

Self-Concept, Values Orientation, and Teaching Performance Among Hospitality Educators

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ABSTRACT

This survey-correlational study aimed to investigate the self-concept, values orientation, and teaching performance among hospitality educators of the West Visayas State University System. The study was conducted in January 2013 and utilized 42 randomly selected hospitality educators as participants. The simple random sampling method was used in the selection of the participants. Three (3) standardized and published data-gathering instruments were adapted to obtain the data for the study. To ascertain the degree of self-concept, Girdano and Everly's (1979) Self-perception Test instrument was used. In determining the pre-dominant values orientation, Rokeach's (1973) Value Survey Form used by Rabago (1988) was utilized. To ascertain the level of teaching performance, the WVSU F-PES was employed. Frequency counts, rank, percentage analyses, mean scores, and standard deviations were employed as descriptive statistics; while t-test for independent samples, one-way ANOVA, and Pearson's Product Moment Coefficient of Correlation (Pearson's r) were employed as inferential statistics. The criterion for the acceptance or rejection of the null hypotheses was set at .05 alpha level. The results of the study revealed that, generally, the hospitality educators had outstanding teaching performance and strong self-concept. Family security, salvation, and happiness were their most important terminal values while social recognition, a world of beauty and pleasure were their least important values. Loving, responsible, and honest were their most important instrumental values and imaginative, ambitious, and clean were their least important values. In terms of teaching performance, no significant differences existed when hospitality educators were classified according to sex, age, civil status, educational attainment, status of employment and number of years in teaching. Significant differences existed in the degree of self-concept among hospitality educators grouped according to age and civil status. However, they did not differ significantly in their degree of self-concept when they were classified according to sex, educational attainment, status of employment, and number of years in teaching. Negative but significant relationship existed between the hospitality educator's self-concept and teaching performance.

Keywords: Self-concept, teaching performance and values orientation

I. INTRODUCTION

Teaching is indeed a very challenging job. This is because the welfare of the students lie in the hands of their teachers. Yet, no matter how demanding the responsibilities of a teacher are, it is also one of the most rewarding jobs.

Teachers make a difference in student learning and achievement. The teacher is the single most important factor outside the home in affecting student learning and development (Egzen & Kauchals, 1996). Teachers who have clear goals actively strive for learning and use effective methods to produce results. Directing students learning at any level is a very personal and idiosyncratic enterprise. How a person teaches depends to a large extent on who she/he is as a person (Kagan, 1992). The goals that a teacher select, the strategies that she/he uses to reach the goals, and the way that an educator relates to students all depends on what she/he brings to the classroom as human beings. Much of teachers' effectiveness lies in understanding their own personal strengths and preferences. Teachers indeed do make a difference.

Excellence and quality are the most established concepts of education. Central to the pursuits of the Commission on Higher Education's (CHED) thrusts of quality and excellence, relevance and responsiveness, equality and access, efficiency and effectiveness, is the competence of the teachers in the delivery of updated knowledge and skills appropriate for the education of globally competitive professionals (Gaduyon, 1997).

There is no quality education without quality educators. This quality is affected by the educator's personal factors such as self-concept and values orientation. A positive self-concept is one of the most valuable gifts a teacher can give to his/her student. It can lead students to a path of success and accomplishment. Enhancing self-concept is a highly desirable goal and a vital key to well beings. It is believed that development of positive self-concept is an important outcome of schooling. It has also been demonstrated to be an important mediating factor that facilitates the attainment of other desirable psychological, behavioral, and educational outcomes that underpin human potentials (Craven & Yeung, 2008). Despite the recognized importance of self-concepts, little attention has been paid to teacher's self-concepts, and their self-perceptions of their own teaching effectiveness, thus this study.

Values orientation is the process of directing interaction and passion of individual to the desired socio-cultural values that promote social development and good human relations. It represents educators' educational beliefs regarding what is taught, how it is taught, and to what extent the content is learned (Roa, 2003). Although subject matter goals are important, affective goals related to social skills are often perceived by teachers as critical not only to students' academic achievement, but also to valued outcomes of citizenship, moral character development, and work socialization.

Individual beliefs and values are recognized as important mediators of behaviors. Curriculum theorists have acknowledged the critical role that belief and values play in the

decisions teachers make (McDeil, 1990). Teachers made more consistent educational decisions when their beliefs are organized as ideology or values orientation influences their teaching behavior, but little is known how teachers' values orientation developed. This present study aimed to determine the values orientation of the hospitality educators. The findings of this study would give insights to the campus administrators of the different campuses of improving their management scheme. They would be given idea on the factors which could influence the educators' teaching performance and could think of possible interventions to boost their morale and improve their efficiency and effectiveness in teaching.

II. OBJECTIVES OF THE STUDY

This study aimed to determine the level of teaching performance among the hospitality educators when they are taken as an entire group or classified according to sex, age, civil status, educational attainment, status of employment, and number of years in teaching; to determine the degree of their self-concept when they are taken as an entire group or classified according to sex, age, civil status, educational attainment, status of employment, and number of years in teaching; to analyze the predominant terminal and instrumental values orientations among the hospitality educators and how do these values orientations rank among the hospitality educators; to test the differences in the teaching performance among the hospitality educators when they are classified according to sex, age, civil status, educational attainment, status of employment, and number of years in teaching; to test the differences in their self-concept when they are classified according to sex, age, civil status, educational attainment, status of employment, and number of years in teaching and to test the relationship between teaching performance and self-concept among hospitality educators.

III. MATERIALS AND METHODS

The participants of this investigation were the 42 randomly selected hospitality educators of West Visayas State University both from the main and external campuses. The simple random sampling method was employed in the selection of the participants of the study.

The participants were classified according to sex, age, civil status, educational attainment, status of employment, and number of years in teaching. They were further categorized as male and female for sex; younger (40 years old and less) and older (41 years old and above) for age; single and married for civil status; baccalaureate degree and post graduate degree holders for educational attainment; part-timer and permanent for status of employment; and shorter (less than 1 year–5 years), average (6-10 years), and longer (11 years and above) for number of years in teaching.

Three standardized and published data-gathering instruments were adapted to obtain the data for the study. To ascertain the degree of self-concept, Girdano and Everly's (1979) Self-perception Test instrument was employed. For determining the pre-dominant values orientation, Rokeach (1973) Value Survey Form was utilized. To measure the level of teaching performance, the West Visayas State University System F-PES was used. The research questionnaire was divided into three parts: Part One, Profile, gathered the participants' personal data. Part Two, Self-concept, was the self-perception test. Part Three, Values Orientation, was the Value survey form.

To be more specific with the classification of the participants, the researcher employed the following scale of

groupings: male and female for sex; younger (40 years old and less) and older (41 years old and above) for age; single and married for civil status; baccalaureate degree and post graduate degree for educational attainment; part-timer and permanent for status of employment; and shorter (less than 1 year – 5 years), average (6-10 years), and longer (11 years and above) for number of years in teaching.

The self-perception test was designed to provide some insights into self-concept. The respondents were asked to put a check () mark on the choice (a, b, c, or d) that best manifest how they generally behave. There were four choices: A—Always True; B—Often True; C—Seldom True; and D—Never True.

The investigation utilized the Value Survey Form developed by Rokeach (1973). The survey form has two sets of values, terminal and instrumental. Set A of the Rokeach's values survey form shows the 18 terminal values and set B lists the 18 instrumental values. The 18 values in each set are analyzed and ranked according to importance with the top three values considered most important and the last three values as least important. The reliability of the instrument is .76 for terminal values and .65 for instrumental values.

The results of the F-PES for the school year 2011-2012 and first semester of the school year 2012-2013 were utilized as data for teacher performance. The WVSU F-PES consists of two parts: (1) Performance Appraisal Form for teaching effectiveness, and (2) Critical Factors. The Performance Appraisal Form includes four areas: Commitment; Knowledge of Subject; Teaching for Independent Learning; and Management of Learning. Each area has five (5) predictors which serve as basis for the supervisor, peers and students to rate, either as: 1-Poor (the faculty fails to meet job requirements); 2-Fair (the performance needs some development to meet job requirements); 3-Satisfactory (the performance meets the job requirements); 4-Very Satisfactory (the performance meets and often exceeds the job requirements); and 5-Outstanding (the performance almost always exceeds the job requirements. The faculty is an exceptional role model). The four areas whose highest possible score per area is 25 were multiplied by .25. On the other hand, the Critical Factors includes five areas (1) punctuality and attendance; (2) courtesy, honesty, and dependability; (3) initiative/dynamism; (4) stress tolerance; and (5) others such as discipline, cooperation, and working relationship. For supervisor and students to rate, a rating scale of 10--highest and 2--lowest was the basis. The obtained score was multiplied by .05. The weighted mean of each category is obtained for both the parts of the F-PES, 30% for the critical factors and 70% for the instruction.

Permission to conduct the study was secured from office of the Vice-President for Academic Affairs and the office of the President of the West Visayas State University. The data-gathering instruments were personally distributed and retrieved by the researcher. The respondents were given enough time to complete the data. Upon retrieval of the accomplished instrument, data were encoded, tallied, tabulated, analyzed and interpreted. Frequency counts, percentage analyses, rank, mean, and standard deviations were employed as descriptive statistics; while *t*-test for independent samples, the one-way ANOVA, and the Pearson's *r* were utilized as inferential statistics. The .05 alpha level of significance was used in the inferential analysis. The study used this scale to interpret the result of the data gathered: 4.21-5.00 (Outstanding); 3.41-4.20 (Very Satisfactory); 2.61-3.40 (Satisfactory); 1.81-2.60 (Fair); 1.00-1.80 (Poor).

Descriptive Statistics

Frequency counts, rank, percentage analyses, mean scores, and standard deviations were employed as descriptive statistics. Frequency counts were used to determine the number of participants belonging to a class or category of the antecedent variables. Percentage analyses were utilized to determine which portion of the participant belongs to a class or category of the antecedent variables. Rank was used to determine the relative position of each item based on the responses applied by the participants. Mean scores were employed to determine the degree of self-concept, predominant values orientation, and level of teaching performance among hospitality educators. Standard deviations were utilized to find out the homogeneity of the participants' self-concept, and teaching performance.

Inferential Statistics

T-test for independent samples, one-way ANOVA, and Pearson's product moment coefficient of correlation (Pearson's r) were employed as inferential statistics. The t -test for independent samples was utilized to determine the significant differences between two level categories. The one-way analysis of variance was employed to determine the significant differences among the three or more level categories of the antecedent variables. The Pearson's r was utilized to determine the significant relationships between the hospitality educators' self-concept and teaching performance. The .05 alpha level was used as the criterion for the acceptance or rejection of the null hypotheses.

IV. RESULTS AND DISCUSSION

Teaching performance among hospitality educators. Data in Table 1 revealed that hospitality educators had *outstanding* teaching performance whether they were taken as an entire group or classified according to certain identified categories.

This was revealed by the obtained mean scores that fell within the 4.21-5.00 range. The obtained standard deviations which ranged from .09 - .19 showed the narrow dispersions of the obtained means indicating the hospitality educators' homogeneity in terms of their teaching performance.

Table 1

Teaching Performance Among Hospitality Educators

Category	M	Description	SD
A. Entire Group	4.79	Outstanding	0.14
B. Sex			
Male	4.77	Outstanding	0.12
Female	4.79	Outstanding	0.15
C. Age			
Younger (40 y.o & less)	4.78	Outstanding	0.11
Older (41 y.o & Above)	4.80	Outstanding	0.19
D. Civil Status			
Single	4.79	Outstanding	0.12
Married	4.78	Outstanding	0.16
E. Educational Attainment			
Baccalaureate Degree	4.76	Outstanding	0.18
Post Graduate	4.80	Outstanding	0.12
F. Status of Employment			
Part-timer	4.77	Outstanding	0.11
Permanent	4.79	Outstanding	0.16
G. Number of years in teaching			
Shorter (less than 1-5 years)	4.78	Outstanding	0.14
Average (6 – 10 years)	4.78	Outstanding	0.09
Longer (11 years and above)	4.78	Outstanding	0.17

Self-concept among hospitality educators. Data in Table 2 showed a *strong* self-concept of hospitality educators whether

taken as an entire group or classified according to certain identified categories.

Table 2

Self-concept Among Hospitality Educators

Category	M	Description	SD
A. Entire group	18.12	SS	3.26
B. Sex			
Male	19.50	SS	3.66
Female	17.69	SS	3.06
C. Age			
Younger (40 y.o & less)	19.08	SS	3.30
Older (41 y.o & above)	16.56	SS	2.61
D. Civil status			
Single	19.57	SS	2.98
Married	17.39	SS	3.20
E. Educational attainment			
Baccalaureate degree	19.21	SS	2.93
Post graduate	17.57	SS	3.33
F. Status of employment			
Part-timer	19.55	SS	1.51
Permanent	17.61	SS	3.57
G. Number of years in teaching			
Shorter (less than 1-5 years)	19.19	SS	2.59
Average (6 – 10 years)	18.78	SS	3.11
Longer (11 years & above)	16.76	SS	3.58

Scale: 10-19 (Strong self-concept - SS); 20-25 (Moderate self-concept-MS); 26-40 (Weak self-concept-WS)

This was revealed by obtained mean scores which fell within the 10-19 scale. The obtained standard deviations which ranged from 1.51-3.58 showed the narrow dispersion of the obtained means indicating homogeneity of the hospitality educators in terms their degree of self-concept.

Predominant terminal and instrumental values orientations among the hospitality educators.

Table 3

Ranks of Predominant Terminal Values Among Hospitality Educators

Terminal values	M	Rank
Family security	4.43	1
Salvation	4.83	2
Happiness	7.19	3
A comfortable life	7.24	4
Wisdom	7.33	5
Self-respect	7.45	6
A world of peace	7.62	7
A sense of accomplishment	8.70	8
True friendship	8.76	9
Inner harmony	10.12	10
Equality	10.76	11
An exciting life	11.40	12
Freedom	11.50	13
Mature love	12.12	14
National security	12.52	15
Pleasure	12.90	16
A world of beauty	13.14	17
Social recognition	13.31	18

Terminal values orientation. Table 3 presents the three most important terminal values among hospitality educators:

family security ($M = \text{Error! Not a valid link.}$, Rank 1); salvation ($M = 4.83$, Rank 2); and happiness ($M = 7.19$, Rank 3). The three least important terminal values among hospitality educators were: social recognition ($M = 13.31$, Rank 18); a world of beauty ($M = 13.14$, Rank 17); and pleasure ($M = 12.90$, Rank 16).

The other terminal values were: a comfortable life ($M = 7.24$, Rank 4); wisdom ($M = 7.33$, Rank 5); self-respect ($M = 7.45$, Rank 6); a world of peace ($M = 7.62$, Rank 7); a sense of accomplishment ($M = 8.7$, Rank 8); true friendship ($M = 8.76$, Rank 9); inner harmony ($M = 10.12$, Rank 10); equality ($M = 10.76$, Rank 11); an exciting life ($M = 11.40$, Rank 12); freedom ($M = 11.50$, Rank 13); mature love ($M = 12.12$, Rank 14); and national security ($M = 12.52$, Rank 15).

Instrumental values orientation. Table 4 presents the three most important instrumental values among hospitality educators: *loving* ($M = 6.38$, Rank 1); *responsible* ($M = 6.55$, Rank 2); and *honest* ($M = 6.79$, Rank 3). The three least important instrumental values among hospitality educators were: *imaginative* ($M = 12.40$, Rank 18); *ambitious* ($M = 12.21$, Rank 17); and *clean* ($M = 11.17$, Rank 16). The other instrumental values were: broadminded ($M = 7.45$, Rank 4); forgiving ($M = 8.12$, Rank 5); courageous ($M = 8.76$, Rank 6); self-controlled ($M = 9.05$, Rank 7); intellectual ($M = 9.50$, Rank 8); and independent ($M = 9.60$, Rank 9); helpful ($M = 9.90$, Rank 10); polite ($M = 10.21$, Rank 11); capable ($M = 10.69$, Rank 12); obedient ($M = 10.76$, Rank 13); logical ($M = 10.93$, Rank 14); and cheerful ($M = 10.95$, Rank 15).

Table 4

Ranks of Predominant Instrumental Values Among Hospitality Educators

Instructional Values	M	Rank
Loving	6.38	1
Responsible	6.55	2
Honest	6.79	3
Broadminded	7.45	4
Forgiving	8.12	5
Courageous	8.76	6
Self-controlled	9.05	7
Intellectual	9.50	8
Independent	9.60	9
Helpful	9.90	10
Polite	10.21	11
Capable	10.69	12
Obedient	10.76	13
Logical	10.93	14
Cheerful	10.95	15
Clean	11.17	16
Ambitious	12.21	17
Imaginative	12.40	18

Significant differences in the teaching performance among the hospitality educators when they are classified according to profile.

Differences in the level of teaching performance among hospitality educators classified according to sex, age, civil status, educational attainment, and status of employment. The t -test results in Table 5 revealed that no significant differences existed in the level of teaching performance among hospitality educators classified according to sex, age, civil status, educational attainment, and status of employment. Obtained t s were $-.486$, $-.498$, $.180$, $-.887$, and $.316$, respectively, and obtained p s were $.630$, $.621$, $.858$, $.381$, and $.752$, respectively, which were all higher than $.05$.

Table 5

Differences in the Level of Teaching Performance Among Hospitality Educators Classified According to Sex, Age, Civil Status, Educational Attainment and Status of Employment

Category	M	df	t-value	Sig. (2-tailed)
A. Sex				
Male	4.77	40	-.486	.630
Female	4.79			
B. Age				
Younger (40 y.o & less)	4.78	40	-.498	.621
Older (41 y.o & above)	4.80			
C. Civil Status				
Single	4.79	40	.180	.858
Married	4.78			
D. Educational attainment				
Baccalaureate degree	4.76	40	-.887	.381
Post graduate	4.80			
E. Employment status				
Part-timer	4.77	40	.316	
Permanent	4.79			

The one-way ANOVA results in Table 6 showed that the hospitality educators did not differ significantly in their level of teaching performance when they were classified as to number of years in teaching, $F(2,39) = .080$, $p = .923$.

Significant differences in their self-concept when they are classified according to profile.

Differences in the degree of self-concept among hospitality educators. The t -test results in Table 7 showed that significant differences existed in the degree of self-concept among hospitality educators when they were grouped according to age and civil status. Obtained t s were 2.589 and 2.126 respectively and obtained p s were $.013$ and $.040$ respectively.

However, it was noted that no significant differences existed in the degree of their self-concept when they were classified according to sex, educational attainment, and status of employment. Obtained t s were 1.560 , 1.565 , and -1.728 , respectively and obtained p s were $.127$, $.125$ and $.092$, respectively which were all higher than $.05$.

Table 6

One-Way ANOVA Results for the Differences in the Level of Teaching Performance Among Hospitality Educators Classified According to Number of Years in Teaching

Source of Variation	df			Sum of Squares			Mean Square		F	Sig. F
	Between Groups	Within Groups	Total	Between Groups	Within Groups	Total	Between Groups	Within Groups		
Number of years in teaching	2	39	41	.003	.842	.845	.002	.022	.080	.923

Table 7

t-test Results for the Differences in the Degree of Self-concept Among Hospitality Educators Classified According to Sex, Age, Civil Status, Educational Attainment, and Status of Employment

Category	M	df	t-value	Sig. (2-tailed)
A. Sex				
Male	19.50	40	1.560	.127
Female	17.69			
B. Age				
Younger (40 years old & less)	19.07	40	2.589*	.013
Older (41 years old & above)	16.56			
C. Civil Status				
Single	19.57	40	2.126*	.040
Married	17.39			
D. Educational attainment				
Baccalaureate degree	19.21	40	1.565	.125
Post graduate	17.57			
E. Employment status		40	1.728	.092
Part-timer	19.54			
Permanent	17.61			

* $p < .05$

One-way ANOVA results in Table 8 showed that the hospitality educators did not differ significantly in their degree of self-concept when they were classified as to number of years in teaching, $F(2,39) = 2.716$, $p = .079$.

Table 8

One-Way ANOVA Results for the Differences in the Degree of Self-concept Among Hospitality Educators Classified According to Number of Years in Teaching

Source of Variation	Df			Sum of Squares			Mean Square		F	Sig. F
	Between Groups	Within Groups	Total	Between Groups	Within Groups	Total	Between Groups	Within Groups		
Number of years in teaching	2	39	41	53.353	383.052	426.405	26.676	9.822	2.716	.079

Relationship between teaching performance and self-concept among hospitality educators

Relationship among hospitality educator's self-concept and teaching performance. Data in Table 9 reveal that negative but significant relationships existed between the hospitality educators' self-concept and teaching performance ($r = -.337$, $p = .029$, $p < .05$).

Table 9

Pearson's r Correlation Between the Hospitality Educators' Self-concept and Teaching Performance

Variable	r-value	p-value	Remarks
Self Concept Teaching Performance	-.337*	0.029	Significant

* $p < .05$

V. CONCLUSION

The outstanding performance of the hospitality educators shows that they perform their teaching responsibilities according to the set standard--accuracy, competence and excellence. Hospitality educators from the WVSU campuses are perhaps deeply committed, qualified, and well-motivated, and passionate of their work.

The hospitality educators seem to project full awareness of their existence--an image or picture that individual holds of oneself. They are more likely to approach tasks, produce quality work, persist during difficulties, thus, demonstrate higher job readiness levels.

In terms of terminal values, it appears that hospitality educators desire for physiological, safety, and security needs--the basic needs of feeding, accommodation, safe environment to live in, freedom from threat, and relative security. They

seem to aspire for eternal life and be saved; and long for contentment. However, they seem to forget all about respect and admiration of others; an enjoyable and leisurely life; and a sense of beauty of nature.

In terms of instrumental values, the hospitality educators tend to uphold affection and dependability, reliability, sincerity, and truthful. However, they seem to forget about being daring and creative; aspiring and hardworking; and being neat and tidy.

Age, sex, civil status, educational attainment, status of employment, and number of years in teaching were factors found not to significantly influence the hospitality educators' teaching performance. This means that, regardless of whether one is young or old, male or female, single or married, permanent or part-time, baccalaureate degree holder or post graduate degree holder, less than 1-5 years, 6 - 10 years, and

11 years and above, his/her teaching performance remains comparable.

Age and civil status are factors found to significantly influence the hospitality educators' degree of self-concept. This seems to indicate that younger and single hospitality educators exude more self-confidence compared with the older and married ones. Perhaps, this may be explained by the nature of the task of hospitality educators, that is, they teach not only knowledge but also skills which require physical exertion and deplete energy more easily compared to other professions.

Sex, educational attainment, status of employment, and number of years in teaching were factors found not to significantly influence the hospitality educators' degree of self-concept. It may, therefore, be constructed that regardless of whether one is male or female; baccalaureate degree or post graduate degree holder; part-time or permanent; shorter (less than 1 year), average (6-10 years), and longer (11 years and above) in number of years in teaching, his/her self-concept remains the same.

It also appears that if a person is fully aware of himself/herself, chances are he/she brings about very good work output. Perhaps, someone who possesses a positive outlook or an optimistic schema, is likely to be satisfied with who he/she is and relies on positive social interactions for support.

VI. RECOMMENDATIONS

The hospitality educators in this research should be commended for the very high self-concept and work performance. They are in fact, the very good employees that any educational institutions aspire for. Therefore, these hospitality educators should maintain their present statuses in their person and organization. Informed of the findings, school administrators should endeavor to reward hospitality educators through recognition of innovative ideas or excellent work output. This can be done through the inclusion of benefits and incentives in their compensation packages. Replication of the present study in a wider scope is recommended. Future researchers may include other variables like spirituality quotient, adversity quotient, and entrepreneurial quotient. In addition, participants may include other teachers of different specializations.

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