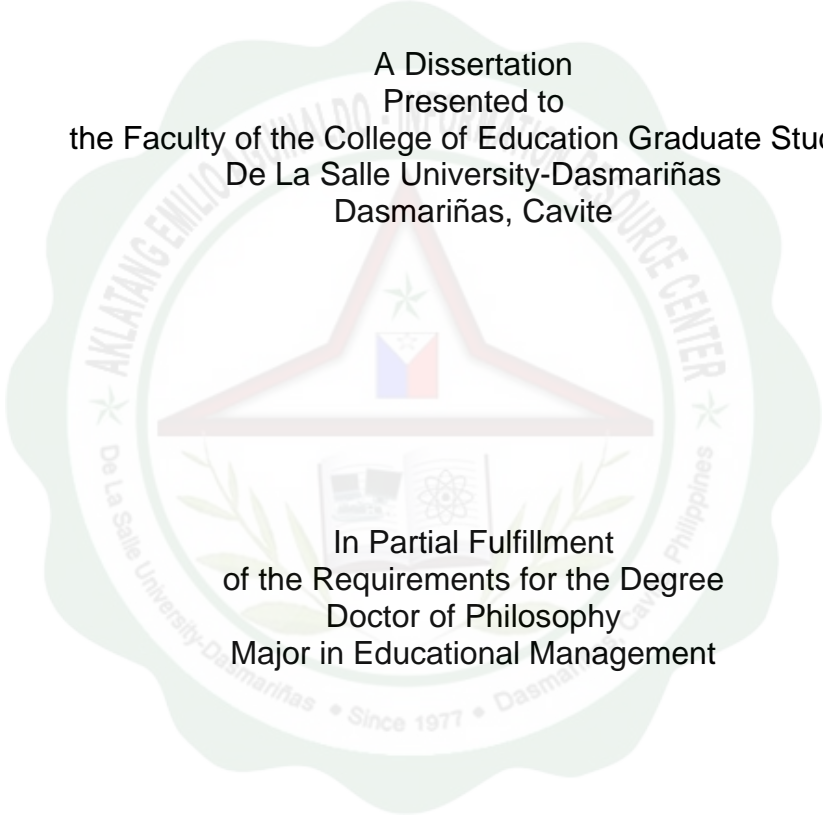


**AN EVALUATION OF THE DIOCESAN COLLEGE SEMINARY
FORMATION PROGRAM IN THE PHILIPPINES:
BASIS FOR POLICY FORMULATION**

A Dissertation
Presented to
the Faculty of the College of Education Graduate Studies
De La Salle University-Dasmariñas
Dasmariñas, Cavite



In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Major in Educational Management

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October 2007

ABSTRACT

Title of the Research: **An Evaluation of the Diocesan
College Seminary Formation
Program in the Philippines: Basis for
Policy Formulation**

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Degree: **Doctor of Philosophy**

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Date Started: **October 2007**

This research study evaluated the Diocesan College Seminary Formation Program in the Philippines during school year 2006-2007, in the areas of Faculty, Instruction, Administration, Formation Programs, and Seminarian Services. Vital recommendations are geared towards respondents' individual college seminaries and administrators, faculty members, and seminarians according to eight College seminaries. Result of the study would serve as basis towards policy formulation.

The studies evaluated the five key areas of formation program of Diocesan College Seminaries in the Philippines namely: faculty, instruction, administration, formation programs, and seminarian services.

The descriptive analytical method of research using survey questionnaire, focus group discussion, interview, and actuality visits.

Research problems were answered using frequency tables, percentages, weighted mean, and analysis of variance (ANOVA) as statistical tools.

There were 474 respondents in the study; 34 or 7.17 percent were seminary administrators composed of rectors, spiritual directors, deans, and prefects and finance officer; 44 or 9.28 percent were priest faculty members; and 396 or 83.54 percent were college seminarians enrolled in AB Classical Philosophy, from first to fourth year during school year 2006-2007.

Findings from the study, the eight college seminaries showed that in the five key areas, the area of Faculty obtained an overall mean rating of 3.33 (good). Selection policies received the highest mean of 3.54 (very good). Research posted the lowest evaluation rating with a mean of 3.10 (good).

The area of Instruction received an overall mean rating of 3.26 (good). Program of Studies obtained the highest evaluation rating with a mean of 3.38 (good) and Academic Counseling posted the lowest mean rating of 3.15 (good).

The area of Administration obtained an overall evaluation rating with a mean of 3.37 (good). Administrative Performance obtained the highest evaluation rating with a mean of 3.45 (good). Collegiate Planning and Development posted the lowest evaluation rating with a mean of 3.27

(good).

The area of Formation Programs posted an overall evaluation rating of 3.55 (very good). Spiritual Formation obtained the highest evaluation rating with a mean rating of 3.68 (very good). Pastoral Formation posted the lowest evaluation rating with a mean rating of 3.27 (good).

The area of Seminarian Services obtained an overall mean rating of 3.42 (good). Seminarian Orientation obtained the highest evaluation rating with a mean rating of 3.58 (very good). Seminarian Assistance Program obtained the lowest evaluation rating with a mean rating of 3.26 (good).

Generally, the eight college seminaries posted a general evaluation rating of 3.33 (good) on the five areas. The highest assessment rating was on Formation Program, with a mean of 3.53 (very good); seminarian services had a mean of 3.38 (good); Administration, with a mean of 3.31 (good). Instruction, with a mean of 3.23 (good); and, the lowest assessment rating was on the area of Faculty, with a mean of 3.20 (good). The eight college seminaries rated the five key areas as good, which means that they did not meet to the highest level of desired expectations on the five key areas.

Findings from the study showed that the Administrators, Faculty Members, and Seminarians according to eight college seminaries, that in the five key areas, Faculty obtained an overall mean rating of 3.33 (good). Selection policies received the highest mean of 3.54 (very good). Research posted the lowest evaluation rating with a mean of 3.10 (good).

The area of Instruction received an overall mean rating of 3.26 (good). Program of Studies obtained the highest evaluation rating with a mean of 3.38 (good) and Academic Counseling posted the lowest mean rating of 3.15 (good).

The area of Administration obtained an overall evaluation rating with a mean of 3.37 (good). Administrative Performance obtained the highest evaluation rating, with a mean of 3.45 (good). Collegiate Planning and Development posted the lowest evaluation rating with a mean of 3.27 (good).

The area of Formation Programs posted an overall evaluation rating of 3.55 (very good). Spiritual Formation obtained the highest evaluation rating with a mean rating of 3.68 (very good). Pastoral Formation posted the lowest evaluation rating with a mean rating of 3.27 (good).

The area of Seminarian Services, obtained an overall mean rating of 3.42 (good). Seminarian Orientation obtained the highest evaluation rating, with a mean rating of 3.58 (very good). Seminarian Assistance

Program obtained the lowest evaluation rating with a mean rating of 3.26 (good).

Generally, the administrators, faculty members and seminarians evaluated the five key areas as good, with a general mean of 3.39. The administrators, faculty members and seminarians posted the highest evaluation rating in Formation Programs, with a mean of 3.55 (very good). Seminarian services obtained a mean rating of 3.42 (good). Administration, received a mean rating of 3.37 (good). Faculty posted a mean rating of 3.33 (good). Instruction received the lowest evaluation rating among the administrators, faculty members and seminarians. The areas of faculty, instruction, administration and seminarian services did not meet the highest level of expectations.

The study concludes that: Most of the administrators were qualified for the position in terms of educational qualification, and had been in the teaching profession for more than ten years above.

Most of the Faculty Members were AB Philosophy degree holders in terms of Educational Qualification and had a teaching experience ranging from one to three years, four to six years and ten years above.

Most of the seminary colleges had a tuition fee below Php 150, Php 150 – 300, and above Php 450 per unit. Miscellaneous fees below Php 1000; Php 1000 – 2000; Php 2001 – 3000, and above Php 3000.

Most of the seminary colleges had other fees below Php 1000; Php 1000 – 2000; and above Php 2000, and received local and foreign grants, and donations. Most of them had functional physical plant facilities.

Most of the seminary colleges offer 63 units in general Education Courses, 30 units in major courses and 18 units in other courses that are indicative of compliance with CHED provisions on general education courses.

Most of the College Seminaries had one to three titles of books on philosophy subjects and one to three titles of books in Philosophy as a major subject. Findings implied minimum compliance of the eight college seminaries to CHED provision on library holdings.

Significant differences existed among College Seminary A, B, D, F, G, and H in the areas of instruction, administration, formation programs, and seminarian services. No significance differences were observed in College Seminary C and E in the area of faculty, instruction, administration, formation programs, and seminarian services. Significant differences existed in the area of instruction, administration, and seminarian services. There existed no significant difference in the areas of formation programs and faculty in the five key areas.

Significant differences existed among administrators and faculty members when grouped together in the five key areas. However, no significant differences existed in the evaluation of seminarians on the five key areas. Significant differences existed in the evaluation of the administrators on the areas of instruction, administration, and seminarian services. There existed no significant differences in the evaluation of the administrators, faculty members and seminarians on the formation program. Significant differences existed in the five areas according to eight college seminaries.

The present study thereby recommends: The College Seminaries Administrators should (a) encourage their faculty members to finish their masters' degree, (b) enroll in post-graduate studies in order to enhance their skills in management,(c) purchase additional textbooks of recent edition in major courses and subjects, (d) prepare a long term plan with regard to the purchase of laboratory equipment for science subjects, (e) improve their library holdings on Philosophy as a major subject, laboratory equipments and multi-media facilities.

Faculty selection should give due consideration to teaching ability, professional experience, research output. The contract should clearly

specify the terms of appointment, and there must be objectivity in the selection process and research output.

The members of the faculty should be given teaching assignments only in their field of specialization. Overloading of teaching assignments should be avoided. Student consultation and research should be considered.

Faculty members should be given a chance to attend trainings and seminars concerning research. The faculty members should publish a research journal. There should be enough incentives for faculty members who are engaged in research activities.

There should be a validated instrument in evaluating the performance of the faculty members. Results of evaluation should be given to faculty members concerned and a conference should be set to discuss the results of evaluation. The Dean should monitor the faculty members' performance through semestral evaluation.

In – service training of faculty members should take the form of workshops. There should be provision for scholarship and fellowship and research grants for faculty. The college seminaries should support faculty participation in seminars and workshops outside the college seminary.

The program requirements should involve the faculty, alumni, and upper-class seminarians in the re-evaluation of the program of studies. The college seminaries should provide adequately for field experience

(practicum directly related to the professional role for which the seminarians are being prepared).

The faculty members should make judicious use of audio-visuals aids, field trip and should review policies on regency training.

In science laboratory work, there should be one laboratory assistant for every 20 seminarians. Proper academic atmosphere and discipline should be maintained in all classes. In purely lecture class; the number of seminarians must be appropriate to the class size of the room and its acoustics.

Effective instruction should be promoted in the proper use and preparation of audio-visuals and instructional aids. There should be a system of substitution or special arrangements in cases of faculty absence. In the light of the objectives of the college seminary, effective instruction is insured by requiring adequate examination, and a syllabus for each subject duly submitted to the Dean.

The Dean of Studies should participate in the development of the budget for their area of instruction. Faculty members should submit a syllabus for each subject to the Dean of studies for approval. There must be an evidence of sustained interest in curriculum development on the part of the faculty and administration, and there should be no overlapping of content.

Co-curricular activities should be given proportionate roles in the overall academic program. Academic requirements should not relax in favor of participation in co-curricular activities. Instructional schedules should not be unduly interrupted by co-curricular activities. Seminararians should be involved in the formulation of the co-curricular activities and recognition should be given to those who excel in co-curricular activities.

Seminararians must avail of the opportunity for academic counseling. Persons in charge of academic counseling (Dean of Studies and faculty) must be available for consultations. Upperclassmen may assist in counseling the freshmen. Academic counseling should be done by appointment outside the scheduled consultation hours. Seminararians must be oriented on the availability of academic counseling services. There should be coordination among administration, faculty, and guidance personnel.

There should be a directory for seminararians. There must be a provision in sending reports to seminararians' parents regarding the academic work of the seminararians and in the processing of requests of transcript of records in accordance with government regulations.

There should be an appropriate allocation of resources to ensure the realization of college seminary objectives. Plans should be disseminated to different sectors of the college seminary. Such

development plans must include mechanism and procedures for regular updating and review.

Administrators should be knowledgeable in financial management and control. There must be a clear channel of communication between seminarians and administrations. Administrators should have exceptional leadership skills and decision-making. They should give opportunities for inter-college seminary cooperation and sharing of resources on facilities.

The college seminary should have effective public relations with government entities, local civic organizations, local business community and other college seminaries.

The human formation program of the college seminary should consider and emphasize self-identity, and sexuality seminars.

The spiritual formation program should insure that the following are religiously practiced: reading of spiritual writings and lives of saints, and vigil.

The academic program of the college seminary should insure that it is suited to the needs of the seminarians and the following should be included in the academic program of the college seminary curriculum: Special Ethical Questions, Sexuality, Financial Management, Accountability, and Religious Education.

There must be a pastoral thrust in the college seminary that enables seminarians to experience the following: migrants' workers apostolate, justice and peace, farmers' apostolate, and fishermen apostolate.

Seminarians should experience community life in their college seminary through fraternal correction, openness and self-giving and should live as authentic community.

The objectives of the seminarian services program must be well published, known and understood by seminarians, faculty and administrators and the Objectives must be in harmony and contributory to the objectives of the college seminary. There should be an admission program, which provides clearly defined policies and procedures on the selection and admission of seminarians and which must be contained in the college seminary or bulletin of information. The statements of admission procedures should be distributed early to feeder schools.

The seminarian orientation program should be well organized and systematically implemented. The ratio between the number of counselors and the number of seminarians should be adequate. Individual and group counseling should be available to all seminarians and results of evaluative techniques should be made available to them to help them gain self-understanding. There must be a systematic and continuing testing program.

Adequate facilities and necessary medical-dental supplies should be provided. The health examination of food service personnel and inspection of food served should be attended to regularly. Food service should provide nutritious, well-balanced, reasonably priced meals. Community resources in addition to allocation in the seminary budget should support the extra-curricular program. The college seminary should offer financial aid to needy but deserving seminarians. Records should be kept systematically and up-to-date.

The college seminary should provide a variety of extra-curricular programs and activities contributory to seminarian development and supportive of the college seminary objectives. There should be faculty advisers for all seminarian organizations.

The college seminaries should have **manual/handbooks** and incorporate the findings and recommendations of the study specifically on the key areas of **faculty, instruction, administration, and seminarian services**. It is not the intention of the researcher to **duplicate existing handbooks/manuals** of the college seminaries.

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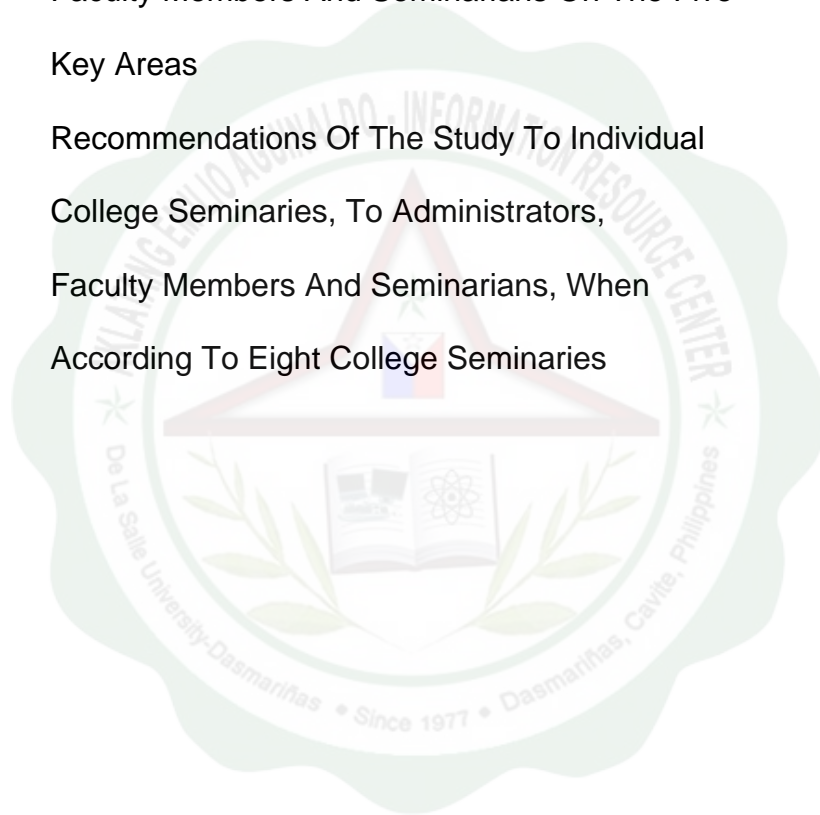
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