THE INSTITUTIONAL AND ENVIRONMENTAL ANALYSES OF SELECTED MONTESSORI ELEMENTARY SCHOOLS IN CAVITE TOWARDS A FIVE YEAR DEVELOPMENT PLAN

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ABSTRACT

The Institutional and Environmental Analyses of Selected Montessori Schools in Cavite Towards a Five-Year Development Plan

Statement of the Problem

This study aims to conduct institutional and environmental analyses of selected Montessori Elementary Schools (MES) in Cavite.

Specifically, the study answered the following problems:

1. As analyzed by administrators and teachers, what is the institutional profile of the respondent schools in terms of:
   1.1 Human Resources
      1.1.1 Administrators
      1.1.2 Teachers
   1.2 Institutional Elements
      1.2.1 Goals
      1.2.2 Instruction/Prepared Environment
      1.2.3 Curriculum
      1.2.4 Pupil Services
      1.2.5 Library Services
      1.2.6 Laboratory Services
      1.2.7 Physical Plant
2. How do administrators and teachers differ in their analyses regarding institutional profile?

3. What is the environment of the selected Montessori Schools as analyzed by parents of MES pupils based on the following factors:
   3.1 Educational status of parents
   3.2 Socio-economic status

4. What are the implications of these analyses on institutional and environmental factors to planning and development?

5. What MES Development Plan can be drawn based on the analyses?

Methodology

The descriptive method of research was used in this study. To get the needed data, the researcher used a validated self-made questionnaire for administrators, teachers and parents.

In this study, the following statistical measures were utilized: mean, standard deviation, coefficient of variation, t-test, frequency count, and percentage.

Subjects of the Study

The study utilized 36 administrators, 139 teachers and 20 percent of 3,487 parents of MES.
Instrument Used

The study utilized a validated self-made questionnaires for gathering data. These were composed of two parts namely; human resources and institutional elements.

Statistical Treatment

The data were carefully tabulated, classified and organized. Statistical devices and tables were utilized to make the presentation of data clear and readily understandable. The data then were analyzed with the use of mathematical and verbal symbols.

Frequency distribution, mean, standard deviation and coefficient of variation were employed to identify the number of responses and to draw the valid results of the interpretation regarding the institutional profile and the profile of the respondents.

T-test was used to measure the degree of differences in the analyses of the administrators and teachers regarding the institutional profile.

Similarly, frequency distribution and percentage were used to find out the educational and socio-economic statuses of parents and their analyses of MES environment.
Findings

The following findings resulted from the study:

1. Relative to Specific Problem No. 1

   1.1 Human Resources

   Both administrators and teachers revealed that administratively the MES provisions/conditions are moderately extensive (4.29).

   1.2 Institutional Elements

   The respondents indicated that the provisions/conditions regarding institutional elements (goals, instruction/prepared environment, pupil services, curriculum, library services, laboratory services, and physical plant-school location, campus, buildings/services, classrooms, clinic, office and canteen) are moderately extensive (4.21).

2. Relative to Specific Problem No. 2

   2.1 Human Resources

   On Human Resources, the probability of (.576) shows that there is no significant difference in the analyses of administrators and teachers regarding institutional profile.

   2.2 Institutional Elements

   On Institutional Elements, the probability of (.052) shows that administrators and teachers differ in their analyses of institutional elements.
3. Relative to Specific Problem No. 3

Among the parent respondents majority of them regardless of educational status, occupation and income answered Yes. This means that the MES are doing very good in performing their functions.

4. Relative to Specific Problem No. 4

As a whole, the results of this study, could really provide the matrix from which mapping out of plans for institutional development can be started.

5. Relative to Specific Problem No. 5.

All the aspects of institutional profile show moderately extensive provisions/conditions.

Conclusion

In all aspects of the institution (human resources and institutional elements) the MES have well provided conditions/provisions that can come up with the standard of quality education. However, Library Services need more attention. Hence, room for improvement in all the areas is fitting.

Recommendations

Guided by the findings and conclusion in this study, the following recommendations are offered for the development of MES.
1. Sustain the good impression of parents on the adequacy of provisions for a
conducive and pleasant academic environment for learners by being
constantly vigilant and sensitive to school needs and by devising creative
means that will progressively contribute to academic development in this post
modern era. Specifically they should do the following:

1.1 Maintain if not continuously improve all the good institutional and
environmental elements of their institutions.

1.2 Improve their library services in order to provide optimum support to
teaching-learning.

1.3 Sustain and or improve further the adequacy of provisions regarding
human resources (both administrators and teachers).

1.4 Allow the participation of teachers in the curriculum review.

1.5 Devise legal and reasonable ways to increase funding.