

Instructional Framework for Leadership of Pamantasan ng Lungsod ng Maynila: A Qualitative Content Analysis

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Abstract— The study was intended to analyze the instructional leadership framework of one of the local universities in Manila. The researchers identified the Pamantasan ng Lungsod ng Maynila as a model university for analysis of its leadership framework. The researchers used a qualitative design using content analysis. The researchers used QCA for systematically describing the meaning of qualitative material. It is done by classifying material as instances of the categories of a coding frame. The themes generated came from the analysis of the content materials from the school's archive and information. The study revealed that the educational philosophies that is prevailing in the university are idealism and social reconstructionism. The philosophies manifested towards the university's leadership direction are observed through the realization of their mission and vision.

Keywords— Educational Philosophy, Instructional Framework, Pamantasan ng Lungsod ng Maynila.

I. INTRODUCTION

Philosophy is the study of the truths, the pursuit of insight. Philosophy is a system of life. In a wider sense, philosophy is a way of looking at life, nature, and truth (Conklin, 2007). It sets up the epitomes for an individual to achieve them in his lifetime. Education on the other hand is the vigorous side of philosophy. It is the active aspect and the practical means of realizing the ideals of life. Education is a consecrated necessity of life, both from the biological and sociological aspect (Bilbao et al., 2006). Education mechanizes like a catalyst for an improved life, a socially desirable life. It is also a pot that is made from clay and a finished product comes out of raw material, so also from the undeveloped child comes out the civilized man through education.

The elementary relationship between philosophy and education can be explored as follows. It is philosophy that provides the purpose, or the aim and it is education which makes it practical. Philosophy shows the way education moves in that direction. When we state education as the modification or behavior, the direction in which modification to be carried out is determined by philosophy (Abasolo, 1991). Thus, philosophy deals with the end and education with the means.

In the field of education, philosophy is applied to have a wider and overseeing perspective of the future of an institution. It is also important to plan such philosophy, mission-vision statements to be productive and efficient in every activity to be made. Emerging tough

philosophy, vision and mission statements can help shareholders in your school reach such a common goal.

Every institution in society is derived from philosophic ideas, whether that institution is government, family, business or even education (Brubacher, 1939). The system of education follows the trail of society's philosophic ideas about what children should be taught and for what purposes. The values and skills taught by the educational system reflect society's philosophical ideas of what is important and useful. Hence, different schools' statements of their philosophy, mission, and vision show the purpose of the educational program that the school is promoting, mirrors the goals that the schools would like to communicate to their stakeholders and its corresponding actions that will provide opportunity to tie together to mold the kind of learners they intend to have in the society (D'Souza, 1992).

With the aim of the researchers to explore on the educational leadership framework of the Pamantasan ng Lungsod ng Maynila, this study sought to answer these specific questions:

1. What are the types and levels of schools in the Philippines?
2. What is Educational Leadership as expressed in these schools' Educational Philosophy and Vision Statements?
3. How do these schools differently or similarly realize their educational Philosophy and Vision as reflected in their MISSION Statements?

4. Does this Educational Leadership naturally create the school's Vision and the Mission Statements? If so, to what extent?
5. What Primary and Dominant Educational Philosophy that charts leadership direction of these schools based on their Educational Philosophy and Vision Statements?
6. What Secondary Educational Philosophy that reinforces their dominant educational philosophy?
7. In relation to the school's PVM, what academic qualifications and other selection considerations does each school require during faculty hiring?
8. In relation to the school's PVM, what entrance requirements does each school require of their students?
9. From all the responses (Questions 1-8), what parameters to define leadership for contemporary school organizations can be culled out?

II. METHODOLOGY

The research design is qualitative in nature. Qualitative research uses a wide- and deep-angle lens, examining human choice and behavior as it occurs naturally in all its detail (Ramirez, 2017). Qualitative researchers study behavior naturalistically and holistically. They try to understand multiple dimensions and layers of reality, such as the types of people in a group, how they think, how they interact, what kinds of agreements or norms are present, and how these dimensions come together holistically to describe the group.

QCA or qualitative content analysis is a method for systematically describing the meaning of qualitative material. It is done by classifying material as instances of the categories of a coding frame (Schreier, 2012).

Data Processing Procedures

The following were the steps done by the researchers in the qualitative content analysis:

First Step: Content Analysis of the Data:

The researchers read and analyzed the data from the source. It was carefully done to generate meaningful themes to support the research questions.

Second Step: First Reflection - Textual Themes:

At this stage, the meaning units or key ideas were identified to describe in the first instance what features in the narrative. This was expressed in a word, a phrase, or a sentence. It was bracketed accordingly and given a corresponding theme.

Third Step: Second Reflection – Structural Themes:

The researchers listed down all the meaning units (the textual themes) from all the data source and clustered the textual themes that were common or closely related or maybe due to an implied shared organizing principle. There might be overlapping themes because we view the parts as interconnected with each other and all connected with the whole. Themes with similar meaning and related to one another were combined as one.

Fourth Step: Formulating Conclusion

Reflecting deeper on the first and second levels of reflection, the researchers drew out some normative principles or Essential Insights/Postulates which when synthesized became components of the conclusion.

III. RESULTS AND DISCUSSIONS

Types and Levels of Schools in the Philippines

The Philippines offers different levels of education. From primary, secondary, and tertiary level, private and public schools, they all cater to the needs of the learners. One of the premier universities in the Philippines is the Pamantasan ng Lungsod ng Maynila. It is the first local government-funded tertiary institution that offered tuition-free education. Pioneer in quality education, PLM is also the first university to have a Filipino name which is "Pamantasan" that originated from the Filipino term "pantas" or a wise person.

The university is a chartered and autonomous school funded by Manila and was created by the virtue of Republic Act No. 4196 or "An Act Authorizing the City of Manila to Establish and Operate the University of City of Manila" on June 19, 1965, through the congress legislation. There were 556 first year students who were catered by the university from its campus in Intramuros, which was the seat of power during the Spanish occupation. Before, schools like Universidad de San Ignacio (1590-1798), Universidad Maximo de San Ignacio, Colegio de San Jose, and Ateneo de Municipal de Manila (1865-1901) were established in the location.

Presently, there are 10,000 students who are receiving PLM's quality education. The university has consistently obtained a 100% passing rate in different licensure examinations. From its beginnings, it produced competent and socially responsible graduates who have contributed to the overall productivity of the nation.

Educational Leadership as expressed in the Pamantasan ng Lungsod ng Maynila's Educational Philosophy and Vision Statements

The Pamantasan ng Lungsod ng Maynila's (PLM) educational philosophy and vision statement states that its board of regents, administration, faculty, and staff solemnly vows to: (1) be acknowledge by the Philippines and Association of Southeast Asian Nation (ASEAN) academic-based agencies as a top-tier or leading university, marked with quality education, research, and services; (2) ensure the continuance of higher than national average performance in all professional licensure examinations of its graduates; and (3) unceasingly pursue the provision of education that secures competitive advantage for better employment opportunities to its students.

Realization of Educational Philosophy and Vision

In order for the realization of the Pamantasan ng Lungsod ng Maynila's educational philosophy and vision, the University listed key goals and objectives for the next five years, acronymed as RAISE PLM: Provide relevant quality tertiary education; Generate augmented resources; Sustain institutionalized research and extension; Deliver service to the public; Advance employee, faculty, and student welfare; Promote public interest; Establish linkages and partnerships; Optimize management of resources.

Creation of the Pamantasan ng Lungsod ng Maynila's Vision and the Mission Statements

The creation of the Pamantasan ng Lungsod ng Maynila's vision and mission statements was tied with its inception. The public university was established through Republic Act 4196, mandated to equip the people of the City of Manila with quality tertiary education. Under Section 2 of the aforementioned legislation, the purposes of PLM shall be: (1) To enhance human knowledge through education and research; (2) To cultivate the Filipino intellect and advance Filipino culture; (3) To provide professional training in public affairs and in scientific, cultural, technological, industrial, and vocational fields; (4) To pioneer the introduction in its curricula studies at the present which do not receive adequate emphasis or priority in existing tertiary institutions in the country.

Leadership Direction of Pamantasan ng Lungsod ng Maynila from their Educational Philosophy

The leadership direction of the Pamantasan ng Lungsod ng Maynila, driven by their educational philosophy,

states that the PLM officials and employees, acting as public servants, pledged to ensure a responsive, accessible, courteous, and effective provision of public service through: (1) Cultivation of positive change in the community by immediate, authentic, and genteel service through proficient workforce; (2) Engagement in various community programs and projects which foster education and consciousness on volunteerism among students and employees; (3) Expedited response to any grievance or recommendations about the quality of provided services through responsive amendatory measures; (4) Acknowledgement of every citizen's criticisms, suggestions, and needs, including those with special needs such as the differently abled, pregnant women, and senior citizens through improvement of public service delivery and provision of 24/7 access to information on policies, programs, projects, and services; and (4) Assurance of high-level transparency and accountability, prevention of graft and corruption in the delivery of public service, and strict compliance to standards of service and relevant government policies.

All these with the purpose of promoting the welfare of the Filipino people are considered the utmost priority and the direction of the university.

Secondary Educational Philosophy of Pamantasan ng Lungsod ng Maynila

The University also manifested secondary educational philosophy of Social Responsibility and Social Reconstructionism— an educational philosophy which postulates that schools, teachers, and students should spearhead the acknowledgment of social problems and improvement of society. For the University's core values, PLM shall adhere to the values of academic excellence, integrity, and social responsibility, and by the principles of Karunungan, Kaunlaran, at Kadakilaan.

Academic Qualifications of the Faculty

Pamantasan ng Lungsod ng Maynila employs qualified and competent faculty members to secure and preserve the high quality of education as foreseen by the past and present leaders of the University and the City of Manila. They are conscientiously selected from among the professionals who qualified or exceeded the stringent standards set therefor. The roster is composed of dedicated, full-time professors who are proponents of ensuring academic excellence of the University.

Part-time faculty members are also employed in the Pamantasan ng Lungsod ng Maynila. They are recruited from the ranks of executives in the government service

or are seasoned practitioners and experts in private industries wherein the University has an agreement or consortium.

In accordance with the University's philosophy, vision, and mission (PVM), Pamantasan ng Lungsod ng Maynila has other selection considerations in faculty hiring. The minimum qualifications for a faculty member in tertiary education on different degree programs are based on the policies, standards, and guidelines implemented by the Commission on Higher Education (CHED).

A faculty member who has exceptionally embodied an honorable sense of competence, professionalism, and quality of teaching, and has continuously endeavored to enhance his or her skills through various methods of obtaining new and higher level of knowledge, has a better chance in withholding their position in the roster of the faculty.

It is a fundamental principle that religious affiliation and eligibility in any civil service examination is not considered in the appointment of professors, instructors, and other personnel. However, for permanency in the position, a master's degree in the same field of discipline is a part of minimum requirements.

Student Qualifications and Requirements

Pamantasan ng Lungsod ng Maynila also employs qualifications and general requirements for applying students: (1) Manila residents who are graduates of public high schools of the Division of City Schools-Manila (DCS-Manila); (2) Manila residents who are graduates of private high schools in Manila; (3) Manila residents who are graduates of public and private high schools outside Manila; (4) Prospective Valedictorians and Salutatorians from all over the country's private and public high schools may take the examinations (to be scheduled/announced later) upon presentation of proofs, like documents certifying honors received by their duly constituted school authorities; (5) Manila residents who are honor graduates of public high schools of the Division of City Schools-Manila (Valedictorians, Salutatorians, and 1st to 3rd Honorable Mentions) shall automatically qualify for admission upon presentation of a certification issued by a duly authorized school official indicating the honor received; (6) Graduates of other high schools recognized by the Department of Education (DepEd), who are either Valedictorians or Salutatorians, may qualify for admission upon passing the PLMAT; and (7) Children/direct descendants of

PLM employees may qualify for admission upon passing the PLMAT.

The scores of the applicants in PLMAT are weighted against a standardized score. They are considered qualified when their scores satisfy the suggested cut-off score. The scope of cut-off scores for each degree program estimates the applicant's expected performance in the University.

Examinees who scored in PLMAT that are equal or better than the standardized cut-off score are expected to qualify for an excellent university scholarship. Pamantasan ng Lungsod ng Maynila has the right to accept or reject applicants based on their performance scores in the admission test and other factors as considered applicable by the University.

Qualifying Requirements

As for qualification requirements, Pamantasan ng Lungsod ng Maynila requires: (1) School ID card; (2) Fourth year High School Report Card (Form 138: Original or Certified True Copy) with a General Weighted Average (GWA) of at least 85% or better for the 2nd grading period; (3) NSO-certified birth certificate; (4) Barangay certification of Manila residency; (5) Parent's latest Voter's Registration with voting record and/or SK Voter's Certification from COMELEC; and (6) Parent's Income Tax Return/Real Property tax receipt (2012), Company ID.

Using the aforementioned requirements, applicants will be assessed using the PLM Admission Qualification and Ranking, which includes senior high school academic performance, socioeconomic and geographic factors, and personal statement, among others, to decide the successful applicants.

Thus, in accordance with the University's PVM, Pamantasan ng Lungsod ng Maynila is governed by and committed to provide quality education to the less privileged but deserving students and foster competent professional, effective transformational leaders, and socially responsible citizens.

Definition of Leadership from the Perspective of Pamantasan ng Lungsod ng Maynila

Pamantasan ng Lungsod ng Maynila embodies a culture of continuing character that cultivates, fosters, and develops a profound human psyche, in the pursuit of an erudite heart, mind, and spirit. It is the virtue that the University aims to impart to its students— an educational pedagogy marked with a deeply rooted

tenacity and innate passion to learn and nurture through maturity, responsibility, and character, a hallmark of an innovative spirit which positively foster and construct a world in disarray, an emblem that brought forth an exemplary difference in an ordinary fashion, a gleaming icon of every positive qualities, and an ideal that every PLM student proudly epitomizes, in their heart, mind, and spirit.

The University ensures the unceasing cultivation and advancement of the life and future of its students, including the development of their character which makes a man human. It solemnly vows to provide a well-crafted path towards achieving a successful professional career and disposition. Pamantasan ng Lungsod ng Maynila continues to impart positive virtues with the purpose of creating competent, holistic leaders capable of constructing strong communities of reputable purpose and existence.

Leadership as seen in the university's thrust are the undertakings of the mission-vision of the University which encapsulates the educational development of men and women who bring forth value to the community as conscious and responsible citizens of a humane society. The PLM philosophy has the purpose of cultivating moral and ethical enhancement of its students. The University believes that if humanity displays the same

qualities and values observed in PLM scholars, then the world would be a better place to live in.

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