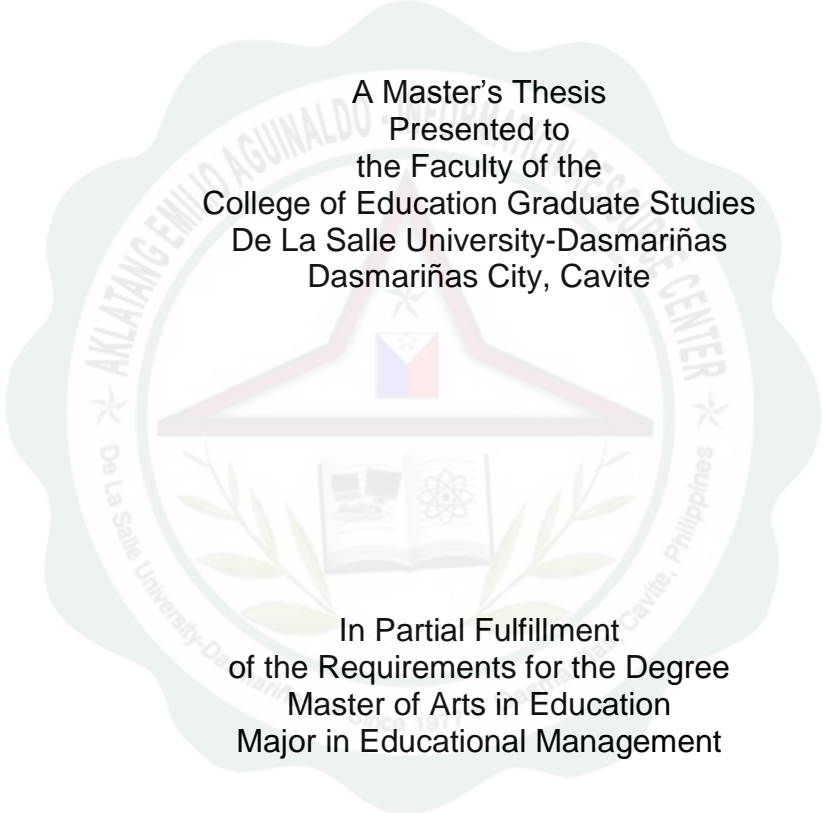


**THE TEACHING COMPETENCIES AND TEACHING PERFORMANCE OF
SELECTED FACULTY MEMBERS AT DE LA SALLE
HEALTH SCIENCES INSTITUTE**



A Master's Thesis
Presented to
the Faculty of the
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Major in Educational Management

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ABSTRACT

Title of the Research: **THE TEACHING COMPETENCIES AND TEACHING PERFORMANCE OF SELECTED FACULTY MEMBERS AT DE LA SALLE HEALTH SCIENCES INSTITUTE**

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Degree: **Master of Arts in Education**

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This descriptive study was conducted to determine the association of classroom factors and teaching competencies on the teaching performance of the faculty members at De La Salle Health Sciences Institute which will serve as basis for policy formulations on faculty development programs. The conceptual framework evolved from the concept of Unified Conceptualization of Teaching Effectiveness (Berk, 2005), Standards of Performance on Teaching Quality Indicators (Reeders and Marshall, 2006) and the Scholarship of Teaching and Learning (Shulman, 2006) was adopted. This study covered the total population of 1,490 second, third, and fourth year students, specifically from the undergraduate colleges of: Medical Radiation Technology (CMRT), Physical Therapy (CPT) and Nursing and School of Midwifery (CNSM) enrolled in the second semester of the Academic Year 2009 – 2010. It

utilized the survey form through the use of a questionnaire designed by the researcher for the purpose of this study.

The main sources of data came primarily from the responses of a total of 1,278 students.

Findings from the study showed that there are significant differences in the evaluation of the respondents in some categories of classroom factors and teaching competencies when the respondents are grouped according to their demographic characteristics.

These findings implied that the student respondents have different perceptions on classroom factors, teaching competencies and teaching performance when they are grouped according to age, gender, college affiliation and year level.

The study concluded that the demographic characteristics of the student respondents have an impact as to the evaluation of classroom factors, teaching competencies and teaching performance.

This present study thereby recommended the creation, inclusion and enhancement of programs for faculty development in order to improve the teaching performance of the faculty members at De La Salle Health Sciences Institute.

The findings, conclusions and recommendations of this study can be used by the Institution as basis for policy formulations on faculty development programs.

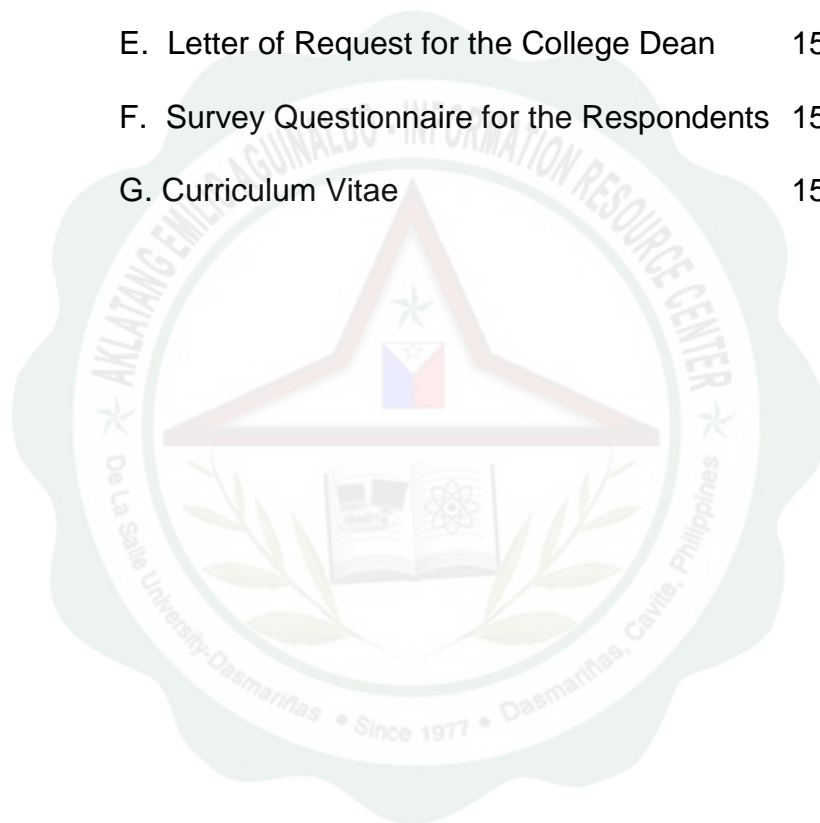
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