UPGRADING INSTRUCTION BASED ON THE ANALYSIS OF THE TEACHING COMPETENCIES OF RADIOLOGIC TECHNOLOGY FACULTY IN DE LA SALLE-HEALTH SCIENCES CAMPUS

A Master'sThesis
Presented to
the Faculty of the Graduate School of Education, Arts and Sciences
De La Salle University-Dasmarinas
Dasmarinas, Cavite

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
Major in Educational Management

VICTORIA C. ESTIRA

October 2004

ABSTRACT

Name of Institution:	De La Salle-Dasmarinas
Address:	Dasmarinas, Cavite
Title:	**Upgrading Instruction Based on the Analysis of the Teaching Competencies of the Radiologic Technology Faculty in De La Salle-Health Sciences Campus**
Author:	Victoria C. Estira
Degree:	Master of Arts in Education
Major:	Educational Management
Date Started:	October 2003
Date Completed:	October 2004

STATEMENT OF THE PROBLEM

⸍The study ventured to determine the teaching competencies of the Radiologic Technology faculty in De La Salle-Health Sciences Campus, with the end-view of upgrading instruction by means of identifying teaching competencies that require further enhancement in terms of professional development.

Specifically, this study answered the following questions:

1. What is the profile of the Radiologic Technology faculty at De La Salle-Health Sciences Campus in terms of the following:

    1.1 age,

    1.2 educational qualifications, and

    1.3 length of teaching experience?

2. What is the analysis made by the four groups of respondents on the teaching competencies of the Radiologic Technology faculty members in terms of the following domains:

    2.1 planning and preparation,

    2.2 classroom environment,

    2.3 instruction, and

    2.4 professional responsibilities?

3. Are there significant differences in the analyses made by the four groups of respondents on the teaching competencies of Radiologic Technology faculty in terms of the four domains?

4. Based on the findings of the study, what competencies should be given focus to upgrade instruction?

METHODOLOGY

The descriptive method of research was used for the purpose of ascertaining present condition or practices. This research method was used to look into the teaching competencies of the Radiologic Technology faculty.

The study focused on analyzing the teaching competencies of Radiologic Technology faculty of De La Salle-Health Sciences Campus in Dasmarinas, Cavite. The second and third year students of the College of Medical Radiation Technology who were officially enrolled during the second semester of school year 2003-2004 were involved as respondents as well as the level coordinators and the dean. The Radiologic Technology faculty (full-time and part-time) were included to assess their own teaching competencies. A total of 159 respondents were used in the study of whom 143 or 89.94% were students, Thirteen or 8.17% were faculty, 2 or 1.26% were level coordinators, and 1 or 0.63% was dean. All the respondents were requested to answer the researcher's self-made questionnaire which was used as an instrument to establish the teaching competencies of the Radiologic Technology instructors.

The statistical measures used were frequency count and percentage, weighted mean, standard deviation, and one-way factor ANOVA.

MAJOR FINDINGS

The following were the findings of the study.

1. Profile of the Radiologic Technology faculty at De La Salle-Health Sciences Campus in terms of the following variables:

<u>Age</u>

Among the 13 faculty members, majority belonged to age group 21 to 30 years with 6 respondents, or 46.15%, followed by age group 31 to 40 years with 5 respondents or 38.46%, and 2 or 15.39%, for age group above 40 years old. Most of the faculty respondents belonged to the 21-30 year old bracket.

<u>Academic Qualifications</u>

Among 13 faculty members, 2 or 15.39% are holders of a bachelor's degree, 3 or 23.08% have units in MA/MS, 1 or 7.69% is master's degree holder, 1 or 7.69% is a medical doctor, 4 or 30.77% have units in doctoral courses, and 2 or 15.38% had a doctoral degree. Most of the faculty respondents have EdD/PhD units.

<u>Length of Teaching Experience</u>

Among the 13 faculty members, 1 or 7.69% has been teaching for less than one year, 4 or 30.77% for one to four years, 3 or 23.08% for five to nine years, 3 or 23.08% for ten to fourteen years, and 2 or 15.38% or fifteen years and above. Majority of the faculty respondents

have a permanent status in the college with more than 3 years of teaching experience.

2. The analysis made by the four groups of respondents on the teaching competencies of Radiologic Technology faculty in terms of the four domains were as follows:

Radiologic Technology Faculty Self-Analysis of their Teaching Competencies in Terms of the Four Domains

Professional Responsibilities posted the highest mean of 4.45. It was followed by Classroom Environment with a mean of 4.40. A mean of 4.36 was computed in the area of Planning and Preparation, and Instruction posted the lowest mean of 4.31. All domains obtained the verbal interpretation of Very Satisfactory.

Students' Analysis of the Teaching Competences of the Radiologic Technology Faculty in Terms of the Four Domains.

Professional Responsibilities got the highest mean of 4.04, Planning and Preparation with the mean of 4.03. Instruction got the mean of 4.02, and Classroom Responsibilities obtained the lowest mean of 3.96. The four domains obtained the verbal interpretation of Very Satisfactory.

<u>Level Coordinators' Analysis of the Teaching Competencies of Radiologic Technology Faculty in Terms of the Four Domains.</u>

Professional Responsibilities obtained the highest mean of 4.42. It was followed by a mean of 4.25 in Instruction. Classroom Environment obtained a mean of 4.17, and Planning and Preparation posted the lowest mean of 4.08. All four domains got the same verbal interpretation of Very Satisfactory.

<u>Dean's Analysis of the Teaching Competencies of RadiologicTechnology Faculty in Terms of the Four Domains.</u>

Planning and Preparation posted the highest mean of 4.45. Classroom Environment and Instruction got the same mean of 4.31, and Professional Responsibilities obtained the lowest mean of 4.11. The four domains got the same verbal interpretation of Very Satisfactory.

3. Significant differences were noted in the analyses of the four groups of respondents on the teaching competencies of Radiologic Technology faculty in terms of the four domains.

<u>Planning and Preparation</u>

The computed F-ratio of 12.033 is higher than the tabular F-ratio of 2.81 at 0.05 level of significance using 3 and 45 degrees of freedom. Since the obtained F value lay outside the critical area for

acceptance of the null hypothesis (>2.81), the assumption of no significant differences indicated earlier was rejected.

This implied heterogeneity in the evaluation made by the four groups of respondents on the teaching competencies of Radiologic Technology faculty members in terms of Planning and Preparation.

Classroom Environment

The computed F-ratio of 4.607 is higher than the tabular F-ratio of 2.81 at 0.05 level of significance using 3 and 45 degrees of freedom. The findings indicated heterogeneity in the evaluation made by the four groups of respondents on the teaching competencies of Radiologic Technology faculty members in terms of Classroom Environment. Therefore, the null hypothesis was rejected.

Instruction

The computed F-ratio of 2.350 lay within the critical region of acceptance of 2.81 at 0.05 level of significance using 3 and 45 degrees of freedom.

This indicated acceptance of the hypothesis of no significant differences which implied homogeneity in the analyses made by the four groups of respondents on the teaching competencies of Radiologic Technology faculty members in terms of Instruction.

Professional Responsibilities

The computed F-ratio of 3.040 is greater than the tabular F-ratio of 2.81 at 0.05 level of significance using 3 and 45 degrees of freedom.

Findings showed that there was enough evidence to show the existence of significant differences in the analyses made by the four groups of respondents of the teaching competencies of Radiologic Technology faculty members in terms of Professional Responsibilities. Therefore, the null hypothesis was rejected.

CONCLUSIONS

From the findings, the following conclusions were drawn:

1. Radiologic Technology faculty profile.

Majority of the faculty belonged to age bracket of 21-30. Most of the faculty had EdD/ PhD units. Majority of the teacher-respondents have complied with CHED's requirements for Radiologic Technology faculty and are qualified for the position based on their educational qualifications.

2. Teaching competencies of Radiologic Technology faculty in terms of the four domains.

Analyses of the four groups of respondents of the teaching competencies of the Radiologic Technology faculty in Planning and preparation, Classroom Environment, Instruction, and Professional Responsibilities were all rated as Very Satisfactory.

3. Significant differences in the analyses made by the four groups of respondents of the teaching competencies of Radiologic Technology faculty existed in relation to Planning and Preparation, Classroom Environment, and Professional Responsibilities.

4. Although the results of the findings were all Very Satisfactory, the aim to achieve a rating of Outstanding through various professional activities is strongly desired. The potential areas for professional development are those that were rated below 4.5. All four (4) domains got an average mean below 4.5, therefore suggesting that areas for faculty development program cut across the four (4) domains.

RECOMMENDATIONS

The following recommendations were presented after the careful analysis of the conclusions.

1. The dean of the college should continue to encourage the faculty to finish their post-graduate studies in order to improve their instructional skills and making them more effective in teaching.

2. Although the analyses of the four groups of respondents of the teaching competencies of the Radiologic Technology faculty in four domains were Very Satisfactory, opportunities for improvement should be given greatest emphasis to obtain the highest rating of Outstanding.

3. Results of this study should be disseminated to the Radiologic Technology Faculty in order to be informed of appraised teaching competencies that need to be improved and modified.

4. A related or further study specifying the areas of strengths and weaknesses of the faculty members must be done in order to improve the quality of education offered by the College of Medical Radiation Technology.