



Perceived Level of Competence and Performance of the English Professors and the English Aptitude Test of the Students

Dr. Jose Chichany C. Cacho¹, Nipsc Lemery Campus²

ABSTRACT: This descriptive research aimed to investigate the perceived level of teaching competence and teaching performance of the English Professors and the English Aptitude tests of the students in different SUCs in Region VI. There were 24 English Professors and 225 students taken as respondents of the study. The standardized questionnaire in SUC was used to determine the teaching competence and the teaching performance and the aptitude test was adopted from Maastricht University. Descriptive and inferential data analyses were used to interpret the data. As perceived by the teachers' themselves, supervisors and students, the level of competence of the English professors were described as "highly competent or very high" while all of the English Professors belonged to "very satisfactory or very high" level of performance. Hence, the result shows that most of the students fall on the upper intermediate level of aptitude tests, no significant relationship was found out between the English professors' profile and the perceived level of competence of English Professors, for the student's profile and perceived level of competence, no significant relationships were noted in terms of sex, then socio economic status, rank in the family and type of high school, there were significant relationship and no significant relationships were noted between the teacher's profile and the perceived teaching performance of the English professors. Only the students' profile location of school and the perceived teaching performance had a significant relationship, hence, only the hypothesis in the location to school is to be rejected. When the relationships were determined between the English aptitude tests and the students' profile, in the socio-economic status grouping of the students had a significant relationship. The relationship between the perceived level of competence and teaching performance was relatively significant. For the relationship between the perceived level of performance and the English aptitude test, it was noted to be not significant. When the respondents were grouped into rural and urban areas, no significant difference was noted in the teaching competence, also no significant difference in the teaching performance and however, there is a significant relationship in the English aptitude test. With these, there is a need to expose the teachers to other latest trends in teaching such that they could be able to hurdle the global needs of the today's generation. Seminars and trainings should not only be limited to local, regional and national level however, if budget permits, the school should allocate fund in order to send teachers to international trainings and seminars. regular monitoring and evaluation of the performance of the teachers so as to improve their teaching skills, considering that most of the respondents belong to the late forty's, they should be given the chances to explore their innate knowledge and skills through using technologies in the conduct of the lesson. Observation of classes can be done to ensure quality delivery of instruction. appropriate teaching strategies should be used by the teachers in order to re awaken the potentials of the students and interest of the students in English. The English instructors and professors should be more focused on functional English for the students to appreciate the importance or significant impact of English in their daily activities.

Keywords: Perception, Competence, Performance, English Aptitude

INTRODUCTION:

For the developing world, higher education is a very important sector of the educational system. The quality and quantity of knowledge that filters down to the lower levels of the educational cone depends on the concentration of these at the tertiary level (Hallawah, 2011). The standards of achievement required at, and for, the tertiary levels set the standards of achievement acceptable at the lower levels. Tertiary education is also an ultimate goal for learners at the lower levels. For development and progress, a nation depends on the tertiary institutions to set the direction for development, produce the required expert manpower, and develop through research the social, economic, cultural, scientific and technological systems of the society (Kneipp, et al, 2010). It is also expected that the

future leaders of a country are breed at the tertiary level. Every nation therefore aspires through the provision of appropriate policies and resources, to build the type of higher education that is required for the upliftment of its society.

In examining the professional development process of instructors at the tertiary level, this document will begin with an overview of one such initiative at different State Universities and Colleges in Region VI by starting out on identifying and assessing the competencies and performance of the particular professor or instructor (Bilbao, 2012).

Thus, barometers of effective competent teaching would be based on assessments of needs which will be rather viewed transcendently as contributing to raising the educative



knowledge, skills, and attitudes of the larger academic community of the university.

Most of the college teachers particularly those teaching English, despite the establishment of as many as 100 new universities in the last three years, training capacity is still constrained to approximately 60 percent because of faculty shortages, even as student to teacher ratios in the classroom increase significantly. Combined with the growth of class sizes has been a deterioration of quality standards, which currently go largely unchecked, especially with the recent growth of the private sector (Abdul Rashid, 2014).

The Commission on Higher Education (CHED) has acknowledged that the system needs a drastic overhaul, and it is working to alleviate some of the problems associated with low competence through a program of domestic and international faculty graduate training programs. It has also established a body responsible for overseeing quality standards within the system and brought in a number of internationally respected universities to partner with local universities in developing programs and curricular that can be modeled by other institutions of higher education across the country. But these efforts currently represent just the seeds of the nation's education reform effort, and much work remains to be done, hence there is a need to conduct detailed investigation to further scout solutions to the problems.

In some colleges and universities teachers are rated by the students on their competence and performance. The items in an evaluation instrument are generally similar across all levels of education. The areas usually include teaching competencies, management and evaluation skills, professional ethics and personal qualities. Through evaluation, the teacher's performance is being measured for improvement sake. In Region VI, SUCs has its own vision and mission pertaining to teachers' development.

The researcher holds the responsibility and willingness to show his findings in the teachers' competence and performance in all State Universities in Region VI. It also hoped that the study would help to bring about the best quality education that each SUC aspire to give or provide and to be served.

Hence, this leads to conduct the investigation.

STATEMENT OF THE PROBLEM

This study aimed to determine the perceived level of teaching competence and teaching performance of the English Professors and the English aptitude test of the students among State Universities and Colleges in Region VI.

Specifically, it sought answers of the following questions:

1. What is the profile of the English Professors?
2. What is the profile of the students in terms
3. What is the level of teaching competence as perceived by the professors, supervisor and students assigned in the urban and rural campuses?
4. What is the level of teaching performance as perceived by the professors, supervisor and students assigned in the urban and rural campuses?
5. What is the level of the aptitude tests of the students in the urban and rural campuses?
6. Is there a significant relationship between the profile of the English professors and their perceived level of teaching competence; profile of the English professors and their level of teaching competence as perceived by the students; profile of teaching performance as perceived by themselves; profile of the English professors and their teaching performance as perceived by the students; profile of Teaching Performance as perceived by the students; profile of the students and their level of English aptitude; Perceived level of teaching competence and teaching performance; Perceived level teaching competence and students level of English aptitude test; Perceived level of Teaching Performance and students level of English aptitude test;
7. Is there a significant difference on the perceived levels of teaching competence and teaching performance and students' level of English Aptitude when the respondents are grouped according to urban and rural campuses?

HYPOTHESES:

1. There is no significant relationship between the urban and rural respondents according to profile of the English professors and their perceived level of teaching competence; profile of the English professors and their teaching competence as perceived by the students; profile of the students and their level of English Aptitude Test; Perceived levels of teaching competence and teaching performance; Perceived level of teaching competence and students level of English aptitude test; Perceived level of teaching performance and students level of English aptitude test;
2. There is no significant difference on the perceived levels of teaching competence and teaching performance and



students' level of English Aptitude Test when the respondents are grouped according to urban and rural campuses.

METHODOLOGY

This descriptive-correlational research basically spelled out the perceived level of teaching competence and teaching performance of the English professors and the aptitude of the students among SUCs in Region VI and it also determined the relationship between teaching competence and teaching performance.

RESEARCH SUBJECTS/RESPONDENTS

The subjects of the study were the twenty four (24) English Professors of the different SUCs in Region VI permanently holding regular and permanent plantilla positions in the main campus of the SUCs and the third year education students of the different SUC campuses such as Aklan, Antique, Capiz, Guimaras, and Iloilo, namely: the Aklan State University,

University of Antique, Capiz State University, Guimaras State College, Iloilo Science and Technology University, Iloilo State College of Fisheries, Northern Iloilo Polytechnic State College, and West Visayas State University.

The English Professors were selected using the purposive sampling. The researcher conducted a survey of the English professors in every SUC, then the three (3) English Professors who handled of the education students from first year to third year were considered both the subject and the respondents of the study. For the students, stratified random sampling was used to determine the actual respondents of the study taking 255 students out of 704 education students in SUCs in Region VI as the respondents of the study.

The researcher used the adapted instruments for evaluating the teaching competence and teaching performance. For the English Aptitude Test, the researcher adapted the English Aptitude Test of Maastricht University Language Center.

RESULTS

Table 1.1 Profile of the English Professors

Profiles	Frequency, n =24	Percentage, %
Academic Rank		
Instructor	10	41.67
Assistant Professor	9	37.50
Associate Professor	3	12.50
Professor	2	8.33
Age		
26 – 37	5	20.83
38 – 49	15	62.50
50 – 61	4	16.67
Sex		
Male	14	58.33
Female	10	41.67
Civil Status		
Single	6	25.00
Married	18	75.00
HEA		
With MA units	1	4.17
Master's degree	5	20.83
Doctoral units	10	41.67
Doctorate degree	8	33.33
Monthly Income		



Low	5	20.83
Average	17	70.83
High	2	8.33
Number of years teaching		
10 years below	7	29.17
Above 10 years	17	70.83
Number of Relevant Training		
<i>Local</i>		
Less than 5	18	75.00
More than 5	6	25.00
<i>Regional</i>		
Less than 5	21	87.50
More than 5	3	12.50
<i>National</i>		
Less than 5	19	79.17
More than 5	5	80.83
<i>International</i>		
Less than 5	24	100.00
More than 5	0	0.00
Location of the school		
Urban	12	50.00
Rural	12	50.00

Table 1.2 Profile of Student – Respondents

Profile	Frequency, n =255	Percentage, %
Sex		
Male	111	43.53
Female	144	56.47
Type of HS graduated from		
Private	66	25.88
Public	169	66.27
Socio-economic status		
Low	83	32.55
Average	160	62.75
High	12	4.71
Rank in the family		
1 st	81	31.76
2 nd	95	37.25
3 rd	37	14.51
4 th and other	42	16.47
Awards		
Belongs to top 10	78	30.59
Does not belong to top 10	177	69.41
Location of HS		
Urban	160	62.75
Rural	96	37.65

Table 2 Level Of Teaching Competence As Perceived By The Professors, Supervisor And Students Assigned In The Urban And Rural Campuses

	Students			Teachers			Supervisors		
	Mean	SD	Interpretation	Mean	SD	Interpretation	Mean	SD	Interpretation
Mean Score	3.50	0.342	VH	3.51	0.122	VH	3.50	0.149	VH

Table 3 The Level Of Teaching Performance As Perceived By The Professors, Supervisor And Students

Statements	Students			Teachers			Supervisors		
	Mean	SD	Interpretation	Mean	SD	Interpretation	Mean	SD	Interpretation
General Performance Task	3.48	0.24	VH	4.03	0.48	VH	3.51	0.301	VH
Teaching Skills	3.52	0.364	VH	3.48	0.344	VH	3.57	0.337	VH
Management Skills	3.49	0.574	VH	3.42	0.654	VH	3.46	0.341	VH
Discipline and Regularity	3.51	0.406	VH	3.47	0.390	VH	3.50	0.278	VH
interpersonal relations	3.47	0.335	VH	3.49	0.334	VH	3.44	0.230	VH
Grand Mean	3.48	0.181	VH	3.47	0.448	VH	3.50	0.220	VH

Table 4 The Level Of The Aptitude Tests Of The Students In The Urban And Rural Campuses

English Aptitude Result	Frequency	Percentage, %	Interpretation
0 – 19	0	0.00	Elementary
20 – 49	14	5.49	Lower Intermediate
50 - 59	44	17.25	Intermediate
60 – 79	177	69.41	Upper Intermediate
80 - 99	20	7.85	Advanced

Table 5.1A Relationship Between Profile of the English Professors and their Perceived Level of Teaching Competence

Profile	Chi-squared	p-value	Decision on Ho	Interpretation
Academic Rank	30.600	0.436	Do not Reject Ho	Not Significant
Age	139.667	0.266	Do not Reject Ho	Not Significant
Sex	12.686	0.242	Do not Reject Ho	Not Significant
Civil Status	12.889	0.230	Do not Reject Ho	Not Significant
Highest Education	27.350	0.605	Do not Reject Ho	Not Significant
Monthly Income	18.118	0.230	Do not Reject Ho	Not Significant
Number of Years Teaching	14.319	0.159	Do not Reject Ho	Not Significant
Location of School	10.000	0.440	Do not Reject Ho	Not Significant

Table 5.1B Relationship Between Profile of the Students and their Perceived Level of Teaching Competence

Profiles	Chi-squared	p-value	Decision on Ho	Interpretation
Sex	106.474	0.310	Do not Reject Ho	Not Significant
Location of School	115.488	0.138	Do not Reject Ho	Not Significant
Socio Economic Status	201.140	0.464	Do not Reject Ho	Not Significant
Rank in the Family	291.677	0.624	Do not Reject Ho	Not Significant
Type of HS graduated from	102.797	0.404	Do not Reject Ho	Not Significant
Awards received	124.322	0.050*	Reject Ho	Significant

Table 5.2.A Relationship Between Profile of the English Professors on their Perceived Level of Teaching Performance

Profiles	Chi-squared	p-value	Decision on Ho	Interpretation
Academic Rank	32.911	0.472	Do not Reject Ho	Not Significant
Age	151.667	0.294	Do not Reject Ho	Not Significant
Sex	10.971	0.446	Do not Reject Ho	Not Significant
Civil Status	11.111	0.434	Do not Reject Ho	Not Significant
Highest Education	28.900	0.672	Do not Reject Ho	Not Significant
Monthly Income	19.888	0.634	Do not Reject Ho	Not Significant
Number of Years Teaching	9.076	0.615	Do not Reject Ho	Not Significant
Location of School	13.667	0.252	Do not Reject Ho	Not Significant

Table 5.2.B Relationship Between Profile of the Students on their Perceived Level of Teaching Performance

Profiles	Chi-squared	p-value	Decision on Ho	Interpretation
Sex	71.580	0.683	Do not Reject Ho	Not Significant
Socio Economic Status	151.542	0.586	Do not Reject Ho	Not Significant
Rank in the Family	241.978	0.346	Do not Reject Ho	Not Significant
Type of HS graduated from	91.553	0.140	Do not Reject Ho	Not Significant
Awards received	82.393	0.345	Do not Reject Ho	Not Significant
Location of School	101.864	0.036*	Reject Ho	Significant

Table 5.3 Profile of the Students and their Level of English Aptitude Test

Profiles	Chi-squared	p-value	Decision on Ho	Interpretation
Sex	38.743	0.656	Do not Reject Ho	Not Significant
Socio Economic Status	107.989	0.050*	Reject Ho	Significant
Rank in the Family	144.622	0.164	Do not Reject Ho	Not Significant
Type of HS graduated from	40.449	0.583	Do not Reject Ho	Not Significant
Awards received	41.987	0.515	Do not Reject Ho	Not Significant
Location of School	41.619	0.531	Do not Reject Ho	Not Significant

Table 5.4 Perceived Levels of Teaching Competence and Teaching Performance

Variables	Pearson - r	Degree of correlation	p-value	Decision on Ho	Interpretation
Levels of teaching competence and teaching performance	0.665	Moderate correlation	0.000**	Reject Ho	Significant

Table 5.5 Perceived Level of Teaching Competence and Students Level of English Aptitude Test

Variables	Pearson - r	Degree of correlation	p-value	Decision on Ho	Interpretation
Level of teaching competence and students' English aptitude	-0,059	Inverse negligible correlation	0.332	Do not Reject Ho	Not Significant

Table 5.6 Perceived Level of Teaching Performance and Students Level of English Aptitude Tests

Variables	Pearson - r	Degree of correlation	p-value	Decision on Ho	Interpretation
Level of teaching Performance and students English aptitude	-0.061	Inverse negligible correlation	0.332	Do not Reject Ho	Not Significant

Table 6 Difference On The Perceived Levels Of Teaching Competence And Teaching Performance And Students' Level Of English Aptitude When The Respondents Are Grouped According To Urban And Rural Campuses

Source of difference	Mean	SD	t-value	p-value	Decision on Ho	Interpretation
Competence						
Urban	3.49	0.402	-0.135	0.893	Do not Reject Ho	Not Significant
Rural	3.50	0.364				
Performance						
Urban	3.69	0.244	1.285	0.200	Do not Reject Ho	Not Significant
Rural	3.65	0.245				
Aptitude						
Urban	65.04	10.157	-3.614	0.000**	Reject Ho	Significant
Rural	69.56	8.709				

DISCUSSION

Most of the respondents had an academic rank of Instructor 1, when grouped into age, majority of them falls in the age range of 38-40 years old, then according to sex, almost more than a half were males, according to civil status, most of the respondents were married; in terms of the educational attainment, most of them had earned doctorate degree units; then when grouped into family income, most of the respondents belonged to average monthly income; then according to the number of years in teaching, most were already serving the college for more than ten years, while in terms of location, fifty percent were both assigned in rural and urban SUCs and finally in terms of the number of trainings attended, most of them had less than five number of trainings.

For the students-respondents profile, when grouped into sex, most the students were females, when grouped into location whether urban or rural areas, there were more respondents belonged to urban areas, when grouped according to socio-

economic status, most of the students described themselves as being in the average socio-economic status, in terms of rank in the family, most of the students were second child of the family, and lastly in terms of awards received, most do not belong to the top ten students during their secondary years. The level of competence of the English Professors in SUCs in Region VI as perceived by the teachers was described as very high competence (highly competent), as perceived by the supervisors, English Professors were also highly competent, and as perceived by the students, they were also highly competent.

As perceived by the teachers' themselves, the level of performance of the English Professors was described as "very high" or very satisfactory, as perceived by the supervisors, English Professors level of performance was also "very high or very satisfactory" and students' perceived the level of performance of the English Professors as "very high or very satisfactory". Most of the students fall on the upper



intermediate level of aptitude tests. None belonged in the elementary level.

No significant relationship was found out between the English professors' profile and the perceived level of competence of English Professors. Thus, the null hypothesis is accepted. For the student's profile and perceived level of competence, thus, no significant relationships were noted in terms of sex, then socio economic status, rank in the family and type of high school, there were significant relationship. No significant relationships were noted between the teacher's profile and the perceived teaching performance of the English professors. With this, the null hypothesis is accepted. Only the students' profile location of school and the perceived teaching performance had a significant relationship, hence, only the hypothesis in the location to school is to be rejected. When the relationships were determined between the English aptitude tests and the students' profile, in the socio-economic status grouping of the students had a significant relationship. Hence, the null hypothesis on the SES was rejected.

The relationship between the perceived level of competence and teaching performance was relatively significant. Hence, there is a need to reject the null hypothesis. For the relationship between the perceived level of performance and the English aptitude test, it was noted to be not significant. The null hypothesis is accepted. When the respondents were grouped into rural and urban areas, no significant difference was noted in the teaching competence, also no significant difference in the teaching performance and however, there is a significant relationship in the English aptitude.

Conclusions

Based on the findings presented above, the following conclusions are drawn:

No significant relationship was found between the English professors' profile and the perceived level of competence of English Professors. Thus, the null hypothesis is accepted. This manifests that the profile of the English professors could be considered a basic factor to determine the teaching competence

Recommendations

ACTION PLAN FOR THE ENHANCEMENT OF TEACHING COMPETENCE, TEACHING PERFORMANCE AND STUDENT'S APTITUDE TOWARDS ENGLISH

Areas of Concern	Objectives	Strategies	Persons Involved	Time Frame	Budget	Success Indicators/Key Results
TEACHING COMPETENCE						
	To enhance competence of professors	<ul style="list-style-type: none"> • Observation of Classes • Conduct 	<ul style="list-style-type: none"> • Campus Head • Area Coordinators 	Every start of the Year		Competent English

of the teachers. For the student's profile and perceived level of competence, no significant relationships were noted in terms of sex, socio economic status, rank in the family and type of high school, there were significant relationship. Hence, only in this result, the rank in the family and the type of school of the students affect the level of competence of the English professors. No significant relationships were noted between the teacher's profile and the perceived teaching performance of the English professors. With this, the null hypothesis is accepted. Hence, the profile of the teachers do not have an impact on the teaching performance,

Only the students' location of school and the perceived teaching performance had a significant relationship, hence, only the hypothesis in the location to school is to be rejected. The students location in the rural and urban areas can be a determinant in the improvement of the teaching performance.

When the relationships were determined between the English aptitude tests and the students' profile, in the socio-economic status grouping of the students had a significant relationship. Hence, the null hypothesis on the SES was rejected. The economic status of the students can be considered the factor on the present aptitude of the students towards English. The relationship between the perceived level of competence and teaching performance was relatively significant. Hence, there is a need to reject the null hypothesis. This shows that teaching competence and teaching performance complement with each other, meaning, that the more competent the teacher, the more excellent is his performance. For the relationship between the perceived level of performance and the English aptitude test, it was noted to be not significant. The null hypothesis is accepted. The teaching performance does not alter the aptitude of the students towards English. When the respondents were grouped into rural and urban areas, no significant difference was noted in the teaching competence, also no significant difference in the teaching performance and however, there is a significant relationship in the English aptitude. The location of the students can be a factor that might cause their aptitude towards English.



		<p>Trainings and Seminars</p> <ul style="list-style-type: none"> • Provide financial Assistance for the pursuance of post graduate studies 	<ul style="list-style-type: none"> • General Education Chairperson • HRMO 		50,000.00	<p>Professors updated with the latest trends and issues in teaching</p> <p>English Professors enrolled or finished MA or EdD/PhD</p>
	To establish a competency standards among English Professors	<ul style="list-style-type: none"> • Development of DTC (Desired Teaching Competency Manual) • Consultative Conference 	<ul style="list-style-type: none"> • VP for Academic Affairs • Board of Trustees • Campus Head • Area Coordinators • General Education Chairperson • HRMO 	Jan- April	25,000.00	A DTC published and distributed among all English professors
	To maintain quality standards of teaching	<ul style="list-style-type: none"> • To organize professional group to check and monitor quality Standards • Submit teacher for program evaluation • Expose professors to other fields 	<ul style="list-style-type: none"> • Campus Head • Area Coordinators • General Education Chairperson • HRMO • Professional organization for English Professors 	Mar-May or Oct to November	10,000.00	Quality standards of English professors maintained and regularly evaluated
	To develop mechanism on monitoring and evaluating the competency level of the English Professors	<ul style="list-style-type: none"> • To establish good and best practices in monitoring and evaluating teachers' competency • Conferences and consultations 	<ul style="list-style-type: none"> • Campus Head • Area Coordinators • General Education Chairperson • HRMO 	Every end of the semester	1,500.00	<p>Evaluation and monitoring results compiled</p> <p>Consultation schedule being posted by the chair</p>
	To cater the needs of the English Professors in the	<ul style="list-style-type: none"> • Consultation • Observation • Survey Needs Assessment • Provision of 	<ul style="list-style-type: none"> • Campus Head • Area Coordinators • General Education 	Every start and end of the year	100,000.00	All needs of English Professors being catered



	enhancement of their teaching competence	technology in enhancement of teaching	<ul style="list-style-type: none"> Chairperson HRMO Research Director Budget Officer 	All Year round		Survey Assessment for Needs Conducted
TEACHING PERFORMANCE						
	To maintain high standard of performance in the teaching of English	<ul style="list-style-type: none"> Regular monitoring and evaluation Observation of classes 	<ul style="list-style-type: none"> Campus Head Area Coordinators General Education Chairperson HRMO 	Every start and end of the year All Year round	5,000.00	English professors maintained high standards of performance/ received outstanding or very satisfactory evaluation results
	To develop strategy in monitoring and evaluating the performance of the English professor	<ul style="list-style-type: none"> Develop standard instrument in evaluating and monitoring performance Feedback Consultation 	<ul style="list-style-type: none"> Campus Head Area Coordinators General Education Chairperson HRMO 	Start/End of the Year	5,000.00	Standard instrument being developed Consultation activities being done
	To maximize potentials of English professors	<ul style="list-style-type: none"> To assign professors to conduct outcomes-based activities for English 	<ul style="list-style-type: none"> Campus Head Area Coordinators General Education Chairperson HRMO 	All Year Round	None	English Professors performed other tasks to maximize potentials English professors served as coaches and trainers
STUDENT'S APTITUDE						
	To increase aptitude level of students towards English	Career guidance program Aptitude test being conducted	<ul style="list-style-type: none"> Campus Head Guidance Counselor English professors parents 	January - May	15,000.00	Career guidance program conducted English Aptitude level



						increased
	To produce globally competitive students excelling in English areas	Send students to trainings and symposium or competition	<ul style="list-style-type: none"> • Campus Head • Class Advisers • English professors • parents 	Once – Thrice a year	100,000.00	Students participate in trainings and garnered awards
	To encourage students to participate in all English Activities and competitions	Send students to local, regional, national or even international trainings and symposium or competition	<ul style="list-style-type: none"> • Campus Head • Class Advisers • English professors • parents 	Once – Thrice a year	300,000.00	Students participate in trainings and garnered awards Students recognized in international trainings
	To widen perspective of students in appreciation of importance of English in their lives	Career guidance program Aptitude test being conducted	<ul style="list-style-type: none"> • Campus Head • Guidance Counselor • English professors • parents 	January - May	15,000.00	Intellectually and emotionally matured students

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