IN SEARCH OF PREDICTORS OF TEACHER EFFECTIVENESS

AT DE LA SALLE UNIVERSITY

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ABSTRACT

The study aims to identify teacher behaviors/characteristics that serve as valid predictors of teacher effectiveness at De La Salle University. Seventy-nine (79) teacher variables were studied. The criteria for instructional effectiveness were provided by the 1978 and 1983 student evaluations of the faculty, together with the chairman/dean evaluation.

The instrument, consisting of 115 items, is divided into two parts. The first part, prepared fully by the author, consists of 79 items which represent the predictors under study. The second part which provides the criteria for the statistical analysis, consists of 36 items — nineteen (19) prepared by the author and used by the chairman/dean to evaluate the faculty; nine (9) items taken from the 1978 student evaluation and eight (8) from the 1983 student evaluation.

Using factor analysis and a series of canonical correlations fourteen (14) teacher behaviors were found to be valid predictors of teacher effectiveness at De La Salle University for teachers in permanent full-time employment, nine (9) for teacher applicants with experience, and five (5) for applicants who have just finished a degree.
By stepwise regression, three predictive equations were generated, together with their corresponding tables of percentile ranks — one (I) for permanent full-time teachers; another (II) for applicants with teaching experience; and a third (III) for applicants who have just finished a degree.

Three new simplified instruments (with scoring procedures) were prepared for use with equations I, II, and III.

The author recommends that equations II and III be used for hiring purposes, while equation I for promotion at De La Salle University.