

# **Person-Oriented Approaches as an Organization Development Intervention on the Transformation of the High School Teaching Personnel of Saint Michael College of Caraga, Philippines**

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## **ABSTRACT**

Transformative education is the conscious response by progressive educators to mold the active, committed, democratic, nationalist citizenry they want and as a conscious response to problems of society and the kind of society, they want to build. This study assess the ratings before and the evaluation ratings after the interventions. This study utilized the assessment and evaluation methods and the descriptive comparative design. The instruments were the personnel data form, teaching performance survey questionnaire, and service with a heart inventory checklist from the EQ service with a heart book of Dr. Patricia Patton. Based on the findings of the study, it is concluded that there are significant differences in the high school teaching personnel of SMCC before and after the implementation of the ODI. The effects of the person-oriented approaches on the high school teaching personnel of SMCC yield a significant positive change on the educational qualification, performance rating, and emotional quotient. It was recommended that the school must continue the Faculty Development Plan of the personnel. This includes graduate school studies and seminars, workshops, and symposiums with internal or external based. Also, the Board of Trustees must appropriate budget for continuing education as part of the annual school budget allocation.

## KEYWORDS

Approaches, organization development, Intervention on the Transformation, descriptive comparative design, Philippines

## INTRODUCTION

Philippine society is at the threshold of a new era, one characterized by rapid change and the emergence of knowledge as the most important economic resource. To live up to its mandated role as the country's font of knowledge and its primary engine of change, the school system must take decisive steps to recast itself from the hidebound institution that it has become into a more vibrant, responsive and dynamic institution. Such a transformation requires nothing less than a complete reorientation of its political, social, and economic architecture.

Transformative education is the conscious response by progressive educators to mold the active, committed, democratic, nationalist citizenry they want and as a conscious response to problems of society and the kind of society, they want to build. Several elements come into play in implementing transformative education. The most important elements are the administration which represents the school as an institution, the teachers which are the direct implementing agents, and the curriculum which is the strategy for transforming our students (Tujan, 2004).

Like the metamorphosis of a butterfly, the educational system must also transform to be globally competitive and to have academic excellence. Starting with the most important factor in the organization which is the people.

Metamorphosis is the change in the structure and habits of an animal during growth. The egg starts the life cycle of a butterfly. The caterpillar is the second stage in the development of a butterfly. The caterpillar then begins the next stage of its metamorphosis called the pupal stage. This is the stage where a complete change takes place. The old larval tissues are changed into new adult tissues, and this is now the beautiful butterfly (Wrigglesworth, (2015).

Transforming the high school teaching personnel of SMCC is one of the most priority areas for development since the administration believe that the teachers are the front liners of the organization.

On the year 2000, the Planning & Development Center of SMCC was established. The office organized a general assembly represented by different sectors: personnel, students, alumni, and parents. School's strengths and weaknesses were assessed. New vision- mission was formulated that is: Saint Michael College of Caraga is a Christian Center of Learning for Academic Excellence and Integral Human Development.

As such SMCC commits itself to:

a.) Implement value-oriented curricula in all departments to enhance the total development of the pupils and/or students; b.) Provide academic strategies and/or courses that would help the students or pupils develop their skills and gain knowledge to prepare them as effective leaders and professionals in the future; c.) Intensify Christian formation programs that would enable the students or pupils to live their faith and practice a moral, cultural and spiritual values as pro-life, pro-country and nature-friendly human persons; and d.) Inculcate the positive Filipino values, customs, and traditions for them to take a wholesome pride of being a Filipino.

To provide the best academic training in the region, the Planning and Development Center formulated the Vision 2020 Master Development Plan way back in the year 2000.

## **ORGANIZATIONAL PROBLEMS**

To realize this Vision 2020, there is a need for Saint Michael College of Caraga (SMCC) to assess the status of the high school teaching personnel being the core of the organization and the first area for development in the Vision 2020 master plan. Furthermore, the administration of SMCC felt that there is a problem with the high school teaching personnel of SMCC on the areas of a.) Educational qualifications, b.) Teaching performance as rated by the students and c.) Emotional quotient. And for these reasons, in order to verify the feelings of the administrators if it is true or not, the researcher who is the Director for Academic Affairs and Head of the Planning & Development Center as part of his job conducted an assessment among the 12 full-time faculty members of the high school department of SMCC on the year 2005 based on the problems felt by the administration.

## **FRAMEWORK**

Institutional planning is the process of thinking, deciding, and sharing so that an institution becomes a model institution according to its purpose (Maquiso, 1983). Planning will help visualize the future and create a framework to guide actions in the future (Anderson & International Institute for Educational Planning, 1991). Charting a course of action, several sorts of information may be needed, and these data may be gathered through assessment and evaluation methods (Best & Khan, 2016).

Any assessment of the process of institutional planning and development should be based on the steps taken as planned, and those taken incidentally. The purpose of process evaluation is to assess what is happening in institutional planning and development, what is causing it to happen and why, as well as the alternatives available so that the long-range institutional goal can be attained earlier than projected, and

based on such conclusions, the next phase in institutional planning and development may be undertaken.

The methods of assessment will determine to a great extent of the frequency. If the method will include clientele, alumni, and perhaps others such as policymakers, and the like as respondents, then the cost will naturally increase as well as the volume of work (Maquiso, 1983).

On human institutions under change, it is the people that bear the final impact of this change. For it is they that discover and feel the need for change; it is they that propose and implement change. They who are considered to be either the cause for change or worst, the object of change (Martires, 1993).

Human resource is an invaluable and vital asset of any nation. In it is a raw state, however, it is capable of generating rapid development and progress. This is the reason why through the years, a great deal of attention has been directed toward manpower development. It is an accepted dictum that companies should provide a training program for its workers (Miranda & Miranda, (1996).

According to Patton (1998), organizations and employees should conduct a Service With A Heart Inventory (SWAHI) to determine how much, or how little heart is infused into their services and organizations.

Service should be a two-way street. It is what you give and what you get. The giving is the best of yourself and the getting is the self-satisfaction of knowing that you have cared, been creative and have built bridges of customer support, rather than help tear them down. The challenge of the 21<sup>st</sup> century will be to add a heart in the business environment in a way that enhances productivity, team synergy, and employee and management relationships for outstanding customer service. A little EQ equations:

$$\begin{aligned} &\text{Heart in the Product (care, skill and consideration)} \\ &+ \\ &\text{Heart in the Service (emotional attunement, creativity, love and motivation)} \\ &= \text{Profitability, Proactivity \& Productivity} \end{aligned}$$

After a thorough assessment, problems have been diagnosed and interventions are formulated. According to Martinez (2000), interventions are the approaches and techniques that are applied to improve knowledge, attitudes, skills and performance of individuals and groups concerned and of the entire organization. Person-Oriented Approaches is one among the different types of interventions like the Content-Oriented Approaches, Process-Oriented Approaches, and the combination of various approaches.

Person-Oriented Approaches includes three (3) approaches: individual, group and organization. Individual approaches include a.) coaching and counseling, b.) career planning, c.) training, and d.) interpersonal peacemaking. Group approaches include: a.) group problem solving, b.) team building and development, c.) intergroup meetings, d.) role analysis techniques, e.) group dynamics, f.)T-Group, g.) Organization mirror,

h.) Quality circles. Organization approaches include a.) deep sensing, and b.) matrix management.

Individual–Oriented Approaches work best for problems which are rooted in certain individuals. Counseling and coaching assist an individual in a directive way to arrive at a solution to his problem. In career planning, each plan by pathing his career with the aid of the organization. His abilities and strengths are checked against his aspirations. Training includes seminars, workshops, conferences, tour, grants, and the likes. Where general broadening is needed, he goes through an educational program to obtain a degree which takes a longer duration. Interpersonal peacemaking involves the process of making individuals who are in conflict with each other, interface each other through dialogues, group interviews, and role play.

Group-Oriented Approaches are used wherein groups are involved in the root problems. Group problem-solving approach involves the group in identifying and diagnosing problems and selecting from alternative courses of action their best possible solution(s). Where relations between groups are strained or overly hostile, the inter-group meeting is used. Through lists made of the characteristics of each other and issues between them, each group image is known, clarified and corrected. Action steps are taken by the group resolving the issues and responsibilities are assigned for the actions. Team building and development consists of exercises, contests, and games that make the group members aware of their group weaknesses. This can be either family team building or role analysis team building.

In dealing with the entire organization, deep sensing have had its values in utility. Deep sensing technique is used for as long as organization leaders and members are truly sincere in identifying the ills of the organization and are willing to take corrective measures. The commitment to improve is strong, and thus it can study and analyze itself objectively after it has sensed its wrongs and mistakes (Martires, 1999).

## **OBJECTIVES OF THE STUDY**

Specifically, the study aimed to answer the following objectives;

1. To assess the ratings before and the evaluation ratings after the interventions;
2. To determine the significant differences in the ratings before and after the implementation of the ODI; and
3. To determine the transformation indicators that support the planned interventions.

## **STATEMENT OF NULL HYPOTHESIS**

Ho. There are no significant differences in the ratings before and after the implementation of the ODI.

## METHODOLOGY

### Methods Used

This study utilized the assessment and evaluation methods and the descriptive comparative design to determine the development of the high school teaching personnel of Saint Michael College of Caraga.

### Research Subjects

The research subjects are the twelve (12) full-time teachers who are the recipient of the planned interventions and the 207 sample size population from the 280 total population based on the computation for sample size determination using the Slovinc Formula.

### Research Environment

The study was conducted at Saint Michael College of Caraga, located at Atupan Street, Nasipit, Agusan del Norte, Philippines. It is about 26 kilometers from Butuan City, the regional center of Region XIII- Caraga Administrative Region. The school site has a land area of 6,447 square meters strategically situated in the heart of the town of Nasipit, beside the Saint Michael Church and at the back of the town's plaza.

Saint Michael College of Caraga (SMCC) was founded on July 1, 1948, with a permit to operate in Secondary Education. SMCC was then under the name Saint Michael's Institute and was changed to its present name on the year 2000. SMCC is a Christian, non-stock, non-profit institution under the Diocese of Butuan. Fr. Francisco Van Dyke was the first Director. In 1975, a layman became the first layman School Director in the person of Mr. Gregorio Orais.

### Research Instrument

The research instruments are the personnel data form, teaching performance survey questionnaire, and service with a heart inventory checklist from the EQ service with a heart book of Dr. Patricia Patton.

For the educational qualification a checklist was formulated by the researcher and quantified as follows:

<b>Qualifications</b>	<b>Quantification</b>
BS Degree Holder	1
BS Degree Holder with Master's Units	2
Master's Degree Holder	3
Master's Degree Holder with Doctoral Units	4
Doctoral Degree Holder	5

For the performance rating, the instrument used by the guidance center of SMCC was utilized. There are two (2) parts of the instrument. Part I is all about the professional attitude, appearance, and students rapport. Part II is all about the effectiveness of teaching and is divided into two areas: a.) knowledge of subject matter, and b.) classroom management. This is quantified as follows:

- 5 - Excellent
- 4 - Very Good
- 3 - Good
- 2 - Fair
- 1 - Poor

The emotional quotient instrument was taken from the book of Dr. Patricia Patton “Emotional Intelligence Service With A Heart.” It had ten (10 items) answerable by yes (2) or no (1) and quantified as:

- 2 - Competent
- 1 - Not Competent

### **Procedure for Gathering Data**

Preliminary preparation starts with a letter of request to conduct the study to the School President. After the approval assessment was made and diagnosis of the problems of the human resources of the high school department of SMCC were identified.

The researcher formulated the planned interventions and presented it to the members of the Board of Trustees (BOT) for approval. After the approval of the planned interventions, the researcher implemented it. The evaluation was made after almost two years of implementation of the planned interventions.

### **Statistical Analysis**

The following statistical techniques were used pursuant to the needs of the problems in this study: frequency, mean, Z test, T-test, was used to determine the educational qualifications.

The educational qualifications of the high school teaching personnel showed a significant difference before an after ODI. The BS Degree Holder before ODI has 9 out of 12 teachers or 75% while after ODI it became 1 out of the 12 teachers or 8.33%. This means that the high school teachers have enrolled in a master’s program causing the downfall on the number of teachers earning BS Degree Holder. On the part of BS Degree Holder with master’s units, three teachers or 25% before ODI were enrolled in a masters program and after ODI it increases to 11 teachers out of 12 or 91.67%. There are no master’s degree holder, master’s degree holder with doctoral units, and doctoral degree holder.

Table 1. The Comparison of the Educational Qualifications of the High School Teaching Personnel of SMCC Before and after the implementation of the ODI

	Z test	Critical Value	Decision
BS Degree Holder	- 4.51	+ 1.69	Reject Ho
BS Degree Holder with Master's Units	4.50	+ 1.69	Reject Ho

The educational qualifications of the high school teaching personnel of SMCC have significant difference before and after ODI. The BS Degree Holder showed a reduction in number while those BS Degree holders with master's units significantly increased in number after the implementation of the ODI. The career pathing on the individual approach played an important role in terms of convincing the teachers to enroll master's program. According to Mchane (2000), training is designed to help get employees adjusted to the work situation, develop his pride in and enthusiasm for the job, maintain high standards of service, and help prepare him for advancement. Forms of training include orientation, on-the-job training, job rotation, apprenticeship, and travel/observation tours, conferences, lectures, seminars, study grants, vestibule training, and distance learning.

The Faculty Development Program designed by the researcher is considered to be effective since the teachers were motivated to enroll master's program even some of the teachers are on the age bracket of between 40's and 50's. Teachers enrolled in a master's program will be 100% free of expenses from tuition fee and other fees, transportation, and accommodations. Also, additional compensation in salary increases if a teacher will enroll in a master's program. The units earned in their study, as well as the number of hours attended in any professional enhancements like seminars, workshops, etc. will be additional points to the ranking system implemented by the management. In return, the teacher who avails the scholarship program will serve 1 semester of study as to 1 year of service. If s/he transfers or resign s/he must pay all the expenses during the period of study.

### **Performance Rating**

Table 2 shows the performance rating of the high school teaching personnel as rated by the students before and after the implementation of the ODI.

Table 2. Part I of the Performance Rating of the High School Teaching Personnel of SMCC as Rated by the Students before and After the Implementation of the ODI.

	Before ODI		After ODI		t-value	Critical Value	Decision
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description			
Part I.							
Professional Attitude, Appearance, and Students Rapport							
1. Always clean and orderly in person, dress and habits	3.51	Very Good	4.09	Very Good	12.89	1.645	Reject Ho
2. Consistently alert and emotionally Mature	3.36	Good	3.91	Very Good	11.25	1.645	Reject Ho
3. Has good relation with students	3.54	Very Good	3.86	Very Good	6.38	1.645	Reject Ho
4. Shows respect, is refined in speech and manners	3.58	Very Good	3.85	Very Good	6.22	1.645	Reject Ho
AVERAGE	3.50	Very Good	3.93	Very Good	9.17	1.645	Reject Ho

Part I is the professional attitude, appearance, and students rapport interpreted as very good before and after the implementation of the ODI but it differs in numerical value since before ODI it has a weighted mean of 3.50 and after ODI it has a weighted mean of 3.93. Among the four items the item “consistently alert and emotionally mature” before ODI was rated 3.36 or interpreted as good but after ODI it was rated 3.91 or very good. The remaining items of part I were rated very good before and after ODI.

Although some items retained the same interpretation, they increased in figure values which showed a significant difference.

Tujan (2004), said that the teacher acts as a mediator between the lived experiences of students and the curricular and disciplinary content that must be covered. As a mediator, the teacher has the responsibility through the choice of pedagogical content to make meaningful connections between the students’ lived experiences and the curricular and disciplinary content.

Part II of the teacher’s performance evaluation is the effectiveness of teaching. This is divided into two areas: A.) Knowledge of the subject matter and B.) Classroom management.

Table 3. Part II of the Performance Rating of the High School Teaching Personnel of SMCC as Rated by the Students Before and After the Implementation of the ODI.

	Before ODI		After ODI		t-value	Critical Value	Decision
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description			
Part II Effectiveness of Teaching							
A. Knowledge of Subject Matter							
1. Welcomes questions/ requests/ Clarification	3.69	Very Good	3.98	Very Good	5.85	1.645	Reject Ho
2. Makes lesson interesting	3.41	Good	3.79	Very Good	7.22	1.645	Reject Ho
3. Presents topics, illustrations & Varied examples	3.39	Good	3.71	Very Good	6.43	1.645	Reject Ho
4. Mentions principles, theories & Authors	3.32	Good	3.58	Very Good	5.26	1.645	Reject Ho
5. Helps think critically	3.29	Good	3.60	Very Good	6.60	1.645	Reject Ho
6. Connects lesson to current development, life situations & experiences.	3.59	Very Good	3.82	Very Good	5.90	1.645	Reject Ho
AVERAGE	3.45	Good	3.75	Very Good	6.21	1.645	Reject Ho
B. Classroom Management							
1. Handles individual/group discipline tactfully	3.41	Good	3.84	Very Good	8.29	1.645	Reject Ho
2. Fair in dealing with students	3.58	Very Good	3.73	Very Good	3.45	1.645	Reject Ho
3. Gives attention to the physical arrangement & cleanliness of the classroom	3.56	Very Good	3.83	Very Good	6.29	1.645	Reject Ho
4. Adopts a system in routine work	3.36	Good	3.57	Very Good	4.79	1.645	Reject Ho
5. Punctual in starting & ending Classes	3.40	Good	3.65	Very Good	4.56	1.645	Reject Ho
6. Checks attendance regularly	3.52	Very Good	3.66	Very Good	3.03	1.645	Reject Ho
7. Maintains good conduct of students in class	3.38	Good	3.73	Very Good	7.00	1.645	Reject Ho
8. Maintains proper academic atmosphere & discipline in all classes	3.45	Good	3.82	Very Good	7.39	1.645	Reject Ho
AVERAGE	3.46	Very Good	3.73	Very Good	5.60	1.645	Reject Ho

On the area of knowledge of the subject matter, there are six (6) items of which only the items a.) Welcomes questions/requests/clarification and b.) Connects lesson to current development, life situations and experiences were rated very good before ODI and the remaining four (4) items, a.) Makes the lesson interesting, b.) Presents topics, illustrations and varied examples, c.) Mentions principles, theories and authors, and d.) Helps think critically were rated good before ODI. After ODI all items were rated very good. The average mean before ODI was 3.45 or good while after ODI it was rated very good with a mean of 3.75.

On the area of classroom management, there were eight (8) items. Before ODI among the eight items, there were only three (3) rated as very good while the remaining five (5) were rated good. Among the very good rating were the following items: a.) fair in dealing with the students with a mean of 3.58, b.) gives attention to the physical arrangement and cleanliness of the classroom with a mean of 3.56, and c.) checks attendance regularly with a mean of 3.52. The items with a rating of good before ODI were as follows: a.) handles individual/ group discipline tactfully with a mean of 3.41, b.) adopts a system in routine work with a mean of 3.36, c.) punctual in starting and ending classes with a mean of 3.40, d.) maintains good conduct of students in class with a mean of 3.38, and e.) maintains proper academic atmosphere and discipline in all classes with a mean of 3.45.

After ODI, all the items under classroom management were rated very good. Before ODI it has an average mean of 3.46 or very good while after ODI it has an average mean of 3.73 or very good.

The faculty development program, team building, spiritual enhancement and benchmarking develop the performance of the personnel by gaining more knowledge and skills due to their continuing education. The team building and spiritual enhancements promote bonding and harmonious relationships among one another. The meetings and assemblies promote freedom of expression and cooperation among teachers thus, motivating them to work hard and increase their level of performance.

Tujan (2004), said that teachers, in general have a working knowledge of teaching and learning principles having been taught during pre-service training. However, their actual teaching experience applying and adjusting these principles in actual instructional setting necessarily helped them evolve their belief system about teaching and learning. This belief system contains their views about knowledge, the teaching and learning process, their disposition as a teacher, and their view of education.

In the new paradigm of education for transformation, the teacher takes the role of a change agent. As a change agent, the teacher is expected to provide learning opportunities that will enable learners to possess and produce the knowledge, values, and skills that will empower them to navigate their world and effect the changes necessary.

The 21<sup>st</sup>-century teacher is holistic and balanced. S/he must possess knowledge, skills, and values that are transformational.

Table 4. The Frequency of the Teacher's Performance Rating as Rated by the Students Before and After the Implementation of the ODI.

	Before ODI		After ODI	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Excellent	0	0	0	0
Very Good	3	25	8	66.67
Good	9	75	4	33.33
Fair	0	0	0	0
Poor	0	0	0	0

The teacher's performance rating increased in rating after the implementation of the ODI. Before ODI there were 9 out of 12 teachers or 75% rated as good by the high school students and only 3 out of 12 or 25% rated very good. After ODI there were 8 out of 12 teachers or 66.67% rated very good and 4 out of 12 or 33.33% rated good by the high school students. The result showed a significant difference in the performance rating of the high school teaching personnel as rated by the students.

Table 5. The Emotional Quotient of the High School Teaching Personnel of SMCC Before and After ODI.

	Before ODI		After ODI		t-value	Critical Value	Decision
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description			
1. I know what makes me emotional w/customers.	1.83	Competent	2	Competent	5.86	1.812	Reject Ho
2. I know what my customers are feeling about my service.	1.83	Competent	1.92	Competent	2.25	1.812	Reject Ho
3. I harmonize emotions with my service.	1.67	Competent	1.92	Competent	3.36	1.812	Reject Ho
4. I am positive about my job.	1.92	Competent	2	Competent	5.36	1.812	Reject Ho
5. I take responsibility for my actions.	1.92	Competent	2	Competent	5.36	1.812	Reject Ho
6. I remember to thank my customers for their trust.	1.83	Competent	1.92	Competent	3.37	1.812	Reject Ho
7. I value my co-worker.	1.83	Competent	2	Competent	5.99	1.812	Reject Ho
8. I can quickly identify my feelings.	1.83	Competent	2	Competent	5.86	1.812	Reject Ho
9. I am creative in my work.	1.58	Competent	1.83	Competent	3.18	1.812	Reject Ho
10. I know how to resolve conflicts.	1.67	Competent	2	Competent	7.30	1.812	Reject Ho
AVERAGE	1.79	Competent	1.96	Competent	4.79	1.812	Reject Ho

The emotional quotient of the human resources of the high school department before ODI has an average mean of 1.79 or competent while after ODI it has an average mean of 1.96 or competent.

Among the ten (10) items, before ODI the lowest mean was on the item I am creative in my work with a mean of 1.58. Followed by the items I know how to resolve conflicts and I harmonize emotions with my service with a mean of 1.67. The five (5) items have a mean of 1.83 were as follows: a.) I know what makes me emotional with customers, b.) I know what my customers are feeling about my service, c.) I remember to thank my customers for their trust, d.) I value my co-worker, and e.) I can quickly identify my feelings. The last two (2) items have a mean of 1.92 this were the items: a.) I am positive about my job, and b.) I take responsibility for my actions.

Though the interpretation before the ODI was already competent, it was still part of the intervention designed by the researcher for the improvement of the numerical value and to have sustainability of the EQ competency among the high school teaching personnel.

The team building and spiritual enhancement increased the level of understanding and patience among human resources. The in-service training for customer service and emotional quotient added skills in terms of dealing with personal emotions and proper handling of customers which are the students.

According to Patton (1998), organizations and employees should conduct a Service With A Heart Inventory (SWAHI) to determine how much, or how little heart is infused into their services and organizations.

Service should be a two-way street. It is what you give and what you get. The giving is the best of yourself and the getting is the self-satisfaction of knowing that you have cared, been creative and have built bridges of customer support, rather than help tear them down. The challenge of the 21<sup>st</sup> century will be to add a heart in the business environment in a way that enhances productivity, team synergy, and employee and management relationships for outstanding customer service. A little EQ equations:

$$\begin{aligned} &\text{Heart in the Product (care, skill, and consideration)} \\ &+ \\ &\text{Heart in the Service (emotional attunement, creativity, love, and motivation)} \\ &= \text{Profitability, Proactivity \& Productivity} \end{aligned}$$

Heartless service is when we are not functioning in a way that brings us in tune with others. It is generated when employees care little about the service, the clients, their jobs or themselves. This can pollute an office and sabotage the efforts of a company. It can even lower the success rate of a product or service if the person representing the company has no heart for what he is doing.

Table 6. The Comparison of the High School Teaching Personnel Before and After the Implementation of the ODI.

Educational Qualifications	Z Test	Critical Value	Decision				
BS Degree Holder	-4.51	+ 1.69	Reject Ho				
BS Degree Holder with Master's Units	4.50	+1.69	Reject Ho				
	Before ODI		After ODI		t-value	Critical Value	Decision
	Weighted Mean	Verbal Description	Weighted Mean	Verbal Description			
<b>Performance Rating</b>							
Part I. Professional Attitude, Appearance, and Students Rapport	3.50	Very Good	3.93	Very Good	9.17	1.645	Reject Ho
Part II. Effectiveness of Teaching							
A. Knowledge of Subject Matter	3.45	Good	3.75	Very Good	6.21	1.645	Reject Ho
B. Classroom Management	3.46	Very Good	3.73	Very Good	5.60	1.645	Reject Ho
<b>Emotional Quotient</b>	1.79	Competent	1.96	Competent	4.79	1.812	Reject Ho

The table presents the comparison of the high school teaching personnel before and after the implementation of the ODI on the areas of educational qualifications, performance rating as rated by the students, and emotional quotient.

The z-value on the educational qualifications of the BS Degree Holder is -4.51 lower than the critical value of 1.69 and the area of BS Degree Holder with Master's Units is 4.50 greater than the critical value of 1.69. Since this is a two-tailed test it means that if the z value is greater either positive (+) or negative (-) the null hypothesis is rejected. Thus, the hypothesis of no significant difference in the educational qualifications of the human resources is rejected meaning that there is a significant difference in the educational qualifications before and after the implementation of the ODI.

On teaching performance, the part I which is the professional attitude, appearance, and student's rapport have a t-value of 9.17 compared to the critical value of 1.645. The t-value is greater than the critical value thus, the hypothesis of no significant difference is rejected.

On Part II of the performance rating which is the area on knowledge of the subject matter has a t-value of 6.21 greater than the critical value of 1.645. Thus, rejecting the hypothesis of no significant difference in the performance rating.

On Part II-B of the performance rating which is the classroom management, the t-value is 5.60 greater than the critical value of 1.645 thus, rejecting the hypothesis which means that there is a significant difference in the performance rating of the human resources of the high school department of SMCC.

The emotional quotient t-value is 4.79 greater than the critical value of 1.812 that means the hypothesis is rejected meaning there is a significant difference in the emotional quotient of the human resources of the high school department before and after the implementation of the ODI.

According to Martires (1999), interventions are the approaches and techniques that are applied to improve knowledge, attitudes, skills, and performance of individuals and groups concerned and of the entire organization. Person-Oriented Approaches is one among the different types of interventions

## **TRANSFORMATION INDICATORS**

The table of comparison showed significant differences in the high school teaching personnel of SMCC after the implementation of the planned interventions.

### **1. Educational qualifications**

The number of teachers before the ODI were majority BS Degree holder. After two years of ODI implementation, only one (1) teacher is a BS Degree Holder, and the 11 teachers are currently enrolled in master's program according to their area of specialization at Philippine Normal University Prosperidad Campus, Father Saturnino Urios University in Butuan City, and Lourdes College in Cagayan de Oro City.

Among the 11 teachers taking master's program, two (2) passed the comprehensive examination, six (6) earned 36 units, and three (3) earned 18 units.

The certification of the subjects taken from the schools where they studied and the certificates on the different training attended will justify and serve as indicators of development and transformation of the high school teaching personnel of SMCC.

### **2. Performance Rating**

The performance rating of the high school teaching personnel of SMCC increased from good to very good. As observed through our constant monitoring and classroom supervision their behavior and strategies of teaching greatly improved. Teachers now use in their classes PowerPoint presentations and make classes livelier, fun, and lots of inter- actions among teachers and students.

### **3. Emotional Quotient**

The emotional quotient of teachers also developed. They are now closer among other teachers. The groupings between juniors and seniors are lessened and they now work hand in hand. The teachers are more approachable and assist students in their problems and acts as "loco parentis."

## CONCLUSION

Based on the findings of the study, it is concluded that there are significant differences in the high school teaching personnel of SMCC before and after the implementation of the ODI. The effects of the person-oriented approaches on the high school teaching personnel of SMCC yield a significant positive change on the educational qualification, performance rating, and emotional quotient.

## RECOMMENDATIONS

The following recommendations were formulated based on the findings of the study:

The school must continue the Faculty Development Plan of the personnel. This includes graduate school studies and seminars, workshops, and symposiums with internal or external based. Also, the Board of Trustees must appropriate budget for continuing education as part of the annual school budget allocation.

For the researcher, to recommend to the Board of Trustees of SMCC to come-up with a policy in terms of non-hiring of teachers with no master's degree according to their field of specialization.

That the school must continue the benchmarking, spiritual enhancement, and team building activities of the high school teaching personnel for team unity, cooperation, and emotional quotient development.

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