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A REVIEW OF THE RESEARCH OUTPUTS OF THE GRADUATE
STUDENTS OF THE EDUCATIONAL MANAGEMENT PROGRAMS,
DE LA SALLE UNIVERSITY, MANILA, 1986-1989

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Fr. Gerold M. Soko

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ABSTRACT

This descriptive-analytical study attempted to present a review of all the research outputs of the graduate students of the Educational Management Programs of the De La Salle University, Manila from 1986 to 1989.

Specifically, the study provided:

1. A profile of all the Master's theses and doctoral dissertations in Educational Management at the De La Salle University from 1986 to 1989 in terms of:
 - 1.1. Year of presentation
 - 1.2. Management are investigated
 - 1.3. Educational level studied
 - 1.4. Type of Institution studied
 - 1.5. Research design
 - 1.6. Sampling techniques
 - 1.7. Data-gathering procedure
 - 1.8. Statistical treatment
 - 1.9. Location
2. A bibliographic listing, coding, and annotations of all the theses and dissertations under study, and
3. Trends in educational management researches at DLSU.



FINDINGS

Following are the significant findings of the study:

1. Profile of Research Outputs

1.1 Year of Presentation

A total of 45 research outputs were presented 1986 to 1989 (i.e. 27 MS theses, 12 MA theses, and 6 Ed.D. dissertations). The MSEM theses comprised 60% of the total output, MSEM 26,67%, and Ed.d. 13.33%. The year 1987 had the most number of research outputs.

1.2 Distribution of research outputs by management

The most investigated area was administrative Control and Organization which had an output of 42.2%. This was followed by curriculum, Instruction, and Evaluation (31.11%) and School Personnel (15.56%). No researches were made on the History and Development of Education and on Case Development.

1.3 Distribution of research outputs by Educational level investigated

Most of the 'Masters' studies conducted covered the secondary level which is in consonance with the program objective of responding to the needs of the



secondary education in the country. The doctorate studies included the different educational levels.

1.4 Distribution of research outputs by type of institution

Most of the research outputs (80%) were done on private institutions.

1.5 Distribution of research outputs by research design

The descriptive method was the most popular research method used. About 97.78% of the research outputs were descriptive studies.

1.6 Distribution of research outputs by sampling technique

A combination of sampling techniques were employed in selecting the respondents but majority (68.89%) used simple random sampling. The second most frequently used was purposive sampling (17.78%).

1.7 Distribution of research outputs by nature of data-gathering procedures

Most researchers preferred the use of the questionnaire (73.33%). The other data-gathering procedures were tests (17.78%), documentary analysis



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(11.11%), interviews (8.89%), and checklists (6.67%).

1.8 Distribution of research outputs by statistical treatment and degree program

The arithmetic mean and the standard deviation were the most used descriptive statistical tools. The inferential statistics that were popularly employed included multiple correlation and regression through stepwise regression (22.22%) and analysis of Variance (20%).

1.9 Distribution of research outputs by degree program and location

Majority of the researches (51.11%) were done in the rural areas. Ten studies (22.22%) were national in scope.

2. Trends in Educational Management Researches at DLSU

Since 1976, Administrative Control and organization, Administrative and Faculty Development, Curriculum, Instruction, and Evaluation, and students have been the most researched management areas. No study has been made on the History and Development of Education.

The descriptive method of research has remained popular. The same is true with the uses of simple



random sampling and descriptive statistics. A change however, is noticeable with regard to the growing use of analysis of Variance, multiple correlation and regression through stepwise regression, and canonical correlation. Also, quite a number made use of computers for data analysis.

CONCLUSIONS

In the light of the preceding findings, the following conclusions were derived:

1. There is a growing trend toward more sophisticated statistical treatment and analysis of data.
2. Choices of research designs and topics remain limited. Most studies are replications of previous studies. There seems to be lack of interest or courage to explore other areas of educational management especially History and Development of Education and Case Development.
3. The respondent school has been successful in instilling concern for rural development based on geographical areas preferred by the researchers.



RECOMMENDATIONS

The following recommendations are given based on the preceding findings and conclusions:

1. Thesis and dissertations writers, particularly on Educational Management, must be oriented regarding the underresearched and overresearched management areas to guide them in the selection of research problems.
2. Annotated bibliographies such as the one presented in the present study may be done at regular intervals to provide an updated source of completed graduate studies.
3. Courses in graduate statistics with computer applications should be encouraged. Statistical softwares may be made available to students to further encourage them to do inferential statistical analysis.
4. Graduate students who dropped out before completing their theses/dissertations need to be followed up.
5. The problems that are encountered by theses/dissertation writers need to be studied by the school administrators. Such feedback can be used as one of the bases in the evaluation and development of courses in research and statistics.



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