

# **Professional Development and Educational Administration of Colleges and Universities in the Davao Region: A Curricular Assessment of Trilogical Capability**

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## **Abstract**

*The main purpose of this study was to find out the significant influence of professional development and educational administration of Catholic and Christian Colleges and Universities in the Davao Region to trilogical capability based on certain standards of quality instruction, research, and extension to improve and strengthen the higher education institutions. The Pearson Moment Product Correlation was applied to determine the relationship of professional development and trilogical capability and of educational administration and trilogical capability. The questionnaires were adopted and developed by the researcher based on certain standards as recommended by Accrediting bodies under the Federation of Accrediting Agencies of the Philippines (FAAP), the Commission on Higher Education (CHED), and the National Competency-Based Teacher Standards (NCBTS). The data revealed a significant relationship between professional development and trilogical capability, as well as on educational administration and trilogical capability. Moreover, the educational administration had a higher influence compared to professional development on the school's trilogical capability.*

**Keywords:** *professional development and educational administration, trilogical capability*

## **Introduction**

Systems of education around the world are beset with restraining trends such as the low performance of students, recurrent shortages, unmotivated teachers and administrators,

myopic view of the system, low accountability level, and poor monitoring and evaluation of the system. With such trends, institutions of learning are challenged to identify appropriate shared purposes of facilitating self-management and improved decision-making. Several shifts, collectively known as megatrends (Naisbitt & Aburdene, 1990), have been adopted as a moving force to shape educational systems.

The Philippine educational system cannot be understood apart from its internal and external environments. Changes and major shifts, both in thinking and practice, can be better perceived in the context of quality and excellence, relevance and responsiveness, access and equity, and efficiency and effectiveness. These four-fold criteria require continuous re-visitation, re-examination, and re-evaluation of educational structures, policies, processes and other mechanisms inherent in the management of schools and school systems (CHED, 2001 – 2010).

The Commission on Higher Education (CHED) and Presidential Commission on Education Reforms exercise supervision and regulation over Higher Education Institutions' (HEIs) tri-fold function of teaching, research, and extension services to decentralize the management of educational system in the country such as education financing, teacher effectiveness, curricular development, articulation, sequence, integration, and continuity, textbooks and instructional materials, language of instruction, student assessment, and inter-sector and inter-agency coordination to forge strong-school community dynamics.

In 2005, the Medium-Term Development Plan for Higher Education recognizes the challenges faced by the higher education system. These are to respond critically and strategically to the human resources development challenges both the domestic and international arena; to be more proactive in mobilizing knowledge to directly contribute to productivity by re-orienting university-based research and development towards systematic and purposive utilization of research outputs to generate employment and support poverty reduction; and to assist in the overall effort of the national government to attain social, bureaucratic, and fiscal reforms through human resources development and effective and efficient management.

The MTDPHE (2005) reported that the educational well-being of the Davao Region had gained some significant strides, at least during the last five years, the latest simple

literacy figures showed that three of every 100 persons in the Davao Region are unable to read and write. However, functional literacy figure remains at a stumpy 84 percent. One of the principal reasons why a significant number of people in the Davao Region remained functionally illiterate is the fact that there remain a number of school-age children not in schools and there is still a low or little interest among the populace to finish higher education.

This research was conducted to assess some criteria during accreditation on professional development and organizational administration of Catholic and Christian colleges and universities in the Davao Region based on some criteria during accreditation and the certain standards of quality in instruction, research, and extension to improve and to strengthen the higher education institutions.

The researcher conducted this study to examine professional development and educational administration and how they will affect the trilogical capability of different Catholic and Christian Colleges and Universities in the Davao Region.

### **Statement of the Problem**

This research study was conducted to find out if the professional development and educational administration of Catholic and Christian Sectarian Colleges and Universities in the Davao Region significantly influence their trilogical capability. Specifically, this study sought to answer the following questions:

1. Is there a significant relationship between:
  - 1.1 Professional Development and Trilogical Capability; and
  - 1.2 Educational Administration and Trilogical Capability?
2. Do professional development and educational administration significantly influence trilogical capability?

## **Methodology**

This research utilized the correlational research design. The aim is to describe the strength of relationship between two or more events or characteristics (Santrock, 2005). In this study, the relationship of professional development and educational administration of Catholic and Christian Sectarian Colleges and Universities to trilogical capability was investigated.

From the computed total population of 23, 391 students, there were two hundred (200) or 50 percent students and two hundred (200) or 50 percent faculty based on the 400 population among the ten (10) sectarian colleges and universities in Region XI involved in this study. These respondents were from Holy Cross of Davao College (HCDC), Holy Cross of Calinan College (HCCC), Holy Cross of Babak, San Pedro College (SPC), Saint Peter College of Toril (SPCT), Assumption College of Davao (ACD), Brokenshire College (BC), University of the Immaculate Conception (UIC) in Davao City; Cor Jesu College of Digos City, and Holy Cross of Bansalan in Davao Del Sur.

As observed, colleges have large number of samples with 340 respondents or 85 percent of the total population from nine (9) schools and 60 respondents from university or 15 percent of the total population involved in this study.

The researcher made use of random sampling for faculty and students who were involved in this study. It involves dividing population into homogeneous subgroups and then taking a simple random sample in each subgroup to represent not only the overall population, but also key subgroups of the population (Trochim, 2006).

The questionnaires were developed and adopted by the researcher based on certain standards of quality or excellence as recommended by Accrediting bodies under Federation of Accrediting Agencies of the Philippines (FAAP) particularly the Association of Christian Schools, Colleges and Universities Accrediting Agency Inc. (ACSCU-AAI), Commission on Higher Education (CHED), and CMO No. 30 Series 2004 known as the National Competency-Based Teacher Standards

(NCBTS) to improve and strengthen higher education throughout the country.

The instruments were validated by the group of experts in the field of professional development, educational administration, and trilogical capability.

Some indicators for professional development like technical and professional competence, and faculty development were adopted from NCBTS, Domain 7 – Personal Growth and Professional Development and others from ACSCU-AAI. The questionnaire for educational administration was adopted from ACSCU-AAI which includes purposes and objectives, administrative organization, financial and business administration, co-curricular activities, administration of records, institutional planning and development, and alumni. And the indicators for curricular assessment of trilogical capability were adopted from ACSCU-AAI which include instruction, research, and extension. Some indicators in instruction were developed from NCBTS, Domain 4 – Curriculum.

The researcher made use of the following statistical tools to analyze the gathered data: (1) Correlational analysis using the *Pearson Product Moment Correlation* to determine the significant relationship of professional development and trilogical capability, and educational administration and trilogical capability; and (2) Multiple regression analysis to find out the influence of professional development and educational administration to trilogical capability.

## **Results and Discussion**

Table 1 presents the significance on the relationship between the professional development and trilogical capability and between educational administration and trilogical capability of schools in Region XI. Having correlated professional development in terms of technical and professional competence; faculty development and trilogical capability in areas of instruction, research, and extension revealed an overall result of 0.59, which is of significant relationship.

Correlating educational administration in terms of purposes and objectives, administrative organization, financial and business administration, co-curricular activities,

administration of records, institutional planning and development and alumni; trilogical capability in areas of instruction, research, and extension got the overall value of 0.78, which indicated a significant relationship. The results also show that educational administration has the closer level of significant relationship to trilogical capability compared to professional development, as revealed in the overall mean of 0.78 and 0.59, which critical value is at  $\alpha 0.05 = 0.098$ .

The findings strengthened the argument of Culbertson (1988) and Murphy (1992) that educational administration should have a set of practical and applied administrative skills, which are academic, scientific, and theory base with advanced tool for conceptual frameworks, contemporary and theoretical knowledge in leading educational organizations.

The results also supported the study of Lockwood (1998) that professional development is one of the key issues in human resource management and development; in today's system, education policies require education managers who ensure a meaningful and effective education. According to Jasper (2006), those who engage in professional development should share a common purpose of enhancing their ability to do their work; at the heart of professional development, there is a lifelong learning and that will increase individuals' skills and knowledge.

The results served as a direction of the different colleges and universities to always consider in the planning, implementation, and evaluation the professional development towards sustainability of educational administration and of student leadership; eventually, the knowledge, skills and attitudes of the faculty in instruction, research and extension are in excellence. As articulated in MTDPE (2005-2010), Philippine higher education is no longer operating for the local or domestic marketplace, but is now positioning itself in the global marketplace; to succeed in this direction, its programs and services need to be comparable with those of other higher education systems and the knowledge and skills of its graduates at par with those from other countries.

Table 1:  
Significance of the Relationship between Independent and  
Dependent Variables

<i>Independent Variables</i>	<b>Dependent Variable</b> <i>(Trilogical Capability)</i>			
	<i>Instruction</i>	<i>Research</i>	<i>Extension</i>	<i>Overall</i>
Technical and Professional Competence	0.49*	0.36*	0.40*	<b>0.50*</b>
Faculty Development	0.43*	0.45*	0.46*	<b>0.55*</b>
<b>Overall Professional Development</b>	<b>0.52*</b>	<b>0.46*</b>	<b>0.49*</b>	<b>0.59*</b>
Purposes and Objectives	0.58*	0.40*	0.52*	<b>0.60*</b>
Administrative Organization	0.60*	0.57*	0.65*	<b>0.74*</b>
Financial and Business Administration	0.40*	0.45*	0.46*	<b>0.53*</b>
Co-Curricular Activities	0.48*	0.46*	0.64*	<b>0.65*</b>
Administration of Records	0.54*	0.53*	0.59*	<b>0.68*</b>
Institutional Planning and Development	0.54*	0.56*	0.63*	<b>0.71*</b>
Alumni	0.36*	0.24*	0.31*	<b>0.36*</b>
<b>Overall Educational Administration</b>	<b>0.63*</b>	<b>0.59*</b>	<b>0.69*</b>	<b>0.78*</b>

\*Significant (Decision on  $H_0 = \text{Reject}$ )  
Critical value at alpha 0.05 = 0.098

The significant influence of professional development and educational administration on trilogical capability is shown in Table 2. The regression analysis indicates that the influence of professional development and educational administration is statistically significant – the probability of 0.00 and 0.00 respectively is lower than the 0.05 significant level set in this study. Therefore, this leads to the rejection of the null hypothesis, which states that professional development and educational administration do not significantly influence trilogical capability.

In this study, the result shows that educational administration influences more compared to professional development with coefficient of 0.71 and 0.19 respectively. This implies that educational administrators play a vital role in maintaining and developing the programs and practices in colleges and universities specifically on instruction, research and extension.

The results affirmed the study of Donnelly, Dove and Morales (2002) that human resource management and development plays a vital role on teacher professional development. These movements of transformation and innovation which have increased significantly in education had brought great changes in education managers, teachers, and

other educators seeking for their professional growth and improvement opportunities available for their professionalism.

The findings addressed also the advocacy of Chartered Institute of Professional Development (2000), that *Professional Development* is defined as the holistic commitment to enhance skills and personal or professional competence. The acquisition, maintenance, improvement and broadening of knowledge, understanding, and skills, and the development of personal qualities necessary to carry out professional duties throughout a member’s working life is a commitment to being professional.

With the  $R^2$  equal to 0.62, it could be stated that 62 percent of the variation among faculty and students is explainable by its linear relation with professional development and educational administration. Hence, 38 percent may be explained by other variables not covered in this study. There are other variables not limited to professional development and educational administration that can be used to fully develop higher education institutions.

Table 2:  
Regression Analysis Showing the Significance of Influence of Professional Development and Educational Administration on the Trilogical Capability

Predictor Variables	Coefficient	Standard Error	t-stat	P Value
	B	B		
Intercept	0.41	0.14	2.85	0.00*
Professional Development	0.19	0.04	4.71	0.00*
Educational Administration	0.71	0.04	16.94	0.00*
<b><math>R^2 = 0.62</math></b>	<b>F value = 327.42</b>	<b>*Significant at <math>\alpha = 0.05</math> Decision on <math>H_0 = \text{Reject}</math></b>		

## Conclusion and Recommendations

### Conclusion

1. The data revealed that professional development and trilogical capability and educational administration and trilogical capability have significant relationship. However, educational administration has the closer level of significant relationship to trilogical capability compared to professional development.
2. The data show that the independent variables have significant influence to the dependent variable. Moreover, the educational



administration influences more compared to professional development on trilogical capability.

### *Recommendations*

Based on the findings of the study, the top management should strengthen professional development and trilogical capability through trainings, seminars, and workshops to improve their knowledge, skills and attitudes for the total development of the organization.

Moreover, since the students have involvement in developmental activities such as instruction, research and extension, the management as well as the faculty should value the importance of trilogical capability evident in theory (teaching and learning process) and practice (experiences and application).

It is also recommended that future researchers have to explore the trilogical capability not only among Catholic and Christian Colleges and Universities but all higher education institutions.

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