

THE INTERNAL EFFICIENCY OF THE
COLLEGE OF EDUCATION OF DLSU - EAC:
A SYSTEMS APPROACH

A Thesis

Presented to

the Faculty of the Graduate School

De La Salle University - Aginaldo

Dasmariñas, Cavite

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

by

Olivia Barizo Martinez

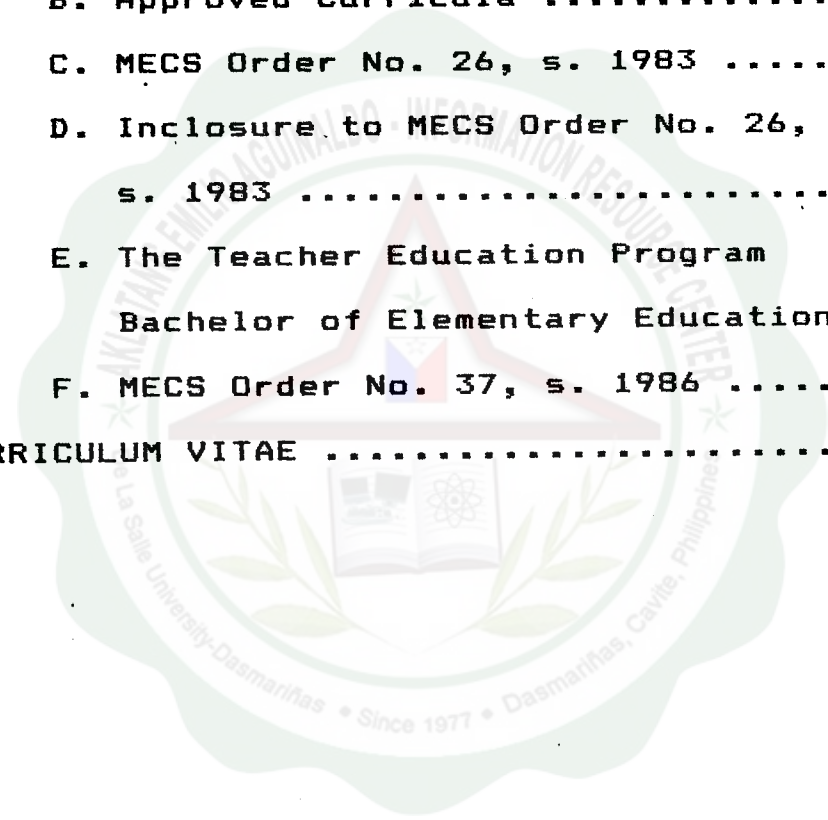
30 January 1993

TABLE OF CONTENTS

Preliminaries	Page
Approval Sheet	ii
Acknowledgments	iii
List of Tables	viii
List of Figures	x
Abstract	xi
CHAPTER	
1 THE PROBLEM AND ITS BACKGROUND	
Introduction	1
Historical Background	4
Theoretical Framework	11
Statement of the Problem	15
Assumptions	16
Importance of the Study	16
Scope and Delimitation of the Study	18
Definition of Terms	19
2 REVIEW OF RELATED LITERATURE AND STUDIES	
Related Literature	21
Related Studies	34

3	RESEARCH METHOD AND PROCEDURE	
	Research Method Used	42
	Research Procedure	43
	Sources of Data	43
	Statistical Treatment of Data	45
4	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	
	Social System	
	Administrator	47
	Faculty	51
	Students	58
	Cultural System	
	Aims	66
	Curriculum	69
	Methodology	75
	Medium of Instruction	79
	Instructional Materials	79
	Economic System	
	Financial Resources	86
	Human Resources	92
	Physical Resources	95
5	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
	Summary	99

Conclusions	104
Recommendations	105
BIBLIOGRAPHY	108
APPENDICES	
A. Permission to Gather Data	115
B. Approved Curricula	117
C. MECS Order No. 26, s. 1983	127
D. Inclosure to MECS Order No. 26, s. 1983	129
E. The Teacher Education Program Bachelor of Elementary Education ..	143
F. MECS Order No. 37, s. 1986	146
CURRICULUM VITAE	149



LIST OF TABLES

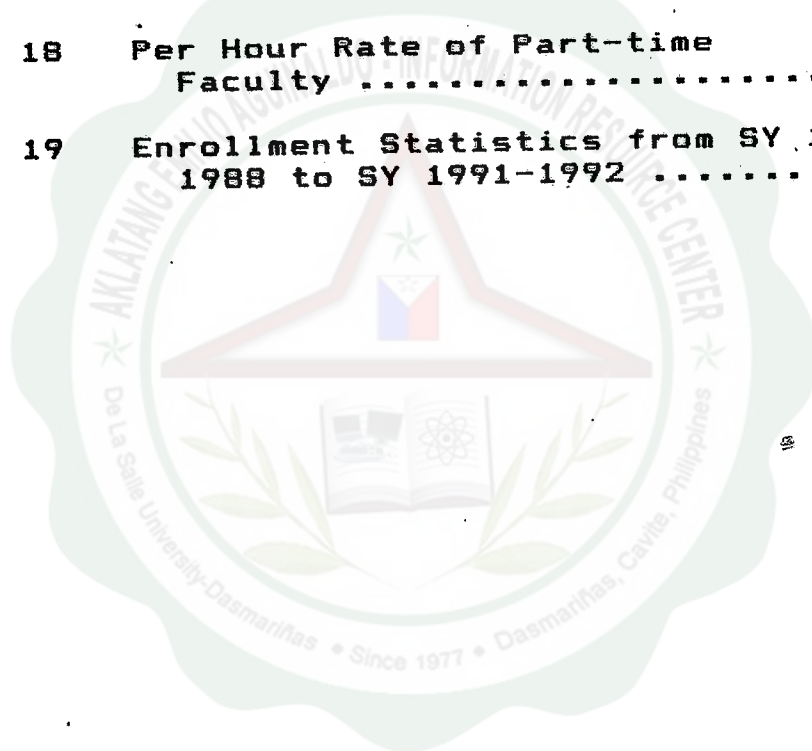
Table		Page
1	Enrollment Statistics of the College of Education from SY 1977-1978 to 1986-1987	10
2	Educational Qualifications of Education Faculty from SY 1987-1988 to 1991-1992	52
3	Statistical Summary of the Performance Evaluation of Education Faculty	53
4	Performance Evaluation of Education Faculty from SY 1987-1988 to 1991-1992	54
5	Teaching Experience of the Education Faculty	56
6	Number and Percent of Subjects Taught by Full-time and Part-time Faculty	57
7	Distribution of NCEE Scores of Students by Year Level	59
8	Mean of the NCEE Scores of Students by Year Level	60
9	Mean of the NCEE Scores of Students by Course	61
10	Mean of the Academic Grades of Students by Course	63
11	Comparison of Curricula	70
12	Statistical Summary of the Survey on Instruction	77
13	Evaluation of the Methods of Teaching of Education Faculty	78

De La Salle University – Aginaldo
GRADUATE SCHOOL

Page

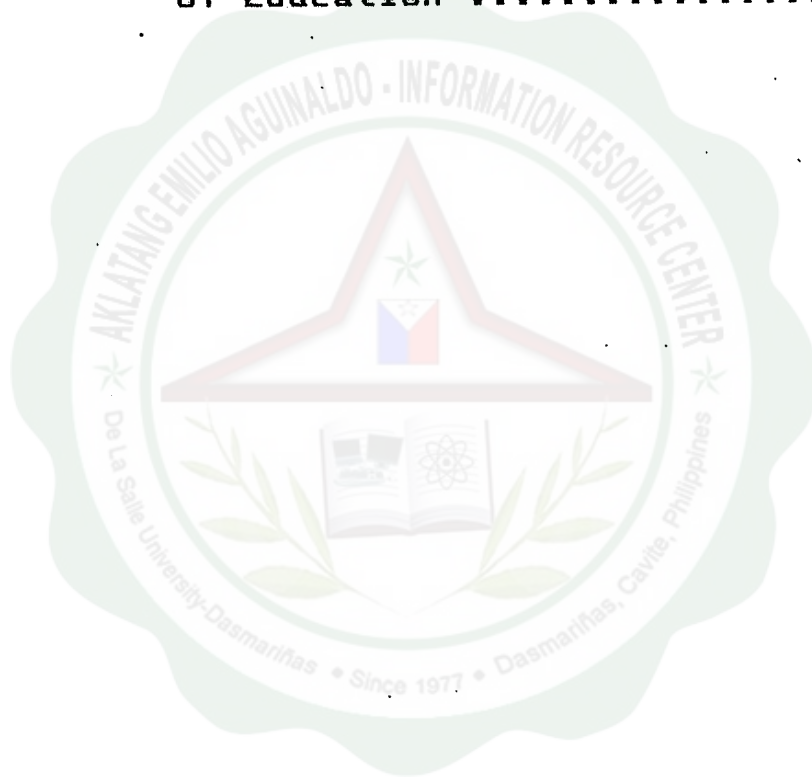
ix

14	Book and Serials Budget for the College of Education	83
15	Statement of Receipts and Expenses of the College of Education from SY 1987-1988 to 1991-1992	87
16	Per Student Cost for the Last Five Years	88
17	Monthly Rate of Full-time Faculty	89
18	Per Hour Rate of Part-time Faculty	90
19	Enrollment Statistics from SY 1987- 1988 to SY 1991-1992	94



LIST OF FIGURES

Figure		Page
1	Systems Flow Model Of Formal Education	14
2	Organizational Chart of the College of Education	65



ABSTRACT

Title : The Internal Efficiency of the College of
Education of DLSU-EAC: A Systems Approach

Author: Olivia Barizo Martinez

Adviser: Mrs. Nadina B. Capayas

Type of Document: Master's Thesis

Name and Address of Institution: De La Salle
University-Aguinaldo, Dasmariñas, Cavite

Summary

This study aimed to determine the internal efficiency of the College of Education of De La Salle University-Emilio Aguinaldo College from SY 1987-1988 to SY 1991-1992.

Specifically, this study attempted to answer the following questions:

1. What is the status of the social system of the College of Education of DLSU-EAC in terms of its (a) administrators, (b) faculty, and (c) students?

2. What is the status of its cultural system in terms of its (a) aims, (b) curricula, (c) methodology, (d) medium of instruction, and (e) instructional materials?

3. What is the status of its economic system in terms of its (a) financial resources, (b) human resources, and (c) physical resources?

The following assumptions were used in the study:

1. A systems analysis of the internal efficiency of a school system generates data inputs that can guide the administrators towards the improvement, expansion or discontinuation of the present program and services.

2. The internal efficiency of a school system is achieved if the administrators and faculty are educationally qualified for their positions.

3. The school system is internally efficient if its aims and objectives are operationalized through its curricula.

4. The internal efficiency of a school system depends on the equal distribution and wise use of its financial, human and physical resources.

Methodology

This study applied the descriptive and analytical method of research in evaluating and measuring both qualitative and quantitative data on the variables which were obtained from

documentary analysis of the records and reports available in the institution.

This study was also a semihistorical research since it traced the development of the college from SY 1987-1988 to SY 1991-1992.

The data subjected to statistical treatment and analysis were taken from the students' official transcripts and academic folders, enrollment statistics, 201 files of the faculty, Mission Statement of the college, curriculum checklist, library's card catalogue, budget performance, results of the Institutional Self-Survey, annual reports of the EVP, college catalogue and interviews. The minimum standards set by the Department of Education, Culture and Sports (DECS) formerly MECS were used as norms in the analysis of the data gathered.

The statistical instruments used were the mean and the percentage.

Findings

1. Social System

a. The dean of the College of Education fulfilled all the conditions set by DECS regarding the qualifications of the administrator of the

teacher education program. The administrator component of the system is very strong.

b. Regarding the faculty, only the area on educational qualifications set by DECS is to be improved since there is still 26.8% of the faculty who are not yet holders of master's degrees. The following areas are in accordance with the minimum requirements set by DECS regarding the faculty: performance evaluation, teaching experience, and the teaching loads. The faculty component of the system is strong.

c. The students of the college followed the NCEE cutoff score set by DECS for Teacher Education. The students' academic performance is rated good.

2. Cultural System

a. The aims of the College of Education are in consonance with the Mission Statement of the Teacher Education set by DECS.

b. The curricula of the BEEd and the BSE programs were approved by DECS and enriched through the addition of four important subjects as Spanish substitutes and of the institutional requirements such as Religion, Typing and Computer. With the addition of the institutional

requirements, the curricula followed by the school exceeded the DECS requirement.

c. The teaching methodology was described as very good both in the Institutional Self-Survey and the students' evaluation of faculty performance.

d. English and Filipino are the two (2) media of instruction used in the college but majority of the subjects are taught in English.

e. The college receives a specific budget allocation for its books and other library needs. The student-book ratio is 1:4.6. Ten professional publications are subscribed by the main library for the College of Education. Supplementing the main library's services is the minilibrary established by the college in its building.

3. Economic System

a. Financially, the college although small is a self-earning unit considering only its direct operational expenses. Its cost per student compared to the other colleges is not very high. The faculty salary specifically the rate of part-timers is not also very high.

b. On the human resources, the dean-

faculty ratio is considered ideal but the full-time faculty - student ratio falls below the DECS norm of 1:50. The student enrollment is quite constant.

c. The college has, for its physical resources, a four-room one-storey building situated on the West Campus. The rooms are almost standard in size and structured to create a conducive atmosphere to learning. They are well-ventilated and well-lighted although there is a need for a regular inspection of the lights and ceiling fans to ensure their proper functioning.

The college won first place for two (2) consecutive years in its maintenance of the cleanliness and orderliness of its building. It has a minilibrary and comfort rooms. The physical resources of the college are used to the fullest.

Conclusions

1. The social system of the College of Education is stable because of its administrator and faculty who contributed to the internal efficiency of the system. The students, on the other hand, need to improve more in their academic performance. Stricter admission and retention

policies are needed to ensure the quality of students taking up teacher education.

2. The cultural system of the college is also stable specifically on the following areas: aims, curricula, and methodology. The library which holds the instructional materials of the college needs to improve on the following areas: budget, book holdings, number of professional librarians, and library quarters.

3. The economic system of the college is quite stable although there is a need to increase the number of its human resources specifically the full-time faculty and the quality students. The physical resources should also be added with a laboratory school, computer and a fire extinguisher.

Recommendations

1. The institutional administrators of DLSU-EAC should be more supportive of the plans and activities of the College of Education for its retention and further development. They should also appropriate in their annual budget some immediate needs of the college like the need for modern office equipment, and a safety measure

in the building. They should also give first priority to the instructional material needs of the school population by appropriating a bigger amount of budget to the library.

2. The administrator and faculty of the college should work hand in hand to attract better students in the teaching profession since this is an area which may be considered a weakness of the system. They should review their admission and retention policies to better screen those who want to become the educational trustees of the people. An additional full-time faculty should also be hired to improve the full-time faculty - student ratio.

3. The students of the college should try to improve their study habits for a better academic performance. Since they are the primary recipients of any change in the college, they should also try to be more cooperative in its plans and activities for its continuous development.

4. The records system, not only of the college but of the whole university should be improved so that available data and information can be readily obtained for a more efficient management of the whole system.

5. An Art and Music Room should be installed in the college to house the different art works of the students and to further improve the Music instruction. A laboratory school for the students' internship training and an audiovisual room are also needed.

6. The other departments and colleges in this institution are enjoined to undertake an assessment of their own internal efficiency so that they would see where they are and where they will be going.

7. A study on the external productivity of the College of Education should be done in order to prove its internal efficiency.