

AN ASSESSMENT OF INSTITUTIONAL FUNCTIONING IN TEN SCHOOLS IN ILOILO CITY AFTER A PERIOD OF SEVENTEEN YEARS¹

BETTY B. TRIÑO POLIDO

This descriptive research assessed institutional functioning in ten selected schools of higher learning in Iloilo City after a period of seventeen years (1973-1990) in ten dimensions - - - democratic administration, autonomy and institutional freedom, morals, improvement of instruction, co-curricular stimulation, research and development, self-study and planning, innovation and change local needs, and improvement of society. It also ascertained the factors that might have brought about changes in a sample school.

Respondents were 184 full-time teachers in the ten selected schools who had at least one year of service prior to the administration of the questionnaire.

The basic data-gathering instrument was the School Functioning Assessment Inventory (SFAI) which Macario Ruiz had administered in 1973. Other sources of the data were interviews with persons connected with a sample school.

Z-tests were computed to test the significance of differences between 1990 and 1973 scores in the different dimensions.

The findings showed that in the dimension Democratic Administration three schools showed significant positive changes after 17 years. Negative changes were significant in five schools.

In the second dimension Autonomy and Institutional Freedom, five schools showed significant improvements. Significant decreases were observed in three schools; in two schools the decreases were not significant.

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In the third dimension Morale, significant improvements were found in two schools but not significant in five schools. Significant decreases were found in three schools.

In the fourth dimension Improvement of Instruction, all ten schools showed increases but these were significant in only three schools.

In the fifth dimension Co-curricular Stimulation, while six schools showed improvement, only in four schools was this improvement significant. Decreases were found in four schools, but only in one school was the decrease found to be significant.

In the sixth dimension Research and Development, all ten schools showed improvement, but this was significant only in seven schools.

In the seventh dimension Self Study and Planning, improvements were significant in three schools. Negative changes were significant in six schools but not in one school.

In the eighth dimension Innovation and change, five schools showed significant difference between means. Four schools showed significant decreases, one school slightly decreased.

In the ninth dimension Meeting Local Needs, eight schools had significant increases. One had significant decrease; in the other, no significant decrease.

In the tenth dimension Improvement of Society, nine schools showed improvement ; in seven the positive change was found to be significant. The decrease in one school was significant.

The study showed that three schools with the greatest improvement were schools F, G, and D. Three schools with least improvement were schools C, E, and I.

The case study on School A showed that positive changes were found to be significant in four dimensions - Research and Development, Meeting Local Needs, Improvement of Society, and Improvement of Instruction.

The aspects that brought about improvement in Research and

Development were: reduction of teaching loads for those engaged in research, the requirement of elementary courses in research, the use of research involvement/ productivity as a criterion for promotion, teacher participation in funded research undertaken by the institution, and requirements of accreditation.

Positive changes in Meeting Local Needs and in Improvement of Society might be attributed to teachers' participation as resource persons in seminars sponsored by outside groups, accreditation and its attendant benefits, DECS orders and government thrust to meet community needs, and the short vocational-technical training offered to out-of-school young adults.

Improvement in Instruction might be due to the improvement in evaluation procedures, the improvement of library and other facilities, accreditation, and DECS orders.

Negative changes were in the dimensions Democratic Administration, Innovation and Change, and Self-study and Planning.

Decreased ratings in Democratic Administration could be due to the perception of the faculty, the staff, and the students that they had no participation in decision-making in matters affecting them, the perception that there were no effective channels of communication, the lack of knowledge of the involvement of students in meetings and unclear delineation of responsibility owing to the unclear organizational charts or guidelines.

Decreased ratings in Innovation and Change may be due to the perceived failure of the administration to listen to students' complaints and suggestions, and slowness in the release of funds in implementing innovative programs.

Decreased ratings in Self-study and Planning could be attributed to lack of willingness of some teachers to do extra work for self-study/improvement, poor dissemination of policies and programs and subsequent lack of understanding about policies, failure to put into operation the policies and long-range plans of the institution, failure to hold regular discussions regarding the direction and the future of the institution and the priority given by the faculty and staff to income generating endeavors over activities conducive to the improvement of institutional functioning.