ABSTRACT

Name: MYRNA C. FAJARDO - RAMOS

Title of Dissertation: PREDICTING THE PROFESSIONALISM, COMPETENCIES, AND TEACHING PERFORMANCE OF THE FACULTY OF DE LA SALLE UNIVERSITY-AGUINALDO, CAVITE

Specialization: EDUCATIONAL ADMINISTRATION

A. Statement of the Purpose of the Study

This study attempted to identify the profile, levels, correlates, and best predictors of professionalism, competencies, and teaching performance including the significant differences in the level of teaching performance when grouped according to selected variables among the faculty members of De La Salle University-Aguinaldo, Cavite. The research also identified the factors affecting the teaching performance of the faculty. Based on the findings, a proposed five-year faculty development program was recommended to enhance the professionalism, as well as the competencies of the faculty with the hope that their teaching performance will consequently be improved.
Specifically, it sought the answers to the following problems:

1. What is the profile of the faculty of De La Salle University-Aguinaldo, Cavite in terms of the following:
   1.1. Age
   1.2. Sex
   1.3. Residence
   1.4. Civil Status
   1.5. Rank
   1.6. Highest Educational Attainment
   1.7. Length of Teaching Experience
   1.8. Performance in Professional Board Examination
   1.9. Number of Children
   1.10. Honors or Awards Received
   1.11. School Graduated From
   1.12. Attendance in In-Service Training Programs
   1.13. Membership in Professional Organizations
   1.14. Published Works (books, manuals, articles)
   1.15. Home Atmosphere
   1.16. Work Atmosphere
   1.17. Instructional Skills

2. What is the level of professionalism, competencies, and teaching performance of the faculty?
2.1. Are there significant differences in the level of teaching performance of the faculty when grouped according to:

2.1.a. Age
2.1.b. Rank
2.1.c. Highest Educational Attainment
2.1.d. Length of Teaching Experience
2.1.e. Attendance in In-Service Training Programs
2.1.f. Home Atmosphere
2.1.g. Work Atmosphere
2.1.h. Instructional Skills

3. What are the correlates of professionalism, competencies, and teaching performance of the faculty?

3.1. What interrelationships exist between and among the correlates of professionalism, competencies, and teaching performance of the faculty?

4. What factors affect the teaching performance of the faculty?

5. What are the best predictors of professionalism, competencies, and teaching performance of the faculty?

There were thirty-four (34) variables used to
correlate with the professionalism, competencies, and teaching performance. These variables were: Age, Sex, Residence, Civil status, Rank, Highest educational attainment, Length of teaching experience, Performance in professional board examination, Number of children, Honors or awards receives, School graduated from, Attendance in in-service training programs, Membership in professional organizations, Published works, Home atmosphere, work atmosphere, instructional skills, Commitment, Self-discipline, Expertise, Rationality, Responsibility, Academic excellence, Organizational ability, Integrity, Vision, Work habits and attitudes, External services and community relations, Student rating, Administrator rating, Faculty rating, and Mean teaching performance, Mean professionalism, and Mean competencies.

The study made use of the descriptive correlation method utilizing correlational procedures. Six questionnaires were used for gathering data: instructional skill scale, competency scale, professionalism scale, home atmosphere, work atmosphere and faculty evaluation instrument (teaching performance).

The main statistical procedures used were: Anova
I. Pearson-Product-Moment Coefficient of Correlation, Multiple Regression, and Factor Analysis.

B. Summary of Findings

Problem 1. What is the profile of the faculty of De La Salle University-Aguinaldo, Cavite in terms of the selected variables?

Generally, the faculty belonged to early adulthood, 33 years old on the average. Most of them (52%) are females and (70.83%) reside in the province of Cavite. Majority of them are single and in terms of educational rank, many (59.6%) are instructors. In terms of educational attainment, majority (63.33%) are graduates of bachelors' degrees. Many (80.83%) had taught below six years. More than one-half of the faculty had passed the professional board examinations. More than one-half of the married faculty have one to two children. Only a few (16.67%) of them received honors or awards. Majority of them (87.5%) graduated from private schools. Majority also had attended for 100 to 199 hours in seminars, workshops, conventions, and other related programs for faculty development. Only a few (38.33%) of them are members of at least one of professional organization. Only 4.17% had
publication ranging from one to four published books, articles, and manuals. Majority of them rated their home atmosphere very satisfactory. The same result came out with their ratings of work atmosphere. In terms of instructional skills, they rated themselves highly satisfactory.

Problem 2. What is the level of professionalism, competencies, and teaching performance of the faculty?

Under professionalism, the respondents rated themselves highly satisfactory in terms of rationality and responsibility. They rated themselves fairly satisfactory in terms of commitment, self-discipline and expertise. Under competencies, all of them rated themselves very satisfactory in terms of academic excellence, organizational ability, integrity, vision, work habits and attitudes, and external services and community relations. Under the teaching performance, the ratings of administrator, student, and self were all very satisfactory (most of the time/often).

Problem 2.1. Are there significant differences in the level of the faculty when grouped according to the selected variables?
Under the teaching performance, ratings of the three evaluators composed of administrator, student, and self, this variable was found to show significant differences to these factors: age, rank, and attendance in in-service training programs. Those variables which did not show significant differences to teaching performance were as follows: highest educational attainment, length of teaching experience, home atmosphere, work atmosphere, and instructional skills.

Problem 3. What are the correlates of professionalism, competencies, and teaching performance of the faculty?

Correlates of Professionalism. The correlates of Professionalism rated marked or substantial relationship are self-discipline, expertise, commitment, responsibility, mean competencies, and rationality.

The correlates of professionalism considered present but with slight relationship are external services and community relations, membership in professional organizations, vision, age, number of children, home atmosphere, and organizational ability.

The correlates of professionalism rated with
negligible relationship are civil status, academic excellence, instructional skills, and rank.

**Correlates of Competencies.** The correlates of competencies considered with marked or substantial relationship are external services and community relations, work habits and attitudes, organizational ability, vision, mean professionalism, integrity, academic excellence, and expertise.

The correlates of competencies rated present but with slight relationship are commitment, home atmosphere, self-discipline, responsibility, highest educational attainment, rationality, and rank.

The correlates of competencies considered negligible relationship are residence and membership in professional organization.

**Correlates of Teaching Performance.** The correlate of teaching performance considered very high relationship is administrator rating.

The correlates of teaching performance rated present but slight relationship are age, attendance in in-service training programs, length of teaching experience, rank, vision, work habits and attitudes, and integrity.
The correlates of teaching performance considered negligible relationship are performance in professional board examination, academic excellence, and responsibility.

Problem 3.1. What interrelationships exist between and among the correlates of professionalism, competencies, and teaching performance of the faculty?

The correlates common for both professionalism and competencies are: Self-discipline, Expertise, Commitment, Responsibilities, External services and community relations, Vision, Home atmosphere, and Organizational ability.

The correlates common for both professionalism and teaching performance are: Vision and Age.

The correlates common for competencies and teaching performance are: Work habits and attitudes, Vision, Integrity, and Rank.

The only correlate that is common among professionalism, competencies, and teaching performance is Vision.

Problem 4. What factors affect the teaching
performance of the faculty?

The variables that clustered with appreciable loadings to $Q_{3000}$ and above for teaching performance are identified as follows:

Factor 1 - **Achievement Drives** (instructional skills, rationality, responsibility, academic excellence, organizational abilities, integrity, vision, work habits and attitudes, external services and community relations, work atmosphere, home atmosphere, and mean competencies).

Factor 2 - **Professional Maturity** (membership professional organizations, commitment, self-discipline, expertise, rationality, responsibility, vision, external services and community relations, mean professionalism, and mean competencies).

Factor 3 - **Personal Characteristics** (age, civil status, rank, number of children, attendance in in-service training programs).

Factor 4 - **Security** (rank, highest educational attainment, length of teaching experience, attendance in in-service training programs, and work atmosphere).

Factor 5 - **Self-Actualization** (performance in
professional board examination and work atmosphere).

Factor 6 - Family Standing (sex, work atmosphere, and mean competencies).

Factor 7 - Teaching Skills (sex, membership in professional organizations, and instructional skills).

Factor 8 - Prestige or Status Symbol (rank and published works).

Factor 9 - Societal Expectations (performance in professional board examination, honors or awards received, and external services and community relations).

Factor 10 - Self-Esteem (school graduated from, attendance in in-service training programs, and work atmosphere).

Problem 5. What are the best predictors of professionalism, competencies, and teaching performance of the faculty?

The best predictors of professionalism are expertise, self-discipline, responsibility, and work habits and attitudes.
Prediction equation for professionalism is:

\[
Y = a + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4
\]

Substituting the value of the intercept and the beta estimates (Table 20), the equation becomes:

\[
Y = 3.65 + 0.3478x_1 + 0.1024x_2 + 0.0426x_3 + 0.218x_4
\]

where:

\[
\begin{align*}
  x_1 &= \text{Expertise} \\
  x_2 &= \text{Self-discipline} \\
  x_3 &= \text{Responsibility} \\
  x_4 &= \text{Work habits and attitudes}
\end{align*}
\]

The best predictors of competencies are work habits and attitudes, expertise, and residence.

\[
Y = a + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4
\]

Substituting the value of the intercept and the beta estimates (Table 21), the equation becomes:
\[ Y = 3.57 + 0.2036x_1 + 0.0579x_2 + 0.0449x_3 \]

where:

\[ x_1 = \text{Work habits and attitudes} \]

\[ x_2 = \text{Expertise} \]

\[ x_3 = \text{Residence} \]

The best predictors of teaching performance are performance in professional board examination, vision and external services and community relations.

The prediction equation for teaching performance is:

\[ Y = a + b_1 x_1 + b_2 x_2 + b_3 x_3 \]

Substituting the value of the intercept and beta estimates (Table 22), the equation becomes:

\[ Y = 3.55 + 0.0581x_1 + 0.0510x_2 + 0.0665x_3 \]

where:
x = Performance in professional board examination
1
x = Vision
2
\[ x \] = External services and community relations
3

C. Conclusions

In the light of the above findings, the following conclusions are drawn:

1. That the faculty of DLSU-Aguinaldo are young, qualified, and have very satisfactory ratings in home and work atmosphere as well as in their instructional skills.

2. That the levels of professionalism, competencies and teaching performance of faculty are rated very satisfactory.

3. That professionalism, competencies, and teaching performance have significant correlates.

4. That there are ten (10) factors that affect the teaching performance of the faculty.

5. That there are best predictors of professionalism, competencies, and teaching performance
of faculty.

D. Recommendations

Considering the foregoing conclusions, the following recommendation are offered by the researcher:

1. That the in-service activities should be prioritized according to the immediate problems and needs of faculty from the different colleges or departments.

2. That the institutional as well as the Collegiate Faculty Development Program Committee be strengthened like: a). allocating appropriate budget according to the size (number of faculty) per college or department, b.) sharing collegiate funds (Trust Funds or Council Funds) to increase the budget, and c.) forming a strong collegiate faculty development committee to give impetus to the implementation of the development program.

3. That the External Relations Office be strengthened to look for funding institutions, agencies or foundations locally and internationally to extend grants, scholarships and other financial assistance to deserving or "good" faculty member for faculty
development program.

4. That participation in the community extension services be given points in the existing Guidelines and Criteria for Faculty Ranking.

5. That the professional board examination (for applied courses only) should be a component of the recruitment procedures of the institution; the administration should encourage the members of the staff to pass the board examination. It is also recommended that the points for this item should be equal in all types of board examinations and for any PRC examination passed, a corresponding point of two (2) be awarded.

6. That future researchers of the institutions assess the teaching performance of the faculty who undergo the development program annually and after five years of full implementation.

7. That the proposed five-year faculty development program be implemented by the administrators of De La Salle University-Aguinaldo, Cavite.
BUOD

Pangalan: MYRNA C. FAJARDO-RAMOS

Pamagat ng Didertasyon:

Ispesyalisasyon: EDUCATIONAL ADMINISTRATION

A. Ang Layuning ng Pag-aaral

Ang pag-aaral na ito ay nagtangkang matukoy ang profile, levels, correlates, at pinakamainam na predictors of professionalism, competencies, at teaching performance kasama ang mga makabuluhang pagkakaiba sa level of teaching performance kapag napangkat batay sa mga piling variable sa mga guro ng De La Salle University-Aguinaldo, Cavite. Tinutukoy ng pagsasali ksisik ang mga salik na nakakaaapekto sa pagtuturo ng mga guro. Batay sa mga natuklasan, ang isang mungkahing five-year development program ay inirekomenda upang mapag-ibayo ang professionalism maging ang competencies ng mga guro na may pag-asang ang paraan ng kanilang pagtuturo ay mapagbubuti pagdating ng panahon.

Bilang pagtitiyak, sinaliksik nito ang mga kasagutan sa mga sumusunod na suliranin:
1. Ano ang profile ng mga guro ng DLSU-Aguinaldo, Cavite, na nakabatay sa mga sumusunod:

1.1 Edad
1.2 Kasarian
1.3 Tirahan
1.4 Kalagayang Sibil
1.5 Katayuang Pang-akademiko o Rank
1.6 Pinakamataas na Edukasyong Naabot
1.7 Haba ng Karanasan sa Pagtuturo.
1.8 Nakamit sa Professional Board Examination
1.9 Bilang ng mga Anak
1.10 Nakamit na Karangalan o Pagkikilala
1.11 Paaralang Pinagtapusan
1.12 Pagdalo sa mga In-Service Training Programs
1.13 Pagkakasapi sa mga Professional Organizations
1.14 Mga Nalathalang Gawa (libro, manwal, artikulo)
1.15 Pantahanang Kapaligiran
1.16 Panggawaing Kapaligiran
1.17 Kasanayan sa Pagtuuro
2. Ano ang antas o level of professionalism, competencies, at teaching performance ng mga guro?

2.1 May mga makabuluhan bang pagkakaiba sa level of teaching performance ng mga guro kapag napangkat batay sa:

2.1a Edad
2.1b Katayuang Pang-akademiko o Rank
2.1c Pinakamataas na Edukasyong Naabot
2.1d Haba ng Karanasan sa Pagtuturo
2.1e Pagdalo sa mga In-service Training Programs
2.1f Pantahanang Kapaligiran
2.1g Panggawaing Kapaligiran
2.1h Kasanayan sa Pagtuturo

3. Ano-ano ang mga correlates of professionalism, competencies, at teaching performance ng mga guro?

3.1 Anu-angong interrelationship ang umiiral sa pagitan at gitna ng correlates of professionalism, competencies, at teaching performance ng mga guro?

4. Anu-anong mga salik ang nakakaapekto sa teaching performance ng mga guro?
5. Anu-ano ang pinakamainam na predictor of professionalism, competencies, at teaching performance ng mga guro?

Nagkaroon ng tatlong apat (34) na variable na ginamit upang mapag-ugnay sa professionalism, competencies, at teaching performance. Ang mga variables na ito ay ang: Edad, Kasarian, Tirahan, Kalagayang Sibil, Rank, Pinakamataas na edukasyong naabot, Haba ng karanaan sa pagtuturo, Nakamit sa professional board examination, Bilang ng mga anak, natanggap na karangalan o pagkilala, Paaralang pinagtapusan, Pagdala sa mga in-service training programs, Pagkakasapi sa mga organisasyong propesyunal, Mga nalathalang gawa, Pantahanang kapaligiran, Panggawaing kapaligiran, Kasanayan sa pagtuturo, Commitment, Pansariling disiplina, Pagkadalubhasa, Rationality, Responsibilidad, Academic excellence, Organizational ability, Integrity, Vision, Work habits and attitudes, External services at community relations, Student rating, Administrative rating, Faculty rating, Mean teaching performance, Mean professionalism, at Mean competencies.

Ang pag-aaral ay gumamit ng descriptive correlation method na gumamit din naman ng correlational
procedures. Anim na talatanungan ang ginamit sa pagkalap ng datos: instructional skill scale, competency scale, professionalism scale, home atmosphere, work atmosphere at faculty evaluation instrument (paraan ng pagtuturo).


B. Kinalabasan ng Pag-aaral

Suliranin 1. Ano ang profile ng mga guro ng De La Salle University-Aguinaldo, Cavite kung ang pagbabatayan ay ang mga piling variables?

Sa pangkalahatan, nabibilang ang mga guro sa early adulthood, ang karaniwang edad ay 33. Karamihan sa kanila (52%) ay mga babae at (70.83%) ang nakatira sa lalawigan ng Cavite. Karamihan sa kanila ay walang asawa at pagdating naman sa academic rank, marami, (59.6%) ang mga instructor. Kaugnay ng naabot na pag-aaral, karamihan (63.33%) ay tapos ng bachelors degree. Marami (80.83%) ang nakapagturo nang mababa sa anim na taon. Mahigit sa kalahati ng mga guro ang nakapasa sa mga professional board examination. Mahigit sa kalahati ng mga may-asawa ang may isa hanggang dalawang
sila ay nagmarka sa kanilang sarili nang lubhang kasiya-siya batay sa academic excellence, organizational ability, integridad, vision, mga gawi sa trabaho at pananaw, at panlabas na paglilingkod at relasyong pangkomunidad. Sa ilalim ng kakayahan sa pagtuturo, ang mga marka ng administrador, estudyante, at sarili ay pawang mga lubhang kasiya-siya (karaniwan/madalas).

Suliranin 2.1. May mga makabuluhan bang pagkakaiba sa level of the faculty kapag napangkat batay sa mga selected variables?

Sa ilalim ng kakayahan sa pagtuturo, ang mga marka ng tatlong evaluator na binubuo ng administrador, estudyante, at sarili, ang variables ay natagpuang nagpapakita ng mga makabuluhan pagkakaiba sa mga salik na ito: edad, rank, at ang pagdalo sa mga programang in-service training. Ang mga variables na hindi nagpakita ng mga makabuluhan pagkakaiba sa kakayahan makapagturo ay ang mga sumusunod: naabot na pinakamataas na edukasyon, haba ng karanasan sa pagtuturo, pantahanang kapaligiran, panggawaing kapaligiran, at kasanayan sa pagtuturo.

Suliranin 3. Anu-ano ang may correlates of professionalism, competencies, at kayaang makapagturo
Correlates of Professionalism. Ang namarkahang mahalaga ay ang pansariling disiplina, kadakubhasaan, commitment, responsibilidad, mean competencies, at rationality.

Ang mga correlate of professionalism na naroon ngunit may bahagyang relasyon ay ang mga external services and community relations, pagkakasapi sa mga organisasyong propesyunal, vision, edad, bilang ng mga anak, pantahanang kapaligiran, at kakayahang organisasyonal.

Ang mga correlate of professionalism na namarkahang walang halos halaga ay ang katayuang sibil, academic excellence, instructional skills, at rank.

Correlates of Competencies. Ang mga correlate of relationship na itinuring na markado o may relasyong mahalaga ay ang mga external services, at community relation, work habits at attitude, organizational ability, vision, mean professionalism, integridad, academic excellence, at kadalubhasaan.

Ang mga correlate of competencies na naroroon ngunit may bahagyang relasyon ay ang mga commitment, pantahanang kapaligiran, pansariling disiplina,
responsibilidad, nakamit na pinakamataas na edukasyon, rationality, at rank.

Ang mga correlate of competencies na itinuring na halos walang halaga ay 'ang mga tirahan at pagkakasapi sa mga organisasyong propesyunal.

Correlates of Teaching Performance. Ang tanging correlate of teaching performance na itinuring na napakataas ang relasyon ay 'ang administrator rating.

Ang mga correlate of teaching performance na naroon ngunit may bahagyang relasyon ay 'ang edad, pagdalo sa mga in-service training program, haba ng karanaan sa pagtuturo, rank, vision, work habits at attitudes, at integridad.

Ang mga correlate of teaching performance na itinuring na halos walang halaga ay 'ang performance sa mga professional board examination, academic excellence, at responsibilidad.

Siliranin 3.1. Anu-anong interrelationship ang umiiral sa pagitan at gitna ng correlates of professionalism, competencies, at teaching performance ng mga guro?
Ang mga correlate na karaniwan pareho sa professionalism at competencies ay ang mga: disiplinang pansarili, kadalubhasaan, commitment, responsibilidad, external services and community relation, vision, kapaligiran pantahanan, at organizational ability.

Ang mga correlate na karaniwan kapwa sa professionalism at teaching performance ay ang: vision at edad.

Ang mga correlate na karaniwan sa competencies at teaching performance ay: work habits at attitudes, vision, integridad at rank.

Ang tanging correlate na karaniwan sa gitna ng professionalism, competencies, at teaching performance ay ang vision.

Suliranin 4. Anu-anong mga salik ang nakakaapekto sa teaching performance ng mga guro?

Ang mga variable na naging kapuna-puna (0.3000 at higit pa) para sa teaching performance ay kinilala bilang mga sumusunod:

Salik 1 - Mga Achievement Drive.
(instructional skills, rational tv, responsibilidad, academic excellence, organization 1 ability, integridad,
vision, work habits at attitudes, external services at community relation, panggawaing kapaligiran, pantahanang kapaligiran, at mean competencies).

Salik 2 - Professional Maturity. (pagkakasapi sa mga professional organization, commitment, pansariling disiplina, kadakubhasaan, rationality, responsibilidad, vision, external services at community relations, mean professionalism, at mean competencies.

Salik 3 - Mga Katangiang Personal. (edad, katayuang sibil, rank, bilang ng mga anak, pagdalo sa mga in-service training program).

Salik 4 - Seguridad (rank, pinakamataas na educkasyong natamo, haba ng karanasan sa pagtuturo, pagdalo sa mga in-service training program, at panggawaing kapaligiran).

Salik 5 - Self-Actualization. (performance in professional board examination at kapaligirang panggawain).

Salik 6 - Katayuan ng Familya (kasarian, panggawaing kapaligiran, at mean competencies).
Salik 7 - Mga Kasanayan sa Pagtuturo
(kasarian, pagkakasapi sa mga professional organization, at instructional skills).

Salik 8 - Prestihiyo. o Status Symbol.
(rank, at mga nalathalang sinulat).

Salik 9 - Mga Inaasahang Panlipunan.
(performance in professional board examination, mga karangalan o gantimplang nakanggap, at external services at community relations).

Salik 10 - Pansariling Pagpapahalaga
(pinagtupasang paaralan, pagdalo sa mga in-service program, at panggawaing kapaligiran).

Suliranin 5. Anu-ano ang mga pinakamabuting predictor of professionalism, competencies, at teaching performance ng mga guro?

Ang pinakamabuting predictor of professionalism ay ang kadalubhasaan, pansariling disiplina, responsibilidad, at work habits at attitudes.

Ang prediction equation for professionalism ay:

\[ Y = a + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4 \]

\[
\begin{array}{cccc}
1 & 1 & 2 & 2 \\
3 & 3 & 4 & 4 \\
\end{array}
\]
Kapag ipinalit ang value of the intercept at ang beta estimates (Talaan 20), ang equation ay magiging:

\[ Y = 3.65 + 0.3478x + 0.1024x + 0.0426x + 0.218x \]

kung saan:
- \( x \) - Kadakubhasaan
- \( x \) - Pansariling Disiplina
- \( x \) - Responsibilidad
- \( x \) - Work habits at attitudes

Ang pinakamabuting predictor of competencies ay ang work habits at attitudes, kadalubhasaan, at ang tirahan.

\[ Y = a + bx + bx + bx \]

Kapag ipinalit ang value of the intercept at ang beta estimates (Talaan 21), ang equation ay magiging:

\[ Y = 3.57 + 0.2036x + 0.0579x + 0.0449x \]
kung saan:  
1  - Work habits at attitudes  
2  - Kadalubhasaan  
3  - Tirahan  

Ang pinakamabuting predictor of teaching performance ay performance in professional board examination, vision at external services at community relations.

Ang prediction equation para sa teaching performance ay:

\[ Y = a + b_1 x_1 + b_2 x_2 + b_3 x_3 \]

Kapag ipinalit ang value of the intercept at ang beta estimates (Talaan 22), ang equation ay magiging:

\[ Y = 3.55 + 0.0581x_1 + 0.0510x_2 + 0.0665x_3 \]

kung saan:  
1  - Performance in professional board examination
K. Mga Konklusyon o Palagay

Sa gabay ng mga natuklasan sa itaas, ang mga sumusunod na konklusyong o palagay ang nabuo:

1. Na nag mga guro ng DLSU-Aquinaldo ay ang mga bata, kwalipikado, at may mga kasiya-siyang marka sa pantahanan at panggawaing kapaligiran maging sa kanilang mga instructional skill.

2. Na nag mga level of professionalism, competencies at teaching performance ng mga guro ay namarkahang lubhang kasiya-siya.

3. Na ang professionalism, competencies, at teaching performance ay may mga makabuluhan correlate.

4. Na may sampung (10) salik na nakakaapekto sa teaching performance ng mga guro.

5. Na may mga pinakamabubuting predictor of professionalism, competencies, teaching performance ng mga guro.
D. Mga Rekomendasyon o Tagubilin

Ipinapalagay ang mga nabangit na konklusyon, ang mga sumusunod na tagubilin ang inihahain ng mananaliksik:

1. Na dapat na pagtuunan ng pangunahing pansin ang mga in-service activity batay sa mga suliraning kinakailangan ang agarang solusyon at ang mga pangangailangan ng mga guro mula sa iba’t ibang kolehiyo o kagawaran.

2. Na palakasín ang Institutional maging ang Collegiate Faculty Development Program Committee, tulad ng: a) paglalagay ng kaukulang budyet batay sa laki (dami ng guro) sa bawat kolehiyo o kagawaran, b) pagbabaha-habagí ng mga collegiate fund (trust funds o council funds upang lumaki ang budyet, at c) pagbubuo ng isang matatag na Collegiate Faculty Development Committee sa limang puwersa sa pagpapatupad ng development program.

3. Na palakasín ang External Relations Office upang maghanap ng funding institution, mga ahensya o foundation dito o sa labas ng ating bansa upang magbigay ng mga grant, scholarship at iba pang tulong pampananalapi sa mga karapatan-da at o “mabubuting” guro
para sa faculty development program.


5. Na ang professional board examination (para sa mga applied course lamang) ay dapat na maging isang bahagi ng mga recruitment procedure ng institusyon; dapat na hikayatin ng administrasyon ang mga member of the staff na pumasa sa board examination. Itinatagubilan din na ang puntos para sa aytem na ito ay dapat na maging kapantay sa lahat ng board examination at para sa alinmang PRC examination na ipinasa, isang kaukulang dalawang (2) puntos ang dapat ibigay.

6. Na ang mga susunod na mananaliksik ng mga institusyon ay bigyan ng pagtataya ang teaching performance ng mga guro na sumailalim sa taunnang development program at matapos ang limang taon ng lubusang pagpapatupad.

7. Na ang panukalang limang taong faculty development program ay ipatupad ng mga administrador ng De La Salle University-Aguinaldo, Cavite.