

TEACHING PERFORMANCE OF GUIMARAS STATE COLLEGE FACULTY AS PERCIEVED BY THE STUDENTS

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The research study was conducted to determine the teaching performance of Guimaras State College faculty members as perceived by the students during the first and second semester of the school year 2005-2006.

The descriptive research design was used in this study. The respondents of this study were the forty-seven (47) permanent faculty members of Guimaras State College composed of deans, department heads, program chairs, professors, and instructors. The data on the actual performance of the faculty members as perceived by the students for the school year 2005-2006 was taken from the official Performance Rating of the Faculty conducted by the College per semester. The statistical tools used were frequency count, means, percentages, t-test, and one-way Analysis of Variance (ANOVA). The inferential statistics were set at a 0.05 level of significance.

The major findings of the study were: Majority of the faculty members were classified as old or having ages above forty-two (42) years old, female, married, more than 37 years in service, having teaching loads below 24 units per week, and were bachelor's degree holders with master's degree units. Most of the teachers were in salary grade 13.

In terms of levels of teaching performance, results revealed that as perceived by the students, Guimaras State College faculty members have outstanding performance according to categories of variables used.

There were no significant differences in the level of the teaching performance as perceived by the students when categorized under the independent variables used.

There were no significant relationships in the level of the teaching performance as perceived by the students when categorized in the variables of age, sex, marital status, length of teaching experience, salary grade, and number of teaching loads. However, a significant relationship was observed in the teaching performance and educational qualifications of the respondents.

Introduction

An approach of evaluating teachers' characteristics in terms of their relevance to teaching effectiveness is to consider both the different roles the teacher plays in culture as well as the relative importance of these various roles. What is an effective teacher? Is there a relationship between teachers' characteristics and effectiveness in teaching? These questions have been the topic of various studies conducted to define scientifically the distinguishing qualities of an effective teacher.

An effective teacher is one who is able to convince most, if not all, of his or her students to do quality work in school. His or her aim is to work up to his capacity, not to lean on his shovels as so many are doing now (Bossess, 1990).

Lardizabal and associates (1991) attempted to answer these questions, but a common criterion has not been established. However, they explained some degree of agreement on the essential traits and abilities generally related to quality teaching. In addition, they said that administrators evaluate the teachers' performance along certain instructional and personal or social competencies that fit together with teaching skills, management skills, guidance skills, and evaluation skills.

But what really is an effective teacher? Many educators say that an effective teacher is a good teacher. Foreign and local studies have been conducted to identify the effective teacher or to predict success in the teaching profession. Some have looked into the relationship of these qualities with pupils' academic performance.

Evaluating one's teaching performance is an effective way of improving instruction. It is just like looking into the mirror and viewing one's teaching practices. It gives feedback to the teacher concerned on what needs improvement in the teaching practice.

Students' evaluation of their teachers' teaching practices can be a rich source of data on teaching effectiveness. The students, being the direct beneficiaries of their teachers' instruction, can very well assess how much they have learned from a particular teacher.

Effective teaching which are manifested by the teaching practices of the teachers can be seen and observed by the students particularly in their Commitment, Knowledge of the Subject, Teaching for Independent Learning and Management of Learning.

In the case of Guimaras State College, the faculty are evaluated in their performance on a per semester basis. This is done by four evaluators which constitute the teacher himself, the students, the peers and the supervisor. Evaluation forms prepared for this purpose is given by the College for fair assessment of the teachers' teaching performance.

One good indicator of effectiveness of the teacher's performance is through student's evaluation since they are the recipients of the way teachers conduct their classes in the classroom, hence, this study.

Statement of the Problem

This study aimed to determine the teaching performance of Guimaras State College Faculty members as perceived by the students during the first and second semester of school year 2005-2006.

Specifically, this study seeks answers to the following questions:

1. What is the profile of the GSC Faculty as to age, sex, marital status, educational qualification, length of teaching experience, salary grade, and number of teaching loads?
2. What is the teaching performance level of GSC Faculty when grouped as to age, sex, marital status, educational qualification, length of teaching experience, salary grade, and number of teaching loads?
3. Is there a significant difference in the teaching performance of GSC Faculty when grouped as to age, sex, marital status, educational qualification, length of teaching experience, salary grade, and number of teaching loads?
4. Is there a significant relationship between each of the independent variables and the teaching performance of the GSC Faculty as perceived by the students?

Methodology

The descriptive method of research was used in this study to determine the teaching performance of Guimaras State College faculty as perceived by the students. Descriptive research is appropriate for studies, which aim to find out what prevail in the present condition or relationships, held opinions and beliefs, process and effects, and developing trends.

The respondents of this study were the forty seven (47) permanent faculty members of Guimaras State College composed of deans/department heads, department chairs, professors and instructors.

The data used in this study such as on the subject's age, sex, highest educational qualification, length of service or experience and salary grade were taken from the existing data available in the office of the Human Resource Personnel Guimaras State College with the proper permission from the concerned faculty members.

The data on the performance of the faculty members as perceived by the students for SY 2005-2006 were from the official Performance Rating evaluation conducted at the end of every semester by the office of the Vice President for Academic Affairs. The instrument for teaching effectiveness rates the faculty in four (4) areas of instruction namely, commitment, knowledge of the subjects, teaching for independent learning and management of learning. Each area has eight items for a total of 32 items. Using the weight of 0.625 for every item the highest possible points for teaching effectiveness is 100 points. Stipulated in the guidelines, the teacher's performance is evaluated on the basis of the 5 points performance scale. The first item in each aspect has a value of 5 with the descriptive rating of outstanding; the second is 4 with the descriptive rating of very satisfactory; the third is 3 with a descriptive rating of satisfactory, the fourth is 2 with the descriptive rating of fair, and the last is 1 with a descriptive rating of poor. All permanent facultative staff of the college was included in the study.

The researchers requested permission from the office of the Vice President for Academic Affairs to look into the records of the teachers on file at the office of the Human Resource Personnel and upon approval, the researchers made duplicate copies of all teachers' ratings as submitted by the Area Chairs. When the copies of the rating forms were completed and collected, the researcher tallied and tabulated the data stipulated there in. From the tabulated data, the researchers made interpretations and derived conclusions and formulated constructive recommendations.

All data gathered were tallied, tabulated, computed, and analyzed based on the rating scale stated in the instrument. Appropriate statistical tool were used to answer the questions asked for. Frequency count, weighted mean, percentages and One-way Analysis of Variance (ANOVA) were used.

The data was collected /gathered, sorted, tabulated and processed statistically using the Statistical Packages for Social Sciences (SPSS) software. The data was statistically analyzed to answer the specific objectives of the study and to test the null hypotheses.

To determine the teaching performance of Guimaras State College faculty as perceived by the students, descriptive statistics was used such as frequency, means and percentages. For inferential statistics, t-test and One-way ANOVA were utilized. The level of significance set was 0.05. The frequency count, mean, t-test, One-way ANOVA (Analysis of Variance) and Least Significant Difference (LSD) Post Hoc Test was used.

Results and Discussion

This chapter presents the results of the study and interpretation of data. The findings of the study were based on the data obtained using research methods and procedure. Interpretation and analysis of data are presented in the light of the stated problems and hypotheses.

Profile of the Faculty

The variables included in the profile are age, gender, civil status, length of service, salary grade, educational qualification and number of teaching loads.

Age

As gleaned from table 1, out of forty seven (47) respondents, eleven (11) or about 23.4% are young and thirty-six (36) or about 76.6% are old. This means that majority of the respondents have an ages above forty two (42) years and were classified as old. Those having ages of 42 years old and below were classified as young.

Table 1
Frequency Distribution of Faculty Respondents' Age

Age	Frequency	Percentage (%)
Young	11	23.4
Old	36	76.6
Total	47	100

Sex

Data in Table 2 presents the distribution of the respondents in terms of sex. Results revealed that out of forty-seven (47) respondents, seventeen (17) or about 36.4% were male and thirty (30) or about 63.8% were female. This means that the majority of the respondents were female, or the majority of the faculty population at Guimaras State College was female-dominated.

Table 2
Frequency Distribution of Faculty Respondents' Sex

Sex	Frequency	Percentage (%)
Male	17	36.2
Female	30	63.8
Total	47	100

Civil Status

Data in table 3 presents the distribution of the faculty respondents in terms of civil status. Results revealed that, out of forty seven (47) respondents, six (6) or about 12.8% were single, forty (40) or 63.8% were married and one (1) or 2.1% is widow. This means that majority of the respondents were married.

Table 3
Frequency Distribution of Faculty Respondents' Civil Status

Civil Status	Frequency	Percentage (%)
Single	6	12.8
Married	40	65.1
Widow	1	2.1
Total	47	100

Length of Service

Data in table 4 presents the distribution of the respondents in terms of length of service. Results showed that out of forty seven (47) respondents, thirteen (13) or 27.7% have short length of service (17 years and below) and thirty-four (34) or 72.3% have longer years in service (18 years and above). This means that majority of the respondents were in GSC for 18 years and above.

Table 4
Frequency Distribution of Faculty Respondents' Length of Service

Length of Service	Frequency	Percentage (%)
(Short) 17 yrs & below	13	27.7
(Long) 18 yrs & above	34	72.3
Total	47	100

Salary Grade

Data in table 5 presents the distribution of the respondents in terms of salary grade. Results revealed that 15 or 31.9% of the faculty members having Salary Grade 13, 10 or 21.3% were receiving Salary Grade 12, 7 or 14.9% got Salary Grade 15, 5 or 10.6% got Salary Grade 16 & 17, four (4) or 8.5% got Salary Grade 14 and only one (1) or 2.1% got Salary Grade 18.

Table 5
Frequency Distribution of Faculty Respondents' Salary Grade

Salary Grade	Frequency	Percentage (%)
12	10	21.3
13	15	31.9
14	4	8.5
15	7	14.9
16	5	10.6
17	5	10.6
18	1	2.1
Total	47	100

Number of Teaching Loads

Table 6 presents the distribution of the respondents in terms of number of teaching loads. Data revealed that majority (25) or 53.2% of the respondents were carrying a load of below 24 units or categorized as under load, 16 or 34% carries the load of exactly 24 units, categorized as normal load and six (6) or 12.8% carries the load of above 24 units, categorized as over load.

Table 6
Frequency Distribution of Faculty Respondents'
Number of Teaching Loads

Number of Teaching Loads	Frequency	Percentage (%)
Under load (below 24 units)	25	53.2
Normal load (24 units)	16	34
Over load (above 24 units)	6	12.8
Total	47	100

Educational Qualification

Data in table 7 presents the frequency distribution of the respondents in terms of educational qualification. Results revealed that out of forty seven (47) respondents, twenty-six (26) or 55.3% were holders of Bachelor's degree with masters units, eleven (11) or 23.4% were full fledged Master's degree holder with doctoral units, five (5) or 10.6% were bachelor's degree holder, four (4) or 8.5% were masters degree holder and one (1) or 2.1% is a full fledged doctoral degree holder. This means that majority of the respondents were Bachelors Degree holder with Masters Units.

Table 7
Frequency Distribution of Faculty Respondents'
Educational Qualification

Educational Qualification	Frequency	Percentage (%)
BS	5	10.6
BS with MA	26	55.3
MA	4	8.5
MA with Ph D	11	23.4
PhD	1	2.1
Total	47	100

Level of Teaching Performance as Perceived by the Students Age and Teaching Performance

Data in table 8 presents level of teaching performance of the GSC faculty members grouped as to the variable of age. Results revealed that based on the perception of the students, both the young and older teachers have an outstanding performance as revealed by the mean of 4.685 and 4.738 for young and old teachers respectively. This rating fell under the category of outstanding. This result implied that there were no differences in the performance of the teachers whether they are old or young.

Table 8
GSC faculty Member's Level of Performance Categorized With Age

Age	Mean	Std. Deviation	Interpretation
Young	4.685	0.139	outstanding
old	4.754	0.203	outstanding
Total	4.738	0.191	Outstanding

Scale: 4.21-5.00 - Outstanding; 3.41-4.20 - Very satisfactory; 2.61-3.40 - Satisfactory; 1.81-2.60 - Fair and 1.00-1.80 - Poor

Sex and Teaching Performance

Results revealed that students rated the performance of their faculty members outstanding when classified as to the variable of sex. The male and female faculty members got the mean rating of 4.769 and 4.720, respectively interpreted as outstanding. This implied that both the male and female GSC faculty has an outstanding performance as perceived by the students. Data are presented in table 9.

Table 9
Performance of Faculty Members Grouped as to the
Category of Sex (N-47)

Sex	Mean	Std. Deviation	Interpretation
Male	4.769	0.129	outstanding
Female	4.72	0.219	outstanding
Total	4.738	0.191	outstanding

Scale: 4.21-5.00 - Outstanding; 3.41-4.20 - Very satisfactory; 2.61-3.40 - Satisfactory; 1.81-2.60 - Fair and 1.00-1.80 - Poor

Civil Status and Teaching Performance

Results also revealed that students rated the performance of their faculty members outstanding when classified as to the variable of civil status. The single, married and widowed faculty members got the mean rating of 4.698, 4.741, and 4.830, respectively. These all fall under the category of outstanding. This implied that the students perceived that civil status did not pose any differences in the performance and delivery of services of their teachers whether they are single, married, or widow. Data are presented in table 10.

Table 10
Performance of Faculty Members Grouped as to
Civil Status (N-47)

Civil Status	Mean	Std. Deviation	Interpretation
Single	4.698	8.727E-.02	outstanding
Married	4.741	0.204	outstanding
Widow	4.830		outstanding
Total	4.738	0.191	outstanding

Scale: 4.21-5.00 - Outstanding; 3.41-4.20 - Very satisfactory; 2.61-3.40 - Satisfactory; 1.81-2.60 - Fair and 1.00-1.80 - Poor

Length of Service and Teaching Performance

Data in table 11 presents the teaching performance of the GSC faculty members classified as to length of service as perceived by the students. Results revealed that faculty members who have served 17 years and below in GSC or collectively categorized as short and got the mean performance rating of 4.712 or interpreted as outstanding while those who have served the school 18 years and above or collectively categorized as long got the mean performance rating of 4.748 or interpreted as outstanding as well. This implied that as perceived by the students, performance of the GSC faculty members did not vary when categorized as to length of service.

Table 11
Performance of Faculty Members Grouped as to
Length of Service (N-47)

Length of Service	Mean	Std. Deviation	Interpretation
17 yrs & below (Short)	4.712	0.145	outstanding
18 yrs & above (Long)	4.748	0.207	outstanding
Total	4.738	0.191	outstanding

Scale: 4.21-5.00 - Outstanding; 3.41-4.20 - Very satisfactory; 2.61-3.40 - Satisfactory; 1.81-2.60 - Fair and 1.00-1.80 - Poor

Number of Teaching Loads and Teaching Performance

Data in table 12 presents the teaching performance of the GSC faculty members as perceived by the students classified as to number of teaching loads as perceived by the students. Results revealed that faculty members who have teaching loads lower than 24 units per week (under load) got the mean performance rating of 4.768 or interpreted as outstanding, those having the regular load of 24 units per week (normal load) got the mean performance rating of 4.754 or interpreted also as outstanding. Those faculty members carrying the load of more than 24 units per week (overload) got the mean rating of 4.570 or interpreted as outstanding as well. This implied that the performance of the GSC faculty members as perceived by the students did not vary when categorized as to number of teaching loads as perceived by the students.

Table 12
Performance of Faculty Members Grouped as to
Teaching Loads (N-47)

Number of Teaching Loads	Mean	Std. Deviation	Interpretation
Under load	4.768	0.132	outstanding
Normal load	4.754	0.157	outstanding
Over load	4.570	0.374	outstanding
Total	4.738	0.191	outstanding

Scale: 4.21-5.00 - Outstanding; 3.41-4.20 - Very satisfactory; 2.61-3.40 - Satisfactory; 1.81-2.60 - Fair and 1.00-1.80 - Poor

Educational Qualification and Teaching Performance

Table 13 presents the level of teaching performance when grouped as to the category of educational qualification. Results revealed that as perceived by the students, the teachers' performance were all outstanding. The mean performance rating for those teachers who are bachelors degree holder was 4.436, BS degree holders but have MA units got the mean rating of 4.762, those who are full fledged masters degree holders got the mean rating of 4.730, full fledged MA holders with Ph. D units got the rating of 4.833 and for the one who is a Ph. D holder got the rating of 4.610.

Table 13
Performance of Faculty Members Grouped as to
Educational Qualifications (N-47)

Educational Qualification	Mean	Std. Deviation	Interpretation
BS	4.436	0.337	outstanding
BS with MA	4.762	0.131	outstanding
MA	4.73	0.203	outstanding
MA with Ph D	4.833	9.384E-.02	outstanding
PhD	4.610		outstanding
Total	4.7384	0.191	outstanding

Scale: 4.21-5.00 - Outstanding; 3.41-4.20 - Very satisfactory; 2.61-3.40 - Satisfactory; 1.81-2.60 - Fair and 1.00-1.80 - Poor

Salary Grade and Teaching Performance

Data in table 14 presents the teaching performance of the GSC faculty members as perceived by the students classified as to salary grade. Results revealed that irregardless of salary grade whether they belonged to salary grade 12 or 18, they all have an outstanding performance as evaluated by the students. This implied that the performance of the GSC faculty member did not vary when categorized as to salary grade level or to the amount of compensation received per month.

Table 14
Performance of Faculty Members Grouped as to
Salary Grade (N=47)

Salary Grade	Mean	Std. Deviation	Interpretation
12	4.71	0.138	outstanding
13	4.66	0.267	outstanding
14	4.89	3.30E-02	outstanding
15	4.76	0.149	outstanding
16	4.78	0.137	outstanding
17	4.83	9.17E-02	outstanding
Total	4.7384	0.191	outstanding

Scale: 4.21-5.00 - Outstanding; 3.41-4.20 - Very satisfactory; 2.61-3.40 - Satisfactory; 1.81-2.60 - Fair and 1.00-1.80 - Poor

III. DIFFERENCE IN TEACHING PERFORMANCE AS TO VARIABLES.

3.1 Difference in teaching performance as to age, sex and length of teaching experience.

The researcher would like to determine the significant differences in the teaching performance of the GSC faculty when they are classified according to age are shown in table 15. The t-test computations revealed not significant differences in the teaching performance of the GSC faculties when grouped according to age.

The obtained t-probability $t(45) = 1.165$, $p = .250$ was not significant at .05 level of significance when respondents was categorized as to age. This means that the null hypothesis that there is no significant difference in the teaching performance of the GSC faculty when grouped according to age was accepted. This result implied that the age of the respondents did not affect their teaching performance.

The t-test computations of $t(45) = .772$, $p = .444$ showed not significant differences in the teaching performance of the GSC faculty members when grouped according to sex, thus the null hypothesis was accepted. This result implied that the sex of the respondents did not affect their teaching performance.

Furthermore, the t-test computations revealed not significant differences in the teaching performance of the GSC faculties when grouped according to the length of service rendered to the school. Since the obtained value of $t(45) = .578$, $p = .566$, thus the null hypothesis is accepted. This result implies that the length of service of the respondents did not affect their teaching performance.

Table 15

T-test Results for the teaching performance of the GSC faculty members when group according to age, sex and length of service

Compare Groups	Df	Mean	SD	t-ratio	t-probability (two-tailed)(p)	Remarks
Age						
Young	45	4.7587	0.2058	1.165	0.25	NS
Old	29.851	4.8825	0.1332	1.432	0.162	
Sex						
Male	45	4.7679	0.1295	0.772	0.444	NS
Female		4.7226	0.2166	0.901	0.372	
Length of Teaching Experience						
Long	45	4.7478	0.2073	0.578	0.566	NS
Short	31.259	4.7115	0.1446	0.677	0.503	

Difference in teaching performance as to salary grade

The ANOVA computations revealed no significant differences in the teaching performance of the GSC faculty members when grouped according to salary grade as shown in table 16.

The obtained value of .289 was not significant at the .05 level of significance when respondents were categorized as to salary grade. This means that the null hypothesis that there is no significant difference in the teaching performance of the GSC faculty when grouped according to salary grade was accepted. This result implied further that the salary grade of the respondents did not affect their teaching performance.

Table 16

Summary Table of ANOVA for the Teaching Performance of the GSC Faculty Members When Grouped as to Salary Grade

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	.228	5	4.56E-02	1.286	0.289 ^{ns}
Within Groups	1.453	41	3.54E-02		
Total	1.681	48			

p* > .05 - ns the mean difference is not significant at the 0.5 level

Relationship Between Teaching Performance with the Independent Variables Tested

The relationships between the teaching performances of the GSC faculty members with the independent variables as evaluated by the students. The researcher used Pearson r at 0.05 levels using the two tailed test.

The result showed a positive and significant relationship existed between the teaching performance and the educational qualification of the GSC faculty members as perceived by the students. This was supported by an r-value equal to 0.335, and the p-value equal to 0.021, $p < .05$, hence significant. All other independent variables tested for relationship with teaching performance such as age, sex, civil status, salary grade and number of teaching loads showed no significant relationship. Data are presented in table 17.

Table 17
Summary Table of Pearson Correlation in the Teaching
Performance of the GSC Faculty as Perceived by the Student when
Grouped according to Independent Variables

Area	Age	Sex	Civil Status	Length of teaching exp.	Salary Grade	Educ'l Qualification	No. of Teaching Loads	Performance
Performance Pearson Correlation	.171	-.114	.073	.086	.204	.335*	-.056	1.000
Sig. (2-Tailed)	.250	.444	.626	.566	.170	.021	.707	
N	47	47	47	47	47	47	47	47

* Correlation is significant at 0.05 level (2 - tailed)

Summary

The research study was conducted to determine the teaching performance of Guimaras State College Faculty members as perceived by the students during the first and second semesters of school year 2005-2006.

Specifically, this study will seek answer to the following questions:

1. What is the profile of the GSC Faculty as to age, sex, and marital status, and education qualification, length of teaching experience, salary grade, and number of teaching loads?
2. What is the teaching performance level of GSC Faculty when grouped as to age, sex, marital status, educational qualification, length of teaching experience, salary grade, and number of teaching loads?
3. Is there a significant difference in the teaching performance of GSC Faculty when grouped as to age, sex, marital status, educational qualification, length of teaching experience, salary grade, and number of teaching loads?
4. Is there a significant relationship between each of the independent variables and the teaching performance of the GSC Faculty as perceived by the students?

The descriptive research design was used in this study. The respondents of this study were the forty seven (47) permanent faculty members of Guimaras State College composed of deans / department heads, department chairs, professors and instructors. The data used in this study such as on the subject's age, sex, highest educational qualification, length of service or experience and salary grade were taken from the existing data available in the office of the Human Resource Personnel with the proper permission from the concerned faculty members. The data on the actual performance of the faculty members as perceived by the students for SY 2005-2006 was the official Performance Rating used by the College for this school year. The statistical tools used were frequency count, means, percentages, t-test and One-way Analysis of Variance (ANOVA). The inferential statistics were set at 0.05 level of significance.

Findings:

The significant findings were as follows:

1. The profile of the respondents were as follows:
 - a. Majority of the faculty members were classified as old or having an ages above forty two (42) years old.
 - b. Majority of the respondents were female and married.
 - c. Majority of the respondents were in GSC for more than 17 years.
 - d. Most of the teachers (31%) were within salary grade 13.
 - e. During this school year, majority of the respondents carried the teaching loads of below 24 units per week which is the regular load of the teachers prescribed for Guimaras State College.
 - f. Majority of the faculty members were still Bachelors degree holder but with masters units already.
2. In terms of levels of teaching performance, results revealed that as perceived by the students, GSC faculty members have outstanding performance according to categories of variables used..
3. There were no significant differences in the level of the teaching performance as perceived by the students when categorized under the independent variables used.
4. There were no significant relationship in the level of the teaching performance as perceived by the students when categorized in the variables of age, sex, marital status, length of teaching experience, salary grade and number of teaching loads. However, a significant relationship was observed in the teaching performance and educational qualification.

Recommendations

Based on the results of this study, the researchers made the following recommendations:

1. For better delivery of service to the students, teachers should be encouraged to pursue higher education and finish their master's degree and later on proceed to doctoral degree.
2. To counter check the effectiveness of the instrument as a gauge in determining the perceptions of the students as to the performance of their teachers, another standardized instrument which measures the teaching performance will be used so that the result of this study will be verified..
3. Data needed for future researches in this area will be gathered by the researchers themselves and not just depend on the existing data at the office of the VP for Academic affairs so that biases will be eliminated in the actual gathering of student's perception of the teaching performance of the faculty members.

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