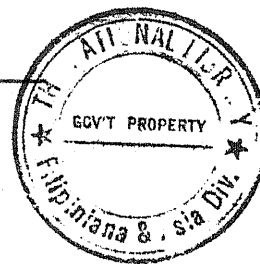


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DEVELOPMENT NEEDS OF COMMERCE AND SECRETARIAL
SCIENCE TEACHERS AS RELATED TO SELECTED
PERSONAL-ACADEMIC VARIABLES



A Thesis
Presented to
the Faculty of the School of Graduate Studies
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THESES & DISSERTATION

In Partial Fulfillment of the
Requirements for the Degree
Master of Science in Business Administration

by
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ABSTRACT

Title

DEVELOPMENT NEEDS OF COMMERCE AND SECRETARIAL SCIENCE TEACHERS AS RELATED TO PERSONAL-ACADEMIC VARIABLES.

Purpose

This study was undertaken to assess the development needs of the Commerce and Secretarial Science teachers and to determine their relationship to certain personal and academic variables as basis for formulating programs and policies pertinent to a more effective management of the colleges cited.

Major Problem

The major problem was: "What were the development needs of the teachers in the Colleges of Commerce and Secretarial Science in the University of Pangasinan as related to certain personal and academic variables?"

Sub-Problems

The sub-problems into which the major problem was sub-divided were:

1. What were the self-perceived development needs of the subject-teachers in the following areas and dimensions subsumed under them?

- a. Area of instructional tasks
 - (1) Preparation for Teaching
 - (2) Preparation of instructional materials
 - (3) Actual teaching
 - (4) Subject-matter presentation/application
 - (5) Evaluation of the results of teaching
 - (6) Attitude toward work
- b. Area of leadership
 - (1) Leadership tasks
 - (2) Leadership authority
 - (3) Leadership expressiveness
- c. Area of morale

d. Area of professionalism

2. Did the subject-teachers' development needs differ significantly in the areas and dimensions cited?

3. Were there significant differences in the teachers' development needs in terms of the following personal and academic variables?

a. Personal

- (1) Age
- (2) Sex
- (3) Civil Status

b. Academic

- (1) Highest educational attainment
- (2) Efficiency rating
- (3) Number of years of college teaching experience
- (4) Number of professional education units earned

4. Did significant relationships exist between the teachers' development needs and the variables cited in sub-problem 3?

Research Method and Techniques

The descriptive method of research was used. An opinionnaire was designed to draw the self-perceived development needs of the subject-teachers. Personal and academic informations about the research subjects which served as the analytic variables in the study were taken from the faculty information sheet.

Descriptive and inferential statistics were employed to analyze the research data. The mean was used to describe the teachers' development needs. The t-test of significance, the analysis of variance (ANOVA), and the chi-square (X^2) test of independence were employed to test the given research hypotheses.

Research Subjects

The research population of the study involved all the teachers in the Colleges of Commerce and Secretarial

Science in the University of Pangasinan during the first semester of the school year 1989-1990.

Findings

The analysis of the data revealed the following significant findings:

On the Teachers' Self-Perceived Development Needs

1. The subject-teachers revealed critical needs in all the four areas of development needs. Arranged in order of criticalness from the most critical to the least, these were: (a) professionalism, (b) morale, (c) leadership, and (d) instructional tasks.

2. Among the dimensions in the area of instructional tasks:

a. The teachers perceived themselves as competent in actual teaching only.

b. They felt in very critical need to develop in the evaluation of the results of teaching.

c. They revealed critical needs for development in: (1) preparation for teaching; (2) preparation of instructional materials, (3) subject-matter presentation/application, and (4) attitude toward work.

3. Among the dimensions in the area of leadership:

a. The teachers perceived themselves as skilled in leadership expressiveness.

b. They felt in critical need for development mostly in leadership tasks followed next in leadership authority.

On the Significance of Mean
Differences in the Areas
and Dimensions of Teacher
Development Needs

1. The subject-teachers' perceptions of their development needs in the four areas showed that:

a. Their needs in the areas of morale and professionalism were significantly greater in extent than their needs in instructional tasks and leadership.

b. Their needs in morale and professionalism did not differ significantly.

c. Likewise, their needs in instructional tasks and leadership did not differ significantly.

2. The mean differences in the dimensions of the area of instructional tasks revealed that:

a. The subject-teachers' needs for development in the dimension of evaluation were significantly greater in extent than their needs in the dimensions of preparation for teaching, actual teaching and attitude toward work, but comparable with preparation of instructional and subject-matter presentation/application.

b. Their needs in actual teaching were significantly lesser in extent than their needs in all the other five dimensions.

c. Their needs in preparation for teaching, preparation of instructional needs, subject-matter presentation/application, and attitude toward work did not differ significantly.

3. The mean differences in the dimensions of the area of leadership indicated that:

a. The subject teachers' development needs in the dimensions of leadership tasks and leadership authority were both significantly greater in extent than their needs in leadership expressiveness.

b. Their needs in leadership tasks and leadership authority were comparable in extent.

On the Teachers' Development
Needs Analyzed in Terms of
Certain Personal Variables

1. The teachers' needs in the four areas of development did not vary significantly with their ages.

2. Such needs were independent of the teachers' ages. 3. The teachers' needs in the areas of instructional tasks, morale and professionalism did not vary significantly in terms of sex and were independent of it.

4. In the area of leadership, the male teachers had significantly greater development needs than the female teachers.

5. The teachers' leadership needs were dependent upon sex.

6. The teachers' needs in the four areas did not vary significantly in terms of civil status.

7. Their needs along the area of morale were dependent upon civil status but their needs in the other three areas were not.

On The Teachers' Development
Needs Analyzed in Terms
of Certain Academic
Variables

1. The teachers' needs in all the four areas of development did not vary significantly in terms of highest educational attainment, efficiency rating, years of college teaching experience and professional education units earned.

2. Such needs were independent of the academic variable cited.

Conclusions

On the basis of the findings, the following conclusions were drawn:

1. The teachers of the colleges of Commerce and Secretarial Science have critical needs for development

in all the four areas of instructional tasks, leadership, morale and professionalism.

2. Their needs development priorities focus greater concerns in the areas of professionalism and morale than in the areas of leadership and instructional tasks.

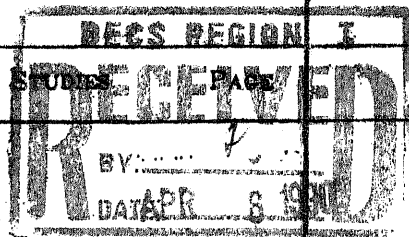
3. Their greatest concerns for needs development are the evaluation of the results of teaching in the area of instructional tasks, and leadership tasks and leadership authority in the area of leadership.

4. Sex functions as a significant determiner of the teachers' leadership needs, but not of their development needs in instructional tasks, morale and professionalism.

5. In like manner, civil status functions as a significant determiner of their morale needs but not of their needs in the other areas.

6. The teachers' age, civil status, highest educational attainment, efficiency rating, years of college teaching experience, and professional education units earned do not make for significant variations, in the teachers' development needs.

APPROVAL SHEET



This thesis entitled "DEVELOPMENT NEEDS OF COMMERCE AND SECRETARIAL SCIENCE TEACHERS AS RELATED TO SELECTED PERSONAL-ACADEMIC VARIABLES," prepared and submitted by Miss Marietta B. Sorio in partial fulfillment of the requirements for the Degree of Master of Science in Business Administration is hereby recommended for final oral examination.

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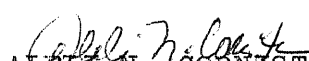
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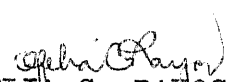
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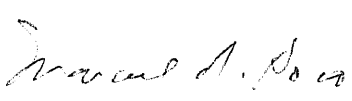
CERTIFICATE OF ACCEPTANCE OF THESIS

This is to certify that we have read the thesis of Miss Marietta B. Sorio entitled "DEVELOPMENT NEEDS OF COMMERCE AND SECRETARIAL SCIENCE TEACHERS AS RELATED TO SELECTED PERSONAL-ACADEMIC VARIABLES." She defended the same before a Preliminary Oral Examination Committee on February 7, 1990. The Committee found the thesis acceptable in accordance with the requirements of circular No. 19, s. 1969, as amended by Department Order No. 9, s. 1972. She is recommended for final Oral Examination of her thesis.


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CERTIFICATE OF ADMISSION TO CANDIDACY FOR THE
MASTER OF SCIENCE IN BUSINESS ADMINISTRATION

This is to certify that Marietta B. Sorio was admitted to the candidacy for the degree of Master of Science in Business Administration as of June 6, 1976 after passing the Comprehensive Examination in her Basic, Concentration and Cognate Courses.


ABELI N. CORNISTA, Ed.D.
Acting Director
School of Graduate Studies

D E D I C A T I O N

This humble piece of work is dedicated to
my loving mother whose incessant love and sacrifice
made me what I am today.

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