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RESEARCH AND FACULTY DEVELOPMENT OFFICE

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Lorma Colleges as the hub of research excellence equipped with the capacity to strategically leverage its intellectual assets, knowledge resources, and ICT infrastructure to pro-actively respond to the ever-changing landscape of the institutional, regional, national, and global environments, imbued with the social responsibility of developing and empowering human resources and communities.

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The Research and development Office acts as the strategic leverage of the institution in nurturing the mindset essential in developing the capability to sustain the momentum of research production and the heartset essential in institutionalizing a research-driven organizational culture in collaboration and partnership with the research teams, faculty, staff, and students.

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Lorma Colleges believes in a system of management devolution; sustained delivery of quality research outputs in a given time by improving governance and management; effective and efficient management of the research processes and resources; the preparation of its students and faculty to be members of a more cohesive world; the generation of knowledge on a more global orientation; and the provision of its academic resources, to the extent feasible, to institutions involved in international activities.



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FOREWORD

The Commission on Higher Education encourages faculty members of institutions to engage in research as an approach of addressing some basic needs in improving learning.

Being into research work is one way of growing professionally in experience, thus, it enhances one's teaching and learning effectiveness.

Research in higher education institution is future-oriented designed to improve learning through innovation.

This is the challenge that encourages faculty to be involved in research work so that teaching and learning can be made more relevant to learners.

New ideas and informations are being discovered through research studies.

Researches undertaken by the faculty have the following benefits:

Firstly, it will project a better image of the institution;

Secondly, it will validate "best teaching and work practices" of the teachers and staff of the school; and

Thirdly, it will create a positive identity of the faculty researcher.

As professional teachers, each faculty should contribute at least one research work or an article to be published if not a presentation in a regional, national, or international conferences.

DR. JOSE P. MAINGGANG
Executive Director

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Heuristic Excursion into Theory Development in Educational Administration

by:
Henry L. Galuba, Ph.D.

The following are presented and discussed to address the research questions: a) the justification for theory, b) philosophy and administrative theory, c) assumptions of theory development, and c) theory development on the basis of philosophical assumptions.

The Justification for Theory

The need for theory development in educational administration becomes evident on account of the following situations:

First, educational administration has suffered much from want of a well set of theory of administration of its own (Misha, 2007). Much of what is known today of educational administration that form the theoretical basis of the discipline has been borrowed from industries. Educational administration has been inclined to centralize its core beliefs on theories that have been purposely developed for the factory. Definitely, the school was farthest from Fayol's mind when he formulated his principles of administrative management, and neither was Weber thinking of a school in formulating his principles of bureaucracy. The differing personalities of schools call for more particularistic theories that work rather than generalized theories that don't. Mayntz (1999) argued that propositions which hold for such diverse phenomena as an army, a trade union, and a university...must necessarily be either trivial or so abstract as to tell hardly anything of interest about concrete reality. After all, the distinct character of an organization is certainly determined, among other things, by the nature, interests, and values, of those who are instrumental in maintaining it.

Mayntz's position is an argument not only for specific contextual theories in educational administration but also for the necessity to embed culture in theory. Theorizing about education and educational practices now focuses on considering the role of culture in the activity of doing any meaningful analysis of administration. Prosser (1998) opined that culture is expressed at a range of operational levels within an educational system, such as: individual classroom level, school team level, whole school level, and community level. Understanding culture is, therefore, important to understanding school organizations. Furthermore, it has to be recognized that the implicit influence of culture strongly shapes the patterns that will emerge to provide strong boundaries and constraints to what will work. This is most significant in examining patterns of change within national settings in the context of increasing international influence on policy and practice. Change results from the interaction of

exogenous and indigenous forces promoting and restraining that change (Bowe, Bell, & Gold, 1992).

At the national scale, plurality of culture in a society is becoming the trend as a result of internationalization and globalization. However, the existence of specific characteristics of national culture is clear and its impact on policy and practice in educational management is important to recognize, even though minimal research on cultural dimensions has taken place in educational administration (Dimmock, 1998, p.367).

Second, all of the theories employed in educational administration are adapted from theories developed in other fields. Administrative theory is an eclectic blending to other fields. The trend in theorizing educational administration has been largely characterized by this practice. This is not to say that borrowing and blending make the theory less tenable. The more significant point is that educational administration by nature is interdisciplinary and multidisciplinary; therefore, it has to depend on theories of other disciplines such as psychology, sociology, or mathematics. This also reflects on the method of theorizing done in the field of educational management that is more characteristic of reproduction rather than production. Theorizing has not been originating but rather constructing a set of interrelated concepts into principles that can be connected to practice (Mine, 2000). What is being proposed here is a mode of theorizing that favors the argument that a national philosophy can serve as the basis for theorizing about practice.

Third, most theories have been developed in the West, specifically the United States. For the most part, developments in educational administration came late in time and hand in hand with the modernization of school systems in the eastern hemisphere as a result of westernization. Most countries in the east, more notably, third world countries, are characterized by modernization through cultural reproduction where the west serves as the engine of cultural production. The above shows that although theories of educational administration were largely American-centric, changes in the views regarding these theories were also exported to other countries, which motivated theorizing in the local context.

Fourth, the need to re-emphasize the role of theory in educational administration has come about because of the failure of the field to produce new theories and to revise old ones. The situation seemed to be deadlocked in an internecine feud among advocates of various "isms" over whose position is correct. The quest for legitimacy by grounding administrative theory in professional philosophy has stagnated the progress of theorizing (Ozmon & Craver, 1981).

Due to this situation, Soltis (1971) gave voice to two troubling concerns. He maintained that grounding theory on the analytic approach has not delivered on its

promise to make fuzzy concepts clear and precise; secondly, other forms of grounding theory on empirical principles to systematize it seem to be incapable of dealing with values and social issues confronting education in general.

In response to this concern, he used the ideas of Helmut Kuhn to illustrate what might happen. Kuhn tried to show how major shifts had occurred in the development of the natural sciences. Such shifts happened whenever an existing paradigm failed to address itself to pressing problems. Soltis (1971) suggested that such state of affairs may now exist in the field of education where analytic paradigms do not meet both the internal and external demands placed on it. This he predicted is the major challenge of the future of the philosophy of education. Edel (1972) recommended that a more thoroughgoing integration of socio-cultural concerns be made within paradigms. To be effective, it should expand not through addition but through integration. Edel called for major changes in theorizing to meet more pressing problems. While he saw analysis as a viable movement, he felt it would have to include social considerations as integral parts rather than ignore them, as is now largely the case.

Philosophical thinking has moved into a new arena. The emphasis is no longer on categorical developments but on human puzzles and predicaments in specific contexts. In the present state of both organization and administration, it could be said that a theory can be dependable without it having been rigorously tested in educational organizations (Griffiths, 1975).

Philosophy and Administrative Theory

The major perspectives that have developed in educational administration have been largely influenced by theoretical developments in philosophy. In the field of education, there has been a long tradition of this connection that was time and again the theme of the discourses of Brubacher and Dewey (Ozmon & Craver, 1981). Considering the fact that educational administration as a field of practice and as an academic discipline is relatively new, four major forms of theory have been advanced in the field: logical positivism, subjectivism, critical theory, and an emerging theory, naturalistic coherentism. To understand the tradition of theory development in educational administration, the main idea proposed by each major school of thought are presented together with their philosophical assumptions.

Attempts to rigorously examine educational practices were similar to intentions to give a scientific nomenclature to other fields such as sociology, psychology, management, and others. Viewed from the perspective of historical developments, the development of theoretical frameworks in the field of educational administration was quite slow and lacking in sophistication owing to the fact that development in the discipline itself were not that extensive. The focus of efforts was on pragmatic

concerns and techniques of understanding administration as a field of study (Park, 1996).

Historical accounts show that the quest for theory development in administration began in the late 1940s when the focus was to develop rigorous scientific theories. Griffiths (1988) called this period the era of the "new movement" or the "theory movement".

Many of the developments in administrative theory known today were individual contributions presented during the seminar held at the Midwest Administration Center of the University of Chicago in 1957 entitled, "Administrative Theory in education". According to Culbertson (1981), the seminar was held to herald administration as a science. Halpin (1970) outlined the basic ideas of the theory movement as follows:

First, that the role of theory be recognized and that "nakedly empirical research" be rejected in favor of hypothetico-deductive research rooted in theory. Second, that educational administration not be viewed provincially, and especially as distinct from other kinds of administration; that administration as administration, without adjectival qualifiers, is a proper subject for study and research. Third, because education can be construed best as a social system, educational administration must, in turn, draw heavily from insights furnished by the behavioral sciences (p.162-163).

Logical Positivism

Many scholars, notably Griffiths (1988) and Culbertson (1988) believed that the theory movement was anchored on logical movement that developed between the 1920s and 1930s for which the so-called Vienna Circle became famous. Philosophers such as Scklick, Carnap, Neurath, Feigl and Reichenbach championed the cause of positivism (Ozmon & Craver, 1981). Central to the tenets of logical positivism was the verifiability theory of meaning. According to this theory, a sentence is meaningful if it can be empirically verified or falsified by sense experience (Stroud, 1992). Testability became the criterion for truth, thus logical positivists were cold to metaphysics and ethics.

Logical positivism's influence on the theory movement can be best understood from the works of Herbert Simon. Simon (1975) was one among the first to extend the tenets of logical positivism to the study of administration, specifically in the area of decision-making. His distinction between the factual and the valuation in decision-making made it clear that whatever could not be empirically verified could not lend itself to "correct" decision-making. Simon (1975) asserted that administration is essentially decision-making circumscribed by bounded rationality, thus value claims have no place in decision-making, to wit:

The question to whether decisions can be correct and incorrect resolves itself, then, into the question of whether ethical terms like "ought", "good", and "preferable" have a purely empirical meaning. It is a fundamental premise of this study that ethical terms are not completely reducible to factual terms.....Factual propositions cannot be derived from ethical ones by any process of reasoning, nor can ethical propositions be compared directly with the facts since they assert "ought" rather than the facts. Hence, there is no way in which the correctness of ethical propositions can be empirically or rationally tested (p.46).

Griffiths considered logical positivism as the central ideology that should be the basis of theory development, to wit:

It seemed to me that the logical positivist approach was the proper antidote for the self-serving testimonials, the pseudo-theories, and the plain non-sense that constituted the field of educational administration.

To Griffiths, Feigl made sense in his definition of theory as "a set of assumptions from which can be derived by purely logico-mathematical procedures, a larger set of empirical laws" (Griffiths, 1964, p. 98). Feigl elaborated the central thesis of logical positivism, which was restated by Griffiths (1964) as follows:

The most commonly held belief regarding theory of administration is that, it is a set of "ought"; that is, a set of rules that tells one how to administer. Now, a well-developed set of values, having logical consistency and related to reality, is of crucial importance to the administrator. But this set of values is not a theory. The difference between theory and values is usually discussed in terms of the "is-ought" dichotomy (p.96).

Culbertson's (1981) reading of Griffiths likened him to Simon the basis of the exclusivity of fact as a basis for theory and value as an entity outside theory. Moreover, Griffiths' struggle placed him in a fruitless quest to elevate administration to a science. Although logical positivism looked promising in theory, many believed that it did not deliver on its promise, even among advocates of the movement. As observed by Halpin (1970), "the idea of administrative theory was, in the first instance oversold. Many had expected too much, too quickly, and too easily, and were foredoomed to discouragement" (p.167).

With logical positivism as its ideological base, the theory movement was thus a movement towards the development of theory that lent itself to empirical justification. It was a quest to make administration a rigorous science whose laws and principles could be the basis for scientific practice to attain positive performativity such as efficiency and effectiveness.

Subjectivism and Critical Theory

Logical positivism is largely based on the ontology of naïve realism that posits a verifiable reality "out there" whose laws and principles can be verified and transposed to practical domains such as administration. Popper (1936) strongly reacted to this hypothetico-deductive system by introducing the concept of non-feasibility, thereby starting a reactionary movement known as post-positivism.

Kuhn (1962) like Popper challenged the ontological assumptions of positivism. His notion of paradigm shift in science showed that even the scientific perspective of reality changes. This opened the door for the emergence of subjectivism and critical theory. In the field of educational administration, Thomas Greenfield is considered as one among those who pioneered this school of thought. His challenge to the rigorous positivist approach to administration was anchored on the criterion of propriety. To him, it was not proper that the logical positivist view of science be the sole basis for the development of administrative theory. He is also credited for using the Husserlian term, "phenomenology" in the realm of administration (Greenfield, 1975). His use of the term shifted the focus of theorizing to the realm of experience and practice.

The subjectivist aspect of Greenfield's theory borrowed from both Kuhn (1962) and Popper (1935) because he (Greenfield) saw the link between the thought processes and language. The image of the world is framed in our mental concept of it and is elaborated in a specific language that reflects this framework. Our framework of the world is held in the mind, therefore, there is not only single reality that emerges within the frame but rather multiple realities are seen from the lens of this framework. Kuhn (1962) illustrated this phenomenon. The acceptance of the fact that the earth revolved around the sun was not the result of the discovery of a new scientific theory but rather of the changing perceptions of the world. To this effect, Greenfield (1980) argued that "theories create the facts that are relevant to them, and we can, therefore, only explore truth within a framework that defines what it is" (p.29).

Greenfield (1980), therefore, denied a single ontological basis for theory. He also created the opportunity for the confluence between fact and value. Facts in themselves are meaningless unless people decide on the value of these facts. To this effect, he said "it is people who decide about the facts" (p.43). Finally, on the grounds that choosing a general theoretical position about administration or making specific decisions in organizations tend to reflect individual value judgment and preference, Greenfield proposed that a new and broader notion of science be brought into the field. This gave rise to subjectivism or humanism, which took into account the prevalence of value and the importance of diverse meanings or interpretations.

Greenfield's phenomenology opened the doors for looking at administration from the lens of critical theory. Critical theory in the Marxist and feminist traditions was a critique of the world in order to bring about restitution. Its application to the field of educational administration can be credited to Richard Bates and William Foster

(Scheurich & Imber, 1991). Foster offered critical theory to educational administrators as an alternative lens for looking at practice while Bates elevated critical theory as a basis for theory development in educational administration.

The assertion of Michael F.D. Young (1971) that the social power structure is related to the structure of knowledge may have inspired Bates to blend this notion with that of Habermas (1973) in his conception of theory in educational administration.

Like Greenfield, Bates (1983) asserted that structural factors such as economic, social and political circumstance were related to the educational organization. This relatedness can be elaborated in a dialect supported by critical theory. Bates situated administration in the social context particularly that of building a better society through collective values that emancipate and liberate. These seem to comprise the restitutive character of critical theory.

Naturalistic coherentism borrows from the coherence theory of truth. According to Evers and Lakomski (2000):

A coherence theory of justification was quite compatible with the correspondence theory of truth. As scientific realists, they believed that there is a real world out there regardless of what theory does and, further, that theory can do is only to provide an approximately accurate representation of the real world. The best candidate theory to 'figure out' the world more closely, they argued, is likely to be determined by reference to coherence criteria. The upshot of such more sophisticated epistemic criteria is, they believe, better science. So, far from theory choice being a subjective matter, it is, they held, objective, with some theories better than others, those selected by a process of justification of knowledge governed by coherence criteria.

For Evers and Lakomski (2000), natural science provides the basis for the understanding of human cognition, thus, epistemology and the operation of the neural phenomena cannot be separated. This was evident in their interest in the application of cognitive science to the field (Park, 1995). To quote Park:

Naturalistic coherence hold that a physical version of theory can narrow the serious gap between theory and practice in the field of education. Traditionally, theory has been expressed in abstract sentences or academic propositions and this kind of knowledge has not been able to help educational practitioners and policy makers sufficiently in dealing with mundane problems in a real world and developing satisfactory practical solutions. As a result, the relationship between theory and practice has been presumed by the field to be one of distinctness or apartness, rather than

one of mutual reciprocity. By noting that education, itself is a carefully designed activity, and thus heavily reliant on theory, and deeply engaged in practical activities such as teaching and learning, the chances of successful learning can be improved drastically by integrating practical experience with the development of theoretical knowledge. The point is that educational theory needs to reflect practical concerns whereas educational practice is likely to be improved by theory developments. Naturalistic coherentism helps provide such a synthesis (p.39).

Natural coherentism brought the neurosciences to bear on the theory and practice of administration. Evers and Lakomski (2000) believed that greater understanding of the thinking process will yield consensual explanations for theory and practice. The use of cognition in aspects of administration such as decision-making, leadership, organizational learning and other related developments tend to justify the stand of natural coherentism on the significance of the neurosciences in accounting for cognition.

Despite the inroads made by naturalistic coherentism on administration, the theory debate still continues. Like positivism and critical theory, naturalistic coherentism had been the subject of critical inquiry from other scholars (Allison and Ellett, 1991). This shows that the field of theory in educational administration is a dynamic field where the justification for theory changes with the ideology of the times.

Newsberg (2001) captures the modernist mood as follows: "Modernism assumes that there is a real, orderly world out there that can be observed, measured, theorized about, tested, and interpreted objectively, and about which valid, generalizable 'laws' can be constructed" (p. 532).

In the postmodern era, such modern views are being rejected. Postmodernism abandons objective reality. Postmodernism asks for a detachment from those principles of the modernist, and leans towards forms of knowledge based on non-rationalism, interrelatedness, and differentiation. Accordingly, the postmodern era calls for new forms of organization, new ways to think about how to administer and manage them.

Philosophical Assumptions of Theory Development

Major perspectives developed in the field of educational administration have been influenced largely by theoretical developments in philosophy. Taking philosophy as a starting point, it can be observed that legitimization was the dilemma of earlier philosophies. The Greek idealist, Plato for instance, saw that if there are no absolutes, individual things have no meaning. In a similar way, the French existentialist, Jean Paul Sartre, asserted that a finite point was absurd if it has no infinite reference point. The humanist, Rousseau saw the problem differently: autonomous nature is

meaningless unless grounded in autonomous freedom. The German philosopher, Immanuel Kant, worded the problem of his age differently: the phenomenal world is meaningless unless it has an absolute reference in the nominal world. With Kierkegaard, it went a step further: reason is meaningless unless grounded in non-reason (Shaeffer, 1976).

It is likely that the above trend in philosophizing is what prompted Alfred Whitehead to remark that the entire history of European philosophy is a series of footnotes to Plato (Shaeffer, 1976).

This study takes the position of "looking outside the box" to avoid getting trapped in the particular-universal dilemma that plagued the positivist quest for universal grounds. Consequently, the study turns to the following major positions in theory development: post-modernism, constructivism and grounded theory, and phenomenology. The ontological position is inclined towards post-modernism while the methodological approach is constructivist, borrowing from grounded theory and phenomenology.

Modernism

The rise of modernism from traditional societies was associated with the rise of capitalist ethics. This ethic is that attitude which seeks profit rationally and systematically (Weber, 1958). This inevitably gave a womb to science to bring about this reality.

Gregen (1992) suggested that the modernist trajectory of organizational theory is based on the notion of progress and the absorption in the machine metaphor. Clegg (1990) on the other hand, argued that structural differentiation and functional efficiency characterized the modernist notion of organizational theory. From these views, Scott and Hart (1989) portrayed the modern organization as a managerial system using behavioral science and technology to integrate people into a mutually reinforcing cooperative relationship. Theorizing along the lines of the modern organization was largely anchored on the attributes of the modern bureaucracy (Bendix, 1960).

Although the traditional view of the bureaucracy is that it is localized in government organizations, its distinctive features also characterize modern corporations and schools (Scott and Hart, 1990).

For modernism, the scientific method is arguably the best way to produce valid knowledge. The method leads to forms of positivism that focus on the statistically quantifiable relationship among variables (Gephart, 1988). Erosion of the validity of this claim arising from questioning the legitimacy of the tenets of modernism has led to the post-modern alternative.

Postmodernism

The term "postmodernism" has first to be clarified because it connotes different meanings. The term is very popular today and its application spans a vast expanse of human activities. The term first appeared in literature in the 1930s according to Grenz (1996) and became widespread in the humanities of the 70s (Smart, 1996). Kim (1993) attributed the "post" of post modernism to something that means after, later than, and following upon. In a timeline therefore, the postmodern era comes after the modern era. This means that the postmodern begins where the modern ends. Thus, Oden (1955) looked at it as the declaration of the death of modernity.

Postmodernism is a kind of reading where meaning depends not on the text but on the interpretation of the text by the reader; thus, postmodernism is allied to post structuralism in literature. Postmodernist expressions soon found their way in doing philosophy and were evident in the works of Lyotard, Foucault, and Derrida. Jacques Derrida made postmodernism famous among American scholars through his notion of deconstruction. Deconstruction plays a significant role in the development of theory in this study. Derrida simply used deconstruction as a method of reading texts without giving a definition of the term. Interpretations of Derridian discourse, however, point to deconstruction as a process of decentering followed by subversion of the center to allow the free play between the elements of the center and the margin (Mayans, 1990). Positivist ontology is founded on relativism. Again, we see here the notion of multiple realities, an ontological pluralism that was championed by critical theory. Grenz (1996) goes further to explain that meaning is not inherent in a text itself but emerges only as the interpreter enters into dialogue with the text. Just like a text, each person who encounters it reads reality differently. Therefore, there is no objective reality and transcendent center in the world. All are different.

Newberg (1996) proposes the following assumptions of postmodernism:

1) The basic condition of the world is not stable and structured, but changing, indeterminate, ambiguous, and uncertain, 2) the world may or may not be out there, but the best we can know of it is through social construction (though discourse), 3) linguistic and nonlinguistic practices are central to the process of knowing, 4) since knowledge is socially produced, those who have authority define and interpret truth, and 5) the autonomous, self-determining individual is an ethnocentric myth. According to these assumptions, the stuff of the world only becomes an object in a specific relation to a being for whom it can be such an object, and linguistic and nonlinguistic practices are central to object production (p. 531).

The characteristics of postmodernism are applicable to organizations. To postmodernists, reality is socially constructed, thus the organization is one such construct. Postmodernism provides unique and important ways to understand

organizational management and leadership. There are many key concepts of postmodernism that can be implied to organizations. The most important of this is the implication of culture, language, and thought in the construction of knowledge and theories about organizations and the practice of management. Boje, Gephart, and Thatchenkery (1996), pointing to the crisis of legitimization and crisis of representation that characterize the atmosphere of modern organizations, discussed the multiplicity of potentials for postmodernism in management and organization.

The concept and characteristics of postmodernism cannot be explained in simple words. Not only is the process of forming this thought complex characteristics of postmodern management are various. Since administration and management are invariably interlinked, the following characteristics of postmodern management can apply to administration as well:

The Deconstructed Power. Modernism has been shaped by the concept of a center. There has to be necessarily a center that holds all of the parts together in order that reality will make sense. Postmodernism, however, subverts the notion of a center. Lyotard has pointed out that in the field of knowledge, what occupies the center is metanarratives. These however, are now being questioned and their legitimacy doubted. Without metanarratives, knowledge is decentralized and power is subverted.

This is very applicable to the structure of organizations where the authority to make decisions that rests on power is deconstructed moving the decision power from higher to lower levels (Daft, 2001). This subverts decision-making from the top and distributes the power to make decisions to the lower levels of the organization. This is also empowering because employees on the lower levels of the organization have to learn additional knowledge to be able to make decisions.

This personal power to make decisions decreases the dependence on a centralized source of power, and people start to rely more and more upon their own authority. This distribution of power from the center to the periphery of the organization is the deconstruction of traditional modernist power and authority.

The Fundamental Change in the Role of Hierarchy

Hierarchies are constituted by the superior-subordinate relationships that are legitimized by authority in the modern bureaucracy. Because of the deconstructed power, the central role of the hierarchy becomes subverted as structures become more flexible. Individual power wielders from the top no longer hold the monopoly of authority over others at the lower echelons of the organization. Deconstructed power brings about fundamental changes in hierarchy. Tierney (1996, p.375) argues:

... In postmodernism, all hierarchical positions within an organization operate within what Foucault would call 'fields of power' so that individuals or positions are not powerful or powerless. Hierarchies become less useful in identifying the positions of true leaders. There certainly is fundamental change in the role of hierarchy in postmodern organization.

Divesting authority in the changed role of the hierarchy allows subordinates to exercise leadership within the network of relationship in the organization (Hirschhorn, 1997). Hierarchies that once functioned as a social order of rank, status, and privilege that prevent the flow of information and flexibility of the organization, become means of empowerment in postmodern organizations.

Emphasis on Open Organizational Culture. The deconstructed power and change in the role of hierarchy decenters leadership roles. With empowered subordinates, the traditional leader learns to be dependent on his subordinates. This leads to an open organizational culture. Postmodern organizations foster a culture of openness or a culture of being open to others (Hirschhorn, 1997). This culture leads to a dynamic state of being and becoming reminiscent of Heidegger's *dasein*. There is no one privileged voice, but many voices arise.

To facilitate culture of openness, people must first build new relationships to authority. Leaders must make themselves more vulnerable to their subordinates. It requires a leader to reveal more of his or her personhood. Also, followers must overcome their excessive dependence on authority. Such an endeavor may pose great challenges to the authoritarian organizational culture in Korea. People who have been accustomed to the authoritarian culture should promote their own sense of personal authority. Interdependence should replace the earlier notion of dependence. Such a sense of interdependence is the new sensibility of the postmodern age.

Constructivism and Grounded Theory

Constructivism is related to post-modernism in the sense that both deny the existence of absolutes as an ontological position and both affirm the existence of multiple realities that are socially constructed (Guba & Lincoln, 1989). Constructivism in contrast to positivism, post positivism, and critical theory is founded on the ontology of relativism. Bernstein (1983, p.8) claims that relativist look at concepts to be understood "as relative to a specific conceptual scheme, theoretical framework, paradigm, form of life, society, or culture.... (and) there is a non-reducible plurality of such conceptual schemes." Constructivist epistemology is subjective where the investigator, researcher, or inquirer is a co-creator of meaning (Hayes & Oppenheim, 1997).

Grounded theory is an inductive methodology of theory construction based on issues of significance to people's lives. Issues of importance emerge from the stories told about an area of interest that they have in common with the researcher. In this

sense, the researcher does not prove or disprove a theory but constructs a theory as a result of investigation.

McCann and Clark (2003) opined that grounded theory can either be traditional or evolved depending on the ontological and epistemological assumptions of the researcher. Whether traditional or evolved, both agree with the values of constructivism, thus grounded theory can be considered as a constructivist methodology. Glaser (1978) represents the school of traditional grounded theory that subscribe to data as representative of a real reality. The evolved grounded theorists such as Strauss and Corbin (1994) subscribe to the belief that there is no pre-existing reality out there, thus data is not representative of an absolute reality. Again, the constructivists' notion of multiple reality is evident in this case. These grounded theory positions give support for theories for the ontology that they wish which is not a negation of evolved grounded theory but rather a gesture of a struggle to move with the changing moments (MacDonald & Schreiber, 2001). This is reflected in the works of Strauss and Corbin as cited by McDonald (2001), to wit:

Strauss and Corbin, in the evolution of grounded theory, acknowledge the importance of a multiplicity of perspectives and "truths" and as such have extended and emphasized the range of theoretically sensitizing concepts that must be attended to in the analysis of human action/interaction. This enables an analysis of data and a reconstruction of theory that is richer and more reflective of the context in which participants are situated. They insist that theirs is "interpretative work and ...interpretations must include the perspectives and voice of the people who are studied. Such a position clearly implies that this perspective includes relating participants' stories to the world in which the participants live (p.137).

One of the leading proponents of grounded theory is Charmaz, himself a student of Glaser and Strauss. Charmaz (2000) argued that hypotheses assume the existence of an external reality. This suggests that he applies the strategies of traditional grounded theory within a constructive paradigm thus rejecting notions of emergence and objectivity (Annells, 1997).

Charmaz (2000) has contended since the mid-1990s that a constructivist approach to grounded theory is both possible and desirable because "data do not provide a window on reality, rather, the 'discovered' reality arises from the interactive process and its temporal, cultural, and structural contexts" (p.324). Following Charmaz, researchers need to go beyond the surface in seeking meaning in the data, searching for and questioning tacit meanings about values, beliefs, and ideologies. There is an underlying assumption that the interaction between the researcher and participants produces the data, and therefore the meanings that the researcher

observes and defines. To enrich these data, Charmaz (1995) has positioned the researcher as co-producer.

For constructivist grounded theorists, Charmaz's work provides guidance in making meaning from the data, and rendering participants' experiences into readable theoretical interpretations. Emergent in her writing is a recognition that constructivist grounded theories need to think about the thorny question of how to resolve the tension that exists between developing a conceptual analysis of participants' stories and still creating a sense of their presence in the final text.

To construct a theory based on a positivist approach would make such a theory untenable due to the unmeasurability of the variables and concepts in the theory.

Development Theory in Educational Administration

The search for deep and stable principles to serve as the foundation of administrative thought and practice led first to the quest for the science of administration. The effort was fueled by the conviction that some fundamental, rational, logic, system, and order must underlie organizations. Once these factors were discovered, it was thought that systematic principles in the practice of administration could be scientifically be derived from them. By the middle of the 20th century, many observers were having doubts about the assumptions of the system and the rationality of the organization. They wondered if order and logical system existed at all (Boje, et al, 1996).

Formal challenges to the logical positivist paradigm saw the collapse of the theory movement and today students of educational administration have coalesced around a new paradigm that rejects anthropomorphism. Scholars now think not so much of analyzing organizations in mathematical terms but of making sense of them in human terms. Organizations do not act or think: people do. Emphasis now rests on the centrality of the human dimension in the administration of organizations (Griffiths, 1986).

This existential epistemological-axiology can serve to dispel the polarity in perspectives on administration as science or alternative to science and pave the way for novelty. The collapse of western meta-narratives on organizational theory shifts the focus on locally generated knowledge that works. This paves the way for examining local histories, values, traditions, and philosophy as an anchor for educational administration.

This brings us to the question, "What cannot be taken out from administrative theory without the theory ceasing to be itself?" To surface the invariants, it is important to first establish the fact that administrative theory is just that, a theory. As such, it holds a multiplicity of definitions and interpretations as well as understandings.

It is therefore not plausible to have an administrative theory that is mutually exclusive of other theories because theories are flexible, relational, and contextual.

The flexibility of administrative theory can be seen in terms of how organizations came to regard the theory in practice as seen in the evolution of the theory itself. It is largely relational because it is seen in terms of the larger theories of management, organization, and even leadership. It is contextual because administrative theories shape different practices and meanings as it seen against the background of agencies and institutions applying the theory.

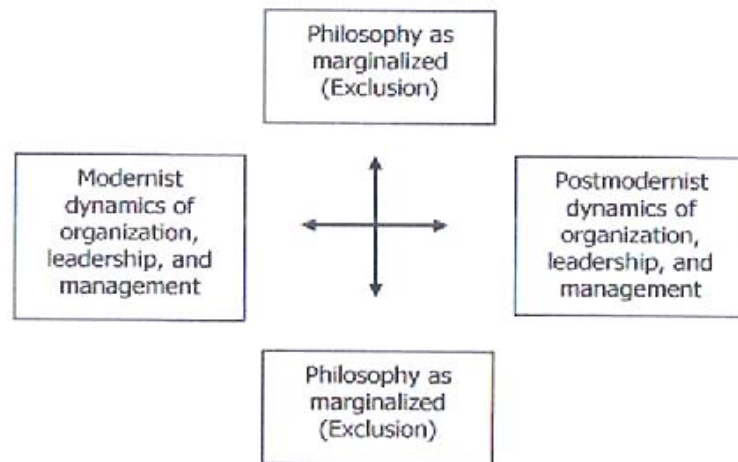
On this basis, administrative theory is inextricably interlinked with management and organization. Take out management and organization from administration and administration will come to be itself.

Management and organizations deal with people, thus, the human dimension in the content of administrative theory cannot be factored out. To this end, one can say that administration is all about people. Take out people from administration, and administration cannot stand as a theory.

People in organizations constitute a social system that are governed by social processes. This implies that the social nature of organizations is an inevitable component of administrative theory. It would be impossible to talk of administration without denotation of the social processes that shape organizations.

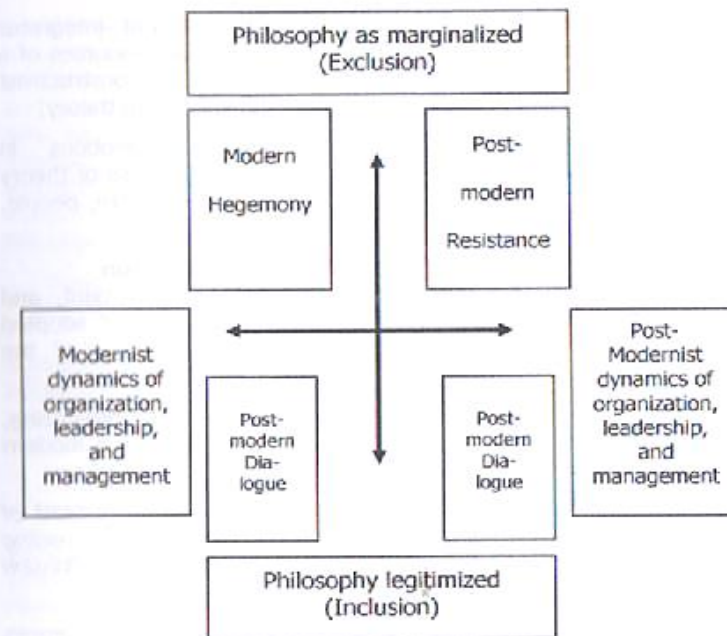
Lastly, the social processes that shape both social and organizational life is largely influenced by the dynamics of cultural elements that constitute the person or workers. The dynamics of culture and personality shape social processes, thus exerts a large influence in the evolution of administrative theory.

From the current literature on the discipline, the recurrent theme of administration is the dynamics of structure, people, and resources. This can be dimensionalized as the dynamics of organization, leadership, and management whose themes range from the modernist to the postmodernist. This is adopted as the horizontal post for theory development in the paper to wit:



The above diagram shows the vertical and horizontal dimensions of theory building adopted in this paper. The horizontal dimension deals with the nature of administration according to sensibility. The invariant of administration involves the dynamics of structure, people, and resources. The current dynamics is modernist in character but the possibility of a postmodern sensibility is open for consideration. It is in the trajectory of leveraging this dynamics to attain organizational goals that shapes the practice of administration as modernist or postmodernist.

On the other hand, the vertical post of theory building represents the philosophical dimension that can either be marginalized or legitimized, thus, the themes of inclusion or exclusion are adopted in theory development. Matching the vertical and horizontal dimensions exposes the ground for theory development, to wit:



As shown in the above diagram, the theoretical grounds for theory development affirmation, postmodern denial, and postmodern dialogue.

Postmodern resistance does not leave room for a theory of educational administration to be constructed that is based on philosophical assumptions. Theory building would largely be on the postmodern sensibility of the dynamics of structure, people, and resources, however, marginalizes the beliefs, values, and aspirations of the people and environmental dimensions of the organization. This is characteristic of traditional grounded theory.

Modern hegemony likewise leaves little or no room at all for theory development on the basis of philosophical assumptions due to the predominance of administrative metanarratives that colonize the substantive rationality of administration. Metanarratives of administration are centralized and culture is marginalized. This is characteristic of the authoritarian bureaucracy that still pervades and permeates the current educational systems of most countries.

Modern affirmation allows room for synthesizing theory that integrates philosophical assumptions with the dynamics of structure, people, and resources of a modern organization. In here, philosophy is legitimized in theory thus is constructivist in character as it facilitates the redefining and re-visioning of administrative theory.

Lastly, postmodern dialogue embeds philosophical assumptions in administrative theory development. Philosophy serves as the legitimize base of theory that is affirmed by the postmodern sensibility of the dynamics of structure, people, and resources.

Towards a Modern Affirmation Theory of Educational Administration

In this mode of theorizing, the dynamics of structure, management, and leadership in the context of modern sensibility is redefined in the spirit of adopted philosophical assumptions. It is reformulating Fayolism in the language of the assumptions.

The theory of administration according to Fayol involves planning, organizing, coordinating, commanding, and controlling. From this modern perspective, a modern affirmation theory can be formulated, to wit:

Educational administration is the practice of inventing (instead of planning), proactive organizing (instead of simply organizing), persuading (instead commanding), co-creating (instead of coordination), and co-validation (instead of controlling) in educational systems.

This theory takes into account a collective of the historical essences synthesized with the modernist view of administration. In a sense, the modern view retains its structure but is redefined in the context of the values of the philosophical assumption.

One can envision organizations as dynamic and self-renewing, moving towards the trajectory of attaining harmony with and harmony in a global community.

These elements and more became the major assumptions in the formulation of the modern affirmation theory stated earlier. Planning is based on defined activities of an organization, inventing is an open enterprise and can serve as an opportunity for realizing the principles of intellectual independence and creativity in management practice.

While organizing in modern organizations involves the rational arrangements of people and tasks within the given structure, proactive organizing on the other hand, "starts with the end in mind". In modern organizations, the rules are fixed and the job of the administrator is to administer the rules. The administrator rather than command would persuade people to action and get greater response. In modern organizations, coordinating is seeing to it that work relations are in place so that these can be

monitored and controlled. An alternative to this is co-creating. This integrates the internal aspirations of individuals as well as external goals of the organization particularly, on the humanistic pronouncement on a citizenry of productive, creative, and peaceful individuals working towards a spiritual renaissance that could bring a new human society. From the economics of labor, this can be a lasting formula for industrial peace. In modern organizations, control is an inevitable administrative function. Humans do not want to be controlled and they will tend to resist control measures applied on them. Instead of control, co-validation would invest respect in the organization that runs both horizontally and vertically within the organization.

Towards a Postmodern Dialogue Theory of Educational Administration

In this mode of theorizing, the dynamics of structure, people, and resources in a modern organization is decentered and subverted while legitimizing the values of the adopted philosophical assumption in the process. A theory of educational administration that can stimulate this could be:

Educational administration is the process of facilitating proactive creation in learning communities.

The contention of postmodernism on centerless multiple realities open the possibilities for multiple theory development in educational administration that stimulates reconstruction of choice. Due to deconstructed power in postmodern organizations, people have the power to create meanings of choice.

From the above, educational administration is deconstructed from its traditional construction. "Process" involves a continuous effort from among administrators. Not simply being governed by a fixed set of actions, administrators actively influence action on a day-to-day basis. "Facilitating" involves making things happen in organizations through outcomes and not just outputs. "Proactive creation" provides a picture of a human community that is attainable through the renaissance of the human spirit. Applied to organizations, administration becomes the re-engineering of organizations based on a humanistic rather than mechanistic outlook. Using "learning communities" rather than the term organization teaches that everyone must be useful and work for humanity. With this whole man world view, everyone is called to learn and renew.

CONCLUSION

In a heuristic sense, theory construction in educational administration based on philosophical assumptions does not lead to closure but rather to an aperture of possibility in term of theories to be constructed whose value will be judged in terms of what works best in practice.

GENDER DIVERGENCE IN PHYSICAL EDUCATION CLASSES OF LORMA COLLEGES

by:

Angeleo, Noel, BSE-PE, Miller, Jumel, MAPE, Patacsil, Peter, Ph.D.

The instructors under the Physical Education Department evaluated a group of students, presumed by their physical education teachers to be gender divergent. This study suggests that P.E. teachers confuse "gender-divergence" with uncoordinated motor behaviors. This may be because PE classes emphasize motor abilities and coordination and P.E. teachers may pay particular attention to these characteristics and use them wrongly as a criterion for gender divergence. However, the 10 presumed "divergent students" differ from their peers by being more likely to have friends of the opposite sex, interacting with groups of the opposite sex, preferring physical activities typical of the opposite sex, demonstrating less knowledge of sex, preferring interactive rather than collaborative activities and preferring more individual, less complex, less aggressive activities with less body contact.

Some of the designated students had distinct qualities, that is, they expressed a preference for association with the other sex and a dislike of activities of their own sex peers. They displayed some androgynous behavior and participated in activities of the other sex that identify them as gender divergent. These designated students, identified as 1, 3, 5, 6,7, 8,9, and 10, show some divergences from their own sex, and at least one characteristic typical of the other sex. Other students, identified as 2 and 4, do not show the same gender divergence, but do have notable, unusual motor patterns. That is, the original designated group of 10 students includes some with gender divergent aspects, and some with slight motor handicaps.

The indicated students include only one gender divergent girl, student 7. She has the same properties as the gender divergent boys; a preference for associating with members of the other sex, participating in sports popular with other gender, etc. the data are insufficient to conclude that gender divergent girls have the same social characteristics as gender divergent boys, but at least we have no indication to the contrary. We note that the girl in this study was accepted as an equal participant by her male peers, and was in many respects less marginalized than many of the gender divergent boys. That girls with masculine attributes may enjoy higher status than boys with feminine attributes may help explain the findings by Donelson and Gullahorn (1977), Hemmer and Kleiber (1981) that "tomboyism", although quite common, is less recognized as abnormal. The relative paucity of tomboys in this study may be artifact of the emic sampling strategy.

This study suggests that P.E. teachers confuse "gender-divergence" with uncoordinated motor behaviors. This may be because P.E. classes emphasize motor

abilities and coordination and P.E. teachers may pay particular attention to these characteristics and use them (wrongly) as a criterion for gender divergence. In our interviews with the teachers, we asked how they recognized gender-divergent students and all said something like "the difference lies in their way of speaking, walking and dressing...". Physical appearance and motor behavior play an important role for the P.E. teachers' classification of students.

Although motor behaviors may not be the best way to identify gender-divergent children, there are gender differences in motor behaviors. Thomas and French (1985) documented gender differences prior to puberty in 15 of 20 physical tasks. The main difference appears to be that boys become involved in more competitive games than girls and generally participate in games that last longer. There are known differences between genders in this age group in terms of motor patterns and individuals that manifest the motor pattern of the other gender may be perceived as gender divergent. In this study, the gender-divergent children did not manifest more androgynous motor behaviors, but their motor coordination was similar to other children, suggesting that P.E. teachers confuse androgynous motor behavior with lack of coordination.

Although gender stereotyping is well documented in schools and male children with conflictive sexual identity have been thoroughly studied during the past decade, there is not much discussion about their implications for the educational process in our traditional schools. In order to include these "excluded" children in P.E. classes (and perhaps in other school activities as well), we need more studies clarifying the differences in order to suggest alternate physical activities for P.E. classes in which these excluded children might be better able to participate. This requires studies of alternative physical activities that contemplate and value differences among children motor orientation. Cordoso (1994, 2002, 2005) suggested that we should consider "motor orientation" as a good concept to analyze different motor abilities across sex, gender and sexual orientation. Both those students who lack physical coordination and those who show more androgynous motor behaviors need more opportunities in class to show their motor abilities that could be more orientated to dance, skating, gymnastics, etc.

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BENCHMARK SURVEY FOR CLIMATE CHANGE AT LUNA, LA UNION

by:

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The survey was done in 40 barangays of Luna, La Union as a part of the project of the Region 1 Development Council (RDC) thru the Commission on Higher Education and Higher Educational Institutions NSTP Program. This was done also in all the towns of Region 1 and the questionnaires submitted to CHED. Region I Development Council encourages HEI's to make institutional or department research out of the data gathered.

Based on the questionnaire provided by RDC, it was found that Luna has no Material Recovery Facility (MRF) and no junkshop. A garbage truck services only 3 barangays and dumps what are collected in an open dumpsite. The other barangays make use of pit where residents burn their garbage.

In terms of Energy Efficiency, there is a high extent of using fluorescent lighting and unplugging appliance when not in use.

Mostly the farmers are doing organic agriculture. However, a significant percentage still uses commercial inorganic fertilizers. The coastal barangays where there are no farms like those at the south do not practice organic agriculture because their main livelihood is fishing. Only a few farmers practice composting and no barangay has reported to have vermiculture.

It is recommended that the local government units of Luna, La Union, implement the solid waste management program of the government. Likewise, local government will provide organic agriculture support to farmers in terms logistics, training, pilot projects for the development of vermiculture and other organic farming technology.

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LEVEL OF REALIZATION OF THE MISSION, VISION, AND OBJECTIVES OF THE COLLEGE OF ARTS AND SCIENCES, LORMA COLLEGES

by:

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Venus O. De Leon, MATE, Math; Grace G. Nabanalan, MDA;
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This study was undertaken to determine the level the level of realization of the mission, vision and objectives of the College of Arts and Sciences, Lorma Colleges. There are two types of respondents used: A) First year students in all courses for the first semester, school year 2009-2010, who are clients of the Department of the College of Arts and Sciences and B) Teachers teaching in the Department of College of Arts and Sciences of Lorma Colleges. Specifically, it sought to answer the following; The level of realization of the mission, vision and objectives of the College of Arts and Sciences as conceived by the two respondents and a correlation was done to determine if there is a significant difference between the level of realization of the mission, vision and objectives of the students and the teachers.

The descriptive purposive non-random sampling was used to determine the sample of the study. There were 308 students and 18 faculty who served as respondents. The researchers utilized different statistical tools to analyze data that were gathered and to answer the questions under investigation. The level of realization of the mission, vision, and objectives of the College of Arts and Sciences was statistically analyzed using weighted mean. The t-test was used to determine the significant difference between the level of realization of the mission, vision, and objectives of the students and the faculty.

The study found out that the mission, vision and objectives of the College of Arts and Sciences is much realized by both students and faculty. There was a significant difference between the level of realization of the mission, vision and objectives of the students and the teachers with 4.11 and 3.65 mean respectively.

From the foregoing findings, recommendations for the College of Arts and Sciences of LORMA Colleges were given, focusing on identifying the areas where it can proceed towards greater improvements. The College of Arts and Sciences of LORMA Colleges should not sit on this laurel but instead, continue to move forward to greater heights. Further inputs and improvements may carry the institution to achieve better accreditation status in order to become a regional center of excellence in various programs – a status that redound to higher level of attainment of its mission, vision and objectives as an institution for greater educational opportunities for its service communities.

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BIBLE INSTRUCTION OF LORMA COLLEGES, COLLEGE OF ARTS AND SCIENCES IN IDENTIFYING RELATED STRATEGIES FOR BIBLICAL STUDIES

by:

Mrs. Annie-Lynne M. Orate, Rev. Dioni C. Cardenas, Rev. Helen D. Rimando

This research paper has been prepared by Rev. Dioni C. Cardenas and Rev. Helen D. Rimando as a fulfillment of the 16 and 17 years of teaching Bible classes respectively; to help promote a better strategy in teaching Biblical Instructions for first year students.

The study found that the student respondents were mostly first year students enrolled in Lorma Colleges; generally females from the College of Nursing belonging to Roman Catholic religious sector.

The objectives of Bible instruction as to the development of values and attitudes and acquisition of knowledge as perceived by the students and faculty are highly attained. The students and faculty have very highly attained the development of skills. The methods and strategies used by the faculty in the delivery of Bible instruction is moderately effective. The instructional materials and equipment used by the students and faculty are highly adequate. Bible instruction as to intellectual, social, emotional, moral, and spiritual has a very high impact to the life of students.

The variables that posted significant relationships to the attainment of objectives of Bible instruction as to the development of values and attitudes, acquisition of knowledge, and development of skills are religious affiliation of students and age of the faculty; development of skills is related to the effectiveness of methods and strategies used by the faculty; and the extent of adequacy of the instructional materials and equipment is significant to the attainment of objectives of Bible instruction as to the development of values and attitudes, acquisition of knowledge and the development of skills of the students. The attainment of the objectives of Bible instruction is significantly related to the impact of Bible instruction as to the intellectual, social, emotional, moral, and spiritual aspects of the students.

Based on the findings, LORMA Colleges administrators should continuously extend their administrative support to the faculty and students by purchasing more modern facilities, equipment, as well as religious and spiritual books for the library to enhance academic excellence in bible instruction.

Bible teachers and other faculty members should require their students to actively involve themselves in religious activities like convocations, bible week celebration, worship services, visiting the prisoners, sick, outreach, and others to enhance the ministry of Jesus Christ.

There must be a College Chaplain to facilitate the religious affair of the school and to foster a deeper involvement in the development of our Christian life. The Chaplain must be the over-all overseer in building a community of faith and closer relationship both the faculty, personnel, administration and in the life of the students, making Loroma Colleges in the reign of God's Kingdom of peace, love and joy.

There should be a monthly convocation to be conducted once a month by the Bible committee. This is to practice what they had learned from theory and applicable for religious unity regardless of religious group.

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USING WRITING PORTFOLIOS AND COOPERATIVE LEARNING AS METHODS OF ASSESSING WRITING SKILLS OF BSIT I STUDENTS

by:

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Amelia N. Vicente, Avelina C. Visaya

This research was conducted to assess the effectiveness of using writing portfolios and cooperative learning as methods of assessing writing among BSIT I students of Loroma Colleges. The researchers made use of documentary analysis on the composition of selected BSIT students enrolled in Effective Writing in the first semester S.Y. 2009 - 2010. At the beginning of the semester the students participating this study were asked to complete a Student Information Card. This card asked for student information along with the desired grade, the students perceived writing weaknesses, and what aspect of their writing they wanted to improve. It also provided space for the summary of the initial writing conference with the instructor and the students' final grade from Study and Thinking Skills. The students were given regular course lectures and instructions on the format and characteristics of an essay. The portfolio and cooperative learning concepts were explained. The students began writing essays once a week. Conferences were held with each student after each writing activity to strengths and weaknesses of each particular piece of writing. Each student completed 25 writing assignments (includes daily writing drills) during the study. At the end of the period, the students were asked to select writings to be included in their portfolios.

In assessing the discovery writings included in students portfolios, students indicated that they selected writings they felt good about. Eighty-three percent (n = 40) of the writings were more than a half page, and almost 50% were free of grammatical errors. Although students were asked to include the original versions, many were reluctant to include any selection that was not neat. Students were asked to include two essay writings. The most popular patterns selected for inclusion in the portfolios were narration (67%) and illustration (50%). Students' first drafts included errors such as spelling, pronoun-antecedent agreement, subject-verb agreement, reference, comma splice, fragments, and paragraph identification. Many of these errors were corrected in the revised version. The major error with illustration papers was the lack of specific and sufficient support with the first draft as well as with the revised version. The exploratory writings were very interesting in that students provided insight on a subject that they had thought very little about in the past. Sixty-seven percent of the students made historical reference to slavery. Again, order was a noted plus to all papers. Since this was a timed writing, students completed the assignment hurriedly; yet, the instructor was

impressed with the amount of details that students expounded on during the brief period. No paper was error free; grammatical errors were identified in major quantities. Assignments relating to writing in the work place sparked the most interest and were difficult for the students to write correctly. All of the participants (n = 40) selected the, career statement and the resume' as entries to be included in their portfolios. The career statement required the students to focus on their future and to justify their choice of including these entries their writing portfolio. A review of these writings revealed that students were able to utilize the five-paragraph format to develop their statements. The major structural error was support. The major error with the resumes was parallelism. When evaluating the blind peer evaluation assignment, it was found that students were able to identify errors such as misspellings, using the wrong word, punctuation, wordiness, and sentence structure. The specific peer evaluations required students to complete the Peer Evaluation form. In most cases, student evaluators were able to identify thesis statements, topic sentences, and what part of the paper needed clarification. It was difficult however, for them to identify major strengths and weaknesses.

There are a number of identifiable advantages in using writing portfolios and cooperative learning in English composition classes. First, students are given the opportunity to write more and to rewrite or revise what they have written. Refocusing is important because as time elapses between drafts, students distance themselves from their writings and are able to resee what they have written allowing for objective revision (Nadell, McMeniman, & Langan, 2000).

Second, students can prepare different types of writings that can benefit them in the future as college students or as members of the workforce. Because different types of writing are included, students are required to "think" and to "reflect" about what they write. They are required to formulate opinions and to provide specific support for those opinions. Peer criticism in the classroom acquaints students with the points of view of others. It requires that the students seek and accept help, reinforcing the team concept that is prevalent in the work environment. Additionally, peer criticism aids students in sharpening their knowledge about essay structure and grammatical rules. In order to evaluate effectively someone else's paper, students must know what to look for and be able to justify their comments. There are also recognizable disadvantages with the use of writing portfolios; the added paper load for writing teachers is almost unmanageable.

Finally, students can become motivated to write by writing on subjects that are of interest to them. Portfolios provide for this variety and give the students a sense of ownership. Students spend the majority of class time writing, thus becoming accustomed to the process.

The researcher recognizes there are limitations to this study. First, a combination of qualitative and quantitative analysis could have been more

persuasive in targeting the added growth of students' writing competencies. Second, a longitudinal study for the students' entire college experience, typically two years, could have also been more effective. Nevertheless, the findings and the efforts of this study are worthy because educators must experiment with different methods and techniques if students' underdeveloped writing skills are to be improved and if colleges are to produce citizens of the twenty-first century who can communicate effectively.

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A SWOT ANALYSIS OF LORMA COLLEGES MANAGEMENT SYSTEM

by:

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Myla P. Lucina, Joseph M. Cristobal

This study aimed to identify the strengths, weakness, opportunities, and threats of the colleges along the following dimensions: organizational structure, organizational culture, marketing management, operations management, human resource management, management information system and financial management. The result of this became a baseline data for recommendation and for developing a corporate strategy to address specially the weakness and effectively respond to opportunities and threats.

The study was descriptive in nature. Documents, results of interviews and observations were evaluated, examined, and scrutinized to come up with the SWOT analysis.

The study revealed that all the dimensions have strengths and weakness. Opportunities and threats however, were seen along marketing management, human resource management, and management information system.

From the findings of the study, the following conclusions were drawn: (1) the college possesses strengths in all the dimensions that could be its advantage over other educational institution (2) weaknesses identified in all the dimensions could be minimized though cooperation, resourcefulness and full implementation of the institutions policy and a more aggressive pursuit of its vision and mission. (3) threats could be eliminated and when they are left unaddressed could bring consequences detrimental to the entire academic community (4) opportunities are avenues for the school to provide better educational services to one's future.

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THE CORRELATION OF THE HIGH SCHOOL GRADE TO ACADEMIC PERFORMANCE IN COLLEGE

by:

Mrs. Ludivina Magpali and Mr. Edwin Aljentera

Members:

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The research study is descriptive in nature. It describes and interprets the conditions and relationships that exist; practices that prevail; beliefs, processes that are going on; effects that are being felt, or trends that are developing (National Research Council, 2002). Based on the nature of the study, school documents provided the data analyzed. Further, the fishbowl method of respondent determination was utilized. The respondents of the study were chosen using the Slovin's Formula. The respondents were culled from a review of records of the students at the registrar's office after due permission was given. Guided by the predetermined number of respondents per section in all year levels, all grades in high school and in college were recorded, computed and tabulated. After determining the high school college grades of the nursing students and qualified them accordingly, the data were correlated according to the degree of relationship.

The academic performance of Lorma College nursing students is a reflection of their high school achievements to a significant extent. The correlation is undeniable. Students realize their potentials as brought out through utilization and thus develop by means of the educational process and when given the opportunities to apply same will step up to the plate and exert commensurate efforts to fulfill their tasks and do so convincingly and splendidly.

The general academic average signifies that the nursing students are able to outstrip the various challenges that come their way and employ the lessons assimilated during their high school and carry these with them to college.

Academic performance in college also brings to light the realization that there are those who fall by the wayside but a greater number transcend the barriers to excellence and actually score agreeably in performance ratings.

While it is on a positive note that heed is taken of the commendable performance of the students, it is imperative that the educative processes continue to improve and possibly exceed current levels or norms. Such is the principle of progress so that the ultimate beneficiaries of the vocation to further their aptitude have

perceived summits. In the pursuit of this goal, the following actions are recommended:

1. Building on the acquired and cultivated abilities of the students, their mentors must encourage them to continue to explore extant avenues of development and self-improvement and continue to excel as learners in the nursing academe. That every favorable circumstance is made available to them to enhance their already growing armory of skills, knowledge and attitudes.
2. Provide updated information, techniques, skill sets and practices to the students so that they may imbibe these and be abreast of what is current nationally and globally.
 - a. Classroom and clinical instructors should utilize new inputs gleaned from seminars, training sessions, and conventions. In this track, "Higher Learning" type of questions must be the new paradigm in test questionnaire preparation. The obvious benefits of deeper insight and judgment call making apply.
 - b. Allow a free flowing exchange of information that seeks to address any doubts and correct misconceptions. An atmosphere that is conducive to learning should be fomented to enhance student's acquisition of skills, knowledge and abilities.
3. Renewed efforts to stoke the interest of those students falling behind must be given emphasis. Equal opportunities for advancement and achievement must come to the fore and allay any opening for attrition or malingering.
4. Catch-up sessions or classes have to be given serious thought in recompense for any lapses in educational transmission, real or imagined. Regular admonishment of the wards concerning revisiting their books or notebooks to refresh memories or fill in gaps in retention.

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CORRELATION OF THE EMPLOYMENT STATUS AND THE PERFORMANCE LEVEL OF NURSING INSTRUCTORS OF LORMA COLLEGES, CITY OF SAN FERNANDO, LA UNION

by:

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This action research aimed to find out the correlation between employment status and the level of performance of the Nursing clinical instructors of Lorma Colleges. Specifically, the study sought to answer the following questions: (1) What is the profile of the respondents along: a. employment status; b. age; c. educational attainment; d. length of service; e. trainings and seminars attended (2) What is the performance level of the nursing instructors of Lorma Colleges; (3) Is there a correlation between the profile variables and the performance level of the nursing instructors of Lorma Colleges? and (4) What plan of action can be proposed to help improve the quality of service rendered by the Lorma College Clinical Instructors? Total numeration was used in order to identify the number of respondents.

The study tested the null hypothesis on correlation among profile variables and descriptive- quantitative survey was employed in order to determine the relationship between the employment status and the performance level of the clinical instructors. To quantify the data, descriptive statistics-frequency counts, and computation of percentages were employed.

The result between the profile variables of instructors and performance evaluation's coefficient correlation is low. Employment status, length of service and educational attainment are significantly correlated to performance level. This implies that employment status, highest educational attainment, and length of service have minimal effect on the performance of the instructors. There are still other factors, which can affect their level of performance. Moreover, permanent status, longer length of service, more trainings and seminars attended, and higher educational attainment did not guarantee the competence of the instructors. This study shows that performance level would not really depend on the aforementioned measurement because there are guidelines and instructional designs and methods of teaching that are being implemented, followed, and applicable to all clinical instructors. Since, correlation exists, it means that the profile of instructors still plays a significant factor or has an impact; however, it is low.

There should be concerted effort of all concerned in the performance and improvement of the nursing instructors to assist them in the betterment of their work and services to the college. To assist the nursing instructors, the following are recommended:

1. The institution should:
 - a. encourage the faculty to go on continuing education more importantly finishing their Master of Arts in Nursing in a specified period of 0-3 years as stated in the teacher's contract.
 - b. provide a program that will encourage the faculty to pursue a post graduate education like MAN through sponsorship that is paid back in terms of service.
 - c. conduct regular enhancement program about the different updates, trends in nursing, changes in the nursing curriculum and give sponsorship to deserving nursing faculty in national and international nursing conferences. Send delegates to seminars, symposiums, and conferences related to nursing and teaching skills enhancement to be sponsored by the department to upgrade nursing procedures applicable to the students.

Moreover, there should be appropriateness of the trainings and seminars being conducted to the field of exposure of teaching among clinical instructors for proper application.
 - d. provide sufficient instructional tools like new books, magazines, journals, visual aids, equipment for return demonstration and LCD units for power point presentation.
 - e. conduct Performance Evaluation exactly half-way through the semester and result should be discussed after one week to identify areas that need improvement. A follow-up evaluation should be conducted a week before the final examination and the result should be compared with the previous one.
2. The Head of the Department should:
 - a. measure actual performance against expected performance based on the performance evaluation forms for teachers.
 - b. provide an opportunity for the employee and the supervisor to exchange ideas and feelings about job performance.
 - c. identify employee training and development needs, and plan for career growth.
 - d. provide a basis for determining eligibility for compensation adjustments based on merit.

- f. keep motivating clinical instructors through prompt recognition of a job well done.
3. The Clinical instructor should:
 - a. be responsible enough to finish their Masters Degree in order to provide quality education.
 - b. keep up the standard of performance and reach up to the objectives and goal of the College of Nursing to maintain standard and quality performance.
 - c. have the initiative to attend trainings and seminars relevant to honing his skills.
 - d. develop and maintain a teaching portfolio. By definition, a teaching portfolio is documentation of a faculty member's teaching activities. It should include examples of course materials, evaluation results, as well as WRITTEN SELF-REFLECTIONS about teaching and learning experiences as they occur over time for each course. The portfolio provides a way for faculty to display, document and describe their teaching experiences and accomplishments for review by colleagues
 4. The students should:
 - a. be guided on how to evaluate properly and objectively their clinical instructors.
 - b. be encouraged to seek clarification on unfamiliar words or complex statements used in the evaluation tool.

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IDENTIFICATION OF SOURCES OF JOB SATISFACTION AMONG CLINICAL INSTRUCTORS IN LORMA COLLEGES

by:

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This study was conducted to primarily identify the sources of job satisfaction of clinical instructors. A total of sixty respondents composed the sample of the study. This descriptive research utilized a survey form to collect the needed data for this study as well as records from the Registrar's Office and the Human Resources Office coming based from the Job Descriptive Index (JDI), Job General Index (JGI) and Minnesota Satisfaction Questionnaire (MSQ). The survey instrument used a rating scale consisting of four parameters of job satisfaction that includes salary and other benefits, professional growth, management policy and employer-employee relationships.

The study revealed that the clinical instructors are male and female adults whose age ranges from 21 and above and mostly married. They are on the peak of completing their requirements to finish the masters degree in nursing. They served the institution for several years. They also attained seminars and trainings necessary to enhance the learning experiences of the students. The clinical instructors receive salaries that fall below and within the poverty line especially for a family of six who is living in the provinces (NEDA Development Report 2006).

In terms of salary and other benefits, the respondents are highly satisfied of salaries they receive based on their educational qualifications and experience, Philhealth benefits and incentive pay received every month.

In terms of professional growth, the respondents are highly satisfied in the opportunities given to them to continue in their graduate or post-graduate studies, in-service trainings, trainings acquired outside of the school as well as the constructive feedback given to them on work performance at the end of each term or at the end of every clinical rotation.

In terms of management policy, the respondents are highly satisfied in terms of orientation, hiring and instructional policies as well as participation of faculty in decision making.

In terms of employer-employee relationships, the respondents are highly satisfied in the proper match between skills and knowledge of faculty to task assigned, equal and fair treatment of employees by administrators and the system by which problems are solved each level.

In terms measures to bring about employee satisfaction, the respondents identifies the following as highly satisfactory: a) fairness and equity in job compensation, provisions for faculty development programs, extracurricular activities for clinical instructors and adequate provisions for acquaintances, retreats and recollections.

Considering the problems aired by the respondents, the researchers suggested that commensurate pay for additional designations should be made. This could be possible through an evaluation of designations assigned to faculty, as well as a review of compensation packages offered to employees by Lorma Colleges.

Constructive feedback on faculty evaluation should be made at the end of each term through appropriate identification of goals that has to be met by the classroom teacher, as well as observation of performance in the classroom, formal evaluations as well as schedule for appropriate feedback and dialogue. This could be made possible through prioritization of training needs and programming of those who are interested in those areas where they need training. There should also be planning and scheduling of faculty members in the development program through a Faculty Development Plan for the next five (5) years.

Participation of faculty in decision-making should be encouraged. It is recommended by the researcher that an orientation and re-orientation of employees on the management policies should be made at the beginning of every semester.

Adequate provisions for acquaintances or retreats of recollections should be given focus. This is made possible through the planning and scheduling of social activities within a year that is sponsored by the College.

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LEVEL OF SPIRITUALITY AMONG NURSING STUDENTS: A BASIS FOR A SPIRITUAL PROGRAM

by:

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This study aimed to find out the level of Spirituality among nursing students of Lorma Colleges of S.Y. 2008-2009 along four (4) dimensions namely: spiritual well being, religious involvement, search for meaning and purpose and quest. It also identified the strengths and weaknesses of the nursing students along the above-mentioned dimensions in order to come up with a spiritual action program to foster their spiritual growth and development.

The study was descriptive in nature and the data were gathered through the use of a questionnaire. Samples were taken from the entire population and they were chosen through random sampling technique.

The study revealed that the level of spirituality of the Ladderized and the level 4 nursing students is very satisfactory while, level 2 and level 3 is satisfactory. Generally, the level of spirituality of the nursing students in the four (4) dimensions is satisfactory.

The profile of the respondents show that most of them belong to the younger generation, generally between ages 15-19. In this stage there is a possibility that they cultivate other aspects of their life than spirituality. They might be focused more in their student and social life and these explains the reason why their level of spirituality is way below outstanding. Moreover, the older students in third year, fourth year and in the ladderized course exhibited a very satisfactory level of spirituality, it is because spirituality develops as one matures, it develops through time.

Relative to gender, most of the respondents are females. Males and females may be equally religious but with different indices. Male religiosity has greater emphasis on orthodox beliefs and moral norms; this is normative, cognitive, or doctrinal in nature. Female religiosity; on the other hand, shows greater acceptance of rituals and religious experiences; moreover, they are experiential in spirit and devotional in nature. This accounts for their greater attendance of church services, novenas, and other forms of devotional worship.

In terms of religion, most of the students are Roman Catholic. In as much as this religion does not so much impose its practices, doctrines and dogmas through sanctions to its adherents unlike other religion, sect or denomination; it is possible that

the dimensions of spirituality especially religious involvement are taken for granted. Their attendance to church and other spiritual endeavors may be complied with by the students but with lesser devotion and commitment.

It was found out that the level of spirituality among first year and 2nd year nursing students is satisfactory. This could be attributed to the fact that the first year and second year nursing students are still in the process of adjusting to the demands of their academic life thus, their spiritual life is sacrificed. The level of spirituality of the nursing students in the ladderized course, third year and fourth year is very satisfactory. This finding supports the idea that as one matures the level of spirituality is further strengthened.

All dimensions were seen as strengths by the nursing students in the ladderized course, third year, and fourth year. This could be due to the fact that these students regard that developing and nourishing the spiritual dimensions is important in coping with the stressors brought about by the demands of their personal and academic life. As they look forward to their would be profession, they might have realized that nurturing their faith is relevant to face the life's menacing realities like the occurrence of illnesses and diseases. Moreover, they might have recognized that sharing their faith may become a source of renewed hope of their clients towards health and recovery.

On the other hand, level 1 and level 2 nursing students conveyed that quest is their weakness. This could be attributed to the fact that their optimism in life is derived from their parents and significant others more than faith and religion.

The researchers recommended that the school will be able to aspire to goals of respect and appreciation for diverse religious viewpoints and traditions and offer a place or a meditation corner within the campus where spiritual activity could be performed without the undue influence of one particular denominational viewpoint.

The administration and department heads should also welcome the experiences, insights, and input of their colleagues at religiously affiliated institutions. The emerging picture will be much fuller, the colors more vibrant, the details sharper, as we bring together multiple perspectives from believers and unbelievers, from those who see themselves as religious and those who see themselves as spiritual, and from those who are still involved in the search.

The faculty of nursing will help in the application of the set "Plan of Action" as a complete "battle plan" in enhancing the spirituality of students and in answer to the questions we and others have raised regarding religiousness and spirituality which is beyond the scope of this paper. Together to develop and utilize with our own students noted reflection, through journaling, which could become a standard part of the

service-learning model. And in such reflection it may include any activities or techniques aimed at facilitating spiritual growth.

Several forthcoming works would offer many valuable suggestions that are consistent with our findings and views. Our own approach to this is based in part on the experiences that we have undergone.

The students should be participative in all the assessment procedures and spiritual enhancement program to be conducted by the college of nursing.

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HEALTH PERCEPTION AND HEALTH MANAGEMENT PATTERNS OF CLINICAL INSTRUCTORS OF LORMA COLLEGES

by:

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This study determined the health perception and health management patterns of clinical instructors of Lorma Colleges. By means of knowing the patterns of health management and health perception of clinical instructors, the possibility of an effective and poor clinical supervision can be predicted.

The respondents of the study were 61 clinical instructors from the college of nursing. The respondents were chosen purposely on the basis of certain criteria like those who completed and attended a whole school year; and had received an evaluation result in separate semester of the same school year.

The survey instrument is in the form of questionnaire consisting of three areas of concern, which includes: (a) profile of the respondents, (b) health perception of clinical instructors, (c) health management patterns of clinical instructors. The data were treated using the weighted mean and the analysis of variance. Each of the areas however, has its specific indicators that signify certain weaknesses that must be addressed.

The study discovered that the way the clinical instructors perceived their health do not pose a threat to their work performance since they are accustomed to many activities and task which they are able to meet.

The clinical instructors sometimes neglect the ways on managing well their work because of too much task as part of their requirement in their field of work.

The clinical instructors file their sick leaves, not because they are ill due to neglect of health but in order to avail of it and take time to rest and relax in addition to their annual leave.

The work performance evaluation can be a result of neglected health management patterns of clinical instructors. The researchers strongly recommend several activities that would encourage the full submission of clinical instructors in the performance of their duties and responsibilities. These activities includes recognition of "Healthiest Employee of the Year", unused sick leave converted to cash, free annual general check up, provision of free vaccine in cases of prevalence of diseases, coverage of occupational health effects including psychological disability and chronic pain.

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OVERCOMING COMMUNICATION BARRIERS IN THE WORKPLACE

by

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The major purpose of this descriptive study was to determine the frequency of observation of the commonly identified communication barriers in the College of Nursing. Suggestions to overcome these communication barriers were also gathered from the respondents. The significant differences between and among the variables as gender, age, years of service, position and qualification of the respondents were also determined in this study.

The respondents were composed of 93 clinical instructors who were currently employed during the month of October. They have at least four (4) months of employment in the College of Nursing, Lorma Colleges and they follow-up students in the classroom, in the clinical area, or both classroom and clinical areas. The instrument used included the form of a Likert scale to determine the frequency of the identified communication barriers, and a checklist of possible suggestions to overcome these.

The weighted mean was used to determine the frequency of observation of the commonly identified communication barriers in the workplace. The most frequently suggested ways on how to overcome the communication barriers were also considered in the formulation of an action plan.

For the variables gender, age, position and academic qualification having two (2) categories, the T-test was used to determine the significant differences, while as the years of service with four (4) categories, ANOVA was used.

Among the seven types of communication barriers, it was the physical barrier that was the most of the time observed. This is followed by the perceptual, cultural, gender, emotional, interpersonal and language barriers in a descending order, all interpreted as sometimes observed. This denotes the physical barrier is the priority concern to be addressed.

Though the other types of communication barriers were determined as sometimes observed, consideration of these is also important to improve the communication among the clinical instructors; hence, improve their working relationship. There were significant differences along the age and the years of service of the respondents but for the gender, position and qualification, there were no significant differences. Since the action plan addresses the type of communication barrier that was most frequently observed, the researchers strongly recommend the adoption and implementation of the action plan.

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THE RESEARCH CAPABILITY OF THE CLINICAL INSTRUCTORS OF THE COLLEGE OF NURSING, LORMA COLLEGES

by:

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The study was conducted primarily to determine the research capability of the clinical instructors of the College of Nursing at Lorma Colleges. A total of 126 respondents – 9 classroom instructors, 81 clinical instructors in the RLE and 31 for both categories comprised the population of the study.

This descriptive qualitative research utilized a devised questionnaire validated by experts in research undertakings. Data gathered were on faculty profile and on their appraisal of their research capability based from the steps of the research process and likewise strengths and weaknesses in undertaking research works. Most of the clinical instructors were on the process of achieving their Masteral in Nursing which further reflected their familiarity with research works.

The profile of the clinical instructors defines that the College has a great human capital asset to transform Lorma Colleges into an exceptional learning and research center, mobilizing all its members to partake in the realization of their tripartite role not just in the health science education development but also in the clinical practice.

Majority of the clinical instructors of the College of Nursing are with the Institution for more than a year already such that they are not just embrace the policies that runs the institution but also they are familiar with current situations, culture and climate the institution has. This may be seen an opportunity for the clinical instructor to identify workable and productive researches

The clinical instructors are also enrolled in the Masteral Program in Nursing. A few have already received their Masteral degree whereas the others are still earning and finishing their studies. This shows that the clinical instructors have the opportunities to become active participants in conducting research works. This move by the clinical instructors would not only benefit them as individuals but also professionally as a nurse, a teacher and a member of an organization.

Most of the clinical instructors supervise students in the clinical areas. Although, they cannot both handle classroom and clinical areas to transfer learning with their students, this gives them also an opportunity to conduct research in their area of specialization either in the clinical or academic arena with the accessibility of their respondents and sources of information.

The clinical instructors of the College of Nursing are highly capable along with the different steps in research such as introduction, methods, results and discussion, and conclusion and recommendation. The faculty has the knowledge and skill on research just that practice and application needs to be intensified further more and continuously updates on research to be added. Nevertheless, there is still a need to consider areas to improve along the different steps in research since the extent of research capability is along high capability.

There are identified strengths and weaknesses in conducting research by the clinical instructors. Such that the strengths need to be maintained and the weaknesses transformed into strengths.

An action plan on intensifying research program activities in the College of Nursing is hereby proposed to the management for study with the aim to bolster and update the ways of conducting research among the clinical instructors as part of the personal and professional roles and responsibilities and as they continue to cater in providing both quality health services and excellence in nursing education. Emulation of the strategies of CHED ZRC will be helpful in the planning for research activities such that of coming up with research agendas and funding.

It is recommended that the clinical instructors should continue engaging themselves with activities that exercise equally their trilogy roles in instruction, research and extension. Furthermore, the clinical instructors should see this area as a challenge in improving themselves personally and professionally.

The College of Nursing should be more insistent in participating in research activities in the Colleges (faculty research forum) and other educational institutions regarding research like the CHED ZRP in Region 1 and CAR.

The proposed action plan for intensifying research in the college should be considered by the administration.

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