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DEVELOPMENT OF INVENTORIES TO MEASURE THE PERSONAL AND
PROFESSIONAL GROWTH OF ADMINISTRATORS AND TEACHERS
OF O.P. + SIENA SCHOOLS UNDER THE CS-SD PROGRAM

338000

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Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The technology of test item writing used in this study was based on the concepts of Criterion - Referenced testing by Roid and Haladyna (1982).

Using these concepts, the researcher with the assistance of the consultants and some O.P. - Siena school administrators and teachers and the cooperation of the administrators and teachers of the try out schools in Metro Manila and in Bulacan Province, has made possible the development of the Administrator and Teacher Inventories. Hopefully, these inventories can be of great help in facilitating further the development of the personal and professional growth of the school administrators and teachers of O.P. - Siena schools under the CS-SD program.

The development of inventories to assess the personal and professional growth of administrators and teachers went through the following processes:

1. Identifying the different domains in measuring the personal and professional growth of the administrators and teachers based on the O.P. - Siena Schools Foundations Manual,



Administrative Development Manual and the Faculty Handbook.

2. **Determining the content validity of the inventories through logical review.**
 3. **Determining the expected performance standard of the administrators and teachers after having undergone the different development cycles.**
 4. **Finding the reliability coefficient of the nine sections of the administrator inventory and ten sections of teacher inventory.**
 5. **Determining the percentage of the items acceptable for the final form of the inventories after having gone through logical and empirical review.**
1. **In identifying the different domains or dimensions in measuring the personal and professional growth of the administrators and faculty, an in-depth study of the O.P. - Siena appropriate Development Manuals like Administrative Development Manual, Personnel Development Manual, and Faculty Handbook which contain the "what should be" of the school personnel especially the administrator and teacher. Nine domains were prepared for the administrator inventory.**



With the help of some administrators and teachers of schools under the CS-SD Program, the table of domain specification has been prepared.

2. In determining the content validity of inventories, a logical review to insure content validity was done by the experts/consultants in test construction, instrumentation, CS-SD program and congregational top level school administrators and empirical review by field testing the instrument.

3. In determining the expected standard of performance of the personnel after having undergone the CS-SD development cycles, data processing by computer was done through the Statistical Assistance for Research (STAR) office of Fr. Luke Moortgat, CICM.

4. In finding the reliability coefficient of the whole instrument and its different sections, statistical treatment as correlation coefficients and standard error of measurement were employed by the STAR office of Fr. Luke Moortgat, CICM.

5. In determining the percentage of the items acceptable for the final form of the inventories, an item analysis was conducted on the result of the field-testing by the STAR office of Fr. Luke Moortgat, CICM.



Findings

The following were drawn from logical and empirical review on the development of administrator/teacher inventories:

1. There are nine domains prepared for the administrator inventory and ten domains for teacher inventory.

Domain specification for administrator inventory are the following:

- Section 1 As a human being
- Section 2 As a social being
- Section 3 As a Christian
- Section 4 As a Filipino
- Section 5 As a Dominican
- Section 6 As a Co-creation
- Section 7 Research
- Section 8 Management
- Section 9 Professional Qualities

Domain specification for the teacher inventory are the following:

- Section 1 As a human being
- Section 2 As a social being
- Section 3 As a Christian
- Section 4 As a Filipino



Section 5 As a Dominican

**Section 6 Planning, Organization of
Instruction**

**Section 7 Teacher's Behavior in the
Implementation of content
of Instruction**

Section 8 Management

Section 9 Evaluation

Section 10 Professional Qualities

2. The content validity was determined through logical review of the inventories by the consultants/experts on test construction and the CS-SD program. So the inventories possess the content validity.

3. **Performance Standard**

Going over the mean scores per section per school of the administrators, the means are relatively high. However, there was no significant difference between the mean score of schools in cycle 1 (34.00) from the cycle 2 (34.08).

In the teacher inventory, there is a significant difference between the overall mean of cycle 1 (39.36) and overall mean of



cycle 2 (41.01).

Teachers in cycle 2 perform better than teachers in cycle 1.

4. The reliability coefficients of the nine sections of the administrator inventory are relatively high. (Refer to table 8 and 9)
5. There is intercorrelations among sections in the inventory. Homogeneity of the inventories is evident.

Administrator Inventory

All sections with section 1	$r = .447$
All sections with section 2	$r = .751$
All sections with section 3	$r = .710$
All sections with section 4	$r = .667$
All sections with section 5	$r = .590$
All sections with section 6	$r = .733$
All sections with section 7	$r = .836$
All sections with section 8	$r = .770$
All sections with section 9	$r = .678$

Teacher Inventory

All sections with section 1	$r = .328$
All sections with section 2	$r = .743$
All sections with section 3	$r = .777$



All sections with section 4 $r = .677$

All sections with section 5 $r = .632$

All sections with section 6 $r = .682$

All sections with section 7 $r = .502$

All sections with section 8 $r = .749$

All sections with section 9 $r = .624$

All sections with section 10 $r = .579$

6. The number of remaining discriminating items for both administrators (87 items) and teachers (98 items) are good enough in terms of content coverage and the length is appropriate for testing purposes.

Conclusions

1. The nine domains for the administrator inventory and ten domains for the teacher inventory are reflective of the expected behavior of the administrators and teachers of the schools under the CS-SD program because these domains were drawn from appropriate manuals and handbooks of the O.P. - Siena schools and were cooperatively prepared by the researcher and some administrators and teachers of O.P. - Siena schools under the CS-SD program.
2. The inventories possess the content validity as determined through logical review by experts/consultants



on instrumentations and CS-SD program.

3. There was no significant difference between schools in cycle 1 and schools in cycle 2. This was most probably brought about by the design of the program.

The emphasis of cycle 1 is on personnel development while the emphasis of cycle 2 is on student development.

(Refer to Appendix A)

4. The number of remaining discriminating items for both administrator and teacher inventories are adequate enough in terms of content coverage and length for testing purposes.

5. The inventories have high reliability coefficients. There is the internal consistency of the items and consistency of measurement.

Recommendations

In the light of foregoing result of this study, the following recommendations are being presented with the hope of improving further the development of inventories for more effective use of the O.P. - Siena Schools under the CS-SD program:

1. The use of pre and post test design in measuring the impact of the program on the development of administrators and teachers of the O.P. - Siena schools.



2. The congregation through the Council on Education and the CS-SD consultants may devise ways and means for the intensification of the program/projects for personal and professional formation of administrators and teachers especially for these schools which do not show significant difference in the level of development cycles.

3. A further study toward the development of the administrator/teacher inventories through:

3.1. Finding the concurrent validity of the inventories.

3.2. Further review of the item format for proper style and phrasing.

4. To study/analyze O.P. - Siena Schools Personnel Formation Program to look into the possibility of remediation the surfaced findings which showed that there is no significant relationship between professional qualities of administrators and administrators as Dominican. This observation runs counter to one of the outstanding characteristics of the Dominicans the "love for study" or for professional and spiritual growth.

