



**RUSTICA D. BADILLO**

## **NEEDS ANALYSIS OF THE MATHEMATICS TEACHERS OF THE DLSU COLLEGE OF BUSINESS AND ECONOMICS: ITS IMPLICATIONS FOR A FACULTY TRAINING PROGRAM\***

Professor Badillo is a full-time math faculty member of the Business Management department of the DLSU College of Business and Economics. She obtained her BS Math degree from UST, and MS in Teaching from DLSU.

*The primary objective of this study was to look into the various needs of the Mathematics teachers of the DLSU College of Business and Economics (CBE). Specifically, it aimed to analyze these needs to determine the implications for a faculty training program.*

IN SCHOOL, there have been training programs related to faculty development. However, the researcher feels that good planning and implementation of any training program may be achieved only after conducting a thorough study of its subjects.

Using the descriptive-survey method, the study was conducted among the Mathematics teachers of DLSU-CBE. These teachers comprise 44% of the teaching force of the Business Management Department (one of the six departments in CBE). Six teachers are full-timers and eight are part-timers.

Three instruments were constructed to gather the necessary information, namely: the Personal Information Sheet, the Needs Survey Instrument (NSI), and the Survey Instrument for Teaching Effectiveness. (See Exhibit 1 for the NSI).

After the survey, a comprehensive faculty profile and the individual faculty rating were obtained. The data gathered from the NSI—the main tool used in this study—were subjected to statistical analysis like ranking and test of difference between means for grouping of needs.

On the assessment of the needs, the researcher determined the priorities of the teachers, and interpreted the results using the following *Lickert-type scale*:

- 5 - very much needed
- 4 - much needed
- 3 - moderately needed
- 2 - slightly needed
- 1 - not needed

These were the findings:

1. The teachers had top priority for fairness in school policies regarding promotions, hiring, and reclassification of faculty.
2. The teachers perceive that the following needs were within the range of "much needed" to "very much needed": good working conditions; better faculty benefits; recognition/appreciation of accomplishments by superiors/peers; security of departmental/college policies; incentives for research; base income; improved salary; and subject loading.
3. The teachers perceived that the following needs were within the range of "moderately needed" to "much needed": upgrading of oneself with current issues on education and related areas; professional friendship; knowledge of new techniques in test construction; broadening of one's knowledge of subject matter through regular in-service training; better skills in motivating students; better relationships with students; closer teacher interaction; compatible workgroup; better quality of supervision;

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improved teaching skills; convenient class schedule; opportunity to exercise leadership in job; formal schooling to finish MBA/DM; opportunity to represent the school in seminars/conferences; better skills in presenting lessons; involvement in social activities; mastery of subject matter; better compliance with departmental/college requirements; willingness to accept change; and fairness and promptness in giving feedback to students.

4. The teachers perceived the following to be "moderately needed": readiness to help others and ability to adjust to new policies and procedures.
5. An important feedback given by each of the Math teachers regarding the items above was supplied by the answers to the additional question at the end of the Needs Survey Instrument. Findings revealed that all teachers felt there was no existing interrelationship among the 35 needs. In their opinion every need was independent of the other.

After interviewing a random sample of four Mathematics teachers, it was found out that they consider each need as having a unique identity. It was also a common suggestion that meeting these needs as they are grouped will improve the teachers' effectiveness and competence.

From the results given above the researcher concluded that the teachers:

1. Perceive that their physiological, reward, and security needs must be met ahead of the departmental and social needs;
2. In their never ending search for excellence in teaching, view that there is evident uniqueness

in each of their needs;

3. View faculty development positively; and
4. Give very little attention to changes in school administration, because the "ability to adjust to new policies and procedures" got the lowest rank.

In view of the above, the researcher recommends that the school administration should:

1. Review for possible improvement the school's policies (Departmental/College) regarding:
  - a. Promotions, hiring, and reclassifications
  - b. Benefits and working conditions
  - c. Recognition of teacher's accomplishments
  - d. Research incentives
  - e. Workload
2. Evaluate the past and on-going activities related to faculty development.
3. Evolve a faculty training program which is responsive to the:
  - a. Specific needs of the Mathematics teachers
  - b. Entrepreneurial thrust of the Business Management Department (i.e., requiring Math teachers to act as Practicum co-advisers)
  - c. Objectives of the College for its faculty (i.e., requiring Math teachers to teach Business courses and to achieve visibility in Business Research)
4. Implement this training and involve both full-time and part-time faculty members.

### EXHIBIT 1

#### Needs Survey Instruments

Instruction: Read each item carefully before making a decision. Answer each one according to the following scale:

- 5 - very much needed
- 4 - much needed
- 3 - moderately needed
- 2 - slightly needed
- 1 - not needed

Encircle the number that represents your degree of need for each item.

#### I. Physiological Needs

- |                            |   |   |   |   |   |
|----------------------------|---|---|---|---|---|
| 1. Base income             | 5 | 4 | 3 | 2 | 1 |
| 2. Good working conditions | 5 | 4 | 3 | 2 | 1 |

<b>II. Safety and Security Needs</b>						
1.	Improved salary	5	4	3	2	1
2.	Better faculty benefits	5	4	3	2	1
3.	Security in job	5	4	3	2	1
4.	Stability of workload	5	4	3	2	1
5.	Awareness of departmental/ college policies	5	4	3	2	1
<b>III. Social Needs</b>						
1.	Better relationships with students	5	4	3	2	1
2.	Closer teacher interaction/better sense of belongingness with fellow teachers	5	4	3	2	1
3.	Compatible work group/better understanding of each other's personality	5	4	3	2	1
4.	Involvement in social activities	5	4	3	2	1
5.	Better quality of supervising	5	4	3	2	1
6.	Professional friendship	5	4	3	2	1
<b>IV. Ego, Status, and Esteem (Reward) Needs</b>						
1.	Fairness of school policies regarding promotions/hiring/reclassifications	5	4	3	2	1
2.	Recognition/appreciation of accomplishments by supervisors/peers	5	4	3	2	1
3.	Opportunity to exercise leadership in job	5	4	3	2	1
4.	Incentives for research	5	4	3	2	1
5.	Subject loading	5	4	3	2	1
6.	Convenient class schedules	5	4	3	2	1
7.	Opportunity to represent the school in seminars/conferences	5	4	3	2	1
<b>V. Self Actualization (Development) Needs</b>						
<b>A. Professional Needs</b>						
1.	Broadening of one's knowledge of subject matter through regular in-service training	5	4	3	2	1
2.	Upgrading oneself in current issues on education and related works	5	4	3	2	1
3.	Formal schooling to finish MBA/ DM	5	4	3	2	1
4.	Improved teaching skills	5	4	3	2	1
5.	Mastery of subject matters	5	4	3	2	1
6.	Better skills in presenting lesson	5	4	3	2	1
7.	Better skills in motivating students to learn	5	4	3	2	1
8.	Knowledge in new techniques in test construction	5	4	3	2	1
9.	Skills in speech and communication performance	5	4	3	2	1
10.	Knowledge in discipline techniques	5	4	3	2	1
<b>B. Attitudinal Needs</b>						
1.	Better compliance with departmental/ college requirements	5	4	3	2	1
2.	Willingness to accept change	5	4	3	2	1
3.	Ability to adjust to new policies and procedures	5	4	3	2	1
4.	Fairness and promptness in giving feedback to students	5	4	3	2	1
5.	Readiness to help others	5	4	3	2	1
<b>VI. Other Needs</b>						

Please feel free to specify other needs that you would want to add. Indicate if there are interrelationships existing among the items above.

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