3.38	3.36	VH	1.5
Respecting opponents	3.11	3.51	3.31	VH	3
Being able to understand others	3.11	3.45	3.28	VH	4
Using emotional energy to motivate others	3.22	3.29	3.26	VH	5
Making decisions that affect the lives of others	3.11	3.29	3.20	H	6
Sensing emotional undercurrents in group	3.00	3.33	3.16	H	7
Knowing ahead of time how people will respond to a new idea or proposal	2.89	3.33	3.11	H	8
Working hard to find consensus in conflict situations	3.11	3.07	3.09	H	9
Adapting ideas to people's needs	2.89	3.13	3.01	H	10
Overall Mean (OM)	3.11	3.32	3.21	H	
Interpretation (I)	H	VH	H		
Legend: 3.26-4.00 Very High (VH); 2.51-3.25 High (H); 1.76-2.50 Low; 1.00-1.75 Very Low (VL)					

It is thus worthy to note that their people skills capitalize and invest on the creation of a working environment that is non-threatening and that is enabling or reassuring. They put much value on respect and careful decisions. Nonetheless, they find it difficult to reach an agreement and to adapt to people's ideas.

The results of the study of Kang *et al.,* (2012) somehow validate the findings of this study. They compare nursing leaders' and employees' perception of leaders' leadership style, personality characteristics, and managerial competencies and determine the associations between these factors. Leaders and employees significantly differently evaluated 13 out of 14 managerial competencies of the leaders, where leaders rated themselves higher for vision and goals, communication, conflict resolution–agreement, compromise, adjustment, motivation, interpersonal relationships, problem solving, delegation, teamwork, decision making, emotional intelligence, and human resources

development. Employees rated the leaders higher for managing changes and conflict resolution–dominance and avoidance. Multivariate regression analysis showed that managerial competencies were explained by leadership style, leaders' training, leaders' characteristics, and type of employment in 86.1% of cases. Leaders in nursing too frequently used inappropriate leadership style. Forming a unique model for all health care institutions in the country would facilitate the evaluation of competencies and constant monitoring of leaders' work results.

Correspondingly, the study of Bairašauskienė (2017) revealed that the most significant head teachers' competencies which influence highly the results of school activity areas are the abilities to form the strategic direction and to implement effective staff policy, to strengthen the attitude of school community that each student can reach a success in the learning process, to organize conducive conditions for professional staff development, to administer property and allocations, and to collaborate with parents, foster-parents, or guardians.

When they were asked about why adapting ideas to people's needs was the lowest among their rated people skills, several important responses were amassed. One of the participants expressed, "As the dean, I must confess that in most instances, I have the tendency to really fall into the trap of hasty generalization and to look at every decision from a personal narrow perspective. This makes the mismatch."

Another respondent has added, "Well, I have a contrasting experience for as much as I could, before executing a decision, I really see to it that informed consent of my faculty is sought although I recognize the complexities of the process and I concur that we cannot please everyone. This could probably be the reason why there are wide overlaps and gaps."

Technical Skills: The survey results of the managerial capabilities along technical skills of the school heads of criminology schools are shown in Table 3. Data revealed that the deans pointed to seeing the big picture, being effective at problem solving, and addressing problems immediately as among their major technical skills. These were confirmed by the faculty who, however, added coping with situations that are ambiguous and uncertain as also one of the prevalent skills of school heads. From the results, it could also be noted that ratings of the deans were only ranging from 2.89 to 3.44 while the faculty's ratings were ranging from 3.11 to 3.47. Thus, only two items got very highly skillful evaluation from the deans as against six from the faculty.

The areas where school heads were least skillful in this aspects as conveyed by the deans were being flexible about making changes in organization and thinking about the problem from both the left (logical) side and the right (intuitive) side of the brain. The same were determined by the faculty with seeking information about their strengths and weaknesses from others as a basis for self-improvement as among those. Generally, three indicators– seeing the big picture, being effective at problem solving, and coping with situations that are ambiguous and uncertain–obtained very highly skillful assessments. In contrast, seven got only highly skillful.

Of these, being flexible about making changes in the organization, thinking about the problem from both the left (logical) side and the right (intuitive) side of the brain, and seeking information about the strengths and weaknesses from others as a basis for self-improvement were among the least-rated items. Yet again, the evaluation of the faculty was higher than the deans. Lastly, overall, the technical skills of school heads, on the average, was appraised as high.

These findings manifest the ability of the school heads to see things not just from their own perspectives but from a panoramic perspective. In addition, data also indicate their ability to simplify the complexities and ambiguities of organizational issues and challenges although they demonstrate their tendencies to exhibit close-mindedness to organizational changes which paralyzes and kills opportunities.

Table 3. Evaluation of managerial capabilities along technical skills

Indicators	Deans	Faculty	OM	I	R
Seeing the big picture	3.44	3.42	3.43	VH	1
Being effective at problem solving	3.33	3.45	3.39	VH	2
Coping with situations that are ambiguous and uncertain	3.11	3.47	3.29	VH	3
Using effective time-management methods	3.11	3.36	3.24	H	4
Addressing problems immediately	3.22	3.22	3.22	H	6
Discussing organizational values and philosophy	3.11	3.33	3.22	H	6
Making strategic plans	3.11	3.33	3.22	H	6
Seeking information about personal strengths and weaknesses as a basis for self-improvement	3.11	3.15	3.13	H	8
Thinking about the problem from both the left (logical) side of the brain and the right (intuitive) side	3.00	3.15	3.07	H	9
Being flexible about making changes in the organization	2.89	3.11	3.00	H	10
Overall Mean (OM)	3.14	3.30	3.22	H	
Interpretation (I)	H	VH	H		
Legend: 3.26-4.00 Very High (VH); 2.51-3.25 High (H); 1.76-2.50 Low; 1.00-1.75 Very Low (VL)					

These findings were consistent with the results of the study of Rao (2007) who identified 25 of such qualities from a 360 feedback survey of 762 senior and top-level managers from manufacturing, services, and pharma sectors combined with those from a mix of organizations belonging to two leading business houses of India. Job knowledge comes out as the most frequently observed strong point of Indian managers and this cuts across various sectors and business houses. Communication, team work, and hard work come out as other strong points of more than 20 percent of Indian managers. Short temper, open-mindedness, and inability to build juniors are the most frequently mentioned areas needing improvement. Vision, values, strategic thinking, decision-making skills, risk taking, innovativeness, ability to learn from mistakes, learning orientation and self-renewal efforts, and cross-cultural sensitivity are other qualities lacking in Indian managers to be called as global managers. These qualities are either not exhibited dominantly or are not received by fellow managers. Future management education and management development programmes should focus on these qualities to prepare Indian managers to be world-class managers.

Corollary to this, Moldazhanova *et al.,* (2018) devoted their article to the problem of managerial competence formation in the educational system of the Republic of Kazakhstan. The authors emphasized that at the present stage of the education system development, the country needs managers of a new type but there is very little research in this area. A survey was conducted among the administrative and teaching staff of six major universities in the Republic of Kazakhstan. Respondents were asked to describe qualities that they thought were necessary for a manager working in the education system. As a result of content analysis, seven groups of qualities were singled out: strategic, communicative, organizational, psychological, pedagogical, entrepreneurial, and political. It is noted that the most frequently mentioned are the groups corresponding to the traditional understanding of a manager's role. On the other hand, the percentage of people who see manager as a democratic leader is also significant. The results of the unstructured interviews conducted disclosed some of the following statements from the key informants. One of the faculty remarked, "Being flexible is a very important trait that I believe our head should possess. I am saying

this because there are times that paradigm shifting is the only way to solve the problem. Nevertheless, firmness of decision is also necessary, specially when gross inefficiency, negligence, and incompetence become widespread and uncontrollable." Furthermore, another participant conveyed, "I think making changes in the organization is relative to the situation. Every situation has different circumstances that we, as deans and heads, must take into account before making a decision. I subscribe to the idea that flexibility must really be exercised but this must be done with due diligence and prudence in judgment. This makes the matter harder on our part."

Managerial Capability Summary Statistics: The summary statistics of the managerial capabilities of school heads among criminology schools is reflected in Table 4. As indicated, technical skills obtained the highest rating from the deans, followed by their people skills, and lastly, by their conceptual skills. On the contrary, conceptual skills was first in the assessment of faculty, next was also people skills, and last was technical skills. Interestingly, all these management skill parameters received very high scores from them. On the average, conceptual skills topped the assessments of respondents, then technical skills and people skills. Comparatively, the deans' overall score for their managerial capabilities was high (Mean=3.12); whereas, the faculty, very high (Mean=3.32).

Table 4. Summary Table of the evaluation of managerial capabilities of school heads

Indicators	Deans	Faculty	OM	I	R
Conceptual Skills	3.10	3.36	3.23	H	1
Technical Skills	3.14	3.30	3.22	H	2
People skills	3.11	3.32	3.21	H	3
Overall Mean (OM)	3.12	3.32	3.22	H	
Interpretation	H	VH	H		
Legend: 3.26-4.00 Very High (VH); 2.51-3.25 High (H); 1.76-2.50 Low; 1.00-1.75 Very Low (VL)					

On the whole, this specific parameter was evaluated with a 3.22 mean rating equivalent to high. It can be deduced from the foregoing findings that the respondent school heads of this study are more conceptually skilled in management than technically and people skilled. This means that they are good at recognizing how the various functions of the organization depend on one another and how changes in any one part affect all the others. It extends to visualizing the relationship of the individual business to the industry, the community and the political, economic, and social forces of the organization as a whole. In contrast, they are least skillful in working with people.

These findings, to some extent, contradicted the results of the study of Tonidandel, Braddy, and Fleenor (2012) that showed that all four of the managerial skill dimensions were significantly important predictors of manager effectiveness. People skills were significantly more important than technical skill and citizenship behavior while administrative skills were most important overall. Gender was not a significant moderator of the skill-effectiveness relationship but organizational level was.

Also, in particular note is the work of Popescu *et al.,* (2020) that revealed that besides the emotional intelligence and interpersonal skills which have reached a suitable level, a low level of self-awareness has been considered as a potential barrier towards sustainable development of SMEs in the analyzed region. However, the high level of emotional intelligence, accompanied by an increasing trend of interpersonal skills as the manager's experience in working with people increases, is a strong argument for the sustainable development of SMEs.

The study comes to support the public policies concerning small-and medium-sized entities by using a model of managerial skills testing for applicants. In this way, an increase of the transparency of financing decision and the effectiveness of financial support are ensured.

Quality of Service Delivery

Faculty: Table 5 exhibits the results of the survey on the quality-of-service delivery of criminology schools along faculty. Figures displayed that quality-of-service delivery, according to the deans, is guaranteed by making sure that deficiencies in academic degrees of faculty members are compensated by other qualifications, such as satisfactory teaching experience and professional practice, that faculty members teach courses in their fields of specialization, and that faculty members have at least three years of experience in their specialized fields of study. Correspondingly, these were confirmed by the faculty and in addition, the faculty also mentioned that the school has satisfactory policies and procedures for recruitment of faculty members.

Nonetheless, there were also areas by which quality of service delivery may need to be taken into account as shown in the results. These, for the deans, are the deficiencies in teaching experience that are compensated by successful professional practice, the hiring system that adopts an open competitive selection which is published and well-disseminated through various media outlets, and the distribution of academic degrees in relation to the course offerings. Furthermore, for the faculty, these areas are the recruitment and selection that is a participative process involving the dean, concerned chairperson, and faculty representative(s) and a screening committee that selects and recommends the best and most qualified based on a set of criteria. This is aside from those declared by the deans, particularly on the distribution of academic degrees in relation to the course offerings.

On the whole, four of the services were rated excellent by the respondents. They were deficiencies in academic degrees of faculty members being compensated by other qualifications, such as satisfactory teaching experience and professional practice, faculty members teaching courses in their fields of specialization, and faculty members having at least three years of experience in their specialized fields of study. The remainders were all evaluated as very good and last in rank was the distribution of academic degrees in relation to the course offerings.

Table 5. Quality of Service Delivery along Faculty

Indicators	Deans	Faculty	OM	I	R
Deficiencies in academic degrees of faculty members are compensated by other qualifications, such as satisfactory teaching experience and professional practice.	3.67	3.49	3.58	E	1
Faculty members teach courses in their fields of specialization.	3.44	3.42	3.43	E	2
Faculty members have at least three years of experience in their specialized fields of study.	3.33	3.49	3.41	E	3
The school has satisfactory policies and procedures for recruitment of faculty members.	3.11	3.44	3.27	E	4
Deficiencies in teaching experience are compensated by successful professional practice.	3.00	3.31	3.15	VG	5
The faculty members possess masters' degree in their major fields of specialization and/or allied subject.	2.89	3.40	3.14	VG	6
A screening committee selects and recommends the best and most qualified based on a set of criteria.	3.22	3.04	3.13	VG	7.5
The hiring system adopts an open	3.00	3.25	3.13	VG	7.5

competitive selection which is published and well-disseminated through various media outlets.				
Recruitment and selection is a participative process involving the dean, concerned chairperson, and faculty representative(s).	3.11	3.13	3.12	VG	9
Academic degrees are distributed in relation to the course offerings.	3.00	3.13	3.06	VG	10
Overall Mean (OM)	3.18	3.31	3.24	VG	
Interpretation (I)	VG	E	VG		
Legend: 3.26-4.00 Excellent (E); 2.51-3.25 Very Good (VG); 1.76-2.50 Fair (F); 1.00-1.75 Poor (P)					

Between respondents, the deans' overall rating for this area was 3.18, very good, whereas, the faculty rating was excellent. Accordingly, this aspect of service delivery obtained a total mean score of 3.24 or very good. It could be inferred from the preceding findings that verticalization of educational qualification of academics is observed among schools and that necessary strategies and schemes are being employed to compensate their deficiencies although it was as well noticed that participation and engagement of concerned authorities on some critical decisions is not so evident.

As articulated by Imperio *et al.,* (2009), vertical articulation of faculty roughly means that supposedly, the most qualified person to hold a position would be someone whose degrees are "vertically" aligned to his/her major discipline. "In the academe, this means that the baccalaureate, masters, and doctoral degrees must all be in the same field," said Ms. Natalie Igot, an educational supervisor of CHED.

The standard of vertical articulation is part of the CHED Policies and Standards Guidelines (PSGs) which serves as the basis of evaluating all Philippine Higher Education Institutions (PHEIs). It was set up as a standard so as to ensure a superior educational and administrative quality in the Philippines.

According to CHED Memorandum Order (CMO) No. 36, Series of 1998, "If possible, there should be vertical articulation between the undergraduate and the graduate levels of a discipline." This vertical and lateral articulation from basic to higher level of education is also based on the premise that the idea of being globally competitive must start in the formative stage of development as it is an essence which has to be rooted in the evolving personality of the learners as they move into the different progressive levels of their educational journey (Manila Bulletin Publishing Corp., 2004).

Gumpal (2004), as cited by Medrano *et al.,* also said that several human resources development programs must have to be pursued following the concept of verticalization of academic programs in the master's, doctorate, and post-doctorate degree levels, including short-term training programs. By verticalization, the higher degree programs to be pursued by the faculty should be anchored on their basic degree programs. This means that faculty members should not be allowed to pursue higher education outside their fields of specialization. In this way, faculty members are assured of a wider and a more in-depth training and exposure in their own fields of specialization for the greater benefits of the students. In addition, the faculty and staff should be encouraged to attend national and international scientific and professional meetings, seminars, and conferences.

Curriculum and Instruction: In terms of curriculum and instruction as shown in Table 6, three of the ten services were rated excellent by the deans. These items were the periodic faculty evaluation by the academic head/department chairman, students, peers, and the faculty member himself/herself,

the requirement of a syllabus for each subject, and the availability of the faculty for consultations/counseling of students.

The first two of which were similarly assessed by the faculty to be excellent. Besides, the faculty also conceded that there was also excellent quality service in terms of institutional outcome-based standards format in the preparation of the course syllabi and in the measures taken to ensure punctual attendance of the faculty and students.

Least in terms of quality in this area as observed by the deans were the requirement of the submission of periodic and final examination questions to the dean/department head, the supervisory visits to classes conducted by the dean, and the provision of adequate and equipped faculty rooms in order to facilitate classes. In addition to this, the faculty also identified the school's provisions for substitution or for special arrangements, whenever teachers are absent, to be among the areas needing attention.

Table 6. Quality of Service Delivery along Curriculum and Instruction

Indicators	Deans	Faculty	OM	I	R
There is periodic faculty evaluation by the academic head/department chairman, students, peers, and the faculty member himself/herself.	3.56	3.45	3.51	E	1
The dean requires a syllabus for each subject	3.56	3.35	3.45	E	2
There is an institutional outcome-based standards format in the preparation of the course syllabi.	3.22	3.56	3.39	E	3
Adequate measures are taken to ensure punctual attendance of the faculty and students.	3.22	3.42	3.32	E	4
Faculty are available for consultations/ counseling of students.	3.33	3.16	3.25	VG	5.5
Faculty and staff conducts correlational and other studies on the performance of students.	3.22	3.27	3.25	VG	5.5
The school has provisions for substitution or for special arrangements, whenever teachers are absent.	3.22	3.09	3.16	VG	7
Adequately equipped faculty rooms are provided in order to facilitate classes.	3.11	3.16	3.14	VG	8
The dean conducts supervisory visits to classes.	3.11	3.07	3.09	VG	9
The dean requires the submission of periodic and final examination questions to the dean/department head.	3.00	3.09	3.05	VG	10
Overall Mean (OM)	3.26	3.26	3.26	E	
Interpretation (I)	E	E	E		
Legend: 3.26-4.00 Excellent (E); 2.51-3.25 Very Good (VG); 1.76-2.50 Fair (F); 1.00-1.75 Poor (P)					

On the average, four of the items were given an excellent mark. They were the periodic faculty evaluation by the academic head/department chairman, students, peers, and the faculty member himself/herself, the requirement of syllabus for each subject, the institutional outcome-based

standards format in the preparation of the course syllabi, and the measures taken to ensure punctual attendance of the faculty and students. The lowest-rated item was the submission of periodic and final examination questions to the dean/department head. In this area, there was consensus in the overall ratings of the deans and faculty. Similarly, the grand mean was 3.26, excellent. Data imply that there exists a system of regular monitoring and evaluation in the schools to improve the quality of instruction. However, this is not so plain and obvious in the conduct of supervisory visits and submission of some reportorial requirements.

These findings were in line with the study of Baguma (2017) whose findings indicated that there is a moderate positive relationship between Compliance Monitoring and Evaluation (CME) and Quality of Service Delivery (QSD), a strong positive relationship between Social Accountability Monitoring and Evaluation (SME) and Quality of Service Delivery (QSD), and a strong positive relationship between Internal Monitoring and Evaluation (IME) and Quality of Service Delivery (QSD).

The study concluded that strong and effective oversight institutions are central in ensuring compliance to systems, standards, and procedures which form a foundation for a results culture, thereby guaranteeing quality service delivery in the long run. Additionally, initiatives aimed at providing information to citizens on their entitlements and performance of government services have the potential of increasing citizen participation in social accountability initiatives and hence, contributing to quality service delivery. When used for learning, monitoring and evaluation (M&E) can help to improve organizational processes and performance and thereby contributing to quality service delivery.

This also matches the findings of the study of Niyivuga, Otara, and Tuyishime (2019) who determined the relationship between M&E practices and academic staff motivation in higher education from an Rwandan perspective. Particularly, the study aimed at describing the M&E practices applied, assessing how quality of feedback affects academic staff motivation, and determining the relationship between M&E practices and academic staff motivation.

Furthermore, both the supervisees and the supervisors agreed that the quality of feedback provided during evaluation is fairly effective, although recognition of their performance is rarely appreciated. It was further established that weak to moderate correlations exist between M&E practices and academic staff motivation with "r" varying from 0.268 to 0.4460. Although some indications for the direction of influence have been generated, the study, however, does not permit one-way final conclusion about the effect of any of the M&E practices to academic staff motivation. Based on the findings, the study recommended that policy makers design a policy on M&E which would guide supervisors in M&E exercise.

Support to Students: The quality-of-service delivery along support to students is shown in Table 7. Data indicate that there was agreement in the evaluation of the deans and the faculty as to areas on support to students where service delivery is at its best. These services were related to the functions of the Student Personnel Services that are well-defined, the Student Personnel Services office that is staffed with professionally qualified personnel, the various Student Personnel Services that are provided with adequate personnel, physical facilities, equipment, and materials, and the sufficient funding for Student Personnel Services in the budget of the college or institution. Although it could be noticed that while these indicators were all rated as excellent by the faculty, they were only rated as very good by the deans.

As to the areas needing some attention along support to students, the deans pointed to the following services: the institution is located in an environment conducive to educational activities and the Student Personnel Services is in the policy-and decision-making bodies of the college or institution. The former has as well been confirmed by the faculty who added student services being made known to students.

Table 7. Quality of Service Delivery along Support to Students

Indicators	Deans	Faculty	OM	I	R
The functions of the Student Personnel Services are well-defined.	3.22	3.38	3.30	E	1
The Student Personnel Services office is staffed with professionally qualified personnel.	3.22	3.33	3.27	E	2
The various Student Personnel Services are provided with adequate personnel, physical facilities, equipment, and materials.	3.22	3.29	3.26	E	3
There is a sufficient funding for Student Personnel Services in the budget of the college or institution.	3.22	3.27	3.25	VG	4
The Student Personnel Services' staff and personnel receive salaries commensurate to their qualifications, position, and nature of work.	3.11	3.20	3.16	VG	5
Student services are made known to students.	3.00	3.16	3.08	VG	6
The Student Personnel Services meet student's needs and are availed of by the students sufficiently.	2.89	3.25	3.07	VG	7
The programs and activities of the Student Personnel Services are recognized and given time for implementation by the administration.	2.78	3.20	2.99	VG	8
The Student Personnel Services is represented in the policy- and decision-making bodies of the college or institution.	2.67	3.24	2.95	VG	9
The institution is located in an environment conducive to educational activities.	2.67	3.15	2.91	VG	10
Overall Mean (OM)	3.00	3.25	3.12	VG	
Interpretation (I)	VG	VG	VG		
Legend: 3.26-4.00 Excellent (E); 2.51-3.25 Very Good (VG); 1.76-2.50 Fair (F); 1.00-1.75 Poor (P)					

On the whole, three of the given particulars obtained excellent marks. They were the well-defined functions of the Student Personnel Services, the staffing of the Student Personnel Services office with professionally qualified personnel, and the provision of adequate personnel, physical facilities, equipment, and materials in the various Student Personnel Services. All others were also graded as very good.

The lowest-rated of them was the location of the institution in an environment that is conducive to educational activities. Of the respondents, the deans' rating was lower than those of the faculty. The overall mean was 3.12, very good.

It can be construed from the findings that schools provide positive and supportive environment among their students that are likely to bring them to higher levels academically and socially. This support is expressed through the presence of well-defined functions of the services manned by highly

qualified personnel and the provision of adequate physical facilities, equipment, and materials. However, the representation of the Student Personnel Service office in the policy-and decision-making bodies of the institution is seemingly not supported and the geographic location of the institutions is not so favorable for learning.

The positive and supportive environment that was highlighted in the preceding findings corresponds to the study of Babayen-on (2008) which indicated that students' satisfaction was highest in the guidance and counseling services and lowest in the canteen services. It was shown that regardless of socio-educational characteristics, students' satisfaction did not vary significantly. A notable finding is that implementation of services is significantly correlated to the satisfaction with the services received. Through multiple regression analysis, of the twelve service areas, eight independent variables emerged as predictors of student satisfaction. These are instruction, student registration, library and internet, management council, accounting, medical-dental, canteen, and guidance and counseling services. Delivery of services has direct bearing on student satisfaction. Improving the quality in the delivery of these eight service areas will improve the satisfaction level of students.

The results have also been corroborated by the study of Quinco-Cadosales (2019) which found out that the university's best features in student services are in the areas of admission policies, objectives of the guidance program and services, campus ministry services, research and evaluation, and co-curricular programs and activities. However, the university has to pay closer attention to organization and administration of the student services program, information dissemination of the guidance program and services, and students' assistance programs. Further, the university has made efforts to provide students with functional student services program to develop their holistic being.

Administration: Along administration as shown in Table 8, comparatively, the quality-of-service delivery as perceived by the deans and the faculty was only very good. Mean statistics had revealed that the deans' scores ranged only from 2.67 and 3.33 while the faculty's ratings ranged from 3.05 to 3.64. Only one of the specified items got an excellent rating from the deans, that is, the regular monitoring and evaluation by the institution of the performance of the administrative personnel. This, however, was not coherent with the evaluation of the faculty for they have appraised two of the items as excellent. These were the working together of the dean, the faculty, and the administration for the improvement of the college or academic unit and the regular monitoring and evaluation by the institution of the performance of the administrative personnel.

The items which had the lowest grades in terms of quality for the deans were the deans' participation in the recruitment and promotion of faculty and support staff as well as the supportiveness of the Board of Regents/Trustees with the growth and development of the institution. The perspectives of the faculty, nevertheless, differed as they have assigned their lowest ranks to the observation of the flow of communication among and within units or departments and the utilization of the results of performance evaluation of the administrative personnel to improve performance and delivery of service.

Table 8. Quality of service delivery along administration

Indicators	Deans	Faculty	OM	I	R
The dean, the faculty, and the administration work together for the improvement of the college or academic unit.	3.11	3.64	3.37	E	1
The institution monitors and evaluates regularly the performance of the administrative personnel.	3.33	3.27	3.30	E	2
The department chairs or their equivalent	3.11	3.25	3.18	VG	3

have appropriate or relevant educational qualifications and experience.					
Policy implementation is efficient.	3.11	3.22	3.16	VG	4
Results of performance evaluation of the administrative personnel are utilized to improve performance and delivery of service	3.11	3.09	3.10	VG	5.5
The Academic and Administrative Councils exercise their powers and perform their functions.	3.00	3.20	3.10	VG	5.5
The Board of Regents/Trustees is supportive with the growth and development of the Institution.	2.89	3.18	3.04	VG	7
The flow of communication among and within units or departments is observed.	3.00	3.05	3.03	VG	8
The dean participates in the recruitment and promotion of faculty and support staff.	2.67	3.15	2.91	VG	9
Overall Mean (OM)	3.04	3.23	3.13	VG	
Interpretation (I)	VG	VG	VG		
Legend: 3.26-4.00 Excellent (E); 2.51-3.25 Very Good (VG); 1.76-2.50 Fair (F); 1.00-1.75 Poor (P)					

On the average, excellent quality along administration was experienced and felt as regards the working together of the dean, the faculty, and the administration for the improvement of the college or academic unit and the regular monitoring and evaluation by the institution of the performance of the administrative personnel. Least of all these items on administration aspect was the deans' participation in the recruitment and promotion of faculty and support staff.

Between respondents, the deans' overall rating was 3.04 and the faculty's evaluation was 3.23. This results in a grand mean of 3.23 with a qualitative interpretation of very good. Results indicate that there is synergy or strong collaboration among academic units of the school respondents as they are managed by highly competent personnel. Also, performances of every member of these institutions are maintained through constant monitoring and evaluation.

These findings were in line with Reuterswärd and Hylander (2017) who describe how Swedish school nurses (SN) experience their work and collaboration within the inter-professional PH teams. SNs' experiences of work and collaboration within PH teams can be described using three domains: expectations of others regarding SNs' roles, SNs' contributions to pupils' health and well-being, and collaboration among SNs within PH teams. The results indicate a discrepancy between SNs' own experiences of their contribution and their experiences of other professionals' expectations regarding those contributions. Some duties were perceived as expected, comprehensible, manageable, and meaningful while other duties–though expected–were perceived as less meaningful and taking time away from school-related matters. Other duties that were not explicitly expected–promoting general health and creating safety zones for pupils, teachers, and parents, for example–were nonetheless perceived as meaningful. Collaboration within PH teams was considered meaningful, comprehensible, and manageable only if the objectives of the team meetings were clear, if other professionals were available, and if professional roles on the team were communicated clearly.

This can also be expounded by the research of Francis and Young (1979) which focused on the action aspect of synergy. In their study, the researchers emphasized that effective teamwork relies upon synergism that exists among all teams. There are needs of clear analysis to the features that

should be identified in order to build up a significant start-up teamwork configuration. The research attempted to identify the factors behind teamwork synergy and the possible consequence of synergism. Research data is generated based on virtual groups' performance. The collection of the research data is based on observations made when virtual workloads were assigned to groups with similar tasks in the field of work. The time factor is one of the variables that the performance results reveal for the specific tasks of the work groups. Mathematical method was used to calculate the latent features which meet the current research propositions. The results of the mathematical calculation were used as an input to further statistical analysis in addition to testing the research hypothesis and to answer the research questions.

In addition, the preceding findings, to some extent, match the results of the study of Liu and Tsai (2017) which showed that information exchanges of education works, uncoordinated processes of collaboration, and discussions not involving pedagogical knowledge are the general experiences on participating in the teaching teams. Certain barriers to teacher collaborations are from inadequate focuses during team discussions and a lack of curriculum leadership. Through experience-sharing, the participants considered that a focus on student learning during discussions and examples of practices for curriculum leadership were the key aspects for successful experiences in teacher collaborations.

Physical Plant and Facilities: The quality of service along physical plant and facilities as evaluated by the deans and faculty is shown in Table 9. It could be noticed from the results of the survey that the quality of service delivery in this area was given the lowest rating, as compared to the previous results. The deans' marks ranged only between 2.78 and 3.33 and the faculty's scores were between 3.11 and 3.31 only. Among the services which received the highest ratings were the presence of the campus security unit to ensure the safety of the academic community, the construction of the buildings according to their respective uses, the safety and maintenance of the campus, and the availability of emergency or fire escapes in the building which are readily accessible. The same items obtained the highest ratings from the faculty.

Table 9. Quality of service delivery along physical plant and facilities

Indicators	Deans	Faculty	OM	I	R
There is a campus security unit that ensures the safety of the academic community.	3.33	3.31	3.32	E	1
The buildings are constructed according to their respective uses.	3.11	3.25	3.18	VG	2
The campus is safe and well-maintained.	3.11	3.22	3.16	VG	3.5
The buildings are equipped with emergency or fire escapes which are readily accessible.	3.11	3.22	3.16	VG	3.5
Covered walks are provided to protect the academic community from inclement weather.	3.00	3.18	3.09	VG	5
Emergency exits are provided and marked properly.	3.00	3.11	3.06	VG	6
The institution implements a Waste Management Program.	2.89	3.20	3.04	VG	7
The campus is well-planned, clean, and properly landscaped.	2.89	3.11	3.00	VG	8
The campus environment is conducive for all educational activities.	2.78	3.18	2.98	VG	9
The buildings are well-planned and	2.38	3.13	2.75	VG	10

located appropriately to provide for future expansion.					
Overall Mean (OM)	2.96	3.19	3.08	VG	
Interpretation (I)	VG	VG	VG		
Legend: 3.26-4.00 Excellent (E); 2.51-3.25 Very Good (VG); 1.76-2.50 Fair (F); 1.00-1.75 Poor (P)					

Although, it is noteworthy that among the services provided for physical plant and facilities, only one was given an excellent evaluation, which was, the presence of the campus security unit that ensures the safety of the academic community. The rest were assessed only as very good and the lowest of them for the deans was planning and appropriate location of buildings for future expansion. For the faculty, however, the following indicators–the campus is well-planned, clean, and properly landscaped; and emergency exits are provided and marked properly–received the lowest assessments. Overall, the presence of the campus security unit that ensures the safety of the academic community was the highest-rated item; whereas, planning and appropriate location of buildings for future expansion was the lowest-rated indicator.

Between respondents, the faculty's evaluation of the quality of services along physical plant and facilities was higher than the deans'. The grand mean was 3.08, still interpreted as very good.
Findings indicate that more than investments on the physical structure, schools focused their services along physical plant and facilities on the security and safety of the academic community. However, the school environment, as the results revealed, needs improvement in terms of landscape, building location as well as cleanliness.

Of particular note is the work of Akomolafe and Adesua (2016) which examined the relevance of physical facilities in enhancing the level of motivation and the academic performance of senior secondary school students in South West Nigeria. The result showed that there was a significant relationship between physical facilities and students' level of motivation and academic performance. Based on the findings of the study, more physical, human, and material resources that are of high quality should be made available in public school to motivate students towards learning. More priority should be given to allocation of funds to make the public school conducive for teaching and learning. This will improve the academic standard of public schools.

Walter *et al.,* (2010) said that physical environment quality includes the physical and social setting in which the institution operates, such as buildings, cleanliness and availability of customer's personal space. Ambient conditions, design, and social factors are the sub-dimensions of the physical environment quality. They further argued that the physical environment is crucial to customers because service delivery occurs in the physical environment where the design, production, and delivery of the services are of value to customers. The interior and exterior of the physical environment can also create positive or negative experiences to customer.

Corollary to this, Limon's (2016) study revealed that the component with the highest mean rating was the exterior environment and the component with the lowest mean rating was support space. In terms of student performance and achievement, the largest increase was observed during school year 2010-2011 while the smallest increase was noted during school year 2009-2010.

These findings support the assumptions that insufficient school facilities were impacting student performance and achievement negatively and the administrators concerned take no significant action in addressing this educational issue. Since the lack of educational facilities was proven to pose serious ramifications on student performance and achievement, stakeholders should look closely into procedures that focus on facility support and management in the field of Technology and Livelihood Education (TLE).

Laboratories: Table 10 reflects the results of the respondents' evaluation of the quality-of-service delivery of criminology schools along laboratories. Mean statistics revealed that the appraisal of both respondents vary consistently from very good to excellent ratings only. The deans ranked as first the conformity of room lightings to the standard requirements of fluorescent bulbs relative to the size of the room among the ten specified items and this is the sole indicator that obtained an excellent mark from them. The accessibility of fire extinguishers to staff and students and the availability of varied computer software were next in rank with 3.22 mean ratings. Similarly, the faculty appraised the conformity of room lightings to the standard requirements of fluorescent bulbs relative to the size of the room, excellent. In addition, they also graded as excellent the accessibility of fire extinguishers to staff and students.

In contrast, what have been perceived by the deans as areas for improvement along laboratories were the provision of Laboratory Operations Manual for the faculty and students, the lighting and ventilation of the laboratories, and the installation of exit doors that open outward in each laboratory rooms. The faculty has validated these, yet, have added the periodic conduct of demonstration and training on the use of fire extinguishers, first-aid kit, and other emergency measures.

Table 10. Quality of service delivery along laboratories

Indicators	Deans	Faculty	OM	I	R
Room lightings conform to the standard requirements of fluorescent bulbs relative to the size of the room.	3.33	3.31	3.32	E	1
Usable fire extinguishers are accessible to staff and students.	3.22	3.29	3.26	E	2
A well-equipped first-aid kit, charts for antidotes, and neutralizing solutions are always available in each laboratory room.	3.11	3.25	3.18	VG	3
Varied computer software are available.	3.22	3.13	3.17	VG	4.5
The laboratories and shops are well-equipped, functional, and conducive to learning.	3.11	3.24	3.17	VG	4.5
Safety and precautionary measures are implemented.	3.00	3.25	3.13	VG	6
Demonstration and training on the use of fire extinguishers, first-aid kit, and other emergency measures are conducted periodically.	2.89	3.15	3.02	VG	7
The laboratories are properly lighted and well-ventilated.	2.78	3.16	2.97	VG	8
Laboratory Operations Manuals for the faculty and students are provided in each laboratory.	2.67	3.09	2.88	VG	9
Each laboratory room has at least two exit doors that open outward.	2.78	2.95	2.86	VG	10
Overall Mean (OM)	3.01	3.18	3.10	VG	
Interpretation (I)	VG	VG	VG		
Legend: 3.26-4.00 Excellent (E); 2.51-3.25 Very Good (VG); 1.76-2.50 Fair (F); 1.00-1.75 Poor (P)					

On the average, two of the given indicators were marked excellent–the conformity of room lightings to the standard requirements of fluorescent bulbs relative to the size of the room and the accessibility of fire extinguishers to staff and students. The lowest in rank was the installation of exit doors that

open outward in each laboratory room. The deans' overall rating was 3.01 and the faculty's was 3.18, both qualitatively described as very good. Thus, in general, this aspect received a grand mean of 3.10, meaning very good quality of service delivery.

The findings have defined well the need for the advancement in the laboratory tools and equipment or their physical structures. The fast-changing technological drifts have been one of the major challenges among criminology schools for high profile criminals are armed with more superior and more sophisticated weapons.

The findings of the study is supported by Mesfin *et al.,* (2017) who conducted a cross-sectional study using a questionnaire to assess factors affecting the quality of laboratory service at private and public health institutions in Addis Ababa. A total of 213 laboratory professionals participated in the study and 131 (61.5%) participants had bachelor's degrees. Majority, 133 (62.4%), of the professionals did not attend any work-related training. Seventy-five (35.2%) respondents believed that their laboratories did not provide quality laboratory services and the major reported factors affecting provision of quality services were shortage of resources (64.3%), poor management support (57.3%), poor equipment quality (53.4%), high workload (41.1%), lack of equipment calibration (38.3%), and lack of knowledge (23.3%).

Moreover, logistic regression analysis showed that provision of quality laboratory service was associated significantly with result verification (AOR=9.21, 95% CI=2.26, 37.48), internal quality control (AOR=6.11, 95% CI=2.11, 17.70), turnaround time (AOR=5.11, 95% CI=1.94, 13.46), shortage of equipment (AOR=7.76, 95% CI=2.55, 23.66), communication with clinicians (AOR=3.24, 95% CI=1.25, 8.41), and lack of job description (AOR=3.67, 95% CI=1.319, 10.22).

Library: The survey results on the quality of library services is presented in Table 11. As indicated, only one indicator has been measured as excellent by the deans and the remaining only got very good ratings. The excellent mark was granted specifically to the organization of library collection according to an accepted scheme of classification and standard code of cataloging. This time, only two particulars have obtained the same excellent assessments from the faculty. Aside from the organization of library collection according to an accepted scheme of classification and standard code of cataloging, the employment of library system for security and control of library resources has obtained similarly the same mark.

As to areas needing some attention in the quality of library services, the deans have pointed to the following: the adequate, recency, and balance of library core collection; the provisions for the preservation, general care, and upkeep of library resources; the conduct of regular weeding-out program to maintain a relevant and updated collection; and lastly, the integration of the library system. Other than what have been identified by the deans, the faculty have also added the conformity to the standards set for a particular academic program of the quality and quantity of library materials and resources, the sufficiency of professional books, journals, and electronic resources for the program, and the provision of sufficient research books and materials to supplement the clients' curricular needs.

All in all, the organization of library collection according to an accepted scheme of classification and standard code of cataloging ranked first, followed by the employment of library system for security and control of library resources and the provision of efficient and effective library services. On the contrary, the item with the lowest rating was the integration of library system. Between respondents, the faculty's overall rating was 3.18, higher than the deans' that was only 3.08. Lastly, the grand mean for the quality of library service delivery was 3.13, interpreted as very good.

These findings imply that the efforts of the schools in enhancing the quality of their library facility are centered on the improvement of its system and organization of its collection according to

accepted schemes and standards. Meanwhile, areas which may have been overlooked were the creation of an integrated system, the conduct of regular weeding-out program, and the conformity of library materials with academic program standards.

Table 11. Quality of Service Delivery along Library

Indicators	Deans	Faculty	OM	I	R
The library collection is organized according to an accepted scheme of classification and standard code of cataloging.	3.44	3.31	3.38	E	1
The library employs a system for security and control of library resources.	3.11	3.31	3.21	VG	2
Efficient and effective library services are provided.	3.11	3.18	3.15	VG	3
The professional books, journals, and electronic resources for the program are sufficient.	3.11	3.15	3.13	VG	4
The library provides sufficient research books and materials to supplement the clients' curricular needs.	3.11	3.13	3.12	VG	5
The library core collection is adequate, updated, and well-balanced.	3.00	3.20	3.10	VG	6
There are provisions for the preservation, general care, and upkeep of library resources.	3.00	3.18	3.09	VG	7
The quality and quantity of library materials and resources conform to the standard set for a particular academic program.	3.11	3.04	3.07	VG	8.5
Regular weeding-out program is conducted to maintain a relevant and updated collection.	3.00	3.15	3.07	VG	8.5
There is an integrated library system.	2.78	3.16	2.97	VG	10
Overall Mean (OM)	3.08	3.18	3.13	VG	
Interpretation (I)	VG	VG	VG		
Legend: 3.26-4.00 Excellent (E); 2.51-3.25 Very Good (VG); 1.76-2.50 Fair (F); 1.00-1.75 Poor (P)					

A similar study on the quality of library services has also been conducted by Kiran (2010) who examined the perception of academic staff on the quality of academic library services. The study also attempted to assess the impact of library services on their work and their perceived level of satisfaction towards university library services. Results revealed that academic staffs perceive the quality of library services to be just above average. Library staffs are considered quite helpful and able to instill confidence in library users. Academic staff also believes that the library has a positive impact on their teaching, learning, and research. The overall satisfaction with the library services received a satisfactory rating. Though the quality of library service was perceived as just above average, academics will continue to use the library resources and be dependent on librarians for their information needs.

A more advanced study on this same topic was conducted by Ahmad and Abawajy (2014). In their study, they demonstrated work undertaken by Muhimbili University of Health and Allied Sciences (MUHAS) Library in an effort to integrate Web 2.0 technologies in its functions to enhance the

quality of its services in Tanzania. The paper showed that Web 2.0 technologies can be implemented effectively according to university goals, user's needs, deployment of user-friendly tools, and capacity building among librarians and users. Students supported positively the adoption of Library 2.0 services at MUHAS. Library 2.0 services improved the quality of MUHAS library services despite various challenges related to infrastructure, awareness, literacy, inadequate staff, security, and ownership of Web 2.0 services. The study findings may not be replicated widely because the article was based on a case study of the integration of Web 2.0 technologies into the library functions of MUHAS. The study did not examine the use of Library 2.0 applications among library users (such as faculty and students) which could illuminate further the case study. Most academic libraries in Africa have not yet adopted Web 2.0 technologies to improve their services. The user preferences, technology adoption, and challenges faced from the study can help other libraries to plan and integrate their Library 2.0 technologies in their services.

Summary Table of the Quality-of-Service Delivery: The summary table of the quality-of-service delivery of the criminology schools in Region V is presented in Table 12. Results disclosed that of the seven services appraised, only one has received an overall rating of excellent. This was the area of curriculum and instruction. Others only were rated as very good. Next area that is close to the result of curriculum and instruction was faculty and this was followed by administration. The lowest-rated of the services was the physical plant and facilities.

Table 12. Summary table of the quality-of-service delivery

Indicators	Deans	Faculty	OM	I	R
Curriculum and Instruction	3.26	3.26	3.26	E	1
Faculty	3.18	3.31	3.24	VG	2
Administration	3.04	3.23	3.13	VG	3.5
Library	3.08	3.18	3.13	VG	3.5
Support to Students	3.00	3.25	3.12	VG	5
Laboratories	3.01	3.18	3.10	VG	6
Physical Plant and Facilities	2.96	3.19	3.08	VG	7
Overall Mean (OM)	3.08	3.23	3.15	VG	
Interpretation (I)	VG	VG	VG		

To the deans, the highest was curriculum and instruction, followed by faculty, but third in their rank was the library services. Similarly, the last in their ranks was physical plant and facilities. The faculty, on the other hand, gave their highest evaluation to the area of faculty and second to it was curriculum and instruction, third was support to student, and last in their ratings was library. On the average, the faculty's evaluation was maintained to be higher than the deans' and overall, the services attained a 3.15 mean score, which is equivalent to a very good rating.

Managerial Capabilities and Quality of Service Delivery: The correlations between the aspects of managerial capabilities and quality of service delivery are shown in Table 13. Analyses were subdivided into the three categories of managerial capabilities–conceptual skills, people skills, and technical skills. The correlations were calculated using a statistical tool known as Pearson's Product Moment of Correlation. To determine the percentage of contribution of each aspect of managerial capabilities on the different areas of service delivery, their correlation coefficients were likewise calculated.

Between conceptual skills and aspects of service delivery, all had displayed a positive significant relationship which means that conceptual skills really contribute significantly to the improvement of quality-of-service delivery and that as the conceptual skills of a school head develops, it is likely that the quality of service delivery is expected. Moreover, looking into the correlation coefficient or the r-squared values, it is interesting to note that conceptual skills has contributed largely on faculty and

the least on curriculum and instruction. Conceptual skills had accounted for about 16 percent of variation on faculty than only 6.6 percent on curriculum and instruction. Hence, conceptual skills had the highest correlation and most significant relationship on faculty (r=.392; sig.= 0.001). But, in terms of the strength of correlation, the pair has a weak correlation only. Accordingly, conceptual skills had contributed largely to the quality-of-service delivery but only had medium-sized effects on curriculum and instruction.

The results, however, differed between people skills and quality of service delivery. In here, two of the correlations showed no statistical significance. They were the relationships between people skills and curriculum and instruction (r=0.172; sig.= 0.173) as well as between people skills and physical plant and facilities (r=0.19; sig.= 0.133). This means that people skills have nothing to do in these two areas of service delivery. Nonetheless, people skills can explain essentially improvements in laboratory services. This is supported by the r-value of 0.190 which indicates clearly that 19 percent of the variation in the quality of laboratory services is attributable to people skills. The strength of its correlation with reference to its size is still weak. However, among the correlations between people skills and the aspects of the quality-of-service delivery, it had the largest correlations. However, its effect on curriculum and instruction revealed to be almost negligible. This means that school heads' skills or approaches in handling people may not be so influential in effecting improving quality of service delivery. Thus, people skills had large effect size on administration but had only small effects on curriculum and instruction.

Lastly, between technical skills and service quality, the same patterns of correlations were noted. All had positive significant relationship and the degree of relationship were all very high. Importantly, of the correlations, it could be gleaned that technical skills had the highest correlation with, and thus contributed the most on, administration (r=.705**; sig.= 0.000). Meanwhile, technical skills contributed the least on curriculum and instruction (r=.421**; sig.= 0.001). Technical skills explained the 49.7 percent of the changes in the quality-of-service delivery of the administration but only 17.7 percent in curriculum and instruction.

Table 13. Relationship between Managerial Capabilities and Quality of Service Delivery

(I) Managerial Capabilities	(J) Quality of Service Delivery	(I-J) r	r^2	Sig	Stat Sig
Conceptual Skills	Faculty	.392**	0.154	0.001	VHS
	Curriculum and Instruction	.256*	0.066	0.041	S
	Support to Students	.306*	0.094	0.014	S
	Administration	.258*	0.067	0.040	S
	Physical Plant and Facilities	.305*	0.093	0.014	S
	Laboratories	.309*	0095	0.013	S
	Library	.376**	0.141	0.002	HS
People Skills	Faculty	.423**	0.179	0.000	VHS
	Curriculum and Instruction	0.172	0.030	0.173	NS
	Support to Students	.278*	0.077	0.026	S
	Administration	.415**	0.172	0.001	VHS
	Physical Plant and Facilities	0.19	0.036	0.133	NS
	Laboratories	.436**	0.190	0.000	VHS
	Library	.302*	0.091	0.015	S
Technical Skills	Faculty	.676**	0.457	0.000	VHS
	Curriculum and Instruction	.421**	0.177	0.001	VHS
	Support to Students	.509**	0.259	0.000	VHS
	Administration	.705**	0.497	0.000	VHS
	Physical Plant and Facilities	.528**	0.279	0.000	VHS
	Laboratories	.703**	0.494	0.000	VHS

	Library	.616**	0.379	0.000	VHS	

Note:

Sig.	Statistical Significance	Effect Size			
>.05	Not Significant (NS)	.5 = Large			
<.05	Significant (S)	.3 = Medium			
<.01	Highly Significant (HS)	.1 = Small			
<.001	Very Highly Significant (VHS)				

This can be explained by the study of Semeijn, Van Der Heijden, and Van Der Lee (2014) who examined the predictive value of multisource ratings of managerial competencies for managerial and organizational effectiveness. With regard to the outcome variable (i.e., effectiveness), both individual-level (subordinates', peers', and supervisors' ratings of managers) and organizational-level (Balanced Scorecard) measures were used. As expected, subordinates, peers, and supervisors have distinct perspectives on the managerial competencies that are relevant for effectiveness. Moreover, the specific managerial competencies differ in terms of their predictive validity respectively for managerial and organizational effectiveness. The outcomes of the study suggested that a multisource and multimethod approach is valuable in assessing both managerial competencies and managerial and organizational effectiveness. Moreover, these findings were in line with the study of Verle *et al.,* (2014) who measured the relationship among managerial competencies, the choice of organizational structure type, and the company effectiveness with a value-added approach. The method of structural models was used for establishing the effect among individual variables. The results supported the hypothesized effect of managerial competencies on a company's organizational structure type. The effect of a modern, horizontal organizational structure on a company's performance and growth on the market facilitates the achievement of higher value added as well as has a direct impact of managerial competencies on a company's performance.

Conclusions and Recommendations
It can be concluded that school heads of this study are more conceptually skilled in management than technically and people skilled. Its quality-of-service delivery is evidenced by the qualified faculty equipped with teaching experience and professional practice, periodic faculty evaluation among the schools, well-defined functions of Student Personnel Services; synergy and collaboration among its personnel; presence of campus security unit for peace and order; and conducive classrooms and offices; and organized library collections. The more capable they are in management, the greater is the likelihood for them to maintain their quality-of-service delivery.

From the foregoing, the following are recommended: (1) provision of challenging tasks, and communicating a clear organization vision and mission in order for them to deliver the best of abilities among faculty; (2) increase in the salary and other benefits of the deans and faculty to avoid employee turnover; (3) provision of opportunities for professional and personal development through sending them to further training and providing them assistance such as scholarship grants for those who still want to pursue their studies with corresponding service agreements to ensure work productivity and organizational efficiency; (4) development of a workforce plan and provide school staff with training opportunities that are current-day and future-focused to use their training and development strategically; strengthen engagement among human resource professionals in the design and implementation of changes within the organization and encourage them to work toward specific goals, give them assignments based on their skills, knowledge and background to maintain organizational effectiveness; lastly, (5) initiation of policy amendments that are research oriented to

further develop and expand the managerial capabilities of the school heads and upgrade the quality of service delivery for continual improvement and operational efficiency.

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