

# DE LA SALLE UNIVERSITY

AN EVALUATION OF TEACHERS' COMPETENCIES OF SAINT PAUL  
COLLEGE IN DUMAGUETE CITY: A BASIS FOR A PROPOSED  
ONE YEAR FACULTY DEVELOPMENT PROGRAM

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A Thesis

Presented to  
the Faculty of the Graduate School  
De La Salle University

In partial fulfillment  
of the Requirements for the Degree  
Master of Arts in Education  
Major in Educational Management

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by

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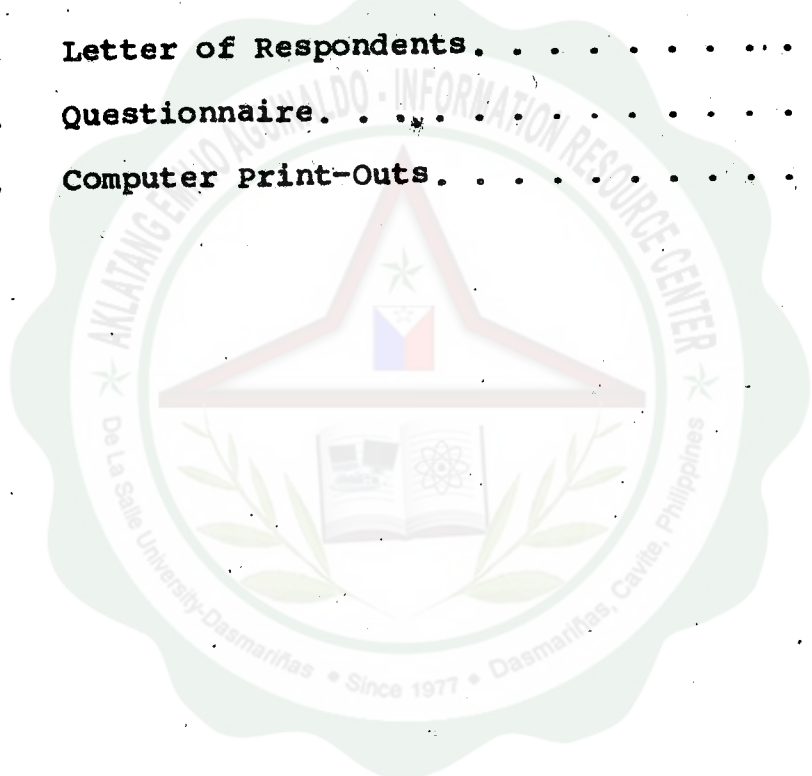
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## CHAPTER VI

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The study aimed to assess the teachers' competencies in the grade school, high school, AB-Ed, and commerce departments. It described the profiles of the teachers in terms of age, sex, educational attainment, and years of teaching experience. It also presented and compared two things, namely: a) the teachers' competencies along human technical, and conceptual skills as assessed by themselves and by their immediate supervisors, and b) by teachers' competencies along human and technical skills as assessed by themselves and by their high school and college students. The study also aimed to proposed a one year faculty development program based on the survey results. A total of 4 department heads (immediate supervisors), 46 teachers, 139 high school students, and 350 college students participated in the study.

The modified version of Teachers Behavior Inventory developed by Kendal Tang (1973) was the main questionnaire used in the study. In addition, reference was made on school records in terms of the seminars



attended by the teachers. Descriptive statistics were used in defining the profiles of the teachers, employed were the mean, mode and standard deviation. Furthermore, the t-test for independent samples was used to statistically compare the mean difference between the following: 1) teachers' self-perceptions and supervisors' perceptions of teachers along human, technical and conceptual skills; and 2) teachers' self-perceptions and students' perceptions and students' perceptions of teachers along human and technical skills.

Findings revealed the following:

Teachers' Profile

1. The commerce teachers were older, followed by the AB-Ed teachers, high school teachers, and lastly the grade school teachers.
2. There were more teachers who are female in all the departments than male teachers.
3. Majority of the teachers are bachelor's degree holder. A few of them are M.A. graduates.
4. The commerce teachers had served the most number of years followed by the AB-Ed teachers, high school teachers and grade school teachers.
5. All the teachers in the four departments





attended 16 in-service trainings which were mostly geared to enhance their technical skill.

Teachers Competencies As Assessed by Themselves  
and by Their Immediate Supervisors

6. On Human Skill

6.1. The grade school teachers perceived themselves "almost very competent" while their supervisor perceived them as "competent". However, the grade school teacher significantly perceived themselves more competent than what their immediate supervisor perceived of them.

6.2. The high school teachers perceived themselves "competent" in the same way as their supervisor perceived them to be. No significant difference, however, existed between high school teachers' self-perceptions and supervisors' perception of teachers on said variable.

6.3. The AB-Ed teachers and commerce teachers perceived themselves "almost very competent" while the supervisor perceived them as "not very competent." Moreover,



the AB-Ed teachers and commerce teachers significantly perceived themselves more competent than what their immediate supervisor perceived of them.

**7. On Technical Skill**

7.1. The grade school teachers perceived themselves "almost very competent" in the same way as their supervisor perceived them to be. No difference, however, existed between grade school teachers' self-perceptions and supervisor's perceptions of teachers on said variable.

7.2. The high school teacher perceived themselves "competent" while their supervisor perceived them as "almost very competent." However, no significant difference was found between high school teachers' self-perceptions and supervisor's perceptions of teachers, on said variable.

7.3. The AB-Ed teachers and commerce teachers perceived themselves "very competent"



while their supervisor perceived them as "competent." Moreover, the AB-Ed teachers and commerce teachers significantly perceived themselves more competent than what their immediate supervisor perceived of them.

#### 8. On Conceptual Skill

8.1. The grade school, high school, and AB-Ed teachers perceived themselves "competent" while their immediate supervisors perceived them as "not so competent." However no significant differences existed between grade school teachers' self-perceptions and supervisor's perceptions and between high school teachers' self-perceptions and supervisor's perceptions on said variable. On the other hand, the AB-Ed teachers significantly perceived themselves more competent than what their immediate supervisor perceived of them.

8.2. The commerce teachers perceived themselves "almost very competent" while



their immediate supervisor perceived them as "not so competent." The commerce teachers however, significantly perceived themselves more competent than what their immediate supervisor perceived of them.

Teachers' Competencies As Assessed by Themselves  
And by Their Students

9. On Human Skill

9.1. The high school teachers perceived themselves "competent" in the same way as their students perceived them to be. No significant difference, however, was found between high school teachers' self-perceptions and supervisor's perceptions of teachers on said variable.

9.2. The AB-Ed teachers and commerce teachers perceived themselves "almost very competent" while their students perceived them as "competent." However, no significant difference existed between the AB-Ed teachers' self-perceptions and students' perceptions of teachers on



said variable. On the other hand, the commerce teachers significantly perceived themselves more competent than what their students perceived of them.

#### 10. On Technical Skill

10.1 The high school teachers perceived themselves "competent" in the same way as their students perceived them to be. No significant difference, however, was found between high school teachers' self-perceptions and students' perceptions of teachers on said variable.

10.2 The AB-Ed and commerce teachers perceived themselves "very competent" while their students perceived them as "almost very competent". The AB-Ed teachers significantly perceived themselves more competent than what their students perceived of them. In addition, the commerce teachers also significantly perceived themselves more



competent than what their students perceived of them.

### Conclusions

In view of the above findings, the following conclusions are formulated:

In all the four departments under study, grade school, high school, AB-Ed and Commerce, evidence show that supervisors perceived the teachers "not competent" on conceptual skill. In addition, the AB-Ed and commerce supervisors likewise perceived their teachers "not so competent" on human skill.

As a whole, the teachers in the four departments excel in technical skills as perceived by the teachers themselves, their immediate supervisors and their students. No group of evaluators rated the teachers below "competent."

The study also found that all the teachers in the four departments perceived themselves higher than their supervisors in almost all the three skills: human, technical and conceptual with the exception of high school teachers who rated themselves lower on technical skill as compared with their supervisor's rating.



Furthermore, the high school students' perceptions of teachers' competencies are in congruent with their high school teachers and high school supervisor.

All students in high school, AB-Ed and commerce rated their teachers from "competent" to "almost very competent" in human and technical skills.

AB-Ed and commerce supervisors similarly perceived their teachers along the three skills.

As a result of the t-test, the grade schools teachers significantly perceived themselves more competent along human skill than what their immediate supervisor perceived of them.

However, there is no significant difference found between high school teachers' self-perceptions and supervisor's perception of teachers on said variable.

The AB-Ed teachers and commerce teachers significantly perceived themselves more competent than what their immediate supervisor perceived of them.

On technical skill, there is no significant difference that existed between grade school teachers' self-perceptions and supervisor's perception of teachers.

There was no significant difference found between high school teachers' self-perceptions and supervisor's perception of teachers likewise on the said variable.



The AB-Ed teachers and commerce teachers significantly perceived themselves more competent than what their immediate supervisor perceived of them.

On conceptual skill, there were no significant differences found between grade school teachers' self-perceptions and supervisor's perception and between high school teachers' self-perceptions and supervisor's perception .

The AB-Ed teachers significantly perceived themselves more competent than what their immediate supervisor perceived of them.

The commerce teachers significantly perceived themselves more competent than what their immediate supervisor perceived of them.

There is no significant difference found between high school teachers self-perceptions and supervisors' perception of teachers on human skill.

The commerce teachers significantly perceived themselves more competent than what their students perceived of them.

There is no significant difference found between high school teachers' self-perceptions and students' perceptions of teachers on technical skill.





The Ag-Ed and commerce teachers significantly perceived themselves more competent than what their students perceived of them.

## Recommendations

In line with the findings of the study, the following recommendations are made:

1. A similar study should be conducted using other instruments to investigate the causes and reasons of the differences in the perceptions of students, teachers and administrators of teachers' competencies.
2. That the proposed one-year faculty development program be implemented by the administrators of Saint Paul College in Dumaguete City.

