

DISSERTATION ABSTRACT

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Title : PREDICTORS OF TEACHING EFFICIENCY:
A BASIS FOR THE DEVELOPMENT OF
A PROPOSED MODEL

Key Concepts: Quality Instruction

Teaching Efficiency

Teacher Variables

Predictors

Specialization: Educational Administration

Date of Oral Examination: September 19, 2000

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STATEMENT OF THE PURPOSE:

The main purpose of the study was to determine which of the following teacher factors could significantly predict teaching efficiency:

- a. civil status (x_1);
- b. faculty classification (x_2);
- c. years teaching experience (x_3);
- d. faculty rank (x_4);
- e. highest degree earned (x_5);

- f undergraduate academic honors/rank (x_6);
- g undergraduate grade point average (x_7);
- h type of subject being taught (x_8);
- i undergraduate units earned in subject being taught (x_9);
- j has taken undergraduate education courses (x_{10});
- k has taken graduate education courses (x_{11});
- l has conducted research (x_{12}); and
- m has a library at home (x_{13}).

Specifically, the study attempted to:

1. Construct an instrument that could measure teaching efficiency based on the following components:
 - a. knowledge of subject matter (y_1);
 - b. teaching skills (y_2);
 - c. skills in evaluating student performance (y_3);
 - d. classroom management (y_4);
 - e. dedication and commitment to the profession (y_5);
 - f. instructor-student relationship (y_6);
 - g. personality as related to teaching (y_7); and
 - h. overall teaching efficiency (y_8).
2. Administer the instrument to selected students of the faculty concerned;
3. Analyze and interpret the results of the study;
4. Determine the best predictors of teaching efficiency, and
5. Include them in the proposed model for quality instruction.

METHODOLOGY:

Using a random sample of 83 academic faculty of De La Salle University-Dasmariñas, instructor variables correlated with teaching efficiency were analyzed. Teaching efficiency was measured by an inventory administered to the respective students. The factors were chosen based on the following guide: Some could confirm the validity of the instrument which is a Teaching Efficiency Inventory to be answered by the students; the other factors are exploratory in nature such that they could contribute to the growing knowledge on teaching efficiency.

The instrument on teaching efficiency inventory was constructed based on available literature on teaching evaluation inventories and on the opinion of the faculty members themselves who were asked what would be appropriate for an instrument that could measure teaching efficiency by the students. Moreover, the faculty were also asked to recommend the relative weights of each component.

In the administration of the instrument, only one class per faculty member was used to evaluate the faculty. The class was randomly chosen from the subjects he/she was teaching that were considered his/her field of specialization.

FINDINGS:

The study found the following variables positively and significantly correlated with teaching efficiency:

- a. civil status of faculty, in favor of those who are single;
- b. undergraduate academic honors;
- c. undergraduate grade point average; and
- d. conducting research.

The study also revealed that units earned in the subject they are teaching is significantly, but negatively correlated with teaching efficiency.

Through stepwise regression analysis, the study found the following Variables that significantly, but negatively correlated with teaching efficiency.

Through stepwise regression analysis, the study found the following variables that significantly predict teaching efficiency:

- a. undergraduate grade point average;
- b. civil status, in favor of being single;
- c. conducting research;
- d. has a library at home; and
- e. undergraduate units earned in the subject he is teaching.

It is also interesting to point out the variables expected to significantly correlate with teaching efficiency that did not come out to be.

These include

- a. being permanent (with rank);
- b. faculty rank;

- c. years teaching experience;
- d. highest degree earned; and
- e. with education units.

PREDICTION EQUATION:

The specific prediction equations for the different components and overall teaching efficiency are the following:

1. $y_8 = 3.25 + .21x_7 + .18x_{12} + .16x_{12} - .0057x_9$
2. $y_1 = 3.10 + .19x_7 + .19x_{12} + .17x_{12} + .17x_{13} - .0066x_9$
3. $y_2 = 2.91 + .25x_1 + .23x_7 + .201x_{12}$
4. $y_3 = 4.16 + .25x_{12} - .0128x_3 - .008x_9$
5. $y_4 = 3.30 + .16x_7 - .005x_9$
6. $y_5 = .30 + .18x_7 - .005x_9$
7. $y_6 = 3.44 + .203x_7$
8. $y_7 = 3.61 + .22x_7 - .0081x_9$

The findings of the study could be used a basis for administrative decisions regarding faculty. They could also be utilized as one of the components in developing a proposed model for quality instruction at the tertiary level.

CONCLUSIONS:

Based on the findings of the study, the following general conclusions are hereby stated:

1. There are teacher variables that can predict teaching efficiency.

some of these variables are predictors than other variables.

2. The components of teaching efficiency contained in the Teaching Efficiency Inventory significantly contribute to the overall efficiency of the faculty.

3. The efficiency of the faculty as measured by the individual components in the instrument can also be predicted by some teacher variables.

4. The result can be the basis for developing one component of the model for quality instruction.

RECOMMENDATIONS:

Based on the findings and conclusions of the study, the following recommendations could be considered:

1. A similar study could be conducted involving faculty members of other colleges and universities, both private and public. Other teacher variables not used in the study could then be included, e.g. in-service training attended, publications, paper delivered, etc.
2. A study on how the Teaching Efficiency Inventory could further be improved through factor analysis could be undertaken.
3. A study on the other components of quality education should be conducted to complete the model, namely the learner, the curriculum, and facilities for learning.

4. A study could be conducted on how to raise the quality of instruction evolving into some aspects that contribute to teaching efficiency: e.g. faculty morale, system of promotion.
5. Parallel studies can be conducted to analyze the other possible components of the model for quality instruction, namely: curriculum, facilities, support services, and the atmosphere of academic institution.

