

ABSTRACT

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Title of Dissertation: PREDICTING THE PROFESSIONALISM,
COMPETENCIES, AND TEACHING
PERFORMANCE OF THE FACULTY OF DE
LA SALLE UNIVERSITY-AGUINALDO,
CAVITE

Specialization: EDUCATIONAL ADMINISTRATION

A. Statement of the Purpose of the Study

This study attempted to identify the profile, levels, correlates, and best predictors of professionalism, competencies, and teaching performance including the significant differences in the level of teaching performance when grouped according to selected variables among the faculty members of De La Salle University-Aguinaldo, Cavite. The research also identified the factors affecting the teaching performance of the faculty. Based on the findings, a proposed five-year faculty development program was recommended to enhance the professionalism, as well as the competencies of the faculty with the hope that their teaching performance will consequently be improved.

Specifically, it sought the answers to the following problems:

1. What is the profile of the faculty of De La Salle University-Aguinaldo, Cavite in terms of the following:

- 1.1. Age
- 1.2. Sex
- 1.3. Residence
- 1.4. Civil Status
- 1.5. Rank
- 1.6. Highest Educational Attainment
- 1.7. Length of Teaching Experience
- 1.8. Performance in Professional Board Examination
- 1.9. Number of Children
- 1.10. Honors or Awards Received
- 1.11. School Graduated From
- 1.12. Attendance in In-Service Training Programs
- 1.13. Membership in Professional Organizations
- 1.14. Published Works (books, manuals, articles)
- 1.15. Home Atmosphere
- 1.16. Work Atmosphere
- 1.17. Instructional Skills

2. What is the level of professionalism, competencies, and teaching performance of the faculty?

2.1. Are there significant differences in the level of teaching performance of the faculty when grouped according to:

2.1.a. Age

2.1.b. Rank

2.1.c. Highest Educational Attainment.

2.1.d. Length of Teaching Experience

2.1.e. Attendance in In-Service Training Programs

2.1.f. Home Atmosphere

2.1.g. Work Atmosphere

2.1.h. Instructional Skills

3. What are the correlates of professionalism, competencies, and teaching performance of the faculty?

3.1 What interrelationships exist between and among the correlates of professionalism, competencies, and teaching performance of the faculty?

4. What factors affect the teaching performance of the faculty?

5. What are the best predictors of professionalism, competencies, and teaching performance of the faculty?

There were thirty - four (34) variables used to

correlate with the professionalism, competencies, and teaching performance. These variables were: Age, Sex, Residence, Civil status, Rank, Highest educational attainment, Length of teaching experience, Performance in professional board examination, Number of children, Honors or awards receives, School graduated from, Attendance in in-service training programs, Membership in professional organizations, Published works, Home atmosphere, work atmosphere, instructional skills, Commitment, Self-discipline, Expertise, Rationality, Responsibility, Academic excellence, Organizational ability, Integrity, Vision, Work habits and attitudes, External services and community relations, Student rating, Administrator rating, Faculty rating, and Mean teaching performance, Mean professionalism, and Mean competencies.

The study made use of the descriptive correlation method utilizing correlational procedures. Six questionnaires were used for gathering data: instructional skill scale, competency scale, professionalism scale, home atmosphere, work atmosphere and faculty evaluation instrument (teaching performance).

The main statistical procedures used were: Anova

I, Pearson-Product-Moment Coefficient of Correlation, Multiple Regression, and Factor Analysis.

B. Summary of Findings

Problem 1. What is the profile of the faculty of De La Salle University-Aguinaldo, Cavite in terms of the selected variables?

Generally, the faculty belonged to early adulthood, 33 years old on the average. Most of them (52%) are females and (70.83%) reside in the province of Cavite. Majority of them are single and in terms of educational rank, many (59.6%) are instructors. In terms of educational attainment, majority (63.33%) are graduates of bachelors' degrees. Many (80.83%) had taught below six years. More than one-half of the faculty had passed the professional board examinations. More than one-half of the married faculty have one to two children. Only a few (16.67%) of them received honors or awards. Majority of them (87.5%) graduated from private schools. Majority also had attended for 100 to 199 hours in seminars, workshops, conventions, and other related programs for faculty development. Only a few (38.33%) of them are members of at least one of professional organization. Only 4.17% had

publication ranging from one to four published books, articles, and manuals. Majority of them rated their home atmosphere very satisfactory. The same result came out with their ratings of work atmosphere. In terms of instructional skills, they rated themselves highly satisfactory.

Problem 2. What is the level of professionalism, competencies, and teaching performance of the faculty?

Under professionalism, the respondents rated themselves highly satisfactory in terms of rationality and responsibility. They rated themselves fairly satisfactory in terms of commitment, self-discipline and expertise. Under competencies, all of them rated themselves very satisfactory in terms of academic excellence, organizational ability, integrity, vision, work habits and attitudes, and external services and community relations. Under the teaching performance, the ratings of administrator, student, and self were all very satisfactory (most of the time/often).

Problem 2.1. Are there significant differences in the level of the faculty when grouped according to the selected variables?

Under the teaching performance, ratings of the three evaluators composed of administrator, student, and self, this variable was found to show significant differences to these factors: age, rank, and attendance in in-service training programs. Those variables which did not show significant differences to teaching performance were as follows: highest educational attainment, length of teaching experience, home atmosphere, work atmosphere, and instructional skills.

Problem 3. What are the correlates of professionalism, competencies, and teaching performance of the faculty?

Correlates of Professionalism. The correlates of Professionalism rated marked or substantial relationship are self-discipline, expertise, commitment, responsibility, mean competencies, and rationality.

The correlates of professionalism considered present but with slight relationship are external services and community relations, membership in professional organizations, vision, age, number of children, home atmosphere, and organizational ability.

The correlates of professionalism rated with

negligible relationship are civil status, academic excellence, instructional skills, and rank.

Correlates of Competencies. The correlates of competencies considered with marked or substantial relationship are external services and community relations, work habits and attitudes, organizational ability, vision, mean professionalism, integrity, academic excellence, and expertise.

The correlates of competencies rated present but with slight relationship are commitment, home atmosphere, self-discipline, responsibility, highest educational attainment, rationality, and rank.

The correlates of competencies considered negligible relationship are residence and membership in professional organization.

Correlates of Teaching Performance. The correlate of teaching performance considered very high relationship is administrator rating.

The correlates of teaching performance rated present but slight relationship are age, attendance in in-service training programs, length of teaching experience, rank, vision, work habits and attitudes, and integrity.

The correlates of teaching performance considered negligible relationship are performance in professional board examination, academic excellence, and responsibility.

Problem 3.1. What interrelationships exist between and among the correlates of professionalism, competencies, and teaching performance of the faculty?

The correlates common for both professionalism and competencies are: Self-discipline. Expertise. Commitment. Responsibilities. External services and community relations. Vision. Home atmosphere. and Organizational ability.

The correlates common for both professionalism and teaching performance are : Vision and Age.

The correlates common for competencies and teaching performance are: Work habits and attitudes. Vision. Integrity. and Rank.

The only correlate that is common among professionalism, competencies, and teaching performance is Vision.

Problem 4. What factors affect the teaching

performance of the faculty?

The variables that clustered with appreciable loadings to (0.3000 and above) for teaching performance are identified as follows:

Factor 1 - Achievement Drives (instructional skills, rationality, responsibility, academic excellence, organizational ability, integrity, vision, work habits and attitudes, external services and community relations, work atmosphere, home atmosphere, and mean competencies).

Factor 2 - Professional Maturity (membership professional organizations, commitment, self-discipline, expertise, rationality, responsibility, vision, external services and community relations, mean professionalism, and mean competencies).

Factor 3 - Personal Characteristics (age, civil status, rank, number of children, attendance in in-service training programs).

Factor 4 - Security (rank, highest educational attainment, length of teaching experience, attendance in in-service training programs, and work atmosphere).

Factor 5 - Self-Actualization (performance in

professional board examination and work atmosphere).

Factor 6 - Family Standing (sex, work atmosphere, and mean competencies).

Factor 7 - Teaching Skills (sex, membership in professional organizations, and instructional skills).

Factor 8 - Prestige or Status Symbol (rank and published works).

Factor 9 - Societal Expectations (performance in professional board examination, honors or awards received, and external services and community relations).

Factor 10 - Self-Esteem (school graduated from, attendance in in-service training programs, and work atmosphere).

Problem 5. What are the best predictors of professionalism, competencies, and teaching performance of the faculty?

The best predictors of professionalism are expertise, self-discipline, responsibility, and work habits and attitudes.

Prediction equation for professionalism is:

$$Y = a + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4$$

Substituting the value of the intercept and the beta estimates (Table 20), the equation becomes:

$$Y = 3.65 + 0.3478x_1 + 0.1024x_2 + 0.0426x_3 + 0.218x_4$$

where:

x_1 = Expertise

x_2 = Self-discipline

x_3 = Responsibility

x_4 = Work habits and attitudes

The best predictors of competencies are work habits and attitudes, expertise, and residence.

$$Y = a + b_1 x_1 + b_2 x_2 + b_3 x_3$$

Substituting the value of the intercept and the beta estimates (Table 21), the equation becomes:

$$Y = 3.57 + 0.2036x_1 + 0.0579x_2 + 0.0449x_3$$

where:

x_1 = Work habits and attitudes

x_2 = Expertise

x_3 = Residence

The best predictors of teaching performance are performance in professional board examination, vision and external services and community relations.

The prediction equation for teaching performance is:

$$Y = a + b_1 x_1 + b_2 x_2 + b_3 x_3$$

Substituting the value of the intercept and beta estimates (Table 22), the equation becomes:

$$Y = 3.55 + 0.0581x_1 + 0.0510x_2 + 0.0665x_3$$

where:

x₁ = Performance in professional
board examination

x₂ = Vision

x₃ = External services and community
relations

C. Conclusions

In the light of the above findings, the following conclusions are drawn:

1. That the faculty of DLSU-Aguinaldo are young, qualified, and have very satisfactory ratings in home and work atmosphere as well as in their instructional skills.
2. That the levels of professionalism, competencies and teaching performance of faculty are rated very satisfactory.
3. That professionalism, competencies, and teaching performance have significant correlates.
4. That there are ten (10) factors that affect the teaching performance of the faculty.
5. That there are best predictors of professionalism, competencies, and teaching performance

of faculty.

D. Recommendations

Considering the foregoing conclusions, the following recommendation are offered by the researcher:

1. That the in-service activities should be prioritized according to the immediate problems and needs of faculty from the different colleges or departments.

2. That the institutional as well as the Collegiate Faculty Development Program Committee be strengthened like: a). allocating appropriate budget according to the size (number of faculty) per college or department, b.) sharing collegiate funds (Trust Funds or Council Funds to increase the budget, and c.) forming a strong collegiate faculty development committee to give impetus to the implementation of the development program.

3. That the External Relations Office be strengthened to look for funding institutions, agencies or foundations locally and internationally to extend grants, scholarships and other financial assistance to deserving or "good" faculty member for faculty

development program.

4. That participation in the community extension services be given points in the existing Guidelines and Criteria for Faculty Ranking.

5. That the professional board examination (for applied courses only) should be a component of the recruitment procedures of the institution; the administration should encourage the members of the staff to pass the board examination. It is also recommended that the points for this item should be equal in all types of board examinations and for any PRC examination passed, a corresponding point of two (2) be awarded.

6. That future researchers of the institutions assess the teaching performance of the faculty who undergo the development program annually and after five years of full implementation.

7. That the proposed five-year faculty development program be implemented by the administrators of De La Salle University-Aguinaldo, Cavite.