



ISSUES, PERCEPTIONS, AND CHALLENGES OF AMALGAMATION IN HIGHER EDUCATION INSTITUTIONS IN CALABARZON: QUALITY SCHOOL MANAGEMENT STRATEGIC PLAN

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ABSTRACT

This quantitative survey described the occurring scenario among higher educational institutions having amalgamation as one of the strategies in rationalizing the Philippine higher education. The study dealt with the perceptions, issues, and perceived challenges of 90 administrators and 260 instructors/professors concerning amalgamation in Higher Education Institutions (HEIs) among the selected state universities and colleges in Region IV-A (CALABARZON) during the Academic Year 2017-2018. A researcher-constructed questionnaire served to gather the data. Weighted mean and t-test for independent means were employed to determine the differences on the perceptions of the respondents at 0.05 level of significance. Results indicated that the administrator-respondents were more aware of the idea of amalgamation than the instructor/professor-respondents. The respondents agreed in most of the items about amalgamation of HEI along access and equity, efficiency and effectiveness, relevance and responsiveness, utilization of resources, and quality and excellence. As to the issues on amalgamation, the administrators comparably perceived serious issues on amalgamation practices that needed urgent action such as delivery of projected student number, plans to meet financial and strategic goals, blueprint for the merged entity, governance and organization structure during the pre-merger phase, governance and organization structure during the transitional phase, quality assurance, and employees' rights. A significant difference was found between the perception of the administrator- and instructor/professor-respondents towards the issues on amalgamation practices in terms of access and equity, efficiency and effectiveness, utilization of resources, quality and excellence, and blueprint of the merged entity.

Keywords: education, amalgamation, perception, issues, challenges, quantitative method, Philippines

INTRODUCTION

The 21st century has been named as a new world characterized by the eradication of different barriers and the emergence of a borderless world, highly innovative information technology, advances in both science and technology, adoption of global values and innovations in higher education being the centerpiece of development. Such a scenario demands a drastic paradigm shift in different practices concerning these issues.

As said earlier, this century is characterized by the emergence of a borderless world popularly known as a global village, where higher education sector holds the key to educational development. The international efforts geared towards preparing the world's human resource capital for greater global competitiveness coupled with the great advances of science and technology is one of the thrusts in the global village. Likewise, the influence of digital technologies resulted to a great impact on the competitiveness and



sustainability of economic sectors (Manta, 2019).

Thus, in the quest for global recognition, there is therefore an urgent need to innovate higher education and promote its sustained implementation as a critical factor towards the attainment of quality education in an increasingly interdependent and multicultural world. As such, the Commission on Higher Education (CHED) through its Manual of Operations stressed that it is the policy of the Commission to internationalize higher education in the Philippines in order to facilitate the development of a human resource base that will be responsive to the demands of the 21st century (CMO 40 s. 2008).

Indulging an institution in a global village is not that simple. It requires a thorough examination on its capacities and capabilities to respond to the challenges of globalization. Different problems arise due to this phenomenon. Thus, academics are obliged to look into possible interventions that address the problems. With this, one of the innovations addressing the higher education sector is through amalgamating institutions. Institutional amalgamation in higher education is used to change not only the structure, function, and character of individual institutions, but also that of national systems of higher education. In the study of Gonzales and Ngohayon (2015), the amalgamation of Cordillera Administrative Region Association of State Universities and Colleges (CARASUC) in the Philippines resulted to the crafting of strategic plan including manual of operation. Similarly, amalgamation led to the advancement in administrative practices of higher educational institutions in the province of Ilocos Sur, Philippines (Alviento, 2017).

The 2011-2016 Strategic Plan of CHED identified amalgamation as one of the strategies in the rationalization of HEIs, and programs. The public component consists of State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs), and other government schools to improve efficiency in the delivery of quality programs, minimize duplication, and promote complementation between and among public,

and private HEIs. The restructuring could be achieved partly through amalgamation of SUCs into Regional University System (RUS) and development of specialized institutions (Tabora, 2012). The study of Yang (2015) proved that amalgamation effectively dismantled the separation by regions, sectors, and professions established in a more coherent higher education governance system with provincial government playing an important role.

With the previous citation, it is clearly seen that one of the current educational reform programs that is basic to achieve comparable quality with other countries, especially ASEAN countries, and the rest of the world is the amalgamation of State Higher Education Institutions. It is then a rational merger of public universities, and colleges to form a Regional University System.

OBJECTIVES OF THE STUDY

The study dealt with the perceptions, issues and perceived challenges of selected administrators and teachers concerning amalgamation in Philippine Higher Education during the Academic Year 2017-2018.

Specifically, it sought answers to the following sub-problems: 1) Determine the perceived amalgamation practices of HEIs/SUCs in terms of their level of awareness; 2) Analyze the perceived issues on amalgamation as described in terms of a) access and equity; b) efficiency and effectiveness; c) relevance and responsiveness; d) utilization of resources; and e) quality and excellence; 3) Identify the perceived issues on amalgamation in terms of: a) blueprint of the merged entity; b) governance and organization structure during the pre-merger phase; c) governance and organization structure during the transitional phase; d) governance and organization structure during the post-merger phase; e) quality assurance; f) funding/resource allocation; g) research financing activities; h) employees' rights; i) projected student numbers; and j) financial and strategic goal. 4) Identify the perceived challenges confronting amalgamation



in terms of: a) management concerns; b) leadership concerns; c) human resource concerns; d) communication concerns, and e) quality of education concerns. 5) Analyze the significant difference between the responses of the administrator-respondents and those of instructor and professor-respondents.

METHODOLOGY

This study used quantitative research design particularly survey. The study utilized HEIs in Region IV-A which is also known through the provinces' initials – CALABARZON or Cavite, Laguna, Batangas, Rizal, and Quezon. This research utilized 90 randomly selected university administrators and 260 instructors and professors in the region, including the Cavite State University, Laguna State Polytechnic University, Batangas State University, University of Rizal System, and Southern Luzon State University. The study utilized the researcher-constructed questionnaire as the main instrument to solicit the responses of the administrators, instructors, and professors, from the five state universities considered in the study. The sets of survey questionnaires were composed of various parts, to wit: Part I awareness on amalgamation practices; Part II perceptions towards amalgamation practices in terms of different identified dimensions such as: a) access and equity; b) efficiency and effectiveness; c) relevance and responsiveness; d) utilization of resources; e) quality and excellence.

Meanwhile, Part III Issues towards amalgamation practices in terms of the identified variables; such as a) blueprint for the merged entity; b) governance and organization structure during the pre-merger phase; c) governance and organization structure during the transitional phase; d) governance and organization structure during the post-merger phase; e) quality assurance; f) program offering; g) funding/resource allocation; h) research and self-financing activity; i) employees' rights; j) delivery of projected student numbers; and k) plans to meet financial and strategic goals. On the other

hand, Part IV covered the challenges towards amalgamation practices along with the identified concerns considering the following concerns: a) management; b) leadership; c) human resources; d) communication; and e) quality of education. The questionnaires were subjected to an evaluation by a panel of experts where its composition was determined by the researcher through collaborations with his adviser. The evaluated questionnaires were also subjected to a pre-test to determine the degree of its validity. After obtaining the desired validity, the final version of the sets of questionnaires emerged. The 5-point Likert scale measured the extent of the respondents' level of observations or perceptions which were used as a guide in the interpretation of the response in each item. The data were processed using the weighted arithmetic mean to determine and describe the existing phenomenon on higher educational institutions concerning amalgamation process and concepts. Whereas, the t-test for independent samples was employed to determine the differences on the perceptions of the respondents who have been grouped accordingly. Finally, such t-test analysis was subjected to 0.05 alpha level of significance.

RESULTS AND DISCUSSION

1. Perceived Amalgamation Practices of HEIs/SUCs in Terms of their Level of Awareness

The administrator-respondents were more aware of the idea of amalgamation than the teacher-respondents. $x = 2.65, .71$ (SD) and $x = 2.45, .82$ (SD), respectively. Evidently, both groups of respondents showed 'quite awareness' on the item "Amalgamation is the only answer to the declining quality of SUCs' education". $x = 2.42, .75$ (SD) for administrators and $x = 2.23, .83$ (SD) for the teachers-respondents. It denotes that they perhaps internalized another strategy that would uplift the quality of SUC's education than amalgamation. This might be the case since administrators had more access and thus were



more knowledgeable about the strategy. As expected, they had been involved or had actively participated in relevant academic gatherings and public consultations. The indicated standard deviations ranging from .71 to .96 suggests that

there was homogeneity in the administrators and faculty responses.

Table 1
Respondents' Level of Awareness on Amalgamation Practices of State Universities and Colleges

Are you aware that amalgamation...	Administrator (n = 90)			Teacher (n = 260)		
	Mean	VD	SD	Mean	VD	SD
1 is an act of joining together different SUCs (i.e., State Universities and Colleges)?	2.67	VMA	0.87	2.38	QA	0.91
2 is the only answer to the declining quality of SUCs' education?	2.42	QA	0.75	2.23	QA	0.83
3 brings benefits and economic advantages to higher education in the country through simplified and rationalized public HEIs' (i.e., Higher Education Institutions) governance?	2.64	VMA	0.83	2.48	QA	0.88
4 brings quality assurance through better compliance with the global standards?	2.72	VMA	0.81	2.52	VMA	0.92
5 reduces overlapping of HEIs program and services?	2.70	VMA	0.88	2.40	QA	0.89
6 promotes synergy among the system component SUCs as it allows more developed SUCs to assist the developing one?	2.64	VMA	0.77	2.42	QA	0.90
7 builds better academic and administrative capacity among the public HEIs?	2.76	VMA	0.83	2.56	VMA	0.93
8 leads to excellent, focused, and non-competing academic programs?	2.80	VMA	0.81	2.58	VMA	0.96
9 responses effectively to the needs of business and industry in the country?	2.57	VMA	0.78	2.50	VMA	0.93
10 provides less competition for state funding with one system?	2.61	VMA	0.83	2.43	QA	0.92
11 saves administrative cost since there will be only one president in the merged institutions.	2.64	VMA	0.84	2.43	QA	0.93
Overall	2.65	VMA	0.71	2.45	QA	0.82

Legend:

3.50 – 4.00
2.50 – 3.49

Extremely aware (EA)
Very much aware (VMA)

1.50 – 2.49
1.00 – 1.49

Quite aware (QA)
Not aware (NA)

2. Perceived Issues on Amalgamation in Terms of a) Access and Equity; b)

Efficiency and Effectiveness; c) Relevance and Responsiveness; d) Utilization of Resources; and e) Quality and Excellence

Table 2
Respondents' Perception on Amalgamation Practices of HEIs

Variables	Administrator (n = 90)			Teacher (n = 260)		
	Mean	SD	VD	Mean	SD	VD
1 Access and Equity	3.00	0.66	A	3.17	0.55	A
2 Efficiency and Effectiveness	3.07	0.59	A	3.23	0.55	A
3 Relevance and Responsiveness	3.14	0.58	A	3.23	0.53	A
4 Utilization of Resources	2.98	0.58	A	3.15	0.52	A
5 Quality and Excellence	2.99	0.60	A	3.23	0.54	A
Grand mean	3.04	0.60	A	3.20	0.54	A

Legend:

3.50 – 4.00
2.50 – 3.49

Strongly Agree (SA)
Agree (A)

1.50 – 2.49
1.00 – 1.49

Disagree (D)
Strongly Disagree (SD)



Based on the table, it was evident that both administrators and teachers were one in expressing their perception on amalgamation. $x = 3.04, .60$ (SD); $x = 3.20, .54$ (SD). The result implies that “amalgamation of Public Higher Education Institutions would greatly help in making education the central strategy for investing in our people, reducing poverty and building national competitiveness and responsive as well to the constitutional mandate which provide” that “The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all”.

3. Perceived Issues on Amalgamation in Terms of: a) Blueprint of The Merged Entity; b) Governance and Organization Structure During the Pre-Merger Phase; c) Governance and Organization Structure during the Transitional Phase; d) Governance and Organization Structure During the Post-Merger Phase; e) Quality Assurance; f) Funding/Resource Allocation; g) Research Financing Activities; h) Employees’ Rights; i) Projected Student Numbers; and J) Financial and Strategic Goal.

Table 3
Respondents’ Perceived Issue on Amalgamation Practices of HEIs

Variables	Administrator (n = 90)			Teacher (n = 260)		
	Mean	SD	VD	Mean	SD	VD
1 Blueprint of the Merged Entity	3.13	0.69	SI	3.29	0.62	SI
2 Governance and Organization Structure during the Pre-Merger Phase	3.31	0.54	SI	3.31	0.59	SI
3 Governance and Organization Structure during the Transitional Phase	3.34	0.56	SI	3.32	0.59	SI
4 Governance and Organization Structure during the Post-Merger Phase	3.32	0.57	SI	3.31	0.57	SI
5 Quality Assurance	3.32	0.58	SI	3.31	0.61	SI
6 Program Offering	3.18	0.57	SI	3.26	0.56	SI
7 Funding/Resource Allocation	3.25	0.51	SI	3.33	0.57	SI
8 Research Financing Activities	3.06	0.68	SI	3.33	0.62	SI
9 Employees Rights	3.36	0.63	SI	3.37	0.57	SI
10 Projected Student Numbers	3.28	0.52	SI	3.39	0.58	SI
11 Plans to meet financial and strategic goal	3.34	0.55	SI	3.36	0.57	SI
Grand mean	3.26	0.58	SI	3.33	0.59	SI

Legend:
 3.50 – 4.00 very serious issue which needs a very urgent action (VSI)
 2.50 – 3.49 serious issue which needs urgent action (SI)
 1.50 – 2.49 quite an issue which needs immediate action (QI)
 1.00 – 1.49 not an issue which needs no action (NI)

It can be noted from the above results that the respondents agreed about the issue on amalgamation practices. $x = 3.26, .58$ (SD); $x = 3.33, .59$ (SD). Their assessment reflects that if amalgamation was put into place, there were a lot of serious issue which needed urgent action. It may call for “rationalizing resource utilization

and maximizing resource generation by SUC. Normative financing, socialized tuition fee schemes, asset inventory and management of resource generation, improving public financial management of SUCs and synchronizing with Government Integrated Financial Management



Information System (GIFMIS)", among others may be considered.

4. Perceived Challenges Confronting Amalgamation in Terms of: a) Management

Concerns; b) Leadership Concerns; c) Human Resource Concerns; d) Communication Concerns, and e) Quality of Education Concerns

Table 4
Respondents' Perceived Challenges on Amalgamation Practices of HEIs

Variables	Administrator (n = 90)			Teacher (n = 260)		
	Mean	SD	VD	Mean	SD	VD
1 Management Concerns	3.13	0.66	VSC	3.27	0.60	VSC
2 Leadership Concerns	3.21	0.68	VSC	3.28	0.59	VSC
3 Human Resource Concerns	3.17	0.75	VSC	3.26	0.68	VSC
4 Communication Concerns	3.14	0.73	VSC	3.25	0.61	VSC
5 Quality Education Concerns	3.24	0.68	VSC	3.32	0.60	VSC
Grand mean	3.18	0.70	VSC	3.28	0.62	VSC

Legend:

- 3.50 – 4.00 extremely serious challenge which requires drastic action (ESC)
- 2.50 – 3.49 very serious challenge which requires immediate action (VSC)
- 1.50 – 2.49 quite serious challenge which requires action (QSC)
- 1.00 – 1.49 not a challenge which requires no action (NC)

As revealed in Table 4, it seemed that administrators and teachers shared the same level of perception on the possible challenges on amalgamation practices of HEIs. $x = 3.18, .70$ (SD); $x = 3.28, .62$ (SD). In a nutshell, "State Universities and Colleges (SUC) in Philippine Higher Education were challenged to provide access to more affordable, good quality education for the poor and disadvantaged, to ensure equity of access to higher education while at the same time serving as instruments of development in their regional and national contexts. It may also require harmonized curricula and develop more instructional materials across all programs. There might be also a need for continuous funding of the project until such time that the three stages of amalgamation were fulfilled. Moreover, it may be encouraged to initiate the amalgamation process" in Region IV-A in response to "improving the efficiency of higher education systems in the Philippines as envisioned by the Commission on Higher Education".

5. Significant Difference between the Responses of the Administrator-

Respondents and those of Instructor and Professor-Respondents

As shown in Table 5, there was a significant difference between the mean level of awareness of the administrator- and instructor/professor respondents with a computed t-value of 2.096 and $p = .037$. The result may further imply that administrators presumably may be more aware of amalgamation practices than were the teachers since they were always in the forefront, thus they were most responsible for whatever actions expected from them. They have to lead by examples and motivate their subordinates.

There was also a mean difference between the perception of the administrator- and instructor/professor-respondents towards the issues on amalgamation practices in terms of access and equity ($t = 2.390, p = .017$), and efficiency and effectiveness ($t = 2.236, p = .026$). A highly significant mean differences were found in the utilization of resources ($t = 2.635, p = .009$) and in quality and excellence ($t = 3.639, p = .000$).

In terms of the differences on the issues, the researcher found out that there was a



Table 6
Test of Significant Difference between the Mean Perceptions of the Respondents towards Amalgamation Practices

	Administrator (n = 90)		Teacher (n = 260)		Mean Difference	Computed t- value (df=126)	p- value
	Mean	SD	Mean	SD			
1. Awareness	2.65	0.71	2.45	0.82	0.20	2.098*	.037
2. Perception							
A. Access and Equity	3.00	0.66	3.17	0.55	-0.17	-2.390*	.017
B. Efficiency and Effectiveness	3.07	0.59	3.23	0.55	-0.16	-2.236*	.026
C. Relevance and Responsiveness	3.14	0.58	3.23	0.53	-0.09	-1.397	.163
D. Utilization of Resources	2.98	0.58	3.15	0.52	-0.17	-2.635**	.009
E. Quality and Excellence	2.99	0.60	3.23	0.54	-0.24	-3.639**	.000
3. Issues							
A. Blueprint of the Merged Entity	3.13	0.69	3.29	0.62	-0.16	-2.062*	.040
B. Governance and Organization Structure during the Pre-Merger Phase	3.31	0.54	3.31	0.59	0.00	-.059	.953
C. Governance and Organization Structure during the Transitional Phase	3.34	0.56	3.32	0.59	0.02	.399	.690
D. Governance and Organization Structure during the Post-Merger Phase	3.32	0.57	3.32	0.57	0.00	-.129	.897
E. Quality Assurance	3.32	0.58	3.31	0.61	0.01	.137	.891
F. Program Offering	3.18	0.57	3.26	0.56	-0.08	-1.165	.245
G. Funding/Resource Allocation	3.26	0.55	3.35	0.57	-0.09	-1.257	.210
H. Research and Self-Financing Activity	3.25	0.51	3.33	0.57	-0.08	-1.217	.224
I. Employees' Rights	3.36	0.63	3.37	0.57	-0.01	-.245	.807
J. Delivery of Projected Student Numbers	3.28	0.52	3.39	0.58	-0.11	-1.576	.116
K. Plans to Meet Financial and Strategic Goals	3.34	0.55	3.36	0.57	-0.02	-.398	.691
4. Challenges							
A. Management Concerns	3.13	0.66	3.27	0.60	-0.14	-1.826	.069
B. Leadership Concerns	3.21	0.68	3.28	0.59	-0.07	-.918	.359
C. Human Resource Concerns	3.17	0.75	3.26	0.68	-0.09	-1.063	.288
D. Communication Concerns	3.14	0.73	3.25	0.61	-0.22	-1.340	.181
E. Quality of Education Concerns	3.24	0.68	3.32	0.60	-0.22	-1.061	.289

** Highly Significant at $p < .01$; *Significant at p value $< .05$

significant difference on the mean assessment of the administrators and teachers in terms of blueprint of the merged entity as supported by the computed t-value of 2.062, $p = .040$. The

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perception and amalgamation practices of the two groups significantly differed. The negative computed t-value signify that in terms of agreement, the teachers were more agreeable to the practices and issues on amalgamation than do the administrators. It may be inferred that since the teachers were in direct contact with the

One thing was the practice seemed to be the most appropriate now that the thrust of the government is to make education accessible and affordable to all deserving students.

The results further revealed that the instructor/professor-respondents' higher evaluation on these items is statistically significant at one and five percent levels. With these findings, it can be inferred that the instructor/professor-respondents in CALABARZON were mindful and sensible about their opinion towards amalgamation practices.

CONCLUSION

The findings revealed that the respondents are "quite aware" of the SUC's amalgamation practices. Furthermore, they "agree" with all the favorable consequences or advantages of amalgamation. The respondents perceived that the issues on amalgamation practices are "serious ones" that need "urgent actions." The respondents perceive the challenges on amalgamation practices in terms of the concerns as "very serious ones which require immediate actions. Hence, the hypothesis stating that there is no significant difference between the perceptions of the administrator and instructor/professor respondents is rejected. With these findings, it can be inferred that the instructor/professor – respondents in CALABARZON are mindful and sensible about their opinion towards amalgamation practices.

RECOMMENDATIONS

Based on the empirical findings, and conclusion posed in this study, the following are suggested:

students, they can easily inform the latter the advantages and benefits of amalgamation. Hence, they agreed that with those indicated privileges, students as well as their parents and other stakeholders may have positive outlook that they will be the most benefitted by amalgamation.

The State Universities and Colleges or Higher Education Institutions may make a Strategic Management Plan with considerations of the following:

1. The level of preparedness of Higher Education Institutions in CALABARZON on amalgamation maybe assessed.
2. A scientific investigation which may underscore the feasibility of amalgamation in Higher Education Institutions in CALABARZON maybe provided to the commissioned agencies until such time that the stages in amalgamation are realized.
3. Continuous funding of the aforementioned project study on amalgamation in Higher Education Institutions in CALABARZON may be provided to the commissioned agencies until such time that the stages in amalgamation are realized.
4. Higher Education Institutions in CALABARZON maybe encouraged to initiate the amalgamation process in response to improving the efficiency of higher education system in the Philippines as envisioned by the Commission on Higher Education.
5. The education sector may present significant opportunities in the introduction and implementation of amalgamation, to wit:
 - 5.1 secure the long-term future and viability of each entity;
 - 5.2 expand the geographical reach of each individual entity, including potential international reach, and access significant additional physical and human resources;



- 5.3 strengthen and enhance existing higher education hubs in cooperation with existing campuses and achieve combined strengths in research, development, and enterprise support;
 - 5.4 improve the attraction, and retention of students through an increase in the course portfolio, resulting in increased student number where there is sufficient capacity;
 - 5.5 deliver on efficiency gains and improved financial performance;
 - 5.6 realize synergies in the development and delivery of academic programmes, and in support areas;
 - 5.7 maximize available human and infrastructural resources, which can offer the potential for an increase in student number, and improvement in the level of service delivered to students, industry, and community in the region; and
 - 5.8 leverage the opportunities for improved learning delivery through technology and new blended learning pedagogies; and
6. True and honest operations and serious evaluation of amalgamation is indeed a very good management approach among the Higher Education Institutions, and in terms of Faculty and Student Development, and in terms of relevantizing the Curricular Programs; and
 7. Determined and strong-willed lawmakers, leaders, and faculty are all crucial in the amalgamation process.

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AUTHOR'S PROFILE

Dr. Mauro Dimatulac Lucido Jr., is an Associate II of the Laguna State Polytechnic University. He pioneered the Storytelling Project at Sta. Felomina Elementary School, in the City of San Pablo. This project lasted for 10 years, and yielded a study on its effects on the achievement of the pupils and whose results were presented in a national conference at the Mindanao University of





Science and Technology in Cagayan de Oro City. Likewise, he is a pioneer and a senior member of the St. Cecilia's Male Choir of the Cathedral of St. Paul, the First Hermit. In 2002, drawing an inspiration from Salve Regina Dungo Lucido- her "unica hija." he wrote the lyrics of "Salve, Salve, Scuola Dei Bambini" the Official Italian Hymn of the International Montessori School Scuola Dei Bambini. Apart from composing hymns, he also wrote oratorical speeches on language, military, and the importance of water to humanity and the entire planet earth. In 2005, he was declared as the Best Broadcaster of the Laguna State Polytechnic College by their resource speaker from the Manila Broadcasting Company. In the same year, he was awarded with a certification as Call Center Agents' Trainer by TESDA i.e., Technical Skills Development Authority and by John Clements, Inc. His dynamic and fruitful leadership in management commenced in 2009, when he was designated as Chairperson for the Bachelor in Secondary Education. Sometime in the same year, he wrote a book titled: The Shoreliner: A Struggle to Greatness. The book narrates the life of the first President of the Laguna State Polytechnic University – Dr. Ricardo A. Wagan. The following year, he became the Dean of the College of Teacher Education. And in the last quarter of 2012 through the second quarter of 2013, he was the chairperson for Extension Services of the College of Teacher Education across campuses. In the meantime, in 2014 through 2015, he was the Chairperson for Curriculum Development, Instruction, and Quality Assurance. In 2016, he completed the National Training in Art Appreciation sponsored by the Commission on Higher Education in cooperation with Ateneo de Davao University. While in 2017, he became a Dissertation Grantee by the Commission on Higher Education. And in 2018, he made it in the Top 5 of Outstanding Faculty of LSPU San Pablo City Campus, while an Associate Professor from the College of Arts and Sciences, he was First

Runner Up in the same category in 2019. In this same year, he graduated with the Degree Doctor of Education Major in Industrial Education Management from the College of Industrial Education of the Technological University of the Philippines.

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