



## Performance of Faculty and Students in the Implementation of Information Technology (IT) Business Process Outsourcing (BPO) Curriculum in the College of Computer Studies

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### Abstract

*This study sought to determine the performance of students and faculty in the implementation of IT-BPO curriculum in the College of Computer Studies of Laguna State Polytechnic University System (LSPU) for the Academic Year (A.Y.) 2014-2015. The study pursued the following hypotheses: there is no significant relationship between faculty-related factors and their mean self-evaluation in the implementation of the new curriculum; there is no significant relationship between student's age and their performance in different tracks; there is no significant difference between the mean performance in the different tracks of male and female respondents; there is no significant difference between faculty members self-evaluation and students' evaluation in the implementation of the new curriculum; there is no significant difference among the mean performance of faculty in four campuses in terms of instructional supervision, curriculum implementation and adequacy of facilities and there is no significant difference among the mean performance of students in four campuses in terms of business communication, service culture, business process outsourcing 1 & 2 and principles of systems thinking. The study utilized the descriptive correlational research design and the respondents are the faculty members who attended the Commission on Higher Education-Business Processing Association of the Philippines (CHED-BPAP) and students who took up the IT-BPO curriculum at LSPU System. Findings revealed that the age of the faculty has significant relationship in their self-evaluation in the implementation of the new curriculum. Meanwhile, there is no significant difference between the performance of the male and female respondents in the different tracks. More so, Teacher respondents and student respondents mean self-evaluation are not significantly different. Apparently, the teacher-respondents' mean self-evaluation in the implementation of the new curriculum in the four campuses of LSPU differs significantly at 0.5 level of significance. Faculty/trainers need to apply innovative teaching strategies and methodologies in teaching the different tracks specially business communication.*

**Keywords:** Adequacy, curriculum, implementation, performance, self-evaluation, tracks.

### Introduction

Bilbao cited that curriculum development is a dynamic process involving many different people and procedures. She mentioned that development connotes changes which is systematic. A change for the better means alteration, modification or improvement of existing condition. To produce positive changes, development should be purposeful, planned and progressive<sup>1</sup>.

Further, she noted that curriculum change, however, standing alone is not adequate for providing high quality of education rather there is a need for good implementers of those developed curriculum. In this precept, teachers are the principal actors who transfer all those theoretical information into real classroom setting, whenever there is an implementation of a new curriculum, the issue of whether faculty are facing problems in the process of implementation or not are triggered.

The Commission on Higher Education (CHED), which oversees and manages college and graduate school education in the country, and the Business Processing Association of the Philippines (BPAP), the umbrella industry organization for the country's booming IT-BPO sector, signed a Memorandum of Cooperation (MOC) that formalizes the collaboration between the two organizations in providing training and curriculum to students and faculty in order to better provide the necessary skill sets for the nation's graduates that will qualify them for IT-BPO jobs. As a result, the Philippine IT-BPO industry can now look forward to tapping more college graduates who will be qualified for the thousands of job opportunities that the industry expects to generate in the next few years.

Based on the IT-BPO industry's Road Map 2016, talent development will be the biggest challenge for the Philippines as it aims to achieve its 5 year goals of generating US\$25 billion in annual export revenues and creating some 4.5 million jobs (1.3 million direct and 3.2 million indirect) by the end of 2016. Road Map 2016 projects that the country can build upon its reputation

as the call center capital of the world, and capitalize upon big growth opportunities for non-voice services such as software, finance and accounting, analytics, research and development, health care information management outsourcing, engineering and creative services. These are the new areas where development and training will be channeled in addition to core English and IT skills.

CHED (in coordination with BPAP) introduced a new school curriculum that included 21-unit Service Management Program (SMP) which will benefit more than 500 teachers and over 20,000 students. The new curriculum was implemented in school year 2013 to prepare students who wish to pursue a career in the thriving IT-BPO industry that expects 1.3 million employees by 2016. The state universities and colleges (SUCs) that will offer SMP courses include Pangasinan State University, Cavite State University, Laguna State Polytechnic University, West Visayas State University, Batangas State University, Carlos Hidalgo Memorial State College, Negros Oriental State University, Western Visayas College of Science and Technology, University of the Southeast Philippines, and Benguet State University.

The same course was offered at Don Mariano Marcos Memorial State University, Tarlac State University, Bulacan State University, Technological University of the Philippines, Philippine Normal University, Northern Iloilo Polytechnic State College, and Polytechnic University of the Philippines.

This study aimed to determine the performance of students and faculty in the implementation of IT-BPO Curriculum in the College of Computer Studies of Laguna State Polytechnic University System, A.Y. 2014-2015.

Specifically, the study determined the demographic profile of the students in terms of age and gender; profile of the faculty in terms of age, gender, civil status, position/designation, highest educational attainment, and length of service; the mean self-evaluation of faculty members in the implementation of IT-BPO curriculum in terms of instructional supervision and curriculum Implementation; the mean evaluation of students and teacher-respondents on the adequacy of facilities; the mean performance of faculty in terms of instructional supervision and curriculum implementation as evaluated by the students; the teachers' mean performance in teaching the different tracks as evaluated by students; the students' performance in the different tracks namely: Business Communication, Service Culture, Business Processing Outsourcing 1, Business Processing Outsourcing 2 and Principles of Systems Thinking.

## **Materials and Methods**

The research utilized the descriptive correlational research design because it is the most appropriate method for the conduct of gathering and attaining the facts and figures needed. It allows a researcher to carefully describe and understand behavior<sup>2</sup>

The respondents of this study are the faculty members who attended CHED-BPAP Seminar/Training Workshop at Asia Pacific College, Makati City, Philippines and students of College of Computer Studies of A.Y.2013-2014 who took up and enrolled in Academic Year 2014-2015 under the IT-BPO Curriculum at Laguna State Polytechnic University System. The study used two set of questionnaires. The first part of the questionnaire is for faculty which include age, gender, educational attainment, length of service and position. The student related-factors in terms of age and gender are part I for the student respondents. The second part for both faculty and student compose of questionnaires under the school-related factors in terms of Instructional Supervision, Curriculum Implementation and Adequacy of Facilities. The students were asked for the rating of faculty performance during their term of teaching assigned track/subject such as Business Processing 1 & 2, Service culture and Principles of Systems Thinking and the faculty grades to their students under the said curriculum.

The researchers personally administered the questionnaires to all the respondents in their respective campuses. The data gathered from the respondents were organized, categorized, tallied and presented in tables and analyzed by means of appropriate statistical tools. It included statistical measures such as frequencies, percentages, means, correlation coefficient, Pearson r-spearman rho and chi-square test.

## **Results and Discussion**

The teacher-respondents strongly agreed that the goals and objectives of the IT-BPO-curriculum are possible and achievable. Stipulated in the Addendum to CMO 53, s. 2006, the program purpose is not simply to impart business knowledge but to instill and nurture important qualities and skills to the students which are essential for the business leadership and organizational success in the industry in a global market.

As to content, the respondents strongly agree that it is adept to the needs of the society. According to the study of Tullao, et. al. outsourcing has been a global phenomenon due to integration and intense competition among businesses; it provides competent, yet cost-efficient labor. In terms of employment, service exports have strongly increased and the IT-BPO industry has created a significant number of jobs, but companies still have a difficult time finding suitable person for employment<sup>3</sup>.

They agree that learning and teaching process provides well materials in an organized manner to meet the goals/objectives of the lesson and reviews prior materials to prepare the students for the content to be covered. As cited by Wong, qualified teacher leads to greater student achievement and when teachers are more effective in the delivery of the lesson, they tend to stay longer in their positions, which greatly helps the overall school culture of achieving the life long learning process<sup>4</sup>.

Instructional resources/activities are very satisfactory, the instructor/professor explained specific technical language to help students develop vocabulary in the area and periodically summarized the major points of the lesson to add clarity to what was presented.

The teacher- respondents believed that the facilities for the implementation of IT-BPO curriculum are adequate. The facility that promotes an individual students' sense of identity within the total school enrolment, a physical environment that can change or adjust to meet changing educational objectives are adequate; allows student's access to technology throughout the day, components and features can serve as learning tools for students, promotes faculty collaboration between academic departments interdisciplinary teaching and learning, allows for off-site learning activities are likewise adequate.

According to the National Education Technology Plan, the use of technology in the classroom could increase student interest and support the thought processes of students (United States Department of Education, 2010). Moreover, the use of technology increases motivation resulting in a positive impact on student achievement. Technology use increases educational equity, as it could be used to address the learning needs of students rather than other teaching strategies of the teacher<sup>5</sup>.

The student-respondents strongly agreed with the enough amount of instructional supervision provided by the faculty of the University and they agreed that supervision is a collaborative effort between faculty, students and supervisor and promotes professional growth and trust.

As cited by Peretomode, instructional supervision refers to the set of activities which are carried out with the purpose of making the teaching and learning purpose better for the learners<sup>6</sup>.

The students evaluated the instructional delivery, instructional resources/activities, learning environment and instructor's/professor's characteristics as very satisfactory. Instructional supervision techniques are relevant.

As described by Onoyase, modern strategy of supervision which can be employed by supervisors to help teachers improve on the job and also facilitate effective instruction in schools include: Classroom visitation, Interschool visitation, Micro- teaching and Workshops<sup>7</sup>.

Bilbao mentioned that a teacher designs, enriches and modifies the curriculum to suit the learner's characteristics. As curriculum developers, teachers are part of textbook committees, teacher selection, school evaluation committee or textbooks and module writers themselves.

Kumar and Parveen emphasized that the quality and extent of learner's achievement are determined primarily by teacher

competence, sensitivity and teacher motivation. The success of a nation's education system, is highly dependent on the quality of its teachers. Teachers should be given tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally<sup>8</sup>.

Adequacy of Facilities as evaluated by the students are rated as adequate. Stated in Mini-Session: CEFPI – 2005, Technical criteria such as the suitability of structure, infrastructure, enclosure, systems and age are common to evaluate the quality of existing school facilities. Adequacy of the facility and its learning individual environment is of greater importance in the educational process.

Umudhe and Arisi opined that teaching aids or instructional materials are of different kinds which teachers and students employ in classroom in order to make the teaching and learning process more effective and productive. They are real things which stimulate one or more of the senses and which enrich the teaching-learning process<sup>9</sup>. Njoku points out that teaching aid are classified according to how they appeal to the senses and according to mode of usage<sup>10</sup>.

Table 1 presents the students' mean evaluation on the teacher-respondents performance in the implementation of the different tracks of IT-BPO curriculum

Business Communication with a mean of 4.05 was interpreted as very satisfactory. Commission on Higher Education Memorandum Order (CMO) No. 32, s 2012 stipulated that the IT-BPO course builds the students' understanding of, basic competencies in, effective communication in the workplace. It introduces students to key concepts of business communication, methods, and techniques for efficacy and its impact on organizational success. Actual business applications and scenarios are used to illustrate the fundamentals of effective business communication.

Service Culture with a mean of 4.13 and rated as very satisfactory affirmed the statement in CMO 32 s. 2012 that the course builds the students' personal and social competencies (values and attitudes) necessary to execute and deliver excellent service in any professional endeavor. It introduces students to various service companies and industries and key concepts in being a customer-centric organization. It enables students to practice practical customer skills and to manage a project.

Business Processing Outsourcing 1 with a mean of 4.16, enables students to recognize areas of opportunities in outsourcing, as well as to analyze and assess how changes in technology, regulation, and business environments may affect current industries. It also increases the students' awareness of the different processes critical to maintaining outsourcing engagements, such as maintaining client relationships in the

context of a service culture and the effective management of costs and resources [CMO 32, s 2012].

The need to highlight the role of learning institutions and assess how a partnership between the academe and the BPO industry can be most beneficial is imperative, both to the workforce and the industry. Schools and training establishments play a significant task in creating jobs for students and graduates, and in providing the industry with appropriate human resources<sup>11</sup>.

Analysis revealed that teacher-related factors have low relationship with instructional supervision as reflected in Table 2. However, highest educational attainment was found to have significant relationship with instructional supervision p = .039. The education system produces an adequate number of graduates, but many graduates take courses either unrelated or not aligned with outsourcing. Hence, BPO needs to spend on training and retraining new hires to match their skills and the needs of the industry<sup>12</sup>. Further, there is no significant relationship between gender and civil status.

Table-3 shows that age is moderately related to curriculum implementation with correlation coefficient of -.521. The relationship was found to be significant with p-value of .003.

Length of service and curriculum implementation have low negative relationship (r = -.380). However, a significant

relationship exists between these variables with p = .039 at .05 level. Teachers with more than three year experience said to be more effective than those with three years or fewer, but these differences seem to level off after five to eight years.

A negligible relationship between position/ designation and curriculum implementation was revealed by a correlation coefficient of -.176. Wong [2003] stated that qualified teacher leads to greater student achievement and when teachers are more effective in the classroom they tend to stay longer in their position, which greatly helps the overall school culture of achieving the life - learning<sup>13</sup>.

The data in Table-4 clearly shows that age was moderately related to the adequacy of facilities as revealed by its correlation coefficient of -.425. The relationship was also significant at p-value of .019 at 0.5 level. Low relationship was observed and adequacy of facilities (r = -.266) as well as with length of service (r = .291). In terms of position or designation, a negligible relationship with adequacy of facilities exists with r = .129.

Both gender and civil status did not have any significant relationship with adequacy of facilities as shown in chi-square values of 13.929 and 24.0, respectively with 15 degrees of freedom.

**Table-1**  
**Students' Mean Evaluation on Teacher-Respondents' Performance in the Implementation of the Different Tracks of IT – BPO Curriculum**

Tracks		Mean	SD	Description
1	Business Communication	4.05	0.86	Very Satisfactory
2	Service Culture	4.13	0.68	Very Satisfactory
3	Business Processing Outsourcing 1	4.16	0.78	Very Satisfactory
4	Business Processing Outsourcing 2	4.25	0.72	Very Satisfactory
5	Principles of System Thinking	4.37	0.67	Very Satisfactory

Legend: 4.51 – 5.00 - Excellent    2.51-3.50 – Satisfactory 1.00-1.50 – Needs Improvement 3.51 – 4.50 - Very Satisfactory 1.51 – 2.50- Fair

**Table-2**  
**Test of Significant Relationship between Teacher- Related Factors and their Mean Self-Evaluation in the Implementation of IT – BPO Curriculum in Terms of Instructional Supervision**

Teacher-Related Factors	Instructional Supervision		
	Correlation Coefficient	Description	p-value
Age	-.209	Low	.269
Position or Designation	-.151	Negligible	.426
Highest Educational Attainment	-.378*	Low	.039
Length of Service	-.207	Low	.273
Contingency Coefficient			
	Contingency Coefficient	Chi-Square Value	p-value
Gender	.537	12.159 <sub>(df = 10)</sub>	.275
Civil Status	.515	10.821 <sub>(df = 10)</sub>	.372

\*Correlation is Significant at .05 level

**Table-3**  
**Test of Significant Relationship between Teacher- Related Factors and their Mean Self-Evaluation in the Implementation of IT – BPO Curriculum in Terms of Curriculum Implementation**

Teacher-Related Factors	Curriculum Implementation		
	Correlation Coefficient	Description	p-value
Age	-.521*	Moderate	.003
Position or Designation	-.176	Negligible	.353
Highest Educational Attainment	-.315	Low	.090
Length of Service	-.380*	Low	.039
	Contingency Coefficient	Chi-Square Value	p-value
Gender	.508	10.446 <sub>(df = 12)</sub>	.577
Civil Status	.584	15.525 <sub>(df = 12)</sub>	.214

\*Correlation is Significant at .05level

**Table-4**  
**Test of Significant Relationship between Teacher- Related Factors and their Mean Self-Evaluation in the Implementation of IT – BPO Curriculum in Terms of Adequacy of Facilities**

Teacher-Related Factors	Adequacy of Facilities		
	Correlation Coefficient	Description	p-value
Age	-.425*	Moderate	.019
Position or Designation	-.129	Negligible	.497
Highest Educational Attainment	-.266	Low	.155
Length of Service	-.291	Low	.113
<b>Legend: Correlation Coefficient</b>			
± 1.00 - Perfect Correlation ± 0.91 to ± 0.99 - Very High Relationship ± 0.71 to ± 0.90 - High Relationship ± 0.41 to ± 0.70 - Moderate Relationship ± 0.21 to ± 0.40 - Low Relationship ± 0.01 to ± 0.20 - Negligible Relationship 0.00 - No Correlation			
	Contingency Coefficient	Chi-Square Value	p-value
Gender	.563	13.929 <sub>(df = 15)</sub>	.531
Civil Status	.667	24.000 <sub>(df = 15)</sub>	.065

\*Correlation is Significant at .05 level

According to the report of BPAP, the SMP Laboratory is one of the important parts of the SMP, but even more crucial is the 21-unit specialization track prescribed by the CHED's Memorandum Orders 6 and 34 series 2012. These are meant for business administration and information technology students who want to increase their chances to secure good careers in the IT and Business Process Management (IT BPM) industry. The SMP specialization track covers four electives, namely Service Culture, Systems Thinking, Business Communications and BPO Fundamentals (101 & 102), and the program culminates after students undergo a 600-hour internship at an IT BPM company.

Correlating age and the performance of students in the different tracts, statistical analysis revealed a negligible correlation as presented in table 5. No significant relationship was found to exist between these variables at 5% level of significance with p-value ranging from 0.433 to .051.

No significant difference was observed between the performance of male and female student-respondents at .05 level of business communication (t= 1-.407), service culture (t=1.077) business processing outsourcing 1 (t=1.292), business

processing outsourcing 2 (t=1.319) and principles of systems thinking (t=-.540) as reflected in table 6.

However, teachers and students' mean evaluation of the new curriculum in terms of curriculum implementation and adequacy of facilities are found to be significant with t-values of 3.433 (p=.001) and 2.805 (p=.006) respectively.

The teacher-respondents mean self-evaluation and student-respondents' teacher evaluation are not significantly different (t=-1.538, p=.126) in terms of instructional supervision. The acquisition of knowledge should not be thought of as something static and outdated that faculty simply need to convey to learners. Rather knowledge or skill is a result of a process of interactive teaching-learning activities in which learners and faculty work together to arrive at a corporate understanding. The reconceptualization also encompasses the view that learning is developmental; that is, as one learns, one develops more fully as a professional and as a person<sup>14</sup>.

Table-8 reveals that the teacher-respondents' mean self-evaluation in the implementation of the new curriculum among four campuses differs significantly at .05 level of significance.

Since the computed F-values of 18.799 (p=.000), 11.698 (p=.000) and 14.858 p=(.000) for instructional supervision, curriculum implementation, adequacy of facilities ,respectively are all greater than the F-tabular value of 2.66, hence significant difference exists among teachers’ mean self-evaluation in four campuses.

Corollary to this, there is a need to establish schools that are geared towards education on IT-BPO functions. Although many applicants with tertiary education diplomas apply in BPO firms, their skill levels do not meet industry requirements. Only 6-10% of the applicants are effectively recruited and deployed for an entry-level job<sup>15</sup>. Establishing schools specializing in IT-BPO functions is necessary to close the education gap and to resolve

employment mismatch. In line with this, training programs to increase faculty trainers’ proficiency on the industry’s workings should be developed.

As shown in Table-9, the computed F=values of 2.426 (p=.088), 1.469 (p=.246), and 1.725 (.187) are all less than F-tabular =2.96, hence the mean difference in student-respondents’ evaluation in the implementation of IT-BPO Curriculum in four campuses is not significant when tested at .05 level of significance. This result implies that with 95% confidence, the mean evaluation of students in instructional supervision, curriculum implementation and adequacy of facilities are comparable among four campuses.

**Table-5**  
**Test of Significant Relationship between Student-Respondents’ Age and their Performance in the Different Tracks**

Age & Tracks	Correlation Coefficient	Description	p-value
Business Communication	.151	Negligible	.051
Service Culture	.131	Negligible	.091
Business Processing Outsourcing 1	.055	Negligible	.479
Business Processing Outsourcing 2	.061	Negligible	.433
Principles of System Thinking	.057	Negligible	.462

**Table-6**  
**Test of Significant Difference between the Performance in the Different Tracks of Male and Female respondents**

Gender	Mean	Mean Difference	SD	t <sub>comp</sub> (df=166)	p-value
<i>Business Communication</i>					
Male	2.19	-1.28	.56	-1.407	.161
Female	2.31		.62		
<i>Service Culture</i>					
Male	2.16	.06	.34	1.077	.283
Female	2.10		.37		
<i>Business Processing Outsourcing 1</i>					
Male	2.26	-.08	.37	-1.292	.198
Female	2.34		.44		
<i>Business Processing Outsourcing 2</i>					
Male	1.89	.10	.48	1.319	.189
Female	1.79		.51		
<i>Principles of System Thinking</i>					
Male	1.93	-.04	.45	-.540	.590
Female	1.97		.40		

\* Difference is significant at .05 level

**Table-7**  
**Test of Significant Difference between Teacher-Respondents' Mean Self-Evaluation and Student-Respondents' Teacher Evaluation in the Implementation of the New Curriculum**

Respondents	Mean	Mean Difference	SD	$t_{comp} (df=196)$	$p$ -value
<i>Business Communication</i>					
Students	4.39	-.06	.19	-1.538	.126
Teachers	4.45		.26		
<i>Service Culture</i>					
Students	4.26	.06	.25	3.433*	.001
Teachers	4.44		.38		
<i>Business Processing Outsourcing 1</i>					
Students	4.27	-.08	.26	2.805*	.006
Teachers	4.11		.48		

**Table-8**  
**Test of Significant Difference among the Teacher-Respondents' Mean Self-Evaluation in the Implementation of the New Curriculum among Four (4) Campuses**

Variables	$F_{comp}$	$df$	$F_{tab}$	$p$ -value
Instructional Supervision	18.799*	(3, 164)	2.66	.000
Curriculum Implementation	11.698*			.000
Adequacy of Facilities	14.858*			.000

**Table-9**  
**Test of Significant Difference among the Student-Respondents' Evaluation in the Implementation of the New Curriculum in Four (4) campuses**

Variables	$F_{comp}$	$df$	$F_{tab}$	$p$ -value
Instructional Supervision	2.426	(3, 26)	2.96	.088
Curriculum Implementation	1.469			.246
Adequacy of Facilities	1.725			.187

If educational inputs (financial and human resources) such as funding, learner enrolment, quality and quantity of teachers are in the right proportion, curriculum, textbooks, school materials and facilities etc are adequately, proportionately and timely provided for education delivery, then quality management of education system is very efficient<sup>16</sup>. Similarly when the process of delivering the educational service is monitored, checked, encouraged and improved for efficiency and effectiveness, the graduates would be of high quality.

### Conclusion

Findings reveal that there is no significant relationship between age and performance of the student-respondents in different tracks namely: Business Communication, Service Culture, Business Processing Outsourcing 1 and 2 and Principles of System Thinking at 5% level of significance with p-value ranging from 0.433 to .051. Further, there is no significant difference observed between the performance of male and female student-respondents.

There is significant difference among the teacher-respondents mean self-evaluation in the implementation of the new curriculum in four campuses of Laguna State Polytechnic University System, the campuses differ significantly at .05 level

of significance. Meanwhile, the mean difference in student-respondents evaluation of IT-BPO curriculum was not significantly different and was comparable in the instructional supervision, curriculum implementation and adequacy of facilities.

There is significant difference in the mean performance of faculty in the implementation of IT-BPO curriculum, while there is no significant difference in the mean performance of students at LSPU System.

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