Abstract:
Efficiency is a subject that continues to concern managers, be it in business and industry, or educational institutions. This research work aimed to make an assessment of the internal efficiency of the Accountancy Program of Colegio de San Juan de Letran as shown by the performance of its social, cultural, and economic subsystems.

This study was conducted during the First Semester, School Year 2001-2001. The respondents consisted of 9 administrators, 22 faculty members and 107 junior and senior BS Accountancy students, for a total of 138 respondents. The study utilized unstructured interviews in gathering data. Documentary analysis was also used.

Findings show that the social subsystem seemed to have the necessary components to make Accounting Education at the Colegio de San Juan de Letran, Manila, function efficiently, there is open communication and wholesome social interactions among the administrators, faculty, alumni and students. The economic subsystem also contains all the elements that would make Accounting Education function efficiently. The School’s financial, human and material resources are adequate to support the Accountancy Program. However, the social subsystem could use further improvements, particularly on the member of full-time faculty members and the present qualifications of the present faculty members.

The cultural subsystem has the right components that would contribute to an efficient Accounting Education. Its value system as found in its vision, mission, goals, and objectives is considered adequate. This notwithstanding, the cultural subsystem can be further improved, particularly in the areas of research and linkages. Its present curriculum translates the aims of the College into action and activities, including the instructional methodology, textbooks and educational materials used.
In sum, the three subsystems comprising Accounting Education at the Colegio de San Juan de Letran are all internally efficient. There is no significant difference in their perceived degree of efficiency. As measured by its overall efficiency, Accounting Education at the College was rated “efficient” by the respondents. This suggests that the quality of accounting education is “good” which implies that students are learning well, and that the faculty and student are making maximum effective use of available resources provided by the Administration for optimum achievement of the goals and objectives of Accounting Education. However, the rating of “efficient” signifies that the school should further improve the quality of its accounting education. A rating of “efficient” is passing, but higher standards need to be achieved.