

Strategic Business Administration Program Model for Private Higher Education Institutions in the Philippines

Chery C. Lacaden
Nueva Vizcaya State University

ABSTRACT

The importance of this paper is the Strategic Business Administration Program Model drawn from the application of linear regression to the analysis of the impacts of ASEAN Integration determinants on the comparative advantage variables which are professional confidence and global competitiveness. It analyzed the assessments of selected PHEIs administrators and faculty on the different ASEAN Integration determinants and comparative advantage variables for the Business Administration Program. The ASEAN Integration determinants were based on the CHED Strategic Plan for 2011- 2016, while the comparative advantage variables were the basic competency standards for Business Administration graduates stated in CMO 36, series of 2006 and CMO 06, series of 2012. Findings reveal that of the 79 ASEAN integration determinants, 29 of these have significant effect to the comparative advantage variables for the Business Administration (BA) program. These were considered in the strategic model- which gives importance to 11 ASEAN integration determinants which are significant to both comparative advantage variables which are professional confidence and global competitiveness. These determinants are stated according to their respective KRAs which are Rationalization: "Advocacy and gender sensitivity"; "Research on peace"; "Relevance of the BA program to industry needs"; "Quality and Standards"; "Quality Management and Performance", "BA Accreditation and Plant Visits/BA Curriculum"; "Access to Education"; "Grant- in- aid"; "In-Kind Assistance"; Management Systems: "Mediation"; "Organization Development"; "Housekeeping Services" and "Training Programs". Thus, the model can be adopted by the PHEIs for them to strategically organize and equip their systems and structure for their BA program to be globally competitive.

Keywords: *business administration, ASEAN Integration, strategic mode*

INTRODUCTION

For decades, Business Administration (BA) courses have become firmly established as a recognized field of academic discipline. The program has provided valuable professional services essential not only to business and industry, but has also impacted the socio-economic lives of the people.

In the Philippines, the Commission on Higher Education (CHED) records 343 Higher Education Institutions (HEIs) offering business programs. Private Higher Educational Institutions (PHEIs) account for the majority that is 314 or 91.54% followed by 18 Local Government Colleges and Universities and 11 State Colleges and Universities (CHED, 2001). Enrolment proliferation in the BA program has been remarkable that corresponds to a considerable degree of employment assistance. This background is important as it provides educators with some bases for looking at the state of business education today.

Incidentally, the new directions for the program started with the goals set by CHED expressed in its Medium-Term Development Plan in 2001 which focused on quality and excellence, relevance and responsiveness, efficiency access and equity (CHED, 2001). These goals were strengthened during the administration of President Aquino with Dr. Patricia Licuanan as the chairperson (CHED, 2012); and were incorporated in CHED Strategic Plan in 2011-2016, to mention: to improve quality; to improve relevance, to broaden access; to effectively and efficiently manage the higher educational system; and to strengthen the CHED and other stakeholders (CHED, 2009). As such, these call for the development of managerial and professional manpower for leadership, discovery of new knowledge, and its dissemination.

The global environment has changed dramatically to include broader perspectives of national relationship in varied aspects like economics, safety and security, political stability and most importantly, education. With countries binding together to pursue communal goals and objectives, the road to standardization and integration have become inevitable. For example, countries in Asia have formed the Association of South East Asian Nations (ASEAN). In this view, ASEAN integration has certain policies and guidelines to create or standardize medium of putting countries on the same playing field. As a result, educational expectations are set for ASEAN countries to integrate in their respective educational system. This will prepare graduates of different countries to be competitive in the ASEAN marketplace as well as the global landscape.

Modernization and technological advances demand business institutions to assume a challenging and interactive educational role and responsibility. Business enterprises are increasingly affected by the dynamically changing social environment that they must concern themselves with both the management of change and what institutions have trained and developed. This new emphasis has been recognized in the business administration education in the form of collaboration and networking programs that bring together the academic policy direction to meet the needs of business and industry.

The continuing pivotal role of business education pursued by all business institutions in the country extremely calls for the assessment of business education in higher education as it interplays between the business enterprise and the socio-political environment. Indeed, there is a need for the business schools to improve the quality of their graduates while at the same time rationalize their BA programs to be more relevant and responsive to the needs of business and industry, locally and internationally. These are tempered by the dictates of the market demands for the right quantity and quality management and resources from the business institutions.

The remarkable growth of academic and service institutions, over the years dominated the number of business across countries. Significant number of students and workers of foreign nations, are evident among nations abroad due to globalization. The United Nations Educational Scientific and Cultural Organization [UNESCO] (2012) perceives ASEAN integration's success to the impact on the human capital, requiring education to develop and strengthen the appropriate skills necessary for a shifting trend in the demand of the region's labor market. Students' competence should have earned appropriate and efficient skills that could gain reciprocal recognition of professional standards (UNESCO, 2012).

The Association to Advance Collegiate Schools of Business (AACSB) International (2011) reported that the global emergence of "management education" has been influenced by the integration of the world's economies that has occurred over the last two centuries which were the results of two scenarios: First, the relevance between the business school to the trends in international trade and globalization results to a new focus that is serving the needs of a global business environment. Such output is accounted to business schools' roots. Second, substantial diffusion of management education models and ideas across borders (AACSB, 2011).

With the emergence of many business schools across borders, Drucker and Maciariello (2008) mentioned that schools in the twenty first century have become too important with varying school systems that may show different parameters of results in their accountability and performance. With these, the quality of management education providers varies substantially, though defining just how much and in what ways quality varies remains elusive. While all institutions accounted for are subject to some form of regulation or quality assurance, the reality is that national accreditation, quality assurance, and/or regulatory programs are highly inconsistent, and comparisons of quality across schools reviewed within those schemes are difficult to draw. Organizations geared much towards the "quality of management education" that widened their operations, having gone beyond their national boundaries. As such, this

becomes a unified goal that depicts a point of comparison for quality across borders. However, schools with international accreditation for business programs represent only a small portion of management education providers, which may not all indicate comparable quality (AACSB, 2011).

In the Philippines, HEIs' performance in the country has not kept with its growth and importance. The BA program aims to create and empower future entrepreneurs, managers, and employees of the business and industry sectors, yet behind these are significant findings of studies which call for reforms in the academic industry.

One of these significant facts is that PHEIs have been described as the best and worst in the country's educational system (Philippine Business for Education (PBed) and Asian Development Bank (ADB), 2011). Relatively, it was suggested that the role of PHEIs has to be revisited to include the need to improve quality. As such PHEIs have to equip the students' achievement with the "appropriate quality of knowledge, skills, attitudes and general life skills including decency and integrity." Further, PHEIs flawed policies were seen to fall on the misconception that PHE is standardized (PBed & ADB, 2011). The emphasis on graduate employment to industries which has been one of the best measures of success of business education program, was criticized by experts Habito and Madarang (2007). Intensive training and education to enhance venture creation, business and financial management skills were suggested to HEIs rather than to give more emphasis on technical vocational aspects (Habito & Madarang, 2007). These citations are reflective of the statements of Tan (2011) and ADB (2012) on the demand of private HEI's focus on low-cost programs, mediocre quality and the poor instructional quality and efficiency. These critical issues are particularly found among demand-absorbing and non-elite private HEIs which are at the bottom hierarchy of the higher education league (ADB, 2012).

Previously, CHED revealed the same as one of the pressing problems under the Arroyo administration; some of these have been carried through the present which include the following: "relevance of job and employment", "waning quality of education", and "limited access to quality higher education" (CHED, 2009). These scenarios are critical which call for strategic actions.

It is to be noted that solutions to these issues may be difficult to identify as has been pointed out by Drucker and Maciariello (2008) stating "the importance of addressing the needs for quality in business education is related to the sound functioning of the nation's economic system. The same is with the importance of good teaching wherein its proclamation is heard from many quarters".

Francis, D., Mahlomaholo S. and Nkoane M. (2010) elicited one of the challenges of higher education to gain significant degree of importance- the curriculum. Curriculum responsiveness is a complex issue and its implementation requires a balanced approach and sensitivity to a range of issues, including economic, societal and academic considerations (Francis D. *et al.*, 2010). As competition among schools become intense, quality also varies in resources, techniques and approaches. Consequently, knowledge becomes the key resource of the knowledge society, and the social position of the school as “producer” and “distribution channel” of knowledge. As such, schools are being challenged to succeed or to lag behind. Indeed, no other institutions face challenges as radical as those that will transform the school---the administrators and faculty (Drucker & *Maciarelo*, 2008). The greatest change was believed to happen when the school is prepared, as it commits to results. It will have to establish and perform what it should be held responsible for what it is paid for (Drucker *et al.*, 2008).

Educational institutions are believed by Friedman (2006) to be connected to the “flat-world platform” in an easy and more affordable avenue. Agreeing to this fact, Craig Mundie of Microsoft (as cited in Friedman, 2006) suggested: “taking advantage of information technology depends much on the quality of education and infrastructure”. Accordingly, Sirat M., Azman N., and Anu Bakar A. (2014) elaborated that managers of higher education institutions are expected to get informed with the concept of harmonization as they are expected to produce efficient manpower resource because of human resource mobilization. He added that “the systems of higher education harmonization primarily begin with the higher educational institutions readiness in the country as it aims to be readily accepted and qualified internationally” (Sirat *et al.*, 2014).

Incidentally, CHED geared its goals towards becoming a responsible member of the international community, with the following specific objectives: program rationalization, quality and standards, broadened access to quality education, efficiency of HEI management systems, and improved organization development (CHED, 2009). These were the framework with which HEIs have to be efficiently strengthened as they can become effective to develop the students or graduates expected competencies per program like the BA.

This background is relevant to study the status of private HEIs in the National Capital Region (NCR) that offer BA program. The NCR is known as the center of education over the years, and where we can find most of HEIs serving students from different regions in the country. As such, the study aimed to craft a strategic model that the HEIs may consider in equipping their BA program towards ASEAN Integration.

In this study, the development of the strategic model was inferred from the analysis of the effects of the CHED “Strategic Plan 2011-2016 key result areas (KRAs) to the most available competency standards for BA programs found in CHED Memorandum Order [CMO] 36 series of 2006 (CHED, 2006) and CMO 06, series of 2012.

The CHED Overall Strategic Plan 2011-2016 gives emphasis on societal goals and sectoral goals. Along with these two types of goals, CHED envisions to be a key leader in the Philippine Higher Education to “*effectively work with higher education stakeholders in building the country’s human capital and supporting the innovation system towards the development of a Filipino nation as a responsible member of the international community*” (CHED,2009). There are “five KRAs” identified which focused on: “(1) rationalized Philippine higher education system”; (2) “improved quality and standards”; (3) “broadened access to quality higher education”; (4) “transparent, morally ascendant, efficient and effective management system” and (5) “effective organization development” (CHED, 2009)”. Under each KRA are specific statements that were enumerated in figure 1.

Accordingly, those responsible for the implementation of CHED’s mandate are the HEIs that involve the Administrators and the faculty in particular. This was strongly pointed out by (Drucker and Maciarelo, 2008) that “no other institution faces challenges as radical as those that will transform the school---the administrators and faculty”. The variables considered herein were validated by Young (2014) as independent variables, that HEIs are mandated to prepare and equip their BA program with the expected competency standards set in Article IV Section 7 of CMO 36, series of 2012 which subsumes the following:

On global competitiveness, graduates can: “Convey ideas clearly both oral and written in English; Perform quality work; Prepare, analyze, and evaluate reports, proposals and concept papers; Understand the concepts and principles of good interpersonal relations; Conduct feasibility study and other business research/plan; Explain the concepts, approaches, and techniques of environmental conservation; - On professional confidence, graduates can: “Demonstrate the values of fairness, transparency, accountability, hard work, honesty, patience, diligence, innovativeness and risk taking”; “Apply the principles of the different forms of communication”, “Develop the ability to access, retrieve and disseminate information using IT”; “Perform quality work with wholesome personality”; “Participate actively in business associations and comply with their policies and obligations”; “Conduct environmental scanning”; Know and understand the country’s national development thrusts, concerns” (CHED, 2012).



**Figure 1
Research Paradigm**

Results of this study become timely and relevant as the Government is executing reforms to improve the status of HEIs in the country particularly in business education. Further, it shall offer valuable insights to Huis administrators and faculty to adapt and comply with quality assurance for them to create a sound measurable plans for the viability of the business administration program and will help them create and implement possible enhancements in their strategies.

METHODOLOGY

The research design of this paper is considered descriptive in as much as questions on what, where, and why are answered (Young, 2012). There are two groups of respondents in this study and these are the administrators of the Higher Education Institutions and the faculty. These respondents – administrators and faculty of the business schools are directly responsible to the quality of business education having congruence to quality and competitive manpower resources (Drucker and Maciariello, 2008). The 106 total population of respondents from selected college- level HEIs in the National Capital Region were all considered during the survey interview.

A survey questionnaire in gathering the data was considered an essential tool. It was developed from the research paradigm (Figure 1) complemented by the criteria found in the CHED’s Strategic Plan 2011-2016 (CHED, 2009) and CMO 36 series of 2006. These were validated using Cronbach’s Alpha.

The responses on the degree of readiness of HEIs in terms of the independent variables and that on the degree of competitiveness of BA program were initially processed using weighted mean and were further valued through causal analysis. Multiple Linear Regression analysis determined the significant effects of the independent variables to that of the dependent variables. t and p values were computed prior to computing the beta coefficients-that provided the level of significance between the variables measured.

RESULTS AND DISCUSSION

The strategic BA program model has been developed through the analysis of the effects of the independent to the dependent variables. The former mentioned variables, known as ASEAN Integration determinants which are set at CHED Strategic Plan 2011- 2016 are the specific variables underlying the KRAs. The latter is described by the comparative advantage variables known as the BA competencies set in the CHED CMO 26 series of 2012 which were

categorized into professional confidence and global competitiveness. The use of the multiple linear regression tools has shown the standard beta coefficients that measured the levels of significance of the ASEAN Integration determinants to the comparative advantage variables.

It is to be noted that the model (Figure 2) developed from this study was derived from significant effects of the ASEAN Integration determinants to the various BA competencies categorized as professional confidence (Exhibit 1) and global competitiveness (Exhibit 2) also known as comparative advantage variables. The Significant ASEAN Integration Determinants that affected the degree of professional confidence of BA student---competencies are within the left circle; the global competitiveness determinants on the other hand are laid on the right circle. Eleven of these gained significant effects on both professional confidence and global competitiveness. These are considered more critically for internationalizing the BA program of the PHEIs in the Philippines.

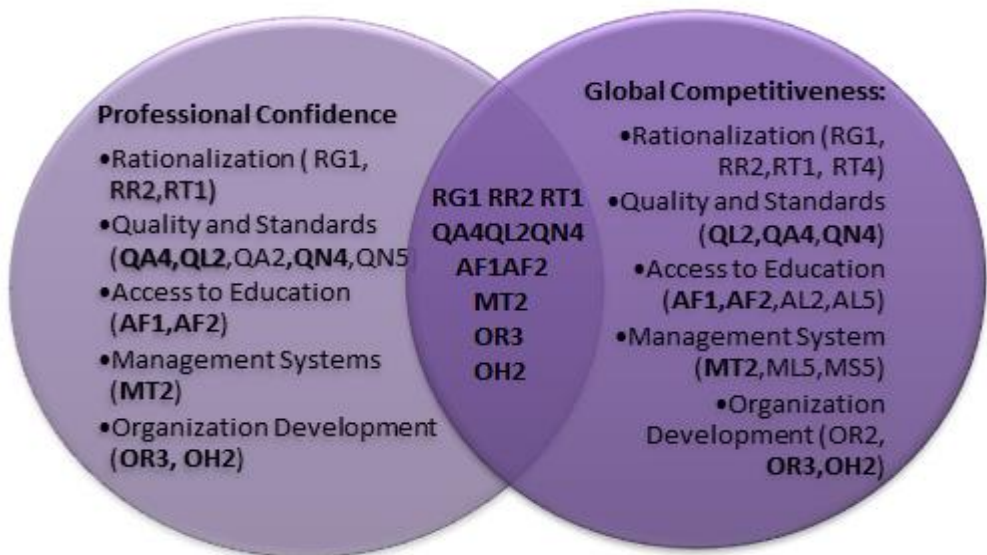


Figure 2.
The Strategic Business Administration Program Model for Private Higher Education Institutions in the Philippines Towards ASEAN Integration

The model is exemplified by the following significant variables which are coded and highlighted on the overlapping area of the circle: Rationalization:- “Advocacy and gender sensitivity” (RG1); “Research on peace” (RR2); “Relevance of the BA program to industry needs” (RT1).; Quality and Standards: Quality Management and Performance (QI2), BA Accreditation

(QA4) and Plant Visits/BA Curriculum(QN4).; Access to Education: “Grant- in-aid” (AF1); “In Kind Assistance” (AF2); Management Systems: “Mediation” (MT2) ; Organization Development: “Housekeeping Services” (OR3) and “Training Programs” (OH2).

The results for the model are further summarized in Table 1 with its corresponding variable code. The first column enumerates 13 variables that significantly affect professional confidence of the PHEI BA competitiveness. Likewise, on the second column lie the 17 variables having significant effect on PHEI BA global competitiveness.

Table 1
ASEAN Integration Determinants of Professional Confidence and Global Competitiveness for the PHEIs BA Program in the Philippines Towards Global Integration

Professional Confidence	Global Competitiveness
Rationalization “Advocacy and gender sensitivity” (RG1) “Research on peace” (RR2) “Relevance to industry needs” (RT1)	Rationalization “Advocacy and gender sensitivity” (RG1) “Research on peace” (RR2) “Relevance to industry needs” (RT1) “Updated GIS-based map” (RT4)
Quality and Standards “BA Accreditation” (QA4) “Quality Management and Performance” (QI2) “Academic Programs/Recognition Permits” (Qa2) “Plant Visits/BA Curriculum” (QN4) “Industry Curriculum Review” (QN5)	Quality and Standards Quality Management and Performance (QI2). BA Accreditation (QA4) Plant Visits/BA Curriculum (QN4).
Access to Education “Grant- in- aid” (AF1) “In Kind Assistance” (AF2)	Access to Education “Grant- in- aid” (AF1) “ETEEAP” (AL2) “In Kind Assistance” (AF2) “Income Generating Activities” (AL5)
Management Systems “Mediation” (MT2)	Management Reforms “Mediation” (MT2) “Help Desks /Hotlines” (MI5) “Service BA Courses” (MS5)
Organization Development “Housekeeping Services” (OR3) “Training Programs” (OH2)	Organization Development “Training Programs” (OH2) “Security Systems” (OR2) “Housekeeping Services” (OR3)

Exhibit 1. ASEAN Integration Determinants that Significantly Affect Professional Confidence

Table 2
Effect of the ASEAN Integration Determinants of Quality with PHEIs BA Professional Confidence

ASEAN Integration Determinants for Quality BA Program	Beta β Coefficient	Effect
Rationalization "BA program to include advocacy and gender sensitivity" "Research for promoting peace" "Match the program using GIS vis- a -vis demand or thrusts at the national and regional levels".	0.519 t= 2.874 0.412 t=1.935 0.335 t= 2.462	Significant Significant Significant
Quality and Standards "BA program is evaluated by private accreditors" "Management and development program create awareness of the relationship between the quality of senior/middle-level management and the quality of HEIs performance". "compliance with the PSGs for permits to operate BA program" "Plant visits part of BA curriculum". "Invites Industry partners in the curriculum review".	0.702 t=4365 0.601 t=3.86 0.426 t=3.243 0.399 t=3.129 0.371 t=2.824	Significant Significant Significant Significant Significant
Access to Education "Grant- in- aid to needy but deserving students". "In Kind Assistance like books, instructional materials, and others".	0.457 t=3.259 0.434 t=3.825	Significant Significant
Management Systems "Mediation, and conduct of fact-finding investigations for Complaints of clients/students and human resource".	0.737 t=6.313	Significant
Organization Development "Functioning housekeeping services" "Faculty and Staff for BA programs participation in training programs, team building activities"	0.430 t=3.839 0.262 t=2.466	Significant Significant

Table 2 reveals the specific variables that significantly affect professional confidence as a comparative advantage variable. Only the standardized Beta coefficients with significant effect are enumerated on the table.

In terms of rationalization of BA program, the determinants having significant effect on professional confidence are "advocacy and gender sensitivity" ($\beta=0.519$) for gender and development program, research for promoting peace ($\beta =0.412$) and GIS matching program vis- a- vis the national and regional levels thrusts ($\beta=0.335$) under typology variables.

Moving on quality and standards, having the BA program accredited has the most significant effect on professional standards ($\beta=0.702$) which is under quality assurance. The same with compliance with the CHED's Policies Standards and Guidelines to operate BA program ($\beta=0.426$) which has significant effect.

Subsequent to this, with respective significant effect on professional confidence included: the quality improvement variable that was development program creating awareness on the relationships between "senior/middle-level management and the quality of HEIs performance" ($\beta= 0.601$); and the international and regional networking variables to include: incorporate plant visits to the BA curriculum ($\beta=0.399$), and inviting Industry partners to the curriculum review ($\beta=0.371$). Majority of the quality and standards ASEAN Integration determinants significantly affect professional confidence.

Furthermore, under access, only two variables pertaining to financial assistance significantly affect professional confidence and these are: Grant- in-aid to needy but deserving students ($\beta=0.457$) and in-kind assistance like books, instructional materials, and others ($\beta = 0.434$).

The existence of a mediation/fact finding committee to facilitate and address violation of laws, rules and regulation and other complaints is the only variable ($\beta=0.737$) in the PHEI BA Management system that has significant effect on professional confidence. This is a variable that is under the "Tibay Edukasyon" program of the government.

The OD for the program has only two variables that affect professional confidence significantly: functioning housekeeping services ($\beta=0.434$) and Faculty and Staff for BA programs participation in training programs. It appears that the former under rationalization, "modernization and upgrading of physical plant" affects professional confidence of higher significance over that of the latter which is human resource development.

This means that for every one standardized unit increase in advocacy and gender sensitivity, there is a corresponding standardized increase of 0.519 in professional confidence; for every one standardized unit increase in research for promoting peace, there is a corresponding standardized increase of 0.412 in professional confidence; and for every one standardized unit increase in GIS matching program vis a vis the national and regional levels thrusts, there is a corresponding standardized increase of 0.335 in professional confidence. This is true for all the variables that have been found significant.

Exhibit 2. Effect of the ASEAN Integration determinants of Quality in Business Administration with Global Competitiveness.

Table 3
Effect of the ASEAN Integration determinants of Quality Business Administration Program with PHEIs BA Global Competitiveness

ASEAN Integration determinants for Quality BA Program	Beta Coefficient	Effect
Rationalization "Advocacy and gender sensitivity"	0.672 t=4.614	Significant
"Research for promoting peace"	0.476 t=2.770	Significant
"Match the program using GIS vis- a -vis demand or thrusts at the national and regional levels".	0.389 t= 3.251	Significant
"Updated GIS-based map of HEIs programs to serve as decision support system"	0.308 t=2.817	Significant
Quality Standards "Management and development program create awareness of the relationship between the quality of senior/middle-level management and the quality of performance"	0.502 t=2.790	Significant
"HEIs performance BA program evaluated by private accreditors"	0.422 t=2.269	Significant
"Plant visits are made part of the BA curriculum".	0.266 t=1.807	Significant
Industry partners are part of curriculum review	0.299 t=1.968	Significant
Access to Education "Grant- in- aid to needy but deserving students".	0.518 t=4.861	Significant
"On Line Studies, ETEEAP"	0.386 t=2.547	Significant
"In kind assistance like books, instructional materials, and others".	0.295 t=2.247	Significant
"Financing is encouraged through income generating activities in the HEIs".	0.276 t=2.327	Significant
Management Reforms a. "Mediation, and conduct of fact-finding investigations for Complains of clients/students and human resource mediation, and are acted upon"	0.666 t=5.627	Significant
b. "Feedback mechanisms (help desks and hotlines)".	0.347 t=2.236	Significant
c. "BA Programs are associated with the service sector"	0.284 t=2.164	Significant
Organization Development "Faculty and Staff for BA programs participation in training programs, team building activities"	0.341 t=3.154	Significant
"Functioning building maintenance office with CCTV cameras and updated security systems"	0.323 t=3.477	Significant
"Functioning housekeeping services"	0.318 t=2.789	Significant

It is to be noted that the highest Beta coefficient of the different ASEAN Integration determinants in relation to professional confidence is "mediation, and conduct of fact-finding investigations" for complaints of clients/students and human resource under efficiency in the management system ($\beta=0.737$). Next are the determinants under quality and standards that include: BA program was "evaluated by private accreditors" ($\beta=0.702$), management and

development program created “awareness of the relationship between the quality of senior/middle-level management and the quality of HEIs performance” and rationalizing advocacy on gender and development in the BA program ($\beta=0.519$). Hence, PHEIs may give more emphasis on these significant variables to prepare their BA students to be professionally confident.

Table 3 only brings up the Beta coefficients of ASEAN Integration determinants with significant effect. These are enumerated as: rationalizing advocacy and gender sensitivity which significantly affect global competitiveness ($\beta=0.672$). This determinant is the most significant among others. Again, research for promoting peace ($\beta=0.476$) has been found of significant effect to global competitiveness beside implementing the typology and mapping program determinants such as “match the program using GIS vis-a-vis demand / thrusts at the national and regional levels” ($\beta=0.389$) and “updated GIS-based map of HEIs programs to serve as decision support system ($\beta=0.308$)”.

Furthermore, it shows the effect for quality and standard determinants on global competitiveness (Table 3). The quality improvement determinants that is “Management and development program create awareness of the relationship between the quality of senior/middle-level management and the quality of HEIs performance ($\beta= 0.502$) has the most significant effect which is followed by quality assurance determinant that is evaluation of the BA program by private accreditors” ($\beta=0.422$) and an International and Regional networking determinant which is incorporating plant visits in the BA curriculum ($\beta=0.266$).

There are four access determinants having significant effect on global competitiveness namely: grant in-aid to poor but deserving students ($\beta=0.518$), in kind assistance ($\beta=0.25$), ETEEAP ($\beta=0.386$), and financial assistance through income generating projects ($\beta=0.276$). The computed values clearly show that financial assistance through grant in-aid is on top of ETEEAP. This is the most significant access determinant affecting global competitiveness. In kind assistance remained to have significant effect despite its least value.

The results imply that for every one standardized unit increase in advocacy and gender sensitivity, there is a corresponding standardized increase of 0.672 in global competitiveness; for every one standardized unit increase in research for promoting peace, there is a corresponding standardized increase of 0.476 in global competitiveness; for every one standardized unit increase in GIS matching program vis a vis the national and regional levels thrusts, there is a corresponding standardized increase of 0.389 in global competitiveness; for every one standardized unit increase in Updated GIS-based map of HEIs programs to serve as decision support system, there is a corresponding

standardized increase of 0.308 in global competitiveness. This is true for all the variables that have been found significant.

Note further that the highest Beta coefficient of the different ASEAN Integration determinants in relation to global competitiveness is rationalizing advocacy on gender and development in the BA program ($\beta=0.672$). Other ASEAN Integration determinants next to this are: Management reform through provision of mediation, and Conduct of fact-finding investigations for student complaints ($\beta=0.666$), Access to Education in the form of grant- in- aid to needy but deserving students ($\beta=0.518$) and Management and development program create awareness of the relationship between the quality of senior/middle-level management and the quality of HEIs performance ($\beta=0.502$).

Thus these significant variables are strong foundations for the PHEIs for them to create their strategies towards a globally competitive BA program.

CONCLUSIONS

The Strategic BA Program Model revealed 11 ASEAN Integration determinants with significant effect to both professional confidence and global competitiveness. These are out of the 29 significant ASEAN Integration determinants that affected the BA comparative advantage variables. The model may provide HEIs in the Philippines a basis to strengthen their strategies and further develop their resources to create globally competitive graduates.

RECOMMENDATIONS

PHEIs can initiate and strengthen awareness on the role of gender and development and strengthen research on promoting peace in the BA program as this is one significant determinant undermining ASEAN 2015. As such, PHEIs can include in their curriculum development, advocacy on gender and development considering the widening of variations of norms cultures customs and traditions among ASEAN nations. As part of the need to innovate and create a differentiated academic BA program, there is a need to lessen the gap between actual and diverse business practicum training through the development of basic and value –added skills, in addition to the basic competencies expected of every BA student. Expose students to on-the-job trainings as they need to be developed based on industry. The PHEIs can establish and strengthen linkages and network with businesses the industry, including with government agencies. The business administration program has to be reviewed and updated regularly. PHEIs are suggested to involve the industry partners in their Business Administration curriculum review as their contribution would develop and enhance knowledge, skills and training needed

for BA students to become professionally and globally competitive. Pursue Accreditation in support of the ASEAN Quality Framework and align to quality assurance standards and ensure global compliance of PSGs in the BA curriculum to further improve quality of BA education in the PHEIs. Support facilities can be strengthened as the PHEIs are expected to internationalize the Business Administration curricula. Now, a globalized institution is expected to have equipped their systems with the necessary and updated Information Technology structure. This will support their provision to on- line studies as alternative learning system for their clients to access higher education in business. Widen access to education by offering more scholarship funding, and implement alternative learning systems. The PHEI may strengthen management and development relationships between senior and middle level management, ensuring that performance is successfully achieved.

LITERATURE CITED

Asian Development Bank (2011, March). *Role of Philippine Higher Education in the Philippines: Conference Report*. Mandaluyong: PBed, ADB. (April). Retrieved from <http://www.adbpub@adb.org>

Asian Development Bank (2012, March). *Higher Education in South East Asia: Expanding Access Searching for Quality* Education in Dynamic Asia. (March). Mandaluyong: ADB. Retrieved August 10, 2014 from: <http://www.adbpub@adb.org>.

Association to Advance Collegiate Schools of Business International ([AACSB] 2011). *Globalization of Management Education: Changing International Structures, Adaptive Strategies, and the Impact on Institutions*. United Kingdom: ISBN: 978-0-85724-941-8. Emerald Group Publishing Limited. Retrieved from <http://www.aacsb.edu/publications/researcher-reports/>

Commission on Higher Education ([CHED], 2001). *Medium Term Development Plan*. Retrieved March 9, 2014 from <http://www.CHEd.gov.ph>

Commission on Higher Education ([CHED], 2006). *CHED Memorandum Order [CMO] 36 series of 2006*. Retrieved March 9, 2014 from <http://www.CHEd.gov.ph>

Commission on Higher Education ([CHED], 2009). *CHED Strategic Plan 2011-2016*. Retrieved March 9, 2014 from <http://www.CHEd.gov.ph>

Commission on Higher Education ([CHED], 2012). *CHED Memorandum Order [CMO] 06 series of 2012*. Retrieved March 9, 2014 from <http://www.CHEd.gov.ph>

Drucker, P. & Maciarello, J.A. (2008). *Management*. New York: Harper Collins.

Francis, D. Mahlomaholo, S. & Nkoane M. (2010). *Praxis towards sustainable empowering learning environment in South Africa*. Bloemfontein: Africansunmedia.

Friedman, T. L. (2006). *The world is flat: the globalized world in the twenty first century*. London: Penguin.

Habito C.F. and Madarang J.I. (2007). Global Economic Monitor GEM. Philippine Report 2006-2007. Philippine Center for Entrepreneurship.

Philippine Business for Education. ([Philippine Business for Education], 2011). *State of PH higher education*. Retrieved July 25, 2014 from <http://www.pbe.org/stateofphighereducation.pdf>.

Sirat M., Azman N., and Anu Bakar A. (2014, April). *Towards harmonization of higher education in southeast asia: malaysias' perspective* [online]. *University of Malaysia*. Retrieved August 18, 2014 from <http://globalhighered.wordpress.com>.

Tan, E. A. (2011, February 22). *What's wrong with the philippine higher education: paper read at ac-upse 12 economic forum: free tuition, socialized tuition or full-cost tuition in sucs?*, *School of economics auditorium*, University of the Philippines, Dilliman, Quezon City. Retrieved November 22, 2014 from <http://UP.Edu.ph>

United Nations Educational Socio-Cultural Organization ([UNESCO], 2012). *UNESCO looks to support emerging qualifications framework*. Retrieved August 10, 2014 from <http://www.unescobkk.org/education/news/article>.

Young, F.C. (2012). *Fundamentals of Research Writing: made simple*. Manila.

Young, F.C., (2014). *Validation of Asean integration variables using Cronbach's Alpha SPSS*. Philippine School of Business Administration [PSBA] Manila.