

DE LA SALLE UNIVERSITY

AN INTEGRATIVE REVIEW OF THE THESIS OUTPUTS OF THE
MASTER OF ARTS IN EDUCATIONAL MANAGEMENT
OF DE LA SALLE UNIVERSITY
1973 - 1986

MS

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De La Salle University

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Master of Science in Educational Management

by

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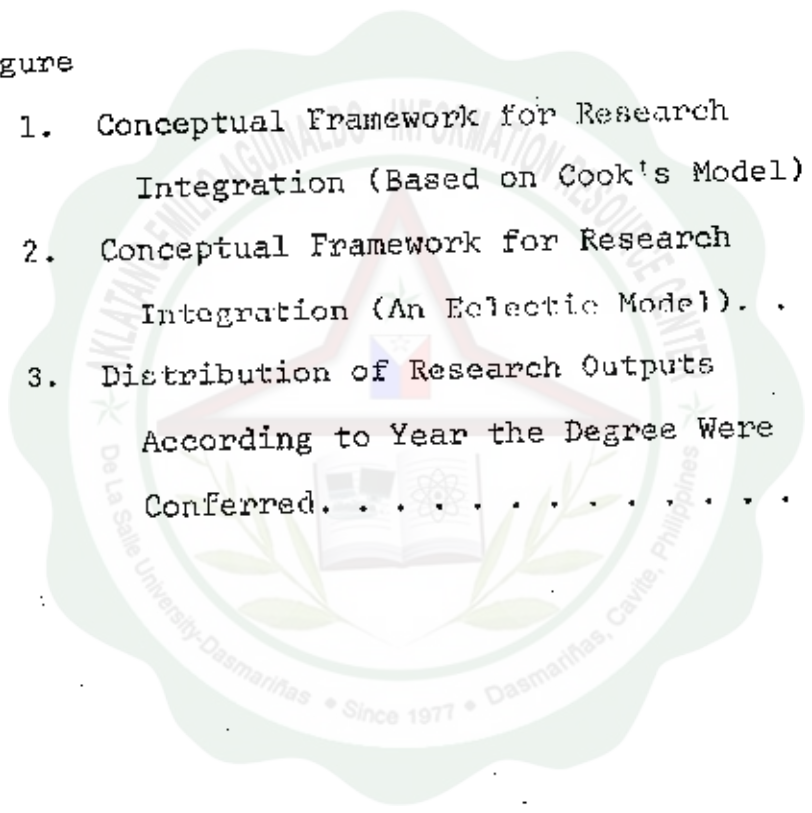
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Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The present study attempted to review, analyze and integrate all the research outputs of the Master of Arts in Educational Management graduates of De La Salle University during the years 1973 to 1986. Specifically, this investigation presented a bibliographic listing, annotated bibliography, and abstracts of 88 research outputs reviewed, and a profile of these masteral researches was also provided reflecting the following: year accomplished; institution where the study was focused; educational level studied; research design; sampling technique and statistical treatment utilized. This study further attempted to integrate findings of similar research areas in terms of commonalities and differences and determining the possible causes of conflicting findings.

Conceptual Framework

This study made use of an eclectic model patterned after Cook (1966), Jackson (1980), and Cooper (1984) for research integration. The following five phases of the integrative review were done sequentially namely: 1) Scope and Instrumentation; 2) Data Collection; 3) Category.



Development; 4) Data Analysis, Evaluation and Integration; and 5) Research Evaluation.

Source of Data

For the period covering 1973 to 1986 the University Registrar's Office lists a total of 98 theses and project papers of MAEM graduates. However, only 72 theses and sixteen project papers were reviewed by this study due to the unavailability of the rest of the research outputs at the DLSU Library and EMD. The researcher made the bibliographic listing based on the lists from the Registrar's Office, EMD Dean's Office and Library. Very few MAEM thesis abstracts were procured from the Registrar's office and the reason given was the failure of researchers to return what they borrowed. The abstract format (Appendix D) was used for writing the abstracts. For classification and coding, the management areas identified by De Jesus and Sumagaysay (1987) with some additions by the researcher was used. To integrate the research findings, the evaluation format shown in Appendix E was utilized.

The research design, which is basically qualitative and analytical used frequencies and percentages as statistical tools.



Summary of FindingsProfile of DLSU MAEM Research Outputs

Distribution of Thesis and Project Paper by Year of Completion and by Management Areas or Categories. Within a period of 13 years (1973-1986) there were eighty eight (88) thesis and project paper outputs that were available at the DLSU Library. The yearly average yield was 6 research outputs. The peak years for research outputs were, 1977 and 1982 with 11.36 percent and 12.5 percent outputs respectively. The least productive years were 1983 and 1985 with only two (2.27%) outputs each year.

Project paper writing dropped to zero in 1980 and since then there were no more project paper outputs to the present.

Distribution of Research Outputs According to Category and Degree Conferred. As a whole 72 or 81.81 percent of the total number of 88 MAEM researches were found in only two major categories (See Table 3) Namely: Administrative Control and Organization, and Curriculum/ Instruction/Evaluation while only 16 or 18.18 percent were distributed among the other 5 major categories, namely: School Finance; Student and School Personnel, Parents and Community Linkages; Special Services; Case Development and

for the fifth category, 7 or 43.45 percent of the 16 studies were on Teacher and Teacher in Decision-Making. Three other major categories namely: Administration of Physical Facilities; History and Development of Education and Institutional Case Studies, were the unexplored educational management areas.

Distribution of Research Outputs Per Degree

Program and Education Level. Forty one (46.59%) masteral studies focused on the secondary level. These investigations were on areas of Teacher/Administration Leadership and Teaching Effectiveness. Seven (7.95%) studies were focused on the elementary level and another seven studies on the tertiary level. A sole research ventured on the prep-school level. There were nine studies that had combined educational levels, either elementary and secondary or the three levels combined. Twenty three (26.13%) did not specify any level on studies that were not related to education levels.

Distribution of Theses Per Category and Research

Design Used. The descriptive method (79.12%) was the research design predominately employed by the DLSU MAEM researchers. The management areas that used descriptive design most were: Instructional Program Evaluation



(14.28%); teaching Effectiveness (9.89%), Teacher/ Administration, and Leadership Behavior (8.79%). Only 3.59 percent employed the historical design under the category of Organizational Structure and Control, School Finance and Case Development areas. At least 5 researchers (5.49%) employed the experimental design. Three (3) studies used the quasi-experimental and non-equivalent control group design, under the Curriculum/Instructional Evaluation Category. Of the total number of studies reviewed 12.08 percent did not specify or failed to identify the research design they employed. Such lack or failure are mostly noted from among the project papers.

Distribution of Research Output According to Type of Sampling Technique. The most frequently employed sampling technique was the simple random sampling (18.68%), which was utilized by studies under Instructional Program and Teaching Effectiveness. Purposive sampling (12.08%) which was the second commonly used, was the choice of three studies under Instructional Program category. The least used was the systematic random sampling (1.09%). Researches which were mostly handbook/manuals and proposed instructional programs (23.07%) did not need any sampling. A greater number (42.88%) of the research outputs did not



clearly specify their sampling technique. These studies were spread in all categories but mostly under the Administrative Control and Organization category.

Distribution by Category and Statistical Treatments

Statistical treatments under which the reviewed research outputs could be classified were descriptive, non-parametric and parametric groups. Obviously, the most utilized statistical treatments were under the descriptive group such as, frequencies and percentages (56.81%); weighted mean and average mean (36.36%). Under the non-parametric are: Chi-square (17.04%); Kendall's tau (9.0%) and Spearman rho (7.95%). Under the parametric group are: t-test (25%), Pearson r (17.04%) and one-way/two-way ANOVA (15.90%). Approximately, 10.22 percent did not employ any statistical measure.

Integrative Review

Of the eleven management areas under which all the researches were classified, only eight areas had at least two or more similar and/or variations yielded by the research findings. A good number of interesting research findings, however were also worth noting although these had no commonalities or dissimilarities and were therefore not included here. The following is a summary of the



similar and dissimilar research findings from the thesis outputs of the DLSU MAEM graduates of 1973 to 1986.

1. Organizational Structure and Control.

Five project papers had similar problem, that was, to come up with an Administrative and Faculty Handbook/Manual. Their handbook/manual included similar items such as: goals, mission, general and specific objectives, policies on faculty and administration, recruitment, resignation, termination, standard operational procedure, duties, functions of various positions, organizational set-up, evaluation of teachers, rating system/salaries, others. Two studies on pattern of governance, had 2 similarities and 2 variations, the similarities centered on: a) the need of faculty members to participate in decision-making on what pertain to them and in the formulation of educational policies and programs; b) the prevailing pattern of governance of the two schools studied. The variation focused on: a) awareness of the institution's mission/objectives. For one of these studies, the respondents perceived their school objectives as clearly defined while for the other, only moderately defined; b) on channel of communication.



For the first study the prevailing channel of communication was circular while for the second study, it was perceived as "top to down" communication. The probable cause of these dissimilarities may be due to a homogenous group of faculty members while the second had four different groups: administrators, teachers, students, and alumnae.

2. On Teacher/Administration Leadership Behavior.

Similarities: Two studies had similar findings on the area of communication. Only one study, however pursued to present a finding on decision-making. The other study did not treat decision-making as a research problem. Both studies have yielded favorable findings regarding the communication process as perceived by the students, teachers and principal.

Perceived Managerial Behavior: Two studies reported that teachers perceived their principals as moderately high in these areas: structure/technical skills and consideration/human skills.

Dissimilarities: One study revealed that the principals did not meet the organizational dimension expected by the teachers, but were able to meet the interpersonnal dimension. The other study proved that



the principals' educational leadership behavior were perceived more favorable than their human relation leadership behavior. The probable cause of this dissimilar findings may be attributed to the individual needs of the teachers in the school studied.

3. On Administrative and Supervisory Practices.

Two studies showed similarity in how the teachers have established "salaries" as first priority. In one study, the teachers rated "salaries" as first in importance. In another study the teachers showed that they perceived administrative policies regarding "salaries as weak and poor". These results were supportive of each other. In as much as "salary" was a priority, it was but natural that the teachers tended to be critical or sensitive with regards to policies on salary that maybe weak and poor.

4. On Development Plans.

Two studies reported that socio-economic survey was a rich source of information for better understanding of its clientele and for the enhancement of the academic program. Bot studies agreed on the benefits derived from the process involved in planning. Two other studies shared the same findings



that, felt needs of the school as perceived by the administrators, faculty and students will lead to the improvement of the school and eventually of the faculty and its clientele.

5. On School Finance.

Similarities: Two studies showed similar findings on the over-all financial profile of each school. Both studies showed a deficit profile or non-viable operation. On the question of direct cost and indirect cost, both studies proved that direct cost was higher than indirect cost.

Dissimilarities: One study claimed that Math and Practical Arts had consistently been deficit centers while YDT/CAT had been the biggest profit centers. The other study however discovered that the highest contributor to the department revenues were Practical Arts and YDT while the lowest contributions were subjects on moral development.

6. On Student Achievement and Evaluation.

Similarities: Two studies reported that there were substantial relationship between: a) Mental Ability Test and final grade in English; b) Achievement Test in reading/writing and fourth year



English; and c) Achievement Test in Math and fourth year Algebra.

Dissimilarities: However, their findings disagreed with regards Mental Ability level and Mathematics grade. One study proved that they were not significantly related. A probable cause of this difference can be attributed to the instrument used. One study utilized the MAT and AT while the other employed the Khulman-Anderson Test and the Sequential Test for Educational Progress.

7. On Supervisory Practices Evaluation:

Similarities: Two studies proved that there was a significant difference in the teachers' perceptions of the attainment of outcomes that emanated from programs on supervision and in the performance of the supervisory function of administrators.

8. On Teaching Effectiveness Evaluation:

a. Teacher Effectiveness in terms of student outcomes: Similarities: Two studies disclosed that the level of religious knowledge and religious attitudes were insufficient and inadequate. Both studies had similar findings in that, the students



scored in the area of knowledge of Sacred Scripture, but both studies also showed that the students scored low in knowledge of Christian Life.

Dissimilarities: One study claimed that family characteristics did not affect knowledge and attitudes of students while the other claimed they did. The probable cause of this dissimilarity was the setting of the study. One study was done in a Christian environment or setting while the other study, in a non-Christian setting.

b. Student perception of Teacher Effectiveness: **Similarities:** Two studies consistently perceived that the strength in the teaching effectiveness was anchored in the personality factors while there was an expressed need to improve in professional skills.

c. Difference between students and administrators' perceptions regarding effectiveness of teachers: **Similarities:** Two studies showed that there was no significant difference of perception.

Dissimilarities: Within the same year, two studies proved that there was a significant difference in the perception of students and administrators. Administrators tended to place priority in the



cognitive aspect while the students gave priority to the affective aspect. This dissimilarity of perception was most likely due to the difference in maturity, status and position of the respondents.

Trends in Educational Practices.

On the basis of the categories presented in the conceptual framework, the present researcher was able to identify studies classified under one major management area namely: School Finance and seven sub-management areas namely: Organizational Structure and Control; Teacher/Administration Leadership Behavior; Students Achievement and Evaluation; Supervisory Practices Evaluation; and Teaching Effectiveness Evaluation, with at least two similar findings. However, no trends in educational practices could be deduced for future orientation or directions, due to the limited number of studies investigating the same management problem. Moreover, it is not possible to draw generalizations from just two or three similar findings of similar studies.

Areas that Need Further Research.

Based on the findings of this present study, the following topics found to be either underexplored or unexplored are possible management areas for further



research; Educational Mission; History and Development of Education; Parents and Community Linkages; Vocational Extension Programs; Legal Aspects; Administration of Physical Facilities; Administration Development; Non-Academic Support Personnel; Professional Organization/ Unions; Student Admission/Selection and Student Environment.

Conclusions

From the eighty eight research outputs that the present reviewer attempted to integrate, the following conclusions were drawn:

1. Project paper outputs dropped to zero in 1981 to the year this study was written showed that DLSU MAEM researchers had shifted preference from project paper writing to thesis writing.
2. That one reason certain management areas seem to be areas of interest was due to the felt need, interest and position held by the researcher, as noted earlier in the analysis of the distribution of research outputs.
3. That from 80.68 percent of DLSU MAEM researchers who utilized the descriptive research design, it may be concluded that it was due to the lack of information on the state of the art and could be an indication of the need for more integrative studies which



will serve as valuable reference for future researchers and thesis advisers.

4. That the DLSU MAEM graduates were not particularly concerned in explicitly specifying the sampling techniques they utilized.

5. That majority (64.77%) of the DLSU MAEM researchers had attempted to go beyond the simple statistical treatment by employing nonparametric or parametric measures.

6. That within a period of 13 years, 72 or 81.81 percent of the 88 MAEM studies clustered around only two major categories in contrast to only 16 (18.18%) studies spread out among the other eight major categories. It may be an apparent indication that DLSU MAEM studies as a whole were too absorbed in their individual concerns, It may also indicate an urgent need for studies with broader perspective or indept investigation for the MAEM researchers.

Recommendations

1. This summary of topics for future research were based on the management areas that were not explored or least explored by the DLSU MAEM researches which the present study reviewed. Hence, the following management



areas are suggested for further studies;

- 1.1 Administration and Development;
- 1.2 Educational Mission;
- 1.3 Legal Aspects;
- 1.4 Administration of Physical Facilities;
- 1.5 Student Admission/Selection;
- 1.6 Employee Relationship;
- 1.7 Non-Academic Support Personnel;
- 1.8 Professional Organizations/Unions;
- 1.9 Parents and Community Linkages/Special Services and,
- 1.10 History and Development Education.

2. Similar studies such as this present study should be conducted in other graduate institution or allow other researchers to conduct integrative review of their thesis outputs.

3. Researchers are urged to explicitly specify the research design, statistical treatment and sampling technique they utilize for better clarity.

4. Future researchers are encouraged to work on the recommendations of past researches in order to build on worthwhile topics/studies which were initially explored for further development of relevant research findings.

