

A CASE STUDY OF
ADMINISTRATIVE POLICIES IN A
PHILIPPINE PRIVATE COLLEGE

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This is to certify that the

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A Case Study of Administrative Policies In A

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presented by

Wilhelmina Joven Fernandez

**has been accepted towards fulfillment
of the requirements for**

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ABSTRACT

A CASE STUDY OF ADMINISTRATIVE POLICIES IN A PHILIPPINE PRIVATE COLLEGE

By

Wilhelmina Joven Fernandez

It was the purpose of this investigation to make a detailed case analysis of these facets of a private college: (1) the educational program; (2) the administration of the college; (3) the financial program; (4) the college faculty; (5) the college library; and (6) the physical plant.

Emphasis was placed on study of administrative policies regarding the above facets of the college system. Reactions of the college faculty on these policies were obtained and analyzed.

The case study was limited to inquiry on the administration of collegiate programs of only one college. Responses to survey instruments were limited to responses of administrative officers and the college faculty staff of the institution. No student responses were included in the study.

All related studies which were reviewed were studies done on institutions of higher learning. These

studies and investigations were focused on current problems and issues that were basic to long-range planning and decision making in educational institutions.

The case study concerned a private (non-sectarian) coeducational college in Baguio City, Philippines known as the Eastern Philippines Colleges. Primary and secondary data for the study were obtained from documents, records, memoranda, and checklists sent to the college. These data were accompanied by two formal instruments which were administered to the college faculty and the administrative staff of the college. Six basic questions were forwarded for the analysis of the study.

Based on findings of the study, these conclusions were made:

- (1) The Educational Program. It was concluded that Eastern has an educational program that is poorly equipped to serve the type of clientele it is admitting;
- (2) The College Administration. It was concluded that Eastern has an administration that is more "autocratically oriented" rather than "democratically oriented," resulting in inefficiency of administrator/s who perform majority of the administrative functions of the college.
- (3) The Financial Program. It was concluded that the college is administered more like a business organization that is profit oriented rather than an educational institution that is culturally and philanthropically oriented; the financial situation of the college is such that if no change is made on its present financial set up, the college will continuously be operating on a "hand to mouth existence." As a consequence, low expenditure on the educational program of the college will reflect a low quality of educational program for the college.

- (4) The College Faculty. It was concluded that the college is in dire need for a formal faculty development program that is geared towards the selective recruitment and systematic professionalization of its faculty staff, and conditions of faculty services at Eastern were such that they were not adequate to promote high morale of the faculty.
- (5) The College Library. It was concluded that there is an absence of systematic planning for the development and upkeep of the library.
- (6) The Physical Plant. It was concluded that conditions of the physical plant of the college are such that they are unfit for the current population of students and teachers occupying it.

All the above conclusions were drawn as a result of analysis of data gathered in the case study. These conclusions were substantiated by findings of the study.

A master plan for the improvement of the college was offered. This plan provided for long-ranged and short-ranged goals for the institution. It was forwarded that the college establish a financial "feeder" institution which would provide income for the college. The establishment of a formal guidance program was one of the recommendations set for the improvement of the educational program of the college. For the college administration, there was a move to involve greater faculty participation in the administrative functions of the college. It was recommended that the college would formulate a program for development of its faculty through the initial offerings of seminars, conferences, workshops, in-service

training programs, and finally, evaluation activities for testing the effectiveness of the program itself. For the library, it was suggested that the provision of funds for departments which did not come up to par with the Bureau of Private School standards should be accomplished as soon as possible. It was considered ideal for a committee of librarians, together with faculty members to be formed to provide periodic evaluation and assessment of library facilities. For the present, it was proper for the college to concentrate on the basic needs of the college in terms of its physical facilities. Special attention was pointed out to the provision of sufficient comfort rooms, faculty office rooms, laboratories, and classrooms. In the long run, it was considered best that the college develop a campus of its own.

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CHAPTER I

INTRODUCTION

Philippine Educational System

The educational system of the Philippines is characterized as having two coordinate branches. They are (1) institutions established by the state (public institutions), and (2) institutions established by private citizens (private institutions).¹

Public education in the Philippines is organized and maintained by the government. Currently, the public school system is composed principally of the schools under the Bureau of Public Schools, the Philippine Normal College, the University of the Philippines, the Philippine College of Commerce, and the Central Luzon Agricultural College.²

Private educational institutions, on the other hand, comprise the second coordinate branch of the Philippine educational system. Legally, a private institution

¹Florencio Fresnoza and Canuto C. Casim, Philippine Educational System (Manila: Abiva Publishing House, 1964).

²Ibid.

shall be deemed to include any private institution for teaching, managed by private individuals or corporations, which is not subject to the authority and regulations of the Bureau of Public Schools or of the University of the Philippines, or of the Social Welfare Administration, or of any other government entity, and which offers courses of kindergarten, primary, intermediate, or secondary instruction or superior courses in vocational or special schools by which diplomas or certificates are to be granted or titles and degrees conferred.³

Although the government does not give private schools any direct aid, they are regulated and supervised directly by the state through the Bureau of Private Schools.

A Statement of the Problem

Many problems confront Philippine private education at present. One of the most pressing problems of the private schools is the lack of adequate supervision.⁴ It is claimed that the Bureau of Private Schools maintains a corps of supervisors but the size is too small to perform effective work. If one were to consider the magnitude of work and pressure of administrative routine, much of the time of supervisors is devoted to checking the enrollment and graduation lists of students. From time to time, library holdings and laboratory facilities and classroom

³Commonwealth Act No. 180, Section Two (Philippine Government).

⁴Antonio Isidro, Trends and Issues in Philippine Education (Manila: Alemar Phoenix, Publishers Inc., 1968), p. 161.

visits are made. Much time is spent in the checking of the curriculum for each graduating student.

Antonio Isidro considers the above approach to Philippine supervision as the traditional approach. He states that with this type of approach, even if the supervisory personnel is increased several times over, this can hardly produce the desired impact on the private schools. Florencio Fresnoza contends that the small private institutions, on the other hand, cannot afford local supervision and have to rely on that provided by the Bureau of Private Schools which is very inadequate.⁵

Another very pressing problem of private educational institutions is the shortage of trained teachers. Even private schools which are considered (by the Bureau of Private Schools) to have high standards rely on part-time teachers who are mostly government employees and officials.⁶

It appears that the Bureau of Private Schools needs to adopt some measures for the benefit of the teachers in the private schools. Under present conditions, teachers in private schools are not entitled to the privileges

⁵Fresnoza and Casim, Philippine Educational System, p. 128.

⁶Ibid.

enjoyed by the teachers in the public schools.⁷ Teachers in private schools do not have security of tenure. They depend upon the goodwill of the private school administrators for the renewal of their contract every year. In a lot of cases, when the academic year begins, teachers do not know if the enrollment assures the maintenance of their position or if they have kept in good graces of their superior. Such conditions keep them from developing long-range programs for their stable lives.

Private school teachers do not receive pay during the vacation months of April and May when they do not teach. Neither are they provided adequate insurance and retirement benefits on which they can depend in case of accident or death, and upon reaching the age when (after many years of service) they can no longer work.

Another problem of the Philippine private educational system is that of finance. Because most private schools have to rely on the tuition fees paid by the students, their income is seldom enough to account for their expenditures. The consequence of this condition is the presence of oversized classes, which is a common practice even in some reputable schools.

⁷Isidro, Trends and Issues in Philippine Education, p. 161.

Assumptions Relating to the General Statement of the Problem

The general problems mentioned beforehand appear to indicate that these assumptions can be drawn from them:

- (1) There is a need for institutional research which is directed toward providing data useful or necessary in the making of intelligent administrative decisions for successful maintenance, operation, and improvement of Philippine private institutions;
- (2) This research should include extensive studies of various organizational variables on school supervision and administration, variables relating to problems of teachers, and problems on school finance in Philippine private educational institutions;
- (3) These variables need to be studied in detail, through case studies of representative educational (private) institutions, so as to roughly determine all possible factors pertinent and related to the problem mentioned beforehand; and
- (4) There is a need to focus on administrative policies on the above variables and to relating these policies to reactions of faculty members on them.

A Brief History of the Eastern Philippines Colleges⁸

In 1945, a vocational school under the name of Centro Academy was established in Baguio City (Philippines) by Mr. and Mrs. Godofredo H. Fernandez on a single proprietorship basis. This school gradually expanded such

⁸The institution under study, the Eastern Philippines Colleges, will be referred to throughout the study as "Eastern."

that the couple saw the need for annexing a high school to Centro Academy. Four years later (1949), a high school program was offered. The Centro Academy remained the vocational school while the Centro Industrial School became the high school.

Because of the rapid expansion of the school, the establishment saw the necessity of forming a private corporation. Together with a group of incorporators, they formed a corporation whose primary purpose was:

To put up and establish an academic and industrial school (or college) in order to give young men and women educational training essential for the economic and moral improvement of the country.⁹

With the Centro Academy and Centro Industrial School as nuclei of the Eastern Philippines Colleges, the college was granted permission to operate right after the corporation was formed. The curriculum of the college then consisted of courses leading to degrees in liberal arts, commerce, and education. The college kept the vocational programs and the high school program which the former schools were offering.

As the college developed, there was a gradual increase in the curricular offerings of the school. In 1953, law and engineering courses were offered. The

⁹Articles of Incorporation of the Joven, Inc. (Eastern Philippines Colleges), September 13, 1951.

graduate school of education was opened two years later (1955). Then, in 1966, the school established its College of Public Administration.

Purpose

It was the aim of this investigation to make a case study of a private coeducational college in the Philippines. The study focuses on Eastern Philippines College which is a private non-sectarian institution.

A detailed analysis and synthesis of these areas of institutional research comprises the general framework of the study,¹⁰

- (1) the educational program of the college;
- (2) the administration of the college;
- (3) the financial program of the college;
- (4) the college faculty;
- (5) the college library; and
- (6) the physical plant of the college.

The study is focused on administrative policies on the above facets of the college and faculty reaction to such procedures.

¹⁰In the construction of this framework, the following served to identify studies in the above areas of institutional research already being done in the field: W. Hugh Stickler, Institution Research Concerning Land-Grant Institutions and State Universities (Florida: Florida State University, 1959).

Limitations of the Study

Since this study is done only on one college, it may be that there are certain factors identified as present within the college system which are not in other college systems. For instance, while one institution's problem may be the inadequacy of financial support, another institution's problem may not be the lack of income but the lack of proper planning in the allocation of expenses for the budget. Thus, for certain specific situations, generalizations cannot be made to hold true for all of them.

Although Eastern has high school, elementary school, and vocational departments, this study was limited to the focusing of the collegiate programs of the institution.

All data gathered for this case study was gathered directly and indirectly through the president of the college. The writer was not there herself to gather the data. There was no opportunity to directly observe the administrative practices and administration-faculty-student relations taking place within the college system at the time the study was made.

Responses to survey instruments are limited to responses of administrative officers and the college faculty staff of the institution. No student responses are included in the study. Data gathered on students are limited to available records, enrollment trends, geographical origins,

institutions last attended, sex, academic status (part-time or full-time), and graduation distribution by departments of all college students.

The review of literature is also limited to related studies done in the United States.

Overview of the Study

Studies which are directly and indirectly related to the case study are reviewed in Chapter Two. Two case studies which are found as directly relevant to the present case study are analyzed. Their strengths and weaknesses are identified. Other studies are found to be indirectly related to the case study in a sense that these research studies pertain to each of these facets which will be considered in the case study: (1) the educational program; (2) the administration; (3) the college faculty; (4) the college library; (5) the finances of the college; and (6) the physical plant of the college. Following the review of literature is a presentation of the significance of the review to the present study.

Chapter Three is focused on the design of the study. A brief description of the unit of study (the whole college in this case study) is made. Methods used in the collection of data for the case study are presented. The chapter is divided into these sections: (1) sampling procedures; (2) six analytical questions on administrative

policies of the facets under study; (3) nature of specific information gathered and descriptions of the two formal survey instruments employed; and (4) criteria used in the analysis of the data.

In Chapter Four is the presentation of analysis of results. Findings of the study are reported, analyzed, and synthesized (based on the analytical questions and criteria set in Chapter Three). This chapter is divided into six sections covering the facets of the college system under study. Focus is placed on data pertaining to the analytical questions which were stated.

In the last chapter is a summary of the case study taken as a whole. It contains conclusions and recommendations which come as a result of the study. Implications for further research are offered.

The following chapter, Chapter Two is the review of related literature which is directly and indirectly related to the present case study.

CHAPTER II
REVIEW OF RELATED LITERATURE IN
INSTITUTIONAL RESEARCH

Introduction

Institutional research consists of studies and investigations focused on current problems and issues in institutions of higher learning. It consists of studies and investigations of problems and issues that are basic to long-range planning or that may ultimately have implications for institutional operations.¹¹ These studies include the collection and analysis of data used in preparing college budgets, in assigning space in buildings, in planning the educational program, in determining teacher load, in admitting students, in individualizing instruction, and in planning new buildings.¹²

According to Paul L. Dressel and Margaret Lorimer, institutional research and self-study are not new. They

¹¹A. J. Brumbaugh, Research Designed to Improve Institutions of Higher Learning (Washington, D.C.: American Council on Education, 1960), p. 2.

¹²W. Hugh Stickler, "Institutional Research Concerning Land-Grant Colleges and Universities," p. 1.

state that a self-study of the organization of Yale University was made in 1701.¹³ It is further claimed that colleges of all types and sizes have turned to rigorous study of all aspects of their programs to gain deeper insight and perspective for policy making and future planning.

Institutional research is a new field which has had remarkable growth during the 1950's and early 1960's, J. Miller, Jr. contends. To Miller, institutional research is approaching the first stages of professionalization. His reason for asserting this is that

We are beginning to see a group of people who identify themselves rather self-consciously as institutional research officers and who identify themselves only secondarily with whatever disciplinary fields they came from originally.¹⁴

One study--The Open Door College: A Case Study--was found to be focused on the study of the whole organization of a junior college. Other studies were delimited to specific areas of educational institutions. For purposes of the present case study, the review of literature will consist of (1) a review of the case study on the open door college; and (2) a review of studies focused on these

¹³Paul Dressel and Margaret F. Lorimer, "Institutional Self-Evaluation," Evaluation in Higher Education, edited by Herold C. Hunt (Boston: Houghton Mifflin Co., 1961), p. 393.

¹⁴James L. Miller, Jr., "Institutional Research as a Basis for Planning Small Privately Controlled Institutions," The Role of Institutional Research in Planning, edited by L. Joseph Lins (Madison, Wisconsin: University of Wisconsin, 1963), p. 43.

administrative segments of colleges and universities: faculty, academic administration, finance, physical facilities, educational program, and the library.

In The Open Door College, Burton Clark analyzes the first four years of the San Jose Junior College.¹⁵ These early years reflected a time when the college was in the process of assuming its initial structure and meeting the needs of a new type of student body. Major features of the study included the type of student body, the characteristics of the college, job requirements of the teachers, the orientation of the administrative staff, and the aptitudes of the students. More specifically, the study dealt with pressures of modern society affecting students and curriculum programs, essential elements shaping the "personality" of the college, administrative setting in a local public school district, aims and ambitions of the students, formal organization of the college, composition of administrative and instructional staff, and the role of the junior college in a system of higher education.

It was the intent of Clark's study to analyze the characteristics of an organization viewed as a system in its own right--the characteristics of the "whole organization" or its major components. His approach was more

¹⁵ Burton Clark, The Open Door College: A Case Study (New York: McGraw-Hill Book Company, Inc., 1960).

anthropological in nature than sociological. It was from this perspective that the whole organization was taken as the unit for study. The view was taken here that an organization developed an identifiable character that assumed roles in the larger society. The study attempted to delineate the character of a junior college, show how this character was determined, and indicated its consequences.

Clark reported several findings and conclusions in his study. He found that students tended to shape the institution more than the institution shaped the students. These nonselected students were low in scholastic achievement and college aptitudes as compared to students in the state colleges and the university. With regards to economic background, the junior college was found to be relatively a working class college. Because of such conditions, San Jose Junior College was faced with problems of status, identity, and autonomy.¹⁶

Academic Administration

The report of John Russel and Archie Ayers on administrative policies and procedures in nine liberal

¹⁶Ibid., p. 69.

arts colleges was found relevant to the study.¹⁷ This study was a report on the academic administration in the church-related and privately controlled liberal arts college. It was divided into two parts. The second part was a compilation of case studies written by academic deans of six church-related colleges and three privately controlled liberal arts colleges. The first part comprised an analysis made on these case studies. Conclusions were also drawn from them.

In the compilation of these case studies, the authors (Russel and Ayers) assumed that the heart of any college was in its academic program. It was made clear to the academic deans (who were asked to contribute to this report) that the term "academic program" referred to faculty, curriculum instruction, students and budget. It was further assumed that the administration of the academic program included the development of policy and the ways by which such policies were implemented.

The central purpose of the report was to examine policies and how they were developed and administered in these nine colleges. The report was specifically concerned

¹⁷John H. Russel and Archie Ayers, Case Studies in the Liberal Arts College: Academic Administration, United States Office of Education Bulletin 1964, No. 12 (Washington, D.C.: Government Printing Office, 1964).

with an examination of procedures and personnel involvement in policy-development in the area of academic policy.¹⁸

Results and Conclusions. Results of the study revealed that each of the colleges (through the essays by the academic deans) had a formal line organizational structure for academic administration. Each college then indicated a variety of ways in which the line-staff organization was supplemented by committees and by an array of accommodations to the usually accepted organizational concept. Several of the case studies suggested an informality in academic administration which contrasted sharply with a more formal hierarchy. For instance, decision-making in faculty personnel administration appeared in several instances to be made cooperative rather than through an organized procedure based on formal organization. Nevertheless, there was enough indication in several of the case studies that the really final decisions in faculty personnel administration were actually made by the president of the college, notwithstanding the appearance of a joint procedure.

It was further reported that the nine colleges conveyed the notion that there was to a great extent faculty involvement in the area of curriculum policy development and implementation.¹⁹ The extent of this

¹⁸Ibid., p. 1.

¹⁹Ibid., p. 36.

involvement, however, appeared to be less in the other areas of academic administration. It was practically nonexistent in the area of academic budget development. This implied that administrative control over budget development appeared to permit a large degree of administrative control over the totality of academic administration. It was suggested in some of the reports that some level of faculty involvement may have been too demanding of faculty time. There was, however, little evidence of a committee structure designed solely to create a resemblance of faculty participation.

Several observations were noted to be common to this particular group of colleges. They were: (1) all colleges had both marked variations and definite similarities in their approach to academic administration; (2) all colleges had both enthusiastic endorsement and a somewhat tentative rejection of extensive involvement of faculty in the development of academic policy; (3) all colleges had both an adherence to the notion of a hierarchical organization and a recognition of the necessity for a feasible accommodation between the concept of a hierarchy and the concept of a community of scholars; (4) all colleges had both areas of strengths and areas which needed improvement among the established academic procedures; and (5) all colleges had both evidences of pride in

achievement and disavowals of complacency about their present academic structures.²⁰

It was concluded that the nine liberal arts colleges reflected a social and intellectual tradition and its values. At the same time they recognized the needs for adaptation of their respective colleges to a dynamic society.

Limitations of the Study. It was earlier stated that this report of Russel and Ayers on liberal arts colleges was composed of case studies written by academic deans of the respective colleges. Although these institutions (selected for study) were identified by accrediting associations as "strong colleges," it was suspected that to some extent, some kind of subjectivity existed in these studies. The essays, however, were quite well structured to the designs of the authors (Russel and Ayers). This condition facilitated their analysis on these colleges. The study was more of a description of the status of these colleges rather than a diagnosis of certain phenomena occurring within these colleges. The authors admitted that no broad generalizations could be advanced regarding academic administration in the liberal arts college. However, the actual procedures reported by the nine colleges

²⁰Ibid., p. 46.

suggested thoughtful approaches which have proven feasible in the context of each college.

The Educational Program

Clientele. A study on geographic origins of Michigan college students was reported by John Russell.²¹ Data were obtained from each of the higher education institutions in the state. They showed the number of students attending the institution, their homes classified by each county in Michigan, each other state, and other countries. The most significant general conclusion was that there was a wide range among 83 counties of the state in the rate of their production of college students. The proximity of a county to an institution of higher education also had much to do with the number living in the county who went to college.

It seems that selective admissions is a means by which a college can (1) manipulate its character in desirable directions, (2) augment the positive impact of the institution through the provision of more receptive learners, and (3) maintain an optimal size. John Hills²²

²¹ John Russell and Orvin Richardson, Geographic Origins of Michigan College Students (Lansing, Michigan: Legislative Study Committee on Higher Education, 1957), p. 84.

²² John Hills, "Administrative Procedures that Make Sense," Research on Higher Education, ed. by the College Entrance Examination Board (New York: College Entrance Examination Board, 1964), pp. 16-24.

suggested the development of admissions procedures based on simple tools like aptitude tests and high school grades, sharing information with other colleges and with high schools in order to make sound guidance possible.

Junuis Davis surveyed current selection practices of colleges.²³ The most frequently cited and most reputable class of criteria was academic capability. A second criteria had to do with personal characteristics on character traits of students.

Instructional Programs. In a survey of instructional programs of institutions in Michigan, all institutions of higher education were invited to submit data on their instructional programs for the academic year 1955-1956.²⁴ Findings of the study revealed that in general, an efficient instructional program was characterized by a relatively large production of student-credit hours per full-time-equivalent faculty member, a relatively large average size of class, and a low percentage of small classes. It was concluded that

²³Junuis Davis, "The Criterion Problem in College Admissions Research," Research in Higher Education, ed. by College Entrance Examination Board (New York: College Entrance Examination Board, 1964), pp. 25-34.

²⁴John Russell, John Jamrich, and Orvin Richardson, Instructional Programs in Michigan Institutions of Higher Education, Staff Study No. 6 (Michigan: Michigan Legislature Study Committee on Higher Education, March, 1958), p. 192.

Other things being equal, the higher the average instructional salary expenditure per full-time-equivalent faculty member, the higher the quality of the program may be expected to be.²⁵

Finance

Instructional Costs. Robert L. Williams made generalizations that have emerged from studies made at the University of Michigan in the last twenty five years. Several of these generalizations were:²⁶

- (1) Instructional costs increased with the advance in class level of the student;
- (2) any curriculum with a small enrollment did have high unit costs;
- (3) actual instructional expenditures were of more importance than the cost ratio; and
- (4) low instructional costs were not necessarily correlated with high quality of instruction or with instructional efficiency.

Financial Patterns. In his chapter entitled "Financing a New College,"²⁷ A. J. Brumbaugh wrote extensively on financial patterns for the operating budget and for capital construction of senior colleges (colleges that

²⁵Ibid.

²⁶Robert Williams, "Instructional Cost Studies in Perspective," College and University Business, Vol. 26, No. 3 (March, 1959), pp. 28-29.

²⁷A. J. Brumbaugh, Establishing Senior Colleges, SREB Research Monograph No. 12 (Georgia: Southern Regional Board, 1966), pp. 69-88.

granted a bachelors or master's degree as differentiated from junior colleges). He suggested that among the conditions affecting operating costs were the purposes of the college and the scope and depth of the programs designed to achieve these purposes. The projected size of the student body had a bearing on estimated costs. Tables such as costs of instruction in 13 liberal arts colleges, possible distributions of college faculty salaries with a corresponding number of students, and per-student operating expenditures were presented for comparison purposes.

Brumbaugh contended that estimates have been made of operating costs, consideration must be given to an appraisal of possible sources of financial support. Furthermore, "there should be assurance of ample funds for physical facilities as well as operating costs."²⁸ The most recent report of the United States Office of Education College and University Facilities Survey contained data on the cost of new construction and rehabilitation projects completed or planned by higher institutions during the period 1961-1965.²⁹

²⁸Ibid.

²⁹Leslie F. Robbins and W. Robert Bokelman, Enrollment and Facilities of New Colleges and Universities Opening Between 1961 and 1965, College and University Facilities Survey: Part 5, U. S. Office of Education Circular No. 773.

Financial Policies. A study on school budget policies for financial control was reported by Herbert Mitchell.³⁰ His study covered detailed administrative policies in the areas of revenue sources, salaries, supplies, textbooks, library books, utility services, properties, and miscellaneous objects. He stressed the development of budget policies so as to prevent inconsistencies in the preparation of the budget from year to year.

College Faculty

Institutional research done so far on colleges and universities are studies of academic origins, educational preparation, retention and turnover, salaries, retirement plans, fringe benefits, teacher loads, tenure policies, academic freedom policies, conditions of employment, and faculty needs in the future.³¹

Studies on faculty personnel policies in higher educational institutions were done by Russel and Ayers,³²

³⁰Herbert S. Mitchell, School Budget Policies for Financial Control (Illinois: The Interstate Publishers, Inc., 1962), p. 3.

³¹Stickler, "Institutional Research and Colleges and Land-Grant Institutions," p. 4.

³²Russel and Ayers, "Case Studies in the Liberal Arts College."

Herbert Longenecker,³³ and N. K. Newburn.³⁴ The study conducted by Newburn was on interviews of 348 administrators of eleven state universities. He concluded from his study that:

The major role of the faculty is teaching and research, and the critical assignment of administration is the facilitation and improvement of these efforts to the end that the mission of the university may be accomplished at a high qualitative level.³⁵

Ray Maul³⁶ in his article entitled "Toward Recruiting College Teachers" reported on a study that probed into the percentage of full-time teachers employed in each of the various fields of instruction. Another study on faculty recruitment and motivation of faculty members of Minnesota (University of Minnesota) was made by John Stecklein.³⁷ These were the most frequently checked factors which were influential in the teachers'

³³ Herbert Longenecker, University Compensation Policies and Practices in the U. S. (Ill.: University of Illinois).

³⁴ H. K. Newburn, Faculty Personnel Policies in State Universities (Montana: Montana State University, 1959), p. 145.

³⁵ Ibid.

³⁶ Ray Maul, "Toward Recruiting College Teachers," Journal of Higher Education, XXVII, (1956), pp. 189-195.

³⁷ John Stecklein, "Research on Faculty Recruitment and Motivation," Studies of College Faculty, ed. by The Center for the Study of Higher Education (Colorado: Western Interstate Commission for Higher Education, 1961).

decision to join the faculty: (1) reputation of the department; (2) reputation of the university; (3) recreational and/or cultural facilities; (4) salary offers; and (5) academic rank offer.

In Harlan R. McCall's study of problems of new faculty members, he attempted to identify the problems of new faculty members in North Central Association institutions perceived as troublesome and to identify administrative practices which these members found genuinely helped in resolving these problems.³⁸

Orientation practices for new college faculty members were studied by Robert O. Stripling³⁹ on eighty-six faculty members representing seventy-nine institutions of higher learning in thirty-one different states. An analysis of responses indicated that the size of the institution did not materially affect the type of orientation practices, rather, it was the question of adapting a particular practice to local conditions.

³⁸Harlan McCall, "Problems of New Faculty Members," The Role of Institutional Research in Planning, ed. by E. Joseph Lins (Wisconsin, 1963), pp. 85-92.

³⁹Robert O. Stripling, "Orientation Practices for New College Faculty Members," American Association of University Professors Bulletin, Vol. 40 (Winter, 1964-1965), pp. 555-562.

L. Almira's study on "Institutional Provisions for Faculty Development in Seven Tax-Assisted Colleges of Education in Michigan, 1966-1967," contained a comprehensive review of literature related to faculty development. According to L. Almira, most recent studies about faculty growth and development centered mostly on the "orientation" and "in-service training" programs of faculty members. It was further claimed that

The latest trend which developed in the early part of this decade, the sixties, is an attempt to visualize a comprehensive faculty development program which is "institutionally supported" and "faculty supported."⁴⁰

The Library Organization

The text by Louis R. Wilson, Maurice Tauber, and Melvil Dewey entitled "The University Library,"⁴¹ is considered a comprehensive and reliable source of information of problems of organization, administration, functions and services of the American university library today. Although focused on college library problems, Guy R. Lyle's work⁴²

⁴⁰Luz L. Almira, "Institutional Provisions for Faculty Development in Seven Tax-Assisted Colleges of Education in Michigan 1966-1967," (Unpublished Ph.D. dissertation, Michigan State University, 1968).

⁴¹Louis Wilson, Maurice Tauber, and Melvil Dewey, The University Library (New York: Columbia University Press, 1956).

⁴²Guy R. Lyle, The Administration of the College Library (New York: Wilson Library Press).

is one of the latest text on the academic library is helpful from the point of view of its treatment of problems of organization and administration.

In his article entitled "The Relation Between the Librarian and the College Administrator," Benjamin⁴³ stressed the significance of the relationship of the librarian and the president to professional success of an institution. Paul Wasserman⁴⁴ suggested ways and means for improving the administration of libraries, while James H. Richards⁴⁵ examined the literature on administrative procedures and practices and budget control.

In his study entitled "Policy Making and control in College and University Libraries," William Harbold⁴⁶

⁴³Philip M. Benjamin, "The Relation Between the Librarian and College Administration," College and Research Libraries, 16 (1955), pp. 350-352.

⁴⁴Paul Wasserman, "Development of Administration in Library Service: Current Status and Future Prospects," College and Research Libraries, XIX (July, 1958), pp. 283-294.

⁴⁵James H. Richards, "Academic Budgets and Their Administration - 1962," Library Trends, XI (April, 1962), pp. 415-426.

⁴⁶William B. Harbold, "Policy Making and Control in College and University Libraries," in Morton Kroll, ed. College and University and Special Libraries Pacific Northwest: Pacific Northwest Library Association for Library Development Project Report No. 3 (Seattle: University of Washington Press, 1961), p. 16.

examined the structure of policy making within libraries of the Pacific Northwest (including University of British Columbia). He was first concerned with relations within the library and then with relations between the library and the administrator, faculty, and students. He concluded that when serious difficulties arose within a library, the root of the trouble was its failure of communication.

According to Virginia Murray,⁴⁷ so far, no specific standards have been officially accepted as yet for the evaluation of university libraries, although such standards are now being prepared for Canadian libraries.

Physical Facilities

Two reports on college facilities were found to be directly relevant to the present case study. The research done by John X. Jamrich underscored the importance of systematic study and planning of educational facilities. The judgment of adequacy should be made in terms of the structural characteristics of the space and the appropriateness of facilities for the type of instruction contemplated, he claimed. He stated that these factors should

⁴⁷Virginia Murray, "The Library in the Organizational and Administrative Structure of the Canadian University (Ph.D. Dissertation, Columbia University, August 2, 1966).

be studied thoroughly in the process of establishing facility needs in a college: enrollment, faculty, curriculum and instruction, and finances. He concludes that "The systematic approach to planning assures a continued dynamic quality to the curriculum and the physical facilities in which the program is housed."⁴⁸

A survey on physical plant needs in state-controlled institutions of higher education in Michigan reported findings on physical plants of nine Michigan colleges and universities.⁴⁹ Several findings were revealed in the study. It was found that all colleges had taken steps in purchasing additional land to meet anticipated needs as stipulated for in the long-range planning of these colleges. Six out of nine campuses visited had excellent main libraries. For all campuses, office space was insufficient. Heating plants were found to be adequate for present needs of the campus. Laboratory schools were inadequate for use in preparing teachers at Western Michigan University, Northern Michigan College, and University of Michigan.

⁴⁸John X. Jamrich, "Planning College Facilities," The Role of Institutional Research in Planning, ed. by L. Joseph Lins (Wisconsin: University of Wisconsin, 1963).

⁴⁹Earl Anderson and Elden Sessions, Physical Plant Needs in the State Controlled Institutions of Higher Education in Michigan (Lansing: Michigan Legislative Committee on Higher Education, 1958).

Summary

In this chapter was reviewed current research studies on institutions of higher education. These studies were classified under (1) administration, (2) educational program, (3) college faculty, (4) finance, (5) library, and (6) physical facilities. Special attention was placed on administrative policies and procedures that related to these investigations.

Many of the research studies which were reviewed provided the background material from which analytical questions were posed for the analysis of the case study. It was also from this review that an analytic study of the components of the college administrative system of Eastern was made possible. Finally, these studies served as the structure for forwarding a master plan for the improvement of Eastern in Chapter V.

CHAPTER III

DESIGN OF THE CASE STUDY

Introduction

It was mentioned in Chapter One that there was a need for institutional research which was directed toward providing data useful or necessary in the making of intelligent administrative decisions. In order to accomplish this, it was decided that a comprehensive case analysis of pertinent organizational factors within a single collegiate institution might serve to chart a course for appraisal of private colleges throughout the Philippines. A single study would not only illustrate internal forces but also the influence of external forces, particularly the Bureau of Private Schools.

The case study, therefore, concerned a private (non-sectarian) coeducational college in Baguio City, Philippines known as the Eastern Philippines Colleges. Primary and secondary data were obtained on the educational program, the administration, the finance, the library, the faculty, and the physical plant of the college.

In the administration of two formal survey instruments, the entire administrative staff (twenty-three

members) and the entire college faculty (sixty-two members) were surveyed.

Analytical Questions

For the study of the organizational variables of Eastern, six analytical questions were posed for the study.⁵⁰ Generally stated, these questions were:

- (1) The Educational Program. To what extent did the college administration provide for policies that directed the educational program towards the achievement of its goals?
- (2) The College Administration. What was the degree to which authority was delegated to various administrative positions within the college?
- (3) The Financial Status of the College. What were the limits set for the administrative control of the finances of the college?
- (4) The College Faculty. How limited or how comprehensive were administrative procedures in the acceptance and maintenance of a qualified faculty staff?
- (5) The College Library. What was the scope of administrative planning for the provision of library services that would meet the minimum or maximum requirements of the Bureau of Private Schools?
- (6) The Physical Plant. To what extent did administrative provisions for physical facilities meet the minimal or maximal standards of the Bureau of Private Schools?

⁵⁰The construction of these six analytical questions were based on questions posed by the following for the evaluation of institutions in higher education: Commission on Colleges and Universities, North Central Association of Colleges and Secondary Schools: Guide for the Evaluation of Institutions of Higher Education (Chicago: North Central Association of Colleges and Secondary Schools, 1958), pp. 1-36.

Instrumentation

In studying the college, the focus of inquiry was on the six analytical questions posed above.⁵¹

A systematic collection of data was gathered on the factors relevant to the various subsystems of the institution. School documents, records, memoranda, and checklists became the primary source of material in this study. These primary data were accompanied by formal survey instruments which were administered to the faculty and administrative staff at Eastern.

The survey instruments played a reinforcing role in this study. They were used to support evidence gathered from sources which were considered primary in nature. The Purdue Rating Scale for Administrators and Executives was administered to get reaction of the faculty members towards administrative practices of their administrators, rather than to study in great detail the attitudes of subordinates towards their administrative heads. The Faculty Morale Scale for Institutional Improvement was used to assess various facets of faculty satisfaction with the college.

⁵¹These six basic questions are mentioned in detail in the following chapter, Chapter Four, "Analysis of Results."

The Purdue Rating Scale for
Administrators and Executives

The rationale for the use of "The Purdue Rating Scale for Administrators and Executives was to measure reaction of the college administrative and faculty staff to these ten general areas of administrative competence: (1) emotional balance; (2) intellectual balance; (3) administrative leadership; (4) administrative planning; (5) use of funds; (6) capacity for work; (7) accomplishment; (8) relations with subordinates; and (9) social responsibilities.⁵²

The scale was used for measuring college administration and faculty opinions of the effectiveness of administrators. The scale consisted of thirty-six items, selected from an extensive literature survey and personal conferences with executives, administrators, and their subordinates. Responses were recorded on a five point scale which for most items, were responded to as: "always," "usually," "sometimes," "seldom," or "never." For certain items, other, more suitable terms were substituted.

Previous Research Findings. R. L. Hobson in his study entitled "Some Psychological Dimensions of College

⁵²H. H. Remmers and D. N. Elliott, "The Indiana College and University Staff-Evaluation Program," School and Society, LXX (August 20, 1949), p. 168.

Administrators,"⁵³ made extensive statistical analysis on the scale. In a study of fifty-four administrators in nine colleges and universities, a total of 823 staff members took part in the study. These conclusions were drawn from the study:

- (1) It was possible to measure traits of academic administrators by means of a subordinate-administration rating scale.
- (2) It was possible for staff morale to be kept high even though the staff was under an administrator who lacked a "democratic orientation."
- (3) Three factors common to various traits of academic administrators could be measured. They were: "fairness to subordinates," "administrative achievement," and "democratic orientation."
- (4) The scale was satisfactorily valid and reliable.
- (5) The scale was satisfactorily free from a general halo effect.
- (6) The scale could be used to measure characteristics of any type of academic administrator. This included administrators whose authority did not extend down to teaching staffs as those whose authority did.⁵⁴

Reliability and Validity of the Purdue Rating Scale for Administrators and Executives. Reliability coefficients for each item of this scale were obtained by a modified split half method for colleges. By this method, the range

⁵³Robert R. Hobson, "Some Psychological Dimensions of Academic Administrators," Studies in Higher Education LXIII, Bulletin of Purdue University, Further Studies in Attitudes, Series XVIII, LXIII (1950), p. 19.

⁵⁴Ibid., pp. 47-48.

was from .54 to .98 with few items below .75.⁵⁵

The question on the validity of the above instrument had to do with the frankness or honesty of the raters. It seemed that this was a "must" to be controlled through the manner of the administration of the scale and the maintenance of the anonymity of the raters.

Administration of the Purdue Rating Scale for Administrators and Executives. Members of the administrative staff as well as members of the faculty staff at Eastern were asked to accomplish this scale.

Two groups were identified to rate their administrator. The whole administrative staff consisting of twenty-three members were asked to rate their president. The whole college staff (all college teachers consisting of sixty-two of them) were asked to rate their executive dean.

The registrar of the University of the Philippines, Baguio City, was requested to administer this scale. He was not in any way connected with the college. Also, the president of the college and the executive dean were requested not to be present at the hall where this rating scale was administered. All respondents were assured of the anonymity of their responses.

⁵⁵H. Remmers, and R. Hobson, Manual for the Purdue Rating Scale for Administrators and Executives (Indiana: University Book Store, 1951), p. 2.

There was one hundred per cent response for the rating scales administered for each administrator. This meant that out of twenty-three administrative members and sixty-two college teachers, all complied.

The Faculty Morale Scale for
Institutional Improvement

The aim in the use of "The Faculty Morale Scale for Institutional Improvement" was to measure reaction of Eastern's college faculty to administrative policies and provisions for faculty development. The scale consisted of thirty-four items of day-to-day short-term and long-term goals legitimately held by professors. These goals included such items as "administrative provisions for adequacy of salaries," "administrative provisions for faculty voice in policy-making," "faculty attitude toward teaching," and "administrative provisions for sabbatical policy."

Related Research of the Faculty Morale Scale for
Institutional Improvement. Research using the above scale was done on ninety-seven faculty members. Seventy-six were from a private midwestern university. Twenty-one came from a national sample.⁵⁶ Scores computed on even

⁵⁶Results of mailing fifty scales with explanatory random sample of new members of the American Association of University Professors were listed in: American Association of University Professors, "Membership: Classes and Conditions," American Association of University Professors Bulletin, 39 (1953), pp. 165-167.

numbered-items correlated 94 (.89 before the Spearman-Brown formula correction) with scores computed on odd-numbered items. This indicated a high level of reliability by this conventional method of determination, the authors claimed.

With regards to validity, it appeared reasonable to assume that respondents, when protected with anonymity, would report their honest opinions.⁵⁷ The authors hypothesized that there should be a low correlation between faculty academic rank and faculty morale. It was reported that for 83 cases reporting academic rank, this correlation was found to be .15.⁵⁸ The authors believed that other independent researchers would indicate stability for this value.

Administration of the Faculty Morale Scale for Institutional Improvement. The "Faculty Morale Scale for Institutional Improvement" was administered to the sixty-two members of the college faculty at Eastern.

To obtain the honest opinions of the faculty members, an individual who was not in any way connected with Eastern was asked to administer this scale to them. In this case, the registrar of the University of the

⁵⁷ American Association of University Professors, Faculty Morale Scale for Institutional Improvement Manual (Chicago, Illinois: Psychometric Affiliates, 1963), p. 2.

⁵⁸ Ibid.

Philippines, Baguio City, was requested to administer this scale. Furthermore, the president of the college, the executive dean, and the administrative dean of the college were requested not to be present at the hall where this rating scale was administered. Faculty members were asked not to place their names on the answer sheets. One hundred per cent of the returns were recorded and then analyzed.

The Incorporation of All Formal, Semi-Formal,
and Informal Instruments Used
the Study

The Educational Program. In studying the educational program of the college, it was necessary to obtain the college's "Articles of Incorporation" to determine the nature of its establishment. Records were obtained on the various curricular offerings. They were compared with standards set by the Bureau of Private Schools. Enrollment trends and graduation lists were also obtained from the college to estimate the number of students at Eastern and the corresponding number of graduates the college had for the last five years.

In brief, the following comprised the core of college records gathered for a study of the educational program of the college:⁵⁹

⁵⁹ In preparing for the collection of primary data in this area, the following was consulted: Melvin Haggerty, The Evaluation of Higher Institutions: III. The Educational Program (Chicago, Illinois: The University of Chicago Press, 1937).

(1) The Educational Program

- A. Articles of Incorporation of the college
- B. The College Catalog
- C. Schedule of Classes for Summer 1968, First Semester 1968, Second Semester 1968-1969, and Summer 1969
- D. Records of Enrollment and Graduation of students by departments for the last five years
- E. Records of geographical origin, sex, academic status (part-time or full-time student), last school attended, and ages of the college students for the Second Semester 1968-1969
- F. Curricular Offerings of the College

A thirteen-item checklist on aids to faculty growth was administered to the total college staff (a total of sixty-two teachers). It was administered to determine how teachers felt on the administrative procedures and provisions for certain selected items on instructional growth. Some items which teachers were asked to rate from high to low on a five-point scale were: (1) counsel of specialists in college teaching; (2) provisions for books relating to their respective departments; and (3) reduction of teaching load to provide special opportunity for improvement.⁶⁰

Items pertaining to curriculum and instruction which were included in the "Faculty Morale Scale for

⁶⁰The design of this checklist was based on Melvin Haggerty's items on "Aids to Faculty Growth." This list was taken from: Melvin E. Haggerty, "The Evaluation of Higher Institutions: Vol. III. The Educational Program."

Institutional Improvement" were also singled out and examined. Under this scale, the strengths and weaknesses of these items were checked: (1) sabbatical policy; (2) adequacy of laboratories; (3) good teaching; (4) textbook choice freedom; (5) adequacy of classrooms; (6) student freedom of choice of courses; (7) fair curriculum-making procedures; and (8) faculty attitude toward teaching. The mean scores of these items were compared.

The College Administration. A copy of the organizational chart of the college was useful in studying the administrative structure of the college. A checklist was made inquiring on the nature of administration of academic, business, student personnel services, and financial administration of the college. Records on the personnel who performed administrative functions and their roles within the institution were useful for the study.

Briefly, these were some of the data gathered for the analysis of policies on the college administration:⁶¹

(2) The College Administration

- A. Checklist on aspects of general administration and control of the college;

⁶¹In the preparation of the above checklists, the following was consulted: John Russell and Floyd Reeves, The Evaluation of Higher Institutions: VI. Administration (Chicago, Illinois: University of Chicago Press, 1936).

- B. Checklist on extent of faculty-administration-Bureau of Private Schools-Student involvement on curricular administration;
- C. Checklist on the administration of faculty personnel;
- D. Checklist on the extent of faculty and administration involvement and policies in the administration of student personnel services; and
- E. Checklist on policies set on the business and financial administration of the college.

For this section--college administration--the Purdue Rating Scale for Administrators and Executives was administered in order to obtain reaction of the college faculty on administration competence of the president and executive dean. Data obtained from this scale gave a general view of administrative orientation that would determine the nature of policies formulated within the college system.

The Financial Organization. In this section of the study, the financial records of the college were collected. Records on income statements and balance sheets were considered when determining whether the college was operating within its means or not. Documents showing sources of income were also examined. Expenditures of the school per equivalent full-time student were computed for a four-year period.

In an outline form, the following was the focus on which data on this facet of the school system was

gathered:⁶²

(3) The Financial Organization

- A. Income statements from 1964-1965 to 1968-1969;
- B. Balance sheets for the periods 1964-1965 to 1968-1969;
- C. Data on Expenditure per equivalent full-time student for the periods 1965-1966 to 1968-1969.

The College Faculty. Records that were obtained for this area of study consisted of curriculum vitae of teachers showing their academic qualifications and professional experiences. Questions were asked on the organization of the faculty staff, policies on the administrative provision for faculty development, and conditions of faculty services at the college. One of the questions asked in this portion of the study, for instance, was "What policies did the administration follow in the recruitment and hiring of faculty members?"

The focus of inquiry on the college faculty was on the following records gathered from the college:⁶³

⁶²The structure of this collection was based on: John Russell and Floyd Reeves, The Evaluation of Higher Institutions: VI. Finance (Chicago: The University of Chicago Press, 1936).

⁶³The collection of data in this area was based on the following: Melvin E. Haggerty, The Evaluation of Higher Institutions: II. The Faculty, 1937.

(4) The College Faculty

- A. Data on academic status, position, functions, salary schedules, age, and sex of each of the college teachers at Eastern;
- B. Questionnaire on the Faculty Organization of the college;
- C. Questionnaire on administrative provisions for conditions of faculty services.

In connection with the answering of analytical questions relating to policies set by the college on the administration of its faculty members, this formal instrument was administered: "The Faculty Morale Scale for Institutional Improvement." This instrument was used to measure fact reaction of Eastern's college faculty administrative procedures on the provision of faculty services. General trends of items rated in the scale were analyzed. The general "morale" level of Eastern's faculty was also compared to a norm group of teachers in a midwestern university in the United States.

The College Library. Records on library policies, library holdings, conditions of library service, and administration of library personnel comprised the core of material gathered for the study in this area. The college librarian was given a table to fill up with regards to the number of books, periodicals, and references which the school library had for various curricular programs. Brochures were collected on the policies of the library. Inquiry was also made on the amount of expenditures the

school had recorded for library purposes for a four-year period of time.

The following were highlights of data gathered for the study of this section:⁶⁴

(5) The College Library

- A. Data on Number of library holdings per department;
- B. Data on library finance (library expenditure per equivalent regular student); and
- C. Questionnaire on library policies.

The College Physical Plant. Inquiry was made on the number of buildings and lots owned and used by Eastern. The college was asked to show floor plans of the buildings. It was also asked to indicate the total land area which the college owned. Further inquiry was made on the number of laboratory rooms, comfort rooms and maintenance of such facilities.

A study in depth was made on administrative procedures in the acquisition and maintenance of the various facilities of the college.

The following was a list of records collected for the purposes of studying the administration of the physical

⁶⁴The framework for the classification of this data was based on: Douglas Waples, The Evaluation of Higher Institutions: IV. The Library. (Chicago: The University of Chicago Press, 1936).

plant at Eastern:⁶⁵

(6) The College Physical Plant

- A. Questionnaire on the administrative policies on the acquisition and maintenance of various facilities of the college;
- B. Historical data on development of the college sites, buildings and their conditions; and
- C. Inventory of general units of the college.

The mean scores of several items on the "Faculty Morale Scale for Institutional Improvement" were analyzed and compared in connection with the physical facilities of the college. Items found in this scale which were related to physical facilities were "adequacy of office space," "adequacy of classrooms," and "adequacy of laboratories."

Criteria for Analysis

The standards set by the Bureau of Private Schools (Philippines) served as criteria for the analysis of relevant variables identified within the facets of the college under study. These were some of the general requirements established by the Bureau:

- (1) Objectives-Instructional Program. In conformity with the philosophy and mandate of the Constitution of the Philippines, every college was enjoined to

⁶⁵This guide was useful in preparation for data collection on the college physical plant: National Council on Schoolhouse Construction, National Council for Planning School Plants (Ohio: National Council on Schoolhouse Construction Association, 1964).

implement the objectives and basic policies of education which was set by the Board of National Education.⁶⁶

- (2) Finance. Private colleges operating with government approval were to possess sufficient financial resources to guarantee the efficient operation of each college. Colleges were expected to be in a position to meet promptly and wholly all financial obligations. It was expected that all business and administrative transactions of the college was to be carried on in accordance with high ethical standards.⁶⁷
- (3) Physical Plant. Private colleges were to own sites adequate for their own buildings. It's size, nature, location, and accessibility was to be suited to the purposes of the college. These buildings and sites were to be far from commercial billiard halls, bowling alleys, movie houses, and cemeteries.⁶⁸
- (4) College Library. Every private college was to have a library adequate for its needs and for the proper implementation of the courses of study. The library was to vary in extent and in nature with the curricular programs of the college. In colleges, the library was to be under the charge of a trained librarian. All library books were to be properly stamped with the name of the college and were to be accessioned and classified according to any of the accepted systems of classification.⁶⁹
- (5) College Administration. The college president was to possess educational qualifications commensurate with the kind or level of instruction of the college under his charge. He was to have successful experience in the administration or management of a college for at least three years, particularly on the level of instruction over which he took

⁶⁶Bureau of Private Schools, Manual of Information for Private Schools (Manila: Bureau of Private Schools, 1960), p. 206.

⁶⁷Ibid., p. 13.

⁶⁸Ibid., p. 16.

⁶⁹Ibid., p. 19.

charge. The Bureau expected that individuals actually operating the school, the school corporation, and those employed by the corporation were to be of high moral character and good reputation.⁷⁰

- (6) College Faculty. It was highly desirable that colleges employed full-time teachers. They were to be academically qualified to teach certain subjects as prescribed by the Bureau of Private Schools.⁷¹

Summary

In this chapter was stated the "map of operation" for the case study. There was an identification of institution to be studied, the presentation of analytical questions offered for the study, the instruments used, and general statements of criteria for analysis of data gathered.

The study concerned a private (non-sectarian) co-educational college in Baguio City, Philippines. The unit for study was the whole administrative and faculty staff of Eastern.

Various administrative units of the college system were identified as the faculty, the educational program, the financial organization, the library and the physical plant.

⁷⁰Ibid., p. 25.

⁷¹Ibid.

In the presentation of analytical questions posed in the study, six basic lines of inquiry were forwarded on these six areas of the college system. Criteria for the analysis of data were mentioned in general terms. These were criteria based on standards set by the Bureau of Private Schools.

The following chapter is a detailed presentation of the analysis and findings of the case study.

CHAPTER IV

ANALYSIS OF RESULTS

Introduction

This chapter will be a presentation of findings on analysis of data which were systematically gathered for the study. The chapter will be divided into six sections. They comprise findings reported on the educational program, college administration, finance, faculty, library, and physical plant of the college. Focus will be placed on responses to analytical questions based on findings from data gathered in the study. It will also be necessary to describe factors which directly or indirectly relate to them. Emphasis will be placed on descriptions of findings and variables relating to them, rather than to mere presentation of data.

The Educational Program

Extent to Which the College Administration
Provide for Policies that Directed the
Educational Program Towards the
Achievement of its Goals

These specific questions were asked in attempting

to respond to the above question:⁷²

- (1) Aims. To what extent were the purposes of the college consistent with the educational program of the college?
- (2) Students. What policies did Eastern have regarding the admission of students for various curricular programs? Did such policies affect the enrollment trends of these programs? What was the distribution of these students in terms of departmental enrollment, sex, academic status (part-time or full-time), last school attended, age, geographical origin and graduates per department? Was there any correlation between the number of students enrolled and the number of graduates the college produced in the last five years?
- (3) Curricular Programs. Were curricular programs (offered by the college) adequate in scope to meet the diverse needs of the student population? What were the policies provided by the college for the administration of these programs?
- (4) Instructional Program. What were the major instructional problems faced by the teaching faculty at Eastern? Were these difficulties due to vague or rigid policies of the administration? Was there an adequate program for faculty development?

The Purposes of the College

All private colleges in the Philippines were somehow controlled by the government through the Bureau of Private Schools. The highly centralized system of

⁷²In preparing this set of questions, the following acted as a guide: North Central Association of Colleges and Secondary Schools, "Evaluation of Institutions of Higher Education," pp. 5-9, 30-35.

administration in the Philippines⁷³ made it such that all private colleges in the Philippines (in this particular case, Eastern) were enjoined to implement the following objectives and basic policies of education as approved by the Board of National Education:

- III. To inculcate moral and spiritual values inspired by an abiding faith in God.
- II. To develop an enlightened, patriotic, useful and upright citizenry in a democratic society.
- III. To instill habits of industry and thrift and to prepare individuals to contribute to the economic development and wise conservation of the nation's natural resources.
- IV. To maintain family solidarity, to improve community life, to perpetuate all that is desirable in our national heritage, and to serve the cause of world peace.
- V. To promote the sciences, arts and letters for the enrichment of life and the recognition of the dignity of the human person.⁷⁴

Nowhere in the college catalog were these aims or goals of this nature stated. There were goals, however, of each of the departments of the college. Nevertheless, the above goals will be used in validating them against the educational program of Eastern.

⁷³Official cognizance of this condition was brought to the peoples' attention by the Monroe Educational Survey Commission which underscored this fact in their report: A Survey of the Educational System of the Philippine Islands (Manila: Bureau of Printing, 1925).

⁷⁴Bureau of Private Schools, Memoranda, Bulletins, Circulars, Part II. From January 1952 to June 1957 (Manila: Catholic Trade School, 1957), p. 295.

Validating the First Aim. It appears that the first goal of the college--"to inculcate moral and spiritual values inspired by an abiding faith in God"--is not applicable to Eastern because the college is not an institution administered by a religious order. Rather, it is a private non-sectarian college. An examination of the college catalog revealed that Eastern did not engage itself in any form of religious activity. Neither did the college offer any curricular program that was religious in nature. There was no evidence of subjects being offered that were geared primarily towards religious instruction.

If one were to interpret the first aim of the college literally, this purpose was not consistent with the educational offerings of the college. The first objective of the college, therefore, appeared to be contradictory to the basic educational program of the college. This conflict could be clarified, though, by recognizing that this aim is one that is prescribed for all educational institutions by the Philippine government.

Why does the Philippine government still maintain this objective of education? Perhaps it is because current Philippine society is dominated by a Catholic philosophy of education. About 83 per cent of the population are catholics.⁷⁵ The Catholic church still dominates over all religious sects in the nation.

⁷⁵Fresnoza and Casim, "Philippine Educational System," p. 73.

Validating the Second Aim. Eastern has an educational program geared towards the accomplishment of this second goal--"the development of an enlightened, patriotic, useful and upright citizenry in a democratic society." The educational program of Eastern is democratically oriented in that there is no policy of the educational program indicating that there is racial, religious or regional discrimination in the selection of students, teachers, administrators, and other employees of the college.

Students of the college are free to choose the curricular field they wish to enter as long as they are qualified. They cannot be suspended or expelled from college without due cause as provided by Philippine laws.⁷⁶

Teachers are free to teach any subject matter that is within reasonable limits of these courses and in accordance with the code of professional ethics for teachers in the Philippines.⁷⁷

Curricular offerings such as "Legal Ethics," "American History," "Modern Europe," "Political Science," "Sociology in Philippine Setting," and "Philippine Government," are found in almost all degree offerings of the

⁷⁶Ibid., p. 397.

⁷⁷Ibid., p. 352.

college.⁷⁸ These subjects are indicators of an educational program oriented towards the development of democratic citizenry.

Validating the Third Aim. The nature of all curricular programs offered by the college indicates reasonable grounds for claiming that they are in consonance with this goal--"to instill habits of industry and thrift, and to prepare individuals to contribute to the economic development and wise conservation of the nation's natural resources." The college prepares its students for such vocations as teaching, business, liberal arts, law, and public administration.⁷⁹ Students who graduate in the various fields which they enter eventually take their place in Philippine society by (hopefully) filling various jobs. By fulfilling such jobs, they are considered useful to the Philippine society and thus, indirectly contribute to the economic development of the country.

Validating the Fourth Aim. To some degree does the educational program at Eastern reflect on its fourth goal--"to maintain family solidarity, to improve community life, to perpetuate all that is desirable in our national heritage, and to serve the cause of world peace." Eastern

⁷⁸ Unpublished catalog of the Eastern Philippines Colleges, 1969-1970.

⁷⁹ Ibid.

communicates both directly and indirectly with its immediate community--Baguio in particular, and Mountain Province in general. It communicates directly in that it admits students from within the community and attempts to transmit knowledge on Philippine culture. Eastern indirectly helps to improve community life by articulating with the city government in its campaigns, for instance, for cleanliness, for fire prevention, and against illiteracy.⁸⁰

Some of the curricular offerings at Eastern reflect the tendency towards attempts at achieving the fourth goal. Some of these subjects are: "Home Economics," "Cookery," "Home Management," "Practice House," "Health," and "Physical Education." Other subjects which are professionally oriented and also contribute to the attainment of this goal are: "Philippine Sociology," "Pilipino (the Philippine national language)," "Philippine History," and "The Life and Works of Jose Rizal (the national hero of the Philippines)."⁸¹

⁸⁰By "illiteracy" is meant the condition where individual/s have not completed primary instruction (Grades one to four). The illiteracy rate for Mountain Province for the year 1960 was 47.5. This data was obtained from: Functional Literacy in the Philippines, Adult Education Division, Bureau of Public Schools, Manila, 1960.

⁸¹Unpublished catalog, Eastern Philippines Colleges, 1969-1970.

Validating the Fifth Aim. The fifth goal of the college--"to promote the sciences, arts and letters for the enrichment of life and the recognition of the dignity of the human person." In order to "promote the sciences," Eastern offered regular courses in physics, botany, zoology, engineering, and mathematics.⁸² The college also offered courses in English literature and prose, Spanish, Pilipino (the national language), and humanities⁸³ in order to "promote the arts and letters" for the enhancement of its students. In this respect was the college scientifically and culturally oriented.

The Students at Eastern

The students who enrolled at Eastern came from different nearby communities. These were identified as "Mountain Province," "Ilocos Sur," "La Union," and "Pangasinan." The criterion for identifying these communities was on home town addresses of students for the school year 1967-1968 (See Appendix A for details). Most of Eastern's student population originated from the above mentioned communities. There was no significant cluster of students (an enrollment of ten or fewer students) found to have come from geographically distant communities (Visayas and Mindanao).

⁸²Ibid.

⁸³Ibid.

Open Door Policy. From the year Eastern was established up to the present, the college had an open door policy of admission. This meant that all students who were eligible to enter a curricular program of their choice were admitted to the college as long as (1) they did not have a police record, and (2) they were not under a term of suspension in another private school or public school.

When admitting a student, the only basis for evaluation used was either his high school card or his transcript of record from another college. No grade point boundaries were established for the admittance or rejection of students. No entrance examinations were required. No recommendations (from former instructors or principals) were asked of the student.

For the Second Semester 1968-1969, data was obtained on the age levels, sex, last school attended, and academic status (part-time or full-time) of the college students (See Table IV-A). The modal pattern (49.4 per cent) of the student population belonged to the age bracket of twenty-one to twenty-five. Other age brackets which ranked second and third were twenty-six to thirty (19.7 per cent) and sixteen to twenty (12.6 per cent).

It is the policy of Eastern to admit both male and female students. Thus, it is coeducational in nature. Findings for the current semester revealed that 44.7 per cent

TABLE IV-A.--Table Showing Distribution of College Students
at Eastern by Age Level, Sex, Last School Attended, and
Academic Status (Part-time or full-time) for Second
Semester 1968-1969

	Percentage
I. AGE LEVELS	
11-15	0
16-20	12.6
21-25	49.4
26-30	19.7
31-35	10.8
36-40	5.1
41-45	1.5
46-50	.4
51-55	.5
II. SEX	
Male	44.7
Female	55.3
III. LAST SCHOOL ATTENDED	
Eastern	81.9
Other Schools in Baguio	16.5
Schools outside Baguio	1.6
IV. ACADEMIC STATUS	
Part-time	19.2
Full-time	80.8

of the total college population were males and 55.3 per cent were females.

A check on schools last attended by the students showed that a majority of students, 81.9 per cent, attended Eastern the previous semester, 16.5 per cent attended other schools within Baguio, and 1.6 per cent came from schools outside Baguio.

About eighty-one per cent (80.8) of the college students were full-time or regular students. Part-time students comprised about nineteen per cent of the college population.

Relation and Distribution of Students and Graduates by Departments. Eastern had a recorded college enrollment of 2667 for the school year 1963-1964 (See Table IV-B).

TABLE IV-B.--Table Showing Enrollment and Graduation Trends of College Students at Eastern for the Last Five Years

School Year	Total Number of College Students Enrolled	Total Number of College Graduates
1963-1964	2667	289
1964-1965	2877	291
1965-1966	3397	287
1966-1967	3743	290
1967-1968	3422	249

There was a steady increase of enrollment from 2667 in 1963-1964 to 3422 in 1967-1968, a period of five years. There was a slight decline of enrollment between 1966-1967 to 1967-1968, a difference of 321 students.

For the school year 1967-1968, Eastern had a total college enrollment of about 3422 students. The college then had a total of 249 graduates for that school year. These graduates were 9.33 per cent of the total college population that entered the college four years earlier (1963-1964).

Table IV-C shows percentages of enrollment trends at Eastern for the last five years by departments.

TABLE IV-C.--Table Showing Enrollment Distribution of College Students by Departments For the Last Five Years

DEPARTMENT	Percentage Distribution of Enrollment for the Last Five Years				
	1963-1964	1964-1965	1965-1966	1966-1967	1967-1968
Graduate School					
(Education)	26.3	15.0	9.1	9.3	14.0
Commerce	33.6	4.0	3.5	3.7	5.6
Education	64.5	74.5	81.1	80.1	70.3
Engineering	2.4	1.8	1.6	1.3	1.6
Surveying	0.0	0.0	0.0	0.0	.1
Law	0.4	0.0	0.0	.2	.3
Liberal Arts	2.8	4.7	4.7	5.3	7.2
Public Administration	0.0	0.0	0.0	.1	.9

A majority of college students were enrolled under the College of Education. Latest figures showed 70.3 per cent of the whole college student population to be under the College of Education. Other curricular programs had very low percentages of enrollment ranging from .1 per cent to 14.0 per cent for the school year 1967-1968.

The College of Education ranked highest in the production of its graduates. It comprised 96.6 per cent of the total graduates of Eastern for the school year 1967-1968 (See Table IV-D). The percentage distribution

TABLE IV-D.--Table Showing Graduation Distribution of College Graduates by Departments for the Last Five Years

DEPARTMENT	Percentage of Enrollment for the Last Five Years				
	1963- 1964	1964- 1965	1965- 1966	1966- 1967	1967- 1968
Graduate School (Education)	.3	.3	0.0	0.0	.6
Commerce	1.4	0.0	0.0	0.0	1.1
Education	96.5	95.6	99.0	98.6	96.6
Engineering	0.0	0.0	0.0	0.0	.03
Surveying	0.0	0.0	0.0	0.0	0.0
Law	0.0	0.0	0.0	0.0	0.0
Liberal Arts	.4	4.1	1.0	1.4	1.4
Public Administration	1.4	0.0	0.0	0.0	0.0

of graduates from other departments were .6 per cent for the Graduate School, 1.1 per cent for commerce, .03 per cent for engineering, and 1.4 per cent for liberal arts.

It was surprising to find that despite the high percentage of enrollment at the graduate school (as compared with other colleges), the college had very low percentages of graduates averaging to about .24 per cent for the last five years. It is possible that teachers enrolled in courses at the masters level must have been more interested in obtaining additional credits rather than pursuing the degree. It could also be that the school did not encourage its graduate students to pursue the degree.

The Curricular Programs Offered at Eastern

In the background history of Eastern, Centro Academy (the vocational school) and Centro Industrial School (the high school) served as the nuclei from which Eastern was formed.

The curricular programs which the school originally offered then were composed of vocational and high school courses. In 1951, when the institution was allowed to operate under the name "Eastern Philippines Colleges," the programs it first offered at the college level were liberal arts, commerce, and education.

The colleges of law and engineering were opened two years later (1953). In that same decade, the graduate school was also established. The latest additional program

of the school was the College of Public Administration which was opened in 1966.

For the academic year 1967-1968, these were the curricular offerings of the college departments at Eastern:⁸⁴

I. Colleges

- A. Graduate Studies (Education)
- B. Commerce
- C. Education
- D. Engineering
- E. Liberal Arts
- F. Public Administration

An examination of the development of curricular offerings of the college showed that there was a gradual increase in the opening of new programs from the year the college was established up to the present. It seemed that one or two members of the college administration provided for policies that were dependent upon the demand of the students found within the college system. No committees of any kind were found to exist in the planning of these programs. Evidence from historical tracing on the development of the curricular programs of the college showed that such was the case.

When the Centro Academy (vocational school) was established in 1945 (right after World War Two), it served to offer short-term terminal courses to those who were

⁸⁴Details of all degree offerings of Eastern are listed in Appendix B.

anxious to find a job as soon as they could. The students enrolled in these terminal courses with the hope of obtaining a job "soon." The vocational school flourished during this period because it served to help people secure a job in a very short span of time. A student, for instance, could get a diploma in dress-making within a year or even less. After this period, the individual could serve as an apprentice in a dress shop or open one of her own.

The High School. Four years later, the community seemed to have adjusted from results of the Japanese occupation. They seemed to have diverted their attention from education that was vocational in nature to education that was academically oriented. Two members of the administration then planned for a high school curriculum. A high school was then established--The Centro Industrial School.

Realizing that in about four years, the initial set of high school students would have to enter college, the administration established the Eastern Philippines Colleges in 1951. The high school then served as a feeder institution to the liberal arts, commerce, and educational programs which were initially opened in the College.

Events Influencing the Opening of the Graduate Program. A governmental act which was approved in May 1, 1953, indirectly influenced the opening of the graduate program of education in Eastern. This act (Republic Act

No. 842) was an act concerning the compensation of teaching personnel in the Philippines. It was stated in this act that:

It (the government) . . . rewards a teacher with educational qualifications of civil service eligibility higher than the standards required for the position to which he is appointed by giving him a higher entrance salary than a teacher who merely meets the standards.⁸⁵

For all public school teachers who had a Bachelor of Science in Education degree, they were to have a salary increase if they achieved twenty-four or more units at the masters level, or if they achieved a masters degree.

Because of the approval of this act, college of education students at Eastern petitioned to college authorities that the college establish a graduate school. The establishment of a graduate school would enable these students to obtain additional units at the masters level. The administration (under the leadership of the president) then planned for a graduation which was approved by the Bureau of Private Schools in 1955.

The Establishment of the College of Public Administration. The College of Public Administration was offered in 1966 because about two years before that period, there was already a significant number of third year

⁸⁵Fresnoza, "Philippine Educational System," p. 323.

students who were political science minors under the College of Liberal Arts. These students who acquired additional units in political science courses petitioned the administration of the college to open a new field-- Public Administration. The College of Public Administration was established in 1966 with an initial enrollment of five. The enrollment jumped from twelve students in 1957 to eighty-eight students in 1968.

The Closing of Several Curricular Programs. So far, what has been mentioned was the opening of programs due to demands of students. In the course of its development, Eastern too had to close curricular programs which "did not pay" financially. This meant that there was not enough enrollment in these programs sufficient to pay the teachers for such courses. For instance, a few years after Eastern was established, several vocational courses were deleted from the curriculum because no one enrolled in them.

Recently (1968), the four year courses in law have been deleted from the curriculum because the average enrollment of this college for the last five years was three (students). The administration judged that the offering of this program was not paying in terms of income received for salaries paid to professors and other school facilities used by this college.

Nature of Curricular Programs. When the contents of the various curricular programs were studied and compared, analysis revealed that all college programs were influenced directly by the Bureau of Private Schools. Eastern followed curriculum programs set by the Bureau for the following courses: graduate studies (education), commerce, education, engineering, liberal arts, and public administration.

Centralized Influence of the Bureau on Curricular Programs. Before a student was awarded a degree at Eastern, the Bureau of Private Schools was to evaluate his records and then grant its approval. If subjects taken by the student were not in accordance with the criteria set by the Bureau (which were rather specific in nature), it would take time before his records could be evaluated. Sometimes, his graduation papers would not be approved at all because some subjects which he took were not equivalent to the Bureau's standards.

In order to prevent occurrences where students were refused for graduation, Eastern followed exactly the policies on the programs which the Bureau prescribed. This facilitated the evaluation of students on the part of the Bureau. At the same time, it prevented embarrassing situations between Eastern and its students. Following the programs set by the Bureau also facilitated in the evaluation of records of transfer students. Students who

transferred to other institutions (from Eastern) did not have difficulty in being evaluated because the college followed the Bureau of Private Schools policies on these curricular programs.

All private schools in the Philippines were to follow curricular programs established by the Bureau of Private Schools. These programs were similar (if not the same) to those programs set by the Bureau of Public Schools in the Philippines. It was the function of the Bureau of Private Schools to revise these programs when they saw fit. Private Schools were informed of these revisions as soon as they were to be placed into effect.

Eastern's Policies on Its Curricular Programs.

Eastern copied exactly the curricular programs published by the Bureau. There was no evidence that the college had a formal program in the development of course contents and in the attempt for periodic evaluation of such contents. There were no administrative committees, nor were there faculty committees that were found to perform these functions. There was no literature whatsoever found to demonstrate evidence for the consideration of curriculum construction and evaluation at the college.

Findings of the study indicate that Eastern did not have policies (or if it did, they were probably very vague and very informal) that provided for the development and improvement of the curricular programs of the college.

The Instructional Program
of Eastern

College Policies on Instruction. Eastern did not have a formal faculty development program. There was no evidence of a clear system providing for orientation programs for its faculty. Within the school year, no conferences were formally held. There were no records indicating the presence of workshops, seminars or in-service training programs of any nature.

The only evidence of administrative provision for clarification of college policies were the monthly meetings between the executive dean and the faculty. Administrative provision for the improvement of faculty was limited to one or two administrative officers (who were at times handling college classes) who were allowed to attend conferences at "Teacher's Camp (Baguio)," during the summer.

It was only on an encounter with a specific problem (such as discipline, grades, teaching), where teachers were called to the administration office to confer with the president or with the administrative dean.

The college did not have any committees (faculty and/or administration) that provided for the evaluation of instruction, the study of the college's problems, and the development of a sound instructional program for the college.

Reaction of the College Faculty to
Administrative Provisions for "Aids
to Faculty Growth"

The focus placed on the area of instruction at Eastern was on a checklist sent to Eastern for the total faculty staff of the college to accomplish. This was a list of aids which the college administration was supposed to provide the staff with. The aim in using this semi-formal instrument was to diagnose aids which were identified as "weak" or "strong." Table IV-E shows the percentage and mean responses of the teachers to these instruments.

Teachers as a group thought that the school offered inadequate services for the opportunity to visit classes of instructors (mean score of 2.77). Administrative provision for counsel of specialists in college teaching also scored below the mean (2.74). Percentage distribution of responses for these items showed that a greater percentage of teachers reacted negatively to the items rather than positively.

Items which were rated above the average level and which the faculty perceived as rather adequate were; (1) personal conferences with superior officers; (2) institutional study of educational problems of the school; and (3) special laboratory facilities in teaching field.

In general, the college teachers at Eastern rated all thirteen items of the scale "Administrative Provisions

TABLE IV-E.--Analysis of College Teachers' Responses (at the Eastern Philippines Colleges) to "Aids to Faculty Growth"

Administrative Provisions for Aids to Faculty Growth	Percentage Responses				Mean Scores ^a
	Positive	In Between	Negative	NR	
1. Personal conferences with superior officers	76	16	7	1	3.98
2. Special library facilities in the fields of instruction and research	47	42	8	3	3.45
3. Provisions of books relating to their respective departments	47	39	12	2	3.43
4. Institutional study of educa- tional problems of the college	55	37	7	1	3.54
5. Opportunity to visit classes of other teachers	29	26	43	2	2.77
6. Traveling expenses to meetings of educational associations	42	26	29	3	3.45
7. Investigations of educational problems	42	14	42	2	3.03
8. Special laboratory facilities in teaching field	56	29	10	5	3.58

TABLE IV-E.--Continued

Administrative Provisions for Aids to Faculty Growth	Percentage Responses			Mean ^a Scores
	Positive	In Between	Negative	
9. Counsel of specialists in college teaching	24	29	45	2 2.74
10. Sabbatical or other leave	36	40	19	5 3.25
11. Reduction of teaching load to provide special opportunity for improvement	40	32	26	2 3.32
12. Collection of alumni opinion on institutional practices	40	40	15	5 3.29
13. Collection of student opinion about institutional practices	45	27	24	4 3.23

OVERALL AVERAGE OF ALL MEAN SCORES = 3.34

Legend: NR - Per cent of teachers who did not respond to the item.
a - Mean scores based on a five point scale with five as "very good" and one as "very poor."

for Aids to Faculty Growth" as "average," an overall average of all mean scores for the items recorded as 3.34. Except for two items (items five and nine), teachers generally responded more favorably to the items rather than unfavorably as evidenced by the percentage response distributions on the items.

Response of College Teachers on the "Faculty Morale Scale for Institutional Improvements." A check was made on the items on the "Faculty Morale Scale for Institutional Improvement" which directly related to instruction.

A list of these items shown in the table below were separated from the whole scale and were examined.

TABLE IV-F.--Table Showing the Ranks of Some of the Items Rated on the "Faculty Morale Scale for Institutional Improvement"^a

Rank of Items Rated by College Teachers from Low to High	Mean Scores Based On a Five Point Scale ^b
1. Sabbatical Policy	3.11
2. Adequacy of Laboratories	3.22
3. Adequacy of Classrooms	3.44
4. Textbook Choice Freedom	3.71
5. Good Teaching	3.79
6. Student Freedom Choice	3.81
7. Fair curriculum-making Procedures	3.89
8. Faculty Attitude Toward Teaching	3.89

^aA complete list of items is found in Table IV-P.

^bThese scores are to be interpreted as scores on a five point scale where "high" is rated as five (5), and "low" is rated as (1).

Analysis of the scale indicated that the administration's provision for sabbatical policy was rated lowest of all items on instruction, having a mean score of 3.11. The college faculty regarded the adequacy of laboratories and classrooms as "average." All the other items on instruction (Numbers four to eight) were rated as "slightly above average" but not "good." The mean scores of these items ranged from 3.79 to 3.89, none of which reached a 4.0 mark (which was to represent "good" on a five point scale). Items which were highest in rank were "Fair curriculum-making procedures" and "Faculty attitude toward teaching" (both with a mean of 3.89). There was a slight tendency for teachers to respond on the positive side of the scale rather than on the negative side for these items as evidenced by the percentage responses.

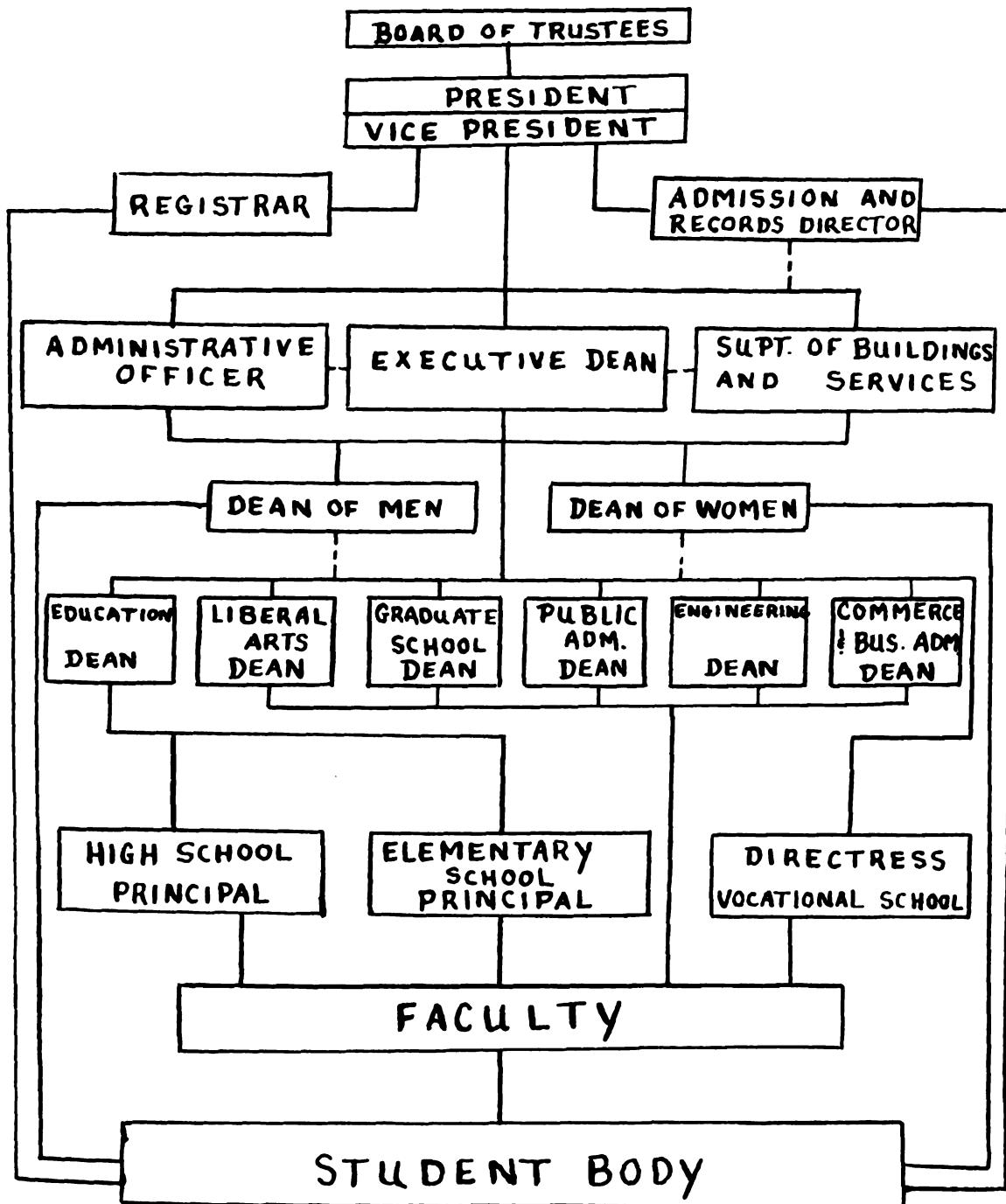
The College Administration

What Was the Degree to Which Authority Was Delegated to Various Administrative Positions Within the College? Questions which aimed at probing in depth on the above topic were posed. They were:⁸⁶

⁸⁶These questions were based on the following: North Central Association of Colleges and Secondary Schools, "Evaluation of Institutions of Higher Education," pp. 22-29.

- (1) College Board Policies. Are there evidences of board involvement in the management functions of the college? Did the board, through retaining salaried members of the college, enter into the actual management of the institution? Who reported to the board? What were the main concerns of the board as reflected in the minutes? What significant decisions has the board made on institutional policy recently?
- (2) Policies on Academic Administration. To what extent did the faculty share in the administration of curriculum and instruction? Was there a formalized manual or handbook that set forth the important procedures for faculty personnel? To what extent did faculty members participate in institution-wide policy making and planning? Were there any faculty committees that considered curriculum construction and periodic evaluation of instruction?
- (3) Policies on Financial Administration. What provisions were set for control of expenditures? Who was authorized for administering the business and financial activities of the college? What types of accounting records were available for examination? How was the budget prepared?
- (4) Administration of Student Personnel Services. To what extent did both faculty and administration in the provision of student services? What types of services did the college offer to their students? How limited or how comprehensive were these services?

In studying the administrative structure of the college, a view of the organizational chart gave a general picture of the college as a whole. The diagram on the following page (Figure 4-A) represents the organizational chart of Eastern. In the chart is shown the interrelationships of working parts of the college to the whole organization. It shows the web or network of positions and task assignments formally given to the various administrative officers of the college.



Note: The position of vice president has not been filled since the school was organized.

Figure 4-A.--Organizational Chart of the Eastern Philippines Colleges.

Borrowing a concept from business organization, this chart was classified as having a specialist type of organizational structure.⁸⁷ The chart revealed that Eastern had a unit type of organization--that is, only one officer (in this case the president) was responsible to the board, and all other administrative officers were subordinate to him and were responsible to the board through the president.

There was a division of responsibilities according to specialized executive skills. These divisions functioned to facilitate the activities being directed and controlled by the line organization. Each division performed these functions through the line organization and not independently of it. They operated under a limited type of authority.

The faculty and student groups were positioned at the lowest hierarchical levels in the chart.

Policies Governing the College Board

At the time this case study was made, Eastern had five members of its college board. The length of term of each board member was lifetime membership (as long as the corporation existed, and as long as they owned stocks

⁸⁷ Dalton E. McFarland, Management: Principles and Practices (New York: Macmillan Co., 1958), p. 257.

within the corporation). Two members were on the salaried staff of the college. They occupied the positions of president and treasurer of the college.

The function of the board was to consider and approve policies which were presented to them by the president. They (the board) had the final authority for making decisions regarding the institution.⁸⁸

An examination of the structure of the college board revealed that all members of the board were original organizers of the corporation which established the college. This explains the condition that they were perpetual members as long as they had interests in the corporation. The board was composed of one chairman, one vice-chairman, and three board members. Their curriculum vitae showed that one member had a doctor of civil laws degree, one had a masters degree, and the rest were bachelor of science degree holders. Only one member (who was not under the salaried staff of the college) was actively participating in the administrative activities of the college (without pay).

No faculty member of the college was found to be a member of the college board.

⁸⁸Articles of Incorporation of the Joven, Inc. (Eastern Philippines Colleges), 1953.

Meetings of the Board. It was a written policy of the college board to meet annually.⁸⁹ Special meetings could be called when the president of the college deemed it necessary. Board meetings were usually held in a formal manner. These meetings were exclusively for members of the corporation, or members of the school board. There was no faculty involvement (faculty committees or representatives) in these meetings.

The latest meeting of the board was held on May 4, 1968.⁹⁰ All members of the board were present. Minutes of the last meeting were recorded. In this meeting, the president discussed with the board the urgent need for additional classrooms and offices for the increasing college population. A plan for a six story concrete building was forwarded and duly seconded by two members of the board. It was agreed that an estimate of the costs of the building would be submitted to the body in a special meeting. This building was to occupy two lots adjacent to the college's administration building. The building was to occupy the most possible space allowed by the city.

⁸⁹Ibid.

⁹⁰Minutes of the regular meeting of the members of the board of trustees of Joven Inc. (Eastern Philippines Colleges), May 4, 1968, Baguio City, Philippines.

For the construction of this building, one of the members of the board moved that the Chairman and members of the board would contribute twenty thousand pesos (₱ 20,000.00) each. It was also forwarded that the corporation would borrow two hundred thousand pesos (₱ 200,000.00) from the Development Bank of the Philippines to finish the first two floors of the building. These moves were unanimously approved by the board.

Policies on Academic Administration

In the administration of the academic program at Eastern, administrative procedures concerning curriculum programs and faculty personnel were taken into consideration.

Administration of Curriculum Programs. It was claimed earlier (under "The Educational Program") that the Bureau of Private Schools was primarily responsible for prescribing the curricular programs for private colleges to follow. The curriculum division of the Bureau of Private Schools performed these functions for Eastern:

- (1) It was responsible for constructing and revising curricular programs;
- (2) it determined courses for certificates and degrees;
- (3) it determined the requirements for department majors and minors; and
- (4) it decided on the requirements or prerequisites to various degree programs.

Eastern did not have policies indicating the presence of a formal curriculum program that extended beyond following the course prescriptions of the Bureau. The college did not have any faculty and/or administration curriculum committees, for instance, that evaluated the instruction of the college and analyzed course contents of the curricular offerings in the college. There was no single individual either, who was responsible for studying systematically the trend of the curricular programs of the college.

Basically, activities on curriculum administration were limited to the opening or closing of curricular fields (by the administration) and the teaching of subject matter in the classroom situation (by each individual college teacher).

Administration of Faculty Personnel. In recruiting faculty members for the various departments of the college, the president was primarily responsible for this role. Sometimes, the executive dean of the college would recommend applicants to the president. No member of the faculty staff was directly involved with recruiting faculty members.

The sources from which the college recruited teachers were from contacts with other colleges and contacts with the Bureau of Private Schools. When candidates or applicants for teaching came for the interview, their expenses for coming were not paid for by the college.

The initial recommendation of teachers for appointment into the college was made by the executive dean. The president alone, was wholly responsible for officially appointing faculty members into the various departments of the college.

The college followed as much as possible the minimum requirements stated by the Bureau for the admission of teachers into the faculty staff. A comparison between minimum requirements of the Bureau and the status of the teachers at Eastern is made in "The College Faculty," Table IV-N of this chapter.

When asked to describe the criteria which the college used in the promotion of its faculty members, the reply of the college was that the following factors were taken into consideration; educational qualifications, teaching experience, efficiency in work, proficiency in English, and proficiency in major and minor fields. No clear-cut formal or semi-informal evaluative instruments were used in the evaluation of their teachers.

College Policies on Faculty Services. In the administration's provisions for salaries of the faculty, it was a policy for the college to pay full-time collegiate members by the month, rather than by the hour. Details are mentioned under the section "The College Faculty" of this chapter.

In the maintenance of data regarding faculty personnel, data on the faculty were available in the office of the president. Each respective department had copies of data regarding teachers under their jurisdiction. Two members of the executive staff of the college were primarily responsible for keeping the data of the faculty up to date.

Administration of Student Personnel Services

In a checklist of student personnel services sent to Eastern, the college was limited to the offering of the following services to its students:

- (1) Placement Service
- (2) Health Service
- (3) Counseling Service
- (4) Admissions Service
- (5) Athletics

The college did not have a formal student personnel services organization. Those who performed student personnel services functions were actually part of the faculty or administrative staff. The individuals, for instance, who were in charge of the placement service were the president and the executive dean of the college. The personnel who were in charge of counseling services were the dean of men and dean of women. These deans, however, were at the same time members of the regular teaching staff of the college.

The registrar was at the same time the admissions officer of the college. The college dentist and college doctor were responsible for the provision of health services. Their service to Eastern, however, was only on a part-time basis. Primarily, they were private practitioners of their professions.

The college did not have a formal guidance program. College students did not have definite faculty advisors to orient them or to guide them with their program. Guidance came primarily from the registrar, who was responsible for preparing papers for graduation.

At Eastern, therefore, the staff members who played the roles of "student personnel" were primarily members of either the faculty or the administrative staff of the college. They usually acted these roles because of situations that called for them. Some of these so called "personnel" members performed multiple overlapping functions. It is at the "student personnel services" level that faculty members at Eastern seemed to have a minor role in the administration of the college. The administration of almost all programs at Eastern were limited to a few members of the administration. There was no faculty involvement at all levels (no faculty committees or faculty representatives), except, perhaps, for the "student personnel services level" which came about as they functioned as teachers.

Response of the College Teachers and
Administrative Staff to the "Purdue
Rating Scale for Administrators and
Executives"

The whole administrative staff (twenty-three members) and all college teachers (sixty-two members), were asked to rate the competence of their president and their executive dean, respectively.

The performances of these administrators (as viewed by their subordinates) were compared to a norm group of 923 ratings of fifty-four administrators in nine Indiana colleges and universities.⁹¹ For purposes of withholding the identity of the ratings of the two administrators, results will be reported in terms of ratings of "Administrator A" and "Administrator B."

Analysis of the Profile Chart of Administrator A.

The table on the following page (Table IV-G) shows the analysis of the profile chart of Administrator A based on items which fell on the upper and lower quartiles of the percentile scale.

For administrator A, there was only one item that fell on the lower quartile of the scale. This was the item on "Possession of general knowledge" (a percentile equivalence of seventy-six based on the mean score).

⁹¹Remmers and Hobson, "Manual for the Purdue Rating Scale for Administrators and Executives," p. 8.

TABLE IV-G.--Analysis of the Profile Chart of Administrator A on the "Purdue Rating Scale for Administrators and Executives"

Item	Upper and Lower Quartiles of the Percentile Scale ^a
I. INTELLECTUAL BALANCE	
1. Possesses general knowledge	76
II. EMOTIONAL BALANCE	
3. Is emotionally poised and calm	20
IV. ADMINISTRATIVE PLANNING	
11. Is alert to recognize or devise useful innovations	21
V. USE OF FUNDS	
15. Employs as capable personnel as possible	6
16. Selects equipment wisely	7
VI. CAPACITY FOR WORK	
18. Works hard	15
VII. ACCOMPLISHMENT	
23. The important work of his organization is done	15
VIII. RELATIONS WITH SUBORDINATES	
24. Compliments and thanks his subordinates appropriately and sincerely	17
25. Is available to counsel and assist his subordinates	4
26. Recognizes and rewards meritorious achievement of his subordinates	8
27. Possesses insight into the problems encountered by his subordinates	8
28. Is honest and dependable in dealings with subordinates	11
^b 30. Appropriates ideas and work of subordinates to improve his own standing	7

TABLE IV-G.--Continued

Item	Upper and Lower Quartiles of the Percentile Scale ^a
31. Does everything possible, consistent with a sub- ordinate's ability and achievement to advance him	7
32. Is just and considerate in discharging subordinates	8
IX. PUBLIC RELATIONS	
34. Promotes public relations	15
X. SOCIAL RESPONSIBILITY	
35. Attempts to orient his work to the welfare of society at large	7
36. Team work: conforms to the purposes and plans of the organization which he serves	21

Legend: a - Equivalence of the mean ratings on percentile scale based on college and university administrators in Indiana as the norm group.

b - For this item, keyed responses are reversed whereby weights and arrangement of items are: (a) never = 5; (b) seldom = 4; (c) sometimes = 3; (d) usually = 2; (e) always = 1.

Six items which were found to be lowest in the lower quartile of the profile chart were:

- (1) Is available to counsel and assist his subordinates (Percentile equivalence = 4);
- (2) Employs as capable personnel as possible (Percentile equivalence = 6);
- (3) Selects equipment wisely (Percentile equivalence = 7);
- (4) Appropriates ideas and work of subordinates to improve his own standing (Percentile equivalence = 7);
- (5) Does everything possible, consistent with a subordinate's ability and achievement, to advance him (Percentile equivalence = 7); and
- (6) Is just and considerate in discharging subordinates (Percentile equivalence = 7).

Analysis of the Profile Chart of Administrator B.

In Table IV-H on the following page is an analysis of the profile chart of Administrator B based on items which fell on the upper and lower quartiles of the percentile scale.

For Administrator B, eight items were found on the upper quartile division of the profile chart. Three items which had the highest ratings were:

- (1) Promotes public relations (Percentile equivalence = 91);
- (2) Inspires subordinates to independent creative work (Percentile equivalence = 89); and
- (3) Compliments and thanks his subordinates appropriately and sincerely (Percentile equivalence = 98).

Three items which were found to be lowest in the lower quartile of the profile chart were:

TABLE IV-H.--Analysis of the Profile Chart of Administrator B on the "Purdue Rating Scale for Administrators and Executives"

Item	Upper and Lower Quartiles of the Percentile Scale ^a
I. INTELLECTUAL BALANCE	
1. Possesses general knowledge	76
II. EMOTIONAL BALANCE	
4. Has adequate self confidence	76
b5. Is concerned with his own personal problems	9
III. ADMINISTRATIVE LEADERSHIP	
9. Inspires subordinates to independent creative work	89
IV. ADMINISTRATIVE PLANNING	
13. Does a good job of systemat- izing and coordinating units of work	85
14. Has knowledge of pertinent details of his subordinates' work	84
V. USE OF FUNDS	
15. Employs as capable personnel as possible	24
VI. CAPACITY FOR WORK	
20. Meets emergencies in his work competently	7
VII. ACCOMPLISHMENT	
21. Conducts his work as expeditiously as possible	75
23. The important work of his organization is done	23
VIII. RELATIONS WITH SUBORDINATES	
24. Compliments and thanks his sub- ordinates appropriately and sincerely	88
b30. Appropriates ideas and work of subordinates to improve his own standing	4

TABLE IV-H.--Continued

Item	Upper and Lower Quartiles of the Percentile Scale ^a
32. Is just and considerate in discharging subordinates	14
IX. PUBLIC RELATIONS	
34. Promotes public relations	91
X. SOCIAL RESPONSIBILITY	
36. Team work: conforms to the purposes and plans of the organization which he serves	25

Legend: a - Equivalence of the mean ratings on percentile scale based on college and university administrators in Indiana as the norm group.

b - For this item, keyed responses are reversed whereby weights and arrangement of items are: (a) never = 5; (b) seldom = 4; (c) sometimes = 3; (d) usually = 2; and always = 1.

- (1) Appropriates ideas and work of subordinates to improve his own standing (Percentile equivalence = 4);
- (2) Meets emergencies in his work competently (Percentile equivalence = 7); and
- (3) Is concerned with his own personal problems (Percentile equivalence = 9).

Analysis of Factor Scores for Administrator A and Administrator B. The Purdue Rating Scale for Administrators and Executives measured three factors which were common to various traits of academic administrators. These were "fairness to subordinates" (Factor I), "administrative achievement" (Factor II), and "democratic orientation" (Factor III). Table IV-I on the following page shows the analysis of factor scores for Administrators A and B and the corresponding percentile ranks they had on the scale.

For the three factors, Administrator A, when compared to the norm group, scored lowest in Factor III (Democratic Orientation) with a percentile rank equivalence of 11.4. Administrator A rated highest (of all factor scores) in Factor II (Administrative Achievement) with an equivalent percentile rank of 85.0.

Administrator B also ranked lowest in Factor III (Democratic Orientation) with a percentile rank equivalence of 45.0 (slightly higher than Administrator A in the same factor). Administrator B also ranked highest in Factor II (Administrative Achievement) with a percentile rank

TABLE IV-I.--Table Showing Analysis of Factor Scores for "Purdue Rating Scale for Administrators and Executives"

ADMINISTRATOR	N	ANALYSIS OF FACTOR SCORES					%tile Rank ^b
		Factor Ia (Fairness to Subordinates)	%tile Rank ^b	Factor II ^a (Administrative Achievement)	%tile Rank ^b	Factor III ^a (Democratic Orientation)	%tile Rank ^b
A	62	3.93	15	4.43	85.0	3.89	11.4
B	23	4.43	72.2	4.32	75.0	4.17	45.0

Legend: a - Units are expressed as the average of mean items belonging to each factor.

b - These are ranks given for the corresponding means of each factor based on college and university administrators as the norm group.

equivalence of 75.0 (slightly lower than the percentile rank of Administrator A for the same factor).

In Factor I (Fairness to Subordinates), Administrator B ranked significantly higher than Administrator A as compared to the norm group. Administrator B had a percentile rank equivalence of 72.2, while Administrator B had a percentile rank equivalence of 4.43.

Both administrators lacked democratic orientation; however, it was possible (Robert R. Hobson claimed)⁹² to have a high staff morale despite this condition.

Procedures in the Administration of Business and Finance of the College

The chief business officer of the college was the treasurer. He had one assistant whose designation was "cashier" of the school. The treasurer was responsible directly to the president.

The school kept five sets of financial records. They were the general ledger, the records of student accounts, the cash-receipts journal and the general journal. All records were kept in a loose-leaf folder except for the records of student accounts which were bound in a book form.

⁹²Robert R. Hobson, "Some Psychological Dimensions of Academic Administrators," p. 19.

For Eastern, the annual budget was prepared once for each school year (July 1 to June 30), usually in December. However, before an annual budget could be finally prepared, three supplementary budgets were prepared: (1) budget for the first semester; (2) budget for the second semester; and (3) budget for the summer session. All these three supplementary budgets were prepared in December and were consolidated to make up the annual budget. In Appendix C is shown the budget preparation for the school year beginning July 1969 and ending June 1970.

Estimated Income. In the computation of the estimated income, reference was based on budgets prepared for the last five years. Reference was made on the enrollment for the last five years taking into account the average full-time equivalent of students in residence in the school for these five years. This was done by the semester, that was in the preparation of the first semester budget, only the first semesters for the five years was used. If a second semester budget was to be prepared, only the second semester for the five years was used. The same held true for the preparation of a summer budget.

Estimated Expenditures. The operating expenses were computed by calculating the average expenses per full-time student (full-time equivalent) in residence for the last five years and then applied to the estimated number

of enrollment (full-time equivalent) as found in the computation of estimated income. For the expenditures for capital outlays, consideration was made on the projects of the administration for the coming school year. Capital outlays were then apportioned to the first and second semester, and summer session with reference to the estimated income of these terms.

There was no evidence of any faculty involvement in the business and financial organization of the college. In a questionnaire inquiring on individuals responsible for the purchase of supplies, collection of tuition fees, and maintenance of business records, three individuals were entirely responsible for each of these roles. The purchasing function of all types of supplies lay in the hands of only one personnel. The collection of tuition fees (with the aid of two student helps) almost entirely was in the hands of the cashier. All business records were kept by the treasurer, assisted by his secretary. This was a rather centralized administrative set-up of business and financial affairs, limited only to the administrative officers of the college.

The Financial Program

What Were the Limits Set for Administrative Control of the Finances of the College? To probe deeper into the status of the financial program of the college, these questions were raised:

- (1) Policies on Financial Control. To what extent was the college profit oriented? What was the basis for determining expenditures for services versus declaring a profit? What were the guidelines for the control of profit?
- (2) Financial Stability and Adequacy and Financial Support. What were the current assets and liabilities of Eastern? Was the college operating within its means? To what extent was the collection system effective? To what extent was income dependent upon enrollment? If the college was indebted to an individual or institution, did it demonstrate an ability to amortize its debts systematically? To what extent were expenditures of Eastern for its students higher or lower than expenditures of new United States senior colleges?

Administrative Policies on the Declaration of Dividends to the Stockholders of the Corporation

From the year the college was established up to the present, no dividends have been declared so far. Evidence from financial records showed that the college did have some income during the past years. All income (so far) has been invested back to the college.

An examination of the legal papers and policies of the corporation of the college showed that the Board of Trustees did not set any limits to the declaration of

dividends to individual stockholders. Thus, the Board could declare dividends any period they wanted to as long as the college was operating with an income or with a profit.

There was no safeguard measure for limiting the amount of dividends that could be issued. There were no guidelines for the control of profit. Neither were any regulations on the amount of investment that would be allotted for the educational program of the college.

Financial Stability and Adequacy of Financial Support

The balance sheets and the statements of income and expenses for Eastern for the last five academic years were examined.

The Balance Sheet. The balance sheet of Eastern for the academic year 1967-1968 showed that its total assets amounted to ₱ 857,559.29 (pesos).⁹³ The greatest portion of Eastern assets was found in its fixed assets (buildings, library books, laboratory equipment, and lands), which amounted to ₱ 581,485.90. Total current assets of Eastern at that same period amounted to ₱ 116,063.30. Eastern did have a total liability of ₱ 357,212.90.

⁹³One United States dollar would be equivalent to about four pesos for the year 1967-1968.

Records showed that the college was attending to this liability regularly during the last five years. A large portion of this liability was classified under "notes payable." For details on these figures see Appendix D.

Income Statement. Eastern's Statement of Income and Expenses from the period starting July 1, 1967 and ending June 30, 1968 showed that it had a gross income of ₱ 370,727.85 and a net income of ₱ 7,886.48. The largest portion of gross income of the college came from tuition and graduation fees of students (about 93 per cent of the total gross income for this year). Eastern had for this same year, an income of ₱ 160.62 per student. Details of income statements are found in Appendix D.

Based on an examination of the total gross incomes and total operating expenses at Eastern for a four year period (from 1964-1965 to 1967-1968), it was evident that Eastern was operating within its means. However, since Eastern did not receive a significant amount of money from other sources, most, if not all of its income was invested back to the college in terms of its operating expenses.

A graph on the following page (Figure 4-B) shows the relationship between the total gross incomes of the college and the total operating expenses of the college for a four-year period. A table (Table IV-J) accompanies this graph on the next page. Within this four year period,

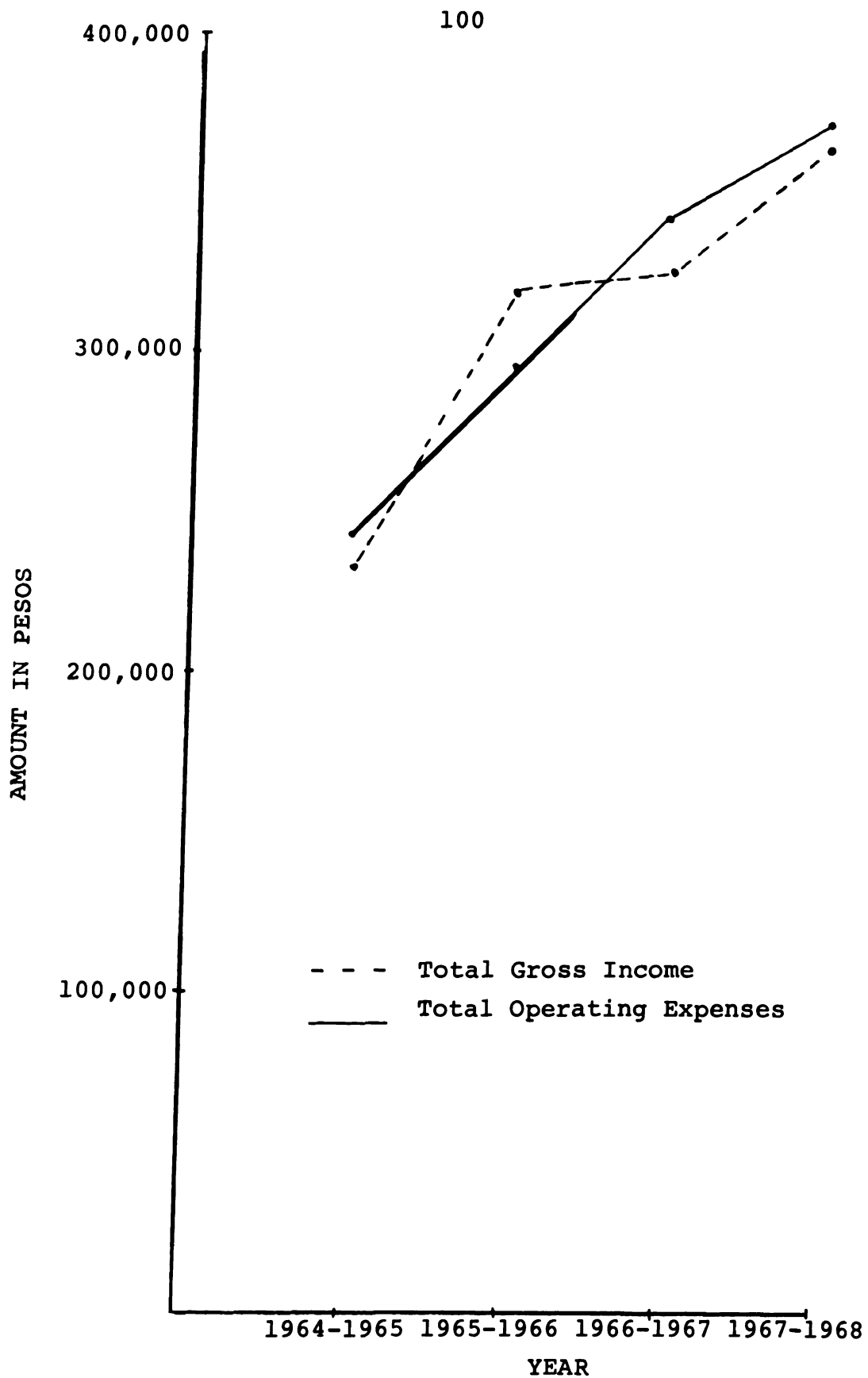


Figure 4-B.--Graph Showing Total Gross Income and Total Operating Expenses at Eastern for the Periods 1964-1965 to 1967-1968.

TABLE IV-J.--Table Showing Total Gross Incomes, Total Operating Expenses, and Net Income or Loss at Eastern for a Four Year Period

	TOTAL GROSS INCOME (IN PESOS)	TOTAL OPERATING EXPENSES (IN PESOS)	NET INCOME OR LOSS (IN PESOS)
1964-1965	244,790.00	232,698.99	Income: 12,091.01
1965-1966	295,170.25	316,861.58	Loss: 21,691.33
1966-1967	341,405.50	325,277.79	Income: 16,127.71
1967-1968	370,727.85	362,841.37	Income: 7,886.48

the college reported very insignificant amounts of income. They ranged from ₱ 7,000.00 to ₱ 16,000.00. This was an insignificant amount as compared to the gross incomes of the college (about ₱ 300,000.00 on the average for the first four years).

At one period (1965-1966), the college even had a loss of 21,691.33 pesos.

The college was operating within its means. The income it received from year to year (which was very insignificant) was invested back to the college in terms of funds for buildings, and college equipment.

Effectiveness of Collection System. Student tuition fees were usually collected during the registration period of the coming semester or session. Students, however, were permitted to defer their payments even after the current academic semester was over. For students having this case, they were allowed to submit promissory notes that were usually signed by the president of the college.

College records showed that in the past four years, the collection system has been improving. In 1964, twenty-seven per cent of the total amount of student fees (which the college expected to receive) was not collected. This year (1967-1968), the amount of uncollected fees dropped down to 11.93 per cent. (See Appendix D for details).

Expenditure Per Student. A study of the amount of money spent per student at Eastern revealed that expenditure per student has been increasing steadily. The graph (Figure 4-C) on the following page shows an ascending line indicating the increase from ₧ 121.07 spent by the college per full-time equivalent student in 1964-1965 to ₧ 160.05 spent per full-time equivalent student in 1967-1968. A table (Table IV-K) on the following page accompanies the graph. For the year 1967-1968, funds invested on instructional salaries also increased.

Comparison with Estimates on Four-Year American Colleges. Comparison of estimates of expenditure per equivalent full-time student at Eastern was made with expenditures (per equivalent full-time student) at new four-year senior colleges in the United States. While new four-year colleges with a full-time equivalent enrollment of 3,706 spend \$677 per full-time equivalent student,⁹⁴ Eastern spent ₧ 160.00 (about \$40.00) per full-time equivalent student for the year 1967-1968. For this same year, Eastern had a full-time equivalent enrollment of 2267. The new four-year United States colleges spent about 940.0 per cent more on their students as compared to

⁹⁴A. J. Brumbaugh, "Establishing New Senior Colleges," p. 76.

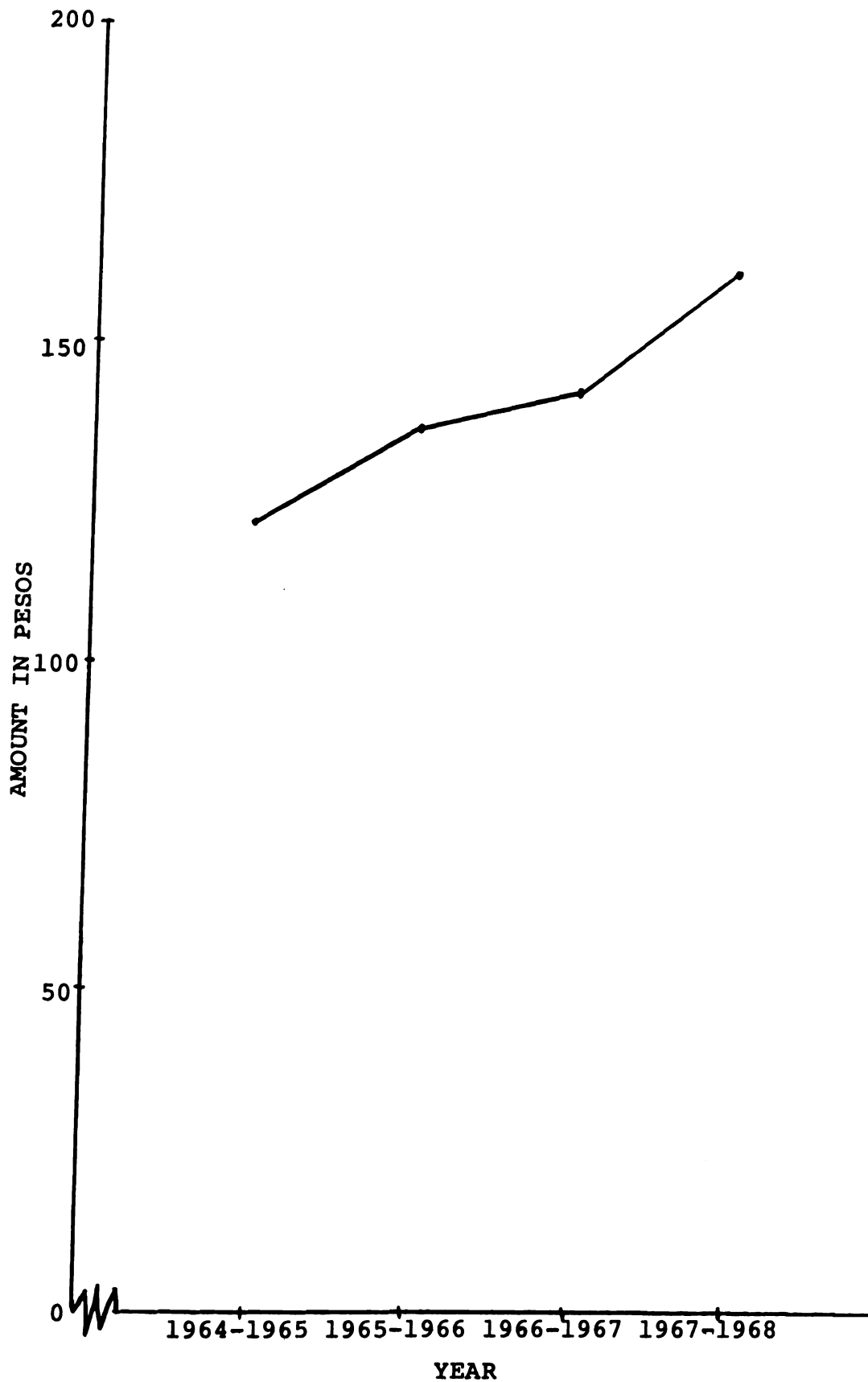


Figure 4-C.--Graph Showing Expenditure per Full-Time Equivalent Student at Eastern for Four Years.

TABLE IV-K.--Table Showing Expenditure of Eastern per Full-Time Equivalent Student

EXPENDITURE ITEM	AMOUNT IN PESOS FOR THE FOLLOWING YEARS			
	1968-1969 (Not yet complete)	1967-1968	1966-1967	1965-1966 1964-1965
1. Current expenditure per student for all purposes	100.30	160.05	142.10	137.47 121.07
2. Educational expenditure per student	96.38	155.32	138.37	133.28 117.37
3. Instructional expenditure per student	70.30	110.95	97.08	96.59 77.67
4. Instructional salary expenditure per student	34.51	45.11	41.60	42.11 33.79

expenditures of Eastern for each of its equivalent full-time students. Educational costs of course in the United States are undoubtedly higher but this amount reflects a higher commitment of American colleges to education.

The College Faculty

How Limited or How Comprehensive Were Administrative Policies or Procedures in the Acceptance and Development of a Qualified Faculty Staff? Several questions were forwarded for deeper probing into the above question:⁹⁵

- (1) Faculty Competence. What was the general nature of the faculty staff at Eastern? What degrees and experiences did they earn? To what extent did they meet the minimal standards of the Bureau? What was the nature of its faculty meetings? Did the college have any definite program for the development of its faculty staff?
- (2) Conditions of Faculty Services. What types of services were offered to teachers at Eastern? To what extent were these services and benefits maintained at an adequate level?

Faculty Competence

For a total population of 3422 college students for the year 1967-1968, Eastern had a total teaching staff of sixty-two teachers. The teacher ratio at the time this study was made was one teacher for every fifty-two college students.

⁹⁵In setting up the following group of questions, the following was consulted: North Central Association of Colleges and Secondary Schools, "Guide for Evaluation of Institutions of Higher Education," pp. 13-15, 36-40.

Nature of Faculty Staff at Eastern. Table IV-L

on the following page shows the percentage of college teachers classified by sex, age, and civil status. Data on sex differences of teachers at Eastern showed that in general, there were more female teachers than male teachers (ratio of fifty-two to forty eight per cent). With regards to marital status, there was a higher percentage of married teachers than single teachers. The age distributions of the teachers were widely distributed (ranging from eighteen and below to sixty and above), clustering around the age range of twenty-one to twenty-nine, a total percentage of eighteen. A good fifteen per cent of college teachers were in the 60 and over age range. The median of the ages of the teachers was 35.83 years.

Degrees Earned by the Faculty. A report on the competence of Eastern's college faculty showed that the college did not have any faculty member with a doctorate degree. Fifteen per cent had masters degrees and one hundred per cent obtained bachelors degrees.

All teachers who were teaching courses at the masters level had obtained masters degrees. College teachers who had not obtained masters degrees yet, had, on the average, five months of training beyond the bachelors degrees.

Experience of Faculty Members. When recording the number of years of experience of the faculty, these were

TABLE IV-L.--Table Showing Percentage of Teachers at
Eastern Classified by Sex, Age, and Marital Status

Data on Teachers (College)		Percentage
I. Sex:		
a. Male		48
b. Female		52
II. Marital Status:		
a. Single		26
b. Married		74
III. Age: Median = 35.83		
a. 18 and below to 20		2
b. 21-23		3
c. 24-26		13
d. 27-29		15
e. 30-32		3
f. 33-35		8
g. 36-38		6
h. 39-41		5
i. 42-44		5
j. 45-47		3
k. 48-50		8
l. 51-53		8
m. 54-56		2
n. 57-59		5
o. 60 and over		15

the findings. For the entire college staff, teachers had on the average, five years experience in college teaching. None of them experienced teaching at the high school or elementary school level. About ten per cent of the faculty had administrative experience.

A rough table (Table IV-M) was prepared on the following page to show the comparison between the Bureau of Private Schools Standards for qualifications of teachers and the qualifications of Eastern's teachers at various levels.

Out of the entire college faculty staff at Eastern, only 9.7 per cent were classified as "full-time teachers" (averaging 15 clock hours per week).

Findings showed that from the above analysis, the competence of the staff as a whole, barely reached the requirements set by the Bureau at a very minimal, but acceptable, level. This level, however, was not adequate for each departmental level in the college to feel comfortable with their positions. It could be that specialists whom faculty members and administrators could consult if unexpected college situations did occur. By the term "specialists" here was meant faculty at the masters level or doctoral level who were competent in their respective fields.

Nature of Faculty Meetings. Eastern had a definite provision for meetings with the faculty. The intent of

TABLE IV-M.--Table Showing Minimum Bureau Standards Compared with Qualifications of Eastern's Teachers

Level of Instruction	Standards Set by Bureau for Corresponding Levels of Instruction	Qualifications of Eastern's Faculty at Each Level
Masters Level	<p>Holders of graduate degrees preferably doctorate degrees or persons who have made outstanding achievements in the profession or in the arts, letters, and sciences or special fields.</p>	<p>All holders of graduate degrees.</p> <p>No faculty member holding a doctorate degree.</p>
College Level	<p>For junior college subjects--holders of bachelors degrees, to teach largely in major field.</p> <p>For senior college subjects--holders of graduate degrees, to teach largely in major field.</p>	<p>All holders of bachelors degrees teaching in both major and minor fields.</p>

these meetings was for the consideration of educational policies of the college. The faculty met once a month. Each faculty member was notified by a note passed by the action clerk of the college to all faculty members.

The executive dean normally presided over the meetings. If the executive dean was not available, the president presided over these meetings. An agenda for meetings called for was published in advance and all members of the faculty were made aware of discussions, studies, issues, and proposed actions that would be presented in their meetings. Topics which were usually taken during these meetings were on routine administration, student discipline, and faculty welfare.

No Formal Policy for Faculty Development. Eastern did not have a formal program that was geared towards systematic professionalization of its faculty. There was no evidence whatsoever of an organization that provided for orientation programs, in-service training programs, workshops, seminars, conferences, and sabbatical leaves for teachers. Neither was there evidence of faculty or administrative committees formulated for the improvement of its faculty.

The only findings which could be related to the development of the faculty were: (1) the orientation meetings held before classes started; (2) the provision of the college to allow one or two members of its faculty

to attend a conference or seminar; and (3) the provision of scholarships to one or two of its teachers to pursue higher degrees. These provisions (except for the meetings) were all informal in nature. There were no definite policies on these provisions. They were dependent on decisions made by one or two administrators on them.

Conditions of Faculty Service

An analysis of salary schedules and conditions of faculty services was made on the college. Records on salary schedules showed that the college paid its teachers at a much lower rate than other private colleges within the country.⁹⁶ The table following shows this difference (Table IV-N).

College teachers at Eastern received about ₦ 126.00 less than teachers in private colleges. Teachers at Eastern teaching at the masters level received a comparatively much higher rate than other teachers. However, this rate was still about ₦ 5 below the pay of other teachers teaching at the masters level in other private colleges.

⁹⁶Because units used by private schools (in their salary schedules) were more suitable for comparison purposes, these units were used as criteria rather than the Bureau's standards. These units were within the range of the Bureau's standards.

TABLE IV-N.--Table Showing Comparison of Eastern's Salary Schedules (Faculty) with Salary Schedules of Other Private Colleges^a

Private College Teachers in the Philippines Salary Schedules	Eastern Philippines Colleges' Salary Schedules
College level - ₱ 333.80 (Four-year (Monthly) college)	₱ 175-233.00 (Monthly)
College Level (Masters)	
About ₱ 15.00 per hour	₱ 10.00 per hour

^aData for the completion of this table was obtained from: G. M. Roperor, "How Qualified Are Our Elementary School Teachers," Sunday Times Magazine, June 30, 1963, 20-25.

Teachers Tenure.--Eastern granted tenure to only administrative members who were original stock holders of the corporation (for which Eastern was built). The rest of the administrative and faculty staff did not have tenure. Their appointment was yearly. They signed a contract and the renewal of such contracts depended upon the appraisal of a committee of three: the president; the administrative dean; and the executive dean of the school.

The school provided leaves of absence to instructors for study, seminars, public service, research, sick leave, and maternity leave. The school did not provide for a leave of rest. When the institution granted these leaves,

it continued to pay their salaries. Except for maternity leaves, it was only to members of the upper hierarchical levels (administrative dean, executive dean, principals) that these leaves were granted. These were very rare.

The school provided a retirement plan for its members through the Social Security System of the Philippine Government. All private schools in the Philippines (which of course included Eastern) were required to register their regular and temporary employees after six months of service to the school. Eastern deducted three per cent of the teachers' salary every month and paid this amount to the Social Security System of the Philippines. According to the terms of this policy, the government contributed an equivalent amount to what was paid to them. The combined amount was used in buying a policy, the kind of which was left for the teacher to decide. Members of the system were allowed to carry optimal additional insurance policies within the system. When the policy had reached a certain loan value, a member was allowed to borrow money from the system with his policy as a guarantee.⁹⁷

Housing and Recreation. The school did not provide for housing for its faculty members. The school did, however, make inquiries on the conditions of housing of their staff.

⁹⁷Fresnoza, "Philippine Educational System," p. 326.

Faculty members were given the privilege of obtaining seating preferences in athletic events. They were also given cultural opportunities such as concerts and lectures.

Response of the College Faculty to
"The Faculty Morale Scale for
Institutional Improvement"

The whole college faculty staff at Eastern (62 members) was asked to accomplish the "Faculty Morale Scale for Institutional Improvement." This scale was administered to obtain reaction of Eastern's faculty to various administrative procedures and provisions relating to their general "morale" as a staff.

Their responses were recorded and analysis was made in terms of their mean score responses to each of the items on the scale (See Table IV-0). These mean scores were based on a five point scale, "five" representing "very good" or "sufficiently adequate," "three" representing "average" or "fair," and "one" representing "very poor" or "very inadequate."

Analysis of responses showed that the teachers viewed administrative provisions for faculty office space as below average (mean score of 2.86 on this item). This finding may not be very significant because percentage distribution of responses indicated an almost equal percentage of teachers marked the item positively to teachers

TABLE IV-O.--Analysis of Responses of College Teachers at Eastern to the "Faculty Morale Scale for Institutional Improvement"

ITEM	Percentage Responses				Mean Scores ^a	
	Pos	RA	Neg	NR		
1. Adequacy of salaries	28	32	29	11	3.00	
2. Fairness of process for giving increases	33	40	26	1	3.01	
3. Adequacy of faculty office space	30	39	31	0	2.86	
4. Fair allocation of offices	35	40	25	0	3.01	
5. Adequacy of classrooms	51	32	12	5	3.44	
6. Fair allocation of classrooms	52	39	8	1	3.57	
7. Adequacy of laboratories	39	40	18	3	3.22	
8. Fair allocation of laboratories	37	40	20	3	3.30	
9. Fair allocation of secretarial assistance	45	32	20	3	3.30	
10. Fair assignment of assistants and clerks	37	37	17	9	3.37	
11. Faculty voice in administrative selections	35	34	22	9	3.18	
ADMINISTRATIVE ENCOURAGEMENT OF --						
12. Subsidized research	29	32	26	13	3.55	

TABLE IV-O.--Continued

ITEM	Percentage Responses					Mean Scores ^a
	Pos	Ra	Neg	NR		
13. Spontaneous research	35	34	26	1		3.02
14. Fundamental scholarly achievement	34	48	11	7		3.22
15. Good teaching	63	24	6	7		3.79
16. Good faculty-student relations	64	29	7	0		3.74
17. Community activities by faculty	53	26	18	3		3.51
18. Scholarly writing	40	33	19	8		3.10
19. Fairness of promotion policy	40	35	20	5		3.19
20. Sabbatical policy	35	33	24	8		3.11
21. Equal treatment of departments	46	25	19	10		3.50
22. Textbook choice freedom	63	29	8	5		3.71
23. General academic freedom	59	31	5	5		3.83
24. Freedom of communication and appeal	55	37	3	5		3.84
25. Student freedom of choice of courses	76	19	5	0		3.81
26. Fair curriculum-making procedures	71	21	3	5		3.89

TABLE IV-O.--Continued.

ITEM	Percentage Responses				Mean Scores ^a
	Pos	Ra	Neg	NR	
27. Faculty attitude toward teaching	64	26	2	8	3.89
EFFECTIVENESS OF -					
28. Faculty voice of policy-making	29	40	31	0	2.96
29. Academic administration	51	31	10	8	3.42
30. Student social program	47	30	18	5	3.51
31. Intramural athletic program	42	23	25	10	3.31
32. Intercollegiate athletic program	39	30	18	13	3.13
33. Student government program	36	45	9	10	3.37
34. Public relations activity	40	38	12	10	3.50

Legend: Pos - Per cent that reacted positively to item.
RA - Per cent that rated item as average.

Neg - per cent that reacted negatively to item.

NR - Per cent of teachers who did not respond.

a - Mean scores based on a five point scale with five as high and one as very low. Overall average of all mean scores equals 3.34.

who marked it negatively. They also regarded "faculty voice in policy-making" as "inadequate" or "poor." The mean score for this item was 2.96. This finding reinforced the findings previously reported on the extent of faculty participation in the administrative activities of the college. The finding on this item may be significant because the percentage distribution of responses showed a greater percentage of teachers who marked the item negatively than positively.

Conditions which the faculty rated as "average" or "fair" were adequacy of salaries, the fairness of giving salary increases, and administrative encouragement of spontaneous research. Mean scores for these conditions were 3.00, 3.01, and 3.03, respectively.

No item on the scale had a mean score above "four" or "good." Mean scores of all items ranged from 2.86 to 3.89, or from "poor" to "average."

Administrative provisions for items which had the highest ratings on the scale were encouragement of curriculum-making procedures (mean score = 3.89), faculty attitude toward teaching (mean score = 3.89), and freedom of communication and appeal (mean score = 3.84). Although these items had the highest ratings, their mean scores were equivalent to "above average," but not quite "good" on the scale. Percentage distribution of responses on

these items showed that they were rated more favorably than unfavorably.

The overall average of all mean scores for all thirty-four items on the scale was recorded as 3.35. On the average, all administrative provisions (for the 34 items on the scale) were perceived as "slightly above average." As an overall pattern, percentage distribution of responses of all items in general tended to be more on the average and positive sides rather than on the average and negative sides.

The General "Morale" of the Staff. Total scores of each of the sixty-two respondents and their corresponding percentile ranks were computed. The result was a table on the following page (Table IV-P) showing the difference in total scores between the norm group (a private midwestern university in the United States)⁹⁸ and the total scores of Eastern's teachers at various percentile levels. Total number of respondents for the private midwestern university was seventy-six.

At the 5th, 10th, and 15th percentile levels, Eastern's faculty members as a group, had total scores slightly lower than the norm group. However, for percentile

⁹⁸This data was obtained from: American Association of University Professors, "Faculty Morale Scale for Institutional Improvement Manual," p. 4.

TABLE IV-P.--Faculty Morale Scale for Institutional
Improvement Norms
Total Scores

Percentile Rank	Private Midwestern University in the United States	Eastern Philippines Colleges
99	139	152
95	130	144
90	125	139
85	120	133
80	113	129
75	106	124
70	105	121
65	102	116
60	101	115
55	99	110
50	97	109
45	96	109
40	94	103
35	90	101
30	88	98
25	86	93
20	85	86
15	82	81
10	82	76
5	69	60

(N) = 76 62

levels that ranged from the 20th percentile to the 99th percentile, Eastern's staff scored slightly higher.

At the 25th percentile, Eastern had a total score of ninety-three while the norm group had a total score of eighty-six, a difference of seven.

When Eastern had a total score of 109 and the norm group 97, both groups ranked on the 50th percentile. Again, Eastern obtained higher total scores than the norm group by twelve points.

At the 75th percentile, while the norm group had a recorded total score of 106, Eastern scored 124. Eastern again, was slightly higher than the norm group by a difference of eighteen points.

It can be said, then, that Eastern's faculty, when compared to the norm group (here, a sample of seventy-six respondents from a private midwestern university in the United States) had in general slightly "higher scores of morale" than its norm group.

The College Library

What Was the Scope of Administrative Planning for the Provision of Library Services that Would Meet the Minimum or Maximum Requirements of the Bureau of Private Schools? These specific questions were asked in the analysis of this portion of the case study:

- (1) Library Holdings. To what extent did the library meet the minimal and optimal standards of the Bureau of Private Schools?
- (2) Library Finance. Was there adequate financial appropriation for expenditures of the college? Was library expenditure per equivalent full-time student proportional with the total educational expenditure per full-time equivalent student at the college?

Library Holdings

Records on library holdings showed that the distribution of holdings and acquisitions of the college library at Eastern were not in pace with the needs of students in various departments of the college. The recommendations (on the minimum number of volumes per department) set by the Bureau of Private Schools were used as bases for comparison. This comparison is shown in Table IV-Q. This data did not include other library materials such as reference books and periodicals.

The total number of volumes found at Eastern was less than the minimum total suggested by the Bureau. While the Bureau's recommendations (for all departments of Eastern with a corresponding number of enrollment) was computed to be a total of 18,875 volumes, Eastern had a total of 11,970 volumes for all its departments. In general, Eastern did not reach the suggested minimum requirements of the Bureau by a difference of 7005 volumes.

TABLE IV-Q.--Table Showing the Number of Library Volumes Required by the Bureau of Private Schools for Each Department and the Corresponding Number of Volumes Which Eastern Had

DEPARTMENTAL LEVEL	NUMBER OF STUDENTS ENROLLED (First Semester, 1968)	RECOMMENDED NUMBER OF LIBRARY VOLUMES SET BY THE BUREAU OF PRIVATE SCHOOLS FOR CORRESPONDING NUMBER OF ENROLLMENT (ROUGH ESTIMATE)	NUMBER OF VOLUMES EASTERN HAD FOR CORRESPONDING DEPARTMENT (ROUGH ESTIMATE)
1. Education (Undergraduate and masters level)	970	10,375	7507
2. Commerce	106	1,500	1580
3. Engineering	38	750	1058
4. Law ^a	0	1,000	750
5. Liberal Arts (Includes Public Administration)	227	5,250	3775
TOTAL		18,875	11870

^aFor the year 1967-1968, the College of Law was closed.

A closer look at the volumes required per department revealed that the number of volumes for three departments (at Eastern) came below the number of volumes set by the Bureau. These departments were identified as "education," "liberal arts," and "law." The colleges of education and liberal arts had the highest rate of enrollment at the time this study was made. An excess (from the minimum standard set by the Bureau for each department) was found in certain departments such as commerce and law. However, this was not significant in a sense that they did not exceed the requirements by 300 volumes.

The allotment of books then found in the library, was not proportional to the needs of students enrolled in courses for the various colleges in the college.

Library Finance. An attempt to probe deeper into the library situation at Eastern was made. Documents on library expenditures for the last four years were collected and tabulated (See Table IV-R). The study revealed that for the last four years, the general educational expenditure for every full-time equivalent student was steadily increasing (from 117.37 pesos in 1964-1965 to 155.32 pesos in 1967-1968). Total library expenditure, however, went in the opposite direction. While library expenditure was 5.80 pesos in 1964-1965 per full-time equivalent student, it decreased to 4.66 pesos per full-time equivalent student in the year 1967-1968. Graphs

TABLE IV-R.--Table Showing Total Library Expenditure and
Total Educational Expenditure per Full-Time
Equivalent Student at Eastern

EXPENDITURE ITEM	Amount in Pesos for the Year			
	1964- 1965	1965- 1966	1966- 1967	1967- 1968
Library expenditure per full-time equivalent student	5.80	5.29	4.85	4.66
Educational expenditure per full-time equivalent student	117.37	133.28	138.37	155.32



Figure 4-D.--Library Expenditures at Eastern for
the Periods 1964-1965 to 1967-1968.

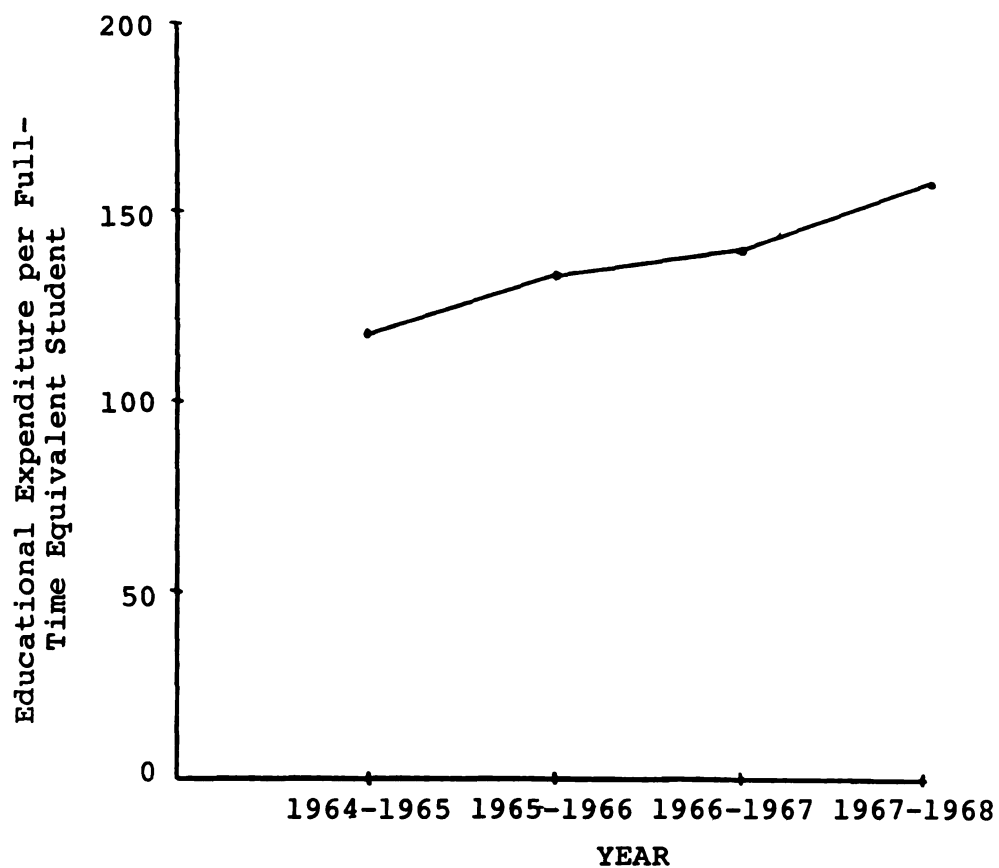


Figure 4-E.--Graph Showing Educational Expenditures at Eastern for the Periods 1964-1965 to 1967-1968.

(Figures 4-D and 4-E), which follow the table show clearly such conditions. The graph representing the educational expenditure per full-time student is ascending, while the graph representing library expenditure per full-time equivalent student is descending.

For the past four years, library expenditure for salaries of library personnel remained at a constant rate of ₦ 7800.00.⁹⁹ No provision was therefore made by the college for additional library personnel or for the increase of salaries of the staff. A double check with the records of library personnel who were at the college for the last four years confirmed the above finding. No additional librarians or assistants were added. Neither were librarians given salary increases.

The library's expenditure for books and periodicals during the same period showed a very irregular pattern. While in 1964-1965, library expenses for books and periodicals totaled ₦ 3348.11, in 1967-1968, library expenditures for books and periodicals went down to ₦ 2766.00, a difference of ₦ 582.

No Formal Library Policies. Policies for student use of the library were posted at one of the walls of the library. However, there were no printed policies that

⁹⁹See Appendix E for further details.

were distributed to students. These policies pertained primarily to the "behavior of students in the library" rather than to the "information and proper use of materials in the library."

Policies for the acquisition of materials and books were not evident from all information that was gathered about the library. There did not seem to be a system whereby faculty members or students could request for materials or books "in writing."

There was an absence of any library committee (with either members from the administration, faculty or library) that provided for the development and constant evaluation of the library services of the college.

Generally, library service at Eastern was marked by informal patterns without distinct policies for the systemization of its service.

The Physical Plant

To What Extent Did Administrative Provisions for Physical Facilities Meet the Minimal or Maximal Standards of the Bureau of Private Schools? These questions were asked in analyzing the physical plant of the college:¹⁰⁰

¹⁰⁰In preparation for these set of questions the following served as a guide: North Central Association for Colleges and Secondary Schools, Guide to the Evaluation of Institutions in Higher Education," p. 18-20.

- (1) Planning of Buildings. Was there evidence of careful planning and foresight in the arrangement and construction of the buildings of the college? Were the buildings so located as to be readily accessible to the students it served? Did the college have a master development plan?
- (2) Other Physical Facilities. What policies did the college have on the provision of chairs and tables for the classrooms? What was the extent to which comfort rooms were sufficient and well-maintained?

Planning of Buildings

An historical tracing was made on the development of the lots and buildings of the college. Historical data was gathered from the period "Centro Academy" (the building) was constructed up to the present. The tracing of the development of the buildings at Eastern supported the contention that the college acquired its buildings as "forced needs," rather than as results of a long-ranged planning program based on projection studies on enrollment trends and needs of the college.

An Inventory of College Buildings. Eastern had a total of six buildings. One building was leased entirely. Five buildings were actually used by the college.

Figure 4-F on the following page illustrates the location of each of these buildings. From the illustration it was observed that the buildings of Eastern were scattered and interspersed within the city. Only one building (Building number four) was almost outside the city limits. The

TABLE IV-S.--Table Showing Development of Buildings and Lots at Eastern

Building N						
Building Number	Date Acquired	Name of Bldg.	Area of Bldg. Sq. mi.	Total Lot Area Sq. Mi.		
1	1945	Centro Academy	120	120		
2	1949	Main Bldg.	380	450		
3	1962	College of Education	570	1,500		
4	1964	College Site Bldg.	185	130,987		131
5	1966	Auditorium	600	750		
6	1969	Apartments	185	710		
TOTALS:			2,040	134,517		

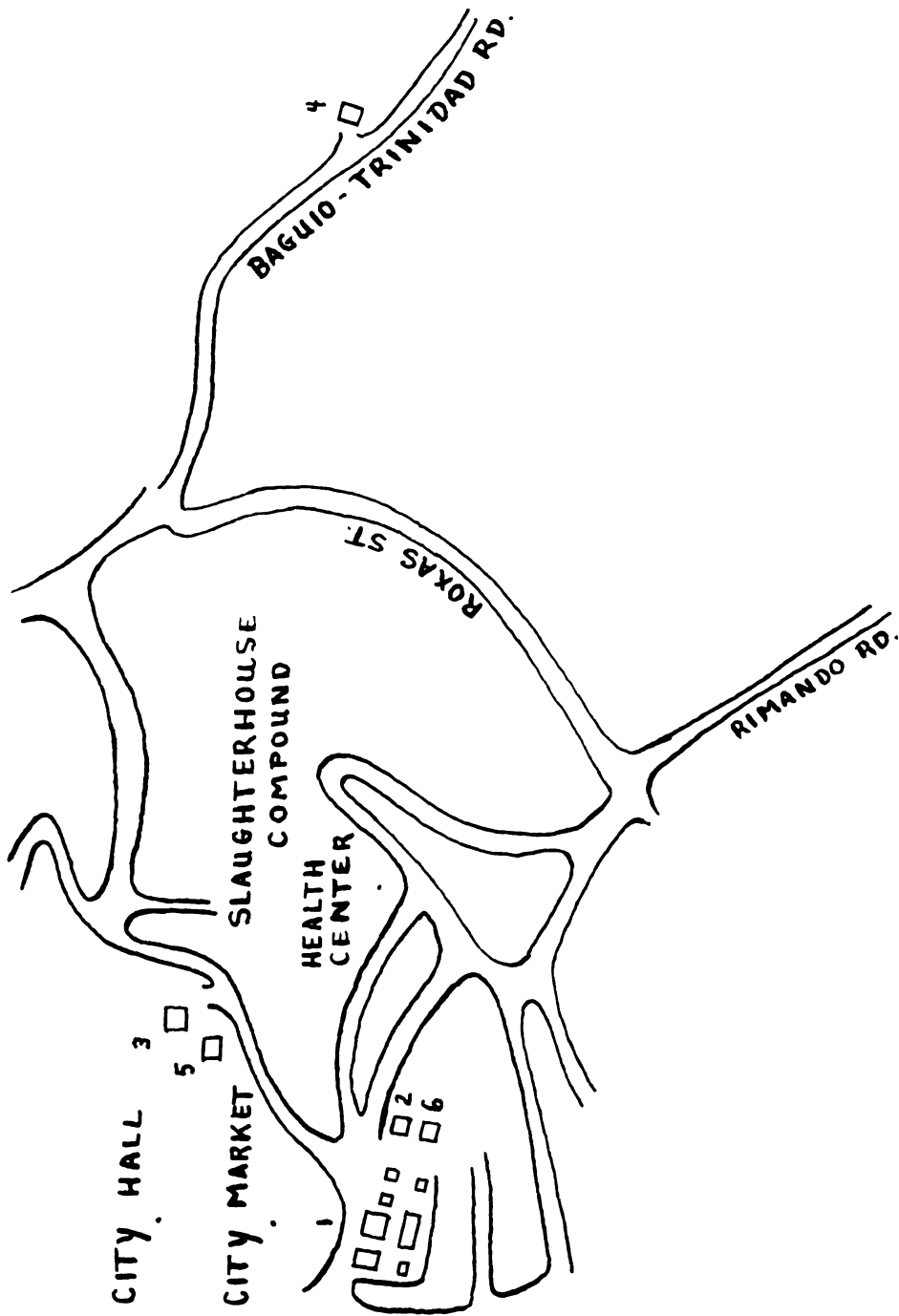


Figure 4-F.--Figure Showing School Buildings at Eastern.

college, taken as a whole, did not have a definite compound of its own.

Building Number One--The Centro Academy. When the Centro Academy (vocational school) was established, the building which it occupied was originally meant for a combination dress-making-tailoring shop and home for its establisthers. As the population of the school increased, two floors were added to the initial two stories of the building.

Centro Academy's strategic location (just beside the Baguio market) made it very accessible to its clientele because the heart of the transportation system in Baguio was beside the market. The building was quite adequate to accommodate the student population of Centro Academy and the Centro Industrial School (high school).

When the college was established in 1953, a new building (Building Number Two) was set up in the closest lot (that the establisthers could find) to Centro Academy.

Building Number Two--The Main Building of Eastern. The new building was found in the same street as Centro Academy building. It served as the main building of the college. It is still currently the administration building of the college.

Although originally built as a three-story building without a basement, historical tracing revealed that as the population of the school increased, the building was

renovated to include a fourth floor. A basement was set up for the provision of additional school space. At this period, plans had to be made for the provision of an additional building.

Building Number Three--The College of Education.

Against the votes of one or two of the stockholders, this building was built in 1962 from the meagre income of the school. A sum of money also came from personal funds of some stockholders for the construction of the building. This building was haphazardly built such that in 1965, the foundations of the building were getting loose and had to be reinforced. The building was then renovated to include an additional "hanging floor" attached to the second floor of the building.

While three school buildings were being used by the college, the president of the college was then eyeing some lots in preparation for further expansion of the school. A lot of 130,987 square meters (thirteen hectares, equivalence), was spotted at the Baguio-Trinidad area. In the acquisition of this lot, the government stipulated that a school building be constructed in that area.

Building Number Four--The College Site Building (Annex). The location of this building alone discouraged students from attending classes at this building. It was built not because the students seemed to need it (in that area) but because the corporation was interested in

acquiring the land area around it. For about four years, the building was not used at all for any purpose whatsoever. In that span of time, however, the school was able to obtain the title of the land in and around the building. Currently, the building is utilized as a training center for the elementary school department. No further expansion can be made in this area because it is mountainous in nature. No roads are available and it would take a large sum of money to bulldoze the area.

Building Number Five--The Auditorium. When this building was about to be constructed, the school applied for a loan from the Social Security System of the Philippine Government for the finance of this project. The president of the college then found it difficult to go through the various offices of the government to secure this loan. Finally, when the loan was granted, this building was already about nine-tenths (9/10) built out of the finances of the school and personal funds of its stockholders.

Building Number Six--Eastern Philippines Colleges Apartments. When the school bought this building, it was more interested in the lot area that it covered rather than the building itself. This building was actually an apartment building. At present it is on lease. Plans are being drawn to replace the apartments by a seven-story school building.

Summary of Findings on These School Buildings. In the development of the first five school buildings just mentioned, there were no definite financial plans made for their construction at the time they were being set up. Sometimes, against votes of some of the board members, the school buildings were built. Great financial risks were taken. The dependence of Eastern's income and personal funds from stockholders influenced greatly the development of these buildings. About two of these buildings were haphazardly built. Some buildings took time to be built. Construction of these buildings had to be stopped at times because of lack of funds.

The Bureau of Private schools required that private schools should own school sites adequate for their own buildings, for physical education, and for other purposes of the institution. It was further specified by the Bureau that the school buildings should be sufficiently far from cockpits, dancing halls, night clubs, markets, slaughter houses, commercial billiard halls, and bowling alleys.¹⁰¹

In the case of Eastern, the college did not have a definite college campus. Buildings were scattered and mixed with other buildings found within the city. Only one building of the school was found almost outside the

¹⁰¹ Bureau of Private Schools, "Manual," p. 16.

city limits. Two buildings (Buildings Number One and Two) were right in the heart of the business section of the city. They were near the market and movie houses. Two buildings were found near the slaughter house compound.

In terms of land area, however, the college more than exceeded the limit set by the Bureau. The Bureau required a limit of three hectares for a school with an enrollment of over two thousand students. Eastern had a population of more than four thousand students with more than thirteen hectares to its name.

A good thirty hectare area, however, was not developed yet for the school to utilize. This largest land area which belonged to Eastern was found around Building Number Four (Baguio-Trinidad City limits Area). This area was so underdeveloped and mountainous that the school needed capital for the development of this area into a school campus.

School buildings were considered a major part in the life history of Eastern because they were more-or-less permanent structures. Eastern did have other facilities. They will now be mentioned.

Other Physical Facilities at Eastern

A rough inventory of facilities at Eastern showed that the school owned a printing press, a museum, and two auditoriums (See Table IV-T). The printing press was

TABLE IV-T.--An Inventory of Physical Facilities at Eastern
(Rough Estimate)

1. Number of School Buildings	6 (One is leased entirely. Thus, only 5 buildings are actually used.)
2. Total Number of Classrooms	44
3. Total Number of Laboratory Rooms	7
4. Total Number of Classroom Chairs	3,324
5. Total Number of Office Chairs	195
6. Number of School Libraries	4
7. Number of Auditoriums	2
8. Number of gymnasiums	0 (Auditorium used when raining.)
9. School Museum	1
10. School Printing Press	1
11. Total Number of Typewriters	35
12. Number of Faculty Office Rooms	4
13. Number of Administrative Offices	12
14. Number of Comfort Rooms (Total Seats)	28

established for the purpose of relieving the school from depending upon outside printing jobs. The purpose of setting up the museum was so that the college could attract more students and visitors.

From the inventory of classrooms and laboratory rooms, it seemed that the laboratory rooms were not adequate (seven laboratory rooms) for a student population of more than two thousand.

Provisions of Chairs and Tables. The college did not have a definite procedure for the acquisition of additional chairs and tables. When asked about how tables and chairs of the college were acquired, administrative officers replied that "every academic year, the college initially has enough chairs and tables to accommodate the number of students enrolled for the last semester of session." When officials felt that there would be a sudden increase in enrollment, chairs and tables would then be ordered. Sometimes the delivery of these materials would be delayed.

The Comfort Rooms. A look at the comfort rooms for men and women at Eastern showed that it had a total of fifteen seats for women and thirteen seats for men, a grand total of twenty eight seats.

The requirements set by the Bureau for comfort rooms (for the current population at Eastern) was a total

of about 68 seats for comfort rooms. Based on this standard, the college fell short of forty seats for its comfort rooms.

No Comprehensive Plan for the Development of the Physical Plant of the College. Questions were asked (in writing) if the college had an overall comprehensive plan for its physical plant. The administrative officers of the college replied that the college was not yet in a financially stable position to make "definite plans" for the college.

A check on the financial records of Eastern revealed that for the period 1965-1966, the college had a net loss of ₦ 21,691.33. The latest income statement showed a net income of ₦ 16,127.71 (for the period July 1, 1966 to June 30, 1967). This income was not yet enough to make up for the loss incurred during the preceding year. College income records showed that the college was not yet in an adequate position to expand and add a new building.

Reaction of College Teachers to Selected Items on the "Faculty Morale Scale for Institutional Improvement" Relating to the Physical Plant of the College

Selected items relating to conditions of the physical plant of the college were lifted from the analysis of "The Faculty Morale Scale for Institutional Improvement" on Table IV-U in order that they could each be examined. Following are these items and their mean scores.

TABLE IV-U.--Table Showing Selected Items from the "Faculty Morale Scale for Institutional Improvement" Relating to the Conditions of the Physical Plant of the College

Conditions Relating to the Physical Plant (Items Ranked from Low to High)	Mean Scores
1. Fair allocation of offices	3.06
2. Adequacy of laboratories	3.22
3. Fair allocation of laboratories	3.30
4. Adequacy of classrooms	3.44
5. Fair allocation of classrooms	3.57

Among all of the five items rated, the item "fair allocation of offices" had the lowest mean score of 3.06. The next to the lowest item which was rated was on the adequacy of laboratories (mean score = 3.22). The item "fair allocation of classrooms" had the highest rating of the five items, having a mean score of 3.57.

All the five items ranged on the "average" or "fair" level. None of them was close to being rated as "good" (which was a mean of "four" on the scale). In general, college teachers at Eastern viewed the provision of these five items relating to the physical plant of the college as "slightly above average." As evidenced by the percentage distribution of teachers' responses on these items, these items were generally rated more favorably than unfavorably.

Summary

This chapter was a presentation of findings from data which were gathered and analyzed for the case study. The chapter was divided into six sections. They comprised findings on the educational program, the college administration, the financial organization, the college faculty, the college library, and the physical plant of the college.

In the treatment of each of these facets of the college system, focus was placed on the answering of analytical questions based on evidences gathered from the investigation. These analytical questions were stated in detail. Their basic query was on policies which the college administration provided for the proper development of each of the areas studied.

Results of reactions of college teachers were reported in sections where they fit. The findings were based on responses of the college teachers at Eastern to one semi-formal and two formal instruments administered to them.

In the last chapter will be a summary of the case study taken as a whole. It contains conclusions (evidenced by specific findings) which came about as a result of the study. A master plan for the improvement of the college (short and long range comprehensive plan) is offered. Implications for further research are also forwarded.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Purpose of the Study

It was the purpose of this investigation to make a detailed case analysis of these facets of a private college: (1) the educational program; (2) the administration of the college; (3) the financial program; (4) the college faculty; (5) the college library; and (6) the physical plant.

Emphasis was placed on the study of administrative policies regarding the above facets of the college system. Reactions of the college faculty on these policies were obtained and analyzed.

Limitations. The case study was limited to inquiry on the administration of collegiate programs of only one college. Responses to survey instruments were limited to responses of administrative officers and college faculty staff of the institution. No student responses were included in the study. Since all data was gathered by mail, there was no opportunity to directly observe administrative practices and administration-faculty-student relations taking place within the college system at the time the study was made.

Design of the Case Study

The basic unit studied was the Eastern Philippines Colleges, a private non-sectarian coeducational college situated in Baguio City, Philippines. The focus of inquiry was on six analytical questions forwarded to enable an intensive analysis of the administrative procedures found within the college.

Instrumentation. A systematic collection of data was made concerning the factors relevant to the various facets selected for study. Documents, records, memoranda, and checklists became the primary source of dependable material for the study. These primary data were accompanied by two formal survey instruments which were administered to the college faculty (a sample of sixty-two teachers) and the administrative staff (a sample of twenty-three staff members) of the college.

Findings and Conclusions

In reporting findings and conclusions for this study, it seemed more appropriate (for purposes of clarity) to first state each conclusion and then substantiate it with findings of the study. The following will then be a series of conclusions based on findings of the study.

The Educational Program

Conclusion I: Eastern has an educational program that is poorly equipped to serve the type of clientele it is admitting.

Eastern had an open door policy of admission for its students. This policy gave rise to a clientele that had very wide ranges of academic abilities. With this type of policy, it would be necessary for the college to have a very comprehensive guidance program that would cater to the diversified needs of students from all academic levels.

Did the college have such a program for its students? No. Even if the college opened its doors to everyone who was eligible to enter, Eastern did not have a way of classifying its entering students. When considering these students for admission, no grade point average levels were required. Neither were entrance examinations administered to them. There was no effort on the part of the college to identify and classify students that needed regular or specialized types of academic guidance.

For the open door policy of Eastern, there was no formal, no systematic guidance program whereby each individual student would be guided by an advisor. There was/were no specific individuals assigned to aid students

in the selection of courses and in the coordination of these courses with their curricular programs.

This lack of provision for academic guidance was reflected in the number of graduates it produced in comparison to its enrollment trends.

For the school year 1967-1968, Eastern had a total college enrollment of about 3,422 students. The college then had a total of 249 graduates for that school year. These graduates were 9.33 per cent of the total college population that entered the college four years earlier (1963-1964). This was an indication of a very poor output rate of the college in terms of its graduates.

The open door policy of the college brought about the condition where students, to a great extent, controlled the curricular offerings of the college. Eastern opened or closed its curricular programs depending on the number of students that enrolled in them. This situation limited the administration from making any definite long-ranged plans for the future of any curricular program. This resulted in a haphazard provision of programs when the students enrolled in them, or a drastic closing of these programs when no students entered them. Thus, this condition made the educational program of the college very unstable and very weak.

Eastern did not have programs that kept its faculty abreast with current educational developments. There was

no evidence of administrative provisions for orientation programs, seminars, workshops, conferences, or in-service training programs for its teachers. How could the college possibly have an effective educational program if the teachers were limited to their classroom experiences?

Reactions of the teachers at Eastern revealed that they were aware of these limitations of the college. They agreed that they needed help from a counsel of specialists that would help them with their individual teaching needs. They wanted their "method of instruction" to be evaluated by other faculty members. As a group, they rated the provision of sabbatical leaves and provision for adequate laboratories as lowest in selected items from a scale administered to them.

The College Administration

Conclusion II: Eastern has an administration that is more "autocratically oriented" rather than "democratically oriented," resulting in inefficiency of administrator/s who perform the majority of the administrative functions of the college.

The administration of almost all programs at Eastern was limited to about two or three members of the administrative staff. There was no faculty involvement at all administrative levels (no faculty committees or faculty representatives) except, perhaps, for the "student

personnel services level" which came about as they functioned as teachers.

The college board was dominated by the stockholders of the corporation (which created the college). Only one member of the board--the President--was responsible to the board. All other administrative officers of the college were subordinate to the president. They were responsible to the college board through him. No faculty member of the college was found to be a member of the board. All meetings of the board were held exclusively for the stockholders of the corporation. No faculty committee or representative was invited to these meetings.

Eastern did not have policies indicating the presence of a formal curriculum program that extended beyond following the course prescriptions of the Bureau of Private Schools. The college did not have a faculty and/or administration curriculum committee that evaluated the instruction of the college and analyzed course contents of the curricular offerings in the college. The college did not have a system in the administration of its curriculum programs.

In the recruitment and appointment of faculty members, only two individuals were given authority to perform this function. They were the president and the executive dean. No member of the faculty staff was

involved in the recruitment of its faculty members. The president alone, was wholly responsible for officially appointing faculty members into various departments of the college.

There was no evidence of faculty involvement in the business and financial organization of the college. In a questionnaire inquiring on individuals responsible for the purchase of supplies, collection of tuition fees, and maintenance of business records, three individuals of the administrative staff were entirely responsible for each of these roles. This was a rather centralized administrative set up of business and financial affairs, limited only to some of the administrative officers of the college.

It was only at this level "the administration of student personnel services" that faculty members at Eastern seemed to play a minor role in the administrative activities of the college. Staff members who played the roles of "student personnel" were primarily members of either the faculty or the administrative staff of the college. They usually acted these roles because of situations that called for them, for instance, in the resolution of discipline problems.

Fact reaction of the college administration and the college faculty to two of their administrators showed

that both administrators were weak in relating themselves with their staff. Both of them were judged to be unjust and inconsiderate in discharging members of their staff. They had high ratings, however, in their possession of knowledge in their field, and in their ability to plan, systematize, and coordinate units or work within the college system.

Both administrators were perceived by their subordinates as having low "democratic orientation" with percentile ranks of 45.0 and 11.4 in comparison with a norm group. One of the administrators rated had an exceptionally low percentile rank in the factor on "fairness to subordinates."

The Financial Program

Conclusion III. The college is administered more like a business organization that is profit oriented rather than an educational institution that is culturally and philanthrophically oriented.

An examination of the legal papers and policies of the college corporation showed that the Board of Trustees did not set any limits to the declaration of dividends to individual stockholders. The board could declare dividends any period they decided to as long as the college was operating with income or with profit. There were no safeguard measures for limiting the amount of dividends that

could be used. There were no guidelines for the control of profit. Neither were there regulations on the amount of investment that would be allotted for the educational program of the college.

Conclusion III-A. The financial situation of the college is such that if no change is made in its present method of financing, it will be operating on a "hand to mouth existence." As a consequence, low expenditures (or meagre investment) on the educational program of the college will reflect a low quality of educational program for the college.

The largest portion of gross income of the college came from tuition and graduation fees of students (about 93 per cent of the total gross income for the year 1967-1968). Eastern did not receive a significant amount of money from other sources. Most, if not all of its income (which was an average of about ₦ 2882 per year for the last five years), was invested back to the college in terms of its operating expenses.

Although for the last five years total college expenditure per full-time equivalent student has been increasing, it has not increased in proportion to the increase the college had in terms of its population. When compared with expenditures of new four-year American colleges on their students, these colleges spent about

940.0 per cent more on their students as compared to expenditures of Eastern for each of its full-time equivalent student. Educational costs of course in the United States are undoubtedly higher, but this amount reflects a higher commitment of American colleges to education.

The College Faculty

Conclusion IV. The college is in dire need of a formal faculty development program that is geared towards the selective recruitment and systematic professionalization of its faculty staff.

For a total of 1,241 college students (for the first semester 1968), Eastern had a college faculty of sixty-two members, none of which had a doctorate degree, 15 of which had masters degrees, and 100 per cent of which had bachelors degrees. Out of the entire staff, only 9.7 per cent were classified as "full-time" teachers (averaging 15 clock hours a week).

Findings showed that the competence of the college staff as a whole, barely reached the standards of the Bureau of Private Schools. This level, however, was not adequate for each departmental level in the college to feel comfortable with their positions.

Eastern did not have a formal program that was geared towards systematic professionalization of its faculty. There was no evidence whatsoever of an

organization that provided for orientation programs, in-service training programs, workshops, seminars, conferences, and sabbatical leaves for teachers. Neither was there evidence of faculty or administrative committees formulated for the improvement of its faculty.

The only findings which could be related to the development of the faculty were the orientation meetings held before classes started, the provision of the college to allow one or two members of its faculty to attend a conference or seminar, and the provision of scholarships to one or two of its teachers to pursue higher degrees. These provisions (except for the meetings) were all informal in nature. There were no definite policies on these provisions. They were dependent on decisions made by one or two administrators on them.

Conclusion IV-A. Conditions of faculty services at Eastern were such that they were not adequate to promote high morale of the faculty. Records on salary schedules at Eastern showed that the college paid its teachers at a much lower rate than other private colleges in the country. Teachers were not granted tenure. Their appointment was yearly and the renewal of their contract depended upon an appraisal (which was not clear and did not seem to be objectively defined) of three of its administrative members.

Response of the college faculty to the "Faculty Morale Scale for Institutional Improvement" showed evidence that the faculty viewed their voice in policy-making (in the college) as very limited. They also recognized the pressing need for the provision of adequate faculty office space.

Eastern's faculty, when compared to the norm group (of the same scale) had in general a "slightly higher level of morale" than its norm group. The overall average of all mean scores on thirty-four items marked on the scale, however, ranged from "average," to "above average," but "not quite good." It is possible that the college teachers who rated the items above the average level all the way through because they may not have had the kinds of benefits that one may normally expect in an American educational system. There might be a cultural factor involved with regards to the use of the instrument. It might be that these Philippine teachers tended to be less critical because of their positions in the college and, therefore, had the tendency to hide in the middle.

The College Library

Conclusion V. There is an absence of systematic planning for the development and upkeep of the library.

Records on library holdings showed that the distribution and acquisitions of the college library at

Eastern were not in pace with the needs of students in various departments of the college.

The total number of volumes found at Eastern was less than the minimum total suggested by the Bureau. While the Bureau's recommendations (for all departments of Eastern with a corresponding number of enrollment) was computed to be a total of 18,975 volumes, Eastern had a total of 11,970 volumes for all its departments. In general, Eastern did not reach the suggested minimum requirements of the Bureau by a difference of 7005 volumes.

A closer look at the volumes required per department revealed that the number of volumes for three departments came below the number of volumes set by the Bureau. These departments were identified as "education," "liberal arts" and "law." The colleges of education and liberal arts had the highest rate of enrollment at the time this study was made.

A study on the financial status of the library for the last four years revealed that while there was steady increase in educational expenditure for the whole school, the expenditure invested in the library was decreasing. While library expenditure was 5.80 pesos in 1964-1965 per full-time equivalent student, it decreased to 4.66 pesos per full-time equivalent student in the year 1967-1968.

For the past four years, library expenditure for salaries of library personnel remained at a constant rate

of 7800.00 pesos. No provision was made by the college for additional library personnel or for increase in the salaries of the staff.

There was an absence of any library committee (with either members from the administration, faculty, or library), that provided for the development and constant evaluation of the library services of the colleges.

The Physical Plant

Conclusion VI. Conditions of the physical plant at the college are such that they are unfit for the current population of students and teachers occupying it.

The tracing of the development of the buildings at Eastern supported the contention that the college acquired its buildings as "forced needs," rather than as results of a long-ranged planning program based on projection studies on enrollment trends and needs of the college.

From the inventory of classrooms and laboratory rooms, the laboratory rooms were not adequate (seven laboratory rooms) for a student population of more than one thousand per semester.

The college did not have a definite procedure for the acquisition of additional chairs and tables. Based on the Bureau of Private Schools standards, the college fell short of forty seats for its comfort rooms.

The college had no definite plan for the development of the physical plant.

Fact reaction of the teachers (to selected items relating to the physical plant) to the "Faculty Morale Scale for Institutional Improvement" revealed that among five items rated, the item "fair allocation of offices" had the lowest mean score of 3.06. The next lowest was the adequacy of laboratories (mean score of 3.22). In general, college teachers at Eastern viewed the provision of five items relating to the physical plant of the college as "average."

A Master Plan for the Improvement of the College

The concept of a "master plan" or a "comprehensive plan" is commonly used in urban planning. A master plan for a city planner serves as a guide or standard upon which he bases his decisions. A "master plan" usually provides for short-range and long-ranged planning programs for the city or community.

The college is a community in itself. It, too, must have a master plan to insure proper maintenance of the institution, and constant re-evaluation of its services to its clientele. The following is a master plan forwarded for the improvement of the college. It consists of short-ranged and long-ranged proposals or plans which were formulated on the basis of findings in this case study.

Finance

Short Range. It is urgent that the college board consider a plan for the establishment of a financial "feeder" institution which would turn in its income for the support of the college. This institution may be a bank, or any business enterprise that would be auxiliary, but supplementary to the college (in terms of finance).

Policies on limitations of dividends should be defined as soon as possible in order to protect the clientele of the college and maintain a level of finance for the educational program of the college.

Long Range. If the college were to be truly culturally or philanthropically oriented, rather than profit oriented, it would be best to turn the college from a private corporation to a foundation, whereby all profits would go back to the educational program of the college.

The Educational Program

Short Range. It is high time for the college administration to identify their limits of enrollment for the types of facilities they are offering. They can do this by first "closing its doors" to students who fall below the mean in academic rank. With this corresponding selection, there should be a corresponding increase in tuition fee rates so that the college could raise the

quality of educational program and attract high caliber students from more diversified communities.

Simultaneously, a formal guidance program should be set up whereby administrative and faculty members coordinate in providing each individual student an academic counselor who would guide and counsel him in his course selection and help him with other problems he may encounter while staying in the institution.

An instructional media center should be established also, in order to update traditional classroom methods used by teachers. The center would function to provide teachers with instructional materials or aids which would help him while functioning as a classroom teacher.

Long Range. It should be the goal of the college to develop a comprehensive student personal services program that would offer adequate and specialized service units such as health, counseling, job placement, social services, and the like. It should be the role of this program to reevaluate periodically the performance of the college as a whole, and the performance of its faculty and students.

Administration

Short Range. The administration should take steps in making the college more "democratically oriented" by providing for more faculty participation and representation

in the various administrative levels of the college. These faculty members chosen to do administrative jobs of greater responsibilities should be selected on the basis of "objective evaluation" based on clearly set criteria. Faculty members participating in activities with less load of responsibilities should be chosen on the basis of their willingness to participate.

Long Range. It would be ideal for the college to have a "committee type of structure" for all administrative levels of the college whereby faculty members, as well as students, have a chance to voice their opinions on important college issues.

It would be ideal also for the college to have a training program for faculty members and administrators to attend. The aim of this program will be to keep administrators abreast with new findings in the field and provide for individual, group, and institutional evaluation of the administration of the college system.

Faculty

Short Range. The first thing that the college should pay attention to is the formulation of a handbook for faculty members on the policies of the college. This should be distributed to them and made available to any faculty member.

It is also necessary that the administration provides temporarily for a committee that will set up foundations (goals) for the development of a faculty development program which will in the meantime, schedule seminars, conferences, orientation programs, workshops, meetings, and in-service training programs for the college teachers.

This committee will also be responsible for keeping the faculty abreast with other faculty development programs occurring within the city, country, or other countries. This can be accomplished by allowing this committee to publish an education journal (in the name of the college) which will be oriented to research studies focused on the development or professionalization of teachers.

Salaries of teachers should be raised at least to a level comparable with other teachers in other private colleges. When salaries can be raised to a level above minimum, selective recruitment should take a principal role in the admission of teachers to the institution.

Long Range. In the long run, there should be a formalization and expansion of the program for faculty development. This formalization of the program should state policies by which teachers can take advantage of these plans which will be extended to the provisions for sabbatical leaves and individual research.

Another function of this program should be to periodically evaluate the effectiveness of the program itself.

Library

Short Range. The provision of funds for departments which do not come up to par with the Bureau standards should be done as soon as possible. The selection of library materials on these departments should be done with the aid of a faculty-administration committee that would identify materials that are needed for the corresponding departments.

A committee of faculty members, librarians, and administrative members, should be formed. Their role as a group should be to survey current library facilities (their conditions) in terms of the present needs of students. This committee would also function to formalize the policies on the requisition and acquisition of materials needed by the faculty and students in the college.

Long Range. The library should look into the possibility of "inter-library" loans as soon as it has evaluated itself as "adequate."

It is also ideal that the college have its own library building that is not occupied by any other department or office.

A committee of librarians, together with faculty members should be formed to provide periodic evaluation and assessment of library facilities.

Physical Facilities

Short Range. For the present, it is proper for the college to concentrate on the basic needs of the college in terms of its physical facilities. There should be addition of sufficient comfort rooms, faculty office rooms, laboratories, and classrooms. It is also recommended that the administration pays attention to the proper maintenance of these facilities.

Long Range. It would be ideal if the college has a campus of its own in the long run. Although it may seem difficult at present (because of financial obligations of the college), it may be possible in the long run to either acquire a new site, or develop the land area that it now currently owns. Such a land area is more than enough even for a university site if properly developed.

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APPENDICES

APPENDIX A

**Geographical Sources of Students for
First and Second Semesters 1968-1969
By Provinces**

APPENDIX A

TABLE A-1.--Table Showing Geographical Source of Students for First Semester 1968, and Second Semester 1968-69 by Provinces

LUZON	No. of Students 1st. Semester	No. of Students 2nd. Semester	VISAYAS	No. of Students 1st. Semester	No. of Students 2nd. Semester	MINDANAO	No. of Students 1st. Semester	No. of Students 2nd. Semester
Batanes	4	4						
Ilocos Norte	29	69	Marinduque			Surigao del Norte	0	0
Cagayan	16	16	Oriental Mindoro			Surigao del Sur	0	0
Abra	99	80	Occidental Mindoro			Agusan	0	0
Mt. Province	1045	1002	Romblon			Misamis Oriental	0	0
Ilocos Sur	600	480	Palawan			Misamis Occidental	0	0
Isabela	8	8	Masbate			Bukidnon	0	0
La Union	542	500	Samar			Davao	0	0
Nueva Vizcaya	26	26	Leyte			Cotabato	0	0
Pangasinan	292	140	Southern Leyte			Lanao del Norte	0	0
Neuva Ecija	6	6	Panay			Zamboanga del Sur	4	2
Tarlac	20	20	Antique			Zamboanga del Norte	0	0
Zambales	0	0	Capiz			Sulu Archipelago	0	0
Pampanga	8	5	Iloilo					
Bulacan	4	4	Negros Occidental					
Quezon	7	5	Negros Oriental					
Bataan	0	0	Bohol					

TABLE A-1.--Continued.

LUZON	No. of Students	
	1st. Semester	2nd. Semester
Rizal	3	3
Cavite	0	0
Laguna	13	10
Batangas	0	0
Camaringes Norte	0	0
Camaringes Sur	0	0
Albay	0	0
Catanduanes	0	0
Sorsogon	0	0

APPENDIX B

**Curricular Offerings at Eastern for
The School Year 1967-1968**

APPENDIX B

CURRICULAR OFFERINGS AT EASTERN FOR THE SCHOOL YEAR 1967-1968

I. Colleges

A. Graduate Studies

1. Master of Arts (Education)

B. Commerce

1. Associate in Commercial Science
2. Bachelor of Science in Business Administration

C. Education

1. Bachelor of Science in Education
2. Bachelor of Science in Education - Home Economics
3. Bachelor of Science in Elementary Education
4. Bachelor of Science in Elementary Education - Home Economics

D. Engineering

1. Bachelor of Science in Civil Engineering
2. Bachelor of Science in Geodetic Engineering
(First Three Years only)

E. Liberal Arts

1. Bachelor of Arts

F. Public Administration

1. Bachelor of Science in Public Administration

APPENDIX C

Eastern Philippines Colleges Budget

(From July 1969 to June 1970)

APPENDIX C

EASTERN PHILIPPINES COLLEGES BUDGET

School year beginning July, 1969 and ending June, 1970

ESTIMATED INCOME

Student Fees	₱ 520,000.00
Gifts and donations (State source and amount of each)	
	₱
Miscellaneous income (State source and amount of each)	
Rental, Centro Store Space	₱ 6,600.00 ₱ 6,600.00
Total estimated income.....	₱ <u>526,600.00</u>

ESTIMATED EXPENDITURES

Salaries and Wages:		
Instructional:		
Full time	₱ 200,000.00	
Part time	50,000.00	
Administrative:		
Full time	56,400.00	
Part time	-----	
Laborers and Janitors	8,000.00	
		₱ 314,400.00
Sundry expenses:		
Rent	₱ 3,000.00	
Stationary & Supplies	8,000.00	
Publicity	10,000.00	
Travel	5,000.00	
Repairs	5,000.00	
Laboratory Supplies	5,000.00	
Medical Supplies	1,000.00	
Postal, Telephone & Telegraph ...	800.00	
Taxes and Licenses	2,500.00	
City Services	4,500.00	
Interest Expenses	<u>5,000.00</u>	₱ 49,800.00
Equipment:		
Office Equipment & Furniture	₱ 2,500.00	
Library Equipment & Furniture ...	3,000.00	
Laboratory Equipment & Furniture	5,000.00	
Athletic Equipment	5,000.00	
Medical Equipment	-----	
Laboratory Apparatus	5,000.00	
Library Books	10,000.00	
Building and Building Improvements	50,000.00	
Loan Repayments	<u>80,000.00</u>	₱ 160,500.00
Total estimated expenditures		₱ 524,700.00

APPENDIX D

**Balance Sheet, Statement of Income and Expenses, General
Expenditure, Income, and Indebtedness of Eastern for
A Four Year Period, Collection of Tuition Fees,
Income per Full-Time Equivalent Student at
Eastern (Tables)**

APPENDIX D

EASTERN PHILIPPINES COLLEGES A. Bonifacio Street, Baguio City

BALANCE SHEET As of June 30, 1968

ASSETS

CURRENT ASSETS:

Cash on Hand and In Banks	₱ 115,057.49
Stationery & Office Supplies Inventory	<u>1,005.90</u>
Total Current Assets	₱ 116,063.39

FIXED ASSETS:

Buildings	₱ 622,205.67	
Res. for Dep'n...	<u>185,784.63</u>	₱ 436,421.04
Library Books	₱ 47,323.16	
Res. for Dep'n...	<u>35,617.43</u>	₱ 11,705.73
Laboratory Equip ..	₱ 49,768.58	
Res. for Dep'n...	<u>24,334.41</u>	₱ 35,434.17
Misc. School Equip. ₱	90,574.45	
Res. for Dep'n...	<u>60,647.05</u>	₱ 29,927.40
Lands	₱ 78,007.56	
Total Fixed Assets		₱ 581,495.90

OTHER ASSETS:

Investments - E P C Research Center	₱ <u>160,000.00</u>
TOTAL ASSETS	₱ <u><u>857,559.29</u></u>

LIABILITIES AND STOCKHOLDERS EQUITY

LIABILITIES:

Accrued Social Security Premiums	₱ 5,212.90
Loans Payable, P N B	20,000.00
Notes Payable	<u>350,000.00</u>
Total Liabilities	₱ 375,212.90

STOCKHOLDERS' EQUITY:

Authorized Capital Stock (All issued & Outstanding)	₱ 450,000.00
Surplus:	
Capital Surplus ..	₱ 5,729.91
Earned Surplus ...	<u>26,616.48</u>
	<u>32,346.39</u>
Total Stockholders' Equity	₱ <u><u>482,346.39</u></u>
TOTAL LIABILITIES & STOCKHOLDERS' EQUITY	₱ <u><u>857,559.29</u></u>

APPENDIX D - Continued

EASTERN PHILIPPINES COLLEGES
A. Bonifacio Street, Baguio City

STATEMENT OF INCOME AND EXPENSES
For the period from July 1, 1967 to June 30, 1968

GROSS INCOME:

Tuition Fees	₱ 340,038.35
Graduation Fees	16,593.00
Transcript of Records	3,889.00
Book Rentals	3,607.50
Rentals - Centro Store Space	<u>6,600.00</u>

TOTAL GROSS INCOMES ₱ 370,727.85

Less: OPERATING EXPENSES:

Salaries and Wages	₱ 248,690.30
Stationery & Office Supplies	11,119.95
Gasoline & Oil Expenses	4,445.50
Laboratory Expenses	3,490.90
Miscellaneous School Expenses ...	6,415.65
Travel and Transportation	3,358.25
Postage, Telephone & Telegraph ..	630.88
Entertainment Expenses	3,487.10
Periodicals and Advertisements ..	20,324.00
Lot Rental Expenses	2,957.61
Heat, Light, Water & Power	4,276.52
Social Security Premiums	3,604.90
Repairs and Maintenance	5,067.30
Accounting Fees	2,400.00
Taxes and Licenses	758.00
Interest Expenses	2,064.06
Insurance Expenses	523.11
Depreciation Expenses	<u>39,227.34</u>

TOTAL OPERATING EXPENSES ₱ 362,841.37

NET INCOME FOR THE PERIOD ₱ 7,886.48

APPENDIX D - Continued

TABLE D-1.--Data on General Expenditures, Income and Indebtedness of Eastern for A
Four Year Period

FINANCIAL DATA	AMOUNT IN PESOS FOR THE FOLLOWING YEARS			
	1967-1968	1966-1967	1965-1966	1964-1965
1. Total annual current expenditure	362,841.37	325,277.79	316,861.58	232,698.99
2. Annual expenditure for educational purposes	352,105.43	316,729.97	307,203.37	225,585.04
3. Annual expenditure for instructional purposes	251,525.01	222,207.03	222,575.33	149,286.34
4. Annual expenditure for instructional salaries	102,269.40	95,211.70	97,066.10	64,953.70
5. Annual expenditure for interest on indebtedness	2,064.06	1,617.70	3,388.40	474.00
6. Total annual income for educational purposes	370,727.85	341,405.50	295,170.25	244,790.00
7. Total annual income from student fees	364,127.85	334,805.50	288,570.25	238,190.00
8. Annual income from invested funds	6,600.00	6,600.00	6,600.00	6,600.00

APPENDIX D - Continued

TABLE D-1.--Continued

FINANCIAL DATA	AMOUNT IN PESOS FOR THE FOLLOWING YEARS			
	1967-1968	1966-1967	1965-1966	1964-1965
9. Total indebtedness at close of fiscal year	375,212.90	389,482.75	135,440.15	120,723.08
10. Change in amount of indebtedness over each year period	(14,269.85)	250,042.60	14,717.07	96,995.00

APPENDIX D - Continued

TABLE D-2.--Table on Collection of Tuition Fees at Eastern

STUDENT CHARGES	TOTAL AMOUNT IN PESOS FOR THE FOLLOWING YEARS				
	1968-1969	1967-1968	1966-1967	1965-1966	1964-1965
1. Total amount of student fees which the school expected to receive for that year	209,920	379,320	376,170	350,430	303,000
2. Total amount of student fees which the school was able to collect for that year	184,881	340,038	310,141	271,677	218,579
3. Total amount of student fees which the school was not able to collect for that year	25,038	39,281	66,028	78,752	84,430
4. Percentage of student fees which the school was able to collect	88	89	82	77	72
5. Percentage of student fees which the school was not able to collect	11	10	17	22	28

APPENDIX D - Continued

TABLE D-3.--Table Showing Income per Full-Time Equivalent Student at Eastern for A
Five Year Period

INCOME ITEM	AMOUNT IN PESOS FOR THE FOLLOWING YEARS				
	1968-1969 (Not yet complete)	1967-1968	1966-1967	1965-1966	1964-1965
1. Income per student from <u>all</u> stable sources, including student fees	107.18	163.53	149.15	128.06	127.36
2. Income per student from stable sources except student fees	1.80	2.91	2.88	2.87	3.43
3. Income per student from student fees alone	105.38	160.62	146.27	125.19	123.93
4. Income per student from endowment	NOT APPLICABLE				
5. Income per student from gifts and grants (continuing)	NOT APPLICABLE				

APPENDIX E

**Library Expenditures of Eastern for
the Last Five Years**

APPENDIX E

TABLE E-1.--Table Showing Library Expenditures for the Last Five Years

MEASURES OF LIBRARY FINANCE	1968-1969 (not yet complete)	1967-1968	1966-1967	1965-1966	1964-1965
1. Total library expenditure for this year	7026.80	10566.00	11109.81	12189.38	11148.11
2. Total library expenditure per full-time equivalent student	3.82	4.66	4.85	5.29	5.80
3. Expenditure for books and periodicals during this fiscal year	3126.80	2766.00	3309.81	4389.38	3348.11
4. Expenditure per student for books and periodicals during this year	1.7	1.22	1.45	1.90	1.74
5. Expenditure for salaries of library personnel for this year	3900.00	7800.00	7800.00	7800.00	7800.00

MICHIGAN STATE UNIV. LIBRARIES



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