

## An analysis of graduate theses in the Master of Arts in Education Major in Administration and Supervision

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### Abstract

The content analysis of graduate school theses provides a thorough insight into developing educational trends, challenges, and innovations in the academic sector. This study aimed to synthesize the findings of the fifteen theses reviewed and investigate the contributions of the graduate theses at Divine Word College of San Jose from 2020 to 2024, to provide valuable insights that can inform future educational practices, policies, and research. Findings show a lack of significant correlation between these observations and the Office Performance and Commitment Review Form (OPCRF), the official metric used for evaluating teacher performance. This finding raises questions about the alignment between formative and summative assessment tools in education. While classroom observations are practical for individual growth, their potential to inform broader institutional evaluations remains underutilized. Moreover, the fifteen theses underscore the value of community-based programs, such as home visitation and school-based feeding initiatives, in addressing systemic issues like parental support and student nutrition. These programs demonstrate the importance of collaboration between schools, families, and communities in creating a holistic support system for learners. The aforementioned findings call for sustained research into the intersections of technology, pedagogy, and learner well-being. As the educational landscape continues to evolve, future studies may focus on developing comprehensive strategies that integrate leadership, technology, and personalized support to create more resilient and adaptive educational environments. By addressing these interconnected areas, educators and policymakers can work towards building a more inclusive and effective education system that meets the needs of all learners.

**Keywords:** content analysis, instructional leadership, technology integration, home visitation, parental support, graduate theses, community based programs

## **An analysis of graduate theses in the Master of Arts in Education Major in Administration and Supervision**

### **1. Introduction**

Content analysis of graduate school theses offers a profound understanding of the emerging educational trends, issues, and innovations in the academic landscape (Durak et al., 2016). This study focuses on a collection of theses produced by students in the Master of Arts in Education, Major in Administration and Supervision program at the Divine Word College of San Jose from 2020 to 2024. These theses span various critical topics in education, reflecting the diverse challenges and opportunities faced by schools, teachers, and students in the Philippines (Frianeza et al., 2024).

The analysis includes research on various facets of education, including classroom management and leadership, community engagement, and technological integration. For example, Ortega (2020) investigated the use of classroom observation tools to improve teacher performance, whereas Orosco (2020) underlined the importance of instructional leadership in successfully integrating technology in the classroom. Casuncad (2021) evaluated the adoption of gender-awareness and development programs in schools and found that they promote inclusion. Caleze (2022) examined compliance with Disaster Risk Reduction and Management (DRRM) methods in schools, providing insights into disaster preparedness. Furthermore, studies by Chavez (2022) and Herrera et al. (2024) identified factors influencing students' learning domains, notably in early childhood education and secondary school. Ferrer et al. (2023) and Macaslum (2024) investigated leadership practices and administrative readiness in schools, focusing on the preparedness of school leaders and teachers for developing difficulties. Suerte (2022) and Pablo (2022) conducted a study on parental participation and student coping mechanisms in response to modular and online learning environments, offering methods to improve academic achievement. Paglicawan (2021) provided insights into the significance of school-based feeding programs, highlighting their impact on student wellbeing. Furthermore, Mase (2023) and Perez et al. (2023) investigated factors influencing academic success, whilst Jadia et al. (2023) studied coping techniques for working students and their academic performance. Bioy (2023) conducted a critical analysis of assessment techniques and processes in Technology and Livelihood Education (TLE), highlighting the need for greater alignment between classroom assessments and curriculum goals.

Collectively, these theses provide a comprehensive and diversified analysis of the educational system, focusing on how leadership, teacher professional development, technological integration, and community involvement interact to influence student performance. They underscore the need for adaptable techniques to meet the increasing demands of learners and educators in a rapidly changing educational environment.

**Research Objectives** - This content analysis has the following aims: (1) to synthesize the findings of the theses reviewed. (2) to point out the relevance and give an overview of how each study contributes to the priorities outlined in the Basic Education Research Agenda (DepEd Order No. 39, 2, 2016). (3) to identify the intersection between the studies reviewed and the National Higher Education Research Agenda (NHERA). Moreover, this content analysis investigated the contributions of the graduate theses produced by Master of Arts in Education, Major in Administration and Supervision students at Divine Word College of San Jose from 2020 to 2024, providing valuable insights to inform future educational practices, policies, and research.

**Significance of the Study** - This content analysis of graduate theses is extremely valuable to numerous stakeholders in the education sector. First, it provides educators, school administrators, and politicians with a thorough understanding of the changing educational landscape, particularly in the Philippines. This study provides insights into the practical consequences of instructional leadership, classroom practices, community participation, and technological integration by examining themes and findings from a variety of research studies. The study is an invaluable resource for educational leaders and policymakers seeking to discover strengths and potential areas

for growth in educational programs, leadership tactics, and teaching techniques. Furthermore, it highlights the value of ongoing professional development, evidence-based decision-making, and the incorporation of innovative approaches to address issues such as remote learning, gender sensitivity, and disaster risk management. This study benefits the larger educational community by adding to the body of knowledge that guides effective educational practices, with a special emphasis on supporting student success and well-being amid growing obstacles. This study is significant for future graduate students because it provides a thorough review of academic trends, research gaps, and essential topics in educational reform. It also lays the groundwork for future research that will help to build more resilient, flexible, and inclusive educational institutions.

**Scope and Delimitation of the Study** - This study is limited to theses written within the specified period (2020-2024) and produced by graduate students of the Divine Word College of San Jose's Master of Arts in Education, Major in Administration and Supervision program. It primarily focuses on analyzing the themes, methodologies, findings, and recommendations of the selected theses, aiming to provide an overview of the emerging trends and challenges in the educational sector as addressed by the research. The study does not include theses produced outside of the specified time frame or those from other academic institutions. Additionally, it does not delve into the implementation or impact of the recommendations made in the theses. Instead, it focuses on synthesizing the content and identifying patterns or insights relevant to the broader educational context. The analysis is based solely on the written texts of the theses, without considering any additional data or external factors not included in the documents themselves.

## 2. Methodology

This study employed content analysis of the graduate theses produced by Master of Arts in Education, Major in Administration and Supervision students at the Divine Word College of San Jose from 2020 to 2024. The study examined 15 master's theses covering various aspects of education, including classroom practices, leadership strategies, community involvement, technology integration, and student wellbeing. The selected theses address a range of educational issues, such as assessment tools and practices, disaster risk management, gender awareness programs, academic performance, coping mechanisms, and the challenges of remote learning, among others.

## 3. Results and Discussions

The results of the analyzed studies offer a comprehensive understanding of the diverse challenges, practices, and innovations shaping the current educational landscape. These findings reveal critical insights into classroom practices, leadership dynamics, technological integration, and student outcomes, presenting a nuanced picture of how schools, teachers, and students navigate evolving demands and opportunities. Based on the collected and analyzed graduate theses, these themes/variables were analyzed by the researcher:

**Classroom Observation and Teacher Performance** - One significant trend that emerged from the studies was the use of classroom observation tools (COTs) to evaluate and enhance teacher performance. In Ortega's (2020) study, classroom observations were found to positively contribute to teacher professional development by encouraging reflection and improving instructional strategies. However, the study also revealed a lack of significant correlation between these observations and the Office Performance and Commitment Review Form (OPCRF), the official metric used for evaluating teacher performance. This finding raises questions about the alignment between formative and summative assessment tools in education (Gezer et al., 2021). While classroom observations are practical for individual growth, their potential to inform broader institutional evaluations remains underutilized. This highlights the need for systemic reforms to integrate observational feedback into official evaluation processes, ensuring that professional development initiatives align with institutional performance goals (Kutasi, 2023).

**Instructional Leadership and Technology Integration** - The role of instructional leadership in driving technology integration was another pivotal theme identified in the studies. Orosco's (2020) research underscored

the critical impact of principals' leadership qualities on the successful adoption of ICT tools in classrooms. Schools led by proactive and visionary principals exhibited higher levels of teacher engagement with technology, resulting in enhanced classroom outcomes. The findings emphasized the need for digital leadership training for school administrators, equipping them to foster an environment conducive to technological innovation. This is especially relevant in the context of 21st-century learning, where digital tools have become indispensable for delivering quality education (Zuo et al., 2025). The study also noted that technology integration was most effective when coupled with ongoing teacher training programs, suggesting that leadership must prioritize professional development alongside technological infrastructure.

***Gender Awareness and Classroom Management*** - According to Casuncad's (2021) research on gender and development (GAD) programs, integrating them into schools has a significant impact on classroom management and educational outcomes. The study emphasized the effective implementation of GAD programs in the San Jose West District, which boosted gender awareness and inclusion among instructors and students. However, the study found inadequacies in GAD coordinators' technical skills, recommending continued training and the development of a specialized technical working group to oversee program changes. These findings highlight the transforming impact of gender equality programs in creating more inclusive and effective learning environments, while also emphasizing the importance of continued support and resources to sustain their long-term efficacy (Kuteesa et al., 2024).

***Home Visitation and Parental Support*** - The significance of home-visiting programs and parental involvement in aiding student learning was a recurring theme throughout the research. Suerte's (2022) research found that teacher house visits and active parental participation significantly increased student achievement, particularly in modular learning settings. This technique helped address remote learning challenges such as limited access to resources and diminished teacher-student interaction. The study found that tailored support from both teachers and parents helped pupils stay motivated and overcome learning challenges. According to Đurišić and Bunijevac (2017), home visitation programs should be implemented as a fundamental method to improve parent-teacher collaboration and student performance.

***School-Based Feeding Programs*** - Paglicawan's (2021) study on school-based feeding programs revealed important information on their impact on student well-being and learning outcomes. Both teachers and parents reported satisfaction with the program's execution, recognizing its role in increasing student nutrition and attendance. However, the analysis identified differences in the assessment of resource management and procurement processes, suggesting opportunities to improve program efficiency. Tamiru et al. (2024) argue that by solving these logistical problems, schools may maximize the benefits of feeding programs, ensuring that they contribute more effectively to student health and academic achievement.

***Disaster Risk Management in Schools*** - Calezze's (2022) study focused on disaster risk reduction and management (DRRM) procedures in schools and found strong adherence to established protocols. Despite this, the study discovered a significant deficit in the training offered to DRRM coordinators, limiting their ability to respond effectively in emergencies. The findings highlight the need for professional development for DRRM coordinators, as well as for enhanced resource allocation to improve preparedness and response skills. This is especially important in areas prone to natural catastrophes, where schools frequently serve as both educational institutions and emergency shelters.

***ICT Materials and Online Learning Challenges*** - The utilization of ICT materials in online learning was a significant emphasis of Pablo's (2022) research. While laptops and smartphones with Wi-Fi were the most popular devices, learners still encountered other hurdles, including technological difficulties, health issues, and poor study habits. The study discovered a strong correlation between the availability of ICT resources and the severity of these difficulties. No direct association was found between ICT use and pupils' coping techniques. These findings illustrate the limitations of relying solely on technological solutions to address the challenges of online learning. A comprehensive approach that combines technical assistance, mental health services, and digital literacy training

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An analysis of graduate theses in the Master of Arts in Education Major in Administration and Supervision is required to produce more effective online learning settings (Buchan et al., 2024).

***Coping Mechanisms and Resilience*** - Coping techniques have emerged as an important aspect in assisting learners and educators to handle problems (Sanchez & Mananquil, 2024). Recreational activities, emotional intelligence, and social support were indicated as important techniques for students. Jadia et al. (2023) found that time management, grit, and escape-avoidance tactics help students in the workplace. These findings indicate that developing resilience through structured programs and peer support networks can improve students' ability to overcome academic and personal challenges.

***Leadership Practices and Administrative Readiness*** - Leadership methods were shown to be crucial to the success of educational initiatives. According to the Ferrer et al. (2023) study, school leaders who displayed strong leadership skills had a positive impact on their schools' readiness for remote and blended learning. Similarly, Macaslam's (2024) research on administrative preparation emphasized the significance of interventions in financial literacy and retirement planning for educational workers. These findings are consistent with Plaku and Leka's (2025) emphasis on the diverse roles of school leaders in developing institutional and individual preparation.

***Reading Comprehension and Learning Domains*** - Herrera et al.'s (2024) reading comprehension study highlighted concerns among Grade 10 students, including vocabulary shortages and difficulties with focus. The study found that the psychomotor domain, which includes physical involvement and interactive learning, significantly influenced reading comprehension. Tindan and Anaba (2024) support these findings, arguing that incorporating hands-on activities and physical involvement into reading programs can increase student performance.

***Assessment Practices and Curriculum Alignment*** - Bioy's (2023) study on Technology and Livelihood Education (TLE) assessments revealed gaps between intended learning outcomes and test item alignment. These discrepancies underscore the need for improved assessment practices, including ongoing teacher training and supervision (Zeichner et al., 2024). By aligning assessments with curriculum goals, schools can ensure that students are evaluated more accurately and effectively.

***Factors Affecting Academic Performance and Learning Domains*** - Studies such as Mase (2023) and Perez et al. (2023) investigated the elements impacting academic achievement and teacher adaptability, respectively. Parental support, study habits, and pedagogical skills were identified as major predictors of success, underscoring the importance of comprehensive support systems that address individual, familial, and institutional needs. Chavez (2022) investigated the factors influencing kindergarten students' learning domains and found a significant relationship between these factors and ECD outcomes in the Gross Motor Domain, Fine Motor Domain, Self-help Domain, Expressive Language Domain, and Cognitive Domain. In general, the findings provide a comprehensive assessment of the current state of education, including actionable insights into leadership, community involvement, and ideas for tackling systemic issues. These findings, as supported by Stockard (2021), are an invaluable resource for educators, politicians, and academics working to build a more effective and equitable educational system.

#### **4. Conclusions and Recommendations**

The analysis of graduating theses from 2020 to 2024 reveals a diversified approach to tackling the changing issues of the educational landscape, particularly in the Philippines. These studies emphasize the importance of leadership, teacher development, parental involvement, and community-based activities in creating a conducive atmosphere for student success. The findings highlight the need to understand education as a dynamic system in which many parts must collaborate to meet evolving needs and improve outcomes. A constant subject across the theses is the growing importance of technology integration in education. Although ICT tools have the potential to improve teaching and learning, they are not stand-alone solutions. The findings show that effective instructional leadership, proper educator training, and the availability of resources are all necessary for successful technology integration.

Furthermore, findings emphasize the importance of matching digital technologies with instructional objectives to enable meaningful and impactful use. The findings also highlight the necessity of adaptive coping skills for both students and instructors. Effective coping techniques, including time management, emotional intelligence, and social support, are critical for navigating the challenges of modular learning, online education, and other non-traditional settings. These findings highlight the need for institutional interventions to promote mental health and resilience among students and teachers, especially during periods of significant upheaval, such as the post-pandemic recovery. Leadership was identified as a critical component of educational success in the investigated theses. The study demonstrates how proactive and imaginative leadership may stimulate the adoption of innovative practices, such as ICT integration and gender awareness initiatives, while also improving schools' preparedness for emerging difficulties. School leaders and administrators who prioritize professional development, resource allocation, and community participation have a positive ripple effect on the entire educational environment. The aforementioned findings call for sustained research into the intersections of technology, pedagogy, and learner well-being. As the educational landscape continues to evolve, future studies should focus on developing comprehensive strategies that integrate leadership, technology, and personalized support to create more resilient and adaptive educational environments. By addressing these interconnected areas, educators and policymakers can work towards building a more inclusive and effective education system that meets the needs of all learners.

The following recommendations are hereby forwarded: School administrators may provide regular and targeted professional development programs for school leaders and teachers, focusing on instructional leadership, technology integration, and coping mechanisms. School leaders may encourage visionary leadership practices by offering leadership training that emphasizes innovation, adaptability, and inclusivity. School administrators may establish mentoring systems where experienced leaders guide new school administrators in implementing best practices. Teachers may align ICT tools and digital resources with curriculum goals to ensure their meaningful and impactful use in the classroom. Moreover, schools and/or institutions (1) may invest in the infrastructure and resources needed to support technology integration, including reliable internet access and updated devices; (2) may offer ongoing training for educators on the effective use of technology to enhance teaching and learning; and (3) may develop institutional programs focused on promoting mental health, resilience, and well-being among students and educators. Furthermore, school leaders/administrators (1) may integrate life skills training, such as time management and emotional intelligence, into the curriculum to better equip learners for non-traditional education setups; (2) may create support systems that provide counseling and peer-support groups for both students and teachers; (3) may conduct regular workshops and training sessions for educators on designing and implementing practical assessment tools; (4) may periodically review and revise curriculum standards to ensure alignment with current educational trends and learner needs; (5) may develop a system for feedback and continuous improvement based on assessment outcomes to refine teaching strategies; (6) may strengthen collaboration between schools, families, and communities to address systemic issues like student nutrition and parental involvement; (7) may expand and improve programs like home visitation and school-based feeding initiatives to ensure holistic support for learners; and (8) may encourage community participation in school activities to foster a sense of shared responsibility for student success. The Department of Education (1) may promote policies that prioritize inclusivity and adaptability within the education system to address the needs of all learners better better and (3) may advocate for government and private sector support in funding innovative and inclusive educational programs. Lastly, future researchers may also consider the research priorities for Occidental Mindoro, including Indigenous Peoples (IP), Tamaraw Conservation, and Salt Production.

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