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Language Centers Market Management and Organizational Resources Performance: Inputs to an Action Plan

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ABSTRACT

Language centers increasingly rely on effective market management and organizational resource utilization to sustain competitiveness, deliver quality instruction, and remain responsive to a rapidly evolving education sector. However, limited empirical evidence has examined the combined assessment of market management and organizational resources performance among language education institutions in the Philippines. This study assessed the Language Centers Market Management and Organizational Resources Performance of six language centers in Cavite, examined their relationship, and used the findings as inputs to a proposed action plan. A quantitative descriptive-correlational research design was employed involving 157 respondents — 9 administrators, 16 language instructors, and 132 clients (students) — from six language centers in Cavite. Data were analyzed using frequency, percentage, weighted mean, one-way Analysis of Variance (ANOVA), and Pearson's Product-Moment Correlation. Results revealed that market management was highly evident (composite mean = 4.21), with education quality and competitive positioning as the strongest dimensions, while course flexibility was comparatively weaker. Organizational resources performance was likewise highly evident (composite mean = 4.22), led by resource allocation and technology integration. ANOVA results showed statistically significant differences among the three respondent groups across all market management dimensions. Correlation analysis demonstrated a strong, significant relationship between market management and organizational resources performance ($R = 0.871$, $R^2 = 0.759$, $p < 0.05$), with staffing efficiency emerging as the strongest predictor. The proposed action plan, integrating course flexibility enhancement, stakeholder communication, staffing development, and technology optimization, was evaluated as highly acceptable. The study concludes that strengthening staffing efficiency and course flexibility, while sustaining current strengths in education quality and resource allocation, offers the most effective path toward improved institutional performance and sustainability.

Keywords: market management, organizational resources performance, language centers, action plan, staffing efficiency

INTRODUCTION

The rapid globalization of education and the increasing demand for multilingual communication have significantly contributed to the growth of language centers across the Philippines. These institutions provide learners with opportunities to develop communication skills, cultural competence, and professional qualifications needed in education, business, tourism, migration, and international employment. In recent years, the language education industry has undergone substantial transformation driven by technological advancement, evolving learner expectations, internationalization, and competitive market conditions, challenging language centers to deliver quality instruction while establishing effective market management practices and optimizing organizational resources.

Organizational resource performance is equally important in ensuring efficient operations and sustainable service delivery. Facilities, human resources, technology, financial allocation, and support services all contribute to institutional productivity, while staffing efficiency and technology integration enhance instructional delivery and learner engagement. As lending activities and service industries continue to expand in economically active provinces such as Cavite, language centers face increasing challenges arising from shifting enrollment patterns, evolving learner expectations, and a more competitive institutional landscape.

Research Gap

Previous studies have established the importance of educational quality, institutional competitiveness, technology integration, and staffing practices in improving organizational performance in educational settings. However, these variables have generally been investigated independently, with limited attention given to their combined influence within language education institutions specifically. Existing research has primarily emphasized either educational quality or operational performance independently, leaving a gap on how market management practices influence organizational resource performance in language centers.

Moreover, empirical evidence focusing on Philippine language centers remains limited, as most local studies concentrate on basic education, higher education institutions, or general training centers. Few studies incorporate the perspectives of administrators, language instructors, and clients simultaneously in assessing institutional effectiveness, and fewer still translate empirical findings into a comprehensive, evidence-based action plan. This study addresses these gaps by examining the combined influence of market management and organizational resources performance among selected language centers in Cavite, and by developing an action plan grounded in the empirical findings.

Objectives of the Study

This study aimed to assess the Language Centers Market Management and Organizational Resources Performance as inputs to an action plan. Specifically, it sought to:

1. Assess the implementation of language centers' market management in terms of: Market Trends; Education Quality; Stakeholders' Experience; Course Flexibility; and Competitive Positioning.
2. Determine whether significant differences exist in the respondents' assessment of market management across administrators, language instructors, and clients.
3. Evaluate organizational resources performance in terms of: Facility Utilization; Resource Allocation; Staffing Efficiency; Technology Integration; and Support Services Efficiency.
4. Determine the significant relationship between market management and organizational resources performance.
5. Identify the major challenges encountered in implementing market management practices and optimizing organizational resources performance.
6. Develop an Action Plan based on the empirical findings.
7. Determine the acceptability of the proposed Action Plan among the stakeholder groups.

Theoretical Foundation

This study is anchored on the Resource-Based View (RBV) Theory (Barney, 1991) and the SERVQUAL Theory (Parasuraman, Zeithaml, & Berry, 1988). The Resource-Based View explains that organizational success and competitive advantage depend largely on the effective utilization of internal resources and capabilities that are valuable, rare, imperfectly imitable, and non-substitutable. In the context of language centers, this means that the quality of facilities, competence of staff, efficiency of resource allocation, and effectiveness of technology integration are critical internal resources that determine competitive standing and operational performance.

Complementing this perspective, SERVQUAL Theory measures service quality by comparing customer expectations with actual service performance across five dimensions: reliability, responsiveness, assurance, empathy, and tangibles. Because language centers function as service-oriented educational institutions, variables

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such as education quality, stakeholders' experience, course flexibility, and support services efficiency align closely with these dimensions. The integration of both theories provides the study's conceptual foundation, recognizing that effective market management and organizational performance require both internal resource capability and externally perceived service quality.

METHODOLOGY

Research Design

This study employed a descriptive-correlational research design, using quantitative survey methods, to assess the Language Centers Market Management and Organizational Resources Performance of selected language centers in Cavite. The descriptive component was used to determine the extent to which market management and organizational resource practices were implemented, while the correlational component examined the relationship between these two constructs. This design was appropriate because the study sought to describe existing institutional practices and determine their statistical association without manipulating any research variables.

Research Setting

The study was conducted among six language centers operating in the province of Cavite: 9.0 Niner in Imus, Topclass Technical Training Inc. in Dasmariñas, Protec International Institute, Inc. in General Trias, National College of Science and Technology in Dasmariñas, KLC Tutorial in Rosario, and Lingual Talk in Bacoor. These centers were purposively selected based on their active operations and the availability of respondents from all three stakeholder groups, and included both small tutorial centers and larger training institutions to obtain a balanced view of the province's language education sector.

Respondents and Sampling Procedure

The respondents comprised 157 participants from three stakeholder groups directly involved in language center operations: 9 Administrators, 16 Language Instructors, and 132 Clients (students). Administrators were included because they oversee marketing strategies and monitor overall center performance. Language instructors were selected due to their direct involvement in instructional delivery and curriculum implementation. Clients provided the learner perspective regarding market management and organizational resources performance. This multi-sector representation enabled the study to obtain balanced perspectives from both institutional and learner stakeholders.

The study employed purposive sampling, in which all administrators, instructors, and clients from the six participating centers who met the inclusion criteria were included, resulting in a complete enumeration of the target population, as summarized in Table 1.

Table 1. Population and Sample

Group	Population	Sample	Percentage
Administrators	9	9	100
Language Instructors	16	16	100
Clients (Students)	132	132	100
Total	**157**	**157**	**100**

Research Instrument

Data were gathered using a researcher-designed structured questionnaire, developed with the guidance of the research adviser and validated by a panel of experts prior to administration. The instrument comprised five parts:

(1) socio-economic profile, (2) assessment of market management using a five-point Likert scale, (3) assessment of organizational resources performance using a five-point Likert scale, (4) challenges encountered, and (5) assessment of the acceptability of the proposed action plan. Comments and suggestions from the validators were incorporated into the final version prior to administration.

Data Gathering Procedure

Formal requests were submitted to the language centers in the cities of Dasmariñas, General Trias, Bacoor, and Imus, and the Municipality of Rosario. Upon approval, the researcher coordinated with each center's administrator, and the questionnaire was administered in digital format via e-mail and online survey platforms from January to April 2026. Responses were retrieved, sorted, tabulated, and subjected to statistical treatment with the assistance of statisticians and advisers.

Ethical Considerations

The study adhered to accepted ethical principles governing research involving human participants. Institutional permission was secured prior to data collection, and participation was entirely voluntary. Respondents were informed of the study's purpose, their right to decline participation or withdraw at any stage, and the confidentiality of their responses. No personally identifiable information was collected; all responses were treated with strict confidentiality, reported only in aggregated form, and used exclusively for academic purposes.

Statistical Treatment of Data

Frequency and percentage were used to describe the socio-economic profile of the respondents. Weighted mean was used to assess market management, organizational resources performance, challenges encountered, and acceptability of the proposed action plan, interpreted on a five-point scale ranging from Very Least Evident (1.00–1.79) to Highly Evident (4.20–5.00). One-way Analysis of Variance (ANOVA) was used to determine whether statistically significant differences existed among the three respondent groups, using a critical F-value of 3.39 at the 0.05 level of significance. Pearson's Product-Moment Correlation Coefficient was used to determine the strength and direction of the relationship between market management and organizational resources performance.

RESULTS AND DISCUSSION

Respondents' Profile

A total of 157 respondents participated in the study: 9 administrators (5.7%), 16 language instructors (10.2%), and 132 clients (84.1%) from six language centers in Cavite. Administrators were concentrated in the 41–45 age bracket and were predominantly male, reflecting more experienced individuals in management roles. Language instructors were more evenly distributed across age groups and predominantly female. Clients were largely young adults 20 years old and below, mostly single, and mostly at the college level of educational attainment. Since the primary objective of the study is to examine institutional practices rather than demographic characteristics, the succeeding discussion focuses on the major research variables.

Language Centers Market Management

Overall Market Management

The findings indicate that Language Centers Market Management was Highly Evident (Composite Mean = 4.21), demonstrating that participating language centers have established strong market-oriented practices integrating instructional quality, stakeholder engagement, and competitive positioning. Education Quality received the highest evaluation (WM = 4.31), followed by Competitive Positioning (WM = 4.29), Stakeholders' Experience (WM = 4.22), and Market Trends (WM = 4.17), while Course Flexibility obtained the lowest, though still positive, rating (WM = 4.05), as summarized in Table 2.

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Table 2. Summary of the Assessment of Language Centers Market Management

Dimension	Composite WM	Verbal Interpretation	Rank
Market Trends	4.17	Evident	4
Education Quality	4.31	Highly Evident	1
Stakeholders' Experience	4.22	Highly Evident	3
Course Flexibility	4.05	Evident	5
Competitive Positioning	4.29	Highly Evident	2
Overall Weighted Mean	**4.21**	**Highly Evident**	

These results support the Resource-Based View (Barney, 1991), which emphasizes that valuable, well-organized capabilities — in this case, instructional quality and institutional reputation — serve as sources of sustained competitive advantage. The comparatively lower rating for Course Flexibility indicates an opportunity area consistent with SERVQUAL's responsiveness dimension (Parasuraman et al., 1988).

Market Trends

Market Trends obtained a composite mean of 4.17 (Evident), with the highest-rated indicator being the center's adaptation of offerings to evolving language preferences in local and international job markets (WM = 4.38). This suggests that language centers actively monitor labor market and migration trends, consistent with the International Trade Administration's (2023) observation that Philippine language and training institutions must continuously monitor market trends and technological developments to remain competitive and responsive.

Education Quality

Education Quality was rated Highly Evident (Composite Mean = 4.31), the highest-rated market management dimension. The top indicator was instructors possessing relevant certifications, degrees, or native proficiency meeting learner expectations (WM = 4.40), followed by up-to-date and level-appropriate teaching resources (WM = 4.35). These findings affirm that instructor competence and updated instructional materials are the central strengths of language centers' market management, consistent with Abrigo et al. (2023), who emphasized that sustained learning outcomes require competent instructors and continuous instructional innovation.

Stakeholders' Experience

Stakeholders' Experience was rated Highly Evident (Composite Mean = 4.22), led by responsive and accessible communication platforms (WM = 4.30) and consistent student satisfaction with instruction, environment, and support services (WM = 4.28). These results reinforce Vanbuel's (2021) finding that positive stakeholder experiences are closely associated with responsive communication systems and institutional support.

Course Flexibility

Course Flexibility obtained the lowest composite mean among the five market management dimensions (4.05, Evident), though the top indicator — allowing students to extend enrollment or repeat courses with academic support (WM = 4.20) — and flexible payment terms (WM = 4.18) were still positively rated. The comparatively lower administrator rating (WM = 3.73) relative to instructors (WM = 4.23) and clients (WM = 4.19) suggests that flexibility initiatives may be less visible or less prioritized at the management level than at the point of service delivery. This aligns with the British Council's (2021) observation that flexible learning systems are increasingly central to learner satisfaction and institutional competitiveness, indicating room for further institutional investment in this area.

Competitive Positioning

Competitive Positioning was rated Highly Evident (Composite Mean = 4.29), led by strong community recognition for quality instruction and industry relevance (WM = 4.43) and the credentials and reputation of teaching staff (WM = 4.34). These findings support Torres and Lumantas (2020), who concluded that institutional competitiveness is strongly influenced by service quality, reputation, and responsiveness to stakeholder needs.

Significant Difference in the Assessment of Market Management

The ANOVA results indicate that respondents differed significantly in their assessment across all five market management dimensions, with all computed F-values exceeding the critical value of 3.39: Market Trends ($F = 4.04$, $p = 0.022$), Education Quality ($F = 3.97$, $p = 0.038$), Stakeholders' Experience ($F = 11.36$, $p = 0.0003$), Course Flexibility ($F = 23.43$, $p < 0.0001$), and Competitive Positioning ($F = 5.37$, $p = 0.011$). All corresponding null hypotheses were rejected. Post-hoc Tukey-Kramer comparisons showed that Stakeholders' Experience produced significant differences across all group pairings, while Course Flexibility showed the greatest divergence between administrators and the other two groups, suggesting that institutional role strongly shapes how flexibility initiatives are perceived. These findings are consistent with Ignacio et al. (2022), who found that stakeholders in educational institutions often hold differing perceptions of institutional effectiveness due to variations in roles and levels of involvement.

Organizational Resources Performance

Overall Organizational Resources Performance

Organizational Resources Performance was assessed as Highly Evident (Composite Mean = 4.22). Resource Allocation ranked highest (WM = 4.30), followed by Technology Integration (WM = 4.27), while Facility Utilization, Staffing Efficiency, and Support Services Efficiency each obtained a composite weighted mean of 4.19, as summarized in Table 3.

Table 3. Summary of the Assessment of Organizational Resources Performance

Dimension	**Composite WM**	**Verbal Interpretation**	**Rank**
Facility Utilization	4.19	Evident	3.5
Resource Allocation	4.30	Highly Evident	1
Staffing Efficiency	4.19	Evident	3.5
Technology Integration	4.27	Highly Evident	2
Support Services Efficiency	4.19	Evident	3.5
Overall Weighted Mean	**4.22**	**Highly Evident**	

Facility Utilization

Facility Utilization was rated Evident (Composite Mean = 4.19), led by optimal classroom use with minimal scheduling conflicts and regular cleanliness and safety checks (both WM = 4.26). Administrators rated this dimension highest (WM = 4.29) relative to instructors and clients, suggesting that facility management practices, while effective, may be more visible to those directly responsible for them. These findings support EDUCAUSE's (2021) observation that efficient use of learning spaces significantly contributes to institutional effectiveness and learner engagement.

Resource Allocation

Resource Allocation was rated Highly Evident (Composite Mean = 4.30), the highest-rated organizational resource dimension, led by investment in digital tools and infrastructure (WM = 4.30) and adequately equipped classrooms (WM = 4.36). The notably higher administrator rating (WM = 4.53) compared to clients (WM = 4.04) suggests that resource investment decisions are more visible to management than to the students who benefit from them. These results are consistent with Republic Act No. 10931 (2017), which emphasizes strategic allocation of financial and operational resources to strengthen educational effectiveness.

Staffing Efficiency

Staffing Efficiency was rated Evident (Composite Mean = 4.19), led by fair distribution of teaching loads (WM = 4.30) and low employee turnover (WM = 4.27). Notably, language instructors rated this dimension lowest (WM = 3.94) relative to administrators and clients (both WM = 4.22), indicating a perception gap between how staffing practices are designed and how they are experienced by the instructors themselves. This finding, combined with staffing efficiency's emergence as the strongest predictor of organizational performance overall (see Section 3.4), signals staffing efficiency as a priority area for institutional attention despite its currently positive rating.

Technology Integration

Technology Integration was rated Highly Evident (Composite Mean = 4.27), led by active use of a learning management system for lessons and assessment (WM = 4.33) and online enrollment systems that reduce paperwork (WM = 4.29). Despite this strong overall rating, technology integration did not emerge as a statistically significant predictor of organizational performance in the correlation analysis, suggesting that technology adoption alone does not automatically translate into measurable performance gains unless paired with effective staffing and resource allocation practices.

Support Services Efficiency

Support Services Efficiency was rated Evident (Composite Mean = 4.19), reflecting generally effective academic and non-academic support — including enrollment processing, advising, and feedback systems — across the participating centers. While specific indicator-level detail was not available for this dimension, its composite rating places it on par with Facility Utilization and Staffing Efficiency, and it emerged as a statistically significant predictor of organizational performance in the regression analysis (see Section 3.4).

Significant Relationship Between Market Management and Organizational Resources Performance

Pearson correlation analysis revealed a strong, statistically significant positive relationship between Market Management and Organizational Resources Performance ($R = 0.871$, $R^2 = 0.759$, $F = 99.71$, $p < 0.05$), leading to the rejection of the null hypothesis. This indicates that stronger organizational resource practices are consistently associated with stronger market management outcomes, confirming that operational capability and market-facing performance function as complementary rather than independent institutional dimensions.

Regression analysis identified staffing efficiency as the strongest predictor ($\beta = 0.244$, $p = 0.001$), followed by resource allocation ($\beta = 0.181$, $p = 0.015$), support services efficiency ($\beta = 0.162$, $p = 0.043$), and facility utilization ($\beta = 0.152$, $p = 0.045$). Technology integration was not a statistically significant predictor ($\beta = 0.031$, $p = 0.585$). These findings affirm the Resource-Based View (Barney, 1991), which holds that human capital and organizational systems — rather than technology alone — are often the more decisive sources of sustained competitive advantage. The results suggest that language centers seeking to strengthen market management should prioritize investment in staffing development, fair workload distribution, and employee engagement, as these yield the strongest association with overall institutional performance.

Problems Encountered

Challenges Encountered Relative to Market Management

Respondents assessed challenges in market management as Moderately Evident overall, with the most pressing concerns being difficulty predicting student enrollment patterns due to shifts in migration policies and labor demand (WM = 3.30), a lack of structured feedback mechanisms (WM = 3.27), and limited options for night or weekend classes (WM = 3.26). These findings indicate that external, market-driven factors and internal responsiveness gaps both continue to affect market management effectiveness, even amid otherwise strong overall performance.

Challenges Encountered Relative to Organizational Resources Performance

For organizational resources performance, the top challenges were underutilization of classrooms and equipment due to poor scheduling (WM = 3.19), imbalanced budget distribution (WM = 3.18), and high staff turnover (WM = 3.15). These findings reinforce the correlation results in Section 3.4, as staffing turnover and resource distribution — the very areas identified as the strongest predictors of organizational performance — are also among the most significant operational challenges, underscoring their priority in the proposed action plan.

Acceptability of the Proposed Action Plan

The proposed action plan received an overall composite weighted mean of 4.41 (Highly Acceptable) across all three respondent groups. This consistently favorable evaluation indicates strong stakeholder confidence that the proposed interventions — targeting course flexibility, staffing development, resource allocation, and technology optimization — appropriately address the challenges identified in the study and are feasible for implementation.

Integrated Discussion of Findings

Taken together, the findings demonstrate that language centers in Cavite have built strong foundations in both market management and organizational resources performance, particularly in education quality, competitive positioning, and resource allocation. At the same time, the significant differences among respondent groups — most pronounced in Stakeholders' Experience and Course Flexibility — indicate that institutional role shapes how the same practices are perceived, pointing to a need for greater transparency and communication across administrators, instructors, and clients.

The strong correlation between market management and organizational resources performance, combined with staffing efficiency's emergence as the leading predictor, confirms that sustainable institutional performance depends on the alignment of the Resource-Based View's emphasis on internal capability (Barney, 1991) with SERVQUAL's emphasis on stakeholder-perceived service quality (Parasuraman et al., 1988). The comparatively weaker performance of course flexibility, alongside technology integration's non-significant predictive contribution, point to specific and addressable priorities: expanding flexible scheduling and course customization, and ensuring technology investments are paired with staffing and resource strategies that convert adoption into measurable performance gains.

CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

1. Language Centers Market Management is generally well-established and strongly manifested, with education quality and competitive positioning emerging as particular strengths, while course flexibility, though evident, presents opportunities for further development.

2. Administrators, language instructors, and clients perceive market management practices differently across all five dimensions, with the widest divergence observed in course flexibility and stakeholders' experience, underscoring differing vantage points across institutional roles.

3. Organizational Resources Performance is likewise strongly demonstrated, with resource allocation and technology integration as leading strengths, indicating that participating language centers manage their financial, physical, and technological resources effectively.

4. There is a strong and statistically significant relationship between market management and organizational resources performance, with staffing efficiency, resource allocation, support services efficiency, and facility utilization serving as significant contributors, while technology integration shows no significant independent effect.

5. Moderate challenges persist in both market management and organizational resources performance, particularly in enrollment forecasting, structured feedback mechanisms, facility scheduling, budget distribution, and staff retention.

6. The proposed Action Plan is well-structured, relevant, and responsive to the identified issues in both market management and organizational resources performance.

7. The proposed Action Plan is highly acceptable to administrators, language instructors, and clients, supporting its practical feasibility for implementation.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. Language centers should sustain and strengthen current market management practices by continuously monitoring market trends, enhancing instructional quality, and improving stakeholder engagement.

2. Administrators should improve course flexibility by expanding scheduling options, blended delivery formats, and course customization to address the comparatively lower ratings observed in this dimension.

3. Administrators, language instructors, and client representatives are encouraged to establish regular consultative meetings and feedback mechanisms to harmonize perceptions and align expectations across stakeholder groups.

4. Language centers should further strengthen resource allocation, staffing systems, and support services while reassessing technology utilization strategies to maximize institutional impact, given the limited independent effect of technology integration observed in this study.

5. **Prioritize staffing efficiency as the strongest driver of organizational performance.** Institutional leaders should invest in fair workload distribution, employee engagement programs, and staff retention strategies to sustain instructional continuity and operational stability.

6. **Institutionalize structured enrollment forecasting and feedback systems.** Language centers should adopt data-driven enrollment planning and systematic feedback mechanisms to address the most pressing challenges identified in market management.

7. Institutional leaders and program coordinators should adopt and gradually implement the proposed Action Plan, with clearly defined performance indicators, periodic evaluation, and continuous stakeholder involvement to ensure its long-term effectiveness.

8. Future researchers may expand the scope of this investigation by including language centers from other provinces and regions of the Philippines to improve the generalizability of the findings.

9. Future studies may employ **longitudinal research designs** to examine how market management and organizational resources performance evolve over time, and **mixed-methods research**, incorporating qualitative interviews or focus group discussions with administrators, instructors, and clients, may provide deeper explanations of the operational challenges influencing institutional performance.

10. Future researchers may also investigate additional variables, such as leadership style, organizational culture, customer satisfaction, financial performance, external market conditions, digital marketing effectiveness, artificial intelligence in language instruction, and learner motivation, to develop more comprehensive models of language center performance.

Practical Implications

The findings provide practical guidance for language center owners, administrators, instructors, and policymakers. Institutions should adopt an integrated approach that combines instructional quality, competitive positioning, staffing development, and resource optimization rather than treating these as independent operational concerns. Particular attention to staffing efficiency and course flexibility — the areas most linked to performance outcomes and most in need of improvement, respectively — offers the most direct path toward strengthening both market management and organizational performance.

Policy Implications

The findings suggest that language center management and relevant regulatory or industry bodies should encourage the institutionalization of structured feedback mechanisms, staff development programs, and flexible learning policies across the sector. Institutional policies that promote transparent communication with all stakeholder groups, balanced budget allocation, and evidence-based technology investment can strengthen sector-wide competitiveness and sustainability.

Limitations of the Study

This study is subject to several limitations that should be considered when interpreting its findings. First, the sample was confined to six language centers operating within the province of Cavite; this geographic and institutional scope limits the generalizability of the results to language centers in other regions or to different educational contexts. Second, the descriptive-correlational and cross-sectional design captured respondents' perceptions at a single point in time; it established statistical association between market management and organizational resources performance but did not, and was not intended to, establish causal relationships between these constructs. Third, data collection relied on self-reported survey responses from administrators, instructors, and clients, which may be subject to response bias and social desirability bias, as respondents' answers reflect their own perceptions and experiences rather than independently verified performance measures. Finally, other organizational, technological, and macroeconomic factors beyond the variables identified in the conceptual framework were outside the scope of this investigation and may be explored in future research.

Declarations

Ethical Approval

The study adhered to accepted ethical standards governing research involving human participants. Permission to conduct the study was obtained from the appropriate academic authorities and participating language centers prior to data collection. Respondents were fully informed regarding the objectives, significance, procedures, and voluntary nature of their participation.

Informed Consent

Informed consent was secured from all respondents before data collection commenced. Participants were assured that all information gathered would remain confidential and would be used exclusively for academic and research purposes. Individual identities and institutional responses were not disclosed in any part of the study.

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