

EAC copy

DE LA SALLE UNIVERSITY

CORRELATES OF TEACHER COMPETENCE AMONG SECONDARY BIOLOGY TEACHERS OF REGION 12

~~00000~~

A Dissertation

Presented to

the Faculty of the Graduate School

College of Education

De La Salle University

In Partial Fulfillment

of the Requirements for the Degree

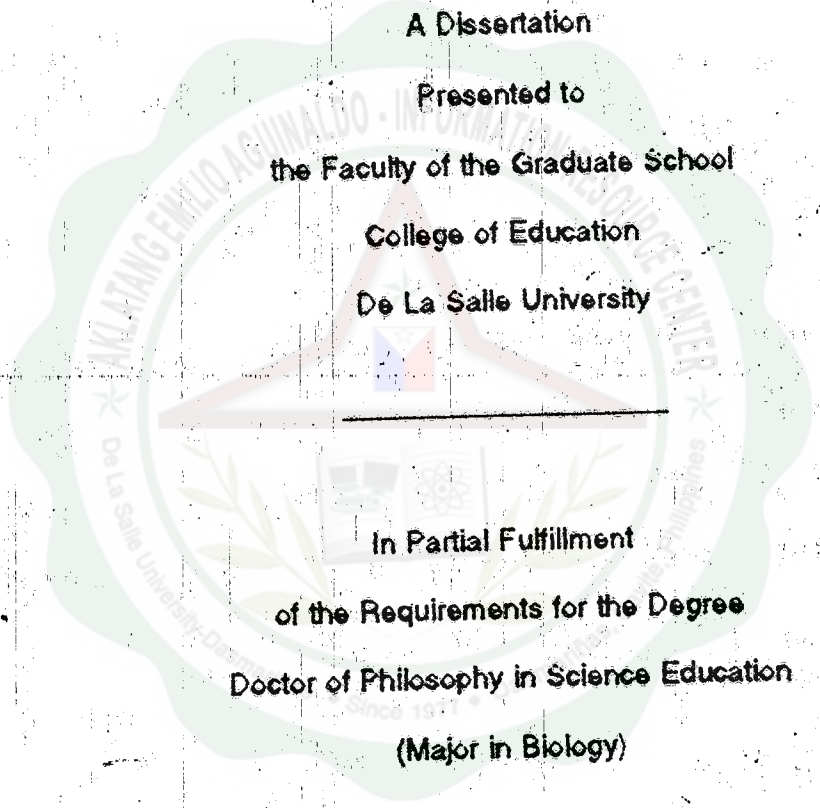
Doctor of Philosophy in Science Education

(Major in Biology)

by

PENDILILANG BALANGUE-GUNTING

May 1994



DE LA SALLE UNIVERSITY

Abstract

The study is an attempt to determine the variables that significantly correlate with teacher competence as measured by the score obtained in a biology achievement test. The 112 secondary school biology teachers in Region XII were used as participants in the study. Their profile were described to determine other variables that could possibly indicate teacher competence. The biology teachers were classified into: Biology majors, majors in related sciences, and non-science majors. Their scores in the achievement test were compared.

The result of the study showed that,

1. efficiency rating, length of service in teaching biology, and type of school the teachers teach in, are significant correlates of teacher competence as measured by the result of an achievement test.

2. the group of teachers major in biology are most knowledgeable about the subject matter content when compared with the other groups (majors in science-related subjects and non-science majors),

3. the teachers were found to be strong in

- 3.1 chemical and cellular basis of life

- 3.2 tissues and organ system

- 3.3 growth and reproduction

- 3.4 genetics

- 3.5 classification of organisms

- 3.6 ecology



They were found to be relatively weak in the nature of science and its domain.

Based on the above results, the following recommendations are drawn:

1. A replication of this study should be undertaken in other regions of our country and that a comparative analysis on teacher competency among regions be determined.
2. A parallel study be conducted among teachers of other sciences like chemistry, physics, mathematics, and general science.
3. Analysis of teacher competency in laboratory techniques and procedures be undertaken.
4. Strategies, approaches and techniques of teaching by biology teachers be investigated.

