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AN EVALUATION OF THE MASTER OF ARTS
IN EDUCATION PROGRAM OF CAVITE
STATE UNIVERSITY, 1990 - 1998

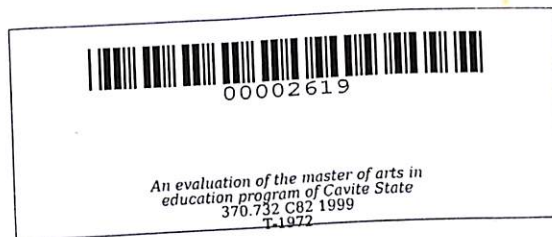
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APRIL 1999

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STATE UNIVERSITY, 1990-1998

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SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL
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A B S T R A C T

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An Evaluation of the Master of Arts in Education Program of Cavite State University, 1990-1998.

Major Professor: Dr. Constancia G. Cueno

This study aimed to analyze the Cavite State University Master of Arts in Education program from 1990 to 1998.

Specifically, this study sought to:

1. describe the profile of the MAEd faculty members in terms of age, gender, religion, civil status, previous and present positions and educational attainment;
2. describe the profile of active and inactive MAEd students and graduates in terms of: age, gender, religion, civil status, bachelor's degree course, MAEd major, previous and present positions, employment status and length of service in education;
3. determine the extent of achievement of program objectives;
4. examine how the respondents evaluate the following components of the MAEd program:
 - a. Facilities
 - b. Curriculum
 - c. Working condition
 - d. Faculty members' attitude and performance
 - e. Teaching procedures employed by teachers

f. Learning process

g. Linkages

5. determine the level of performance of MAEd students;

6. determine the respondents' general assessment of the MAEd program in terms of appropriateness of courses offered, growth of professional career, status satisfaction and self-fulfillment;

7. determine the significant differences in the respondents' evaluation of the components of the program;

8. identify the problems/difficulties encountered by the respondents; and

9. suggest possible improvements or changes that may be instituted.

This evaluation is a descriptive correlational study which made use of questionnaire as its principal instrument. The respondents were 31 faculty members, 16 graduates, 121 active students and 142 inactive students. Frequency counts, percentage, analysis of variance and mean comparison were employed to analyze the data.

After analyzing and interpreting the data, the following were revealed:

Majority of the respondents were female, married, and Roman Catholic. Most of the faculty members were administrators and were holding doctoral degrees.

MAEd students were classified into active and inactive groups. Majority of both the respondent groups were graduates of education and were into teaching.

Majority of students got better position and better employment status after earning MAEd units.

Elementary Education was the specialization course of the majority of graduates and no one among the 16 graduates were science education major.

Fifty percent of the graduates were already promoted from teaching to administrative positions and 50 percent were still on their previous teaching positions.

Among the graduate degrees offered by CvSU Office of Graduate Studies, Master of Arts in Education got the most number of enrollees but the least number of graduates.

Book references in education, up-to-date journals, magazines and other research materials were inadequate as well as the lecture and laboratory facilities. On the other hand, room space in the library and conducive classrooms were adequate.

Major and specialization courses were adequate while foundation courses were inadequate.

To faculty members, MAEd courses were easy, for the graduate-respondents, these were difficult and for the active and inactive students, these were very difficult.

MAEd faculty members received minimal honorarium but still, they were amenable to do additional work.

Faculty members' self-rating of their attitude and performance was "outstanding" while their students rated them "very satisfactory". This is indicative of the high performance of MAEd faculty members.

Program updates were rated "very satisfactory" while support to other programs, presence of committee for program evaluation and other school coordination for program improvement were rated "outstanding". Students' level of performance was "satisfactory" as assessed by their teachers while students' self-assessment of their performance in MAEd program activities was "very satisfactory".

Graduates were satisfied in terms of self-fulfillment, professional development and status satisfaction after taking MAEd.

There were highly significant differences in the respondents' assessment of program components, student performance and general assessment of the program.

Faculty members were not satisfied with the performance of MAEd students.

The reasons given for having few number of graduates of the program were students' lack of interest to finish the degree and inactive students' problem on lack of money to support their studies and their theses.

Out of 142 inactive student-respondents, 41 (29%) transferred to other schools offering MAEd program while nine (6.3%) were able to finish their MAEd degree in other institutions due to the following reasons: difficulty of CvSU MAEd subjects, strict teachers and too many requirements.

The following were suggested to improve the MAEd program: strictest screening process; requiring academically unprepared students to take basic education and basic statistics courses; revision of foundation course offerings based on students' needs;

assessment of learning activities in terms of difficulty and appropriateness; integration of field trips and practical work in the learning process; identification of sources of funds for more and better facilities; and judicious honorarium for faculty members; and giving of financial support for the students' theses.

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Chapter I

THE PROBLEM AND ITS BACKGROUND

Introduction

One vital principle in marketing management states that products manufactured and marketed must be based on the law of supply and demand. Producers do not just manufacture/grow and sell products without any demand in the markets. Consumers always demand for high quality products which are determined by the quality of resources used in making these products. High quality products are made from high quality materials and by skillful workers, modern machineries and equipment.

This basic principle also applies in education. To produce worthwhile citizens, there should be a good educational program along with good implementors and teachers. Teachers play an important role in educating and transforming individuals so they should be well-prepared personally and professionally in their task. Schools do not just come up with programs and hire teachers without considering the needs of the learner and the society.

Development of quality instruction and high learning standards is a goal among schools, colleges and universities. These institutions must develop educational programs that will help attain the goal of producing productive and competent individuals who will serve the needs of the industry and the community, as well as uplift the current standards of the educational system. As such, these learning institutions should undertake the upgrading of their academic programs, instruction and development of the faculty and