

## ABSTRACT

Title of the Research : **NON-WORK RELATED FACTORS AND TEACHING PERFORMANCE OF ST. DOMINIC COLLEGE OF ASIA: IMPLICATIONS TO CAPACITY BUILDING PROGRAM FOR FACULTY MEMBERS**

Author : **CHARLENE YVETTE G. RONQUILLO**

Degree : **Master of Arts in Education**

Major : **Guidance and Counseling**

Date of Completion : **March 2010**

This descriptive-correlational study was conducted to uncover and evaluate the non-work related factors which affected the teaching performance of full-time faculty members of St. Dominic College of Asia (formerly St. Dominic College of Arts and Sciences) during the first semester of Academic Year 2009-2010. The concept of the study evolved from the non-work related factors particularly coping self-efficacy and interpersonal styles of the participants and their effects on their teaching performance as basis for the formulation of the Capacity Building Program for Faculty Members.

The main sources of data came from the ninety three percent (93%) or sixty five (65) full-time faculty members of the said institution. Their personal demographics such as their age and civil status were also

identified in this study to give a brief background of the respondents and it resulted that most faculty members were in their early 20s age and still single. In order to meet the objectives and answer the problems of the study, the study utilized the Coping Self-Efficacy Scale which has twenty six (26) item survey questionnaire answered by the participants to measure their coping self-efficacy developed by Margaret A. Chesney, Torsten B. Neilands, Donald B. Chambers, Jonelle M. Taylor, and Susan Folkman another one was the Interpersonal Style Inventory (ISI) by Maurice Lorr, PhD composed of three hundred (300) items answerable by true or false. Also, the First Semester Academic Year 2009-2010 Faculty Performance Evaluation Results was utilized in the study.

Findings of the study showed that majority of the faculty members were young and single and College of Nursing and Allied Health accumulated the highest population. Based from their performance evaluation, the faculty members were performing their task inside the classroom satisfactorily. In general, the faculty members showed a slightly low average level in general their Interpersonal Style Inventory. Particularly, they scored below average in areas of sensitivity, tolerance, and persistence; slightly below average in areas of sociability, help-seeking, trust, independence, and stability; much below average in areas of nurturing, and rule-free; and very much below average in conscientiousness. Generally, faculty members were found to be low in the

four (4) major dimensions, namely: interpersonal involvement, socialization, autonomy, and self-control. On the other hand, their Coping Self-Efficacy demonstrated that faculty members were could perform moderately and were comfortable to tell their issues to their friends and family. Furthermore, the results also revealed interpersonal styles found to be significant to the faculty members and affecting their teaching performance particularly the socialization and self-control dimensions. Meanwhile, although faculty members can moderately perform a task in the coping self-efficacy, this would also signify that there was a need for enhancement.

These findings imply the importance of peer group support to all faculty members. Aside from support groups, coping self-efficacy is also an aspect which leads to effective performance inside the classroom, and capacity building program for faculty members pertaining to issues of interpersonal styles and coping self-efficacy in relation to teaching performance is needed in the institution.

This present study thereby recommends that capacity building program be had to improve their interpersonal styles specifically in areas of interpersonal involvement, socialization, autonomy, and self-control, and coping self-efficacy. The capacity building program focused on the development of the specified areas with the goal of aiding faculty members in knowing themselves, building of their self confidence; improve their interpersonal skills and teaching strategies, and development of their sense

of responsibility and commitment to the students and school. Moreover, the capacity building program should be proposed to the school officials particularly the administrators and the human resource manager in order to assist faculty members in their personal issues related to coping self-efficacy and interpersonal styles to improve the system inside the institution.

