

ABSTRACT

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Title of Thesis : Relationship of Self-Evaluation and Student Evaluation to the Administrators' Evaluation of the Teaching Performance of the Faculty of DLSU - EAC, School Year 1992-1993.

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Objectives

General:

To find out if self-evaluation and students' evaluation of teachers' performance are related to administrators' evaluation of teachers' performance of the faculty of DLSU-EAC, Dasmariñas, Cavite.

Specific:

This aimed to:

1. determine the performance of the faculty during the school year 1992-1993 according to self-evaluation, students' evaluation and administrators' evaluation.
2. find out if the subvariables age, sex, educational

attainment, teaching experience and work status had relationships with the variates which are self-evaluation, and students' evaluation of faculty performance and the criterion variable which is administrators' evaluation of faculty performance.

3. determine the significant differences in the faculty performance based on self-evaluation, when the faculty are grouped according to age, sex, educational attainment, teaching experience and work status.
4. find out the significant difference in the faculty performance based on students' evaluation and administrators' evaluation when the faculty are grouped according to age, sex, educational attainment, teaching experience and work status.
5. determine the correlation between self-evaluation and students' evaluation, self-evaluation and administrators' evaluation and students' evaluation and administrators' evaluation of faculty performance.

Methodology:

Data Gathering:

The total population of 93 faculty who were recently evaluated (August, 1992) by the students, requested for self-evaluation and subjected to administrators' evaluation

was used as the subject of this study.

The evaluation instrument being used by the institution with slight modification was used in this investigation.

Data Analysis:

The mean, t-test, F-test or the one way Analysis of Variance (ANOVA), and the Pearson Product Correlation (Pearson r) were the main statistical treatment used.

Results:

1. The faculty had the same above average performance based on self-evaluation, students' evaluation, and administrators' evaluation. Their self-evaluation of 4.255 was higher than the students' evaluation of 3.800 and the lowest evaluation was that of the administrators' evaluation which was of 3.616.
2. Based on the self-evaluation, the older faculty performed better. The faculty who are graduates of master of arts and master of science performed better. Those with longer years of teaching experience had performed better. Likewise the full-time permanent faculty members performed better. The faculty had the same level of performance regardless of sex.

3. According to students' evaluation, those faculty who had full-time permanent status performed better. They had the same performance regardless of age, sex, educational attainment and teaching experience.
4. Based on administrators' evaluation, the older faculty members, those with longer years of teaching experience, and those with full-time permanent status performed better.
5. Self-evaluation could predict the students' evaluation. However, self-evaluation could not predict administrators' evaluation. Students' evaluation also could not predict administrators' evaluation.

Recommendations:

1. Student evaluation could be used as a valid basis in rating teachers' performance.
2. Self-evaluation can be used as reference if not basis for rating teachers' performance for consideration in rehiring, re-classification, promotion and/or termination of the faculty.
3. The administrators need to observe their faculty more to have a more candid evaluation of the performance of their teachers. The faculty should have a positive attitude towards administrators' observation of their

performance.

4. Administrators should provide copy of their evaluation of the faculty performance together with the evaluation done by the students so that the faculty could effect improvement in their performance.
5. Further studies on comparison of the evaluation results making use of both the modified and original evaluation instruments is also recommended.

