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A PROPOSED THREE-YEAR DEVELOPMENT PROGRAM FOR RELIGION
TEACHERS IN THE SECONDARY LEVEL AMONG THE THREE
SCHOOLS OF THE DAUGHTERS OF CHARITY
IN THE BICOL REGION

288000

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by
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ABSTRACT

Title: A Proposed Three-Year Development Program for Religion Teachers in the Secondary Level Among the Three Schools of the Daughters of Charity in the Bicol Region

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Statement of the Problem:

This study attempted to propose a three-year development program for religion teachers in the secondary level among the three schools of the Daughters of Charity in the Bicol Region. The development program was based on needs assessment of religion teachers as perceived by the religion coordinators, religion teachers, and students.

Specifically, the study sought to answer the following questions:

1. What is the profile of the religion teacher respondents in terms of:

1.1 Age



1.2 Sex

1.3 Status

1.4 Educational Attainment

1.5 Teaching Experience in Religion

1.6 Special Studies or Training in Religion

2. What are the perceived attitudes and competency of religion teachers towards the following dimensions:

2.1 the Creed

2.2 the Code

2.3 the Cult

3. Based on an assessment by the religion coordinators, religion teachers, and students, to what extent are the teaching skills employed in religion class achieved?

4. What are the social, spiritual and economic needs of religion teachers in the secondary level among the three schools of the Daughters of Charity in the Bicol Region?

5. What are the strengths and weaknesses of the religion teacher respondents?

6. What program of development maybe proposed to improve the teaching competencies of these teachers in relation to:



- 6.1 the perceived attitudes and competency towards the creed, code and cult dimensions?
- 6.2 Teaching Skills
- 6.3 Social, Spiritual and Economic Needs

Procedure:

The study employed the descriptive method of research using the human resource developmental model. It involves recording, analyzing, and interpreting the data that were collected from the three schools of the Daughters of Charity in the Bicol Region. It also involves program development based on a systematic and logical investigation of the needs of religion teachers. This model has three main phases, namely: Needs Assessment; Prioritization of Needs; and Program Development.

The questionnaire was used as the main-data gathering instrument. It has three parts: Part I is on the Perceived Attitudes and Competency of Religion Teachers Towards the Creed, Code and Cult Dimensions. This was constructed on the basis of the provisions of the National Catechetical Directory for the Philippines (1983). Part II focused on the Assessment of the Teaching Skills of



Religion Teachers (TBI, 1974). Part III centered on the Social, Spiritual and Economic Needs of Religion Teachers which was adapted from the questionnaire of Roma (1983).

This questionnaire was pretested to determine its validity.

Treatment of Data:

The data that were gathered from the respondents were subjected to statistical treatment which included frequency counts, percentages, mean and ranking. These descriptive statistics were used to determine the needs of religion teachers in the following areas: perceived attitudes and competency towards the creed, code and cult dimensions; teaching skills; and the social, spiritual and economic needs.

Summary of Findings:

1. The religion teachers are relatively young with an average age of 34; predominantly female and religious with an average teaching experience of 6 years in religion; and have continuously updated themselves through formal training programs like the CCD and the Summer Institute in Religious Education on the masteral level as well as informal training programs like seminars/ seminar-workshops in religious education. All the



respondents are bachelors degree holder; however, not one of them is a B.S.E. nor an M.A. degree holder in Religious Education.

2. On the attitudes of religion teachers, they themselves perceived that the creed, code and cult dimensions are important to a very great extent in the teaching of religion. This would mean that their attitudes towards these dimensions are highly positive (with an average mean score of 4.7).

3. Religion teachers expressed the need to develop their competency towards the creed, code and cult dimensions (with an average mean score of 3.4) which means that their competency is to a moderate extent.

4. In the area of teaching skills, the religion teachers, religion coordinators and students perceived that they are achieved to a great extent. Of the twenty-five indicators in this area, not one of the items received a rating lower than 3.9 which was its lowest average mean score which means that they do not see the need to develop in this area.

5. On the social needs of religion teachers, the following items were perceived by them as important to a very great extent: better relationship and interaction with parents; better understanding of other's personality;



better relationship and interaction with colleagues especially with religion teachers and administrators; and better relationship with students.

6. On the spiritual needs of religion teachers, the following areas were perceived by them as important to a very great extent: frequent reception of the sacraments of Reconciliation and Holy Eucharist; annual retreats and recollections; in-depth Bible study and regular prayer sessions; and spiritual formation of religion teachers.

7. On their economic needs, the religion teachers perceived the following as important to a great extent: improved salary scale and availability of funds for their emergency needs.

8. Religion teachers expressed the need to develop in the following areas: competencies towards the creed, code and cult dimensions; and the social, spiritual and economic needs.

9. The teacher respondents did not express the need to develop their competencies in teaching skills because they considered them as achieved to a great extent.



Conclusions:

Based on the findings of the study, the researcher draw up the following conclusions:

1. Development of competencies in the creed, code and cult dimensions is perceived by religion teachers as felt needs because they are not achieved by them.

2. The social, spiritual and economic development of religion teachers are perceived by them as felt needs inasmuch as the respondents consider them significant or important.

3. Development of competencies in teaching skills is not perceived by the religion teachers, religion coordinators and students as felt needs inasmuch as they are already possessed by the respondents.

4. The proposed three-year development program for religion teachers in the secondary level among the three schools of the Daughters of Charity in the Bicol Region is a response to the felt needs of religion teachers to develop themselves putting emphasis on content, spiritual, social and economic needs.

Recommendations:

In view of the findings and conclusions of the study, the researcher made the following recommendations:



1. The proposed three-year development program for religion teachers be given due consideration by the administrators of the DC schools in the Bicol Region for its immediate implementation.

2. A team of experts in religious education from the region itself be organized to act as consultants and resource speakers when in-service training is planned and organized.

3. Further studies be conducted in one or two areas which were not intensively covered by the study to continuously improve the teaching competencies of religion teachers in the secondary level among the three schools of the Daughters of Charity in the Bicol Region.



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