EUROPEAN ACADEMIC RESEARCH
Vol. IV, Issue 9/ December 2016

Impact Factor: 3.4546 (UIF)
DRJI Value: 5.9 (B+)

ISSN 2286-4822
www.euacademic.org

Assessment on the Deans' Evaluation and Students' Evaluation at the Pamantasan ng Lungsod ng Muntinlupa, S.Y. 2016-2017

REY S. GUEVARRA, Ph.D.,P.D.
Master Teacher 2
Parañaque National High School, Baclaran
Part-time Professor
Pamantasan ng Lungsod ng Muntinlupa
Part-time Professor
Universidad de Manila

Abstract:

The main purpose of this study is to assess the deans' evaluation and students' evaluation at the Pamantasan ng lungsod ng Muntinlupa. Hence, assessment of the study pertaining to dean's and student's evaluation such as teachers personality, classroom management, student success, student engagement, learning climate, instructional variety, higher thought process, lesson clarity and task orientation. Moreover, this study determines the level of extent of the indicators. The researcher utilized the descriptive method for gathering data and also the researcher arranges a set of carefully prepared and logically ordered questions. Also, the degree of relationship existing between dean's evaluation and student's evaluation is very high positive correlation, using the range of values for the interpretation of the Pearson r. While, arithmetic mean, and frequency percentage distribution are also part in the computation of demographic profile and items that are connected to the nine indicators. Results shows that teacher-respondents were married, which also means that in the College

of Teacher Education (CTE) teacher-respondents are devoted to their profession and at the same time they are also good motivators to their students. In addition, Majority of the teacher-respondents have their M.A. units, which also means that teachers in the tertiary level are all required to finish graduate studies because it is a requirement by the Commission on Higher Education (CHED).Furthermore, majority of the teacher-respondents were answered outstanding in terms of the nine indicators used in dean's and student's evaluation. Lastly, the obtained relationship is significant at the 0.05 level, i.e., there exist a real correlation between the deans' evaluation and students' evaluation using t-test.

Key words: Assessment, deans' evaluation, students' evaluation, college of teacher education and Pamantasan ng Lungsod ng Muntinlupa (PLMun)

INTRODUCTION

The Pamantasan ng Lungsod ng Muntinlupa (PLMun) – College of Teacher Education (CTE) envisions itself as a center for creative development and research –oriented teacher education activities contributing its full share to the development of Filipino teachers as exemplars of academic excellence and leadership in education as it reaches out to the rest of the world. In this regard, it is in their value to give quality services to its students in forms of its educators. The teachers are the key performers of the curriculum and the classroom (Peterson, 2000) thus teacher performance evaluation is important in observing the fulfillment of the school's objectives. In addition, recognition of good teaching practice leads to emulation by others.

It is the policy now in most schools to give not only the administrators, but also the students, the responsibility of evaluation teachers. Administrations are in the best position to

see the overall teaching picture in relation to parents, school boards, district policy and, large numbers of education of educators in varied roles. The students are good judges of some part of teaching (Peterson 2000). But all-in all, compared to the administrators' occasional classroom visits, students observe their teachers in action for at least a year before them a better part of the panel that criticizes teacher's efficiency.

The university's philosophy of education is anchored on the premise of the "learning and living" Thus, Pamantasan ng Lungsod ng Muntinlupa is committed to provide quality education for the empowerment of students in the pursuit of high-level performance in their chosen profession through the university's four-fold functions of instruction, research, extension and production. Therefore, it was commendable that this study be conducted to monitor if this philosophy was ensued.

Thus, the researcher found it rational and logical to use the dean's evaluation and student's evaluation to assess the performance of College of Teacher Education for this study in order to analyze, if not compare, whether there was a significance relationship among the performance of the members of the College of Teacher Education teacher-respondents in the course of the first semester of the school year 2016-2017 by the Dean's Evaluation and Student's Evaluation.

OBJECTIVE OF THE STUDY

This study aims to present the level of performance of College of Teacher Education and the relationship between the performance of its members according to the Deans' Evaluation and the Students' Evaluation from the first semester of the school year 2016-2017.

Specific Objectives:

1. Identify the demographic profile of the respondents in terms of (a) Age (b) Gender (c) Civil status (d) Educational background.
2. Determine the nine indicators used in dean's and student's evaluation namely: (a) Teachers Personality (b) Classroom Management (c) Student Success (d) Student Engagement (e) Learning Climate (f) Instructional Variety (g)Higher Thought Process (h) Lesson Clarity (i) Lesson Clarity
3. Determine the level of extent of the nine indicators used in dean's and student's evaluation.
4. Identify the significant relationship between the dean's evaluation and student's evaluation.

The paradigm of this study as shown in figure 1 is to assess the dean's evaluation and student's evaluation at the Pamantasan ng Lungsod ng Muntinlupa, S.Y. 2016-2017. It uses an IPO model that shows how the data is bringing together in order to be Input Process Output. Input which are the information, ideas, and resources used such Profile of the respondents and the nine indicators such as teachers personality, classroom management, student success, student engagement, learning climate, instructional variety, higher thought process, lesson clarity and task orientation. The process included the collection of data through the use of survey questionnaires, analysis and interpreting of data. The output of the study is to assess the nine indicators used in the dean's and student's evaluation.

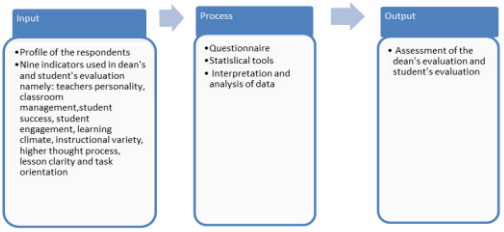

Figure 1. Research Paradigm

STATEMENT OF THE PROBLEM

The PLMUN-College of Teacher Education aims to give quality education among aspiring future teachers initiating them to provide quality educators. The College of Teacher Education seeks to recognize the level of performance of its members throughout the first semester of the school year 2016-2017 using the Dean's Evaluation and the Student's Evaluation.

1. What is the demographic profile of the respondents in terms of:
1.1 Age
1.2 Gender
1.3 Civil Status
1.4 Educational Background?

2. How the respondents evaluate the indicators in terms of the following criteria:
2.1 Teachers Personality
2.2 Classroom Management
2.3 Student Success
2.4 Student Engagement
2.5 Learning Climate
2.6 Instructional Variety
2.7 Higher Thought Process
2.8 Lesson Clarity
2.9 Task Orientation?

3. What level of extent do the indicators has an impact to the respondents?

4. Is there a significant relationship between the indicators involved on the Dean's evaluation and student's evaluation?

SCOPE AND LIMITATIONS OF THE STUDY

The study seeks to assess on the dean's evaluation and student's evaluation at the Pamantasan ng Lungsod ng Muntinlupa, all the teacher-respondents under the College of Teacher Education (CTE) in the first semester school year 2016-2017. The researcher will give a questionnaire that is required to answer by the teacher-respondents of Pamantasan ng Lungsod ng Muntinlupa (PLMun) regarding the indicators used in dean's and student's evaluation namely: Teachers Personality, Classroom Management, Student Success, Student Engagement, Learning Climate, Instructional Variety, Higher Thought Process, Lesson Clarity and Task Orientation.

The study is largely dependent on the honesty, sincerity, and integrity of the respondents. Moreover, teacher-respondents in the college of teacher education are the only allowed to participate in answering the questionnaire.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of related literature and studies which the researcher considered relevant and consequential in providing valuable standpoints in establishing the constructs of the investigation at hand. These are presented to show the link of the present study with previous studies and related literature in terms of similarities and differences in correlates and scope.

LOCAL STUDIES

1. This study conducted a meta-evaluation of the teacher performance system used in the Performance Assessment Service Unit (PASU) of De La Salle-College of Saint Benilde. To determine whether the evaluation system on teacher performances adheres to quality

evaluation, the standard of feasibility, utility, propriety, and accuracy are used as standards. The system of teacher performance evaluation in PASU includes the use of students rating called the Student Instructional Report (PEF) and a rating scale used by peers called the Students Evaluation Form (PEF). A series of guided discussion was conducted among the different stakeholders of the evaluation system in the college such appraisal of the evaluation system in terms of the four standards. A meta evaluation checklist was also used by experts in measurements and evaluation in the Center for Learning and Performance Assessment (CLPA). The results of the guided discussion performance assessment. Although in using the standards by the Joint Committee on fair and the standard on accuracy is poor. "(A Meta Evaluation Study on the Assessment of Teacher Performance in an assessment Center in the Philippines by Carlo Magno De La Salle University-Manila and Nicole Tangco Center for Learning and Performance Assessment De La Salle-College of Saint Benile).

2. According to Dally Jot Brato on her research entitled "Southern Baptist College Teachers Performance an Assessment" 2004, "Anyone would agree that without assessment it is not known whether goals have been reached or to what extent, objectives have been attained".
3. According to Milagros M. Saludo, 1991, on her research entitled "An Evaluation the Government in Secondary Schools in the Division of Lipa City on some areas of Administration and supervision by their teachers "., School heads as Administrators are directly responsible for the implementation and achievement of the educational aims. With this, they should think of themselves today with their fulfillment and competence

depends greatly on how they recognize their own particular form of existence. From varies and it is unique for every individual who performs differently. However, the school heads can be considered, treated and reached in terms of their efficient and effective living function, commitments, ideas, fears, and action"

4. "Peer review for teachers is a more appropriate method of evaluating teaching performance because the people who will conduct the review are also expert in the discipline. UPLB has long been using the ET as part of the evaluation process of the Outstanding Teachers Award.

In the pet, two colleagues (referred to as peer observers or POs) of the observed faculty member, or OF, will visit the class to observe and assess his/her teaching style, master of the subject and classroom management style. The Pos will record their observations in the standardized observation teaching form (OTF), one of several forms that the office of the Vice President for Academic Affairs (OVPAA) has also formulated the general guidelines for the PET." Rita P. Laude, Vice Councilor for Instruction (UPLB), July 2007.

FOREIGN LITERATURE

1. The developmental problem of teacher evaluation programs begin with the fundamental consideration: evaluation of what? Criteria used to determine teacher quality would seem to center on the teaching/learning/assessment cycle. Yet the teaching method ad techniques of a mathematics teacher differ from those of a music or English teacher. Are there generic characteristics peculiar to all "good" teachers?
   The fundamental obstacle to professional agreement is that everyone –parent, administrator, legislator, and

teacher – purports to know exactly what a good teacher is. Each eagerly describes this teacher in great, but mostly subjective, detail, evaluation criteria must be measurable. The current literature generally agrees that "good" means "effective". A good teacher teaches; students in response learn. (Joan Barrett, ERIC Clearinghouse on Teacher Education Washington DC, 2005)

2. Teacher evaluation is the key to understanding effective teacher practice, rewarding excellent performance, and improving training programs. Yet the current practice of principal visits and reports does not promise to promote reforms for teacher or teacher educators. In this study six lines of evidence of teaching impact or value were developed and tested with 281 K-12 classroom teachers. Teachers selected a minimum of four lines for promotion in a career ladder system. Administrator reports showed low variation and correlations with other measures. Student's reports, parent surveys, and teacher test produced sufficient variance for decision making and moderate correlation with other measures. Professional activities and years of experience showed erratic relations. In general, the lines of evidence showed independence, suggesting that multiple measures may have tapped different construct of quality. (Kenneth D. Peterson. "Teacher Evaluation with Multiple and Variable Lines of Evidence", Portland state University.
3. Describes the plan presented by the Governor of Tennessee that will make up to half of teacher evaluations and tenure decisions contingent on student test scores. The law was created as a response to the 'Race to the Top' competition for federal education dollars and similar laws have been passed across the country, many with very little detail with regard to how

the laws will be enacted and applied at the district level. (Education Week Magazine, January 2010 Edition).

4. This educational Week article from November 2009 references a book that seems to do an effective job of summarizing many of this issue surrounding performance-based evaluation and performance pay. Some of the major topics discussed are the weeding out, of ineffective teachers, retaining quality teachers, and improving student achievement. The book is Performance Incentives: Their Growing Impact on American K-12 Education, a book written by researchers recruited by the Vanderbilt Center for Performance Incentives.
5. Interest in understanding how principals and school districts hire teacher has increased as empirical evidence on teacher effectiveness has grown. Case studies suggest late hiring timeless are pervasive in large urban school district and results in the loss of more qualified teachers to surrounding suburbs, this paper uses labor market fixed effects regression technique to provide the first empirical estimates of the relationship between the timing of the teachers hires and the teachers qualifications. Using the 1999-2000 SASS, I find that urban and low SES districts make over half of their teacher hires late. However, analyses find no relationship between timing and teacher qualification including selectivity of university attended certification, and master's degree. Null results persist across multiple specifications and subgroups analyses. (Time-out on Timing: The Relationship between the timing of teacher hires and Teacher quality, October 2009).
6. This paper examines whether educational production in secondary school involves joint production among teachers across subjects. In doing so, it also provides insight into the reliability of value added modeling.

Teacher value-added to reading test scores is estimated for four different teacher type: English, Math, Science, and Social Studies. While the initial results indicate that reading output is jointly production in secondary school. The results offer a mixed review of the value-added methodology, suggesting that it may be useful in some contexts but not others. (An Empirical Analysis of teacher Spillover Effects in Secondary School, February 2009)

7. This paper develops a model for longitudinal student achievement data design to estimate heterogeneity in teacher effects across student of different achievement levels. The model specifies interactions between teacher effects and students' predicted scores on a test, estimating both average effects of individual teachers and interaction terms indicating whether individual teachers are differentially effective with the students of different predicted scores. Using various longitudinal data sources, the authors find evidence of these interactions that are of relatively consistent but modest magnitude across different contexts, accounting for about 10% of the total variation in teacher effects all across the students. However the amount that the interactions matter in practice depends on how different are the groups of students taught by different teachers. Using empirical estimates of the heterogeneity of students across teachers, they find that the different classes, with somewhat larger values in middle of school mathematics. These findings suggest that ignoring these interactions is not likely to introduce appreciable bias in estimated teacher effects for most teachers in most settings. The results of this study should be of interest to policy makers concerned about the validity of value-added measurement teacher effect estimates. (Exploring

Students-Teacher Interactions in longitudinal Achievement Data, July 2008).

8. Recently, a number of school districts have begun using measures of teachers' contributions to student test scores or teacher "value added" to determine salaries and other monetary rewards. In this paper, the authors investigate the precision of value-added measures by analyzing their inter-temporal stability. They find that these measures of teacher productivity are only moderately stable over time, with year-to-year correlations in the range 0.2 to 0.3. However, dips-attenuated year-to-year correlations are much higher, suggesting that much of the variation in measured teacher performance is due to random error or "noise" in the average test score gains of teacher's students. The authors also find that changes to the specification of the achievement model used to generate teacher effects generally have little impact on the stability of the resulting value-added of the resulting value-added measures. The one exception being when students' covariates are used to present substantial increase in the cross-year correlation. This indicates there may be non-random assignment of the students to teachers based on unobserved student characteristics that can affect the stability of teacher effects estimates. Finally, they re-estimate the achievement model using an alternative test score measure. The observed variation in measured teacher performance in some cases changes significantly across test, implying that changes in the test instrument over time can affect variability in measured teacher effectiveness as well. (The Intertemporal Stability of Teacher Effects Estimates, July 2008).
9. This article presents finding from the first independent, third-party appraisal on the impact of the Teacher

Advancement Program (TAP) on the student test score gains in mathematics. TAP is a comprehensive school reform model designed to attract highly-effective teachers, improve instructional effectiveness, and elevate student's achievement. We use a panel data to estimate a TAP treatment effect by comparing students test score gains in non-TAP schools. Ordinary least squares estimation reveals a positive TAP treatment effect on the students test score gains in elementary grades, with weaker but still positive point estimates in the secondary grades. When estimation methods control for grade 6 through 10 turn negative. Our findings are qualified by the lack of information on the fidelity of implementation across TAP schools and on variation in features of TAP programs at the school level. (Impact of the Teacher Advancement Program on Student Test Score Gains: Findings from an Independent Appraisal, February 2008).

FOREIGN STUDIES

1. The Delaware State Board of Education has approved reforms to teacher evaluations originally proposed by Governor Jack Markell. Teachers will now be required to show that their students are making satisfactory growth in order to get an "effective "rating. If teachers or administrators don't get an effective rating, they'll be given a mentor or coach to help them to improve. Teachers whose students demonstrate a significant improvement will be get a "highly effective" rating. Markell says, "We all recognize the need for a better rating system to be fair to (teachers) and children they work so hard to help each day. We also recognize that it's not enough to simply tell someone to improve- we must give teachers the sill take support they need. "The

new rating system will take effect during the 2010-2012 school year. Between now and then, education officials will develop measurements to determine what students have learned and whether they are making improvement. (Mark Eichmann, January 14, 2010)

2. This paper develops a model for longitudinal student achievement data designed to estimate heterogeneity in teacher effects across student of different achievement levels. The model specifies interactions between teacher effects and students' predicted scores on a test, estimating both average effects of individual teachers and interaction terms indicating whether individual teacher are differentially effective with students of different predicted scores. Using various longitudinal data sources, the authors find evidence of these interactions that are of relatively consistent but modest magnitude across different context, accounting for about 10% of the total variation in teacher effects across all students. However, the amount that the interaction matter in practice depends on how different is the groups of students taught by different teachers. Using interaction account for about three or four percent of total variation in teacher effects on finding suggest that ignoring these interactions is not likely to introduce appreciable bias in estimated teacher effects for most teachers in most settings. He results of this study should be of interest to policy makers concerned about the validity of value-added measurement teacher effect estimates. (Exploring Students-Teacher Interactions in Longitudinal Achievement Data, July 2008).
3. Performance base rewards have a long history in education, particularly in the United States. In the last ten years, a number of countries have adopted pay-for-performance strategies to modify the traditional salary scales (Refers to Annex 1). The distinguishing feature of

a performance-based scheme is that it rewards or sanctions teachers based upon some form of performance evaluation (Chamberlin, et al, 2002). Directions in performance-based reward programmed are found in the skills assessed and the rewards provided. Most individually-based programmed have used pecuniary reward for high levels of performance, usually defined in terms of the student outcomes or teacher skills and knowledge. More recently, some analysts have proposed that intrinsic rewards, such as seeing students improve n performance, and increased feelings of well-being are better motivators of teachers. Other rewards include increased holiday time and professional development courses. (Performance-Based Rewards for Teachers: A Literature Review, Owen Harvey Beavis, February 2003)

4. This study attempted to reveal: a) the performance of social studies teachers at SMP Muhamma diyah Purworejo, b)SMP muhamma diyah Purworejo student's learning motivation, and c) contribution size of teachers' performance to MP Muhamma diyah Purworejo students' learning motivation. Research population is all the students of SMP Muhamma diyah Purworejo. Sampling using random cluster sampling. The data using closed list questionnaire. Data respondent is students. The validity testing of the instruments using construct validity. The reliability testing of instrument is done with internal consistency testing with Cronbach Alpha Technique. The data analysis using partial correlation and regression. All the analysis using SPSS program for windows.

   Based on the descriptive analysis results can be known that the performance of Social Studies teachers at SMP Muhamma diyah Purworejo generally in the good category (61.5%). While the SMP Muhamma diyah

Purworejo students' learning motivation of Social Studies generally in the high category (48.5%). Based on the results of regression analysis found determinant coefficients (R2) =0.353. Test result of F obtaining the value of F=13.508 (sig=0.000<0.05). Because the significant. Based on the calculation above can be concluded that the performance of teachers in the classroom significantly affect the learning motivation of students at SMP Muhamma diyah Purworejo. The amount of the variable of teachers' performance contributions to students' learning motivation as much as 33.3%. Thus the research hypothesis which states that: "The performance of teachers in the classroom has a positive and significant effect on students' learning motivation" can be accepted (http://mabadik.wordpress.com, August 19, 2010)

LOCAL LITERATURE

1. UPLB briefed faculty members on the use of the UP system Peer Evaluation of Teachers (PET) through a series of seminars and echo-seminars. Through the PET, the University hopes to come up with a more reliable clearer picture of a faculty member's teaching competence by accommodating the unique dimensions of teaching in various UPLB units. It will supplement the student evaluation of Teachers (SET), the alone instrument for evaluating teaching performance in the University since the early 1980's .Vice Chancellor for Instruction Rita P. Laude said that the people who will conduct the review are also experts in the discipline. UPLB has been using the PET as part of the evaluation process for the Outstanding Teachers Awards (UPBL peer evaluation for teachers, By AP Dominguita, July 2007)

2. In this study, "competence"' refers to the ability of high school teachers to apply their teaching skills, classroom management skills, and evaluation skills in the field of teaching. Computer. Is an electronic device capable of interpreting and executing programmed command for input, output computation and logic operation 4 Computer literacy.Computers are sometimes thought unjustifiable to demand deep electronics. In actuality, computers, like any other discipline, inspire different levels of expertise. 5 In this study, the term "computer literacy" refers to teachers' level of knowledge and skills about the use of computers in teaching. 3 Carter V. Good, Performance of Teachers New York: McGraw-Hill Book Co., 1973, p. 121. 4. Larry Long, Introduction Edition, Philippines Reprint, 1993, p. 11.

RESEARCH METHODOLOGY

This section shows the statistical treatment used in this research. The researchers, as they are interested in useful outcomes, will utilize the descriptive method of research to satisfy the needed information for the present study. Their focus will be on the actual result of the distributed questionnaire dealing with statements that called for respondents on dean's evaluation and student's evaluation.

Statistical Treatment of Data

The data gathered were validated and encoded using the Microsoft Excel software. The information gathered will be tallied, tabulated, and analyzed in order to draw findings. The data were subjected to statistical analyses.

Descriptive and inferential statistics was used such as frequency distribution, percentage distribution, weighted mean, Likert scale, Standard deviation, Pearson r, and T-test. The following statistical measures will be used in this study.

Frequency and Percentage Distribution. These will be computed to describe the personal profile of the respondents with respect to some variables such as age, gender, civil status, and educational background.

$$P = \frac{F \times 100}{N}$$

Where:

P = Percentage
F = Frequency of the respondent answers
n = Total number of respondents
100 = constant

Weighted Mean. This will be utilized to determine indicators under dean's evaluation and student's evaluation.

$$X = \sum X / N$$

Where:

X= Mean
$\sum X$ = the sum of the quantitative variables
N = the total sample size

Sample Size. To determine the considerable strength to be treated to assume the total population, the slovin formula was used.

$$S = N / 1 + Ne^2$$

Where:

S = Sample Size
N = Total population
e = margin of error at 5% (standard value of 0.05)
1= constant

Likert Scale. is a rating scale that requires the respondent to indicate his/her degree of agreement and disagreement to a

statement. Below are the designated quantifications used in questionnaires:

5	O – Outstanding
4	VS – Very Satisfactory
3	S – Satisfactory
2	F – Fair
1	NI – Needs Improvement

The responses will be tabulated and the mean score of each item will be computed using descriptive statistics.

After the mean score of each item was computed, a final point scale will be formulated.

Mean Score	Scale Value	Qualitative Interpretation
4.51 – 5.00	5	Outstanding
3.51 – 4.50	4	Very Satisfactory
2.51 – 3.50	3	Satisfactory
1.51 – 2.50	2	Fair
1.00 – 1.50	1	Needs Improvement

Standard deviation. To describe homogeneity or heterogeneity of variables or responses, the standard deviation was used, solved by the formula:

$$sd = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

where: x = the variable
n = sample size

Ranking. In order to give proper interpretation after weighted means were given verbal interpretation, they were ranked according to the size of their magnitudes from the highest to the lowest to determine importance of their position relative to other items.

Pearson r Correlation Coefficient. To know how the variation of a predictor show on a criterion measure and the measure the influence of a variable on one another, the Pearson

r correlation coefficient or relationship is used. It is determined by the product-moment formula:

$$r = \frac{n\sum x - \sum x \sum y}{\sqrt{[n\sum x^2 (\sum x)^2][n\sum y^2 (\sum y)^2]}}$$

Where:

Y = the dependent variable
X = the independent variable

The two pieces of information a Pearson r correlation coefficient gives:
1) Amount of relationship and 2) Direction of relationship when it is positive or negative. The amount of relationship is given by the arbitrary values below (Adanza, 2006).

Value	**Interpretation**
±0.00 - ±0.200	Present but slight
±0.200 - ±0.300	Negligible
±0.300 - ±0.400	Low
±0.400 - ±0.500	Marked and Substantial
±0.500 - ±0.700	High Relationship
±0.700 - ±0.900	Very High Relationship
±1.00	Perfect Relationship

Since a Pearson r correlation coefficient is descriptive, it is tested for significance by a t-test, the null hypothesis asserting it is significantly zero and an alternative non-directional hypothesis.

There are two levels of significance used for testing the hypothesis; the 0.5 and .01 levels to denote significance or very significant relationship.

t - test. It is tested for significance by a t-test, with the formula:

$$t = r \sqrt{n-2} / \sqrt{1-r^2}$$

where: r = the computed Pearson r Correlation Coefficient
n = the number of pairs

The t-test uses a null hypothesis in the form:

$$H_0: \quad P=0$$

Against a non direction alternative hypothesis in the form:

$$H_1: P=0$$

Data were fed to the computer for convenience and accuracy.

RESULTS AND DISCUSSION

This section provided the gathered data and the researchers" analysis and interpretation of the results of the distributed surveys. The data were presented in a clear and concise form, most which used tables.

Demographic Profile of the teacher- Respondents

The purpose of the study is to find out the relationship of performance of CTE faculty members as perceived by the Dean's Evaluation and Student's Evaluation

Age

Table 1 shows the frequency and Percentage distribution of respondents, descriptive statistics was used through the computation.

Table 1: Frequency and Percentage of Respondents according to Age

Age	Frequency	Percentage
61-70	5	10%
51-60	11	22%
41-50	18	36%
31-40	9	18%
21-30	7	14%
Total	50	100%

Table 1 shows the summary on the frequency and percentage distribution of respondents according to age. It can be seen from the table that, five (5) out of fifty (50) respondents obtained a

total of 10 percent belongs to the grouped of 61-70 years old, while eleven (11) out of fifty (50) respondents obtained a total of 22 percent belongs to the grouped of 51-60 years old, then eighteen (18) out of fifty (50) respondents obtained a total of 36 percent belongs to the grouped of 41-50 years old, nine (9) out of fifty respondents obtained a total of 18 percent belongs to the grouped of 31- 40 years old, and the last is seven (7) out of fifty respondents obtained a total of 14 percent belongs to the grouped of 21-30 years old. This means that majority of the respondents belongs to the grouped of 41-50 years old, which also means that many of faculty whether at the top position were young and energetic to their profession.

Gender

Table 2 shows the frequency and percentage distribution of the employees' gender

Table 2: Frequency and Percentage Distribution of Respondents according to Gender

Gender	Frequency	Percentage
Male	13	26%
Female	37	74%
Total	50	100%

Table 2 shows the summary of the frequency and percentage distribution of respondents according to gander. It can be seen from the table, faculty respondents in terms of their gender obtained thirteen (13) or 25 percent of the total populations were male, and thirty seven (37) or 74 percent of the total respondents were female. Since the findings revealed that majority of the gender-respondents were female.

Civil Status

Table 3 shows the frequency and percentage distribution of the respondent's civil status

Table 3: Frequency and Percentage Distribution of Respondents according to Civil Status

Civil Status	Frequency	Percentage
Single	11	22%
Married	37	74%
Single parent	0	0%
Widower	2	4%
Separated	0	0%
Total	50	100%

Table 3 shows the summary of the frequency and percentage distribution of respondents according to civil status. It can be seen from the table that, faculty respondents in terms of their civil status obtained eleven (11) or 22 percent of the total population were single, while thirty seven (37) or 74 percent of the total faculty-respondents were married, and only two (2) or 4 percent of the faculty -respondents were widower. Since the findings revealed that majority of the faculty-respondents were married, which also means that the CTE- faculty most of them are married maybe because they want to change the notion that teacher had no time for love life and they are devoted to their profession.

Highest Educational Attainment

Table 4 shows the frequency and percentage distribution of the teacher-respondents highest educational attainment

Table 4: Frequency and Percentage Distribution of the Respondents according to Highest Educational Attainment

Highest Educational Attainment	Frequency	Percentage
College graduate	2	4%
With M.A. units	31	62%
M.A. graduate	9	18%
With Ph.D./Ed.D. units	5	10%
Ph.D./Ed.D. graduate	3	6%
Total	50	100%

Table 4 shows the summary of Frequency and Percentage Distribution of the faculty -respondents Highest Educational Attainment. It can be seen from the table, two (2) of the total population of the faculty -respondents obtained a total frequency of 4 percent were college graduate, while thirty one (31) of the total population of the faculty -respondents obtained a total frequency of 62percent were with M. A. units, then nine (9) of the total population of the faculty-respondents obtained a total frequency of 18 percent were M.A. graduate, and five (5) of the total population of the faculty -respondents obtained a total frequency of 10 percent were with Ph.D./Ed.D. units, and the last is three (3) of the total population of the faculty-respondents obtained a total frequency of 6 percent were Ph.D./Ed.D. graduate. This means that majority of the faculty-respondents were with M.A. units, which also means that teacher in the tertiary level now a days are required to finish graduate studies because it is a requirement by the Commission on Higher Education (CHED).

Table 5: Weighted Mean and Verbal Interpretation of the Respondents according to Teachers Personality

Items	Weighted mean	Verbal Interpretation	Ranks
1. Is skilled in Communication (in English and Filipino).	4.48	O	2
2. Has a positive and pleasant disposition in dealing with students.	4.43	O	4
3. Treats all students and their ideas with dignity and respect.	4.44	O	3
4. Is considerate to the students who can't cope up in the lesson and given extra help.	4.39	O	5
5. Wears appropriate attire in class.	4.51	O	1
Total	4.45	O	

Table 5 shows the summary on the information on the fast facing of call center bank executives-respondents. It can be seen from the table that, item number five obtained a total weighted mean=4.51 with the descriptive verbal interpretation of

"Outstanding" and found the item wears appropriate attire in class. For the first item that is skilled in communication (in English and Filipino) and obtained a total weighted mean=4.48 with verbal interpretation of "Outstanding". For the third item, faculty-respondents obtained the weighted mean=4.44 which mean that Treats all students and their ideas with dignity and respect, then the second item that has a positive and pleasant disposition in dealing with students and obtained a total weighted mean=4.43 with verbal interpretation of "Outstanding". The last item four is considerate to the students who can't cope up in the lesson and given extra helpand obtained a total weighted mean=4.43 with verbal interpretation of "Outstanding". An overall weighted mean of 4.45 asserts that as a whole, they have the same verbal interpretation "Outstanding" pertaining to the five items.

Table 6: Weighted Mean and Verbal Interpretation of the Respondents according to Teachers Classroom Management

Items	Weighted mean	Verbal Interpretation	Ranks
1. Begins and ends class promptly.	4.49	O	2
2. Sees to it that the room is clean and orderly before and after the conduct of classes.	4.30	O	4
3. Maintain instructional momentum from the beginning to end of class time.	4.32	O	3
4. Ensures the effective use of the laboratory/sorts/IT/Science equipment at all times (For classes using laboratory or conducting sports activity).	4.52	O	1
Total	4.41	O	

Table 6 shows the summary on the information according to teachers' classroom management. It can be seen from the table that, item number four obtained a total weighted mean=4.52 with the descriptive verbal interpretation of "Outstanding" and found the item ensures the effective use of the laboratory/sorts/IT/Science equipment at all times (For classes

using laboratory or conducting sports activity). For the second item that begins and ends class promptly and obtained a total weighted mean=4.49 with verbal interpretation of "Outstanding". For the third item, the faculty-respondents obtained the weighted mean=4.32 which mean that maintain instructional momentum from the beginning to end of class time. The fourth item, the faculty respondents obtained the weighted mean=4.30 which means that sees to it that the room is clean and orderly before and after the conduct of classes.

An overall weighted mean of 4.41 which means that the respondents were answered "Outstanding" in terms of the four items.

Table 7: Weighted Mean and Verbal Interpretation of the Respondents according to Students Success

Items	Weighted mean	Verbal Interpretation	Ranks
1. Allows students to succeed by adjusting pace of lesson to the students' current level or readiness and understanding.	4.02	V.S.	3
2. Builds adequate background information that will enhance student understanding of new lessons.	4.55	O	1
3. Provides each student with a copy of the course syllabus.	4.21	O	2
Total	4.26	O	

Table 7 shows the summary on the information of faculty-respondents according to students' success. It can be seen from the table that, item number two obtained a total weighted mean=4.55 with the descriptive verbal interpretation of "Outstanding" and found the item Builds adequate background information that will enhance student understanding of new lessons. For the third item thatprovides each student with a copy of the course syllabus and obtained a total weighted mean=4.21 with verbal interpretation of "Outstanding". For the first item, the faculty-respondents under College of teacher education obtained the weighted mean=4.02 which mean that

Allows students to succeed by adjusting pace of lesson to the students' current level or readiness and understanding.

An overall weighted mean of 4.26 asserts that as a whole, and majority of the respondents answered "Outstanding". When it comes to the three items used under students success.

Table 8: Weighted Mean and Verbal Interpretation of the Respondents according to Student Engagement

Items	Weighted mean	Verbal Interpretation	Ranks
1. Gets and keeps students actively participating in the learning process.	4.43	O	1
2. Uses questioning probing and feedback to stimulate students' reflection and rethinking.	4.37	O	2
Total	4.40	O	

Table 8 shows the summary on the information of the faculty-respondents according to student engagement. It can be seen from the table that, item number one obtained a total weighted mean=4.43 with the descriptive verbal interpretation of "Outstanding" and found the item that gets and keeps students actively participating in the learning process. For the second item that uses questioning probing and feedback to stimulate students' reflection and rethinking and obtained a total weighted mean=4.37 with verbal interpretation of "Outstanding".

An overall weighted mean of 4.40 asserts that as a whole, the teacher-respondents were answered "Outstanding" in terms of the two items used in students engagement

Table 9: Weighted Mean and Verbal Interpretation of the Respondents according to Learning Climate

Items	Weighted mean	Verbal Interpretation	Ranks
1. Builds an encouraging teaching learning environment.	4.61	O	1
2. Give encouragement to students	4.54	O	2

who give wrong or incomplete answers.			
Total	4.575	O	

Table 9 shows the summary on the information of the faculty-respondents according to learning climate. It can be seen from the table that, item number one obtained a total weighted mean=4.61 with the descriptive verbal interpretation of "Outstanding" and found the item that builds an encouraging teaching learning environment. For the second item that give encouragement to students who give wrong or incomplete answers and obtained a total weighted mean=4.54 with verbal interpretation of "Outstanding".

An overall weighted mean of 4.575 asserts that as a whole, which means that the faculty respondents were answered "Outstanding" in terms of the two items used in learning climate.

Table 10: Weighted Mean and Verbal Interpretation of the Respondents according to Instructional Variety

Items	Weighted mean	Verbal Interpretation	Ranks
1. Makes use of varied ways of presentation of lesson.	4.64	O	2
2. Uses a variety of questions (knowledge, comprehension, analysis, synthesis, evaluation,) and resources (beyond the text book) to promote understanding.	4.74	O	1
Total	4.69	O	

Table 10 shows the summary on the information of the faculty-respondents according to instructional variety. It can be seen from the table that, item number two obtained a total weighted mean=4.74 with the descriptive verbal interpretation of "Outstanding" and found the item that Uses a variety of questions (knowledge, comprehension, analysis, synthesis, evaluation,) and resources (beyond the text book) to promote understanding. For the item number one that makes use of

varied ways of presentation of lesson and obtained a total weighted mean=4.64 with verbal interpretation of "Outstanding".

An overall weighted mean of 4.69 asserts that as a whole, which means that the faculty-respondents were answered "Outstanding" in terms of the two items used under instructional variety.

Table 11: Weighted Mean and Verbal Interpretation of the Respondents according to Higher Thought-Process

Items	Weighted mean	Verbal Interpretation	Ranks
1. Provides student opportunities for applying what they've learned through projects that will require higher order thinking skills.	4.5	O	2
2. Helps/Directs/Guides students systematically in thinking through difficult /challenges learning situations or about solving a certain problems.	4.51	O	1
Total	4.50	O	

Table 11 shows the summary on the information of the faculty-respondents according to Higher Thought-process. It can be seen from the table that, item number two obtained a total weighted mean=4.51 with the descriptive verbal interpretation of "Outstanding" and found the item Helps/Directs/Guides students systematically in thinking through difficult /challenges learning situations or about solving a certain problems. For the first item that Provides student opportunities for applying what they've learned through projects that will require higher order thinking skills and obtained a total weighted mean=4.50 with verbal interpretation of "Outstanding".

An overall weighted mean of 4.50 asserts that as a whole, which means that the faculty-respondents were answered "Outstanding" in terms of the two items used in higher thought-process.

Table 12: Weighted Mean and Verbal Interpretation of the Respondents according to Lesson Clarity

Items	Weighted mean	Verbal Interpretation	Ranks
1. Frequently uses visuals, examples, illustrations and demonstration to explain and clarify new lesson.	4.62	O	1
2. Ask student If they understand the lesson and re-teaches if needed.	4.51	O	2
Total	4.56	O	

Table 12 shows the summary on the information of the fast faculty-respondents according to lesson clarity. It o explain can be seen from the table that, item number one obtained a total weighted mean=4.62 with the descriptive verbal interpretation of "Outstanding" and found the item frequently uses visuals, examples, illustrations and demonstration to explain and clarify new lesson. For the second item that Ask student If they understand the lesson and re-teaches if needed and obtained a total weighted mean=4.51 with verbal interpretation of "Outstanding".

An overall weighted mean of 4.56 asserts that as a whole, which means that the faculty-respondents were answered "Outstanding" in terms of the two items used under lesson clarity.

Table 13: Weighted Mean and Verbal Interpretation of the Respondents according to Task Orientation

Items	Weighted mean	Verbal Interpretation	Ranks
1. Ensures non-academic instructions to instructional time.	4.64	O	2
2. Evaluates lesson outcome through weekly/monthly review feed backing and testing sessions.	4.79	O	1
Total	4.715	O	

Table 13 shows the summary on the information of the respondents according to task orientation. It can be seen from the table that, item number two obtained a total weighted

mean=4.79 with the descriptive verbal interpretation of "Outstanding" and found the item Evaluates lesson outcome through weekly/monthly review feed backing and testing sessions. For the first item that Ensures non-academic instructions to instructional time and obtained a total weighted mean=4.64 with verbal interpretation of "Outstanding".

An overall weighted mean of 4.82 asserts that as a whole, which means that the respondents were answered "Outstanding" in terms of the two items used under task orientation.

Table 14: Weighted Mean and Verbal Interpretation of Respondents according to Level of Extent

Indicators	**Weighted mean**	**Verbal Interpretation**	**Ranks**
1. Teachers Personality	4.45	O	6
2. Classroom Management	4.41	O	7
3. Students Success	4.26	O	9
4. Student Engagement	4.40	O	8
5. Learning Climate	4.57	O	3
6.Instructional Variety	4.69	O	2
7. Higher Thought Process	4.5	O	5
8. Lesson Clarity	4.56	O	4
9.Task Orientation	4.72	O	1
Average Weighted mean	4.51	O	

Legend: O-Outstanding

Table 14 shows the summary of the nine indicators according to level of extent. It can be seen from the table that indicator nine (Task Orientation) obtained the total of (x=4.72) with the descriptive verbal interpretation of "Outstanding" and ranked one (1), while indicator six (Instructional Variety) obtained the total of (x=4.69) with the descriptive interpretation of "Outstanding" and ranked two (2), then indicator five (Learning Climate) obtained the total of (x=4.57) with the descriptive verbal interpretation of "Outstanding" and ranked three (3), followed by indicator eight (Lesson Clarity) obtained the total of (x=4.56) with the descriptive interpretation of "Outstanding" and ranked four (4), and the last indicator is (Students Success)

obtained the total of (x=4.29) with descriptive verbal interpretation of "Outstanding" and ranked nine (9). This means that majority of the respondents were answered "Outstanding" pertaining to the nine indicators namely: Teachers Personality, Classroom Management, Students Success, Student Engagement, Learning Climate, Instructional Variety, Higher Thought Process, Lesson Clarity, and Task Orientation.

Table 15: Summary of Pearson r with T-test

	Indicators (Dean's Evaluation)	Indicators (Student's Evaluation)	Pearson r	Degrees of freedom	Level of significance	T-value
Mean	4.457	4.345	0.9345	43	P>0.05	6.237
SD	2.0325	1.9753				

Table 15 shows the summary of Pearson r with t-test. The results shows that the degree of relationship existing between the dean's and student's evaluation is very high positive correlation, using the range of values for the interpretation of the Pearson r. Since the sign of the obtained r is positive, a direct relationship is present. While, t-test results shows that reject the Null hypothesis (H_0) and accept the alternative hypothesis (H_1) since the value of T=6.237 is greater than the value of Critical value= 1.684at 0.05 level of significance with 43 degrees of freedom, the research hypothesis which means that there is a significant relationship between the dean's evaluation and student's evaluation.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This section, as the most important part of the study, presents the findings, generalizations in the form of conclusions, and the recommendations for the solution of problems discovered in the study.

Summary of Findings

From the data gathered and analyzed, the findings are summarized as follows:

1. Demographic profile

The demographic profile of the faculty – respondents at the College of Teacher

Education was obtained through their age, gender, civil status, highest educational attainment and length of service.

1.1 It can be seen from the table that, five (5) out of fifty (50) respondents obtained a total of 10 percent belongs to the grouped of 61-70 years old, while eleven (11) out of fifty (50) respondents obtained a total of 22 percent belongs to the grouped of 51-60 years old, then eighteen (18) out of fifty (50) respondents obtained a total of 36 percent belongs to the grouped of 41-50 years old, nine (9) out of fifty respondents obtained a total of 18 percent belongs to the grouped of 31- 40 years old, and the last is seven (7) out of fifty respondents obtained a total of 14 percent belongs to the grouped of 21-30 years old.

1.2 It can be seen from the table, faculty respondents in terms of their gender obtained thirteen (13) or 25 percent of the total populations were male, and thirty seven (37) or 74 percent of the total respondents were female.

1.3 It can be seen from the table that, faculty respondents in terms of their civil status obtained eleven (11) or 22 percent of the total population were single, while thirty seven (37) or 74 percent of the total faculty-respondents were married, and only two (2) or 4 percent of the faculty - respondents were widower.

1.4 It can be seen from the table, two (2) of the total population of the faculty -respondents obtained a total frequency of 4 percent were college graduate, while thirty one (31) of the total population of the faculty -respondents obtained a total frequency of 62percent were with M. A. units, then nine

(9) of the total population of the faculty-respondents obtained a total frequency of 18 percent were M.A. graduate, and five (5) of the total population of the faculty -respondents obtained a total frequency of 10 percent were with Ph.D./Ed.D. units, and the last is three (3) of the total population of the faculty-respondents obtained a total frequency of 6 percent were Ph.D./Ed.D. graduate.

2.0 How the respondents evaluate the indicators in terms of the following criteria:

2.1 Teachers Personality

It can be seen from the table that, item number five obtained a total weighted mean=4.51 with the descriptive verbal interpretation of "Outstanding" and found the item wears appropriate attire in class. For the first item that is skilled in communication (in English and Filipino) and obtained a total weighted mean=4.48 with verbal interpretation of "Outstanding". For the third item, faculty-respondents obtained the weighted mean=4.44 which mean that Treats all students and their ideas with dignity and respect, then the second item that has a positive and pleasant disposition in dealing with students and obtained a total weighted mean=4.43 with verbal interpretation of "Outstanding". The last item four is considerate to the students who can't cope up in the lesson and given extra helpand obtained a total weighted mean=4.43 with verbal interpretation of "Outstanding"

2.2 Classroom Management

It can be seen from the table that, item number four obtained a total weighted mean=4.52 with the descriptive verbal interpretation of "Outstanding" and found the item Ensures the effective use of the laboratory/sorts/IT/Science equipment at all times (For classes using laboratory or conducting sports activity). For the second item that begins and ends class

promptly and obtained a total weighted mean=4.49 with verbal interpretation of "Outstanding". For the third item, the faculty-respondents obtained the weighted mean=4.32 which mean that maintain instructional momentum from the beginning to end of class time. The fourth item, the faculty respondents obtained the weighted mean=4.30 which means that sees to it that the room is clean and orderly before and after the conduct of classes.

2.3 Student Success

It can be seen from the table that, item number two obtained a total weighted mean=4.55 with the descriptive verbal interpretation of "Outstanding" and found the item Builds adequate background information that will enhance student understanding of new lessons. For the third item thatprovides each student with a copy of the course syllabus and obtained a total weighted mean=4.21 with verbal interpretation of "Outstanding". For the first item, the faculty-respondents under College of teacher education obtained the weighted mean=4.02 which mean that Allows students to succeed by adjusting pace of lesson to the students' current level or readiness and understanding.

2.4 Student Engagement

It can be seen from the table that, item number one obtained a total weighted mean=4.43 with the descriptive verbal interpretation of "Outstanding" and found the item that gets and keeps students actively participating in the learning process. For the second item that uses questioning probing and feedback to stimulate students' reflection and rethinking and obtained a total weighted mean=4.37 with verbal interpretation of "Outstanding".

2.5 Learning Climate

It can be seen from the table that, item number one obtained a total weighted mean=4.61 with the descriptive verbal interpretation of "Outstanding" and found the item that builds an encouraging teaching learning environment. For the second item that give encouragement to students who give wrong or incomplete answers and obtained a total weighted mean=4.54 with verbal interpretation of "Outstanding".

2.6 Instructional Variety

It can be seen from the table that, item number two obtained a total weighted mean=4.74 with the descriptive verbal interpretation of "Outstanding" and found the item that Uses a variety of questions (knowledge, comprehension, analysis, synthesis, evaluation,) and resources (beyond the text book) to promote understanding. For the item number one that makes use of varied ways of presentation of lesson and obtained a total weighted mean=4.64 with verbal interpretation of "Outstanding".

2.7 Higher Thought Process

It can be seen from the table that, item number two obtained a total weighted mean=4.51 with the descriptive verbal interpretation of "Outstanding" and found the item Helps/Directs/Guides students systematically in thinking through difficult /challenges learning situations or about solving a certain problems. For the first item that Provides student opportunities for applying what they've learned through projects that will require higher order thinking skills and obtained a total weighted mean=4.50 with verbal interpretation of "Outstanding"

2.8 Lesson Clarity

It can be seen from the table that, item number one obtained a total weighted mean=4.62 with the descriptive verbal

interpretation of "Outstanding" and found the item frequently uses visuals, examples, illustrations and demonstration to explain and clarify new lesson. For the second item that Ask student If they understand the lesson and re-teaches if needed and obtained a total weighted mean=4.51 with verbal interpretation of "Outstanding".

2.9 Task Orientation

It can be seen from the table that, item number two obtained a total weighted mean=4.79 with the descriptive verbal interpretation of "Outstanding" and found the item Evaluates lesson outcome through weekly/monthly review feed backing and testing sessions. For the first item that Ensures non-academic instructions to instructional time and obtained a total weighted mean=4.64 with verbal interpretation of "Outstanding".

3.0 What level of extent do the indicators has a good impact to the respondents?

It can be seen from the table that indicator nine (Task Orientation) obtained the total of (x=4.72) with the descriptive verbal interpretation of "Outstanding" and ranked one (1), while indicator six (Instructional Variety) obtained the total of (x=4.69) with the descriptive interpretation of "Outstanding" and ranked two (2), then indicator five (Learning Climate) obtained the total of (x=4.57) with the descriptive verbal interpretation of "Outstanding" and ranked three (3), followed by indicator eight (Lesson Clarity) obtained the total of (x=4.56) with the descriptive interpretation of "Outstanding" and ranked four (4), and the last indicator is (Students Success) obtained the total of (x=4.29) with descriptive verbal interpretation of "Outstanding" and ranked nine (9).

4.0 The results show that the degree of relationship existing between the dean's and student's evaluation is

very high positive correlation, using the range of values for the interpretation of the Pearson r. Since the sign of the obtained r is positive, a direct relationship is present. While, t-test results shows that reject the Null hypothesis (H_0) and accept the alternative hypothesis (H_1) since the value of T=6.237 is greater than the value of Critical value= 1.684 at 0.05 level of significance with 48 degrees of freedom, the research hypothesis which means that there is a significant relationship between the dean's evaluation and student's evaluation.

CONCLUSIONS

Based on the above-mentioned findings, the following conclusions are formulated:

1. Teacher-respondents belongs to the grouped of 41-50 years old and majority of them were female, which also means that most of faculty whether at the top position were young and energetic to their profession.In addition, teacher-respondents in the college of teacher education that majority of them were married. In addition, majority of the teacher-respondents were with Masters' units.

2.0 How the respondents evaluate the indicators in terms of the following criteria:

2.1 Teachers Personality

An overall weighted mean of 4.45 asserts that as a whole, they have the same verbal interpretation "Outstanding" pertaining to the five items.

2.2 Classroom Management

An overall weighted mean of 4.41 which means that the respondents were answered "Outstanding" in terms of the four items.

2.3 Student Success

An overall weighted mean of 4.26 asserts that as a whole, and majority of the respondents answered "Outstanding". When it comes to the three items used under students success.

2.4 Student Engagement

An overall weighted mean of 4.40 asserts that as a whole, the teacher-respondents were answered "Outstanding" in terms of the two items used in students engagement.

2.5 Learning Climate

An overall weighted mean of 4.575 asserts that as a whole, which means that the faculty respondents were answered "Outstanding" in terms of the two items used in learning climate.

2.6 Instructional Variety

An overall weighted mean of 4.69 asserts that as a whole, which means that the faculty-respondents were answered "Outstanding" in terms of the two items used under instructional variety.

2.7 Higher Thought Process

An overall weighted mean of 4.50 asserts that as a whole, which means that the faculty-respondents were answered "Outstanding" in terms of the two items used in higher thought-process.

2.8 Lesson Clarity

An overall weighted mean of 4.56 asserts that as a whole, which means that the faculty-respondents were answered "Outstanding" in terms of the two items used under lesson clarity.

2.9 Task Orientation

An overall weighted mean of 4.82 asserts that as a whole, which means that the respondents were answered "Outstanding" in terms of the two items used under task orientation.

3.0 What level of extent do the indicators has a good impact to the respondents?

Majority of the respondents were answered "Outstanding" pertaining to the nine indicators namely: Teachers Personality, Classroom Management, Students Success, Student Engagement, Learning Climate, Instructional Variety, Higher Thought Process, Lesson Clarity, and Task Orientation.

RECOMMENDATIONS

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

1. It is a must to give the observer your syllabus, class record, and seat plan after the usual greetings.
2. Many whiteboards have stickers and glue marks which solidified and have become permanent. Something has to be done to maximize their use.
3. Decide what medium of instruction to use in your classes. It is very common to hear both teachers and students speaking in Tagalog and English. This is the form of code switching which is considered a low form, incorrect, poor language showing an incomplete mastery of the two languages used. Teachers teaching subjects using English as medium of instruction are

expected to speak in English in complete sentence and encourage students to do the same.

4. Teachers teaching highly diverse learners are expected to adjust the pace of the lesson, particularly in mathematics. While presenting steps in solving a problem or presenting a step- by- step procedure in the translation of a formula to its final answer, it is recommended that students be encouraged to ask questions and make clarifications. Peer groups can be formed led by bright students who can help the less bright ones to cope with the lesson. Teachers are also encouraged to do team teaching.
5. Providing each student with a copy of the syllabus/course outline together with references can help students as they can read in advance or study further. Although information is available in the internet, selecting a textbook for the subject supplemented by other references is a good practice. Those who can afford to buy the textbook can do so for further study.
6. Since all courses are required to have a research requirement which may take the form of a term paper, case study, action research or any form research as may be appropriate, this should be included as part of the syllabus/course outline to establish in the minds of the students the course output.
7. We must stimulate students to do critical and reflective thinking. It moves them away from the usual knowledge- level thinking which focuses on facts and figures. As result they will be accustomed to drawing insights from situations and events.

REFERENCES

1. Aaronson, D., Barrow L. & Sander, W. (2007). Teachers and student achievement in the Chicago public high schools. Journal of Labor Economics, 25(1), 95-135
2. Adanza, Estela G. (2006). Research Statistics for the health Profession. Manila: Published and distributed by Rex Book Store
3. Barrett, Joan ERIC (1985). Clearing house on Teacher Education Washington DC. JOURNAL OF TEACHER EDUCATION 36, 2:12-17
4. Beavis, Owen Harvey (2010). Performance-Based Rewards for Teachers: A Literature Review. http://mabadik.wordpress.com
5. Brato, Dally Jot (2004). Southern Baptist College Teachers Performance an Assessment
6. Dominguita, A. P. (2007). Peer Evaluation of Teachers. University of the Philippines Los Baños Laguna. uplb.edu.ph/phocadownload/publications/AccomplishmentPET
7. Eichmann, Mark (2013). Revised Guide for Teachers. Retrieved from Delaware Department of Education
8. Engel, Mimi (2009). Time-out on Timing: The Relationship between the timing of teacher hires and Teacher quality. Vanderbilt PEABODY COLLEGE
9. Long, Larry (1973). Performance of Teachers New York: McGraw-Hill Book Co. Introduction Edition, Philippines Reprint, 1993, p. 11.
10. Lockwood, Daniel F. , McCaffrey & Tim R. Sass J.R. (2008). The Intertemporal Stability of Teacher Effects Estimates. LED BY IN COOPERATION WITH: The National Center on Performance Incentives (NCPI)
11. Lockwood, Daniel F. & McCaffrey (2008). Exploring Student Teacher Interactions in Longitudinal Achievement Data. LED BY IN COOPERATION WITH: The National Center on Performance Incentives (NCPI)

12. Magno, Carlo & Tangco (2009). A Meta Evaluation Study on the Assessment of Teacher Performance in an assessment Center in the Philippines. The International Journal of Educational and Psychological Assessment, vol. 3
13. Peterson, Kenneth D. (1987). Teacher Evaluation with Multiple and Variable Lines of Evidence. American Research Journal. Portland state University
14. Peterson, K. D. (2000) Teacher Evaluation: A comprehensive guide to new directions and practices. Thousand Oaks, CA. Corwin Press.
15. Saludo, Milagros M. (1991). An Evaluation of the Government in Secondary Schools in the Division of Lipa City on some areas of Administration and supervision by their teachers
16. Springer, Matthew G., Ballou, Dale & Art (XIAO) Peng (2008). Impact of the Teacher Advancement Program on Student Test Score Gains: Findings from an Independent Appraisal. Performance Incentives: Their Growing Impact on American K-12 Education in Nashville, Tennessee
17. Springer, Matthew G. (2009). Performance Incentives: Their Growing Impact on American K-12 Education. Educational Week article
18. Tennessee Department of Education (2010). First to the Top Monthly Update. Education Week Magazine. http://www.tn.gov/firsttothetop