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A FIVE-YEAR DEVELOPMENT PLAN FOR SAINT ANTHONY
SCHOOL OF DENAN: A PROPOSAL

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Abstract

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Statement of the Problem

Using the Franco model in designing long-range development plans, this study sought answers to the following questions:

External environmental analysis --

1. What is the socioeconomic situation in Biñan and environs? What are its broad implications to SASB's thrusts?
2. What is the manpower demand-and-supply situation in Biñan and environs?
3. What is the socioeconomic profile of SASB's clientele? What are its implications to the proposed five-year development plan?
4. What are the implications of competition to the proposed plan?

Internal resources analysis --

1. Based on the PAISCU self-survey, what is SASB's institutional profile in the 8 areas of concern (faculty, instruction, library, laboratories, physical plant, student services, administration, and school-community relations)?
2. What has been done in these areas for the last five years?
3. What is SASB's financial profile for the last three years?
4. What is SASB's enrollment trend for the last five years?
5. What are the implications of the output of the internal resources analysis to the proposed plan?

Goals and values analysis --

1. What factors influence parents to decide sending their children to SASB?
2. What are the goal and value expectations of SASB's students, alumni, parents, faculty members, and administrators?

3. To what extent are the goals carried out in SASB's programs as perceived by students, alumni, faculty members, and administrators?
4. What factors contribute to SASB's reputation as perceived by the students, alumni, and faculty? What is the quality of the students as perceived by the faculty and the administrators? The quality of the faculty as perceived by the administrators?
5. What are the implications of the output of the goals and values analysis to the proposed plan?

Five-year development plan -

1. What is SASB's mission statement?
2. Based on needs, what are the objectives of the plan?
3. What programs and projects may be proposed to meet the objectives of the plan?
4. What are the financial implications of the plan?
5. What strategies may be presented for the implementation of the plan?

Respondents, Instrumentation, and Procedures

Respondents and instrumentation. The following respondents from Bifan and environs participated in the external environmental analysis:

Manpower demand	-	100	Business establishments
Manpower supply	-	11	Private secondary/tertiary schools
		8	Public secondary schools
		4	Private/public vocational-technical schools
Socioeconomic profile of clientele	-	400	Parents
Survey of competitive private schools	-	10	Private secondary/tertiary schools

In the goals and values analysis, the following respondents participated:

Choice of a school	-	400	Parents
Educational goal expectations	-	400	Parents

Goal and value expectations - 488 Students
96 Alumni
41 Faculty members
13 Administrators.

The instruments used for the internal resources analysis were PAASCU's self-survey forms for Grade School and High School, freely adapted to suit all academic levels in SASS.

For the surveys on manpower demand and supply, the business establishments and the schools (from secondary to tertiary, public and private) in Biñan and environs were asked to answer separate questionnaires. Parents accomplished two checklists on their socioeconomic profile and choice of a school. They also answered a questionnaire on their educational goal expectations. Competitive private schools responded to another questionnaire.

The questionnaires on goals and values - four separate sets - were administered to the students, alumni, faculty, and administrators.

Procedures. In the external environmental analysis, the data on the socioeconomic profile of Biñan and environs were gathered from available records and documents in the office of the mayor in various municipal halls. Demographic information was supplied by the National Census and Statistics Office.

Percentages and ranking were employed in the treatment of socioeconomic and demographic data on the area served by the school. In the presentation of results of surveys on the clientele's socioeconomic profile, the competitive private schools, and the manpower demand and supply, percentages and ranking were also used.

The internal resources analysis made use of averages and weight values.

For the school's financial profile, comparative condensed balance sheets were presented to show the school's financial position over the last three years. Current ratios were computed to determine the organization's ability to meet its maturing obligations. The comparative condensed income statements summarized the revenues and expenses for the last three years to find out whether or not the results of operations had been favorable. Return on assets and return on stockholders' equity were also computed. Other data presented were the capital structure of SASB and the projected revenues and expenses over the next five years.

The following growth formula was used to project enrollment:

$$\text{Growth Rate} = \frac{E_p - E_o}{E_o} \times 100$$

where E_p is present enrollment and
 E_o is previous enrollment.

In the goals and values analysis, the factors which influence parents to choose a particular school were ranked according to frequency of response to determine the relative positions of the various factors. Weighted means and ranking were used in the presentation of educational goals which parents would like a school to have for the growth of their children. For the data on aspirations of students and alumni, percentages and ranking were employed. To find out whether a significant difference exists in the perceptions by students, alumni, faculty, and administrators of what a school education should do versus what SASB

is doing, the t-test was used. For the perceptions by students, alumni and the faculty of various factors which contribute to SASB's reputation, an analysis of variance was done for each contributing factor to confirm that there were no significant differences in the answers of the respondents.

Ranking was again employed for alumni achievements which contribute to SASB's reputation as perceived by alumni and for the administration's overriding concerns in developing the school. Data on the perception of students by the faculty and the administration, and that of the faculty by the administration, made use of weighted means and percentages.

Findings

Following are the major findings of the study, with their implications, presented according to sequence of the research questions.

External environmental analysis

1. a. Land in Bifan is chiefly utilized for agriculture. But the town has 1,524 commercial and manufacturing establishments, 36% of which are cottage industries. San Pedro has the largest space for residential property. The town's huge housing projects have resulted in a heavy influx of migrants southward from congested Metro Manila. Santa Rosa has the largest industrial space. Relatively low land values have attracted the movement of industries to the town. Garmon's 62-hectare People's Technology Complex has similarly attracted industries to put up factories within the complex.

b. Age range 15-24 years, the market target for the develop-

ment of the Postsecondary Department, accounts for an overall share of 46% of the total population in Binan and environs, as projected 1986-1990.

c. Implications - The increase in the number of industries and the upswing of business activities in the area are expected to accelerate within the next five years. With better deals given by the government to local farmers and fishermen, such an economic development will improve the income levels of lower- and middle-income groups. With more people enjoying higher income levels, there will be a higher demand for better educational services.

To maintain its pace of economic growth, the area should have manpower development as its main objective. SASB should play a vital role in the process of pursuing economic developments.

2. a. Manufacturing establishments showed the largest manpower demand. They have the biggest employment size (200 or more workers each) and they employ the highest average number of workers per year (151). The demand is strong for factory operatives, craftsmen, and workers in related occupations. With regard to professional and technical positions, the demand is biggest for engineers. Bookkeepers and accountants are needed in greater numbers to man the accounting departments of manufacturing firms and to maintain the records of financial transactions of small and medium-sized businesses.

b. There is a heavy turnout of graduates in nontechnical courses and a dearth in technical courses.

c. Implication - Beyond the five-year span of its development plan, SASB should consider offering technical programs to help promote

industrial development. It should exert great effort to raise the huge financial investments such programs would entail even on a long-term basis.

3. a. The school's clientele is largely Christian. The average parent is 38 years. With an average family size of five, parents earn an average income of nearly ₱5,000 a month. By and large, they live comfortably and are fairly well-educated. Their socioeconomic aspiration is simple and modest: to live a quiet life in a peaceful environment, supported by an adequate income from a stable job or business. Part of this aspiration is getting a better education for their children.

b. Implications - Since the clientele is predominantly Christian, development goals should include the inculcation of Christian values and morality in the student population. The average family is fairly well-established financially. Thus, a parent can very well afford the substantial increases in comprehensive and tuition fees needed to fund the development plan. Relatively young and comfortable in his lifestyle, the SASB parent has vast opportunities ahead for professional and economic growth, given the right attitude toward work and self-advancement. When he does achieve some measure of success, he is bound to demand better education for his children. The development plan should seriously consider meeting this demand.

4. Competition for students among private schools in the area is stiff. To prove itself equal to or better than its competitors, SASB should seriously consider development of its academic and physical resources in its five-year plan.

Internal resources analysis

1. Among the eight areas surveyed using the PAASCU instruments, Laboratories and School-Community Relations were found to be the weakest. Physical Plant, Library, Faculty, and Student Services obtained evaluation averages above Good. But there are certain segments in each area which need strengthening: size of physical plant, library collection development, faculty development, and guidance research. Despite certain limitations, SASS received an overall average of 3.55 - halfway above Good.

2. Certain projects were accomplished during the last five years. For faculty growth, an annual average of 4-5 seminar-workshops were organized in 1982-84. Starting 1983-84, faculty members were observed four times a year by the principal and the academic coordinators separately. The Educational Media Services was launched in 1983. Both the use of media and the increased number of classroom visitations were intended to upgrade instruction.

As enrollment increased, additional physical resources were bought or built. The Zarate property (240 sq.m.) east of the main campus was purchased in 1979. Preschool classrooms and a small chapel were constructed in 1981. The Rizal Wing and the second floor of the east end of Vicente Hall were completed in 1983.

In the same year, the school became a member of the Center for Educational Measurement. Through the use of its research-based measurement tools, CEM helped improve SASS's guidance services and educational programs.

To improve the school's academic administration, the office of the

vice president for academic affairs was created in 1983. In the area of financial administration, the budgeting system became operational in 1983-84 together with a revised requisition system.

Community services were limited to an annual Christmas package drive for the poor and a cultural show presented for free to the masses at the town plaza every December.

3. Computed current ratios indicated that the school was capable of meeting its current obligations during the past three years. The highest current ratio was registered in 1983-84 at 4.6:1. Results of operations indicated that the viability of the school is not seriously threatened by the present economic crisis. The rate of net profit from operations was highest in 1983-84 at 10%.

The highest rate of return on total assets was again registered in 1983-84 at 8%. In terms of stockholders' equity, the highest rate was registered in the same year at 20% - a clear indication that the school improved its earnings over the last three years on the funds invested by the stockholders. The capital standing also improved through the years. By the end of 1983-84, the total paid-up capital stock was ₱400,000.00 - 80% of the authorized capital stock.

As projected, the rate of net profit from operations will be highest in 1989-90 at 20% and lowest in 1986-87 at 11%. Barring any unforeseen circumstances, therefore, the school will be viable over the next five years.

4. The projected trend for the Preschool and Grade School is toward decreased enrollment: the preschool at an average rate of 18% and the grade school, at 4%. For the High School and Postsecondary

departments, the trend would be clearly toward increased enrollment: the high school at an average growth rate of 13% and the postsecondary, at 71%. On the whole, the total school enrollment is projected to increase at an average rate of 9%.

5. Implications - Development of the following areas should receive priority in the school's five-year plan: (1) instructional facilities, (2) community services, (3) physical plant, (4) faculty growth, and (5) guidance research. Such an improvement of facilities, resources, and competencies may help the school get back students already lost and attract new enrollees. In addition, a vigorous promotion campaign has to be planned to obtain a larger share of the student population in the area.

The school's financial resources indicate that funds are available for the proposed development plan. The financial support will come from net profits to be reinvested and from allotted amounts for development expenses.

Goals and values analysis

1. The top three factors which influence parents to decide sending their children to SASB are: (1) high quality of instruction or strong faculty, (2) high educational standards set by the school, and (3) relevant goals and objectives of the school. Also significant is how much parents value the discipline (rank 6) and the spiritual development (rank 8) of their children.

2. a. Parents rated the following educational goals as the top three they would like SASB to accomplish: (1) maintain good physical and mental health, (2) desire and achieve socially responsible behavior,

and (3) acquire vocational skills to be able to help parents and younger brothers and sisters financially. The expectations of parents are predominantly value-oriented. They gave much weight to such values as successful family membership (rank 5), morality (rank 6.5), ethical living (rank 8), and refined manners (rank 10).

b. Both students and alumni have common aspirations. As ranked, the top three are: (1) to become successful in my profession, (2) to earn enough money for myself and my family, and (3) to get married and raise a successful family. Both subjects are concerned with the economic factor in life and both believe that a college education is the passport to a better economic status in society. However, they feel that they can attain their aspirations only partially because of the current economic crisis. The chief factor which encourages them to pursue their aspirations is their desire to achieve financial stability after they finish college and to help their families once they are able to do so. With regard to factors which discourage the subjects to pursue their aspirations, both agree that the chief deterrents to the fulfillment of their aspirations are the economic instability prevailing in the country and the consequent financial problems their parents encounter.

c. The students, alumni, faculty, and administrators ranked the following educational goals as those they perceive a school should do for its beneficiaries: (1) to develop independent thinking, (2) to develop critical and analytical thinking, (3) to help students excel in their chosen field, (4) to provide training for leadership, (5) to develop in the student a sense of community/national involvement, and

(6) to provide opportunities for the development and use of social skills and values.

3. The same subjects ranked the following goals as those they perceive SASB is doing for its beneficiaries: (1) to provide training for leadership, (2) to develop Christian values, (3) to develop in the student a sense of community/national involvement, and (4) to develop moral and intellectual integrity.

As applied to each group of subjects, the t-test indicated that there was a significant difference between the perceptions by students of what a school education should do and what SASB is doing. They felt that the school is doing more than what it is expected to do. On the part of the alumni, faculty, and administrators, there was no significant difference between their perceptions of what a school education should do and what SASB is doing. To them, the school is doing what it is expected to do.

4. a. As perceived by the students, alumni, and faculty, the following student activities contribute to SASB's reputation: (1) excelling in academic activities, (2) high percentage of passing in the ECEE, and (3) cultural activities.

b. The same subjects ranked the following faculty characteristics at the top: (1) good faculty-student relationships, (2) participation in seminar-workshops and conferences, and (3) good faculty-parent relationships.

c. The top administrative practices are: (1) supportive of quality education, (2) provides adequate facilities for all instructional programs, and (3) receptive and responsive to student needs and

interests. There is a correlation between these perceptions and the administration's overriding concerns in developing SASB: (1) development of a highly competent faculty and (2) improvement of instructional facilities.

d. The top institutional characteristics describing SASB are: (1) availability of student services, (2) adequate physical plant, and (3) academic competence of the faculty.

e. An analysis of variance applied to the responses of the students, alumni, and faculty indicated that there were no significant differences in their perceptions of each factor which contributes to SASB's reputation.

f. As perceived by the alumni, the following alumni achievements contribute to SASB's reputation: (1) high percentage of passing in the NCES, (2) academic performance in college, and (3) high percentage of admission to state colleges/universities.

g. A significant majority of the students and alumni admitted that the student activities and institutional characteristics they ranked at the top influenced their decision to enroll in SASB.

h. As perceived by the faculty and administrators, SASB students are Good in their academic preparation, Active in social and civic participation, but Indifferent in their attitude toward the existing social order. The administrators gave the faculty the same ratings as those obtained by the students.

5. Implications -- The goals and values ranked at the top by the school's beneficiaries and managers will have a direct bearing on the formulation of SASB's mission and the objectives of the development

plan. Such goals and values have to be synthesized and subsequently integrated into a mission statement good for a generation. The mission and the plan have to be tightly interwoven.

Five-year development plan

1. As provided in the mission statement, SASB is basically committed: (1) to develop in each student Christian moral and spiritual values, an awareness of his rich cultural heritage, pride in his national character as a Filipino, social concern and social action, and a sense of partnership in the socioeconomic growth of his country; and (2) to train each student for leadership, for the acquisition of professional and vocational skills which will help improve the quality of his life; and for independent, critical, and analytical thinking which will make him a better learner and a more involved citizen of his country.

2. Based on needs, the essential objectives of the plan are: (1) to improve the instructional facilities of the school, (2) to introduce new course offerings relevant to a foreseeable growth in commerce and industry in the area, (3) to upgrade or expand other internal resources - physical plant, academic preparation of the faculty, and guidance research - for continued improvement of the quality of education in SASB, (4) to effect expanded community services and promotion programs, and (5) to prepare the Grade School and High School departments for future accreditation by PAASCU.

3. Eight programs were proposed to meet the objectives of the plan: (1) instructional facilities program, (2) academic program, (3) physical plant program, (4) faculty development program, (5) guid-

ance program, (6) community services program, (7) promotion program, and (8) accreditation program.

4. The financial outlay earmarked for the programs over the next five years totals ₱1,927,260.

5. The strategies for the implementation of the plan consist of five action programs: (1) laboratory development program, (2) library development program, (3) faculty development program, (4) community services program, and (5) physical plant development program.

Conclusions and Recommendations

On the basis of the findings of this study, the following conclusions and recommendations are presented.

The external environment. The school-age population of the environment served by SASB is definitely on the rise. Numerous migrants from Metro Manila have settled in the big housing developments of the area to escape from urban congestion and pollution. Consequently, the market for educational programs and services has visibly expanded. With the movement of people came the movement of industries. Relatively low land values and proximity to Metro Manila have been attracting manufacturing firms to locate in the area. The growth of business and industry has led, in turn, to an increase in the income levels of the people who can now demand a better education for their children.

SASB should meet this demand for quality education. A bigger challenge for the school, however, is to meet the growing demand for technical graduates who will man or manage the burgeoning industries in the area. True, instructional facilities for engineering, computer

science, and other technical programs require enormous investments which the school can not yet afford. But the needs is there - and SASB should plan beyond the five-year span to fill that need.

There is yet another challenge - the challenge of competition from other schools. In order to compete well, SASB should exert all efforts to upgrade continuously its resources - academic, human, physical, and financial. Any lag could spell disaster for the school.

The internal resources. Management now knows where the school is strong and where it is weak. The gigantic task ahead is to strengthen those areas that need to be strengthened: the instructional facilities, the outreach activities, the physical plant, the faculty competencies, and the research projects. Past development programs of the school, although not formally planned, were not really insignificant. They did contribute to SASB's growth. The present development programs should add more strength and vigor to the growth already achieved.

Based on revenue-expense projections, the school will be viable over the next five years. But the administration should not be complacent about that viability. The projected total enrollment increase is only 9% annually and there are strong indications the Grade School Department will lose classes. SASB, therefore, has to be better in order to get more.

Goals and values. There is a close correlation in the perceptions of educational goals and values by the parents, students, alumni, faculty, and administrators. While the parents gave high quality of instruction as the chief reason they sent their children to SASB -

the students, alumni, and faculty chose the improvement of facilities for instructional programs as a top administrative practice and the academic competence of the faculty as a major institutional characteristic for which SASS is known. The administrators, in turn, listed the development of a highly competent faculty and the improvement of instructional facilities as their overriding concerns in developing the school. Even in their perceptions of the quality of student activities and alumni achievements - the students, alumni, and faculty were one in selecting instruction-related characteristics at the top: good performance in academic activities and high percentage of passing in the NDEE. The values which all respondents perceived to be important for a student to imbibe are also major concerns of the school: Christian ethics, moral and intellectual integrity, social responsibility, discipline, refined manners, and successful family membership.

Moreover - parents, students, and alumni were all concerned with the economic factor in life. They fear the nation's unhealthy economy would affect their very lives. Parents would thus be happy with a stable income from business or employment while the students and alumni aspire for professional and economic success.

Management, however, should do something about one negative note: the indifference of both the students and faculty in their attitude toward the existing social order. Both groups have to be made aware of social issues which may smother the very values and ideals they cherish. The Social Studies Circle should lead in developing social awareness and responsibility on the campus while the administration should be generous in its support of the organization's activities.

SASB's mission should be a big challenge to the administrators and faculty. Working together to achieve desired goals and to develop cherished values in the students, with a deep sense of purpose and commitment, they should not fail.



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