# The State of the Art of Educational Administration in the Philippines

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*Educational administration in the Philippines is beset by several problems, e.g., inadequate resources, lack of qualified faculty, limited course offerings, etc. In response to these, the following recommendations are forwarded: (1) standardizing course syllabi, (2) granting fiscal autonomy to state colleges and universities, (3) introducing more courses on educational administration, (4) setting up linkage programs with other educational institutions, (5) strengthening research and extension programs in the area of educational administration, and (6) relaxing the rule on thesis requirement.*

## Introduction

The immediate postwar years have brought about a host of economic and social problems that have persisted if not worsened to this day. In the educational sector, the problems are dramatized by the yearly crisis in terms of school facilities, shortage of teachers and limited resources to cope with the continuing rise in school population particularly in the elementary and secondary levels. As if these problems were not enough, they have been compounded by increasing student activism and teacher militancy. The economic difficulties abetted by the apparent decline in the credibility of government have been manifested in concerted demands for higher salaries and wages and for drastic reforms designed to restore the credibility of the duly constituted authorities.

Faced with these problems, the administration and management of educational institutions have become more complicated and difficult. On the other hand, the development of technologies in education and management as well as in other related fields offer both a challenge and an opportunity to administrators to harness these technologies in confronting these

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problems and in the efficient and effective attainment of mandated goals and objectives designed to serve the needs and demands of the educational clientele in particular and those of society in general.

The ultimate educational goal is the liberation of the potentialities of individual students and teachers.[1] To attain this goal, the times demand administrators who are development-oriented; who are concerned with growth and change; and who can marshal and harness the resources required to manage educational institutions.

Within this context, this paper is a modest inquiry as to what is the state of the professional preparation of educational administrators at both the masteral and doctoral levels.

## The Concept and Practice of Educational Administration

### Administration: The Mother Field

Administration, according to Don K. Price, is but one of the four basic groups playing societal roles. He arranges them along a continuum from science concerned with the search for truth at the left end to the exercise of power (politics) at the right end.[2]

Scientists  Professionals  Administrators  Politicians

Truth. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .Power
(Long formal training)                                         (No formal training)

Schott elaborates on the Price Continuum thus:

Science is concerned with the discovery of knowledge; the professions with the application of knowledge; politics with the selection of the ends or values; *administration* (underscoring made for emphasis) with the translation of these ends and values into practice.[3]

According to Ordway Tead, administration is the "process of agency which is responsible for the determination of aims for which an organization and its management are to strive, which establishes the broad policies under which they are to operate and which gives general oversight to the continuing effectiveness of the total operation in reaching the objectives sought."[4] Given Tead's definition, it is apparent that educational administration is one sub-field whose aim is "the complete liberation of the potentialities of the individual pupil and the individual teacher."[5] Its task is coordinating an organization in order to permit this educative relationship to develop to its fullest.

If we subscribe to the Price paradigm, educational administration, like the broader field of administration, is hardly a profession. Nevertheless, it

is a field gradually developing into a profession if we consider the presence of minimal characteristics such as (1) a definite specialized body of knowledge and skills, (2) a prescribed pre-service preparation program; (3) legal sanctions for practitioners, (4) an ethical code; and (5) a system of self-policing by members of the profession.[6]

With reference to the first characteristic, there is a growing body of knowledge and skills about educational administration that practitioners and students can take advantage of. As confirmed by the survey for this paper, there are academic graduate programs offered by an array of educational institutions leading to masteral and doctoral degrees in educational administration. However, unlike the well-established professions of law and medicine, there is no legal body like the Professional Regulations Commission which regulates the practice of educational administration. There is yet to be established a code of ethics for educational administrators which could be the basis for a system of self-policing by members.

Despite the lack of consensus as to whether educational administration is a profession or not, it is quite clear that there is such a practice in this field. Our concern in this paper is the educational preparation at the graduate level of would-be practitioners and the enhancement and further enrichment of the capabilities of those who are already in the practice.

*The Functions of Educational Administration*

Administration is a process that operates in organizations. Traditionally, the main function of an educational administrator was to provide the educational organization the guidance and the resources that support the interaction of students and teachers in undertaking mutual tasks directed at liberating both their potentialities. But the changing environment brought about by rapid advances in science and technology has resulted in a rising tide of people's expectations and demands that now require a much expanded scope of the educational administrator's functions.

The current explosion of various protest movements publicly ventilating their demands is a dramatic, if not at times desperate and violent, manifestation of the clamor for change and reform. As early as 1970, Samonte already wrote that people were demanding basic changes in society in their desire to break the bonds of poverty, ignorance and exploitation. He observed that people were "reacting against a social structure where a small elite monopolizes power and wallows in wealth, while the masses eke out a hand-to-mouth existence and even fight for their survival. They ask for social justice . . . they clamor for a government that embodies their ideals and aspirations, that works for the greatest good, for the greatest number, that liberates human energies and mobilizes community resources for national development."[7]

The expanded scope of educational administration is clearly evident in the provisions of Presidential Decree No. 6-A which enunciates a national policy that the educational system must extend maximum contribution in the attainment of the following national development goals:

(1)   Achieve and attain an accelerating rate of economic development and social progress;

(2)   Assure the maximum participation of all people in the attainment and enjoyment of the benefits of such growth; and

(3)   Strengthen national consciousness and promote desirable cultural values in a changing society.

The objectives of the educational system vis-a-vis these goals are well-known to any educator. They are enumerated in Section 3 of the P.D. These are directed, among others, at (1) enabling each individual to attain his full potential as a human being and to develop him into a versatile and productive citizen; (2) developing the professions for national leadership and for scientific and technological pursuits that enhance the quality of human life; and (3) developing a national capability to effectively respond to changing needs and conditions.

The accomplishment of these educational objectives within the framework of the national development goals is a tremendous task which requires educational administrators who are imbued with a development orientation and possessed with the capability to formulate and implement responsive programs and projects.

Minister Juan L. Manuel observed once that "industry makes adjustment to changing times while education generally reacts to times already changed." This situation should no longer be allowed to prevail.

*The Desirable Attributes of an Educational Administrator*

According to Douglas, an educational administrator should possess the following competencies:

(1)   Leadership that evokes acceptance by teachers, students and others;

(2)   Competence in at least one subject matter or area of learning;

(3)   Physical health and abundant energy;

.   (4)   An open mind capable of considering new proposals, willing to experiment and to try methods and accept good and innovative ideas from others.[8]

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From a more encompassing viewpoint, an educational administrator must:

(1) Be knowledgeable about, appreciate and enhance, preserve and disseminate the sociocultural and political values of the Filipino people;

(2) Appreciate the relevance and the potency of a people's sociocultural and political values in the evolvement of its educational system;

(3) Recognize and appreciate the interaction and interdependence among the various sectors of society and among the subsystems of government in the development and implementation of plans and the achievement of common goals;

(4) Be equipped with skills to understand, analyze, and evaluate meaningfully research in his particular field of specialization and in related fields, and bring his knowledge of such research to bear on the solution of local and national problems;

(5) Possess and maintain interest in and ability to initiate, participate in or develop research projects which can push the frontiers of knowledge and contribute to human welfare particularly in areas pertinent to the needs of a developing society; and

(6) Possess and maintain interest and ability to initiate or participate in the evaluation of existing policies and procedures and to develop meaningful innovation in the field of specialization.[9]

Hahn-Been Lee, an eminent writer on development administration, states that the basic gap between the fast changing environment and the static administrative ethos and structure requires a type of administrator who can positively cope with the fast changing environmental demands and effectively introduce deliberate changes in the very ethos and procedures of bureaucracy. The functions of a development administrator, according to Lee are:

(1) Defining and redefining goals, and anticipating new tasks under changing environments;

(2) Initiating new plans and policies, or reformulating existing policies;

(3) Adapting and restructuring organization for new tasks;

(4) Motivating and energizing people toward tasks and goals;

(5) Cultivating favorable task environments;

(6)   Mobilizing resources to carry out tasks; and

(7)   Giving meaning to ongoing tasks.[10]

Given these functions, Lee posits a cluster of desirable attributes and then raises the crucial question as to how much a particular attribute can be acquired through a teaching and learning program. According to clusters, these desirable attributes are:

Cluster 1. Intellectual Attributes — knowledge

   analytic faculty
   grasp of the situation as a whole
   knowledge of substantive policy areas
   knowledge about human behavior and relations

Cluster 2. Operational Capability — skills

   organizational capability
   human skills
   sensitivity to power situation
   communication skill
   entrepreneurial skill

Cluster 3. Orientational Attributes — values and attitudes

   future outlook
   innovative mind
   positive view of human nature
   entrepreneurial will
   power motive

Cluster 4. Ethical Qualities — philosophy and standards

   normative conviction
   philosophy of life
   sense of public responsibility
   ethical standards

Lee states that obviously, knowledge (or intellectual attributes) is the most conducive to formal curricular programs. But intellectual attributes alone do not make a successful administrator for he must likewise have skills (operational attributes) which are better learned through practice although some curricular programs could be designed for enhancement purposes. Neither are the development of values and attitudes (orientational attributes) conducive to formal education programs.

The most that could be achieved through formal courses would be to open up the minds of the students and enkindle whatever innate developmental orientations they may already possess. Philosophy and standards (ethical attributes) are like orientational attributes which are not easily assimilated through curricular offerings although Lee states that exposure of students to lecturers and faculty members with proven eminence in management including required readings of biographies of outstanding administrators may augment whatever the student already has internalized during his earlier education. Despite the limited influence of formal education courses on orientational and ethical attributes, Lee concludes that even the development of intellectual attributes is already a major curricular task.

### Options for Educational Administrators

*The Survey*

Given the demands on educational administration and the desirable attributes of educational administrators, this writer conducted a limited purposive survey of a number of schools to find out the kind of degrees and courses they offer for present and would-be practitioners. As a class project, the survey instrument was administered by students in Educational Administration who were enrolled in communication and personnel management courses during the first semester of school year 1983-84.

Originally designed as an interview guide, for a number of reasons, such as difficulty of interviewing respondents and conflicting schedules of students' interviews, the interview guide which was quite detailed in structure to elicit information even without the interviewer, was often left with subject schools to give time for the respondents to provide the needed information.

Designed to obtain as much information as could be obtained, the survey instrument consisted of the following parts:

Part I.     Degree Offered

Part II.    (a)  Prescribed Courses for Completion of Masteral Degrees
            (b)  Prescribed Courses for Completion of Doctoral Degrees

Part III.   Financial Aspects

Part IV.    Scholarships and Grants

Part V.     Faculty Profile

Part VI.    Graduate School Facilities

Part VII.  Research Programs

Part VIII. Extension Programs

Part IX.   Major Issues and Problems

Intended to merely draw indicative information and considering resource constraints, the survey instrument is at best crude and could have stood further improvements were it subjected to the usual pre-testing.

No attempt was made at randomization of samples. Without therefore drawing a comprehensive list of schools, the graduate students were asked instead to choose at least three educational institutions as their respondents. As a course project, the students were asked to submit the duly accomplished survey instruments on or before the end of classes.

Out of a total of 30 survey instruments sent, a total of 24 were retrieved. Our initial apprehensions were confirmed when some solicited information, particularly those on school fees and salary/lecture rates were not supplied. The information obtained on Parts I and II were adequate and since the objective was to get not definitive but indicative data, the meager information from the other parts may still be of some utility.

*Findings and Analysis*

(1) *Degrees Granted.* At the masteral level, 14 schools offered MA Ed., Major in Educational Management; 11 offered MA Ed., Major in Supervision and Administration; and one offered MA IE, Major in Administration. At the doctoral level, only 3 schools offered the degree of Ph.D. in Educational Management/Administration while 13 offered the Ed.D. Major in Educational Management. An average of 42 units was required for the masteral degrees and an average of 60 units for the doctoral degrees.

(2) *Courses Offered.* Using Lee's cluster of attributes, the following courses were offered at the masteral level:

(a)   Intellectual Attributes

(i)   Analytic Faculty: Educational Planning; Curriculum Development and Administration; Manpower Development

(ii)  Grasp of Situation as a Whole: Foundation of Education; Comparative Educational Systems; Issues, Trends and Problems in Education and Cultural Change; Adult Teacher Education; Ecology of Administration; Education and National Development

(iii) Substantive Policy Areas: Philippine Politics in Education; School Laws and Politics; Educational Legislation and Policy Analysis

(iv) Human Behavior and Relationships: Advanced Educational Psychology; Advanced Educational Sociology; HBO/HR; Advanced Educational Anthropology; Personality Development; Guidance and Counselling; Humanities; Seminar in Philippine Culture; Personnel Administration

(b) Operational Capability

(i) Organizational Capability: Advanced Educational Statistics; Methods of Research; Advanced Measurement and Evaluation; Public Administration; OD; Management of Elementary and Secondary Schools; Management of NFE; Practicum in Educational Supervision; Research Seminar in Educational Administration; Project Development and Administration; Evaluation of Educational Systems; Industrial Teacher Education; Instructional Procedures; Educational Tests and Measurements; Educational Research; Tools and Techniques in Educational Administration.

(ii) Human Skills: Management/Supervision and Administration; Guidance and Counselling; Human Resources Management; Executive Leadership and Development; School and Community Relations

(iii) Sensitivity to Power Situation — NONE

(iv) Communication Skills: Audio-Visual Aids to Education; Phonology

(v) Entrepreneurial Skills: Finance and Business Administration; Economic Analysis; Fiscal/Financial Management; Project Development and Management

(c) Orientational Attributes

(i) Future Outlook — NONE

(ii) Innovative Mind — NONE

(iii) Positive View of Human Nature — NONE

(iv) Entrepreneurial Will — NONE

(v) Power Motive — NONE

(d)  Ethical Qualities

   (i)   Normative Conviction — NONE

   (ii)  Philosophy of Life: Philosophy of Education

   (iii) Sense of Public Responsibility — NONE

   (iv)  Ethical Standards: Ethics in Educational Administration

   On the other hand, the following were offered at the doctorate level:

(a)  Intellectual Attributes

   (i)   Analytic Faculty: Seminar in Educational Planning; Curriculum
         Development; Manpower Development; Administrative Theories
         and Processes; Educational Policy Formulation; Systems Analysis
         in Education

   (ii)  Grasp of situations as a whole: Asian Education and Cultural
         Change; Foundations of Education; Comparative Education; Is-
         sues, Problems and Trends in Education; Adult Teacher Educa-
         tion; Ecology of Administration; Education and National Deve-
         lopment; Ecology of Technical Education; Liberal Education;
         Development Education; Mental Health and Education; Education
         and Politics of Southeast Asia; Theories of Knowledge; World Lite-
         rature Seminar on Society and Education; Political and Economic
         Development; Social Problems of Developing Countries; Democra-
         tic Contemporary Issues; the Humanities; the Philippines in Pers-
         pective

   (iii) Substantive Policy Issues: The Administrator in Educational Poli-
         cy; Graduate Problems in Education; Educational Policy Formula-
         tion; Comparative Education

   (iv)  Human Behavior and Relationship: Advanced Supervision of
         School Personnel; Organization Behavior Analysis and Develop-
         ment; HRD in Educational Administration; Sociological Analysis
         of Educational Systems; Theories of Personality; Urban and Rural
         Sociology; Differential Psychology; HBO/HR.

(b)  Operational Capability

   (i)   Organization Capability; Advanced Methods of Educational Re-
         search; Advanced Statistics in Education; Organization and Manage-
         ment; Modern Educational Administrative Procedures; Research

Seminar in Educational Administration; Supervision of Instruction; Statistical Analysis in Education; Operations Research; Seminar in Teacher Education; Administration of Labor Education; Alternatives to Formal Education; Research Techniques and Anthropological Methods; Test Construction and Evaluation; Leadership in Educational Management; Statistical Methods in Education; Instructional Management and Supervision; Personnel Mangement; Institution Building, Educational History and Thought; Comparative Industrial Education; Technological Transfer and Development.

(ii)   Human Skill: Guidance and Counselling; Executive Leadership and Development; Leadership in Education and Development

(iii)  Sensitivity to Power Situation: Law in Education; Conflict Management; Development Education; Local Government Administration

(iv)   Communication Skill: Workshop in Educational Media and Techniques.

(v)    Entrepreneurial Skill: School Finance; Basic Teachings of Economics.

(c)  Organizational Attributes

(i)    Future Outlook — NONE

(ii)   Innovative Mind — Educational Innovations

(iii)  Positive View of Human Nature — NONE

(iv)   Entrepreneurial Will — NONE

(v)    Power Motive — NONE

(d)  Ethical Qualities

(i)    Normative Conviction: Philosophy/Ethical Foundations; World Religion

(ii)   Philosophy of Life: Advanced Philosophy of Education; Basic Teaching of Philosophy

(iii)  Sense of Public Responsibility: Public Relations for Educational Administration

(iv)  Ethical Standards — NONE

From the foregoing discussion, it can be discerned right away that there are no course offerings under Cluster III — Orientational Attributes related to values and attitudes. Under Cluster IV — Ethical Qualities related to philosophy and standard, only Philosophy of Education and Ethics of Education are offered. These findings for Clusters III and IV tend to confirm Lee's observation that these areas are not very conducive to formal educational programs. He suggests that a few courses, nevertheless, could be offered, namely: Development Administration; Organizational Change, Administrative Reform; Institution Building; Futures Administration; and biographical studies of outstanding educators.

The spectrum of courses in both masteral and doctoral degrees enumerated above is a range from which the basic, major cognates and electives may be chosen.

(3) *Financial Aspects.* Only eight respondent institutions submitted data on financial aspects. The data obtained are at most indicative although still useful for our purpose. For instance, from the data, tuition fees at the masteral level come from a range of ₱10.00 to ₱151.78 per unit with an average rate of ₱91.77 per unit. For the doctoral degrees, tuition fees range from ₱20.00 to ₱158.90 with an average rate of ₱76.50 per unit, notably lower than that of the masteral mean of ₱91.77.

The hesitation to provide data on tuition fees may be a function of the fear of sanctions from either the BIR or the MECS. However, since these rates have become a matter of public record once they have been approved by the MECS and issued receipt upon payment, there could be no other plausible reason except that perhaps financial information, as a matter of policy, are usually restricted and confidential.

(4) *Scholarships and Grants.* The usual list of scholarships have been enumerated, namely: for honor graduates; for academic excellence; athletics; including MECS scholarships for faculty development. No mention was made on the Study Now, Pay Later Plan and this writer, for lack of material time, failed to follow this up as another source of financing a student's education.

(5) *Faculty Profile.* Only nine schools submitted data upon which the following have been derived:

| | |
|---|---|
| No. of Faculty with Masteral Degrees | — 91 |
| No. of Faculty with Doctoral Degrees | — 54 |
| Average Faculty per School: Masteral | — 11 faculty members |
| Average Faculty per School: Doctoral | — 6 faculty members |

One study that is of relevance to this paper is a statistical profile of state colleges and universities in Region III, conducted by Julieta O. Palis and Lucia C. Pascual for which the following data on the educational qualification of faculty members for respondent schools were obtained:[1] [2]

| Educational Qualification | CLPC* | | TCT* | | DHVCAT* | | BCAT* | |
|---|---|---|---|---|---|---|---|---|
| | No. | % | No. | % | No. | % | No. | % |
| AB/BS | 270 | 67.16 | 106 | 74.65 | 129 | 87.75 | 138 | 81.18 |
| MA/MS/MAT | 119 | 29.60 | 34 | 23.94 | 17 | 11.57 | 28 | 16.48 |
| Ph.D./Ed.D | 13 | 3.34 | 2 | 1.41 | 2 | .68 | 4 | 2.34 |
| Total | 402 | 100.00 | 142 | 100.00 | 147 | 100.00 | 170 | 100.00 |

* CLPC — Central Luzon Polytechnic College
  DHVCAT — Don Honorio Ventura College of Arts and Trades
  TCT — Tarlac College of Technology
  BCAT — Bulacan College of Arts and Trades

An averaging of individual percentages indicates that the average percentage of MA/MS/MAT degree holders is 20 percent and the Ph.D./Ed.D. holders represent only two percent of the total faculty population in the schools cited.

The survey results of both studies indicate that the faculty profile of graduate schools can further be improved by getting more masteral and doctoral degree holders to join their faculty.

No data was obtained on faculty non-degree programs; neither was adequate data submitted on faculty teaching experience.

On salary and lecture rates, the data indicated that the greatest bulk of salaries for faculty members even with masteral and doctoral degrees range from a minimum of less than ₱1,000 to a maximum of ₱1,500. The unmistakable conclusion is that faculty members are grossly underpaid. Those who are paid by the hourly lecture rate appear to be getting a better deal. Twenty five percent are in the lecture bracket of ₱46 to ₱55/hour; and 12.5% receive ₱85 and above. However, the brackets within ₱15 and ₱45 represent 14 or 5% of the total number of faculty and only 10 or 42% belong to the higher bracket of ₱46 to ₱85. It can be assumed that these faculty members are on a part-time basis and therefore cannot, due to the other preoccupations, serve a full 8-hour day. Converting these lecture rates into monthly rates would still depict that majority of them are underpaid.

(6) *Methodology of Teaching.* The most popular teaching methods are the lecture and the seminar reports. Case studies, exercises, workshops and management games follow in that order. Lectures, generally, are popular because of minimal preparation on the part of the teachers and the fact that

this method can accommodate big classes. Its drawback is that there is not much interaction between the professor and the students. Furthermore, individualized attention on special cases cannot be done in a purely lecture method.

Ranged on a continuum of less effective to most effective, these methods are depicted thus:

Lectures   Seminar   Reports   Exercises   Workshop   Management Games
Passive                                                                     Active
Non-participatory . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Participatory
(Less effective)                                                    (Most effective)

It would seem that there is a need to adopt more action-oriented, participatory methods particularly in courses belonging to Lee's Clusters II, III, and IV. He suggests this when he wrote that

> Perhaps some innovation in teaching and learning method could bring some rubbings of operational skills to knowledge generating courses. New methods designed to maximize student involvement in decision-making, human and organizational relations should be tried at every opportunity.[13]

No adequate data were elicited on graduate school facilities; neither was there on research and extension programs. It could have been instructive to find out whether prescribed minimum requirements on floor spaces and on the number of library books and references for graduate degree programs have been compiled by the respondent schools. The "publish or perish" syndrome attached to faculty status and promotion is presumed to be an impetus for faculty members to engage in research. The extension program, carried largely on a voluntary and altruistic basis may not be a popular undertaking to most schools particularly plagued with financial problems.

(7) *Major Current Issues and Problems.* The following were submitted as the major problems and/or issues:

(a)   Inadequate financial resources. The periodic requests for authority to increase tuition fees is indicative of this problem. As of June 1982, according to Deputy Minister Abraham Felipe, there were 1,086 colleges and universities in the Philippines.[14] Out of this total, 770 schools which are privately-run and 316 are government-operated. This means that about 71% of higher educational institutions are in the private sector which depend to a very large degree on tuition and other fees paid by the students. It would be these schools that would feel more heavily the financial crunch.

(b)   Dearth of qualified faculty members. This is confirmed by the percentage of masteral and doctoral degree holders as pointed out under

the faculty profile of this report. Only 20% hold masteral degrees and only 2% hold doctoral degrees. The lack of faculty development programs to update teaching expertise and the absence of adequate rewards for self-advancement is dramatized by the common complaint that some faculty members rely on worn-out lecture notes and index cards which had known better days and by the pejorative comment that some teachers have but one year experience repeated over and over the years.

(c) Limited course offerings. Despite the long list of courses emanating from the course prospectus of respondent schools, very few offer courses designed to develop educational administrators that can cope adequately with the increasing and varying demands of the schools' clientele.

(d) Inadequate library and research facilities. If one were to browse in the libraries of newly formed state colleges and universities, he would find that new books on any aspect of management are conspicuously few. If this is true with government schools, one wonders how private schools with a predominant profit-orientation stand. For research facilities, many schools can afford to acquire computers and yet many lament the fact that many faculty members are computer-illiterate.

(e) Inadequate incentives for research. There are of course funding agencies but they cater to specific types of research particularly those related to development. One can easily identify them by such acronyms as PCARRD or PIDS, the "D" referring to development. If there are any funds available for research in educational administration, they are available only after going through a number of bureaucratic requirements such as justifying why a quantity of a certain office supply such as paper clips is necessary.

(f) Poor quality of students. If the quality of students leaves much to be desired, perhaps one should look back at the supply side where not many would decide to go into teaching and where positions of educational administrators become fewer and fewer as one goes higher in the educational hierarchy. Perhaps one must also look at the system of promotion and one stark fact is that when one gets finally promoted to the position of Division Superintendent, he is either in his early fifties, late fifties or nearing the age of retirement.

(g) Low remuneration. Ninety percent of those reported in the survey as receiving regular salaries receive a monthly pay from a minimum below ₱1,000 to a maximum of ₱1,500. This may be a little exaggerated and a more in-depth study may be required to make a more definitive conclusion.

The rest of the problems that follow are not as serious as those discussed.

(8) *Lack of scholarships and other student incentives;*

(9) *Low enrollment;*

(10) *Shortage of indigenous graduate textbooks and references; and*

(11) *Keen competition among graduate schools.*

## Recommendations

(1) *Syllabus Standardization.* When one scrutinizes the various academic catalogues and syllabi of different institutions, he observes the penchant to give impressive course titles and descriptions. Yet there are a number of courses offered in different schools which are quite similar in substance. One magazine recommends such standardizations in the following manner:

> Standardization refers to the putting up of certain measures or criteria and their acceptance as minimum requirements for compliance to an agreed set syllabus. Standardization is seen as an effort at evolving a teaching material to serve as common courses among SCUs. It involves the designing and adoption of "universal" or common features and structures of the syllabus materials to achieve uniformity and consistency in course descriptions, objectives; credit units, topical units, activities, references, etc., for the same subjects offered and taught among SCUs. It further involves the accreditation of such courses and credits earned therein by students when transferring from one institution to another....[15]

(2) *Fiscal Autonomy.* A certain degree of fiscal autonomy similar to that given to the University of the Philippines should be granted to state colleges and universities so that they may be given wider lattitude in directly spending their income for the promotion of graduate degree programs for educational administrators.

(3) *Additional Courses.* There is a need to develop and introduce more courses on educational planning; program/project management; policy studies; economics of education; human resource development; development education; financial management; crisis management and other courses that can provide the educational administrator the tools needed to perform his development tasks.

(4) *Establishment of Linkages.* Linkage programs should be put up such as consortia among educational institutions to complement each other's comparative advantage in terms of faculty, facilities and course offerings. With syllabi standardization, this linkage program may become easier to establish. Other possibilities are on the area of textbook and materials and development; collaborative research; and the putting up of a common Development Center for Educational Administration.

(5) *Research and Extension Programs.* Research and extension programs of educational institutions in the area of educational administration must be strengthened. This is merely stressing the obvious for the threefold function of any institution of higher learning should be teaching, research and extension.

(6) *Liberalized Thesis Requirement.* The rigid rule on thesis requirement for graduate students in private schools must be relaxed. State colleges and universities allow their students to choose between a thesis and a nonthesis degree. This should be applied to private schools but with enough safeguards to ensure quality education.

## Endnotes

[1] W.G. Walker, *Theory and Practice of Educational Administration* (Queensland: University of Queensland, 1970), p. 8.

[2] Cited by Richard L. Schott, "Public Administration as a Profession: Problems and Prospects," *Public Administration Review,* Vol. 36, No. 3 (May-June 1976), pp. 253-259.

[3] *Ibid.*

[4] Ordway Tead, *The Art of Administration* (New York: McGraw Hill, 1951), p. 101.

[5] Walker, *op. cit.*

[6] Schott, *op. cit.*

[7] Hahn-Been Lee and Abelardo G. Samonte, (eds.), *Administrative Reforms in Asia* (Manila: Eastern Regional Organization for Public Administration (EROPA), 1970), p. 287.

[8] Benjamin M. Sachs, *Educational Administration* (Boston: Houghton Mifflin Company, 1966), p. 234.

[9] Course Catalog of the Pamantasan ng Lungsod ng Maynila.

[10] Hahn-Been Lee, "Desirable Attributes of Development Administrators," a paper presented to the EROPA Conference on Development Administration at Pattaya, Thailand, November 19-23, 1971.

[11] *Ibid.*

[12] *CIRPS Journal,* Vol. II, No. 1 (January 1983), pp. 13 and 67.

[13] Lee, *op. cit.*

[14] *CIRPS Journal, op cit.*

[15] *Ibid.*