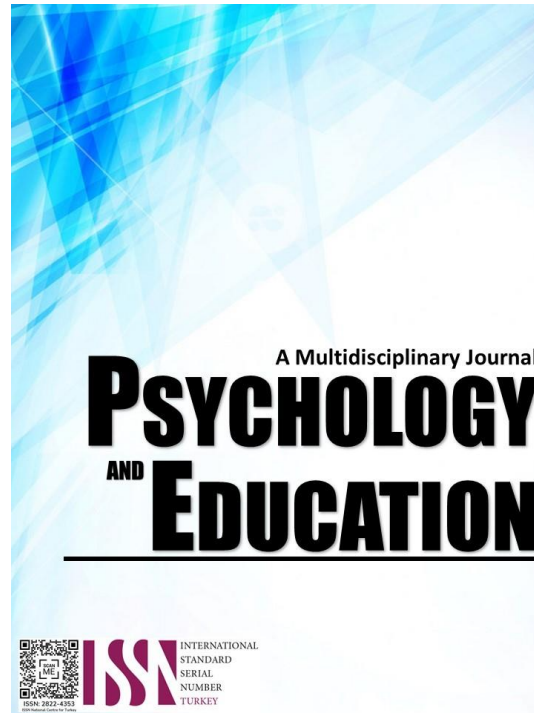


# PROPOSED DEVELOPMENT PLAN FOR COLLEGE OF EDUCATION IN MABINI COLLEGES, INC.



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## Proposed Development Plan for College of Education in Mabini Colleges, Inc.

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### Abstract

The main objective of this study was to determine the status of the college of education; the strengths, weaknesses, opportunities and threats; the challenges, and problems encountered by the Dean, teachers and students in the delivery of education as the basis for a structuring a development plan in Mabini Colleges. Based on the findings of the study, the following conclusions were drawn: Mabini Colleges promotes and have quality assurance in terms of quality education, high qualifications of school staff and well-planned programs. Unique programs are being maintained, such as the Refresher Course, LET-like Examinations, Pinning and Candle-Lighting Ceremony, and the Testimonial Ceremony. The College has also maintained good collaboration with other schools and community extensions. However, the threats/weaknesses include insufficiency of qualified teachers, teachers' resignation due to better salaries and benefits in public schools, insufficient number of electric fans and chairs for every room, regular maintenance check-ups for all rooms, lack of reference materials for teachers and students, and lastly, insufficient classrooms to cater a larger number of enrollees. Moreover, It was also concluded that teachers and dean had similar experiences in terms of the challenges in different phases of education. They all agreed that there is a need for an improvement plan though they believe that the institution has made a difference in the students' life because of its contribution to quality education.

**Keywords:** *challenges, problems, SWOT, development plan, status of education*

### Introduction

The course of human life is developed through education and nonstop process of learning. Education is one of the foundations of humans towards development. It serves as the preparatory ground of person for the forthcoming instances that may be encountered. Education contributes in forming or molding a person into what he or she can be and aids an individual in discovering abilities and developing proficiencies.

Education can also help in understanding the complexity of the world by giving solutions to the problem the society is facing. The skills, knowledge and competencies one gets from basic education, higher education, and other educational institutions contribute more to the development of a country. Education helps develop careers and also expands one's processes of vision and perception that is why the future of the country depends on the quality of education it has.

Every public or private educational institution has the duty in imparting knowledge and honing the skills/competencies of the students to make them economically productive citizen of the country and at the same time guide them to find a decent job that suits their qualifications. Since it is hard for students to find a job in a highly competitive market, they need to find a school with quality education to help them obtain the skills and degree needed in the workplace.

However, as time goes by, the quality of education has also changed and has gone down immensely. In the present time, schools focus on doing good business rather than imparting quality education to the students. The quality of education that should be imparted freely is now limited to those who have money. Students and parents allocate their money, time and effort to learn new things but at a high cost for quality education to be obtained.

In terms of quality in education, the World Bank (2016: 46) puts forth the following concept: It is hard to determine the quality of education. An adequate definition must include outcomes of the learners. Most teachers would include the nature of educational experiences that help produce the outcome. Students learns best and produce quality outcome when the knowledge learned in school is relevant to their needs, experiences, interests and abilities.

In 2018, one of the agenda of United Nations was to achieve quality education and sustainable development. For quality education is a significant factor in every society, It helps transforms a society by meeting the increasing demands of the populace. The said organization has called countries to realign their system of education to sustainable development goals.

Like any other countries in the world, Philippines is experiencing mass higher education wherein public and private educational institutions offering various programs and diverse delivery of learning services. Unfortunately, a lot of studies about Philippine



education revealed that the expansion of educational opportunities leads to deteriorating quality education in the country. This condition has led to the introduction of system of accreditation wherein it aims to assess the institution's academic program offerings, financial resources and manpower.

Parallel to this, the Commission on Higher Education (CHED) is also committed in delivering quality education throughout the country. It gives mandate to public and private educational institutions to provide quality education to produce quality graduates that will contribute to the global growth and development of the country. To realize its goal, the CHED sees to it that every public or private HEI is following the set of standards in the instruction, facilities, and services. It is the duty of the school to assess the quality of education being provided to the students. At present, different views in education arise as to how quality education will be achieved. It is now considered as branded mark of the highest quality. This is why different innovations and programs are implemented.

With this, the researcher would like to introduce Mabini Colleges Incorporated as one of the leading educational institutions found in Daet, Camarines Norte. It is an institution committed to provide its students with quality education. It strongly adheres to what it seeks to develop in its students. It has catered to students of different orientations in its desire to truly serve the community where it is situated.

The Mabini Colleges offers various programs under CHED such as Bachelor of Elementary Education, Bachelor of Secondary Education, Bachelor of Early Childhood Education, Bachelor of Special Needs Education, Bachelor of Physical Education, Bachelor of Culture and Arts Education, Bachelor of Science in Nursing, Bachelor of Science in Computer Science, Bachelor of Arts in Communication, Bachelor of Science in Criminology, Bachelor of Science in Entrepreneurship, Bachelor of Business Administration, and Bachelor of Science in Accountancy. Aside from that, there are programs being offered under DepEd, these are Junior and Senior High School programs. With these numerous programs, Mabini Colleges, Incorporated should be aware on the problems aforementioned. Thus, Mabini Colleges, Incorporated should help the CHED and DepEd in attaining quality and accessible education for all students in the province.

Like any other private HEIs in the country, Mabini Colleges, Incorporated is faced with challenges in pursuing the mandated functions of a Higher

Education Institution so that provision of visible, tangible and sustainable quality education can be attained. Hence, the researcher finds it necessary to determine the status of education being provided by the school most especially to the education students. Knowing the status of education and the areas that need to be strengthened in the Teacher Education program is necessary for the creation of development plan.

### Research Questions

This study aimed to determine the status of College of Education in education in Mabini Colleges, Inc. This was conducted in the School Year 2020-2021. Specifically, it aimed to answer the following questions:

1. What is the status of the College of Education in Mabini Colleges, Inc. in terms of:
  - a. Faculty;
  - b. Instruction;
  - c. Laboratories;
  - d. Research;
  - e. Library;
  - f. Student Services;
  - g. Social Orientation and Community Involvement;
 and
  - h. Physical Plant and Facilities;
2. What are the strengths, weaknesses, opportunities and threats of Mabini Colleges-College of Education?
3. What are the challenges and problems encountered by the Dean, teachers and students in the delivery of education in Mabini Colleges?
4. What development plan can be proposed as a response to the result of the study?

## Methodology

### Research Methodology

This study used descriptive-evaluative and developmental research approach utilizing assessment tool from the PACUCOA, Focus Group Discussion (FGD) using SWOT Analysis, and Unstructured interview guide as data gathering techniques. Descriptive-evaluative research design describes the assessment of worthiness of a study. It has the purpose

in providing information for policy makers in connection with power or strength of a program. Likewise, developmental research design was to describe the systematic study of developing and assessing instructional programs and products that must meet the standard of internal uniformity and effectiveness.

Descriptive method was used to describe the status of College of Education in terms of faculty, instruction, laboratories, research, library, student services, social orientation and community involvement and physical plant and facilities. After describing, the researcher evaluated the concepts or products and collected the data. The collected data/response from the respondents/participants of the study were important in creating development plan. Specifically, this investigation utilized document analysis. Document analysis is a form of qualitative research wherein evidence like documents are interpreted by the researcher to describe and give meaning around an assessment topic (Bowen, 2009).

### Sampling Plan

This study used purposive sampling. Purposive sampling is a type of nonprobability sampling. The objective of purposive sampling is to make sure that the questions being posed are relevant to the participants. The purposive sampling was used in selecting the participants of the present study. These were the dean, teachers, students, and selected members of the community. They were chosen because they were the key persons who have knowledge/experiences and who could answer the important questions in this study.

### Research Instruments

This study used 3 types of instruments to gather the necessary data from the participants. These were the questionnaires adopted from the assessment tool of PACUCOA, SWOT Analysis and Unstructured Interview Guide/Schedule.

**Questionnaires.** It is one of the instruments in research which consists of different sets of questions for the purpose of collecting data. The primary instrument used in gathering the data was the adopted assessment tool from the PACUCOA using Likert Scale. The researcher made little modification in the scaling of the indicators to suit it under Mabini Colleges condition.

**SWOT Analysis.** It is an important tool used for

analyzing the existing condition of a business both internally and externally. It also gives helpful guideline of information for a group of people who want to see the future or investigate a problem. The researcher made questions that determined the strengths, weaknesses, opportunities and threats. These were analyzed through thematic coding.

**Unstructured Interview Guide/Schedule.** It is a type of interview wherein the researcher asks specific questions to a particular topic and may modify the questions to suit the participants experiences. The researcher made questions that were used in getting the perspective of the participants in different topics. Thematic coding was used as a tool for analysis.

**Focus Group Discussion.** It is one of the techniques used in research to collect important data through interaction with a group of people having similar background or experiences. With the use of this technique, the researcher was able to elicit responses relative to the topics being discussed.

### Data Gathering Procedure

After a series of inquiry with regards to the study, the researcher determined the groups of participants who would play a vital role on the needed information. The type of sampling to be used in the study was followed. In order for the researcher to accumulate data, the researcher made a letter requesting for the approval to conduct a pen-and-paper type of survey, individual interview and SWOT Analysis through Focus Group Discussion (FGD). This was to assure that the researcher is ethically conducting the data-gathering of the study. This permission allowed the researcher to distribute questionnaires and conduct Focus Group Discussion (FGD) and individual interview using online platform like Google Meet.

Considering the pandemic situation, the survey questionnaires were distributed to the respondents of the study in various ways such as personally giving of copies to the respondents or any electronic channel since most of the people uses internet for sending or receiving communication. After having the questionnaires filled out by the respondents, the researcher retrieved the questionnaires the same way how it was distributed. After that, the researcher grabs the opportunity to conduct Focus Group Discussion on some of the participants of the study online. From the gathered data through questionnaires, Focus Group Discussion and individual interview, the researcher analyzed and interpreted the data.



## Data Triangulation

This study utilized data triangulation to assure the research validity and reliability, using varied methods of collecting data on the same topic which involves different participants. It also improves the collection data and interpretation of the results. The research techniques used in this study were questionnaire, SWOT analysis and unstructured interview schedule/guide.

In analyzing the data gathered, the researcher used member checks. Member checks is a technique for reviewing the integrity of results. At the end of the interview, the researcher gives the participant a summary of what had been said and asked if the notes accurately resonate their experiences. The process plays an important role in data triangulation.

## Results and Discussion

This section presents the data analysis and findings of this study. Mixed research approaches were adopted using the instruments such as questionnaires, focused group discussions, and interviews. Each was further elaborated and data obtained from were analyzed and summarized.

### Status of College of Education in Mabini Colleges

Table 1. Summary of Results

Indicator	Weighted Mean	Verbal Interpretation
<b>1. FACULTY</b>		
A. Academic Qualifications	3.77	Excellent
B. Professional Performance	3.36	Excellent
C. Teaching Assignment	3.39	Excellent
D. Rank, Tenure, Remuneration and Fringe Benefits	3.73	Excellent
E. Faculty Development	3.17	Very Good
F. Research and Publications	2.95	Very Good
	3.40	Excellent
<b>2. INSTRUCTION</b>		
A. Program of Studies	3.86	Excellent
B. Co-Curricular Activities	3.43	Excellent
C. Instructional Process	3.38	Excellent
D. Classroom Management	3.32	Excellent
E. Academic Performance of Students	3.90	Excellent
F. Administrative Measures for Effective Instruction	3.33	Excellent
	3.54	Excellent
<b>3. LABORATORIES</b>		
A. Facilities	3.18	Very Good
B. Equipment and Supplies	3.00	Very Good
C. Maintenance	3.27	Excellent
D. Special Provision	3.26	Excellent
	3.18	Very Good
<b>4. RESEARCH</b>		
A. Orientation	3.24	Very Good
B. Human Resources	3.30	Excellent
C. Activities	3.32	Excellent
D. Quality	3.45	Excellent
E. Support from the Administration	3.13	Very Good
F. Dissemination and Utilization	3.05	Very Good
G. Ethics of Research	3.85	Excellent
	3.33	Excellent

<b>5. LIBRARY</b>		
A. Administration	3.65	Excellent
B. Human Resources	3.22	Very Good
C. Collection	3.37	Excellent
D. Services and Use of the Library	3.47	Excellent
E. Financial Support	3.78	Excellent
F. Physical Facilities	3.12	Very Good
	3.44	Excellent
<b>6. STUDENT SERVICES</b>		
A. Administration	3.29	Excellent
B. Statement of Purpose	3.42	Excellent
C. Program Design and Implementation	3.18	Very Good
D. Evaluation of Support Programs	3.10	Very Good
E. Outcomes of Student Services Programs	3.09	Very Good
	3.22	Very Good
<b>7. SOCIAL ORIENTATION AND COMMUNITY INVOLVEMENT</b>		
A. Knowledge of the Community	3.28	Excellent
B. Community Relations	3.55	Excellent
C. Social Awareness and Concern	3.29	Excellent
D. Community Service and Involvement	3.21	Very Good
	3.33	Excellent
<b>8. PHYSICAL PLANT AND FACILITIES</b>		
A. Site	3.52	Excellent
B. Campus	3.30	Excellent
C. Buildings	3.26	Excellent
D. Classrooms	3.09	Very Good
E. Offices and Staff Rooms	3.42	Very Good
F. Assembly and Athletic Facilities	3.04	Very Good
G. Building Services	3.17	Very Good
	3.26	Excellent
Grand Mean	3.34	Excellent

Legend: 3.25-4.00 Excellent; 2.50-3.24 Very Good; 1.75-2.49 Good; 1.00-1.74 Poor

The status of College of Education in Mabini Colleges Inc. were as follow: In terms of *faculty*, this indicator got an over-all rating that ranged from 2.95 to 3.77 and over-all grand mean of 3.40 or Excellent. The sub-indicator Academic Qualifications was the highest and Research and Publication as the lowest. In *instruction*, this indicator got an over-all rating that ranged from 3.32 to 3.90. From these ratings, the over-all grand mean of instruction was 3.54. The sub-indicator Classroom Management was marked as the lowest.

For the third indicator, *laboratories* got over-all rating that ranged from 3.00 to 3.27. Through these ratings, a grand mean of 3.18 with a verbal interpretation of Very Good was obtained. The sub-indicator that got the lowest rating was Equipment and Supplies. For the fourth indicator, *Research* had obtained the over-all rating that ranged from 3.05 to 3.85. These ratings gave this indicator a grand mean of 3.33 with a verbal interpretation of Excellent. The sub-indicator that got the highest rating was Ethics of Research and Dissemination and Utilization as the lowest.

In terms of *Library*, this indicator got an over-all rating that ranged from 3.12 to 3.78. From these ratings, the library had obtained a grand mean of 3.44 with a verbal interpretation of Excellent. The sub-indicator with the highest rating was the Financial Support and Physical Facilities as the lowest.

For the 6th indicator, *Student Services*, this area got an over-all rating that ranged from 3.09 to 3.42. From these ratings, the student services obtained a grand mean of 3.22 with a verbal interpretation of Very Good. Sub- indicators Outcomes of Student Services Program and Evaluation of Support Programs got the lowest ratings.

In the 7th Indicator, *Social Orientation and Community Involvement*, this was able to obtain an over-all rating that ranged from 3.21 to 3.55. The ratings obtained resulted to a grand mean of 3.33 with a verbal interpretation of Excellent. The sub-indicator Community Relations got the highest and Community Service Involvement was the lowest.

The last indicator, *Physical Plant and Facilities*, got an over-all rating that ranged from 3.04 to 3.52. From these ratings, the area obtained a grand mean of 3.26 with a verbal interpretation of Excellent. The sub-indicator that got the lowest mean was Assembly and Athletic Facilities.

Overall the status of College of Education with regard to education got a grand mean of 3.34 or a verbal interpretation of Excellent. It indicates that the institution somehow delivers quality and accessible education. However, there is a need to improve the areas that have the lowest rating.

### **The Strengths, Weaknesses, Opportunities and Threats of College of Education in Mabini Colleges Inc.**

Based on the results of the Online Focus Group Discussion conducted to selected students, teachers, and representative from the adopted barangay, the following findings were drawn: Majority of the indicators gave a positive impact to the participants in terms of strong workforce, Supportive Dean, Continuous Quality Improvement Program, Yearly Increase of Enrollment, Well-paid teachers, Well-Trained Teachers, Faculty Development Program, Rest and Recreation for Employees, Complete Equipment and Resources for Instruction, LET-Like Examination for 1st Year – 3rd Year Students, Refresher Course Program for Graduating Students, Candle Lighting and Pinning Ceremony, Testimonial Ceremony for LET Passers. All these areas were very significant in achieving the mission and vision of the school leading to tremendous success in education. This is very beneficial on the part of students and teachers and the school as a whole.

However, it was indicated by the participants that behind of those good achievement there were always a failure and this was enumerated as follows: Faculty Members with Master's Degree related to some programs of specialization, Lack of Electric Fan and Chairs for every room, Regular Maintenance Check-up for all rooms, Lack of Reference Materials for Teachers and Students, and lastly, rooms to cater additional enrollees. The participants acknowledged

the occurrence of this situation while in stay in the institution. They also claimed that the administration never missed to give support, efforts and open ears for progress to address these problems.

While teachers and students as the main participants of Focus Group Discussion, they agreed that being a part of Mabini Colleges is a great achievement because of different opportunities and benefits that may be obtained. The teachers asserted that the institution aid the faculty in professional growth by having seminars and trainings conducted by other HEI's, being the lifeblood of the institution, they must be trained as basis for good reputation of the institution. According to them in order to empower them to provide the best education for students, the institution needs to invest the best training for them. Another is collaboration and partnership with other schools or other sectors of community was also a habitual goal of the institution, in the findings having collaboration with other institutions serve as gateway for another career opportunities for both students and teachers. Trust, mutuality and reciprocity is being developed. Research reveals that several advantages and benefits exist in maintaining university-school collaboration as both the university and the schools gain mutual benefits from the interactions and of the Alumni in promoting the school to the community. As well as Extension Service Programs not only on the Adopted Barangay but also in other Barangays is implemented. The findings revealed that great opportunity to some barangay as extended beneficiary of the institution. This not only promotes good services to students but to the livelihood aspect of the nearest barangays.

On the other hand, in the last findings of the researcher as the result of FGD, despite all opportunities, there are factors that may interfere in the implementation of the goal of the institution. As the participants affirmed that there are unavoidable circumstances such as Universityhood status of Camarines Norte State College, Hiring of DEPED Teachers, Courses which cannot be found in Mabini Colleges and Benefits of teachers from other institutions, these three factors may affect to the objectives of the institution and sometimes it cannot be controlled because these things rely on the decisions of persons involved.

Key Results Area	Strengths (S)	Weaknesses (W)
<b>Human Resources</b>	<ul style="list-style-type: none"> <li>Strong Workforce</li> <li>Supportive Dean</li> <li>Well-paid Teachers</li> <li>Well-Trained teachers</li> <li>Faculty Development Program</li> <li>Rest and Recreation Program for Employees</li> </ul>	<ul style="list-style-type: none"> <li>Faculty Members with master's degree in their areas of Specialization</li> <li>Maintenance Check-up for all laboratories</li> </ul>
<b>Academic Policies and Guidelines</b>	<ul style="list-style-type: none"> <li>Continuous Quality Improvement Program</li> <li>Mock-LET and Refresher Program for the students</li> <li>Candle lighting and Pinning and Testimonial Ceremony</li> </ul>	
<b>Facilities and Resources</b>	<ul style="list-style-type: none"> <li>Complete Equipment</li> </ul>	<ul style="list-style-type: none"> <li>Lack of Reference Materials for Teachers and Students</li> <li>Rooms to cater additional enrollees.</li> </ul>
	<i>Opportunities (O)</i>	<i>Threats (T)</i>
<b>Community Linkages and other concerns</b>	<ul style="list-style-type: none"> <li>Collaboration and Partnership of other institution through seminars and trainings conducted</li> <li>Alumni's role in promoting the school</li> <li>Extension Service Programs not only on the adopted barangay but all in other barangays</li> </ul>	<ul style="list-style-type: none"> <li>Hiring of DEPED Teachers</li> <li>Benefits from other institutions</li> <li>University hood of Camarines Norte State College</li> <li>Courses which cannot be found in Mabini Colleges.</li> </ul>

Table 2. SWOT Analysis with corresponding Key Results Area

### Challenges and Problems Encountered by the Teachers, Students and the Dean of College of Education

The last method used in this study to gather information and to justify its validity is an online interview to teachers, students and Dean of College of Education. The results of the online interview will respond to the third main problem of this study. The thematic illustration below shows the common problems and challenges encountered by the participants of the study.

As illustrated on Figure 3, there were 3 identified issues in relation to the delivery of education in Mabini Colleges. These were the issues on instruction and performance of the students, academic policies and guidelines, and the issues in maintaining the quality of teacher education program.

The first identified issue is on the Instruction and Performance of the Students. This includes limited to information constraint given by the faculty, limited accessibility to references and online resources, and the faculty have experiences on student's passive attitude towards learning. These are the common problems and challenges in every institution. Books related to specialization are very limited and sometimes it is hard to access the online resources of the school due to slow internet. Hence, the information received by the students is limited that could lead to student's passivity. This seriously affects the learning of the students and delivery of instruction by the teachers.

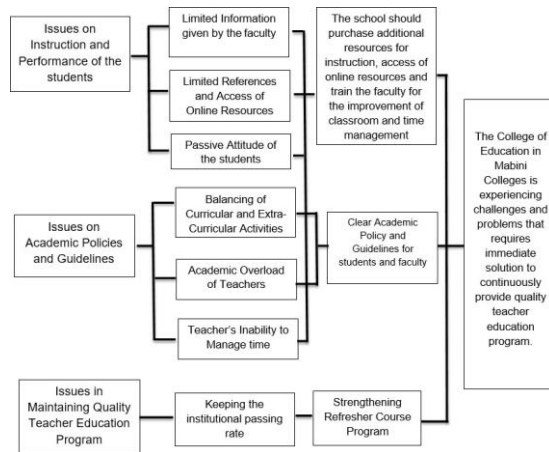


Figure 1. Qualitative Thematic Analysis of Challenges and Problems Encountered

The cited issue is considered a problem in delivering quality education. Without the needed learning resources, the performance of the students could be affected in the long run specifically to Licensure Examination for Teachers (LET). Limited resources could really affect the status of education in the institution resulting to the detrimental of positive learning outcomes of the students. To formally address these issues, there is a need for the school to purchase additional resources for instruction specifically to major of specialization, provide open access of online resources for students and teachers, and provide more trainings for faculty to improve their classroom management and time management skills.

The second identified issue is on the Academic Policies and Guidelines with regard to students and faculty in the institution. These were anchored on balancing the students' curricular and extra-curricular activities, academic overload of teachers and teacher's inability to manage time. The issues mentioned pose a threat in delivering quality education. Balancing the academics and extra-curricular commitment is a very difficult task for the students. It's a battle between their passion and interest. According to the interview, participating in various activities at school impacts students' time management, which poses a significant challenge for educators.

On the other hand, academic overload of teachers is the situation wherein the teachers have additional load beyond the standard teaching load. Teacher workload presents a problem for the entire education system. The number of loads the teachers have affects the efficacy of teaching. Further, teacher's inability to



manage time for different school obligation happens because of too much preparations. This includes checking of outputs and submitting grades of students. It is the obligation of the teachers to perform their role.

To address such issues, there is a need to clarify academic policies and guidelines for both the students and faculty members. The school should have a policy on balancing curricular and extra-curricular activities. This will help the students balance their commitment to the different activities within the school. Additionally, there is a need to clarify academic policy on teaching load and the teacher’s obligation to perform in the academe. This should be stated in a memorandum and handbook.

Lastly, the issue on maintaining quality of teacher education program was identified. The specific challenge was keeping the institutional passing rate in Licensure Examination for Teachers (LET). LET is one of the criteria of Commission on Higher Education in determining the quality of Teacher Education in every institution (TEI). It is the responsibility of the school to provide quality instruction in order for the students to pass the said exam. Further, local and international accrediting agencies consider the institution’s licensure examination performance as a key performance indicator for quality assurance in the teacher education program.

The school is continuously making an effort to deliver quality education to the students in different modalities of learning. They used different learning platforms such as Google classroom and Google meet. This is the best way to continue serve the students with regard to their distance education. This is one of the challenges the institution is facing in this trying time. During this pandemic, all face-to-face activities of the students have been suspended and everyone opted to online learning. Though the refresher program is ongoing, the institution is not sure if the students are really learning in the middle of this pandemic. It is also a challenge for the school the additional measures they are going to make to maintain the school’s LET passing rate.

To formally address the issue, the school should strengthen the Refresher Course program in different learning modalities. Strengthening this program could help the students in passing the LET and maintain the high passing rate of the school despite of the current situation. This could also maintain the Quality Teacher Education Program of the institution.

Generally, on the mentioned issues above, the institution was facing issues in the delivery of quality

education to the students. It was assumed that the College of Education in Mabini Colleges is experiencing challenges and problems that require immediate and perhaps direct solutions to continuously provide quality teacher education program and eventually competitive teacher education graduates. The school should strategize to address the issues and concerns.

**Proposed Development Plan for College of Education in Mabini Colleges, Inc.**

Table 3. Basis for Development Plan

KEY RESULTS AREA	POSITIVE FINDINGS (Needs Sustainability)	NEGATIVE FINDINGS (Needs To Be Addressed)	IDENTIFIED GOALS	EXPECTED OUTCOME
FACULTY	Academic Qualifications of Faculty	Classroom Management of Faculty	Creation of positive culture inside the classroom and in the institution as a whole	Improved Classroom Management Skills
	Professional Performance	Committees for every Department	Creation of Criteria and Research Committee	Criteria and Guidelines in the conduct of Students
	Rank, Tenure, Remuneration and Fringe Benefits of Faculty and Staff	Research and Publications for Teachers and Students	Accessibility of Faculty to Financial Assistance for Post-graduate studies	Faculty and Students Research published on Journal Faculty with master's degree in their areas of specialization
INSTRUCTION	Maintaining the Academic Performance of the Students through quality instruction	Participation of teachers and staff in different seminar workshops related to instruction and evaluation	Improvement of Instructions	Quality Outcome of the Students
	Instructional Process of Teachers	Policy on Co-Curricular Activities of the students	Creation of Policy for Co-Curricular and Extra-Curricular Involvement of the Students	Strict Policy and guidelines stipulated in the Student Handbook
LABORATORY	Enough Fund for the improvement of laboratories	Equipment and Supplies	Access to quality and upgraded Laboratories	Conducive High-tech Laboratories for students with complete equipment and supplies
		Maintenance of Facilities		Additional Laboratory to cater large number of enrollees
		Spacious Laboratory		Regular Technician for laboratories

RESEARCH	Activities and Ethics on the conduct of research Quality of Research	Dissemination and Utilization of Research Support on the conduct of research from the Administration	Creation of committee for Dissemination and Utilization of Research Access of faculty to research fund	Committee for Dissemination and Utilization of Research Faculty conducting action research for the improvement of the school Enough funds for faculty research provided by the administration
LIBRARY	Administration and Services provided by the library Financial Support for Library	Limited references for teachers and students Spacious and High-tech library	Access to spacious quality library facilities with complete resources	Spacious, comfortable and High-tech Library Complete reference materials
STUDENT SERVICES	Administration and serving the purpose of Student Services	Promotion and Implementation of Student Services Program Evaluation of Programs and Services	Access to programs and services	Students are involved or availing the programs and services
SOCIAL ORIENTATION AND COMMUNITY INVOLVEMENT	Commitment of the department to the community	Involvement of faculty and staff to the extension services of the department Assessment and Evaluation of Programs implemented on the adopted community	Assessment and Evaluation of Programs implemented in the Community	Well-developed Community through the help of the department
PHYSICAL PLANT AND FACILITIES	Well-structured building Welcoming environment of different offices Safety of the campus	Sports facilities Well-ventilated rooms Additional Maintenance Staff Building Services	Access to Quality Facilities with good services	Conducive learning classrooms Sports facilities including gymnasium Regular maintenance staff

With all the findings of the researcher based on the results of three quantitative-qualitative methods used, to address all the factors that may hinder in having an effective quality education in Mabini Colleges most specifically the College of Education, a Development Plan is needed to strengthen the institutional goals, including new target strategies to be pursued that will lead in accomplishing the mission and vision of the institution and let opportunities arise. In response to the results of the study, a development plan was initially structured to serve as a logical basis and guide in sustaining the perceived strengths and elevating the assessed weaknesses of the College of Education.

For *faculty*, the objectives revolved around creating positive culture inside the classroom and in the institution as a whole; developing specific criteria for tenure and promotion; creating additional committees on research review, oral presentations, and publications; setting specific guidelines and criterion in research publications, and offering post-graduate programs and training related to area of specialization. To achieve these objectives, most of the success indicators reiterates that there is much necessity for well-trained and experienced coordinators, evaluators, committees, and directors to lead the faculty in relevant training and workshops. The plan estimates that these objectives can be achieved from this year, 2021 up until 2031 with an estimated budgetary of two hundred fifty thousand pesos (Php 250,000.00).

The *instruction* is aimed to provide refined and accessible instructional materials for the students, and creating policies on the Co-curricular involvement of the students. To attain this objective, there is a necessity for trained and experienced coordinators and trainers with the help of the faculty and staff and support from student affairs and administration. Training, symposiums, in-house seminars, and conferences are the suggested programs to be accomplished between the years 2021 to 2031 with an estimated budgetary of eighty thousand pesos (Php 80,000.00)

The *laboratory* needs to provide sufficient student facilities, laboratories, and equipment that will help the teacher execute instructions that will enhance the students' cognitive, affective and psychomotor competencies. To attain this, it is necessary to establish and acquire additional laboratories, facilities, and equipment. This also includes supplementary documents such as guidelines, learning evaluation forms, survey forms, and new hands-on activities. Laboratory coordinators, working committees, and administration are the persons to be involved in the

said plan in the span of 10 years in total (2021 to 2031) with an estimated budgetary of one million four hundred thousand (Php 1,400,000.00)

In terms of *research*, there is a need to provide support to the faculty in conducting their research in the institution; and structuring a committee/organization that will lead to proper dissemination of information. Various in-house training, conferences, and workshops should be conducted headed by the research director and program advisers and expert speakers in research. This could be attained within 10 years with an estimated budgetary of three hundred thousand pesos (Php 300,000.00)

As for the *library*, the developmental plan aims to build, expand and create a more spacious area and lounge for students' comfortability and learning benefits; and to provide new learning materials accessible for the students. To attain this objective, there is a need to conduct training and conferences for the Chief librarian and staff with support from the Dean and administration. Expectedly, the goal is to be fully achieved in 10 years starting 2021 with an estimated budgetary of one and a half million pesos (Php 1,500,000.00).

The *student services* are aimed to provide and promote long-term programs such as career counseling, healthcare, digital training & events, peer counselors, study workshops, outreach programs, language centers, etc. To attain this aim, there is a need for student involvement and availing the programs of the student services. In-house Training, conferences and, information drive are needed to be conducted as headed by the student services director, Dean and, administration within 10 years starting 2021 with an estimated budgetary of one hundred thousand pesos (Php 100,000.00).

As for *social orientation and community involvement*, there is a need to strengthen, assess & plan projects that will address the community needs. To attain such, assessment survey forms from the program coordinator and concrete plans for projects in the community are necessary. Training and seminar workshops should be conducted with the support of the community extension service director and department Dean from 2021 to 2031 with an estimated budgetary of one hundred thousand pesos (Php 100,000.00).

Lastly, the *physical plant and facilities* aimed to establish a supportive cultural environment, futuristic, spacious, and well-ventilated classroom; to build a safe, wide and convenient sports facilities, that will

enhance students' potentials & hidden skills; and to hire additional cleaning staff for cleanliness and maintenance of all school facilities. To attain such objectives, there is a need for an additional electric fan for a well-ventilated room, secured sports facility equipped with complete sports equipment and, laboratory technician, and cleaning staff. Several conferences, in-house and project training should be conducted with support from the Dean, program advisers, and administration. This plan can be fully attained within 10 years from 2021 with an estimated budgetary of one million and hundred fifty thousand pesos (Php 1,150,000.00).

## Conclusion

Based on the findings, the researchers concluded that there were areas that need to be sustained and be addressed with regard to the status of education in College of Education in Mabini Colleges. It was therefore clear that the institution promotes assurance in terms of quality education, high qualifications of school staffs and well-planned programs. Nonetheless, some aspects that would contribute to the success of delivery of education must emerge.

Furthermore, the satisfaction and dissatisfaction of the participants depended on the services and other programs of the institution being offered. The SWOT analysis had a significance in creating a scheme that will bring additional fulfillment in students, teachers, community, and to the institution. The results of this instruments, positive or negative, should be sustained and addressed.

Moreover, the results from the responses of different participants using different tools, there is no need for transformation, instead of a continuation of strategic planning, putting into action to be implemented successfully. Furthermore, the researcher concluded that in creating robust and organized planning, the success of the development plan could be easily established and achieved when the necessary coordinators, trainers, directors, dean, teaching and non-teaching staff and, the administration work together hand in hand towards the objectives set upon. The actions planned involve conducting various project training, in-house training, conferences, symposium, seminar-workshop and more program engagements for the students, teachers, and staff to elevate learning and career opportunities. The time frame and the estimated budgetary requirements were

a salient part of the proposed developmental plan. To execute and implement the plan realistically, the administration is expected to support the finances of organizations, working committee, coordinators, directors, and Dean as far as the developmental plan is concerned for a certain period. Nevertheless, the education of the students and professional growth are of the utmost importance and should be kept up by the institution and even increased. The effectiveness of the school development plan depends on the endeavor of the administration in establishing the goals of the institution.

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