

# Teaching Performance of Radiologic Technology Faculty Members based on Students' Evaluation from 2013 to 2016

**Asia Pacific Journal of Education, Arts and Sciences**  
Vol. 3 No.4, 46-52  
October 2016  
P-ISSN 2362-8022  
E-ISSN 2362-8030  
www.apjeas.apjmr.com

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*Date Received: July 10, 2016; Date Revised: October 2, 2016*

**Abstract** - *This study determined the teaching performance of the Radiologic Technology faculty members in one private academic institution in the Philippine based on the students' evaluation for the last three years from 2014 to 2016. Descriptive type of research was utilized in the study. Findings revealed that Faculty members have very satisfactory performance rating for showing respect and consideration of students' opinions and suggestions and requiring students to observe proper attire as well as requiring students to present permit before taking examination. Subject matter expertise and relational expertise obtained the highest areas in the performance evaluation of Radiologic Technology faculty members followed by instructional expertise and communication skills. The faculty members of Radiologic Technology have an overall very satisfactory performance rating from student evaluation wherein the trend of performance for the last three years is fluctuating.*

**Keywords:** *Teaching performance, radiologic technology, student evaluation*

## **INTRODUCTION**

Faculty evaluation is one of measuring the performance of teachers in terms of delivery of instruction and classroom management. It monitors the quality of services directly provided to the students and gives the school administrators some direction of how to formulate faculty development programs suitable to the needs of the specific group of teaching personnel to improve effectiveness and efficiency. Evaluation is always part of the system in the human resource management as a measuring tool to identify the strong and weak points in the performance of certain group or individual employee [1]. Afonso and colleagues [2] emphasized the

importance in academic medical centers for resident physicians and medical students to be able to evaluate faculty teaching performance.

Customers are the best judge of quality. In the case of higher education institutions (HEIs), students are primary recipients of educational services. They are given the opportunity to hear their voices through evaluating the people who are serving them in the university and one group of these is the teaching personnel. The attitude of the students towards the teachers as well as the institution also reflects on the way they evaluate the delivery of services [3]-[7]. The observation and experience they have with the teachers are the common basis of their evaluation.

This study explores on the results of student evaluation on the performance of faculty members in Radiologic Technology. Teachers of professional courses were not education degree graduates although maybe some of them took or attended the Teacher Certificate Program or any education professional courses to give more insights on teaching methodologies. It is a given fact that they have subject matter expertise but the transfer of knowledge to the students might suffer due to lack of teaching strategies on how to deliver lessons on appropriate manner.

Instructional expertise and classroom management should also be given emphasis to encourage active participation of the students during discussions. These are supported by the communication skills and relational expertise of the teachers to maintain harmonious atmosphere of the teaching and learning process. The broad view of classroom management encompasses both establishing and maintaining order, designing effective instruction, dealing with students as a group, responding to the needs of individual students, and effectively handling the discipline and adjustment of individual students [8]. The ability of the teachers to diagnose the extent of prior knowledge

of the students in the topics to be discussed is also one way of determining how long the lessons should be delivered and what manner. Identifying individual differences of the students is also one of the tasks of the facilitator of learning because not all students have the same level of intelligence and rate of ability to grasp and response to the information at the same time.

Balancing the time and amount of information supported by interactive activities are some of the aspects that teachers should look into consideration. Results of student evaluations served as important input to the quality management system that help improve the processes and the performance of the people as well as the image of the institution. The trend analysis of faculty performance shows the capability of Radiologic Technology faculty members to maintain certain degree of performance from the perspective of the students.

The faculty instruction is also guided by the implementation of outcomes based education wherein teachers served as facilitators of learning. It encourages utilizing cooperative learning approach [9], [10] to develop teamwork in accomplishing certain task or assignment. Planning of classroom activities requires time to prepare and it would be difficult for the part time faculty members working at the same time in hospitals as regular employees.

This feedback mechanism is also evident in Lyceum of the Philippines University – Batangas as part of its quality assurance [11], [12] wherein the assessment of the students in different aspects of services being rendered by the university is documented and served as the basis for improvement [1]. It also demonstrates satisfaction of the students regarding the quality of instruction they received from the teachers and institution. Customer satisfaction is an important ingredient of Quality Management System that brings insights to continuously develop programs in order to address growing needs and concerns of the students [13], [14].

Maintaining quality instruction is the goal of every higher education institution to meet the challenges and demands of internationalization. Teachers play an important role in the implementation of the curriculum[1]. No matter how excellent the design of the curriculum, if it will not be delivered to the students proficiently, the goal of achieving the Outcomes-based Education [15]- [19] would never be realized and accomplished.

The result of the student evaluation is just only one part of the faculty performance evaluation wherein this study focuses on the students as respondents to present the detailed information of how teachers deliver instructions. This would serve as a basis for the Human Resource Department to offer seminar and training based on the identified needs of the faculty members of the Radiologic Technology Department.

#### **OBJECTIVES OF THE STUDY**

This study determined the teaching performance of the Radiologic Technology faculty members of the Lyceum of the Philippine University – Batangas based on the students' evaluation for the last three years from 2014 to 2016 in terms of subject matter expertise, classroom management expertise, instructional expertise, communication skills, diagnostic expertise and relational expertise.

#### **MATERIALS AND METHODS**

Descriptive type of research method was used in the study. Documentary analysis from the database and records of Management Information System were utilized as the data gathering procedure. At the end of every semester, randomly selected students were asked to evaluate their teachers using a computerized evaluation system at the Human Resource Development and Management Office evaluation room. The students were oriented by the assigned Human Resource personnel on what to do and how to evaluate their teachers. All faculty members of Radiologic Technology department are included in the analysis. Results of student evaluation on the faculty performance evaluation during AY 2013-2014 up to AY 2015-2016 are the only included in the data analysis using weighted mean and ranking.

The given scale was used to interpret and analyze the gathered data from the students' evaluation: 4.50 – 5.00: Always (A)/ Outstanding (O); 3.50 – 4.49: Often (O)/Very Satisfactory (VS); 2.50 – 3.49: Sometimes(S)/Satisfactory (S); 1.50 – 2.49: Seldom(Se)/Fair (F); 1.00 – 1.49: Never (N)/Poor (P).

#### **RESULTS AND DISCUSSION**

Table 1 presents the students' evaluation on the teaching performance of Radiologic Technology faculty members in terms of subject matter expertise. Radiologic Technology faculty members received very satisfactory performance rating from their students in terms of stating clearly the objectives of

the lesson which obtained the highest mean score of 4.01 under subject matter expertise followed by relating subjects to other fields and life situations (3.99) and lastly by presenting ideas/concepts clearly (3.96). The computed composite mean score of 3.99 implies that the faculty members of Radiologic Technology department obtained high performance in the area of subject matter expertise. They were all registered radiologic technologists and practicing the profession in various health care institutions. They were able to demonstrate expertise in bringing their actual experiences inside the classrooms and laboratories to share the knowledge and skills to the students. Ylagan [20] noted that mastery of the subject matter does not only call for the teachers expertise in their own field but it also needs their ability to make concepts understandable to the learners and to let generalizations to be formed.

Table 2 presents the students' evaluation on the teaching performance of Radiologic Technology faculty members in terms of classroom management expertise. They received very satisfactory performance rating from their students in terms of requiring students to present permit before taking examination which obtained the highest mean score of 4.02 under classroom management expertise followed by requiring students to observe proper attire (4.01), ensuring that the classrooms and other places where classes are conducted such as gym (PE), community (NSTP) are conducive to learning (3.95), following the schedule for periodic examination (3.93) and returning graded quizzes, examinations and reports (3.93). Radiologic Technology Faculty members revealed that they religiously follow the policies of the university and observe the cleanliness of the classroom.

**Table 1. Students' Evaluation on the Teaching Performance of Radiologic Technology Faculty Members in terms of Subject Matter Expertise**

Subject Matter expertise	2013-2014	2014-2015	2015-2016	Mean	VI	Rank
1. States clearly the objectives of the lesson	4.08	4.18	3.78	4.01	VS	1
2. Present ideas/concepts clearly	4.01	4.10	3.77	3.96	VS	3
3. Relates subjects to other fields and life situations	4.04	4.14	3.80	3.99	VS	2
<b>Composite Mean</b>	<b>4.04</b>	<b>4.14</b>	<b>3.78</b>	<b>3.99</b>	<b>VS</b>	

**Table 2. Students' Evaluation on the Teaching Performance of Radiologic Technology Faculty Members in terms of Classroom Management Expertise**

Classroom Management Expertise	2013-2014	2014-2015	2015-2016	Mean	VI	Rank
1. Ensures that the classrooms and other places where classes are conducted such as gym (PE), community (NSTP) are conducive to learning (where appropriate)	3.94	4.06	3.85	3.95	VS	3
2. Efficiently records students' attendance by the use of seat plan	3.95	4.07	3.64	3.88	VS	6
3. Requires students to observe proper attire	3.96	4.15	3.93	4.01	VS	2
4. Requires students to present permit before taking examination	4.03	4.12	3.90	4.02	VS	1
5. Returns graded quizzes, examinations, reports, etc.	4.00	4.07	3.70	3.93	VS	4.5
6. Follows the schedule for periodic examination	3.97	4.00	3.82	3.93	VS	4.5
7. Attends class regularly and arrives/dismisses class on time.	3.91	3.93	3.67	3.84	VS	7
<b>Composite Mean</b>	<b>3.97</b>	<b>4.06</b>	<b>3.78</b>	<b>3.94</b>	<b>VS</b>	

Likewise, they also received very satisfactory performance rating in terms of efficiently recording students' attendance by the use of seat plan (3.88). However, attending class regularly and arrives/dismisses class on time obtained the lowest weighted mean score of 3.84. Managing the travel time from their respective work places going to the University might be the common cause of tardiness for some faculty members of Radiologic Technology especially for part-timers.

The computed composite mean score of 3.94 implies that the faculty members of Radiologic Technology department obtained high performance in the area of classroom management expertise. The manner of teachers' delivery of lesson and the way they manage classroom situations are some of the factors that may contribute to the satisfaction of learning and development of the students. These are being evaluated periodically to gather some data and information that will serve as the basis for continuous improvement of the university [21].

Table 3 presents the students' evaluation on the teaching performance of Radiologic Technology faculty members in terms of instructional expertise. They received very satisfactory performance rating from their students in terms of presenting lessons using the appropriate methods/technique to ensure students' understanding which obtained the highest mean score of 4.00 under instructional expertise

followed by welcoming questions, stimulates interest, thinking and discussion in class (3.98) and lastly by making use of various teaching aids (3.97). The computed composite mean score of 3.98 implies that the faculty members of Radiologic Technology department obtained high performance in the area of instructional expertise.

Identifying appropriate method to use for a particular topic in most professional courses in radiologic technology provides a great deal for the students to learn easily. It adds interest to the students to interact with the discussion and participate in the classroom or laboratory activities. Radiologic Technology faculty members provide various techniques on how to keep the instruction direct and suitable to the needs of the students.

Table 4 presents the students' evaluation on the teaching performance of Radiologic Technology faculty members in terms of communication skills. They received very satisfactory performance rating from their students in terms of having good command of the language of instruction which obtained the highest mean score of 3.97 under communication skills followed by having good diction, clear and modulated voice (3.95). The computed composite mean score of 3.96 implies that the faculty members of Radiologic Technology department obtained high performance in the area of communication skill.

**Table 3. Students' Evaluation on the Teaching Performance of Radiologic Technology Faculty Members in terms of Instructional Expertise**

Instructional Expertise	2013-2014	2014-2015	2015-2016	Mean	VI	Rank
1. Makes use of various teaching aids	4.00	4.11	3.81	3.97	VS	3
2. Presents lessons using the appropriate methods/technique to ensure students' understanding	4.05	4.15	3.80	4.00	VS	1
3. Welcomes questions, stimulates interest, thinking and discussion in class	4.04	4.11	3.78	3.98	VS	2
<b>Composite Mean</b>	<b>4.03</b>	<b>4.12</b>	<b>3.80</b>	<b>3.98</b>	<b>VS</b>	

**Table 4. Students' Evaluation on the Teaching Performance of Radiologic Technology Faculty Members in terms of Communication Skills**

Communication Skills	2013-2014	2014-2015	2015-2016	Mean	VI	Rank
1. Has good command of the language of instruction	3.97	4.12	3.84	3.97	VS	1
2. Has good diction, clear and modulated voice	3.97	4.08	3.80	3.95	VS	2
<b>Composite Mean</b>	<b>3.97</b>	<b>4.10</b>	<b>3.82</b>	<b>3.96</b>	<b>VS</b>	

**Table 5. Students' Evaluation on the Teaching Performance of Radiologic Technology Faculty Members in terms of Diagnostic Expertise**

Diagnostic Expertise	2013-2014	2014-2015	2015-2016	Mean	VI	Rank
1. Gives fair tests and examinations	3.98	4.11	3.75	3.95	VS	1
2. Identifies and helps students who encounter difficulties in learning	4.00	4.06	3.75	3.94	VS	2
<b>Composite Mean</b>	<b>3.99</b>	<b>4.08</b>	<b>3.75</b>	<b>3.94</b>	<b>VS</b>	

**Table 6. Students' Evaluation on the Teaching Performance of Radiologic Technology Faculty Members in terms of Relational Expertise**

Relational Expertise	2013-2014	2014-2015	2015-2016	Mean	VI	Rank
1. Shows genuine interest in students; rewards deserving students	4.00	4.13	3.85	3.99	VS	2
2. Shows respect and consideration of students' opinions and suggestions	4.05	4.17	3.87	4.03	VS	1
3. Is fair and impartial to all students; no favouritism	4.01	4.05	3.78	3.94	VS	3
<b>Composite Mean</b>	<b>4.02</b>	<b>4.12</b>	<b>3.83</b>	<b>3.99</b>	<b>VS</b>	

**Table 7. Summary of Faculty Performance of CAMP-RT Based on Students' Evaluation for the Last Three Years**

CAMP-Radiologic Technology	2013-2014	2014-2015	2015-2016	Mean	VI	Rank
Subject Matter expertise	4.04	4.14	3.78	3.99	VS	1.5
Classroom Management Expertise	3.97	4.06	3.78	3.94	VS	5.5
Instructional Expertise	4.03	4.12	3.80	3.98	VS	3
Communication Skills	3.97	4.10	3.82	3.96	VS	4
Diagnostic Expertise	3.99	4.08	3.75	3.94	VS	5.5
Relational Expertise	4.02	4.12	3.83	3.99	VS	1.5
<b>Composite Mean</b>	<b>4.00</b>	<b>4.10</b>	<b>3.79</b>	<b>3.97</b>	<b>VS</b>	

Radiologic technology faculty members give clear direction and instruction to students which are considered a result of having good communication skill of the teachers that stimulates learning and enthusiasm from the students to listen in a modulated voice. It encourages attention to stay in focus and concentration. Having good contact is an important aspect of keeping an open communication [21] to establish strong rapport among students where they can ask questions freely and consult their concerns most often for better learning approach.

Table 5 presents the students' evaluation on the teaching performance of Radiologic Technology faculty members in terms of diagnostic expertise. They received very satisfactory performance rating from their students in terms of giving fair tests and examinations (3.95) and identifying and helping students who encounter difficulties in learning (3.94).

The computed composite mean score of 3.94 implies that the faculty members of Radiologic Technology department obtained high performance in the area of diagnostic expertise. Determining the prior knowledge of the students in certain idea or topics to be discussed is part of assessing the extent of information that the teachers could exert to make the learners understand the lessons may be in advanced.

Table 6 presents the students' evaluation on the teaching performance of Radiologic Technology faculty members in terms of relational expertise. They received very satisfactory performance rating from their students in terms of showing respect and consideration of students' opinions and suggestions (4.03) and showing genuine interest in students; rewards deserving students (3.99); and lastly by being fair and impartial to all students; no favouritism (3.94). The computed composite mean score of 3.99

implies that the faculty members of Radiologic Technology department obtained high performance in the area of relational expertise. They were considerate to the views and opinions of the learners and provide immediate actions to academic needs and concerns of their students. They also recognize the efforts and remarkable performance of the students through a reward system that enhances the motivation and interest of the students to excel in classroom activities and major examination.

Table 7 presents the summary of faculty performance of CAMP-RT based on students' evaluation for the last three years. Faculty members of Radiologic Technology obtained highest very satisfactory performance rating in the area of subject matter expertise and relational expertise as denoted by the computed composite mean score of 3.99 followed by instructional expertise (3.98) and communication skill (3.96). Likewise, classroom management expertise (3.94) and diagnostic expertise (3.94) obtained the least composite mean score. The computed grand composite mean score of 3.97 for the last three years implies a high student evaluation of faculty performance among Radiologic Technology teachers. They manage to sustain good atmosphere during the teaching and learning process which also builds good rapport among the students. They also demonstrate certain skill specific to Radiologic Technology that provides good evaluation result in terms of subject matter expertise and instructional expertise.

#### CONCLUSION AND RECOMMENDATION

Faculty members have very satisfactory performance rating for showing respect and consideration of students' opinions and suggestions and requiring students to observe proper attire as well as requiring students to present permit before taking examination. Subject matter Expertise and relational expertise obtained the highest areas in the performance evaluation of Radiologic Technology faculty members followed by instructional expertise and communication skills. The faculty members of Radiologic Technology have an overall very satisfactory performance rating from student evaluation wherein the trend of performance for the last three years is fluctuating. This study is limited only to the result of student evaluation for Radiologic Technology Department; therefore, the findings cannot be generalized for the entire college or institution.

It is recommended that the faculty members may be given seminars or be allowed to attend training to enhance their teaching methodology in terms of presenting ideas and concepts of the topic clearly using various educational technologies for better understanding and stimulating enthusiasm and interest of the students. They may also need to balance their time inside the classroom to manage all the activities including checking and grading of quizzes and examinations. They may maximize the utilization of consultation hours to entertain inquiries of the students with difficulties in learning and they may also refer students to appropriate work units to better handle the concerns. Faculty members have to consider the fluctuating trend on the result of student evaluation especially the lowest evaluation result in the current year. Further study on the relationship of the result of faculty performance evaluation and the academic performance of the students may be conducted.

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