

ABSTRACT

Title of the Research : **AN EVALUATION OF THE COMPETENCIES OF THE HIGH SCHOOL TEACHERS OF ROGATIONIST COLLEGE: BASIS FOR FACULTY DEVELOPMENT PROGRAM**

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This descriptive – evaluative study was conducted to evaluate the level of competencies of high school faculty of Rogationist College in order to propose a one-year Faculty Development Program. The Conceptual Framework was adapted and patterned from Logan's concept of teachers' competencies, from the system approach of Input, Process and Output model (IPO).

The main sources of data came from three sets of respondents, a total of 326 respondents (1 principal, 46 teachers, 279 students). Simple random sampling was used to select the total sample of student-respondents from first year to fourth year. ANOVA was used to test the significant differences in the ratings of the respondents. A questionnaire was designed for the purpose of this study as a means of gathering data.

Profile of the teacher-respondents showed more female than male with ages ranging from 21 to 40. Majority are married, with master's units and still continuing their graduate studies. Length of service in Rogationist College ranges from 6 to 10 years. Findings from the study showed that teachers as assessed by the Principal were highly competent on the basis of five factors such as curriculum, instructional design, subject expertise, classroom management, and relationships with students, however with the lowest means obtained for instructional design. Teachers as assessed by the teachers themselves were very highly competent except on classroom management. As assessed by the students, teachers were very highly competent on all five factors.

The present study recommends improving the level of competencies of teachers especially on classroom management. A similar study should be conducted every year to evaluate the competencies of teachers. The need to have a Faculty Development Program based on the findings and results of the study will help improve teachers' competencies on curriculum, instructional design, subject expertise, classroom management, and relationship with students. The proposed one-year Faculty Development Program should be implemented by the administrators of Rogationist College.