

# ENHANCEMENT OF FACULTY TEACHING PERFORMANCE VIA FLEXIBLE LEARNING DELIVERY MODE BASED ON STUDENTS' EVALUATION

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**Abstract:** Covid 19 changed the delivery of education from the traditional face-to-face classroom method to flexible online learning. The researcher saw the need of this study to assess the teaching performance of the faculty members in this new mode of learning in Colegio de San Gabriel Arcangel, Inc. for the 1<sup>st</sup> Semester of Academic Year 2020-2021. The quantitative descriptive method of research was employed by the researcher. In this investigation, descriptive and inferential statistics were used. The analysis of variance (ANOVA) or the F-test was used to determine the significant differences in the evaluation rating when the faculty members are grouped according to various colleges. The T test was used to determine the significant differences in the evaluation rating when the faculty members are grouped according to professional and general education courses handled and accreditation and non-accredited programs. Various Colleges is not a factor that affects the faculty teaching performance via flexible learning delivery mode based on students' evaluation. Professional and General Education subjects and Accredited and Non-Accredited Programs are factors that affect the faculty teaching performance via flexible learning delivery mode based on students' evaluation. Sharing of effective teaching strategies from faculty members teaching Professional Education subjects to General Education subjects and from faculty members teaching in Accredited Programs to Non-Accredited programs are proposed to Colegio de San Gabriel Arcangel, Inc. Management as a basis in the enhancement of faculty teaching performance.

**Keywords:** Accreditation, Faculty Evaluation, Faculty Teaching Performance, Flexible Learning Delivery Mode, General Education Subjects, Professional Education Subjects.

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## 1. INTRODUCTION

Teaching is one of the most noble professions. It is sharing your knowledge to students who are future professionals. For this to happen, teachers must be well equipped with knowledge, skills, and attitude. Because all of this will be an important foundation to the student's success once they become a productive member of the society. One strategy in assuring that teachers possess the competency is through teacher's evaluation. Teacher's evaluation is very important for schools to assure that the teachers are effective in their tasks. In college, it is called a Faculty Evaluation of students. Students are the recipients of the learnings, and it is important to determine their perspectives on how effective their professors are.

In the school setting, students and parents are the customers. School administrators who want to satisfy their students and parents focus on faculty evaluation of the students. In this process, the administration will determine if their faculty members are effective in their delivery of quality education as perceived by the students.

Once the administration identifies areas such as the strengths and for improvements of their faculty members, this will now be the bases for improvement and innovations on the delivery the quality education.

The researcher is an administrator of Colegio de San Gabriel Arcangel, Inc. which is based in the City of San Jose del Monte, Bulacan, Philippines. He formulated the faculty evaluation instrument based on the guiding philosophy of the institution. The researcher's main idea in formulating this study is to determine the different areas that are the strengths of the faculty members as well as areas that are needed to be improved. Hence, the birth of this research.

## 2. THEORETICAL FRAMEWORK

This study is anchored on Leaders are Teachers (DePree Tichy, 1998, p. 361). Leaders established the teachable principle. Leaders is about motivating and inspiring others. Tichy (1998) contends that effective leadership equates with effective teaching and leading.

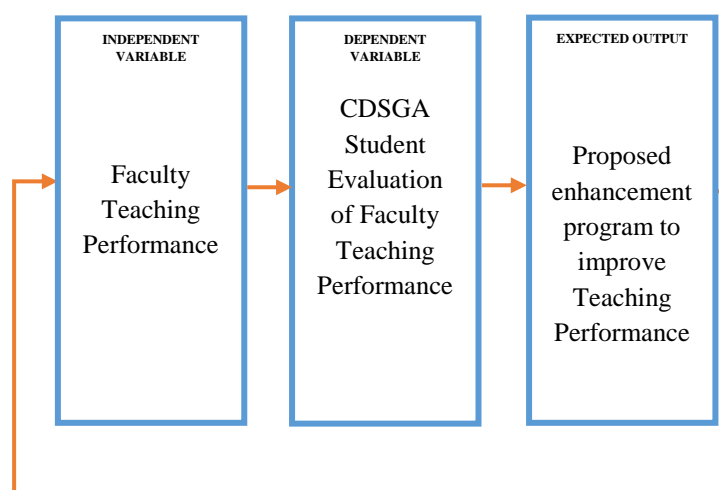
Teachers must motivate their students to study and learn in their class. Students must be satisfied on their teachers for them to succeed and finish their studies. That is why strong leadership characteristic is very important for teachers. As a leader, he/she is capable in assuring that students are learning, and they are well satisfied in the methods he/she is conducting.

Another very good characteristic of being a leader is that he/she is open for comments and suggestions of his followers for the improvement of all the activities that they are doing. An effective teacher is also a leader. In this regard, a faculty member who would like to determine the result of his/her student through evaluation is very important. Because the teacher has an attitude that he/she would like to improve.

In natural laws and principles, there is no such thing as perfect score. Human beings are not perfect. Teachers are also human beings who commit mistakes on their delivery of education to their students. One of the main importance of this study is really to determine what are the perception of the students on the performance of their teachers.

### Research Paradigm

The research paradigm formulated in this study is shown as follows:



**Figure 1: Research Paradigm**

The research paradigm in this study is used as a guide in the formulation of the problems. The findings in this study will be the basis for the proposed academic guidelines and policies which aims to improve the teaching performance of the faculty members of Colegio de San Gabriel Arcangel, Inc.

The independent variable is the faculty teaching performance, and the dependent variable is the student evaluation of faculty teaching performance. The expected output is a proposed enhancement program to improve teaching performance of teaching personnel at CDSGA.

### Statement of the Problem

The main objective of the study was to determine the enhancement program based on CDSGA student evaluation of faculty teaching performance on the Flexible Learning Class of the First Semester of A.Y. 2020-2021.

The study's aim was to find answers to the following questions:

1. What are the areas in teaching performance that were rated as:
  - 1.1 Always
  - 1.2 Most of the Time
  - 1.3 Sometimes
  - 1.4 Rarely
  - 1.5 Never
2. Based on the evaluation rating of the respondents in problem 1, what are the items perceived as strength and those perceived as needs improvements?
3. Are there a significant differences in the evaluation rating when the faculty members evaluated are grouped according to:
  - A. Various Colleges
  - B. Professional and General Education Courses Handled
  - C. Accredited and Non-Accredited Programs
4. Based on the findings of the study, what enhancement teaching strategies/techniques could be developed to improve teaching performance in the flexible learning delivery mode of learning?

### Null Hypothesis

HO<sub>1</sub>: There is no significant differences in the evaluation rating when the faculty members evaluated are grouped according to:

1. Various Colleges
2. Professional and General Education Courses Handled
3. Accredited and Non-Accredited Programs

### Significance of the Study

The results derived from this study may benefit primarily the current and future students of Colegio de San Gabriel Arcangel, Inc. Based on the findings and the enhancement program that could be developed, faculty teaching performance will be improved. Students are the recipients once there is an improvement. They will be inspired to study and learn more. One of the effects of this is an effective learning outcome and a high board examination result.

The findings will provide an opportunity for Colegio de San Gabriel Arcangel, Inc. to enhance its programs, policies and guidelines listed in the faculty manual. Once this policy is enhanced, a clearer perspective will be followed the faculty members for them to apply. CDSGA will be more inspired to deliver quality educations since there is an effective policy that will be implemented.

From this study, faculty members may consider some bases of interventions to improve their teaching performance to students. Some faculty members are not aware that they need to improve themselves. Sometimes they really do not know what the perceptions of their students on their teaching performance are. Having an open mind and willing to accept comments is one of the for this.

### Scope and Delimitation

The focus of this study is to make an enhancement program based on CDSGA student evaluation of faculty teaching performance on the Flexible Learning on the 1<sup>st</sup> Semester of AY 2020-2021.

This study was limited to the current college students of CDSGA on the 1<sup>st</sup> Semester of AY 2020-2021. It was limited only to respondents who answered the instrument given.

### Definition of Terms

To appreciate and understand the substance of this study, the following terms were defined operationally.

**Accredited Programs.** This refers to the courses/programs that meet the quality standard met by the Philippine Association of Colleges and Universities Commission on Accreditation.

**CDSGA.** Refers to Colegio de San Gabriel Arcangel, Inc. a higher education institution located in the City of San Jose del Monte, Bulacan. This is the location of the research conducted.

**Enhancement Program.** This is the output of the research based on the results of the findings.

**Evaluation.** This is the perception of the respondents based on the teaching performance of faculty members.

**Faculty Member.** This is the college faculty currently teaching at CDSGA.

**Gabrielian.** A college student studying in Colegio de San Gabriel Arcangel, Inc.

**PACUCOA.** This refers to the Philippine Association of Colleges and Universities Commission on Accreditation that accredits the four programs of CDSGA.

**Respondents.** These are the college students at Colegio de San Gabriel Arcangel, Inc. who answered the instruments of this research.

**Teaching Performance.** This is the ability on how the faculty of CDSGA teach and being evaluated by the students.

## 3. RESEARCH DESIGN AND METHODOLOGY

This chapter presents the methods of research used, participants of the study, data gathering instruments, validation, administration of instruments, and statistical treatment of the data.

### Research Design

The quantitative descriptive method of research was employed by the researcher. The principal aim of descriptive research is to describe the nature and the time of study and to explore the causes of the phenomena. Descriptive research is often a purposeful process of collecting, evaluating, classifying, and tabulating information about current situations, behaviors, attitudes, procedures, patterns, and cause-and-effect relationships, and then making adequate and precise interpretations with or without statistical methods.

The current research is concerned with the use of an effective descriptive approach to arrive at an adequate interpretation of the data, as well as the precise use of variables that must emphasize the true meaning of the gathered data.

### Research Local

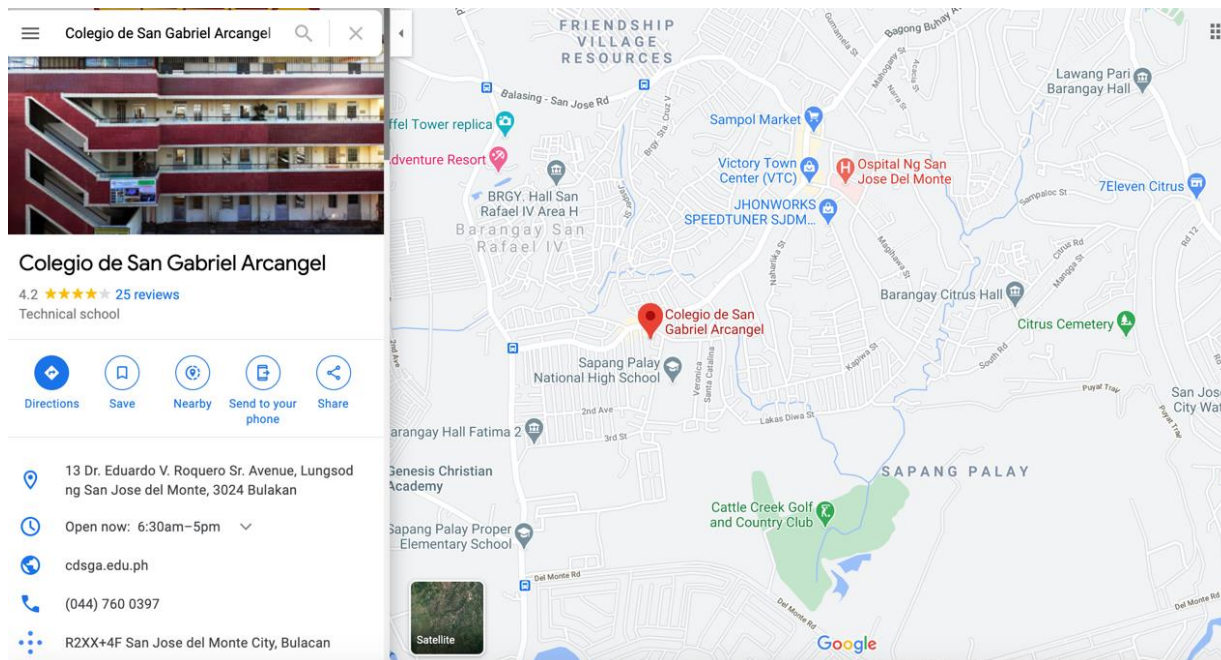
The study was conducted in Colegio de San Gabriel Arcangel, Inc. also known as CDSGA. The school is strategically located in a fast-growing area of the City of San Jose del Monte (CSJDM), Bulacan, Philippines to which a good number of residents are relocating to a new home from Metro Manila.

The school is conveniently located near the Sapang Palay National High School (SPNHS) and San Jose del Monte National Trade School in Barangay Fatima I, Area E, Sapang Palay, City of San Jose del Monte, Bulacan, Philippines (SJDMENTS).

At present, CDSGA offers twenty-six (26) Baccalaureate degree programs under the Commission on Higher Education (CHED), four (4) of which are accredited by the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).

CDSGA also offers Technical Vocational Programs under the Technical Education Skills and Development Authority (TESDA) and basic education under the Department of Education (DepEd).

Figure 2 shows the location map of Colegio de San Gabriel Arcangel, Inc.



**Figure 2**

Map of Colegio de San Gabriel Arcangel, Inc.

### Population Sampling

The researcher used the Non-probability Convenience sampling method. In this sampling method, individuals are selected based on non-random criteria. Research instruments via Google Form were sent to the different Group Chats of College Students enrolled in the 1<sup>st</sup> Semester of A.Y. 2020-2021 from August to December 2020 at Colegio de San Gabriel Arcangel, Inc. There were about 5,796 responses from the currently enrolled college students. Some students answered more than one because they have different faculty members to evaluate.

### Instrumentation

After reading and studying samples of questionnaires from other related studies, the researcher constituted the questionnaire.

The questionnaire was divided into two parts. Part one consists of the profile of the student respondents which includes the name, contact number, email address, course, year, section, subject and schedule.

Part two deals with the questions to determine the perception of the participants on their evaluation on faculty teaching performance during the conduct of the Flexible Learning Delivery on the First Semester of the Academic Year 2020-2021.

### Data Gathering Procedure

Written request to conduct a research study was addressed to the management of Colegio de San Gabriel Arcangel, Inc. The instrument was pre-tested to ten (10) currently enrolled college students, ten (10) faculty members and five (5) administrators. This is to determine their comments and suggestions on how the instrument could be improved.

The researcher sent the questionnaires via Google Form to the different Facebook Group Chats of the enrolled student respondents of Colegio de San Gabriel Arcangel, Inc. on the First Semester of Academic Year 2020-2021.

### Statistical Treatment of the Data

The descriptive and inferential statistics were used. The following statistical formula were utilized:

1. **Weighted Mean.** To determine the mean score of the items in the evaluation of faculty teaching performance via Flexible Learning Delivery.
2. **ANOVA.** The analysis of variance (ANOVA) or the F-test was used to determine the significant differences in the evaluation rating when the faculty members are grouped according to different colleges.
3. **T test.** The T test was used to determine the significant differences in the evaluation rating when the faculty members are grouped according to professional and general education courses handled and accreditation of the programs.

## 4. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

### Areas in Teaching Performance Evaluated by the Students

1. What is the performance rating of the faculty members based on the following items:

#### Criteria:

4.5 – 5 = Always

3.5 – 4.49 = Most of the time

2.5 – 3.49 = Sometimes

1.5 – 2.49 = Rarely

0–1.49 = Never

**Table 1. Performance Rating of the Faculty Members**

No.	Areas of Competence:	Weighted Mean	Interpretation
1.	On time to his/her class.	4.55	Always
2.	Wears modest teaching attire during live video conferencing.	4.44	Most of the Time
3.	Uses syllabus as a guide in processing a lesson(s) of the course according to the time allotted for.	4.55	Always
4.	Requires projects/activities that do not involved big amount of money.	4.21	Most of the Time
5.	<b>Follows the scheduled dates for major examinations.</b>	<b>4.74</b>	<b>Always</b>
6.	<b>Checks the exam (Prelim, Mid-term, Semis, Finals).</b>	<b>4.8</b>	<b>Always</b>
7.	<b>Requires assignments/homework and project that are related to the subject matter.</b>	<b>4.63</b>	<b>Always</b>
8.	Helps promote the good image of the school while discussing and relating the lesson to real life situations.	4.53	Always
9.	Uses interactive method of teaching such as case analysis, problem solving, discussing guide questions for learning, group activities, etc.	4.48	Most of the Time
10.	Informs the students on the Major Exam Ratings one week after the examination.	4.53	Always
11.	Relates by giving examples of lesson to the vision, mission, and philosophy of CDSGA.	4.35	Most of the Time
12.	Shows mastery of the subject matter by explaining the topic/s not clearly understood by the students.	4.36	Most of the Time
13.	Gives activities to the class every time he/she is absent. (Applicable only to a professor who incurred absences)	4.35	Most of the Time
14.	Establishes and maintains a psychological discipline in maintaining healthy classroom atmosphere.	4.48	Most of the Time
15.	Assumes the roles as facilitator, resource person, coach, inquisitor, integrator, referee in contributing knowledge to understand better the concepts at hand being discussed.	4.5	Always

16.	<b>Shows respect and care to students, parents, peers and to the administration.</b>	<b>4.64</b>	<b>Always</b>
17.	Implements the college regulations, policies, and procedures applicable to the students and fully supports the school extra-curricular activities.	4.62	Always
18.	<b>Prohibits in selling any photocopied materials, ticket and solicitation in the class that are not related to the school activities and collects money from the students as a contribution of any kind like project, requirements, etc.</b>	<b>3.84</b>	<b>Most of the Time</b>
19.	Avoids in sermonizing/nagging in disciplining the students in the class such as shouting, demoralizing, shaming students, and the like.	4.21	Most of the Time
20.	<b>Prohibits in giving malicious jokes to students without any boundary.</b>	<b>3.94</b>	<b>Most of the Time</b>
21.	Uses online learning effectively by utilizing various video presentations for easy learning.	4.41	Most of the Time

Based on the result gathered, item number 6 which is “checks the exam for Prelim, Mid-term, Semis, and Finals” got the highest weighted mean of 4.8.

While the item number 18 which is “prohibits in selling any photocopied materials, ticket and solicitation in the class that are not related to the school activities and collects money from the students as a contribution of any kind like project, requirements, etc. got the lowest mean of 2.84.

#### Areas in Teaching Performance Perceived as Strengths and Needs Improvements

2. Based on the evaluation rating of the respondents in problem 1, what are the items perceived as strengths and those perceived as needs improvements?

#### Items Perceived as Strengths

**Table 2. Performance Rating of the Faculty Members Perceived as Strengths**

No.	Areas of Competence:	Weighted Mean	Interpretation
6.	<b>Checks the exam permits (Prelim, Mid-term, Semis, Finals).</b>	<b>4.8</b>	<b>Always</b>
5.	<b>Follows the scheduled dates for major examinations.</b>	<b>4.74</b>	<b>Always</b>
16.	<b>Shows respect and care to students, parents, peers and to the administration.</b>	<b>4.64</b>	<b>Always</b>

Based on the result gathered, item number 6 which is “checks the exam for Prelim, Mid-term, Semis, and Finals” got the highest weighted mean of 4.8. This means that Faculty members are compliant in the checking of major examinations of students.

The second to the highest item is number 5 which is “follows the scheduled dates for major examinations got a mean of 4.74. This means that faculty members are following the schedule of major examinations.

The third to the highest item is number 16 which is “shows respect and care to students, parents, peers and to the administration.” This means that faculty members are showing respect to the stakeholders which is one behavior of being a Gabrielian.

#### Items Perceived as Needs Improvements

**Table 3. Performance Rating of the Faculty Members Perceived as Needs Improvement**

No.	Areas of Competence:	Weighted Mean	Interpretation
18.	<b>Prohibits in selling any photocopied materials, ticket and solicitation in the class that are not related to the school activities and collects money from the students as a contribution of any kind like project, requirements, etc.</b>	<b>3.84</b>	<b>Most of the Time</b>
20.	<b>Prohibits in giving malicious jokes to students without any boundary.</b>	<b>3.94</b>	<b>Most of the Time</b>

The item number 18 which is “prohibits in selling any photocopied materials, ticket and solicitation in the class that are not related to the school activities and collects money from the students as a contribution of any kind like project, requirements, etc. got the lowest mean of 2.84. This means that some faculty members are engaged in selling photocopied materials and others that are not approved by the management.

The second to the lowest item is number 20 which is “prohibits in giving malicious jokes to students without any boundary.” This means that some faculty members are giving malicious jokes to students.

### Significant Differences in the Evaluation Rating when Faculty are Grouped

3. Are there a significant differences in the evaluation rating when the faculty members evaluated are grouped according to:

a. College

**Table 4. ANOVA Grouped Per College**

Anova: Single Factor							
SUMMARY							
Groups	Count	Sum	Average	Variance			
CCSE	21	93.83	4.46809524	0.04454619			
CCJE	21	91.82	4.37238095	0.10086905			
CLASS	21	95.34	4.54	0.07644			
CMAC	21	90.91	4.32904762	0.03436905			
COB	21	93.7	4.46190476	0.04937619			
COE	21	94.88	4.51809524	0.03784619			
CTHMT	21	92.21	4.39095238	0.11361905			
ANOVA							
Source of Variati	SS	df	MS	F	P-value	F crit	
Between Gro	0.76978503	6	0.12829751	1.96488713	0.07465326	2.16393185	
Within Groups	9.14131429	140	0.0652951				
Total	9.91109932	146					

Based on the result gathered, the F score of 1.96 is lower than the F Critical of 2.16. This means that there is no significant difference in the students faculty evaluation when the faculty members are grouped according to the seven (7) colleges such as College of Computer Studies and Engineering, College of Criminal Justice Education, College of Liberal Arts and Social Sciences, College of Medical Allied Courses, College of Business, College of Education, College of Tourism and Hotel and Restaurant Management Technology.

b. Professional and General Education Courses Handled

**Table 5. T test Grouped Per Professional and General Education**

t-Test: Paired Two Sample for Means		
	Prof Ed	Gen Ed
Mean	4.44190476	4.40190476
Variance	0.05432619	0.04239619
Observations	21	21
Pearson Cor	0.98112764	
Hypothesized	0	
df	20	
t Stat	3.62994085	
P(T<=t) one-t	0.00083407	
t Critical one-t	1.72471824	
P(T<=t) two-t	0.00166815	
t Critical two-t	2.08596345	



Based on the result gathered, the t score of 3.62 is greater than the T Critical of 1.72 (one tailed) and T Critical of 2.08 (two-tailed). This means that there is a significant difference in the students faculty evaluation when the faculty members are grouped according to Professional and General Education subjects they are teaching. The professional education faculty members has a mean of 4.44 which is greater than the general education faculty members mean of 4.40. This means that the faculty members teaching professional education got a higher score in the student faculty evaluation when compared to the faculty members teaching general education.

c. Accreditation

**Table 6. T test Grouped Per Accredit and Non-Accredited Programs**

t-Test: Paired Two Sample for Means		
	Accredited	Non Accredited
Mean	4.50333333	4.386190476
Variance	0.05058333	0.059754762
Observations	21	21
Pearson Correlation	0.96771809	
Hypothesized	0	
df	20	
t Stat	8.56150796	
P(T<=t) one-tailed	2.012E-08	
t Critical one-tailed	1.72471824	
P(T<=t) two-tailed	4.024E-08	
t Critical two-tailed	2.08596345	

Based on the result gathered, the t score of 8.56 is greater than the T Critical of 1.72 (one tailed) and T Critical of 2.08 (two-tailed). This means that there is a significant difference in the students faculty evaluation when the faculty members are grouped according to Accredited and Non Accredited Programs they are teaching. The faculty members teaching in Accredited Programs has a mean of 4.50 which is greater than the faculty members teaching in the Non Accredited Programs of 4.38. This means that the faculty members teaching in the Accredited Programs got a higher score in the student faculty evaluation when compared to the faculty members teaching in the Non Accredited Programs.

### Enhancement of Faculty Teaching Performance

4. Based on the findings of the study, what enhancement policy could be developed related to the flexible learning delivery mode of learning?

Based on the results gathered, a policy enhancement that prohibits the selling of photocopied materials and other materials to students and giving malicious jokes during class is needed. Faculty members will be reminded on the importance of showing a professional image to students. In giving malicious jokes without any boundaries, a training on affective communication will be conducted for the faculty members to improve their languages to students.

Sharing of effective teaching strategies from faculty members teaching professional education subjects to general education subjects and from faculty members teaching in accredited programs to non-accredited programs will be conducted.

## 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this study, the researcher determined the enhancement program based on CDSGA student evaluation of faculty teaching performance on the First Semester of A.Y. 2020-2021.

### Summary of Findings

The item number 6 which is “checks the exam for Prelim, Mid-term, Semis, and Finals” got the highest weighted mean of 4.8. While the item number 18 which is “prohibits in selling any photocopied materials, ticket and solicitation in the class that are not related to the school activities and collects money from the students as a contribution of any kind like project, requirements, etc. got the lowest mean of 2.84.

In the question of “are there a significant differences in the evaluation rating when the faculty members evaluated are grouped according to college,” the F score of 1.96 is lower than the F Critical of 2.16.

In the question of “are there a significant differences in the evaluation rating when the faculty members evaluated are grouped according to professional and general education handled,” the t score of 3.62 is greater than the T Critical of 1.72 (one tailed) and T Critical of 2.08 (two-tailed).

In the question of “are there a significant differences in the evaluation rating when the faculty members evaluated are grouped according to accredited and non-accredited,” the t score of 8.56 is greater than the T Critical of 1.72 (one tailed) and T Critical of 2.08 (two-tailed).

### **Conclusions**

The following conclusions were drawn from the result of the investigation.

Faculty members are compliant in the checking of major examinations of students.

Faculty members are following the schedule of major examinations.

Faculty members are showing respect to the stakeholders which is one behavior of being a Gabrielian.

Various Colleges is not a factor that affects the faculty teaching performance via flexible learning delivery mode based on students' evaluation.

Professional and General Education subjects and Accredited and Non-Accredited Programs are factors that affect the

A policy enhancement that prohibits the selling of photocopied materials and other materials to students and giving malicious jokes during class is needed. Faculty members will be reminded on the importance of showing a professional image to students. In giving malicious jokes without any boundaries, a training on affective communication will be conducted for the faculty members to improve their languages to students.

Sharing of effective teaching strategies from faculty members teaching professional education subjects to general education subjects and from faculty members teaching in accredited programs to non-accredited programs will be conducted.

### **Recommendations**

As reflected in the conclusions and findings of the study, the researcher recommends the following:

1. Increase more respondents of the study. The population sampling was given based only on the students who would like to answer. It is recommended that majority of the students must answer the faculty evaluation form to gather a more accurate data.
2. Self, peer to peer, parents and evaluation from the management of the faculty members is recommended.
3. For future researchers, it is recommended to include other areas on the faculty evaluation. This is to gather other information and opportunity for improvement.

## **APPENDIX**

Research Instrument

### **Student Evaluation of Faculty Teaching Performance (Flexible Learning)**

Student's Name: \_\_\_\_\_

Course: \_\_\_\_\_

Year: \_\_\_\_\_

Section: \_\_\_\_\_

Subject: \_\_\_\_\_

Schedule: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Direction:

Kindly answer objectively the following statements given below to help enhance instruction. Click a number in each statement by applying the Criteria below. **This is strictly confidential. (Any of the professors cannot access this information except the management)**

**Criteria:**

5 – Always (5 times)

4 – Most of the time (3-4 times)

3 – Sometimes (2-3 times)

2 – Rarely (1-2 times)

1 – Never (0)

No.	Areas of Competence:	5	4	3	2	1
1.	On time to his/her class.					
2.	Wears modest teaching attire during live video conferencing.					
3.	Uses syllabus as a guide in processing a lesson(s) of the course according to the time allotted for.					
4.	Requires projects/activities that do not involved big amount of money.					
5.	Follows the scheduled dates for major examinations.					
6.	Checks the exam permits (Prelim, Mid-term, Semis, Finals).					
7.	Requires assignments/homework and project that are related to the subject matter.					
8.	Helps promote the good image of the school while discussing and relating the lesson to real life situations.					
9.	Uses interactive method of teaching such as case analysis, problem solving, discussing guide questions for learning, group activities, etc.					
10.	Informs the students on the Major Exam Ratings one week after the examination.					
11.	Relates by giving examples of lesson to the vision, mission, and philosophy of CDSGA.					
12.	Shows mastery of the subject matter by explaining the topic/s not clearly understood by the students.					
13.	Gives activities to the class every time he/she is absent. (Applicable only to a professor who incurred absences)					
14.	Establishes and maintains a psychological discipline in maintaining healthy classroom atmosphere.					
15.	Assumes the roles as facilitator, resource person, coach, inquisitor, integrator, referee in contributing knowledge to understand better the concepts at hand being discussed.					
16.	Shows respect and care to students, parents, peers and to the administration.					
17.	Implements the college regulations, policies, and procedures applicable to the students and fully supports the school extra-curricular activities.					
18.	Prohibits in selling any photocopied materials, ticket and solicitation in the class that are not related to the school activities and collects money from the students as a contribution of any kind like project, requirements, etc.					
19.	Avoids in sermonizing/nagging in disciplining the students in the class such as shouting, demoralizing, shaming students, and the like.					
20.	Prohibits in giving malicious jokes to students without any boundary.					
21.	Uses online learning effectively by utilizing various video presentations for easy learning.					

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