

## **Faculty Performance Evaluation in A Philippine University Information Technology Program**

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**Abstract:** The indication of academic performance evaluation in state universities and colleges have been a constant practice in the Philippines. Performance is the completion of a known job and undertaking that is evaluated and measured against preset known standards of correctness, exactness, completeness, speed, and efficiency. Assessment of specific practices of each and every faculty help determine if it commensurate expectations from students, academic stand point, in relation to program's objectives. This study utilized descriptive research design to describe the phenomenon quantitatively and conducted during the Second Semester of School Year 2016-2017 at Leyte Normal University, BS Information Technology program. A total of 84% from the 392 expected respondents participated in the study. The results revealed that the faculty performed very satisfactorily in professionalism, commitment, knowledge of the subject, teaching for independent learning, and management of learning. The teacher's visibility in all aspects yields a positive impact on student's interest and motivation in learning.

**Keywords:** Faculty Performance Evaluation, Student Rating, Information Technology, Professionalism, Commitment, Knowledge of the Subject, Teaching for Independent Learning, Management of Learning, Quantitative

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Date of Submission: 24-08-2016

Date of acceptance: 08-09-2017

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### **I. INTRODUCTION**

The indication of academic performance evaluation in state universities and colleges have been a constant practice in the Philippines. Performance is the completion of a known job and undertaking that is evaluated and measured against preset known standards of correctness, exactness, completeness, speed and efficiency. These are the results of activities of an individual, an organization or even an investment over a given period of time. According to Sampson, Driscoll, Foulk and Carroll (2010) the performance and success of a faculty member of a university are based on how they perceive and how knowledgeable they are to the different basic and fundamentals of teaching, research and service in such a way that it uses the available resources. Faculty members are also expected to contribute substantially to the learning of their students and their growth academically.

The academy calls for continuous improvement. With the increased accountability for further development and improvement, one goes back to the basic unit of academe-its core, the faculty. These learning assets, in its delivery of knowledge transfer across time and technology, need to be fit with the demand of the above-mentioned conditions portray. Such requires re-examining and evaluation of them to get a sound of fit facilitation in terms of learning delivery skills- enabling them to deliver phenomenal learning experiences for its audience- the students. Further, assessment of specific practices of each and every faculty help determine if it commensurate expectations from students, academic stand point, in relation to program's objectives. As defined by Miller (1987), faculty evaluation is either (1) a process designed to improve faculty performance (a development process), or (2) a procedure that assists in making personnel and strategic decisions (a reviewing process). In support of the early claim that academe needs to adapt with the advancement of ages, faculty evaluation has to do with the member's ability and interest in continuing to grow (Licata 1986).

More so, an academic institution which caters the demand of information and technology has to be at pace with the pressing need that the course requires. The conjunction of the globalization of higher education in terms of new information technology is change driven. Frontiers to learning facilitation are key ingredients in this transformation process. Evaluation of these key areas leads to determining faculty performance and its effectivity in improving student learning outcomes. (Mccinis 2002).

Leyte Normal University, as a forefront institution of formal IT education in Region VIII has formed strategic program and education curriculum for IT learning. Composed of nine (9) faculty members and 1 Department Head, the department is under the umbrella of the College of Arts and Sciences and has been offering IT education for twelve (12) years now. Also, the department has expanded its curricular program at the Graduate level, offering Master of Science in Information Technology and Master in Information Technology. As such, the department is not an exception to the growing need and demand for continuous learning and development. Advanced education and curriculum revisits have been made as an initial response to address this need. Strategic measures are yet to be formulated as part of its pursuit of advancement. As mentioned by Miller (1987), evaluating standards could be in the form of developing the process or reviewing the process- thus creating a formidable plan for improvement.

## **II. THEORETICAL FRAMEWORK**

This study adopted as its theoretical underpinning the theory of performance. The Theory of Performance (ToP) develops and relates six foundational concepts to form a framework that can be used to explain performance as well as performance improvements. To perform is to produce valued results. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes the location in the voyage. The current level of return depends holistically on six components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors. Three axioms are proposed for practical performance improvements. These involve a performer's mindset, immersion in an enriching environment, and engagement in reflective practice. Hence, as an academic institution, the faculty should perform what is expected of him with utmost dedication towards attaining its goal which is to deliver quality education towards its graduates to be more competitive with the rest of graduates in the world (Elger, D., nd).

The IT & Computer Education of the Leyte Normal University, Tacloban City being characterized as an academic institution is expected to improve its level of performance, the faculty members of the unit should be able to produce more efficient student learning, more practical research, and a more productive culture. As teachers, he or she should advance his levels of performance to create deeper levels of learning, improved levels of skill development, and more connection with the discipline for larger classes while spending less time doing this.

## **III. STATEMENT OF THE PROBLEM**

This study aimed to assess the performance of the Faculties of Information Technology and Computer Education Department of Leyte Normal University as perceived by the IT Students to help the department and the university in improving its delivery of instructions and services.

Specifically, this study seeks the following questions:

1. As perceived by the respondents, what is the level of professionalism of the Professors?
2. What is the level of commitment does the Professors possess?
3. What is the level of knowledge of the subject of the Professors as perceived by the respondents?
4. As perceived by the respondents, what is the standard of teaching for independent learning does the Professors possess?
5. What is the level of management of learning does the Professors possess?
6. Based on findings of the study, what input can be generated in improving the delivery of instruction and services of the IT and Computer Education Department?

## **IV. METHODOLOGY**

### **Research Design**

This study utilized descriptive research design to describe the phenomenon quantitatively. A Descriptive Design seeks to describe the current status of a variable or event. The researcher does not begin with a hypothesis, but typically develops one after the collected data. Data collection is mostly observational. Descriptive studies are aimed at finding out "what is," so observational, and survey methods are frequently used to collect descriptive data.

### **Respondents of the Study**

This study was conducted two (2) weeks before the final exam during the School Year 2016 2017 Second Semester at Leyte Normal University, BS Information Technology program. All IT students was identified to answer the Students Rating for Faculty form with a total population 392 expected respondent however only 330 or 84% was able to participate.

### **Research Method**

The IT students answered the student rating for faculty (srf) through online which was made using the google form. There were five broad categories on srf (1) professionalism, (2) commitment, (3) knowledge of the subject, (4) teaching for independent learning, (5) management of learning.

The second year - fourth year IT students have to rate their teachers that handle the IT subject from 1<sup>st</sup> year to 4<sup>th</sup> year. In the 1<sup>st</sup> year there are (5) IT subjects, in the 2<sup>nd</sup> year (8) IT subjects, 3<sup>rd</sup> year (11) IT subject and lastly 4<sup>th</sup> year (9) IT subjects. A total of (33) IT subjects is being rated by the IT students.

A first-year student has to evaluate the performance of the faculty based on the (5) IT subjects that is being offered in the 1<sup>st</sup> semester and in 2<sup>nd</sup> semester.

The data were collected and interpreted through frequency count, mean and percentage to determine the performance of the faculty handling IT Subject.

*Characteristics of the Student Respondents:*

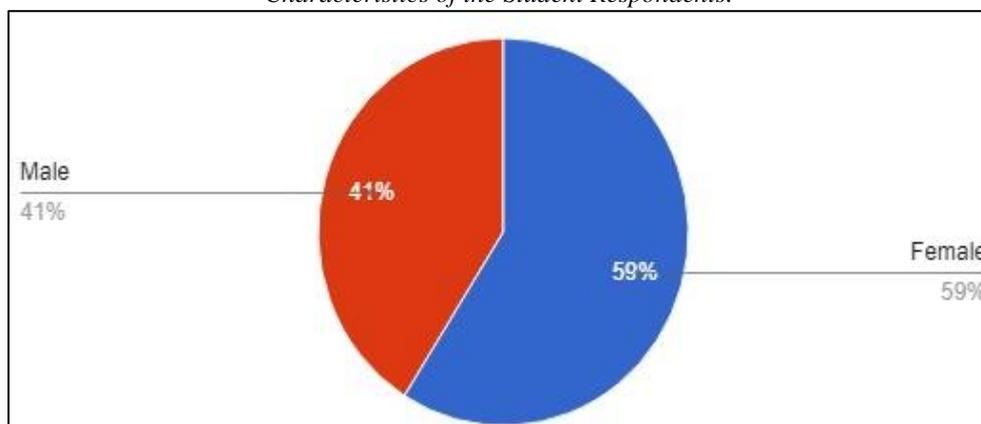


Figure 1: Distribution by Sex

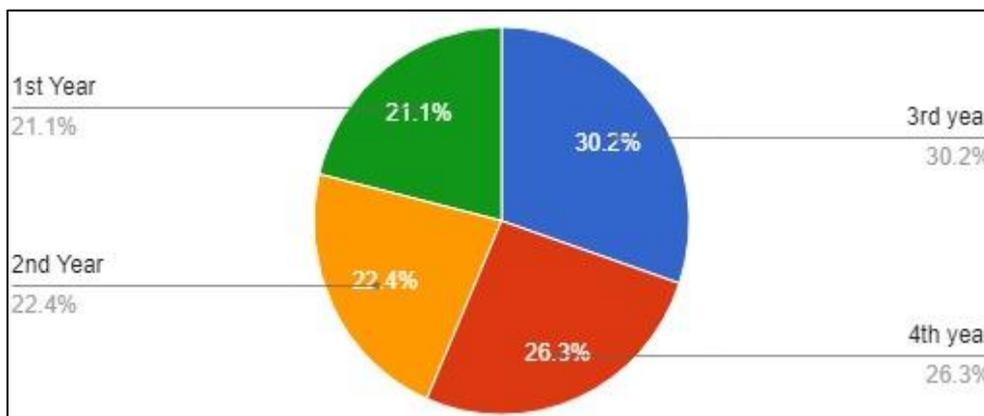


Figure 2: Distribution by Year Level

The data shown above were the characteristics of the student respondents who evaluated the Professors. Figure1 illustrates the distribution of interviewees by Sex where Female respondents were the most number of respondents with 59%, while Male respondents have 41%. On the other hand, the distribution of respondents per Year Level was also determined. In this case, as shown in figure 2, 3<sup>rd</sup> Year Students has the most number of respondents with 30.2%, followed by 4<sup>th</sup> Year with 26.3%, then 2<sup>nd</sup> Year with 22.4%, and finally the 1<sup>st</sup> Year with 21.1%.

*Treatment of Data*

This study utilized Microsoft Excel 2010 specifically the use of frequency count, percentages, and mean as statistical tools in determining the level of professionalism, commitment, knowledge of thesubject, teaching for independent learning, and management of education.

**V. RESULTS AND DISCUSSION**

**Table 1:** Level of Professionalism of the Faculties

Professionalism	Qualitative Description	Frequency	Percentages
1. Attends Class Regularly	Outstanding	244	41.60%
	Very Satisfactory	218	37.10%
	Satisfactory	113	19.30%
	Fair	8	1.40%
	Poor	4	0.70%

	<b>Mean</b>	<b>Very Satisfactory</b>	<b>4.16</b>
2. Comes To Class On Time	Outstanding	217	37%
	Very Satisfactory	229	39%
	Satisfactory	127	21.60%
	Fair	10	1.70%
	Poor	4	0.70%
	<b>Mean</b>	<b>Very Satisfactory</b>	<b>4.10</b>
3. Maximizes The Use Of The Class Period	Outstanding	236	40.20%
	Very Satisfactory	207	35.30%
	Satisfactory	132	22.50%
	Fair	8	1.40%
	Poor	4	0.70%
	<b>Mean</b>	<b>Very Satisfactory</b>	<b>4.13</b>
4. Comes To Class Prepared With The Lesson And Ready With Instructional Materials	Outstanding	223	38%
	Very Satisfactory	180	30.70%
	Satisfactory	160	27.30%
	Fair	20	3.40%
	Poor	4	0.70%
	<b>Mean</b>	<b>Very Satisfactory</b>	<b>4.02</b>
5. Dismisses Class On Time; Not Too Early Nor Too Late	Outstanding	226	38.50%
	Very Satisfactory	206	35.10%
	Satisfactory	137	23.30%
	Fair	13	2.20%
	Poor	5	0.90%
	<b>Mean</b>	<b>Very Satisfactory</b>	<b>4.08</b>
	<b>Overall Mean</b>	<b>Very Satisfactory</b>	<b>4.10</b>

**Limit of scale:** Poor 1.0 – 1.8 Fair 1.81 – 2.6 Satisfactory 2.61 – 3.4 Very Satisfactory 3.41 – 4.2 Outstanding 4.21 – 5.0

Table 1 illustrates the level of professionalism where Professors were rated as Very Satisfactory with a mean of 4.10. Specifically, regarding Professors attending class regularly (4.16), comes to class on time (4.10), and maximizes the use of the class period (4.13) was rated very satisfactorily. Also, the faculties were rated very satisfactorily in coming to class prepared with the lesson and ready with instructional materials (4.02) and dismisses class on time nor too early nor too late (4.08).

As results revealed, the Professors show professionalism with outstanding remarks in attending classes regularly, maximizes the use of the class period, and dismisses class on time. On the other hand, the Professors must come to class prepared with lessons and ready with instructional materials. This is a fundamental requirement before you come to class. Being prepared and fully equipped with materials for diverse learners. Edutopia of George Lucas Education Foundation in 2015 emphasizes five highly effective teaching practices. These are Teacher Clarity, Classroom Discussion, Feedback, Formative Assessments, and Metacognitive Strategies. These are simple reminders as teachers and as professionals before dealing with your students.

Professionalism [Def.1] is the conduct, aims, or qualities that characterize or mark a profession or a professional person (Merriam-Webster Online, n.d.). This means that any individual that possesses this character or qualities as needed in a particular workplace, in this case, as a “Professor,” must act accordingly. The perceptions of the respondents relative to professionalisms that their Professors show were measured where they were described as very satisfactory. In recent times, professionalism in education and teaching does involve responsibilities for the promotion of certain important aspects of human benefits and improvement (Carr, 1992). Therefore, to attain excellence, integrity, and service as the core values of this university, Professionalism is among those areas that needed extra attention. Educational, professional training is necessary to improve the rating of the Professors in this program. Being the second mechanism that is more commonly discussed in practice-centered view of educational professionalism means by which modern professions cultivate shared perspectives and practices among practitioners, and thus they are the central instruments by which the effectiveness and consistency of practice are managed and controlled (Glazer, 2007).

**Table 2:** Level of Commitment of the Faculties

Commitment	Qualitative Description	Frequency	Percentages
1. Makes Himself/Herself Available To Students Beyond Official Teaching Hours	Outstanding	230	39.20%
	Very Satisfactory	215	36.60%
	Satisfactory	128	21.80%
	Fair	9	1.50%
	Poor	5	0.90%
	<b>Mean</b>	<b>Very Satisfactory</b>	<b>4.12</b>
2. Returns To Students Checked Homework, Quizzes And Test	Outstanding	195	33.20%
	<b>Very Satisfactory</b>	233	39.70%

Papers Of Major Examination	Satisfactory	148	25.20%
	Fair	6	1%
	Poor	5	0.90%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>4.03</b>	
3. Supplements And Enriches Course Content With More Current Library And Internet Sources	Outstanding	190	32.40%
	Very Satisfactory	230	39.20%
	Satisfactory	151	25.70%
	Fair	11	1.90%
	Poor	5	0.90%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>4.00</b>	
4. Willingly Assists Students To School-Related Concerns	Outstanding	221	37.60%
	Very Satisfactory	196	33.40%
	Satisfactory	149	25.40%
	Fair	16	2.70%
	Poor	5	0.90%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>4.04</b>	
5. Demonstrates Sensitivity To Different Kinds Of Learners	Outstanding	186	31.70%
	Very Satisfactory	205	34.90%
	Satisfactory	175	29.80%
	Fair	15	2.60%
	Poor	6	1%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>3.94</b>	
<b>Grand Mean</b>	<b>Very Satisfactory</b>	<b>4.03</b>	

**Limit of scale:** Poor 1.0 – 1.8 Fair 1.81 – 2.6 Satisfactory 2.61 – 3.4 Very Satisfactory 3.41 – 4.2 Outstanding 4.21 – 5.0

The IT students evaluated the commitment of their Professors as shown in Table 2 where they were rated Very Satisfactory with a mean of 4.03. Explicitly, the faculties were rated by the students very satisfactorily in making himself/herself available to students beyond official teaching hours (4.12). Very satisfactory was also the rating in returning to students checked homework, quizzes and test papers of major examination (4.03), and supplements and enriched course content with more current library and internet sources (4.00). Finally, the faculties were rated very satisfactorily in willingly assists students to school-related concerns (4.04) and demonstrates sensitivity to different kinds of learners (3.94).

The result implies that the Professors of possess those qualities of being committed to their work, stakeholders, and peers. Making them available beyond official time and teaching hours is among those indicators that the Professors are committed having an outstanding remark from their Students. On the contrary, the Professors should develop the skills on how to demonstrate sensitivity to different kinds of learners to serve them better and the transfer of knowledge would be more effective. A study revealed on the job satisfaction level in an educational institutions evaluated by the Professors relative to commitment is that, for them (Professors) to be more effective and efficient in their work which basically increased the productivity and commitment, the institution should provide them the right training like interpersonal skills, recognitions, opportunity to learn and grow more, fairness of the way the organization treats all the employees, incentives, promotions, and others (Madhuri, 2017).

**Table 3:** Level of Knowledge of Subject of the Faculties

Knowledge Of Subject	Qualitative Description	Frequency	Percentages
1. Explains The Subject Matter Without Completely Relying On The Prescribed Reading	Outstanding	204	34.80%
	Very Satisfactory	201	34.20%
	Satisfactory	164	27.90%
	Fair	11	1.90%
	Poor	7	1.20%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>3.99</b>	
2. Explains Subject Matter With Depth.	Outstanding	186	31.70%
	Very Satisfactory	213	36.30%
	Satisfactory	169	28.80%
	Fair	11	1.90%
	Poor	8	1.40%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>3.95</b>	
3. Integrates Topics Discussed To Concepts Previously Learned By	Outstanding	161	27.40%
	Very Satisfactory	234	39.90%
	Satisfactory	177	30.20%

The Students In The Same Course	Fair	9	1.50%
	Poor	6	1%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>3.91</b>	
4. Raises Problems And Issues Relevant To The Topic Discussed	Outstanding	173	29.50%
	Very Satisfactory	237	40.40%
	Satisfactory	160	27.30%
	Fair	12	2%
	Poor	5	0.90%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>3.96</b>	
5. Draws From And Share Information On New Developments In His/Her Field Of Study	Outstanding	187	31.90%
	Very Satisfactory	209	35.60%
	Satisfactory	175	29.80%
	Fair	10	1.70%
	Poor	6	1%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>3.96</b>	
<b>Overall Mean</b>	<b>Very Satisfactory</b>	<b>3.95</b>	

**Limit of scale:** Poor 1.0 – 1.8 Fair 1.81 – 2.6 Satisfactory 2.61 – 3.4 Very Satisfactory 3.41 – 4.2 Outstanding 4.21 – 5.0

Regarding Knowledge of the Subject, the Professors in the department were rated Very Satisfactorily with a mean of 3.95 as shown in Table 3. Specifically, the respondents also rated their Professors very satisfactory in explaining the subject matter without completely relying on the prescribed reading (3.99), explains the subject matter with depth (3.95), and integrates topics discussed to concepts previously learned by the students in the same course (3.91). Lastly, the faculties were also rated very satisfactorily in raising problems, and issues relevant to the topic discussed (3.96) and draws from share information on new developments in his/her field of study (3.96).

Results imply that competent Professors are described by their Students with high remarks of impressions which lead to a very satisfactory rating from their Students. Mahler (2017) described, successful teachers are characterized by several aspects, which can be subsumed under the term professional competence. Also in the same study revealed that teachers' content-related professional knowledge is comprised of three unique domains such as content-knowledge, pedagogical content knowledge, and curricular knowledge. Inline with this professional competence of teachers, it was evident that the Professors explained the subject matter without completely relying on the prescribed reading with a remark of Outstanding as perceived by the Students. On the other hand, further improvements need attention to improve the transfer of knowledge like more integration of topics discussed to concepts previously learned by the students in the same course, which is a very important aspect of cultivating and showing knowledge of the subject matter discussed by connecting the previous and the current topic.

**Table 4:** Level of Teaching for Independent Learning of the Faculties

Teaching For Independent Learning	Qualitative Description	Frequency	Percentages
1. Uses Teaching Strategies That Allow Students To Practice They Learned	Outstanding	214	36.50%
	Very Satisfactory	210	35.80%
	Satisfactory	146	24.90%
	Fair	13	2.20%
	Poor	4	0.70%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>4.05</b>	
2. Provides Exercise Which Develops Analytical Thinking Among The Students	Outstanding	192	32.70%
	Very Satisfactory	228	38.80%
	Satisfactory	151	25.70%
	Fair	11	1.90%

	Poor	5	0.90%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>4.01</b>	
3. Enhances Students' Self-Esteem Through The Proper Recognition Of Their Abilities	Outstanding	183	31.20%
	Very Satisfactory	204	34.80%
	Satisfactory	178	30.30%
	Fair	14	2.40%
	Poor	8	1.40%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>3.92</b>	
4. Allows Students To Participate In Developing Course Syllabi	Outstanding	177	30.20%
	Very Satisfactory	205	34.90%
	Satisfactory	187	31.90%
	Fair	10	1.70%
	Poor	8	1.40%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>3.91</b>	
5. Allows Students To Think Independently	Outstanding	221	37.60%
	Very Satisfactory	207	35.30%
	Satisfactory	147	25%
	Fair	7	1.20%
	Poor	5	0.90%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>4.08</b>	
<b>Overall Mean</b>	<b>Very Satisfactory</b>	<b>3.99</b>	

**Limit of scale:** Poor 1.0 – 1.8 Fair 1.81 – 2.6 Satisfactory 2.61 – 3.4 Very Satisfactory 3.41 – 4.2 Outstanding 4.21 – 5.0

Table 4 illustrates the level of teaching for independent learning of the Professors. Results show that the Professors were rated by the respondents as Very Satisfactory with a mean of 3.99. Specifically, in terms of using teaching strategies that allow students to practice they learned (4.05), provides exercises that develop analytical thinking among the students (4.01), and enhances students' self-esteem through the proper recognition of their abilities (3.92) were rated by the respondents with very satisfactorily rating. Finally, the faculties were rated by the respondents with a very satisfactory rating in allowing students to participate in developing course syllabi (3.91) and allowing students to think independently (4.08).

A good practice in implementing outcomes-based learning is by exposing your students for independent learning also known as experiential learning. Result revealed that Students were able to experience this experiential learning by allowing them to think independently and the use of teaching strategies that allow the student to practice they learned. Exposing your students in experiential learning would result in significant change in students' knowledge (Jose, Patrick, & Moseley, 2017) and improved students' interest and retention (Remington, Atnip, Zeigler, Lebsekal, Mellors, & Hojjatie, 2017). However, the need of the presence and the participation of students in all subjects during the development of the course syllabi are needed.

**Table 5:** Level of Management of Learning of the Faculties

Management Of Learning	Qualitative Description	Frequency	Percentages
1. Maximize Opportunities For Classroom Participation (E.G.,	Outstanding	200	34.10%
	Very Satisfactory	215	36.60%
	Satisfactory	156	26.60%

Group Work, Buzz Sessions, And Task-Based Instruction)	Fair	8	1.40%
	Poor	8	1.40%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>4.01</b>	
2. Acts As Facilitator, Resource Person, Coach, Guide Or Moderator, As Needed	Outstanding	196	33.40%
	Very Satisfactory	216	36.80%
	Satisfactory	158	26.90%
	Fair	9	1.50%
	Poor	8	1.40%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>3.99</b>	
3. Promotes A Healthy Exchange Of Ideas In The Classroom	Outstanding	181	30.80%
	Very Satisfactory	223	38%
	Satisfactory	168	28.60%
	Fair	10	1.70%
	Poor	5	0.90%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>3.96</b>	
4. Structured Teaching And Learning Content To Achieve Learning Objectives	Outstanding	172	29.30%
	Very Satisfactory	216	36.80%
	Satisfactory	179	30.50%
	Fair	12	2%
	Poor	8	1.40%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>3.91</b>	
5. Stimulated Student's Desire And Interest To Learn More About The Subject Matter	Outstanding	187	31.90%
	Very Satisfactory	201	34.20%
	Satisfactory	176	30%
	Fair	16	2.70%
	Poor	7	1.20%
<b>Mean</b>	<b>Very Satisfactory</b>	<b>3.93</b>	
<b>Overall Mean</b>	<b>Very Satisfactory</b>	<b>3.96</b>	

**Limit of scale:** Poor 1.0 – 1.8 Fair 1.81 – 2.6 Satisfactory 2.61 – 3.4 Very Satisfactory 3.41 – 4.2 Outstanding 4.21 – 5.0

Regarding Management of Learning, the Professors were rated by the respondents Very Satisfactorily with a mean of 3.96. Specifically, the respondents rated their professors very satisfactorily in maximizing opportunities for classroom participation (e.g., group work, buzz sessions, and task-based instruction) (4.01). Moreover, the same rating was given to their professors in acts as a facilitator, resource person, coach, guide or moderator, as needed (3.99) and promotes a healthy exchange of ideas in the classroom (3.96). Finally, the faculties were also rated very satisfactory in structured teaching and learning content to achieve learning objectives (3.91) and stimulate student's desire and interest to learn more about the subject matter (3.93).

This implies that once Professors performed very satisfactorily in the management of learning and classroom management would result in a positive impact and impression on the students. Among those were maximizing opportunities for classroom participation (e.g., group work, buzz sessions, and task-based instruction) which are very vital in the process of transferring knowledge because it promotes a healthy exchange of ideas in the classroom. Classroom activities and management showed substantial effects on student motivation (Schiefele, 2017) as recent studies revealed that active learning had demonstrated their positive influence on student learning (Chiu, & Cheng, 2017). However, it also deemed necessary to improve structured teaching and learning content to achieve learning objectives of the program or course.

## VI. CONCLUSION AND RECOMMENDATION

In attaining the core values of this University such as integrity, excellence, and service this study showed how the Information Technology and Computer Education Unit performed very satisfactorily in professionalism, commitment, knowledge of the subject, teaching for independent learning, and management of learning. It is also inferred that in the teaching profession, teacher's visibility in all aspects as the students needed its presence and attention would yield to a positive impact on students' interest and motivation especially when teachers provide active learning strategies through group work, the actual practice of the knowledge acquired, and more independent learning activities.

On the contrary, the following statements were recommended by the researchers to give emphases in some areas in professionalism, commitment, knowledge of the subject, teaching for independent learning, and management of learning that needs improvements.

- Come to class prepared with the lesson and ready with instructional materials;
- Demonstrates sensitivity to different kinds of learners;
- Integrates topics discussed to concepts previously learned by the students in the same course;
- Allow students to participate in developing course syllabi; and
- Structured teaching and learning content to learn more about the subject matter.

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Las Johansen B. Caluza. "Faculty Performance Evaluation in A Philippine University Information Technology Program." *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, vol. 22, no. 9, 2017, pp. 28-36.