

*PROFESSIONAL OPPORTUNITIES: THEIR IMPLICATIONS
TO THE PERFORMANCE OF TEACHERS IN
STATE COLLEGES IN SAMAR*

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Master of Arts in Education
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BARTOLOME O. ARAMBALA

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APPROVAL SHEET

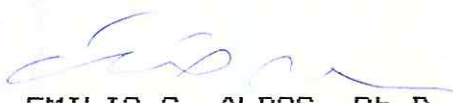
This thesis entitled "PROFESSIONAL OPPORTUNITIES: THEIR IMPLICATION TO TEACHERS PERFORMANCE IN STATE COLLEGES IN SAMAR" has been prepared and submitted by BARTOLOME ORLANDA ARAMBALA, who having passed the comprehensive examination is hereby recommended for oral examination.


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Date

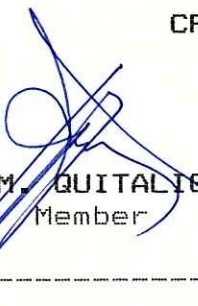

MARILYN D. CARDOSO, M.T.E.
Adviser

Approved by the Committee on Oral Examinations on May 31, 1995 with a rating of PASSED.


RIZALINA M. URBIZTONDO, Ed.D.
Chairman


EMILIO C. ALBOS, Ph.D.
Member


CRESCENCIA A. MABINI, Ed.D.
Member


LUISITO M. QUITALIS, Ph.D.
Member

Accepted and approved in partial fulfillment of the requirements for the degree of MASTER OF ARTS IN EDUCATION, major in ADMINISTRATION AND SUPERVISION.


RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate/Post Graduate Studies

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B. O. A.

 *
 * D E D I C A T I O N *
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 *
 * *To my supportive and loving wife,* *
 *
 * *Darling Sylvia Bayani Arambala,* *
 *
 * *Our precious jewels, Rey, Rene, Ramil,* *
 *
 * *Raul, Rico, and my dear Renalene,* *
 *
 * *My ever loyal friends and relatives,* *
 *
 * *To the crowning success of education,* *
 *
 * *As vital component of Philippines 2000,* *
 *
 * *And all other successes of our education,* *
 *
 * *At present and all the years to come,* *
 *
 * *I dedicate this tedious endeavor,* *
 *
 * *With reasonable pride and candor.* *
 *
 *
 * B.O.A. *
 *

ABSTRACT

This study was conducted because in State colleges bad Universities where educational qualifications plays significant role in professional growth, upgrading in position and in salary is of paramount importance because they belong to the closed career service, where at least master's degree is necessary as stipulated in Civil Service Memorandum Circular No. 3 series 1983. This study employed the normative-descriptive research method using the questionnaire-checklist as the main instrument in gathering data. This method was supplemented by documentary analysis, personal interviews and actual observation to verify or cross-check some initial information and responses gathered through the use of questionnaire-checklists which were doubtful to the researcher. The result of the hypothesis testing reveals a computed t-value of 1.46798 which is less than the table value of 2.10 thereby accepting the H_0 that "there is no significant difference between the perception of the teachers and those of the administrators on the extent to which the professional opportunities are given to the teachers." Professional opportunities do not significantly affect teachers' performance. In order to synchronize the system if giving professional opportunities in the state colleges concerned a personnel development program for state colleges hereby recommended for implementation.

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Chapter 1

THE PROBLEM - ITS BACKGROUND

Introduction

Professional opportunities in different agencies are made available to deserving individuals in varied dimensions, the immediate aim of which is to enhance personal qualification or improve competence and employee performance. These opportunities may come in the form of scholarship and study grants. Others may be in terms of travel, seminar-workshop, and the like, all of which are geared towards personnel development.

By definition, personnel development is focused upon two kinds of activities designed to maintain and improve performance. to enhance commitment, and to increase productivity. These include (1) those programs designed and administered specifically by the school system (formal approaches) and (2) those initiated by personnel (informal approaches). Several dimensions of this definition need elaboration. The first of these dimensions in organizational responsibility for development.¹ Although personnel can and should improve their effectiveness without

¹Edgar L. Morphet, et. al., Educational Organization and Administration, (New Jersey, Prentice Hall Inc., 1982), p. 362.

formal involvement of the system, development of personnel requires systematic organizational planning.²

A second dimension of the definition is that staff development embraces all personnel employed by the system, certificated as well as non certificated. Every individual on the systems payroll, according to this concept of development, will be involved at various career stages in some form of continuing education. A third dimension of the definition is that personnel development is aimed at satisfying two kinds of expectations, the contribution required of the individual by the school system and the material and emotional rewards anticipated by the individual staff member as performance residuals. A fourth concept of staff development is, that deliberate investment in human capital (skills and knowledge of personnel) represents a valuable asset of the system, one which essential to its stability as well as to its viability.³

Among the merging concepts and practices relating to staff development in a school system, the following are noteworthy: (1) Performance management is emerging as a replacement of the narrower of supervision, and (2) Performance appraisal is basic to the initiation of plans

²Ibid.

³Ibid, p. 63.

for improving individual performance.⁴ Along with staff development as professional opportunity to improve job competence and employee performance is the upgrading in position and in salary as a result of promotion.

In State Colleges and Universities, particularly, where educational qualification plays significant role in professional growth, upgrading in position and in salary is of paramount importance because they belong to the closed career service, where at least masters degree is necessary, as stipulated in Civil Service Memorandum Circular No. 3 series 1983. Furthermore, as embodied in Civil Service Memorandum Circular No. 13 series 1992, no employee whether teaching or non-teaching maybe promoted to Division Chief unless he is a master's degree holder effective January 1, 1995. Towards this end, both teaching and non-teaching personnel have become evidently conscious in upgrading their educational qualifications, thus making staff development an exclusive commodity among the professional opportunities, in practically all agencies and instrumentalities of the government.

While the administrators and office executives seemingly exert effort during in encouraging their subordinates to pursue and finish masteral and doctoral studies during meeting, the actual distribution of

⁴Ibid.

opportunities do not seem to satisfy the principles of equity and social justice, thereby inciting professional jealousy on the part of those who are not close to the powers that be. An individual teacher or employee who deserves to be considered for such an opportunity may not be the one recommended if the superior is quite apart from the said individual.

Consequently, those individuals become disgruntled, thus causing discouragement in the performance of their official duties and responsibilities, while those who are given the slot try their best to exhibit their utmost performance out of gratitude to the superior for the privilege afforded them. However, there are individuals who are deprived of the opportunities which they deserve who are challenged by these sheer discriminations who try their best to perform better than the privileged few. Ironically, there are individuals, who, after being given the opportunity, capitalize on their being close to the powers that be by abusing the trust and confidence them by their superior, thereby causing inefficiency in the performance of their duties. It is in this context that the researcher was motivated to conduct an investigation on these particular problem, in order to determine the implications of professional opportunities upon the performance of teachers.

Theoretical Framework

This study is anchored on two basic principles, namely:
(1) The principle of social justice and human rights, and
(2) the principle of effectiveness and efficiency.

The first principle is embodied in Article XIII of the 1987 Philippine Constitution, particularly on social justice through promotion of equality and opportunity.⁵ This specific provision stipulates that education is necessary in promoting equality of opportunity and enabling an individual to acquire intellectual and work skills for productive activities. It provides further that education is thus an effective measure in correcting the socioeconomic, political and cultural inequation that cause mass discontent.

The second principle is enunciated by Kazt and Rozensweig who believe that performance is measured by one's effectiveness and efficiency. Effectiveness is the successful accomplishment of a task regardless of cost, while efficiency is the accomplishment of a task with the least expense of time, money and effort.⁶

Conceptual Framework

The schema in Figure 1 shows the research environment

⁵Hector S. de Leon, New Philippine Constitution, (Quezon City: Rex Printing Co. Inc., 1987), p. 514.

⁶Fremont E. Kazt and James E. Rosenzweig, Organization and Management: A System Approach, (Tokyo: McGraw-Hill Publishing Co. Inc., 1984), p. 2.

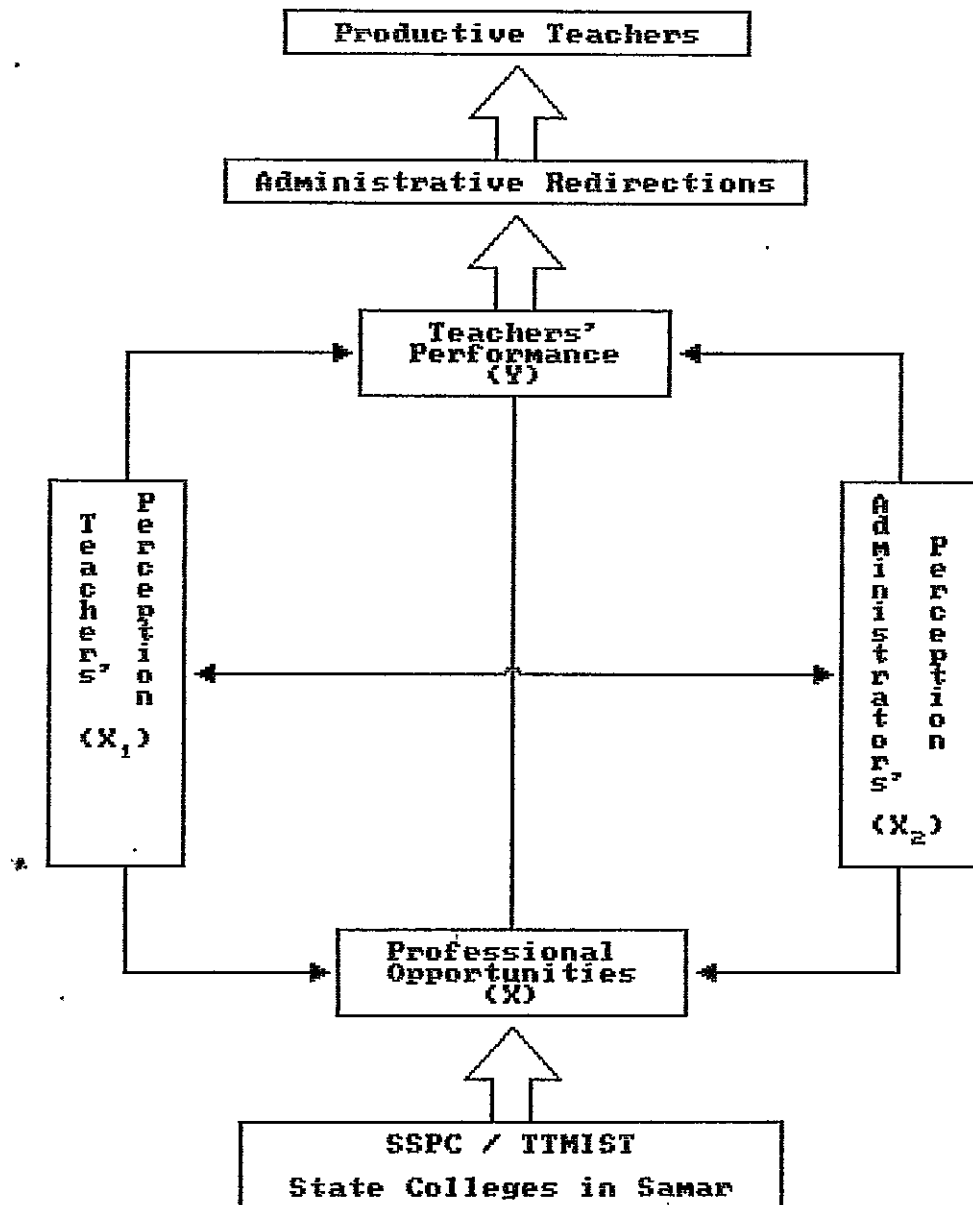


Figure 1. Schema of the Conceptual Framework showing the research environment, the major variables involved whose relationship may serve as inputs to administrative redirections towards developing and productive teachers.

which is State Colleges in Samar, particularly Samar State Polytechnic College (SSPC) in Catbalogan, and Tiburcio Tancinco Memorial Institute of Science and Technology (TTMIST) in Calbayog City, as presented in the base frame. The bold arrows represent the upward movement of the schema. The major variables which are professional opportunities (X) and the teachers' performance (Y) as perceived by the teachers (X_1) and the administrators (Y_2) are shown in the middle and the side frames. The relationship between these variables are indicated by the fine arrows that connect them, such as the comparison of the perceptions of the teachers and those of the administrators on the extent to which the teachers are given professional opportunities; as well as the correlation between professional opportunities and teachers performance. The foregoing relationships among the variables will provide inputs to administrative redirection towards staff development expected to produce productive teachers in state colleges in Samar.

Statement of the Problem

This study attempted to determine the implications of professional opportunities upon the performance of teachers in State Colleges in Samar. Specifically, it sought to answer the following questions:

1. What is the profile of the teachers in the State Colleges in Samar with respect to:

- 1.1 age and sex?
- 1.2 civil status?
- 1.3 academic rank?
- 1.4 educational attainment?
- 1.5 monthly salary?
- 1.6 family size?
- 1.7 length of service

2. As perceived by the teachers and the administrators, to what extent are the teachers of State Colleges in Samar given professional opportunities as indicated by:

- 2.1 promotion?
- 2.2 scholarship grant?
- 2.3 seminar workshop?
- 2.4 part-time teaching?
- 2.5 co-curricular activities?
- 2.6 committee chairmanship?
- 2.7 research development?
- 2.8 extension services?
- 2.9 income generating projects?
- 2.10 awards and distinction?

3. Is there a significant difference between the perception of the teachers and those of the administrators on the extent to which the teachers are given professional opportunities?

4. What is the profile of the performance ratings of teachers in state colleges in Samar during the last two rating periods?

5. Is there a significant relationship between the professional opportunities given to the teachers and their performance.

Hypothesis

1. There is no significant difference between the perception of the teachers and those of the administrators on the extent to which the teachers are given professional opportunities in:

1.1 TTMIST

1.2 SSPC

2. There is no significant relationship between the professional opportunities and the performance of teachers in:

1.1 TTMIST

1.2 SSPC

Significance of the Study

This study is being conducted because up to this time the researcher believes that no similar study has ever been conducted in the province of Samar or in the entire Region VIII. Furthermore, the researcher believes that the result of these study will be beneficial to the mentors of State

Colleges in Samar as well as to the administrators, office executives, and rank-and-file employees in various agencies and instrumentalities of the government.

To the researcher. The result of this study will be of help to the researcher and other mentors like him in terms of encouragement to upgrade his educational qualifications, job competence and performance, so that he maybe able to benefit from subsequent privileges like promotion in position and salary as a result of good performance.

To the Administrators. The administrators will likewise be benefited in terms of insights into the needs and problems of mentors of their respective institutions so that they can helped in the professional upgrading of the personnel through staff development and the leveling of the status of the respective school through accreditation.

To the rank-and-file employees. The findings of this study will also prove beneficial to the rank-and-file employees of the institutions concerned by giving them the professional opportunities for advancement which may lead them to improve their performance as a guarantee for promotion and security of tenure.

To the students. The findings of this study may somehow benefit the students in terms of better services as a result of improved performance of their teachers.

To the Community. The results of this study will

finally benefit the community through the sharing of updated knowledge and technical skills acquired by the teachers by the way of staff development.

Hopefully, the findings of these study will benefit not only the researcher and other mentors like him but also administrators, office executives and rank-and-file employees in different agencies by giving them insights into the issues and problems affecting their respective agencies, and sharing them with the community.

Scope and Delimitation

This study is limited to the implications of professional opportunities upon performance of teachers in State Colleges in Samar, namely: (1) Samar State Polytechnic College (SSPC) in Catbalogan, Samar and (2) Tiburcio Tancinco Memorial Institute of Science and Technology (TTMIST) in Calbayog City. The period covered by this study will be school year 1994-1995.

With the results of this study the researcher proposed a training program envisioned to synchronize the system of giving professional opportunities in the State Colleges concerned.

Basically, this study involved the teachers, as defined and the administrators, such as: (1) President, (2) Vice President, and (3) Department and unit heads; and the teachers.

Definition of Terms

To enable the readers to grasp a full understanding of the topic, the following major terms are herein operationally defined:

Administrators. As used in this study, this term refers to any person responsible for the administration and supervision of an institution, department or other smaller units.

Competence. This term, as used in this study, applies to the state of being functionally adequate or of having sufficient knowledge, skills or strength in one's work.⁷

Development. This term refers to a management function that deals with the training and educating of the work force. Included under this function are in-service training, scholarship, supervision, and the like.⁸

Educational qualification. As used in this study, educational qualification refers to the degree successfully earned with formal school, a finished course in college or other systems of upgrading one's professional growth.

Effectiveness. This term refers to the successful accomplishment of a task regardless of cost.

⁷Carter V. Good, Dictionary of Education, (New York: McGraw-Hill Book Company, 1973), p. 10.

⁸Stephen P. Robbins, Personnel: The Management of Human Resources. (Englewood Cliffs, New Jersey Prentice Hall, Inc., 1978), p. 3.

Efficiency. As used in this study, efficiency is the accomplishment of a task with the least expense of time, money and effort.⁹

Performance. As used in this study, this term refers to the actual accomplishment as distinguished from potential ability, capacity or attitudes as indicated by the performance rating.

Productive teachers. As used in this study, this term applies to teachers who are both effective and efficient in the performance of this duties.

Professional growth. This refers to the increase of knowledge skills, teaching efficiency and insight into the educational problems, with the increase in competencies as a teacher.¹⁰

Professional Growth. This refers to the increase of knowledge skills, teaching efficiency and insight into the educational problems, with the increase in competencies as a teacher.¹⁰

Professional opportunities. As used in this study, this study term to the privileges and other allied chances given to teachers and employees in any agency, such as scholarship, promotion, etc.

⁹Kazt and Rozensweig, loc. cit.

¹⁰Good, op. cit., p. 258.

Rank-and-file employees. These are the individuals who constitute the body of an organization or society as distinguished from the leader.¹¹

Teacher. Is one who actually teaches in any subject in the college to the best advantage of the learner and one who has educational qualifications, appropriate for the educational level he teaches. As used in this study this includes instructors and professors.

¹¹Ninth New Collegiate Dictionary/Meriam Webster Inc., Publishers Springfield Massachusetts, U.S.A.), p. 975.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the related information categorized as related literature and related studies. The related literature were reviewed from books, journals, periodicals, documents, and speeches, while the related studies were obtained from unpublished works such as thesis and other research papers. It also includes a brief explanation on how those information relate to or differ from the present study.

Related Literature

Education has always been considered a vital factor in achieving the general objective of national development and progress.

As an investment in the nation, economic recovery, social unity, and political stability, education call for a sincere and full commitment by the political leadership and all sectors of society to give our teachers, administrators, children and youth, better educational opportunities for and developing necessary skills, attitudes, values and scientific creativeness to become self-sufficient, self-reliant and ultimately lead a useful and productive life in

a fast changing world of modern times.¹²

During the Aquino administration, a number of reforms have been initiated toward making education relevant and responsive to the needs of an emerging free society.

Article II, section 17 of the 1987 Philippine Constitution provides as follows:

The state shall give priority to education, science and technology, arts, culture and sports to foster patriotism and nationalism, accelerate special progress and promote total human liberation and development.¹³

Article XIV section 5 paragraph 5 of the same Constitution provides that: The state shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job-satisfaction and fulfillment.

The above mentioned provisions of the 1987 Philippine Constitution is an evidence that Filipinos value most of the importance of education for the majority of the people as powerful means for human resources development. However, it is regarded as an agent that contributed to the realization of certain national development goals. A good society needs

¹²Minda C. Sutaria et. al., Philippine Education, Visions and Perspectives. (National Book Store, Inc., Publishers, Metro Manila, 1989), p. 292-293.

¹³Ibid.

people who are properly educated in order that they be directed to use freely their potentials as "thinking and doing" individuals for the improvement of society.¹⁴

Likewise, as stated in the 1984 report of the National Economic Development Authority, the progress of the nation could come only from ideas could emanate only from educated citizens. Education, therefore, is both an end in itself and a means to an end. It is an end because the acquisition of knowledge enhances a person's skills, thus equipping him as a more efficient agent of production in the economy and enabling him to contribute more fully and more efficiently to the strengthening of the national effort to earn higher level income and thus attain high standard of living and participate actively in the nation's overall development.¹⁵

The teacher is one of the most important factor in the educative process, and could also be said, that in the access of a person, there is always a teacher involved. Thus, Gregorio described the teaching as follows:

"The teacher is the highest priest of the future... while teaching is a great opportunity... the noblest of all human endeavors, the greatest of all privileges, and the most sacred duty that one can undertake, no one should enter into this work without an appreciation of the great opportunity it offers

¹⁴Domingo Nuñez, "A Speech Read at the Guidance Seminar," Philippine Mental Health Association, Manila, 1971.

¹⁵Ibid.

for high services, gratifying achievement, and without the sense of the responsibilities involved in being a teacher or instructor of young children.¹⁶

A careful scrutiny of the foregoing statement, affirms that the teacher should develop his potentialities in order to be of optimum service. He has to keep on growing professionally, as he is a multipurpose worker, a coordinator, an adviser, and a catalyzer of change.¹⁷

Teaching is not merely a lip-service but it is a task that calls for a demonstrated action, and to be realistic effective, and comprehensive, it should begin with molding and development of character, giving it a reservoir of values, as well as providing a fund of knowledge and utilizing work as an instrument of human development.

Accordingly, the Filipino nation seeks a just society ** a society which is person-centered and that it deals with the development of human beings and not merely physical infrastructures. It aims to be meritorious for it nurtures its assets on the creative ideas and talents of its people, especially the leaders of the community.

Ironically, it is of common knowledge that our country

¹⁶Herman G. Gregorio, Principles and Methods of Teaching. (Quezon City: R.P. Garcia Publishing Co. 1973), p. 248.

¹⁷Bernardino Vitaliano, The Philippine Community School, (Quezon City: Phoenix Press Inc., 1958), p. 209.

today is suffering from economic crisis, and so, the teachers feel that they are being neglected. There are those who are dissatisfied of their profession and go abroad as domestic helpers in lieu of the teaching profession.¹⁸ Others remain in teaching, but would willingly participate with any group who will lead them in the cause of salary increase.

Consequently, teachers and school leaders exhibiting such attitudes show a manifestation to withdraw from real challenging demands of educational innovations; others feel that they are taken for granted and so they become desperate and gradually withdraw from the decision-making situation in school. Others feel that they are being harassed by their school heads.¹⁹

Through the process of education, the individual is imbued with proper ideals, values and aspirations and provided with the highest degree of training, to obtain better education and enjoy a richer life, characterized by economic and social prosperity.

According to Spalding, as cited by Juanta, at the best

¹⁸Speech Delivered by Mr. Sinforiano C. dela Cruz, Chief, Bureau of Employment Services, Department of Labor, Region 8, During the Labor Orientation Seminar in Leyte Park Hotel, May 1, 1985.

¹⁹Rodulfo M. Pasigan, "The Teachers Shock: Today's Educational Crisis." The Modern Teacher, Vol. XXVII, September 1979, p. 180-181.

level of quality, a teacher is a knowledgeable, educated person, with highly developed personal qualities in his profession, with commitment to personal improvement and a deep love and concern for mankind.²⁰

It is obvious that the teachers responsibility is great, and the challenge is overwhelming. Therefore, school administrators and teachers must constantly update their teaching competencies and must strive for excellence if they are to perform their role successfully in the educational setting. The ideas of teacher development program are based on the educational belief that "no teacher should remain on a professional plateau," Juanta said.

There are constant changes in education as there are in society that require careful attention and scrutiny. If members of the profession are to be kept up-to-date, they need opportunities to learn while on the job.²¹

Batas Pambansa Bilang 232 otherwise known as the Educational Act of 1982,²² in conjunction with the 10-point agenda of the Department of Education, Culture and Sports

²⁰Reynaldo Dante C. Juanta. "The Principal and the Teacher Growth in the Service," The Progressive Teacher, (New York: The Center for Applied Research in Education, Inc., 1962), p. 9.

²¹Gaudencio V. Aquino, Fundamental of Effective Teaching (National Book Store Inc., 1974), p. 1.

²²Batas Pambansa Bilang 232 otherwise known as the Educational Act of 1982: Department of Education, Culture and Sports (DECS), Manila.

(DECS), students have the right to: (1) receive primarily through competent instruction, relevant education in line with national goals and conducive to their full development as persons with human dignity; (2) right to freely choose their field of study subject to existing curricula and to continue therein up to graduation; except in case of deficiency or violation of disciplinary regulations; (3) right to school guidance and counseling services for making decisions and selecting the alternative in the field of work suited to his potentialities; (4) right to access to his school records, the confidentiality of which the school shall maintain and preserve; (5) right to issuance of official certificates, diplomas, transcript of records, grades transfer of credentials and other similar documents within 30 days from request; (6) right to publish students newspapers and similar publications, as well as to invite resource persons during assemblies, symposia and other activities of similar nature; (7) right to free expression of opinions and suggestions, and to effective channels of communication with appropriate academic and administrative bodies of the school or institution; (8) right to form, establish, join and participate in organization and societies recognized by the school to foster their intellectual, cultural, spiritual, and physical growth and development, (9) right to establish, join and maintain

organizations and societies for purposes not contrary to law; (10) right to free from involuntary contributions except those approved by their own organizations or societies.

Relevant to this Batas Pambansa Bilang 232 with those of Educational Development Decree of 1972 which sought to improved the quality education, equalization of the educational opportunities, improvement in the Administration of education, strengthening of middle level technical and Agricultural education, and training and restructuring higher education to align it towards the requirement of development.

These educational development are repeated in the Department of Education, Culture and Sports (DECS) listed down its educational concern packaged into five (5) major trust which include the following: (1) quality improvement (2) values development, (3) equity development, (4) productivity development, and (5) management development.²³

Former Senator Eva Estrada Kalaw,²⁴ in her speech before the members of the Philippine Association of State Colleges and Universities at the Philippine College of Arts

²³Presidential Commission to Survey Philippine Education. Education for National Development, New Direction: Manila 1980.

²⁴Eva Estrada Kalaw, Speech delivered at the Philippine College of Arts and Trades, (Manila, January 21, 1972).

and Trades on January 21, 1972, underscored the significance of upgrading competencies of the faculty in higher education and proposed six steps towards its realization, which may also be applicable to all in all levels, among which are:

1. The teachers should be committed to look at teaching as an apostleship.

2. A continuing effort should be made to enrich the reservoir of knowledge about making this store of knowledge the basis for practice and for planning program.

3. There should be a continuing improvement of conditions for growth and development in school facilities such as library and laboratory, which need continued improvement.

4. There should be a system which should result in cooperative control. This system should succeeded in the development of social and educational policies which will provide for a broader base for the effective regulation of standard of preparation and practices in teaching.

5. There should be intensification of communication and relationship among teachers.

6. Lastly, teachers attitude towards innovations and current trends in education must be manifested in actual teaching.

According to Lardizabal,²⁵ an educator, particularly, should be receptive to modern practices; he should welcome and not resist, change. Each new idea he adopts will enrich him professionally and experientially in order to be effective. The effective teacher is not born. Teaching competence is gained through hard work and genuine desire to improve. Teaching is effective to the extent that the teacher acts in ways that are favorable to the development of a desirable personality in the learner. It is a responsibility that calls for an assessment of one's own personal qualifications and a genuine desire to improve on them. An effective teacher must possess both professional and personal qualities. Professional qualities refers to the teacher's skills and knowledge of general subject matter to be taught, his understanding of psychological and educational principles and his understanding and appreciation of the teaching profession.

Cabanganan in his speech, said, that the pressing needs of time is to upgrade and enrich professional competencies among administrators, supervisors, teachers from vocational-technical schools, as well as supervisory officials from city and provincial school division, supervisors and industrial managers in the Visayas and Mindanao regions,

²⁵Amparo S. Lardizabal, Principles and Methods of Teaching. (Phoenix Publishing House, Inc. 1977), p. 1-5.

particularly Region 8, so that they will become more responsive to the needs of industry for regional and national development goals and progress.²⁶

C. A. Weber²⁷ made a study of obstacles to be overcome in a program of educating teachers in the service. He observed that the most serious obstacles are lack of time, heavy teaching loads, heavy extra-curricular activities and worst the professional attitudes of teachers which he listed as follows:

1. Older teachers have little interest in any kind of in-service education;
2. Indifference inertia and complacency of teachers;
3. Tenure makes teachers indifferent;
4. Lazy teachers shun work;
5. Teachers think a master's degree makes study unnecessary; and
6. Vested interest of the department.

He concluded that the goals of teacher's growth will not be accomplished unless teachers themselves willingly exert effort and interest to play the role of agents of

²⁶Dominador Q. Cabanganan, Ed. D., Acting Vice President and Dean of Graduate Studies, SSPC, in a speech delivered in 1982.

²⁷C.A. Weber, "Obstacles to be Overcome in a Program of Educating Teachers in Service," Educational Supervision and Administrator (1962), p. 28.

change for professional competency and cultural enrichment.

Energio²⁸ in observing teacher's to professional growth said that the reason interest of in-service education has lost its former compulsive nature, its genuine appeal such as the desire for excellence in teaching performance and for professional growth. Today, many teachers undergo in-service training to qualify for salary scale or to earn a promotion in position through an abundance of certificates, defeating the original purpose which was the improvement of the quality of instruction.

Rosendo²⁹ in his right-up revealed that motives in undertaking professional growth vary. Some of them are the following: (1) to enjoy salary adjustment, (2) to specialize in certain subjects, (3) to improve competency for ranking purposes, (4) and to add personal prestige. the improvement of values obtained by teachers as a result of their professional growth are improvement of attitudes towards job, public relation, efficiency, skills in teaching and increase of social competence and cultural outlook.

Peralta strengthened the significance of in-service education as a "must" in the teaching profession when he

²⁸Joseph Energio, "The Government System of Recruitment Development and Promotion of Teachers," The Philippine Journal of Education, Volume XLI, (April, 1960), p. 59.

²⁹Jose Rosendo, "Teachers' Professional Growth Values and Problems, PPSTA Herald, (October 1977), p. 6.

said:³⁰

"Teachers must grow in service, once a teacher, always a student. Only those continue in learning have any right to continue teaching. By the special nature of teaching only those who regularly replenish themselves are in position to give and to share. This is a continuous process of extending oneself and a continuous giving of service to others."

The need for massive retraining of the teachers has been emphatically mandated in a Letter of Instruction No. 552, directing the Secretary of Education, Culture and Sports to establish and implement a continuing program of teacher development.³¹

Thus, it becomes apparent that an effective teacher development program must be carefully planned, systematic and continuing if we are to insure the survival of our Philippine Educational System of which the teacher is the key agency in carrying its goal to successful implementation.

Mohl, et. al., underscored the importance of growth and development when they stated that:

Life soon loses the zest for the person who makes no effort to advance his own knowledge or deepen his understanding. The best insurance for mental health is the

³⁰Cresencio Peralta, "Revitalizing Teacher's In-service Education" (Challenge to Filipino Educators, Manila: 1970), p. 15.

³¹Letter of Instruction No. 552, (Manila, Malacañang: March 24, 1977).

stimulus of a strong impelling interest in personal and professional improvement. In the field of intellectual achievement, the teacher should be a worthy representative of the culture she serves. The teacher's interest could be constantly revitalized by new ideas, to wit:

In-service education is based on philosophy that learning in life is continuous and that, in the case of teachers, the learning they acquired during their actual teaching becomes more meaningful because they understand better the application of knowledge and experience acquired during the pre-service period of their particular assignments in the school system.³²

Marquez³³ said that "Some educators say, "Use any method in your teaching that you can use effectively and efficiently in making your students learn."

Lastly, the educational system needs are competent classroom teachers who really teach and deliver the goods and better service necessary for the development of an informed citizenry.³⁴

Related Studies

Inquiry and thorough investigations were made in some graduate schools as to ascertain whether there were studies

³²Marie S. Mohl, et. al., Teaching in Elementary Schools, (New York: The Ronald Press Co., 1960), pp. 464-465.

³³Alberto T. Marquez, "Teachers and Good Teaching Method, Philippine Journal of Education, (Feb. 1979), p. 464.

³⁴Andrea Dedoro, "Monetary Award System for Elementary Grade Teacher, Philippine Journal of Education, (September, 1978), p. 184.

made on the present study. There were studies found to be related to the present study and are briefly described in this section for reference.

A survey on the current practices in the in-service education on faculty development program in the Philippine Public school teachers from the school years 1945-1948 was conducted by Luciano Rellin.³⁵ He listed the following objectives of the faculty in-service training.

1. To promote professional growth and efficient teaching;
2. To familiarize the teachers with subject matter and sources;
3. To stimulate self-improvement of teachers;
4. To encourage teachers to exercise leadership to school and community activities;
5. To train teachers to think of their own problems and to solve possible solution based on psychological principles.
6. To induce teachers to study and make reports by reading papers and current issues in education.
7. To acquaint teachers with the basic needs of education and its modern needs.

³⁵Luciano Rellin, "A Survey of the Current Practices in the In-service Education of the PPST," (Unpublished master's thesis, Arellano University, Manila, Philippines), pp. 23-24, 1980.

8. To teach the art of appraising and evaluating the results of instruction.

He also advocated some useful and helpful activities for professional growth of teachers such as: Conferences, seminar-workshop, in-plant training, reading journals, circulars, memoranda and department orders.

This study is related to the present study since faculty development is done for the enhancement of the teacher competencies, when the school desires to upgrade its staff members on the latest trends in education. Faculty development is mentioned in the present study as a means of obtaining the goals of the professional growth.

Ynalbis³⁶ in her study of the educational qualifications and instructional competence of elementary teachers grade in the district of Zumarraga-Talalora in Samar stated that to grow professionally will gain more enable teachers to competence with regard to new thrusts or changes in education which will give quality education, and to upgrade their educational qualification for the benefit of the learners and for the good of the service.

Carolino in her study entitled "The Personality Traits and Professional Competencies of Administrators in Hindang

³⁶Adelfa T. Ynalbis, "Educational Qualification and Instructional Competencies of Elementary Grade Teachers in the District of Zumarraga-Talalora in Samar," (Unpublished master's thesis, SSPC, Catbalogan, Samar, October, 1990).

District, Leyte Division, As Perceived by their Teachers," revealed the following findings: (1) in-service training programs imbued the ability to both administrators and teachers for the improvement of classroom activities; (2) cultural and professional societies improved teaching competencies; (3) summer and vacation classes stimulate self-improvement of teachers.³⁷

Bonoan's³⁸ study reveals that the average number of trainings participated in by vocational and technical teachers is 1,320 for the last five years. This mean that the training of teachers is very low. This rueful state of the teachers training deserves the attention and consideration of the administrators, particularly the State Universities and colleges presidents in Region VIII. Hence, there is a felt need to intensify personnel development.

Joaquin's³⁹ study recommends that teachers should undergo a continuous training and pre-service education in their field of specialization in order to keep them abreast

³⁷Alfredo R. Carolino, "The Personality Traits and Professional Competencies of Administrators in Hindang District, Leyte Division, As Perceived by their Teachers," (Unpublished master's thesis, UV, Cebu City, 1980), p. 120.

³⁸Rogelio B. Bonoan, "Technology Education Courses, Selected Factors and Job Relevance," (Unpublished dissertation, TUP, Philippines: Manila, 1974).

³⁹Asuncion F. Joaquin, "A Comparative Analysis of Pre-Service and Industrial Mechanical Draftsman," (Unpublished master's thesis, TUP, Manila, 1988).

with the latest development trends in education and industry.

Tobes⁴⁰ also indicated that educational qualification and in-service training, and retraining of teachers enhance significant inputs to productivity of teachers, as well as the students.

Kursiripimande's study reveals that the attendance of teachers in seminars, retraining in technology education enhances the knowledge and the trade skill test scores of the students.⁴¹

Bartolome's study on leadership of School Heads stated that supervisors exerted efforts in helping teachers improve professional growth by giving them pre-service education; re-training of teachers; and membership in committees. She stated further that teachers should grow professionally in line with their field of specialization.⁴²

⁴⁰Aida L. Tobes, "Employability and Productivity of the Graduates of the Three Year Technical Education in the Tiburcio Tancinco Memorial Institute of Science and Technology, Calbayog City," (Unpublished master's thesis, TUP, Manila, 1988), p. 67.

⁴¹Kayars Kursiripimande, "Technology in Education, Its Supervision and Students Performance in Four Technical Colleges in Region 2, Southern Thailand," (Unpublished dissertation, TUP, Manila 1990), p. 72.

⁴²Carmen D. Bartolome, "Professional Leadership of School Heads in Public Elementary School in Piddig, Ilocos Norte," (Unpublished master's thesis, Northern Christian College, Laoag City, 1982), p. 69.

According to Javier,⁴³ supervisory official should study further and seriously attend the in-service training to help improve professional competencies of teachers.

Relationship with the Present Study

This study is related to all literature and studies reviewed from different sources because they were correlational studies on professional opportunities and teachers performance. It provides insights into other investigations which were done in the area of professional development and growth. The same method and procedures were employed although most differed in research environment, number of respondents involved, and the kind of samples used.

⁴³Claudio V. Javier, "Supervisory Practices of School and Department in Four Vocational Schools in Northern Samar," (Unpublished master's thesis, Marikina School of Arts and Trades, Marikina, Metro Manila, May 1980), p. 128.

Chapter 3

METHODOLOGY

This chapter discusses in detail the methodology, with focus on research design, instrumentation, validation of the research instrument, sampling procedure, data gathering, and treatment of data. It also includes the statistical measures with their corresponding formulas used in hypothesis testing, and the Alpha level of significance and degrees of freedom at which the computed statistical values were compared with the table or critical value.

Research Design

This study employed the normative-descriptive research method using the questionnaire-checklist as the main instrument in gathering data. This method was supplemented by documentary analysis, personal interviews, and actual observation to verify or crosscheck some initial information and responses gathered through the use of the questionnaire-checklist which were doubtful to the researcher.

Research Respondents

There were two groups of respondents utilized in this research. They were made to opine on the extent to which the teachers in SUCs in Samar are given professional opportunities. The first group are the administrators and

the second group are the teachers. From TTMIST, there were nineteen (19) administrators and fifty (50) teachers. On the other hand, twenty-seven (27) administrators and seventy-six (76) teachers were used from SSPC.

Instrumentation

This research endeavor utilized the questionnaire-checklist documentary analysis, interview and observation to gather pertinent information needed in order to answer the questions formulated.

The questionnaire-checklist. This research instrument, as used in this study, consist of a cover letter and the main parts as follows.

PART I - Personal Information about the respondents with the following sub-items: (1) name of respondent, (2) age and sex, (3) civil status, (4) academic rank, (5) local designation, (6) educational attainment, (7) monthly salary, (8) family size, and (9) length of service.

PART II - is the questionnaire proper, broken down into three major questions, as follows: (A) This portion asks for the extent to which the teachers of State Colleges in Samar are given professional opportunities as indicated by: (1) promotion, (2) scholarship grants, (3) seminar-workshop, (4) part-time teaching, (5) co-curricular activities, (6) committee chairmanship, (7) research development, (8) extension services, (9) income generating projects, (10)

awards and distinctions.

PART III is an open-ended question asking for Comments and Suggestions relative to the granting of professional opportunities to teachers and employees.

Documentary Analysis. This research technique was used in scrutinizing the performance ratings of teachers in office records during the last two rating periods.

Interview. Unstructured personal interview was resorted to in order to verify or crosscheck the initial responses obtained through the questionnaires that might be doubtful to the researcher so that he could rationalize on the results of the study.

Observation. This technique was used by the researcher so that he could actually see or hear the activities and issues relative to staff development.

Validation of the Instrument

After the questionnaire-checklist was developed, the researcher subjected it initially to expert validation by consulting a considerable number of professionals including his adviser to solicit suggestions for the improvement of the instrument before its final revision. It was also pretested among few teachers and rating officials in the two colleges concerned, who were not taken as regular respondents of the study, to find out if there were still

additional suggestions to improve the research instrument. All suggestions found in order were incorporated in the finally revised instrument.

Sampling Procedure

Since there are two State Colleges in Samar, both institutions were taken as respondents to the study. These two State Colleges are Samar State Polytechnic College (SSPC) in Catbalogan and Tiburcio Tancinco Memorial Institute of Science and Technology (TTMIST) in Calbayog City. Inasmuch as this study is limited to the professional opportunities and their implications to the performance of teachers, only the teachers and the administrators were involved as respondents to the study. Although the total population parameter in both institutions was 205 at the time the study was conducted, only 172 were actually taken as samples because many were on various types of leaves of absence, while others who were newly appointed, did not have yet performance ratings. In order to insure the adequacy of samples the researcher used the following formula in determining the sample size:⁴⁴

⁴⁴Cristobal M. Pagoso, et. al., Fundamental Statistics for College Students. (Manila, Philippines: Señas Tale Publishers, Inc., 1978), p. 18.

$$n = \frac{N}{1 + Ne^2} \quad \text{Where:}$$

N = population size

n = sample size

e = desired margin of error
or level of significance

Thus, from TTMIST he sampled 50 out of 55 teachers and 19 out of 20 administrators, thereby making a total of 69 respondents. From SSPC, he sampled 76 out of 96 teachers and 27 out of 29 administrators, thus making a total of 103 respondents. In selecting and identifying the respondents of the study, the fish-bowl technique was used.

In doing this the researcher prepared 2" x 2" sheets of bond paper with number from one down to the last number corresponding to alphabetical listing of the total number of the teacher respondents. These numbered sheets of paper were rolled and placed in a plastic bowl. To choose the specific of number of samples, the researcher had to shake the bowl and pick out one rolled paper at a time, recording the name in the alphabetical list corresponding to the number picked out. The same number had to be returned into the bowl and the procedures had to be repeated until the desired number of samples was obtained. There was possibility that one number would be drawn more than once.

Gathering of Data

After the research instrument was finally revised, it was reproduced in the desired number of copies with extra copies to permit replacement for improperly accomplished or spoiled copies. Before conducting the survey and distributing the questionnaires to the respondents, the researcher sought the permission of the college president of SSPC upon recommendation of the Dean of Graduate Studies. Upon approval of the permit, the researcher personally distributed the research instrument to the identified respondents in each institution and request them to return the accomplished questionnaires within 5 days or earlier, after which he scrutinized the records of the performance ratings of the teacher respondents. Likewise, he interviewed some of the respondents whose initial responses were quite doubtful to him. He also continued observing the respondents relative to possible reactions to the problem under study. This helped the researcher in rationalizing on the findings or results of the study. Meanwhile, he prepared a master sheet on which to tally the data as the accomplished questionnaires were returned by the respondents. He likewise prepared the profile of the performance ratings for the last two rating periods while waiting for the questionnaires to be returned. As the accomplished questionnaires arrived he started tallying the

data. In the case of the questionnaires not returned after five days, the researcher personally visited the respondents in their classrooms or in their residence to insure a high percentage of retrieval.

Treatment of Data

After the data have been so recorded and properly collated, they were tabulated, analyzed and properly interpreted qualitatively and quantitatively using the most appropriate statistical processes.

For the tabulated data that involved five point scale, particularly on the extent to which the teachers of State Colleges in Samar are given professional opportunities, the researcher used frequency count and weighted mean. The following five-point scale patterned from the Likert Scale of Assessment was used.

Fully Given	(FG) . . .	5
Highly Given	(HG) . . .	4
Moderately Given	(MG) . . .	3
Slightly Given	(SG) . . .	2
Not Given	(NG) . . .	1

The foregoing assessment scale was adopted to quantify the perceptions of the two categories of respondents so that the data gathered from them would be expressed in weighted means. The following symbols represent the perceptions of

each of the two categories: X_1 for those of the teachers and X_2 for the administrators. These two variables were compared using t-test for independent samples, thus testing the null-hypothesis that "there is no significant difference between the perceptions of the teachers and those of the administrators on the extent to which the teachers are given professional opportunities." For these H_0 , the following formula was used:⁴⁵

$$t = \frac{X_1 - X_2}{\sqrt{\left[\frac{(N_1-1) S_1^2 + (N_2-1) S_2^2}{N_1 + N_2 - 2} \right] \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

The result of the hypothesis testing is discussed under "findings" in Chapter 4.

To test the null hypothesis that "there is no significant relationship between professional opportunities and the performance of teachers in State Colleges in Samar, the Pearson-Product-Moment Correlation Coefficient (r) was used with the following formula:⁴⁶

⁴⁵Ronald E. Walpole, Introduction to Probability and Statistics, 3rd Edition, (McMillan Publishing Company, Inc., New York, 1987) p. 367.

⁴⁶Ibid.

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\left[N\Sigma X^2 - (\Sigma X)^2 \right] \left[N\Sigma Y^2 - (\Sigma Y)^2 \right]}}$$

.The computed r was then compared with the tabular r in the table of significance of r value as appended.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter contains a detailed presentation, analysis, and interpretation of data in response to the specific questions posed in Chapter 1, including the discussions on the results of the hypothesis testing.

Profile of Teachers

Tables 1 to 7 shows the profile of teachers in both State Colleges in Samar as to (1) age and sex, (2) civil status, (3) academic rank, (4) educational qualification, (5) monthly salary, (6) family size, and (7) length of service.

As to age and sex. Table 1 represents the age and sex of the teacher respondents in both State Colleges. As gleaned from the data, TTMIST is dominated by ages 40 to 49 with a total of 21 teachers out of 50, broken down as 12 males and 9 females. This is followed by age group 30 to 39 with 19 teachers, nine of whom are males and 10 are females. The younger and older ones are less in number, being only five, with four males and one female belonging to ages 20 to 29; three are 50-59, with two females and one male, and two are 60 above.

In SSPC, the greater number falls under ages 30 to 39 with 18 males and nine females, thus making a total of 27

out of the 76 teachers, followed by ages 40 to 49 and ages 50 to 59 each of which has a total of 21 with seven and 14 and 16 and five males and females, respectively. Only five are 60 above who are all females and two are ages 20 to 29 with one male and one female each. Comparatively speaking, there are more younger teachers in TTMIST than those in SSPC. This might be attributed to the fact that SSPC was once the mother institution of the TTMVS (now TTMIST) which was established only in 1960, while SSPC was established in 1912.

Table 1

Age and Sex Profile of Teachers by School

Age Group	TTMIST		SSPC		TOTAL	
	Male	Female	Male	Female	TTMIST	SSPC
20 - 29	4	1	1	1	5	2
30 - 39	9	10	18	9	19	27
40 - 49	12	9	7	14	21	21
50 - 59	1	2	16	5	3	21
60 - up	0	2	0	5	2	5
Total	26	24	42	34	50	76

As to civil status. As shown in Table 2, most of the teachers in both institutions are married more of whom are males. Of the 50 teachers of TTMIST 44 are married with 23 males and 21 females. Only six are single with 3 males and females each. Nobody is a widower, widow, nor separated.

In SSPC out of 76 teachers 65 are married, 41 of whom are males and 24 are females. Only eight are single with one male and seven females, three are widows and nobody is a widower or separated. Obviously, teachers upon nearing or reaching the age of 30 or above prefers to get married than remain single because they already have stable job which prepares them for married life.

Table 2

Profile of Teachers by School as to Civil Status

Civil Status:	TTMIST		SSPC		TOTAL	
	Male	Female	Male	Female	TTMIST	SSPC
Single	3	3	1	7	6	8
Married	23	21	41	24	44	65
Widower	0	0	0	0	0	0
Widow	0	0	0	3	0	3
Separated	0	0	0	0	0	0
Total	26	24	42	34	50	76

As to Position/Academic Rank. Shown in Table 3 is the position or academic rank profile of the teacher respondents in TTMIST. The position or academic rank of the teaching staff ranges from associate professor IV down to instructor I, distributed as follows: one associate professor IV, three, assistant professor III; with one male and two females; seven assistant professor II with five males and two females; eight assistant professor I with four males and four females each; six instructors III with two males and four females; nine instructors II with three males and six females; and 16 instructor I with 10 males and six females. On the whole there are 26 males and 24 females, thereby making a total of 50 teachers.

In SSPC the position and academic rank of teaching staff ranges from professor II down to instructor I. Of the 76 teacher respondents 42 are males and 34 are females, distributed as follows: three professor II, all of whom are males; two professor I, all males; three associate professor V, all males; 12 associate professor IV with five males and seven females; twelve associate professor III with six males and females each; seven associate professor II with two males and five females; sixteen associate professor I with eight males and females each; two assistant professor III both males; four assistant professor II with two males and females each; four assistant professor I with two males and

Table 3

Profile of Teachers by School as to
Position/Academic Rank

Position/ Academic Rank	TTMIST		SSPC		TOTAL	
	Male	Female	Male	Female	TTMIST	SSPC
College Professor	0	0	0	0	0	0
Professor VI	0	0	0	0	0	0
Professor V	0	0	0	0	0	0
Professor IV	0	0	0	0	0	0
Professor III	0	0	0	0	0	0
Professor II	0	0	3	0	0	3
Professor I	0	0	2	0	0	2
Asso. Prof. V	0	0	3	0	0	3
Asso. Prof. IV	1	0	5	7	1	12
Asso. Prof. III	0	0	6	6	0	12
Asso. Prof. II	0	0	2	5	0	7
Asso. Prof. I	0	0	8	8	0	16
Asst. Prof. III	1	2	2	0	3	2
Asst. Prof. II	5	2	2	2	7	4
Asst. Prof. I	4	4	2	2	8	4
Instructor III	2	4	1	0	6	1
Instructor II	3	6	2	2	9	4
Instructor I	10	6	4	2	16	6
Total	26	24	42	34	50	76

females each; one instructor III is a male; four instructor II with two males and females each; and six instructor I with four males and two females. All in all there are 42 males and 34 females, thus making a total of 76 teacher respondents. Those with academic rank higher than those mentioned in the foregoing paragraph are holding local designations with administrative or supervisory functions and are therefore categorized as administrative respondents. Teachers in SSPC generally hold academic ranks higher than those of TTMIST.

As to educational qualification. Table 4 illustrates the educational qualifications of the teacher respondents in both State Colleges. In TTMIST there are eight full-pledged masters degree, three of whom are males and five are females; eight are M.A. (CAR) with three males and five females; fifteen are B.S. with M.A. units, nine of whom are males and six are females; and 19 are full-pledged B.S. degree holders with 11 males and eight females.

In SSPC, 15 are M.A. with doctoral units, nine of whom are males and six are females; full-pledge M.A. are more in number with nine males and 17 females, thus making a total of 26; M.A. with (CAR) has seven with three males and four females. B.S. with M.A. units has 20, with 13 males and seven females; and full-pledge B.S. has seven males and one female or a total of eight. Comparatively, educational

Table 4

Profile of Teachers by School as to
Highest Educational Qualification

Highest Educational Qualification	TTMIST		SSPC		TOTAL	
	Male	Female	Male	Female	TTMIST	SSPC
Doctorate	0	0	0	0	0	0
Doctorate (cand.)	0	0	0	0	0	0
M.A. with Doctoral units	0	0	9	6	0	15
M.A. (full-fledged)	3	5	9	17	8	26
M.A. (CAR)	3	5	4	3	8	7
B.S. with M.A. units	9	6	13	7	15	20
B.S. (full-fledged)	11	8	7	1	19	8
Total	26	24	42	34	50	76

qualifications of SSPC teachers are higher than those of TTMIST.

As to monthly salary. As shown Table 5 the monthly salary of TTMIST teachers mostly ranges from 3,000 to 9,000 while that of SSPC ranges from 3,000 to 12,000. Of the 50 teachers in TTMIST, eight have salaries ranging from 3,000 to 3,099; twenty have 4,000 to 4,099; eighteen have 5,000 to 5,099; and two have 6,000 to 6,099.

In SSPC, the salary of 3,000 to 3,099 have five; 4,000

Table 5

Profile of Teachers by School as to Monthly Salary

		TTMIST		SSPC		TOTAL	
Monthly Salary in Pesos		Male	Female	Male	Female	TTMIST	SSPC
P	3000 - 3099	3	5	4	1	8	5
	4000 - 4099	12	10	4	5	22	9
	5000 - 5099	9	9	6	2	18	8
	6000 - 6099	2	0	7	11	2	18
	7000 - 7099	0	0	6	3	0	9
	8000 - 8099	0	0	7	5	0	12
	9000 - 10099	0	0	5	7	0	12
	11000 - 11099	0	0	0	0	0	0
	12000 - 12099	0	0	3	0	0	3
	13000 - 13099	0	0	0	0	0	0
	14000 - 14099	0	0	0	0	0	0
	15000 - Up	0	0	0	0	0	0
Total		26	24	42	34	50	76

to 4,099 have nine; five thousand to 5,099 have eight; 6,000 to 6,099 have 18; 7,000 to 7,099 have nine; 8,000 to 8,099 have 12; 9,000 to 9,099 have 12; 11 thousand to 11,099 has zero; 12 thousand to 12,099 have three. None of the SSPC teachers receive salaries ranging from 11,000-11,099 and

13,000 above.

As to family size. Presented in Table 6 is the family size of the teacher respondents. The term "family size" as used in this study, refers to the number of persons composing the family, such as the number of children and parents. For a married teacher both mother and father are included. In the case of widower and a widow, only one parent is included.

For the teachers of TTMIST, the greater number of teachers signified a family size of 3-4 as indicated by 20 teachers with eight males and 12 females; fifteen teachers, 10 males and five females signified a family size of 5-6. Eight teachers, four males and females each, have a family size of one to two. One teacher who is a male indicated a family size of seven to eight; those who signified none for the family size are three males and females each or a total of six who are all single. None of the teacher respondents signified the family size of nine to 10 and 11 up.

In SSPC, the greater number of teacher respondents belong to a family size of 3-4, like that of TTMIST as indicated by 21 males and nine females or a total of 30. This is followed by a family size 1-2, as indicated by 23 teachers, 14 of whom are males and 9 are females. Eight signified a family size of five to six as indicated by five males and three females. Five teachers all females belong

to family size of seven to eight and one male and female each or a total of two has a family size of nine to 10. the family size of 11 up was not indicated by any teacher respondent. One male and seven females or a total of eight are single, hence no family size.

Table 6

Profile of Teachers by School as to Family Size

Civil Status	TTMIST		SSPC		TOTAL	
	Male	Female	Male	Female	TTMIST	SSPC
None	3	3	1	7	6	8
1 - 2	4	4	14	9	8	23
3 - 4	8	12	21	9	20	30
5 - 6	10	5	5	3	15	8
7 - 8	1	0	0	5	1	5
9 - 10	0	0	1	1	0	2
11 - Up	0	0	0	0	0	0
Total	26	24	42	34	50	76

As to length of service. The length of service of the teacher respondents is shown in Table 7 as indicated as follows. In TTMIST, one to five years has nine with five males and four females; six to 10 years, also nine with seven males and two females; 11 to 15 years, 13 with four males and nine females; 16 to 20 years, eight with five males and three females; 21 to 25 years, nine with five males and four females; 26 to 30 years, no male but one female; 30 to 35 years, also no male but one female; thirty six up not indicated.

As to SSPC, one to five years has seven with six males and one female; six to 10 years, seven with three males and four female; 11 to 15 years, fifteen with 11 males and four females; 16 to 20 years, 17 with nine males and eight females; 21 to 25 years, ten with six males and four females; 26 to 30 years, 12 with five males and seven females; 31 to 35 years, three with two males and one female; 36 up, no male but five female.

Table 7

Profile of Teachers by School as to Length of Service

Length of Service	TTMIST		SSPC		TOTAL	
	Male	Female	Male	Female	TTMIST	SSPC
1 - 5 years	5	4	6	1	9	7
6 - 10 years	7	2	3	4	9	7
11 - 15 years	4	9	11	4	13	15
16 - 20 years	5	3	9	8	8	17
21 - 25 years	5	4	6	4	9	10
26 - 30 years	0	1	5	7	1	12
31 - 35 years	0	1	2	1	1	3
36 - Up	0	0	0	5	0	5
Total	26	24	42	34	50	76

Extent to Which TTMIST Teachers
are Given Professional Opportu-
nities as Perceived by Themselves
and the Administrators

Tables 8 to 13 presents the perceptions of the TTMIST teachers and the administrators on the extent to which the teachers are given professional opportunities, broken down as follows: (8) perceptions of the male teachers of TTMIST; (9) perceptions of the female teachers of TTMIST; (10) perceptions of the male and female teachers of TTMIST combined; (11) perceptions of the male administrators of TTMIST; (12) perceptions of the female administrators of TTMIST; (13) perceptions of the male and female administrators of TTMIST combined.

Perceptions of the male teachers of TTMIST. As shown in Table 8 the giving of professional opportunities as perceived by the male teacher respondents are as follows: promotion, seminar-workshop, co-curricular activities, committee chairmanship, extension services, are "moderately given" with weighted means ranging from 3.23 down to 2.85. Scholarship grant, part-time teaching, research development, income generating projects, awards and distinctions are perceived as, "slightly given", with weighted means of 2.19 down to 2.27. The above mentioned professional opportunities, yield a grand weighted mean of 2.63, which is generally evaluated by the TTMIST male teachers as "moderately given".

Table 8

Extent to Which Teachers are Given Professional
Opportunities as Perceived by
Male TTMIST Teachers

Professional Opportunities	FG (5)	HG (4)	MG (3)	SG (2)	NG (1)	Total	Wt. Mean	Evaluation
Promotion	5 (25)	6 (24)	6 (18)	8 (16)	1 (1)	26 (84)	3.23	MG
Scholarship Grant	0 (0)	3 (12)	11 (33)	0 (0)	12 (12)	26 (67)	2.19	SG
Seminar Workshop	3 (15)	3 (12)	12 (36)	4 (8)	4 (4)	26 (75)	2.88	MG
Part-time Teaching	0 (0)	3 (12)	7 (21)	5 (10)	11 (11)	26 (54)	2.08	SG
Co-curricular Activities	0 (0)	4 (16)	20 (60)	1 (2)	1 (1)	26 (79)	3.04	MG
Committee Chairmanship	2 (10)	7 (28)	8 (24)	4 (8)	5 (5)	26 (75)	2.88	MG
Research Development	1 (5)	4 (16)	9 (27)	4 (8)	8 (8)	26 (64)	2.46	SG
Extension Services	4 (20)	5 (20)	7 (21)	3 (6)	7 (7)	26 (74)	2.85	MG
Income Generating Projects	3 (15)	4 (16)	5 (15)	4 (8)	10 (10)	26 (64)	2.46	SG
Awards and Distinctions	2 (10)	5 (20)	2 (6)	6 (12)	11 (11)	26 (59)	2.27	SG
Total	20 (100)	44 (176)	87 (261)	39 (78)	70 (70)	260 (685)		
Grand Weighted Mean	5	4	3	2	1		2.63	MG

Legend:

Fully Given	(FG)	4.51 - 5.00
Highly Given	(HG)	3.51 - 4.50
Moderately Given	(MG)	2.51 - 3.50
Slightly Given	(SG)	1.51 - 2.50
Not Given	(NG)	1.00 - 1.50

Perceptions of the female teachers of TTMIST. In Table 9, the giving of professional opportunities to TTMIST teacher respondents is perceived by the female teachers as follows: promotion, co-curricular activities, and committee chairmanship are, "moderately given," with weighted means ranging from 2.96 down to 2.91. Scholarship grant, seminar-workshop, part-time teaching, research development, extension services, income generating projects, awards and distinctions are perceived as, "slightly given," with weighted means of 1.79 down to 1.58. The female teachers of TTMIST, finally evaluated the foregoing professional opportunities as, "slightly given," with a grand weighted mean of 2.17.

Perceptions of the male and female teachers combined. Table 10 presents the data pertaining to the giving of professional opportunities as perceived by the TTMIST male and female teachers combined which are as follows: promotion, co-curricular activities, committee chairmanship, are "moderately given," with weighted means of 3.10 down to 2.90. Scholarship grant, seminar-workshop, part-time teaching, research development, extension services, income generating projects, awards and distinctions are "slightly given" with weighted means ranging from 1.99 down to 1.93. The TTMIST male and female teachers combined, generally evaluated the professional opportunities as "slightly given"

Table 9

Extent to Which Teachers are Given Professional
Opportunities as Perceived by
Female TTMIST Teachers

Professional Opportunities	FG (5)	HG (4)	MG (3)	SG (2)	NG (1)	Total	Wt. Mean	Evaluation
Promotion	1 (5)	4 (16)	13 (36)	7 (14)	0 (0)	24 (71)	2.96	MG
Scholarship Grant	0 (0)	1 (4)	7 (21)	2 (4)	14 (14)	24 (43)	1.79	SG
Seminar Workshop	0 (0)	1 (4)	7 (21)	2 (4)	14 (14)	24 (43)	1.79	SG
Part-time Teaching	0 (0)	2 (8)	12 (36)	4 (8)	6 (6)	24 (58)	2.41	SG
Co-curricular Activities	1 (5)	4 (16)	10 (30)	5 (10)	4 (4)	24 (65)	2.71	MG
Committee Chairmanship	1 (5)	4 (16)	12 (36)	6 (12)	1 (1)	24 (70)	2.91	MG
Research Development	0 (0)	2 (8)	4 (12)	5 (10)	13 (13)	24 (24)	1.79	SG
Extension Services	2 (10)	2 (8)	2 (6)	5 (10)	13 (13)	24 (47)	1.95	SG
Income Generating Projects	1 (5)	1 (4)	2 (6)	8 (16)	12 (12)	24 (43)	1.79	SG
Awards and Distinctions	0 (0)	0 (0)	2 (6)	10 (20)	12 (12)	24 (38)	1.58	SG
Total	6 (30)	21 (84)	70 (210)	54 (108)	89 (89)	240 (521)		
Grand Weighted Mean	5	4	3	2	1		2.17	SG

Legend:

Fully Given	(FG)	4.51 - 5.00
Highly Given	(HG)	3.51 - 4.50
Moderately Given	(MG)	2.51 - 3.50
Slightly Given	(SG)	1.51 - 2.50
Not Given	(NG)	1.00 - 1.50

Table 10

Extent to Which Teachers are Given Professional
Opportunities as Perceived by Male and
Female TTMIST Teachers Combined

Professional Opportunities	Weighted Means					
	Male	Evaluation	Female	Evaluation	Average	Evaluation
Promotion	3.25	MG	2.96	MG	3.10	MG
Scholarship Grant	2.19	SG	1.79	SG	1.99	SG
Seminar Workshop	2.88	MG	1.79	SG	2.34	SG
Part-time Teaching	2.08	SG	2.41	SG	2.25	SG
Co-curricular Activities	3.04	MG	2.71	MG	2.88	MG
Committee Chairmanship	2.88	MG	2.91	MG	2.90	MG
Research Development	2.46	SG	1.79	SG	2.13	SG
Extension Services	2.85	MG	1.95	SG	2.40	SG
Income Generating Projects	2.46	SG	1.79	SG	2.13	SG
Awards and Distinctions	2.27	SG	1.58	SG	1.93	SG
Total	26.34		21.68		24.05	
Grand Weighted Mean	2.63	MG	2.17	SG	2.40	SG

Legend:

Fully Given	(FG)	4.51 - 5.00
Highly Given	(HG)	3.51 - 4.50
Moderately Given	(MG)	2.51 - 3.50
Slightly Given	(SG)	1.51 - 2.50
Not Given	(NG)	1.00 - 1.50

with a grand weighted mean of 2.40.

Perceptions of the male administrators of TTMIST.

Table 11 presents the giving of the professional opportunities perceived by the TTMIST male administrators as follows: promotion and committee chairmanship, "highly given," with weighted means of 4.30 down to 3.80; scholarship grant, seminar-workshop, part-time teaching, co-curricular activities, research development, extension services, income generating projects, awards and distinctions, "moderately given," with weighted means ranging from 3.00 down to 2.80. The male administrators of TTMIST, generally evaluated the professional opportunities as, "moderately given," with a grand weighted mean of 3.25.

Perceptions of the female administrators of TTMIST.

The data shown in Table 12 on the giving of professional opportunities are perceived by the TTMIST female administrators as follows: promotion, scholarship grant, committee chairmanship, "highly given," with weighted means ranging from 3.56 down to 3.78; seminar-workshop, part-time teaching, co-curricular activities, research development, "moderately given," with weighted means of 3.33 down to 2.78. Extension services, income generating projects, awards and distinctions, "slightly given," with a weighted mean of 2.23 down to 2.22. The TTMIST female administrators, generally evaluated the professional oppor-

Table 11

Extent to Which Teachers are Given Professional
Opportunities as Perceived by Male
TTMIST Administrators

Professional Opportunities	FG (5)	HG (4)	MG (3)	SG (2)	NG (1)	Total	Wt. Mean	Evaluation
Promotion	5 (25)	3 (12)	2 (6)	0 (0)	0 (0)	10 (43)	4.30	HG
Scholarship Grant	2 (10)	3 (12)	0 (0)	3 (6)	2 (2)	10 (30)	3.00	MG
Seminar Workshop	3 (15)	1 (4)	4 (12)	2 (4)	0 (0)	10 (35)	3.50	MG
Part-time Teaching	2 (10)	1 (4)	6 (18)	1 (2)	0 (0)	10 (34)	3.40	MG
Co-curricular Activities	1 (5)	3 (12)	5 (15)	1 (2)	0 (0)	10 (34)	3.40	MG
Committee Chairmanship	4 (20)	1 (4)	4 (12)	1 (2)	0 (0)	10 (38)	3.80	HG
Research Development	1 (5)	2 (8)	2 (6)	4 (8)	1 (1)	10 (28)	2.80	MG
Extension Services	1 (5)	2 (8)	1 (3)	2 (10)	1 (1)	10 (27)	2.70	MG
Income Generating Projects	2 (10)	2 (8)	1 (3)	2 (4)	3 (3)	10 (28)	2.80	MG
Awards and Distinctions	5 (25)	1 (4)	4 (12)	3 (6)	1 (1)	10 (28)	2.80	MG
Total	22 (110)	19 (76)	29 (87)	22 (44)	8 (8)	100 (325)	32.50	
Grand Weighted Mean	5	4	3	2	1		3.25	MG

Legend:

Fully Given	(FG)	4.51 - 5.00
Highly Given	(HG)	3.51 - 4.50
Moderately Given	(MG)	2.51 - 3.50
Slightly Given	(SG)	1.51 - 2.50
Not Given	(NG)	1.00 - 1.50

Table 12

Extent to Which Teachers are Given Professional
Opportunities as Perceived by Female
TTMIST Administrators

Professional Opportunities	FG (5)	HG (4)	MG (3)	SG (2)	NG (1)	Total	Wt. Mean	Evaluation
Promotion	2 (10)	2 (8)	4 (12)	1 (2)	0 (0)	9 (32)	3.56	HG
Scholarship Grant	2 (10)	3 (12)	2 (6)	2 (4)	0 (0)	9 (32)	3.56	HG
Seminar Workshop	2 (10)	1 (4)	4 (12)	2 (4)	0 (0)	9 (30)	3.33	MG
Part-time Teaching	2 (10)	1 (4)	3 (9)	2 (4)	1 (1)	9 (28)	3.11	MG
Co-curricular Activities	3 (15)	1 (4)	2 (6)	3 (6)	0 (0)	9 (31)	3.44	MG
Committee Chairmanship	2 (20)	1 (4)	2 (6)	2 (4)	0 (0)	9 (34)	3.78	HG
Research Development	2 (10)	1 (4)	1 (3)	3 (6)	2 (2)	9 (25)	2.78	MG
Extension Services	1 (5)	1 (4)	1 (3)	3 (6)	3 (3)	9 (21)	2.33	SG
Income Generating Projects	1 (5)	0 (0)	2 (6)	2 (4)	4 (4)	9 (19)	2.11	SG
Awards and Distinctions	1 (5)	2 (8)	0 (0)	1 (2)	5 (5)	9 (20)	2.22	SG
Total	20 (100)	13 (52)	21 (63)	21 (42)	15 (15)	90 (272)	30.22	
Grand Weighted Mean	5	4	3	2	1		3.02	MG

Legend:

Fully Given	(FG)	4.51 - 5.00
Highly Given	(HG)	3.51 - 4.50
Moderately Given	(MG)	2.51 - 3.50
Slightly Given	(SG)	1.51 - 2.50
Not Given	(NG)	1.00 - 1.50

tunities as, "moderately given" with the grand weighted mean of 3.02.

Perceptions of the male and female administrators of TTMIST combined. Table 13 presents the giving of professional opportunities as perceived by the TTMIST male and female administrators combined. Promotion, committee chairmanship are, "highly given," with weighted mean of 3.93 down to 3.79. Scholarship grant, seminar-workshop, part-time teaching, co-curricular activities, research development, extension services, awards and distinctions are, "moderately given" with weighted means ranging from 3.28 down to 2.51. Income generating projects is "slightly given," with a weighted mean of 2.46. The TTMIST male and female administrators combined finally evaluated the foregoing professional opportunities as "moderately given," with a grand weighted mean of 3.14.

Table 13

Extent to Which Teachers are Given Professional Opportunities as Perceived by Male and Female TTMIST Administrators Combined

Professional Opportunities	Weighted Means					
	Male	Evaluation	Female	Evaluation	Average	Evaluation
Promotion	4.30	HG	3.56	HG	3.93	HG
Scholarship Grant	3.00	MG	3.56	HG	3.28	MG
Seminar Workshop	3.50	MG	3.33	MG	3.42	MG
Part-time Teaching	3.40	MG	3.11	MG	3.26	MG
Co-curricular Activities	3.40	MG	3.44	MG	3.42	MG
Committee Chairmanship	3.80	HG	3.78	HG	3.79	HG
Research Development	2.80	MG	2.78	MG	2.79	MG
Extension Services	2.78	MG	2.33	SG	2.52	MG
Income Generating Projects	2.80	MG	2.11	SG	2.46	SG
Awards and Distinctions	2.80	MG	2.22	SG	2.51	MG
Total	32.50		30.22		31.38	
Grand Weighted Mean	3.25	MG	3.02	MG	3.14	MG

Legend:

Fully Given	(FG)	4.51 - 5.00
Highly Given	(HG)	3.51 - 4.50
Moderately Given	(MG)	2.51 - 3.50
Slightly Given	(SG)	1.51 - 2.50
Not Given	(NG)	1.00 - 1.50

Summary of Teachers and Administrators
Perceptions on the Extent to Which
the TTMIST Teachers are Given
Professional Opportunities

Table 14 summarizes the teachers and administrators perceptions on the extent to which the TTMIST teachers are given professional opportunities, as basis for the testing of hypothesis number 1.1 that "there is no significant difference between the perception of the teachers and those of the administrators on the extent to which the teachers are given professional opportunities in TTMIST.

As gleaned from this summary, the teachers and the administrators are one in evaluating the co-curricular activities which is "moderately given," with weighted means of 2.88 for the teachers and 3.42 for the administrators; income generating projects as "slightly given" with weighted means of 2.13 and 2.46 for the two categories of respondents, respectively. The teachers and the administrators, however, differ in the evaluation of the remaining eight aspects of the professional opportunities, as follows: promotions and committee chairmanship are evaluated by the respondents as "moderately given" and "highly given" with weighted means of 2.90 to 3.93, respectively. The professional opportunities evaluated by the teachers and the administrators as "slightly given" and "moderately given," respectively, with weighted means ranging from 1.93 up to 3.42 are the following: awards and

distinctions, 1.93 and 2.51; scholarship grant, 1.99 and 3.28; research development, 2.13 and 2.79; seminar-workshop, 2.34 and 3.42; part-time teaching, 2.25 and 3.26; and extension services, 2.40 and 2.52.

The foregoing professional opportunities are generally evaluated by the respondents as, "slightly given" for the teachers and "moderately given" for the administrators with grand weighted means of 2.51 and 3.14, respectively.

The result of the hypothesis testing reveals a disparity between the evaluation of the perceptions of the teachers and those of the administrators on the extent to which the teachers are given professional opportunities which is indicated by a computed value of -3.42 which is greater than the table value of 2.10, thus leading to the rejection of the H_0 .

This result implies that while the teachers claim that professional opportunities are only "slightly given" to them, as reflected in their comments and suggestions, the administrators still believe that professional opportunities are "moderately given" as indicated by the grand weighted means of 2.51 for the teachers and 3.14 for the administrators.

Table 14

SUMMARY OF TEACHERS' AND ADMINISTRATORS' PERCEPTIONS
ON THE EXTENT TO WHICH THE TTMIST TEACHERS
ARE GIVEN PROFESSIONAL OPPORTUNITIES

Professional Opportunities	Teachers' Perception (X ₁)	Evaluation	Administrators' Perception (X ₂)	Evaluation
Promotion	3.10	MG	3.93	HG
Scholarship Grant	1.99	SG	3.28	MG
Seminar-workshop	2.34	SG	3.42	MG
Part-Time Teaching	2.25	SG	3.26	MG
Co-curricular Activities	2.88	MG	3.42	MG
Committee Chairmanship	2.90	MG	3.79	HG
Research Development	2.13	SG	2.79	MG
Extension Services	2.40	SG	2.52	MG
Income Generating Projects	2.13	SG	2.46	SG
Awards and Distinctions	1.93	SG	2.51	MG
Total	24.05		31.38	
Grand Weighted Mean	2.51	SG	3.14	MG

Computed t - value : -3.42

tabular value : 2.10

Decision : Reject H₀

Legend:

4.51 - 5.00	Fully Given	(FG)
3.51 - 4.50	Highly Given	(HG)
2.51 - 3.50	Moderately Given	(MG)
1.51 - 2.50	Slightly Given	(SG)
1.00 - 1.50	Not Given	(NG)

Extent to Which SSPC Teachers are
Given Professional Opportunities
as Perceived by Themselves and
the Administrators

Table 15 to 20 shows the perceptions of the SSPC teachers and the administrators on the extent to which the teachers are given professional opportunities, broken down as follows: (15) perceptions of the male teachers of SSPC; (16) perceptions of female teachers of SSPC; (17) perceptions of the male and female teachers of SSPC combined; (18) perceptions of the male administrators of SSPC; (19) perceptions of the female administrators of SSPC; (20) perceptions of the male and female administrators of SSPC combined.

Perceptions of the male teachers of SSPC. The data in Table 15 reveal the giving of professional opportunities as perceived by the male teacher respondents, as follows: co-curricular activities is, "highly given" with a weighted mean of 3.55. Promotion, scholarship grant, seminar-workshop, committee chairmanship, research development, extension services, income generating projects, awards and distinctions are, "moderately given," with weighted means ranging from 3.19 down to 2.60. Part-time teaching is "slightly given" with a weighted mean of 2.43. On the whole, the SSPC male teachers evaluated the professional opportunities as, "moderately given," with a grand weighted mean of 2.95.

Table 15

Extent to Which Teachers are Given Professional
Opportunities as Perceived by
Male SSPC Teachers

Professional Opportunities	FG (5)	HG (4)	MG (3)	SG (2)	NG (1)	Total	Wt. Mean	Evaluation
Promotion	4 (20)	13 (52)	17 (51)	3 (6)	5 (5)	42 (134)	3.19	HG
Scholarship Grant	5 (25)	10 (40)	9 (27)	3 (6)	15 (15)	42 (113)	2.69	HG
Seminar Workshop	4 (20)	19 (76)	12 (36)	7 (14)	0 (0)	42 (146)	3.48	HG
Part-time Teaching	0 (0)	8 (32)	13 (39)	10 (20)	11 (11)	42 (102)	2.43	SG
Co-curricular Activities	8 (40)	16 (64)	12 (36)	3 (6)	3 (3)	42 (149)	3.55	HG
Committee Chairmanship	5 (25)	10 (40)	14 (42)	7 (14)	6 (6)	42 (127)	3.02	HG
Research Development	2 (10)	10 (40)	14 (42)	5 (10)	11 (11)	42 (113)	2.69	HG
Extension Services	7 (35)	12 (48)	7 (21)	8 (16)	8 (8)	42 (128)	3.05	HG
Income Generating Projects	4 (20)	13 (52)	9 (27)	5 (10)	11 (11)	42 (120)	2.86	HG
Awards and Distinctions	4 (20)	7 (28)	8 (24)	14 (28)	9 (9)	42 (109)	2.60	HG
Total	43 (215)	118 (472)	115 (345)	65 (130)	79 (79)	420 (1241)	29.56	
Grand Weighted Mean	5	4	3	2	1		2.95	HG

Legend:

Fully Given	(FG)	4.51 - 5.00
Highly Given	(HG)	3.51 - 4.50
Moderately Given	(MG)	2.51 - 3.50
Slightly Given	(SG)	1.51 - 2.50
Not Given	(NG)	1.00 - 1.50

Perceptions of the female teachers of SSPC. Table 16 presents the giving of professional opportunities as perceived by the SSPC female teacher respondents as indicated: promotion, scholarship grant, seminar-workshop, co-curricular activities, committee chairmanship, research development are "moderately given" with weighted means of 3.18 down to 2.82. Part-time teaching, extension services, income generating projects, awards and distinctions are "slightly given" with weighted means ranging from 2.50 down to 1.94. The female teacher respondents of SSPC, generally evaluated the above mentioned professional opportunities as, "moderately given," with a grand weighted mean of 2.54.

Perceptions of the male and female teachers of SSPC combined. The data shown in Table 17 pertaining to the giving of professional opportunities are perceived by the male and female teachers respondents of SSPC combined as follows: promotion, scholarship grant, seminar-workshop, co-curricular activities, committee chairmanship, research development, extension services, "moderately given" with weighted mean of 3.19 down to 2.62; part-time teaching, income generating projects, awards and distinctions, "slightly given" with weighted means of 2.47 down to 2.27. The SSPC, male and female teachers combined, finally evaluated the foregoing professional opportunities as "moderately given" with a grand weighted mean of 2.76.

Table 16

Extent to Which Teachers are Given Professional
Opportunities as Perceived by
Female SSPC Teachers

Professional Opportunities	FG (5)	HG (4)	MG (3)	SG (2)	NG (1)	Total	Wt. Mean	Evaluation
Promotion	6 (30)	7 (28)	13 (39)	3 (6)	5 (5)	34 (108)	3.18	MG
Scholarship Grant	2 (10)	10 (40)	3 (9)	10 (20)	9 (9)	34 (88)	2.59	MG
Seminar Workshop	1 (5)	7 (28)	8 (24)	15 (30)	3 (3)	34 (90)	2.65	MG
Part-time Teaching	0 (0)	3 (12)	19 (57)	4 (8)	8 (8)	34 (85)	2.50	SG
Co-curricular Activities	0 (0)	11 (44)	16 (48)	4 (8)	3 (3)	34 (103)	3.03	MG
Committee Chairmanship	0 (0)	5 (20)	15 (45)	8 (16)	6 (6)	34 (87)	2.56	MG
Research Development	1 (5)	7 (28)	17 (51)	3 (6)	6 (6)	34 (96)	2.82	MG
Extension Services	0 (0)	4 (16)	11 (33)	6 (12)	13 (13)	34 (74)	2.18	SG
Income Generating Projects	0 (0)	5 (20)	4 (12)	10 (20)	15 (15)	34 (67)	1.97	SG
Awards and Distinctions	0 (0)	5 (20)	4 (12)	9 (18)	16 (16)	34 (66)	1.94	SG
Total	10 (50)	64 (256)	110 (330)	72 (144)	84 (84)	350 (864)	25.40	
Grand Weighted Mean	5	4	3	2	1		2.54	MG

Legend:

Fully Given	(FG)	4.51 - 5.00
Highly Given	(HG)	3.51 - 4.50
Moderately Given	(MG)	2.51 - 3.50
Slightly Given	(SG)	1.51 - 2.50
Not Given	(NG)	1.00 - 1.50

Table 17

Extent to Which Teachers are Given Professional
Opportunities as Perceived by Male and
Female SSPC Teachers Combined

Professional Opportunities	Weighted Means					
	Male	Evaluation	Female	Evaluation	Average	Evaluation
Promotion	3.19	MG	3.18	MG	3.19	MG
Scholarship Grant	2.69	MG	2.59	MG	2.64	MG
Seminar Workshop	3.48	MG	2.69	MG	3.07	MG
Part-time Teaching	2.43	SG	2.50	SG	2.47	SG
Co-curricular Activities	3.55	HG	3.03	MG	3.29	MG
Committee Chairmanship	3.02	MG	2.56	MG	2.79	MG
Research Development	2.69	MG	2.82	MG	2.76	MG
Extension Services	3.05	MG	2.18	SG	2.62	MG
Income Generating Projects	2.86	MG	1.97	SG	2.42	SG
Awards and Distinctions	2.60	MG	1.94	SG	2.27	SG
Total	29.56		25.42		27.52	
Grand Weighted Mean	2.95	MG	2.54	MG	2.75	MG

Legend:

Fully Given	(FG)	4.51 - 5.00
Highly Given	(HG)	3.51 - 4.50
Moderately Given	(MG)	2.51 - 3.50
Slightly Given	(SG)	1.51 - 2.50
Not Given	(NG)	1.00 - 1.50

Perception of the male administrators of SSPC. As gleaned from Table 18 the male administrators of SSPC perceived the giving of professional opportunities as follows: promotion, scholarship grant, seminar-workshop, co-curricular activities, "highly given" with weighted means ranging from 3.75 down to 3.63, part-time teaching, committee chairmanship, research development, extension services, income generating projects, awards and distinctions, "moderately given," with weighted means of 3.31 down to 2.81. The male administrators of SSPC, generally evaluated the professional opportunities as, "moderately given" with a grand weighted mean of 3.47.

Perceptions of the female administrators of SSPC. Table 19 shows the professional opportunities as perceived by the female administrators of SSPC: promotion, seminar-workshop, committee chairmanship, research development are "moderately given," with weighted means of 2.55 down to 3.09; scholarship grants, part-time teaching, co-curricular activities, extension services, income generating projects, awards and distinctions are "slightly given," with weighted means ranging from 2.27 down to 2.09. The SSPC female administrators, finally evaluated the professional opportunities, with grand weighted means of 2.49 which is "slightly given."

Table 18

Extent to Which Teachers are Given Professional
Opportunities as Perceived by
Male SSPC Administrators

Professional Opportunities	FG (5)	HG (4)	MG (3)	SG (2)	NG (1)	Total	Wt. Mean	Evaluation
Promotion	3 (15)	8 (32)	3 (9)	2 (4)	0 (0)	16 (60)	3.75	HG
Scholarship Grant	5 (25)	5 (20)	2 (6)	2 (4)	2 (2)	16 (57)	3.56	HG
Seminar Workshop	8 (40)	3 (12)	3 (9)	2 (4)	0 (0)	16 (65)	4.06	HG
Part-time Teaching	4 (20)	3 (12)	5 (15)	2 (4)	2 (2)	16 (53)	3.31	HG
Co-curricular Activities	4 (20)	6 (24)	3 (9)	2 (4)	1 (1)	16 (58)	3.63	HG
Committee Chairmanship	4 (20)	5 (20)	3 (9)	2 (4)	2 (2)	16 (55)	3.44	HG
Research Development	2 (10)	5 (20)	7 (21)	1 (2)	1 (1)	16 (54)	3.38	HG
Extension Services	3 (15)	5 (20)	5 (15)	2 (4)	1 (1)	16 (55)	3.44	HG
Income Generating Projects	4 (20)	3 (12)	5 (15)	2 (4)	2 (2)	16 (53)	3.31	HG
Awards and Distinctions	2 (10)	4 (16)	3 (9)	3 (6)	4 (4)	16 (45)	2.81	HG
Total	39 (195)	47 (188)	39 (117)	20 (40)	15 (15)	160 (255)	34.69	
Grand Weighted Mean	5	4	3	2	1		3.47	HG

Legend:

Fully Given	(FG)	4.51 - 5.00
Highly Given	(HG)	3.51 - 4.50
Moderately Given	(MG)	2.51 - 3.50
Slightly Given	(SG)	1.51 - 2.50
Not Given	(NG)	1.00 - 1.50

Table 19

Extent to Which Teachers are Given Professional
Opportunities as Perceived by
Female SSPC Administrators

Professional Opportunities	FG (5)	HG (4)	MG (3)	SG (2)	NG (1)	Total	Wt. Mean	Evaluation
Promotion	0 (0)	1 (4)	7 (21)	0 (0)	3 (3)	11 (28)	2.55	MG
Scholarship Grant	1 (5)	3 (12)	0 (0)	1 (2)	6 (6)	11 (25)	2.27	SG
Seminar Workshop	1 (5)	3 (12)	4 (12)	0 (0)	3 (3)	11 (32)	2.91	MG
Part-time Teaching	0 (0)	1 (4)	5 (15)	1 (2)	4 (4)	11 (25)	2.27	SG
Co-curricular Activities	0 (0)	1 (4)	5 (15)	1 (2)	4 (4)	11 (25)	2.27	SG
Committee Chairmanship	0 (0)	1 (4)	9 (27)	0 (0)	1 (1)	11 (32)	2.91	MG
Research Development	0 (0)	1 (4)	10 (30)	0 (0)	0 (0)	11 (34)	3.09	MG
Extension Services	0 (0)	0 (0)	8 (24)	0 (0)	3 (3)	11 (27)	2.45	SG
Income Generating Projects	0 (0)	0 (0)	1 (3)	10 (20)	0 (0)	11 (23)	2.09	SG
Awards and Distinctions	0 (0)	4 (16)	0 (0)	0 (0)	7 (7)	11 (23)	2.09	SG
Total	2 (10)	15 (60)	49 (147)	13 (26)	31 (31)	110 (274)	24.90	
Grand Weighted Mean	5	4	3	2	1		2.49	SG

Legend:

Fully Given	(FG)	4.51 - 5.00
Highly Given	(HG)	3.51 - 4.50
Moderately Given	(MG)	2.51 - 3.50
Slightly Given	(SG)	1.51 - 2.50
Not Given	(NG)	1.00 - 1.50

Perceptions of male and female administrators of SSPC combined. The data presented in Table 20 on the giving of professional opportunities as indicated by the male and female administrators of SSPC combined reveal the following: co-curricular activities is "highly given" with a grand weighted mean of 3.68; promotion, scholarship grant, seminar-workshop, part-time teaching, committee chairmanship, research development, extension services, are "moderately given," with weighted means ranging from 3.15 down to 2.95. Income generating projects, awards and distinctions are "slightly given," with a weighted mean of 2.25 down to 2.45. The SSPC, male and female administrators finally evaluated the foregoing professional opportunities as "moderately given" with a grand weighted mean of 3.01.

Table 20

Extent to Which Teachers are Given Professional
Opportunities as Perceived by Male and
Female SSPC Administrators Combined

Professional Opportunities	Weighted Means					
	Male	Evaluation	Female	Evaluation	Average	Evaluation
Promotion	3.75	HG	2.55	MG	3.15	MG
Scholarship Grant	3.56	MG	2.27	MG	2.92	MG
Seminar Workshop	4.06	HG	2.91	MG	3.48	MG
Part-time Teaching	3.31	MG	2.27	SG	2.79	MG
Co-curricular Activities	3.63	MG	3.74	MG	3.68	HG
Committee Chairmanship	3.44	MG	2.91	MG	3.18	MG
Research Development	3.88	HG	3.09	MG	3.24	MG
Extension Services	3.44	MG	2.45	SG	2.95	MG
Income Generating Projects	3.31	MG	2.09	SG	2.25	SG
Awards and Distinctions	2.81	MG	2.09	SG	2.45	SG
Total	34.69		24.90		30.09	
Grand Weighted Mean	3.47	MG	2.39	SG	3.01	MG

Legend:

Fully Given	(FG)	4.51 - 5.00
Highly Given	(HG)	3.51 - 4.50
Moderately Given	(MG)	2.51 - 3.50
Slightly Given	(SG)	1.51 - 2.50
Not Given	(NG)	1.00 - 1.50

Summary of Teachers and Administrators
Perceptions on the Extent to Which
the SSPC Teachers are Given
Professional Opportunities

Table 21 summarizes the teachers and administrators perceptions on the extent to which SSPC teachers are given professional opportunities, as basis for the testing of hypothesis number 1.2 that "there is no significant difference between the perceptions of the teachers and those of the administrators on the extent to which the teachers are given professional opportunities in SSPC.

As presented in this summary, the teachers and the administrators have the same evaluation on six professional opportunities as follows: promotion, scholarship grant, seminar-workshop; committee chairmanship; research development; extension services; which are "moderately given," with weighted means ranging from 3.19 down to 2.62 for the teachers and 3.15 down to 2.95 for the administrators; part-time teaching is "slightly given" and "moderately given" with weighted means of 2.47 to 2.79 for the two categories of respondents, respectively; co-curricular activities with weighted means of 3.29 and 3.68 for the two respondents are perceived as "moderately given," and "highly given," respectively. Evaluated as "slightly given". by both respondents are income generating projects; awards and distinctions with weighted means of 2.42 to 2.77 for the teachers and 2.25 and 2.45 for the administrators.

Table 21

Summary of Teachers' and Administrators' Perceptions
on the Extent to Which the SSPC Teachers
Are Given Professional Opportunities

Professional Opportunities	Teachers' Perception (X_1)	Evaluation	Administrators' Perception (X_2)	Evaluation
Promotion	3.19	MG	3.15	MG
Scholarship Grant	2.64	MG	2.92	MG
Seminar Workshop	3.07	MG	3.48	MG
Part-time Teaching	2.47	SG	2.79	MG
Co-curricular Activities	3.29	MG	3.68	HG
Committee Chairmanship	2.79	MG	3.18	MG
Research Development	2.76	MG	3.24	MG
Extension Services	2.62	MG	2.95	MG
Income Generating Projects	2.42	SG	2.25	SG
Awards and Distinctions	2.77	SG	2.45	SG
Total	27.52		30.09	
Grand Weighted Mean	2.75	MG	3.01	MG

Computed t - value : 1.46798

tabular value : 2.10

Decision : Accept H_0

Legend:

Fully Given (FG)	4.51 - 5.00
Highly Given (HG)	3.51 - 4.50
Moderately Given (MG)	2.51 - 3.50
Slightly Given (SG)	1.51 - 2.50
Not Given (NG)	1.00 - 1.50

The above mentioned professional opportunities are finally evaluated by both respondents as "moderately given" with grand weighted means of 2.75 for the teachers and 3.01 for the administrators, respectively.

The result of the hypothesis testing reveals a computed value of 1.46798 which is less than the table value of 2.10 thereby accepting the H_0 that "there is no significant difference between the perceptions of the teachers and those of the administrators on the extent to which the professional opportunities, are given to the teachers of SSPC.

The almost unanimous evaluation by both respondents on six aspects out of 10 professional opportunities and differing only on the remaining four is an indication that the teachers and the administrators of SSPC commonly feel that credits are given to whom credits are due. This common feeling is also supported by the favorable comments of the teacher respondents of SSPC and concurred in by the administrators.

Profile of Performance Ratings of Teachers of State Colleges in Samar

Shown in Table 22 is the profile of performance ratings of teachers of State Colleges in Samar, underscoring the descriptive ratings with their corresponding numerical weight, the frequency distribution or the number of teachers

given the ratings, the weighted frequency, the total frequency, the weighted mean, and the evaluative interpretation.

TTMIST teachers. As shown in Table 22, out of 50 teachers of TTMIST, three obtain a rating of "outstanding," forty five are "very satisfactory," two are "satisfactory," and nobody obtained the ratings of "unsatisfactory," and "poor." Each of this frequencies is multiplied by the numerical weights to obtain the weighted frequencies. The total weighted frequency of 201 was then divided by the total frequency of 50 to obtain the weighted mean of 4.02 which signifies an evaluation of "very satisfactory."

SSPC teachers. In SSPC, as presented in Table 22, out of 76 teachers seven were rated "outstanding," fifty seven were given "very satisfactory," 12 "satisfactory," and nobody was rated either "unsatisfactory," and "poor." The same procedure was applied in computing the weighted frequencies whose total 299. Dividing this total weighted frequency by the total frequency of 76, the weighted mean of 3.93 was obtained, thus resulting in an evaluative of "very satisfactory." A cursory glance at the profile of performance ratings of teachers, reveal that both colleges are dominated by teachers with ratings of "very satisfactory," "outstanding" and "satisfactory" were obtained only by limited few, hence, an over all rating of

"very satisfactory."

Table 22

Profile of Performance Ratings of Teachers
of State Colleges in Samar

Descriptive Rating	TTMIST Teachers			SSPC Teachers		
	Frequency	Distribu- tion	Weighted Frequency	Frequency	Distribu- tion	Weighted Frequency
Outstanding	(5)	3	15	7	35	
Very Satisfactory	(4)	45	180	57	228	
Satisfactory	(3)	2	6	12	36	
Unsatisfactory	(2)	0	0	0	0	
Poor	(1)	0	0	0	0	
Total Frequency		50	201	76	299	
Weighted Mean			4.02 VS		3.93 VS	

Summary of Data on the Professional Opportunities and Performance of Teachers in TTMIST

Presented in Table 23 is the summary of data on the professional opportunities and performance of teachers in TTMIST, as basis in associating the above-mentioned variables represented by the symbols X and Y, respectively.

Professional opportunities (X). Table 23, which is on professional opportunities, includes the mean perceptions of the teachers and administrators expressed in mean frequency and weighted frequency, together with the 5-point assessment scale as follows: fully given (5), highly given (4), moderately given (3), slightly given (2), not given (1). Each of these mean frequencies are multiplied by the corresponding numerical weights in order to obtain the weighted frequencies which constitutes the data under X variable as reflected in the computation in Appendix F on page 122 as follows: fully given 17, highly given 19.6, moderately given 31.2, slightly given 13.6, and not given 9.1. This makes a total weighted frequency of 90.5 which, when divided by the total mean frequency of 34.6, yields the weighted mean of 2.62 which means "moderately given."

Teachers performance (Y). For the teachers performance, as shown in Table 23, the assessment scale with the corresponding numerical weights, are as follows: Outstanding (5), very satisfactory (4), satisfactory (3),

Table 23

SUMMARY OF DATA ON THE PROFESSIONAL OPPORTUNITIES
AND PERFORMANCE OF TEACHERS IN TTMIST*

Professional Opportunities (X)

Mean Perception of the Teachers & Administrators	FG (5)	HG (4)	MG (3)	SG (2)	NG (1)	Total	Wt. Mean	Evaluation
Mean Frequency	3.4	4.9	10.4	6.8	9.1	34.6		
Weighted Frequency	(17)	(19.6)	(31.2)	(13.6)	(9.1)	90.5	2.62	MG

Legend:

4.51 - 5.00	Fully Given	(FG)
3.51 - 4.50	Highly Given	(HG)
2.51 - 3.50	Moderately Given	(MG)
1.51 - 2.50	Slightly Given	(SG)
1.00 - 1.50	Not Given	(NG)

Teachers' Performance (Y)

Mean Performance of Teachers of TTMIST	O (5)	VS (4)	S (3)	US (2)	P (1)	Total	Wt. Mean	Evaluation
Frequency	3	45	2	0	0	50		
Weighted Frequency	(15)	(180)	(6)	(0)	(0)	(201)	4.02	VS

Legend:

4.51 - 5.00	Outstanding	(O)
3.51 - 4.50	Very Satisfactory	(VS)
2.51 - 3.50	Satisfactory	(S)
1.51 - 2.50	Unsatisfactory	(US)
1.00 - 1.50	Poor	(P)

*See Appendix F for the Computation

unsatisfactory (2), and poor (1). Following the same procedure used for the Y variable, the X variable yields the following weighted frequencies as the data under teacher performance: Outstanding 15, very satisfactory 180, satisfactory 6, unsatisfactory and poor, zero each, respectively.

To correlate the X and the Y variables, the Pearson Product-Moment Correlation Coefficient (r) was used. The result of the hypothesis testing in Appendix F reveals the computed value of .127 which is less than the table value of .7545 at .05 level of significance and five degrees of freedom. Hence, the acceptance of the H_0 2.1 that "there is no significant relationship between the professional opportunities and the performance of teachers of TTMIST.

This implies that, even if the professional opportunities are intended to upgrade competencies or improved performance, they do not significantly affect teachers performance.

Summary of Data on the Professional Opportunities and Performance of Teachers in SSPC

The data in Table 24 presents the summary of professional opportunities and performance of teachers in SSPC, as basis in correlating the above-mentioned variables represented by the symbols X and Y, respectively.

Professional opportunities (X). The data on professional opportunities shown in Table 24 includes the mean perceptions of the teachers and the administrators as indicated; mean frequencies and weighted frequencies, under the five point scales assessment as follows: fully given (5), highly given (4), moderately given (3), slightly given (2), not given (1). Each of those frequencies are multiplied by the corresponding numerical weights in order to obtain the weighted frequencies which constitutes the data under X variable as follows: fully given 1117.5, highly given 200.81, moderately given 139.95, slightly given 30.4, and not given 10.75. This makes a total weighted frequency of 499.4 which, when divided by the total mean frequency of 146.3 yields the weighted mean of 3.41 which means "moderately given."

Teachers performance (Y). Shown in Table 24 are the data on teachers performance with their corresponding descriptive and numerical scales as follows: outstanding (5), very satisfactory (4), satisfactory (3), unsatisfactory (2), and poor (1). The same procedure used for the Y variable were also used for X variable. Hence the following weighted frequencies as the data under teachers performance: outstanding 35, very satisfactory 228, satisfactory 36, unsatisfactory and poor, zero each, respectively.

To associate the X and Y variables the Pearson r was

Table 24

SUMMARY OF DATA ON THE PROFESSIONAL OPPORTUNITIES
AND PERFORMANCE OF TEACHERS IN SSPC

Professional Opportunities (X)

Mean Perception of the Teachers & Administrators	FG (5)	HG (4)	MG (3)	SG (2)	NG (1)	Total	Wt. Mean	Evaluation
Mean Frequency	23.5	50.2	46.65	15.2	10.75	146.3		
Weighted Frequency	117.5	200.81	139.95	30.4	10.75	499.4	3.41	MG

Legend:

4.51 - 5.00	Fully Given	(FG)
3.51 - 4.50	Highly Given	(HG)
2.51 - 3.50	Moderately Given	(MG)
1.51 - 2.50	Slightly Given	(SG)
1.00 - 1.50	Not Given	(NG)

Teachers' Performance (Y)

Mean Performance of Teachers of SSPC	O (5)	VS (4)	S (3)	US (2)	P (1)	Total	Wt. Mean	Evaluation
Frequency	7	57	12	0	0	76		
Weighted Frequency	35	228	36	0	0	299	3.93	VS

Legend:

4.51 - 5.00	Outstanding	(O)
3.51 - 4.50	Very Satisfactory	(VS)
2.51 - 3.50	Satisfactory	(S)
1.51 - 2.50	Unsatisfactory	(US)
1.00 - 1.50	Poor	(P)

used as in TTMIST. The result of the hypothesis testing in Appendix G, reveals the computed value of .749 which is less than the table value of .7545 at .05 level of significance and 5 degrees of freedom, thereby accepting H_0 2.2 that "there is no significant relationship between the professional opportunities and the performance of teachers of SSPC." The implication of this result is also similar to that of TTMIST, where the giving of professional opportunities does not significantly affect teachers performance.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings and conclusions of this investigation and offers recommendation.

Summary of Findings

The results of the hypotheses testing revealed the following: (1) In TTMIST, the H_0 that "there is no significant difference between the perception of the teachers and those of the administrators on the extent to which the teachers are given professional opportunities" is "rejected," as indicated by a computed t-value of -3.42 which is greater than the table value of 2.10. This implies a disparity between the perceptions of the teachers, who claim that professional opportunities are only "slightly given," and those of the administrators who still believe that professional opportunities are "moderately given" to the teachers.

In SSPC, the result of the hypothesis testing reveals a computed t-value of 1.46798 which is less than the table value of 2.10 thereby accepting the H_0 that "there is no significant difference between the perceptions of the teachers and those of the administrators on the extent to which the professional opportunities are given to the teachers."

The almost unanimous evaluation by both respondents on six aspects out of 10 professional opportunities and differing only on the remaining four is an indication that the teachers and the administrators of SSPC commonly feel that credits are given to whom credits are due. This common feeling is also supported by the favorable comments of the teacher respondents of SSPC and concurred in by the administrator.

To test null hypothesis number 2, that "there is no significant relationship between the professional opportunities and the performance of teachers in: (2.1) TTMIST and (2.2) SSPC, the Pearson r was used.

The computation reveals the computed r -value of .127 for TTMIST and .749 for SSPC, which are both less than the table value of .7545, thus leading to the acceptance of the foregoing hypotheses.

This result implies that, even if the professional opportunities are intended to upgrade competencies or improved performance, they do not significantly affect teachers performance. This is true to both State Colleges under study.

Conclusions

The main stream of this study answers the question "As perceived by the teachers and the administrators, to what extent are the teachers of State Colleges in Samar given

professional opportunities as indicated by (1) promotions, (2) scholarship grant, (3) seminar-workshop, (4) part time teaching, (5) co-curricular activities, (6) committee chairmanship, (7) research development, (8) extension services, (9) income generating projects, and (10) awards and distinctions."

Based on the foregoing questions, the following conclusions are made:

1. In TTMIST, the professional opportunities were given only to a selected few, particularly to those who are close to the administrators.
2. In SSPC, the professional opportunities were equally distributed among the teachers and other personnel, regardless of the relationship with the administrators.

As to whether or not the professional opportunities significantly affect teachers performance, the result of the hypothesis testing reveals that professional opportunities do not significantly affect teachers performance.

Recommendations

Based on the foregoing conclusions, the following recommendations are drawn:

1. TTMIST should observe equality in the giving of professional opportunities to its personnel.

2. SSPC should maintain the favorable atmosphere in the giving of professional opportunities to its personnel as what has done in the past.

3. Both TTMIST and SSPC should continue giving professional opportunities, not only to upgrade competencies and improve performance but for professional growth which is necessary in the accreditation of the institutions.

4. In order to synchronize the system of giving professional opportunities in the State Colleges concerned, the inclosed personnel development program is hereby recommended for implementation.

PERSONNEL DEVELOPMENT PROGRAM FOR STATE COLLEGES IN SAMAR

Pursuant to the provisions of the Charters of the State Colleges concerned, requiring the provision for "Fellowship for qualified members and scholarships to deserving faculty members," the following guidelines are hereby promulgated.

GENERAL CRITERION: Candidates for fellowship shall belong to the instructional, research, extension and administrative staff of the State Colleges.

1.0 INTRODUCTION

Professional opportunities in different agencies are made available for deserving individual in varied dimension, the immediate aims of which is to enhance personal qualification or improved competence and employee of scholarship, and study grants. Other may be in term of travel, seminar-workshop, and the like, all of which are geared toward personnel development.

1.1 Rationale

In State Colleges and Universities, particularly where educational qualification plays significant role in professional growth, upgrading in position and in salary is of paramount importance because they belong to the closed career service, where at least master degree is necessary, as stipulated in civil service memorandum circular no. 3 series 1983. Furthermore, as embodied in Civil Service Memorandum Circular No. 13 series 1992, no employee whether teaching or non-teaching maybe promoted to division chief unless he is a master's degree holder effective January 1, 1995. Towards this end both teaching and non-teaching personnel have become evidently conscious in upgrading their educational qualification, thus making staff development an exclusive commodity among the professional opportunities, in practically all agencies and instrumentalities in government.

1.2 Objectives

1. To enhance personal qualification or improve competence and employee performance.
2. To provide the administrators the necessary insights into the problems of teachers relative to faculty development.

2.0 KINDS OF PROGRAM

The program is sub-divided into the following:

- 2.1 Degree programs which include graduate courses leading to:
 - 2.1.1 MA/MS or its equivalent; and
 - 2.1.2 Ph.D. or its equivalent.
- 2.2 Non-degree oriented programs which include trainings of not less than two (2) months.

3.0 QUALIFICATIONS

The President of State Colleges upon the recommendation of the Scholarship/Fellowship Committee, shall select scholars/fellows based on the following conditions:

3.1 Nomination by Dean/Head of Units

Candidates shall be nominated by their respective Deans of Heads using as bases the following:

- 3.1.1 Priority needs of the College
- 3.1.2 Fields of Specialization which must be related to his function in the college,
- 3.1.3 Institution to enroll in

Priority needs and field of specialization should be consistent with the Faculty Development Program of the College, while the institutions to enroll in must be in the list of preferred ones.

3.2 Age

Candidates for fellowship shall preferably be 50 years old or younger, those with administrative assignments not beyond 55 years old. In exceptional cases, however, age limitations may be waived at the discretion of the donor/sponsoring agency in the case of foreign grants.

3.2 Good Health

A certification of good health has to be secured from government physician after a thorough medical examination.

3.4 Experience and Training

3.4.1 A prospective grantee must hold a permanent appointment and have at least two (2) consecutive years of satisfactory service in the State Colleges immediately prior to application.

3.4.2 In the absence of a qualified permanent staff, a temporary staff member holding a plantilla item and who has served the State Colleges satisfactorily for at least two (2) years may be granted fellowship; Provided that his/her nomination is supported by a manifestation/assurance by the college/school head that he/she has the potential to pursue and finish the course and will be recommended for a continuous service in the University and for permanent appointment upon qualifying for the same.

3.5 The candidate shall not have any pending administrative and/or criminal charges as certified to be the college/university President.

3.6 Applicants should not have been a recipient of any scholarship or training grant within the last two (2) years before his/her nomination, provided, that in the absence of qualified staff, he may be granted fellowship.

3.7 The candidates must have obtained prior admission from preferred institutions where they intend to enroll in.

- 3.8 The candidates must have completed the undergraduate degree program with a weighted scholastic rating of 2.0 or higher (85% or higher) and without a failing grade within the duration of the program.

4.0 CATEGORIES OF SCHOLARSHIP

Scholarship in the College under its Faculty Development Program shall be categorized into the following plans/schemes, with their corresponding criteria, entitlements, and service obligations of the grantees:

DURATION OF SCHOLARSHIP

CATEGORY	CRITERIA	ENTITLEMENTS	MA/MS or Its Equiv.	Ph.D. or Its Equiv.	Service Obligation of the Grantees
PLAN A	1. Applicants must meet all the qualifications under Item 3.0 of these guidelines and ranked within the allowable number of fellows/scholars the College can afford to send during a year of term.	a) Monthly basic salary and other monetary remuneration for the duration of the grant; b) Matriculation & other school fees; c) Book allowances; d) Monthly stipend; e) Thesis/dissertation support; f) Graduation fees; g) Travel expenses upon enrolment at the start of the grant and upon return at the end of the grant.	Two (2) Calendar Years	Three (3) Calendar Years	Three (3) years of return service to the College for every year of scholarship or a fraction thereof of not less than two (2) months of study grant.
	2. Applicants had qualified for foreign or local scholarship sponsored by outside agencies.	Any of the entitlements under PLAN A.1 above not awarded by the sponsoring agency.	Depending on the number of years set by the sponsoring agency.	-do-	or as provided for under the contract between the grantee and the sponsoring agency.

DURATION OF SCHOLARSHIP

CATEGORY	CRITERIA	ENTITLEMENTS	MA/MS or Its Equiv.	Ph.D. or Its Equiv.	Service Obligation of the Grantees
PLAN B	1. Applicant had not qualified under Plan A.1 but will be pursuing or had already earned and still studying at his own expenses on field within the priority needs/ thrusts and is a preferred school of the colleges.	a) Monthly basic salary and other monetary remuneration for the duration of the grant; b) Matriculation & other school fees; c) Monthly stipend; d) Thesis/dissertation support; e) Graduation fees.	Two (2) Calendar Years	Three (3) Calendar Years	Two (2) years of return service to the college for every year of scholarship or a fraction thereof of not less than two (2) months of study grant.
PLAN C	1. Applicant had studied at his own expenses on field within the priority needs/ thrusts and in any school of the university, completed the academic requirements and passed the comprehensive examination.	a) Monthly basic salary and other monetary remuneration for the duration of the grant; b) Matriculation for thesis writing; c) Thesis/dissertation support; and d) Graduation fees.	One (1) Calendar Year	One (1) Calendar Year	One (1) year of return service to the college for every year of scholarship or a fraction thereof of not less than two (2) months of study grant.
PLAN D	1. Applicant must be a regular State Colleges faculty member who has rendered at least 2 years of continuous and satisfactory service in the State Colleges at the time of application and would be pursuing advanced studies at the SSPC Graduate school outside of office hours.	a) Free tuition fees; and b) Thesis/dissertation support.	Maximum of five (5) years		None

5.0 EXTENSION OF SCHOLARSHIP/FELLOWSHIP

5.1 The Scholarship/Fellowship grant may be extended in extremely meritorious cases and even under these circumstances, an extension not exceeding two (2) terms or a maximum of ten (10) months for two semestral terms and eight (8) months for two trimestral terms shall be granted only to those who have finished all their academic courses, passed their comprehensive examinations, and submitted their outline approved by the Graduate School and shall be given only under any of the conditions enumerated below:

5.1.1 The results of the experiment deviate from the expected results due to factors beyond the control of the researcher.

5.1.2 The fellow contracts a serious illness which lasts for at least two (2) months. In the case, a medical certificate from the attending physician detailing his/her illness and treatment shall be required.

5.1.3 College funds are available.

5.2 The extension shall be granted one term at a time, and is renewable for another term, but in no case shall it exceed the maximum period as specified in Item 4.1 above.

5.3 The privileges of extended scholarship/fellowship grant shall be the same as those enjoyed by a regular fellow except for the book allowances.

5.4 Requirements for approval of extension:

A letter of request for extension addressed to the college President, Attention: Scholarship/Fellowship Committee shall have the following attachments.

5.4.1 A timetable activities to show that the degree will be completed within the contract period of extension.

5.4.2 Overall progress report on what has been accomplished by the fellow, showing that sufficient volume of work has yet to be

done.

- 5.4.3 Certification from the thesis/dissertation adviser that extension is needed.

6.0 RESPONSIBILITIES OF THE GRANTEES

6.1 Responsibilities during the fellowship period:

The grantee shall sign a contract with the College and shall be responsible for meeting all the stipulations contained therein. He/She shall:

- 6.1.1. Devote full time to his study.
- 6.1.2 Finish the degree for which the fellowship is awarded within the maximum duration of his/her program.
- 6.1.3 Not leave his/her program of study without prior approval of his/her school and SSPC. If ever granted leave of absence, the total LOA shall not exceed the equivalent of one (1) school year.
- 6.1.4 Pursue his/her program of study at the preferred institution and in the field of specialization indicated in his/her letter of admission from the Graduate School and fellowship contract.
- 6.1.5 Not drop any subject without prior clearance and approval by his/her graduate guidance committee.
- 6.1.6 Not engage in any work for pay or accept other form of scholarship during the fellowship period except upon waiver of the same in favor of other scholarships.
- 6.1.7 Conduct a thesis/dissertation which shall fall within the research priority program of the College.
- 6.1.8 Maintain a general average grade required by his/her graduate school.
- 6.1.9 Carry not less than nine (9) units of

academic load for each semester and at least one academic load for each summer aside from thesis/dissertation work. However, the grantee may be allowed to carry less than this required academic load provided it is fully justified and duly approved by the adviser.

6.1.10 Shall submit the following to the College, Attention: Scholarship/Fellowship Committee.

6.1.10.1 Registration receipt not later than two (2) weeks after registration.

6.1.10.2 Semestral/summer progress reports, indicating grades in subjects taken as well as other accomplishments and problems met during the term to be submitted not later than two (2) weeks after the last day of submission of grades by professors.

6.1.10.3 Approved list of graduate guidance committee not later than the end of the first semester of regular admission.

6.1.10.4 Approved plan of course work not later than the first semester of regular admission.

6.1.10.5 For Ph.D. grantees, results of the qualifying examination not later than two (2) weeks after the examination.

6.1.10.6 Results of general examination (for MS grantees or equivalent) and writing and oral comprehensive examinations (for Ph.D. grantees) not later than two (2) weeks after the examination.

6.1.10.7 Progress report on thesis/dissertation, including thesis/dissertation outline preparation, at the end of every semester/summer.

6.1.10.8 Results of the final examination not later than two (2) weeks after the examination.

6.1.10.9 A copy of approved thesis/dissertation outline not later than two (2) weeks after approval by the graduate.

6.1.10.10 A copy of transcript of records not later than one (1) month after submission of all requirements to the Graduate School.

6.1.10.11 For female grantee she should not become pregnant during the term of her scholarship grant.

6.2 Responsibilities after the scholarship/fellowship period:

After the completion of the requirements for the degree for which the fellowship was awarded or after the termination of the fellowship, the grantee shall:

6.2.1 Submit three (3) copies of thesis/special problem/field study/dissertation to the College through the scholarship/fellowship committee not later than two (2) weeks after the submission of the final copy to the Graduate School.

6.2.2 Submit a re-entry plan to the College on how to implement the skills acquired through scholarship/fellowship.

6.2.3 Clear himself/herself from all responsibilities and accountabilities incurred during the scholarship period.

6.2.4 Serve SSPC as indicated under Item 4.0 of these guidelines corresponding to the Plan of Scholarship availed of.

6.2.5 Shall reimburse the total scholarship value plus an interest of fifteen percent (15%) per annum if one or more of the following is/are committed:

- 6.2.5.1 Failure to render in full or in part the required length of service referred to above on account of resignation, voluntary retirement, separation from service through his/her fault, or other causes, within his/her control.
- 6.2.5.2 Willful abandonment of the scholarship program or leave of absence without approval.
- 6.2.5.3 Refusal to abide by and observe the terms and conditions of the fellowship grant.
- 6.2.5.4 Gross misconduct as defined by the Civil Service Code of Ethics and Conduct of Public Employees and Officials (R.A. 6713).

7.0 APPROVAL OF THESIS/DISSERTATION BUDGET

A grantee's proposed thesis/dissertation budget should be submitted to the President of the College, Attention: Scholarship/Fellowship Committee, for approval. The proposed budget, however, should accompany the thesis/dissertation outline which has been approved by the grantee's graduate guidance committee.

8.0 REIMBURSEMENT OF EXPENSES

The following expenditures shall be reimbursed by State Colleges whenever applicable:

- 8.1 Matriculation fee and other school fees.
- 8.2 Book allowance, provided, that books purchased in any particular semester/summer shall only be those related to the subject taken by the grantee and approved/certified to by his/her adviser.
- 8.3 Thesis/dissertation expenditures.
- 8.4 Travel expenses before and after the fellowship

period.

All requests for reimbursement should be made in writing to the College President through the Chairman of the Scholarship/Fellowship committee.

9.0 CLEARANCE

Grantee shall secure College/University clearance before the scholarship period.

10.0 COLLEGE/UNIVERSITY SCHOLARSHIP/FELLOWSHIP COMMITTEE

10.1 Composition

The College Scholarship/Fellowship Committee shall be composed by the following who shall be designated by the College President.

Chairman	- Vice President for Administration
Co-chairman	- Vice President for Academic Affairs
Members	- All Academic Deans
	- Administrative Officer V
	- A representative of the Personnel Association
Secretary	- Human Resource Management Officer III (Non-voting)

10.2 Powers, Functions and responsibilities of the State Colleges S/F Committee

10.2.1 Determine slots available for scholarship and the needs of the College for the field of specialization.

10.2.2 Evaluate, screen and interview applicants and recommend them to the College President for approval.

10.2.3 Assist the College President in establishing linkages with funding and academic institutions granting scholarships for degree and non-degree programs.

10.2.4 Monitor the activities and programs of the fellows.

10.2.5 Appraise the fellows about policy changes

in the college.

- 10.2.6 Evaluate, prioritize and give recommendation to improve thesis/dissertation of fellows.
- 10.2.7 Recommend legal action against reneging fellows.

11.0 SOURCES OF FUNDING

- 11.1 For the initial implementation of this program the State Colleges should appropriate an annual amount of P200,000.00.

12.0 MISCELLANEOUS PROVISION

- 12.1 Any grantee maybe recalled anytime within the scholarship/fellowship grant provided however that the grantee shall be notified of such recall at least two (2) months before the beginning of any semester.

13.0 EFFECTIVITY

These guidelines shall take effect upon approval by the Board of Trustees of the State Colleges.

14.0 REPEAL

All existing rules and regulations of the College which are in conflict with the provision of this Guidelines are hereby declared repealed and/or modified accordingly.

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D. OTHERS

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A P P E N D I C E S

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
DEPARTMENT OF GRADUATE STUDIES
Catbalogan, Samar

July 10, 1994

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

In my desire to finish my thesis within my term of study leave, I have the honor to submit for approval one of the following research problems, preferably number 1.

1. PROFESSIONAL OPPORTUNITIES: THEIR IMPLICATIONS TO TEACHERS' PERFORMANCE IN STATE COLLEGES IN SAMAR
2. SUPERVISORY PRACTICES OF UNIT HEADS IN TTMIST, CALBAYOG CITY
3. RELATIONSHIP BETWEEN EDUCATIONAL ADVANCEMENT AND JOB PERFORMANCE OF TEACHERS IN TTMIST, CALBAYOG CITY

I hope for your early and favorable action on this request.

Very truly yours,

(Sgd.) BARTOLOME O. ARAMBALA
Graduate Student

Recommending Approval:

(Sgd.) COSETTE C. OLIVA, Ph.D.
Head, Research and Development

APPROVED:

(Sgd.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate/Post Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME:	ARAMBALA	BARTOLOME	ORLANDA
	Surname	First Name	Middle Name

CANDIDATE FOR DEGREE: M.A. Ed.

AREA OF SPECIALIZATION: ADMINISTRATION & SUPERVISION

TITLE OF PROPOSED THESIS/DISSERTATION: PROFESSIONAL

OPPORTUNITIES: THEIR IMPLICATIONS TO THE

PERFORMANCE OF TEACHERS IN STATE COLLEGES IN SAMAR.

(SGD.) BARTOLOME O. ARAMBALA
Applicant

(SGD.) MARILYN D. CARDOSO
Name of Designated Adviser

CONFORME:

(SGD.) MARILYN D. CARDOSO
Adviser

APPROVED:

(Sgd.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate/Post Graduate Studies

APPENDIX C

SURVEY QUESTIONNAIRE-CHECKLIST
(For Administrators and Teachers)

November 3, 1994

To the Respondent,

This questionnaire-checklist is designed to elicit information on the study entitled, "PROFESSIONAL OPPORTUNITIES: THEIR IMPLICATIONS TO TEACHERS' PERFORMANCE IN STATE COLLEGES IN SAMAR," the success of which greatly depends on your wholehearted and sincere cooperation. Please indicate your honest responses as called for under each component. Rest assured that your responses will be highly confidential.

May I anticipate my most profound gratitude for a possibly 100% return of this questionnaire for which I will consider myself very much obliged to you. The questionnaire is here inclosed.

In retrieving the questionnaire, I will just visit you in your classroom or in your residence five days from now.

Thank you very much and more power to you and your colleagues.

Very sincerely yours,

BARTOLOME O. ARAMBALA
Researcher

PART I. PERSONAL INFORMATION

1. Name of Respondent (Optional) _____
2. Age _____ Sex _____ Civil Status _____
3. Name of School _____
4. Address of School _____
5. Position/Academic Rank (Please Specify) _____

6. Local Designation (If any) _____
7. Highest Educational Attainment _____

8. Monthly Salary _____
9. No. of Children _____
10. Length of Service _____
11. Scholarship Grants Enjoyed _____
12. In-service Trainings Attended _____

PART II. QUESTIONNAIRE PROPER

To what extent are you given the following professional opportunities in your school? Please encircle the number under each column corresponding to the indicator at the left side as, 5 for fully given, (FG); 4, for highly given (HG); 3, for moderately given (MG); 2, for slightly given (SG); and 1, for not given (NG).

=====					
Indicator	: FG :	HG :	MG :	SG :	NG
	: (5) :	(4) :	(3) :	(2) :	(1)
Promotion	5	4	3	2	1
Scholarship Grant	5	4	3	2	1
Seminar-Workshop	5	4	3	2	1
Part time teaching	5	4	3	2	1
Co-curricular activities	5	4	3	2	1
Committee chairmanship	5	4	3	2	1
Research development	5	4	3	2	1
Extension services	5	4	3	2	1
Income generating project	5	4	3	2	1
Awards and distinction	5	4	3	2	1
=====					

PART III - OPEN ENDED QUESTION

Please write your comments or suggestions relative to the giving of professional opportunities to teachers in your school.

THANK YOU !

APPENDIX D

COMPARISON OF THE TEACHERS' AND ADMINISTRATORS'
PERCEPTION ON THE EXTENT TO WHICH THE
TTMIST TEACHERS ARE GIVEN PRO-
FESSIONAL OPPORTUNITIES

x_1	x_1^2	x_2	x_2^2
3.10	9.61	3.93	15.44
1.99	3.96	3.28	10.76
2.34	5.47	3.42	11.70
2.25	5.06	3.26	10.63
2.88	8.29	3.42	11.70
2.90	8.41	3.79	14.36
2.13	4.53	2.79	7.78
2.40	5.76	2.52	6.35
2.13	4.54	2.46	6.06
1.93	3.72	2.51	6.30
$\Sigma x_1 = 24.05$	$\Sigma x_1^2 = 59.3713$	$\Sigma x_2 = 31.38$	$\Sigma x_2^2 = 101.074$

$$s_1^2 = 0.170116666$$

$$s_2^2 = 0.289284444$$

$$\bar{x}_1 = 2.405$$

$$\bar{x}_2 = 3.138$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(N_1-1) \cdot s_1^2 + (N_2-1) \cdot s_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$\begin{aligned}
 &= \frac{2.405 - 3.138}{\sqrt{\frac{9(0.17011666) + 9(0.28928444)}{18} + \frac{1}{10} + \frac{1}{10}}} \\
 &= \frac{-0.733}{0.214336443}
 \end{aligned}$$

$$t = -3.42$$

Table value: 2.10 at $L = .05$ & $df = 18$

Decision:

Since the computed t-value of -3.42 is more than table value of 2.10 at .05 level of significance at 18 degrees of freedom, the H_0 that "there is no significant difference between the perception of the teachers and those of the administrators on the extent to which the professional opportunities are given" is rejected.

APPENDIX E

COMPARISON OF THE TEACHERS' AND ADMINISTRATORS'
PERCEPTION ON THE EXTENT TO WHICH THE
SSPC TEACHERS ARE GIVEN PROFES-
SIONAL OPPORTUNITIES

x_1	x_1^2	x_2	x_2^2
3.19	10.18	3.15	9.92
2.64	6.97	2.92	8.53
3.07	9.42	3.48	12.11
2.47	6.11	2.79	7.78
3.29	10.82	3.68	13.54
2.79	7.78	3.18	10.11
2.76	7.62	3.24	10.50
2.62	6.86	2.95	8.70
2.42	5.86	2.25	5.06
2.27	5.15	2.45	6.00
$\Sigma x_1 = 27.52$	$\Sigma x_1^2 = 76.77$	$\Sigma x_2 = 30.09$	$\Sigma x_2^2 = 92.25$

$$\begin{aligned} \bar{x}_1 &= 2.752 & \bar{x}_2 &= 3.009 \\ s_1^2 &= 0.115106666 & s_2^2 &= 0.191387777 \end{aligned}$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(N_1-1)s_1^2 + (N_2-1)s_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$\begin{aligned}
 &= \frac{2.752 - 3.009}{\sqrt{\frac{9(0.115106666) + 9(0.191387777)}{18} + \frac{1}{10} + \frac{1}{10}}} \\
 &= \frac{-0.25706}{0.175669826}
 \end{aligned}$$

$$t = 1.46798$$

Table value: 2.10 at $L = .05$ & $df = 18$

Decision:

Since the computed t-value of 1.46798 is less than table value of 2.10 at .05 level of significance at 18 degrees of freedom the H_0 that "there is no significant difference between the administrators on the extent to which the professional opportunities are given" is accepted.

APPENDIX F

RELATIONSHIP BETWEEN THE PROFESSIONAL OPPORTUNITIES
AND THE PERFORMANCE OF TEACHERS IN TTMIST

X	Y	X ²	Y ²	XY
17.00	15.00	289.00	225.00	255.00
19.60	180.00	384.16	32,400.00	3,528.00
31.20	6.00	973.44	36.00	187.20
13.60	0.00	184.96	00.00	00.00
9.10	0.00	82.81	00.00	00.00
<u>ΣX=90.50</u>	<u>ΣY=201.00</u>	<u>ΣX²=1914.37</u>	<u>ΣY²=32,661.00</u>	<u>ΣXY=3,970.20</u>

$$\begin{aligned}
 r &= \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{N \Sigma X^2 - (\Sigma X)^2} \sqrt{N \Sigma Y^2 - (\Sigma Y)^2}} \\
 &= \frac{5(3970.20) - (90.50)(201.00)}{\sqrt{5(1914.37) - (90.50)^2} \sqrt{5(32661) - (201)^2}} \\
 &= \frac{1660.5}{\sqrt{1381.60} \sqrt{122904}} \\
 &= \frac{1660.50}{\sqrt{169,804,166.40}} \\
 &= \frac{1660.50}{13030.50}
 \end{aligned}$$

computed $v = 0.127$

Table value = .7545 at .05 L 5 df

Decision:

Since the computed r value of .127 is less than table value of 0.7545 at .05 level of significance and $n-5$ degrees of freedom, the H_0 that "there is no significant relationship between the professional opportunities and the teachers performance" is accepted.

APPENDIX G

RELATIONSHIP BETWEEN THE PROFESSIONAL OPPORTUNITIES
AND THE PERFORMANCE OF TEACHERS IN SSPC

X	Y	X ²	Y ²	XY
23.50	35.00	552.25	1225.00	822.50
50.20	228.00	2520.04	51984.00	11445.00
46.65	36.00	2176.22	1296.00	1679.40
15.20	0.00	231.04	0.00	0.00
10.75	0.00	115.56	0.00	0.00
<u>ΣX=146.30</u>	<u>ΣY=299.00</u>	<u>ΣX²=5595.115</u>	<u>ΣY²= 54505.00</u>	<u>ΣXY=13947.50</u>

$$\begin{aligned}
 r &= \frac{N \Sigma XY - (\Sigma X) (\Sigma Y)}{\sqrt{N \Sigma X^2 - (\Sigma X)^2} \sqrt{N \Sigma Y^2 - (\Sigma Y)^2}} \\
 &= \frac{5(13947.50) - (146.30)(299.00)}{\sqrt{5(5595.115) - (146.30)^2} \sqrt{5(54505) - (299)^2}} \\
 &= \frac{69737.5 - 43743.7}{\sqrt{(6571.885)(183124)}} \\
 &= \frac{25,993.8}{\sqrt{1,203,469,868.74}} \\
 &= \frac{25,993.8}{34,691.0632403}
 \end{aligned}$$

Computed $r = 0.749$

Tabular $r = 0.7545$ at $L=.05$ at $n = 5$

Decision:

Since the computed r value of .749 is less than table value of 0.7545 at .05 level of significance and $n-5$ degrees of freedom, the H_0 that "there is no significant relationship between the professional opportunities and teachers performance" is accepted.

APPENDIX H

Republic of the Philippines
Samar State Polytechnic College
DEPARTMENT OF GRADUATE STUDIES
Catbalogan, Samar

November 24, 1994

The President
Samar State Polytechnic College
Catbalogan, Samar
(Through Channels)

S i r :

I have the honor to request permission to scrutinize the performance ratings of the SSPC faculty as a requirement for my study entitled PROFESSIONAL OPPORTUNITIES: THEIR IMPLICATIONS TO TEACHERS' PERFORMANCE IN STATE COLLEGES IN SAMAR.

Inclosed is a machine copy of the approved request to conduct my study.

May I anticipate my sincere thanks for your favorable action in this regard.

Very truly yours,

(Sgd.) BARTOLOME O. ARAMBALA
Researcher

Recommending Approval:

(Sgd.) MARILYN D. CARDOSO
Adviser

(Sgd.) RIZALINA M. URBIZTONDO
Dean of Graduate Studies

APPROVED:

(Sgd.) DOMINADOR Q. CABANGANAN, Ed.D.
President

APPENDIX I

Republic of the Philippines
TIBURCIO TANCINCO MEMORIAL INSTITUTE
OF SCIENCE AND TECHNOLOGY
Calbayog City

November 10, 1994

The President
TTMIST, Calbayog City

S i r :

I have the honor to request for permission to field up my questionnaires on the study entitled, "PROFESSIONAL OPPORTUNITIES: THEIR IMPLICATIONS TO TEACHERS' PERFORMANCE IN STATE COLLEGES IN SAMAR," to distribute my survey questionnaire-checklist to teachers and administrators in Tiburcio Tancinco Memorial Institute of Science and Technology, Calbayog City.

Very truly yours,

(Sgd.) BARTOLOME O. ARAMBALA
Researcher

APPROVED:

(Sgd.) SENECIO D. AYONG, DPA/Ed.D.
College President

APPENDIX J

Republic of the Philippines
Samar State Polytechnic College
DEPARTMENT OF GRADUATE STUDIES
Catbalogan, Samar

November 8, 1994

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to request permission to field my questionnaires on the study entitled "PROFESSIONAL OPPORTUNITIES: THEIR IMPLICATIONS TO TEACHERS' PERFORMANCE IN STATE COLLEGES IN SAMAR," to the respondents in Samar State Polytechnic College (SSPC) in Catbalogan, Samar and the Tiburcio Tancinco Memorial Institute of Science and Technology (TTMIST) in Calbayog City during the second semester of school year 1994-1995 to meet my partial requirement for the degree Master of Arts in Education major in Administration and Supervision which I am presently pursuing in the Samar State Polytechnic College, Catbalogan, Samar.

Inclosed is the copy of the questionnaire-checklist which I will distribute to the teachers and administrators in the respondent state colleges.

I am anticipating my sincere gratitude for your favorable consideration in this regard.

Very truly yours,

(Sgd.) BARTOLOME O. ARAMBALA
Researcher

Recommending Approval:

(Sgd.) MARILYN D. CARDOSO
Adviser

APPROVED:

(Sgd.) RIZALINA M. URBIZTONDO, Ed. D.
Dean, Graduate & Post Graduate Studies

APPENDIX K

SURVEY QUESTIONNAIRE-CHECKLIST
(For Administrators and Teachers)

November 3, 1994

To the Respondent,

This questionnaire-checklist is designed to elicit information on the study entitled, "PROFESSIONAL OPPORTUNITIES: THEIR IMPLICATIONS TO TEACHERS' PERFORMANCE IN STATE COLLEGES IN SAMAR," the success of which greatly depends on your wholehearted and sincere cooperation. Please indicate your honest responses as called for under each component. Rest assured that your responses will be highly confidential.

May I anticipate my most profound gratitude for a possibly 100% return of this questionnaire for which I will consider myself very much obliged to you. The questionnaire is here inclosed.

In retrieving the questionnaire, I will just visit you in your classroom or in your residence five days from now.

Thank you very much and more power to you and your colleagues.

Very sincerely yours,

(Sgd.) BARTOLOME O. ARAMBALA
Researcher

PART I. PERSONAL INFORMATION

1. Name of Respondent (Optional) _____
2. Age _____ Sex _____ Civil Status _____
3. Name of School _____
4. Address of School _____

5. Position/Academic Rank (Please Specify) _____

6. Local Designation (If any) _____
7. Highest Educational Attainment _____

8. Monthly Salary _____
9. No. of Children _____
10. Length of Service _____
11. Scholarship Grants Enjoyed _____
12. In-service Trainings Attended _____

PART II. QUESTIONNAIRE PROPER

To what extent are you given the following professional opportunities in your school? Please encircle the number under each column corresponding to the indicator at the left side as, 5 for fully given, (FG); 4, for highly given (HG); 3, for moderately given (MG); 2, for slightly given (SG); and 1, for not given (NG).

Indicator	: FG :	HG :	MG :	SG :	NG
	: (5) :	(4) :	(3) :	(2) :	(1)
Promotion	5	4	3	2	1
Scholarship Grant	5	4	3	2	1
Seminar-Workshop	5	4	3	2	1
Part time teaching	5	4	3	2	1
Co-curricular activities	5	4	3	2	1
Committee chairmanship	5	4	3	2	1
Research development	5	4	3	2	1
Extension services	5	4	3	2	1
Income generating project	5	4	3	2	1
Awards and distinction	5	4	3	2	1

PART III - OPEN ENDED QUESTION

Please write your comments or suggestions relative to the giving of professional opportunities to teachers in your school.

THANK YOU VERY MUCH.

APPENDIX L

Republic of the Philippines
KOMISYON NG SERBISYO SIBIL
(CIVIL SERVICE COMMISSION)
Metro Manila

MC # 3, 1983

MEMORANDUM CIRCULAR No. 3

TO : ALL HEADS OF STATE COLLEGES AND UNIVERSITIES
AND ALL OTHERS CONCERNED

SUBJECT : Qualification Requirements for Appointment
of Faculty Members of State Colleges and
Universities

Under Resolution No. 123, series of 1976, the Civil Service Commission ruled that while the professorial staffs of state colleges and universities are exempt from civil service eligibility requirement because they belong to the closed career service, they shall, however, possess higher educational qualifications than those prescribed for elementary and secondary school teachers to qualify for permanent appointment or promotion.

In this connection, the Commission under Resolution No. 83-327 dated June 16, 1983 has adopted the following guidelines:

1. In line with Republic Act No. 4670, the minimum educational qualifications shall be as follows:
 - a. For Teachers/Instructors in two-year technical courses:
 - Bachelor of Science in Elementary Education;
 - Bachelor of Science in Education, or its equivalent, with a major or a minor; or
 - Bachelor of Arts or Science in fields other than Education supplemented by at least 18 units of professional education;
 - b. For Instructors/Professors at the collegiate level, a master's degree.

MC # 3, 1983

- 2 -

2. With the assistance of this Commission, state colleges and universities shall establish their own merit system, which shall include qualification requirements for their faculty and academic staff within one year from the issuance hereof.
3. In the meantime, the appointments of members of the faculty who meet the minimum qualifications herein mentioned or the qualifications prescribed by the college or university as approved by its Board of Regent shall be approved as permanent. Appointments of those who are not qualified shall be approved as temporary. They shall, however, be allowed to continue in the service and be given an opportunity to meet the minimum qualifications within two years from the establishment of the merit system of the college or university. If they still fail to meet the minimum qualification requirements within this two-year period they will be replaced by qualified applicants.

This Memorandum Circular shall take effect immediately.

(SGD.) ALBINA MANALO-DANS
Chairman

June 16, 1983

APPENDIX M

Republic of the Philippines
CIVIL SERVICE COMMISSION

M.C. No. 42, s. 1991

MEMORANDUM CIRCULAR

TO : ALL HEADS OF DEPARTMENTS, BUREAUS AND AGENCIES OF THE NATIONAL AND LOCAL GOVERNMENTS, INCLUDING GOVERNMENT-OWNED OR CONTROLLED CORPORATIONS WITH ORIGINAL CHARTERS AND STATE COLLEGES AND UNIVERSITIES

SUBJECT : POLICIES TO PROFESSIONALIZE THE CIVIL SERVICE

Pursuant to CSC Resolution No. 91-1560 dated December 12, 1991 and Section 12(1) of Subtitle A (Civil Service Commission), Title 6, Book V of E.O. No. 292 empowering it to enforce the constitutional and statutory provisions on the merit system for all levels and ranks in the civil service, the Civil Service Commission hereby promulgates the following policies:

1. Effective January 1, 1993:

- a. No substitution shall be allowed for the education and experience requirement of specific positions in government. If graduation from a college course is necessary for appointment to positions in the second level (PROFESSIONAL), deficiencies in college education may no longer be substituted with experience or vice versa;
- b. Except for civil service eligibility requirement, appointees to confidential/personal staff and other positions in the non-career service must meet the requirements of the position involved. Neither shall appointments be allowed in favor of persons 65 years old or over, even in coterminous positions;
- c. No extension of service shall be allowed for

those who have reached the compulsory retirement age except for those under consultancy status;

- d. Policies requiring an appointee to possess an eligibility resulting from a Bar or Board examination will be strictly enforced. For example, an appointee to any Accountant position must hereafter possess a CPA (RA 1080, as amended) eligibility;
- e. Accreditation of services for appointments not submitted to the Civil Service Commission will no longer be entertained.

2. Starting January 1, 1995:

- a. Except full-fledged lawyers and Doctors of Medicine, all appointees to division chief positions (SG-24) or equivalent rank must possess a Masteral degree in addition to the eligibility and experience requirement.

In no case shall an appointment be made effective prior to the publication of the vacancy in a newspaper of general circulation/Bulletin of Vacant Positions in the Government, prior to the date on which the appointee reports for duty, or its issuance by the appointing authority, whichever occurs later.

All those holding permanent appointments even if they do not meet the abovementioned standards for the specific positions as of the effectivity of these rules shall continue in a permanent capacity. However, they may not be promoted anymore to a higher position until they meet the qualification requirements of that higher position.

Agency heads are encouraged to identify staff members whose performance prefigures possible promotions. Staff development activities must be pursued to allow promising and deserving employees to finish requirements either for a basic college degree or graduate course leading to a Master's degree. Government employees are likewise advised to develop themselves either through their own initiative or by availing of development opportunities provided by the government or private institutions.

(Sgd.) PATRICIA A. STO. TOMAS
Chairman

December 12, 1991

CURRICULUM VITAE

NAME : BARTOLOME ORLANDA ARAMBALA

ADDRESS : Jose Avelino Street
Calbayog City

DATE OF BIRTH : August 24, 1950

PLACE OF BIRTH : Sta. Margarita, Samar

PRESENT POSITION : Assistant Professor I

STATION : Tiburcio Tancinco Memorial
Institute of Science &
Technology

CIVIL STATUS : Married

EDUCATIONAL BACKGROUND

Elementary Sta. Margarita Elementary School
Sta. Margarita, Samar

Secondary Tiburcio Tancinco Memorial
Vocational School, Calbayog
City, 1964-1968

College Leyte Institute of Technology
Tacloban City, 1968-1972

Graduate Studies Samar State Polytechnic College
Catbalogan, Samar
1990 - present

Curriculum pursued Master of Arts in Education

Major Administration and Supervision

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers, Tacloban City,
November 27, 1983, 71.27%

CERTIFICATE OF RECOGNITION/DISTINCTIONS

Certificate of Recognition . . .	Awarded for active participation for teachers development program level IV, Department of Education, Culture and Sports, Calbayog City, April 2-8, 1979
Certificate of Appreciation . .	For having rendered meritorious achievement as Public Information Officer, Brgy. Monbon, Sta. Margarita, Samar, 1980-1981
Certificate of Merit	Awarded for the meritorious services and support accorded to the Calbayog City Associate Council, Boy Scout of the Philippines, 1986
Certificate of Appreciation . .	Awarded for Outstanding Services rendered, First Boy Scouts and Girl Scouts Municipal Camporee November 23-26, 1988
Certificate of Appreciation . .	For valuable services as Trainor/facilitator in the sports Clinic Seminar Workshop, Tacloban City, September 25, 1992
Award of Recognition	For meritorious and dedicated services as coach in Automotive Mechanics, First Provincial Youth Skills Olympics, Catbalogan, Samar, September 20-21, 1993

POSITIONS HELD

Designated as Skills Trainor . .	Basic Trade Skills Training Program, National Manpower Youth Council, Calbayog City, 1978
Secondary School Teacher	Tabango Vocational School Tabango, Leyte June 1974
Secondary School Teacher	Tiburcio Tancinco Memorial/ Vocational School, Calbayog City November 1975
College Instructor	Tiburcio Tancinco Memorial Institute of Science and Technology Calbayog City December 1, 1990
Examiner I	Career Service Professional Examination/Career Subpro- fessional Examination Calbayog City, July 29, 1990, November 29, 1992, and October 17, 1983
Area Chairman	Automotive Technology, TTMIST Calbayog City 1991-1993
Member	Constituting Automotive Technical Committee TTMIST Calbayog City 1988-1989

SEMINARS/WORKSHOP ATTENDED

Three-Day Leadership Training Workshop in Physical
Education, Christ the King College, Calbayog City, August
7-9, 1978

Teachers Development Training Program Level IV, Calbayog
City Division, Samar, April 2-8, 1979

Skills Upgrading for Vocational Teachers, National Manpower and Youth Council, Manila, April 16 to May 31, 1979

National Manpower and Youth Council/Programs Implementation Seminar Workshop, Tacloban City, August 28-29, 1979

Faculty In-service Training, TTMIST, Calbayog City, February 27, 1980

Values Formation and Development Seminar Workshop, TTMIST, Calbayog City, September 10-11, 1984

Seminar on the Monitorized Supervisory Scheme, Tiburcio Tancinco Institute of Science and Technology, Calbayog City, February 18-19, 1986

Teachers Skills Development Program, National Manpower and Youth Council, Manila, April 21 to May 30, 1986

Summer Institute for Staff Development Program, Samar State Polytechnic College, Catbalogan, Samar, April 21 to May 28, 1988

Seminar-Workshop on Research and Extension, Visayas State College of Agriculture, Baybay, Leyte, October 26-28, 1988

Seminar on Thesis/Dissertation Writing and Advising, Samar State Polytechnic College, Catbalogan, Samar, May 3-4, 1990

Annual Planning Work-Conference, TTMIST, Calbayog City, June 10-14, 1991

Sports Clinic of State Colleges and Universities Seminar Workshop, Tacloban City, September 26, 1992

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