

# Data Analysis of the Students' Evaluation on the Teaching Performance of Physical Therapy Faculty Members

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**Ma. Simplicia E. Flores, Raymond M. Tosoc, Claudine B. Mercado,**  
Physical Therapy Department, College of Allied Medical Professions,  
Lyceum of the Philippines University, Batangas City, Philippines

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**Abstract** - This study aimed to determine the level of teaching performance of the Physical Therapy faculty members in one private higher education institution in the Philippine 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. Descriptive type of research was utilized in the study. Results showed that Faculty members have very satisfactory performance rating for having good command of the language of instruction and for giving fair tests and examinations. Instructional Expertise obtained the highest area in the performance evaluation of Physical Therapy faculty members followed by classroom management expertise and communication skills. The faculty members of Physical Therapy have an overall very satisfactory performance rating from student evaluation.

**Keywords:** *Teaching performance, physical therapy, student evaluation*

## INTRODUCTION

Student evaluation of faculty members is one of the measures that provide insights regarding the strong and weak points in the delivery of instruction. Faculty performance evaluation is one of the measures of higher education institutions to determine the quality of the delivery of instruction and student services inside the classroom [1]. The effectiveness of the learning process serves as a significant input to produce quality outcomes through the achievements of the students. Evaluation is always necessary in the implementation of Quality Management System that monitors the performance of every work unit and entity in the organization to ensure the adherence to the prescribed standard procedures [2], [3], [4], [5]. But some critics suggest that students cannot recognize effective teaching until being called upon to apply their mastery in further coursework or after graduation [6].

Most academic institutions at present identified student outcomes per degree program to measure the competencies of students, right after completing series of courses based of curriculum map. On this way, the impact of teaching performance can still be determined through the attainment of the student outcomes [7]. 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 [8].

It is always important to determine the performance of the facilitators of learning based on the perspective of the direct receivers of the educational services which are the students for continuous improvement of the institution and professional development for the faculty members. This also serves as a basis for the selection of top faculty performers and decision for the management to continue giving teaching loads for teachers consistently receiving low evaluation. The system of evaluation according to Bland et al. [9] has allowed the department head to have a more objective basis for making salary decisions, to increase his role as coach, and to commit more time to career correction and/or development.

This feedback mechanism is also evident in Lyceum of the Philippines University – Batangas, 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. 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. 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 would never be realized and accomplished.

Sets of expertise in the subject matter, classroom management, instruction, diagnostic and relationship are the areas being evaluated by the students. Subject matter expertise is based on how the teacher presents the lessons clearly and can relate the topics to the real world scenario. Handling the untoward behaviour and individual differences is also one of the challenging roles that need to address by the teachers as support to the quality of instruction as the core of teaching and learning process. Definitions of classroom management vary, but usually include actions taken by the teacher to establish order, engage students, or elicit their cooperation [10]. An environment which adheres to implementation of outcomes-based education provides a learning opportunity for the students to interact with each other most often with teachers serve as facilitators [11]-[20].

It is not part of this analysis the dean's evaluation and observation, peer evaluation, attendance record from HR, research and community extension functions of the faculty members. Equipping the faculty members of the Lyceum of the Philippines University – Batangas with the appropriate methodologies in bringing quality instruction to the future professionals would be a great edge for the university to maintain its competence and credibility.

The result of this evaluation would serve as a basis for the Human Resource Department to offer trainings and workshops based on the identified needs and weaknesses of the faculty members.

#### OBJECTIVES OF THE STUDY

This study determined the teaching performance of the Physical Therapy 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.

#### 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 designated computer laboratories and at the Human Resource Department. The students were oriented by the assigned Human Resource personnel on what to do and how to evaluate their teachers. Results of student evaluation on the faculty performance evaluation during AY 2013-2014 up to AY 2015-2016 are included in the data analysis using weighted mean and ranking.

The researcher used the following arbitrary guide to interpret and analyze the gathered data from the students' evaluation. The given scale was used to interpret the gathered data: 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 Physical Therapy faculty members in terms of subject matter expertise. Physical Therapy faculty members received very satisfactory performance rating from their students in terms of relating subjects to other fields and life situations which obtained the highest mean score of 4.16 under subject matter expertise followed by stating clearly the objectives of the lesson (4.15) and lastly by presenting ideas/concepts clearly (4.09). The computed composite mean score of 4.13 implies that the faculty members of Physical Therapy department obtained high performance in the area of subject matter expertise.

**Table 1. Teaching Performance of PT Faculty Members in terms of Subject Matter Expertise**

A. Subject Matter expertise	2013-2014	2014-2015	2015-2016	Mean	VI	Rank
1. States clearly the objectives of the lesson	4.14	4.16	4.16	4.15	VS	2
2. Present ideas/concepts clearly	4.05	4.16	4.05	4.09	VS	3
3. Relates subjects to other fields and life situations	4.20	4.14	4.15	4.16	VS	1
<b>Composite Mean</b>	<b>4.13</b>	<b>4.15</b>	<b>4.12</b>	<b>4.13</b>	<b>VS</b>	

Faculty members of Physical Therapy department could be able to demonstrate their capability to transfer appropriate knowledge to transfer appropriate knowledge and expertise to students through applying various teaching methodologies in relating the lessons to real-life situations and other fields of science or discipline. It gives opportunity for the students to realize the importance of the subject matter through generating reflections from previous learning experience. The connection of learning outside the boundaries of textbook are emphasized in the delivery of instruction as major aspect of teaching and learning process in an outcomes-based education. Putting in a context of achieving certain student outcome nourishes in the way teachers involved their students in the application of knowledge learned from classroom activities.

Table 2 presents the students' evaluation on the teaching performance of Physical Therapy faculty members in terms of classroom management expertise. They also 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 4.44 under classroom management expertise followed by ensuring that the classrooms and other places where classes are conducted such as gym (PE) , community (NSTP) are conducive to learning (4.17) and following the schedule for periodic examination (4.14).

Likewise, they also received very satisfactory performance rating in terms of requiring students to observe proper attire (4.07), attending class regularly

and arrives/dismisses class on time (4.04) and efficiently records students' attendance by the use of seat plan (3.95). However, returning graded quizzes, examinations and reports obtained the lowest weighted mean score of 3.94. The computed composite mean score of 4.11 implies that the faculty members of Physical Therapy department obtained high performance in the area of classroom management expertise.

They respect the school policies and defined processes on maintaining clear procedures to follow so that students are guided accordingly and with the strictly followed rules and regulations would not create confusion among the students. It also gives them a sense of commitment to obey and respect the policies of the university. It sustains healthy classroom environment where everyone is guided accordingly with house rules imposed to the future health care workers. The classroom is considered a workplace where duties and responsibilities of the PT students are defined on how they should properly behaved according to the ethical standards of their profession which shapes their character and values. They have teaching strategies that are suitable to the needs of the students and nature of the subject [21].

Day in, day out, they must continue to instruct students in order to reach educational goals. Teachers who have no confidence in their classroom management abilities are confronted by their incompetence every day, while at the same time understanding how important that competence is if they are to perform well and achieve the educational goals [22].

**Table 2. Teaching Performance of PT 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)	4.18	4.12	4.21	4.17	VS	2
2. Efficiently records students' attendance by the use of seat plan	4.01	3.89	3.96	3.95	VS	6
3. Requires students to observe proper attire	4.11	3.98	4.11	4.07	VS	4
4. Requires students to present permit before taking examination	4.44	4.41	4.48	4.44	VS	1
5. Returns graded quizzes, examinations, reports, etc.	4.01	3.88	3.91	3.94	VS	7
6. Follows the schedule for periodic examination	4.20	4.05	4.17	4.14	VS	3
7. Attends class regularly and arrives/dismisses class on time.	4.04	4.04	4.05	4.04	VS	5
<b>Composite Mean</b>	<b>4.14</b>	<b>4.05</b>	<b>4.13</b>	<b>4.11</b>	<b>VS</b>	

**Table 3. Teaching Performance of PT 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	4.31	4.32	4.23	4.29	VS	1
2. Presents lessons using the appropriate methods/technique to ensure students' understanding	4.18	4.24	4.17	4.20	VS	3
3. Welcomes questions, stimulates interest, thinking and discussion in class	4.26	4.32	4.17	4.25	VS	2
<b>Composite Mean</b>	<b>4.25</b>	<b>4.30</b>	<b>4.19</b>	<b>4.25</b>	<b>VS</b>	

Table 3 presents the students' evaluation on the teaching performance of Physical Therapy faculty members in terms of instructional expertise. They received very satisfactory performance rating from their students in terms of making use of various teaching aids which obtained the highest mean score of 4.29 under instructional expertise followed by welcoming questions, stimulates interest, thinking and discussion in class (4.25) and lastly by presenting lessons using the appropriate methods/technique to ensure students' understanding (4.20). The computed composite mean score of 4.25 implies that the faculty members of Physical Therapy department obtained high performance in the area of instructional expertise.

It is good to note that faculty members of physical therapy used various educational tools and teaching aids to ensure the quality of the delivery of instruction using LCD projectors for audio-visual presentation of lessons. They utilized appropriate laboratory equipment to demonstrate the procedure of using it to stimulate interest of the learners to actively participate in the teaching and learning process. At the same time, they respect the suggestions, listen to the ideas and entertain questions to actively involve the students during the discussion and demonstration activities in the laboratory courses. Learning to appreciate the positive behaviour of the students during classroom

activities is one way of recognizing their initiative to contribute in the achievement of the learning outcomes.

Table 4 presents the students' evaluation on the teaching performance of Physical Therapy 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 4.12 under communication skills followed by having good diction, clear and modulated voice (4.10). The computed composite mean score of 4.11 implies that the faculty members of Physical Therapy department obtained high performance in the area of communication skill.

Communication is one of the primary skills a teacher must possess to effectively convey messages and share whatever information necessary to be transferred as part of the teaching and learning process. English is the medium of instruction being used in the University and it is worthy to note that faculty members of Physical therapy have a good command of this language as strongly agreed by their students. They can express themselves spontaneously with confidence and level of integrity that make the students believe of their expertise on how they present the lesson very well.

**Table 4. Teaching Performance of PT 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	4.13	4.12	4.11	4.12	VS	1
2. Has good diction, clear and modulated voice	4.10	4.09	4.11	4.10	VS	2
<b>Composite Mean</b>	<b>4.12</b>	<b>4.11</b>	<b>4.11</b>	<b>4.11</b>	<b>VS</b>	

**Table 5. Teaching Performance of PT Faculty Members in terms of Diagnostic Expertise**

Diagnostic Expertise	2013-2014	2014-2015	2015-2016	Mean	VI	Rank
1. Gives fair tests and examinations	4.09	4.09	4.03	4.07	VS	1
2. Identifies and helps students who encounter difficulties in learning	4.03	4.03	3.96	4.01	VS	2
<b>Composite Mean</b>	<b>4.06</b>	<b>4.06</b>	<b>4.00</b>	<b>4.04</b>	<b>VS</b>	

Table 5 presents the students' evaluation on the teaching performance of Physical Therapy faculty members in terms of diagnostic expertise. They received very satisfactory performance rating from their students in terms of giving fair tests and examinations (4.07) and identifying and helping students who encounter difficulties in learning (4.01). The computed composite mean score of 4.04 implies that the faculty members of Physical Therapy 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.

Faculty members analyze the needs of the students through any form of diagnostic test to determine how lessons can be appropriately delivered based on the extent of knowledge that the students obtained from previous courses. They provide examinations based on the topics discussed within the specified period or coverage. The examination can also be completed within the specified time. They provide the results of the test to the students and ensure its accuracy.

Table 6 presents the students' evaluation on the teaching performance of Physical Therapy 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 (4.15) and being fair and impartial to all students; no favouritism (4.14) and lastly by Shows genuine interest in students; rewards deserving students (3.99). The computed composite mean score of 4.09 implies that the faculty members of Physical Therapy department obtained high performance in the area of relational expertise.

Faculty members of Physical Therapy have the capability to relate with the concerns of the students. They make the students feel important through listening to the students' opinions and ideas that will contribute to the classroom discussion. They also establish rapport with the students to better understand the academic needs of the learners. They ensure to provide clear instructions and entertain questions to build relationship and create an atmosphere of trust, understanding and confidence for a better learning experience.

Table 7 reveals the summary of faculty performance of CAMP-PT based on Students' Evaluation for the last three years. Faculty members of Physical Therapy obtained highest very satisfactory performance rating in the area of instructional expertise as denoted by the computed composite mean score of 4.25 followed by subject matter expertise (4.13), classroom management expertise (4.11) and communication skills (4.11).

**Table 6. Students' Evaluation on the Teaching Performance of Physical Therapy 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	4.04	3.97	3.95	3.99	VS	3
2. Shows respect and consideration of students' opinions and suggestions	4.20	4.18	4.08	4.15	VS	1
3. Is fair and impartial to all students; no favouritism	4.21	4.20	4.02	4.14	VS	2
<b>Composite Mean</b>	<b>4.15</b>	<b>4.12</b>	<b>4.02</b>	<b>4.09</b>	<b>VS</b>	

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

CAMP-Physical Therapy	2013-2014	2014-2015	2015-2016	Mean	VI	Rank
Subject Matter expertise	4.13	4.15	4.12	4.13	VS	2
Classroom Management Expertise	4.14	4.05	4.13	4.11	VS	3.5
Instructional Expertise	4.25	4.30	4.19	4.25	VS	1
Communication Skills	4.12	4.11	4.11	4.11	VS	3.5
Diagnostic Expertise	4.06	4.06	4.00	4.04	VS	6
Relational Expertise	4.15	4.12	4.02	4.09	VS	5
<b>Grand Composite Mean</b>	<b>4.14</b>	<b>4.13</b>	<b>4.10</b>	<b>4.12</b>	<b>VS</b>	

Likewise, relational expertise (4.09) and diagnostic expertise (4.04) obtained the least composite mean scores. The computed grand composite mean score of 4.12 for the last three years implies a high student evaluation of faculty performance among Physical Therapy teachers. But it can also be noted a decreasing trend of performance in general from 2014 to 2016.

### CONCLUSIONS AND RECOMMENDATION

Faculty members have very satisfactory performance rating for having good command of the language of instruction and for giving fair tests and examinations. Instructional Expertise obtained the highest area in the performance evaluation of Physical Therapy faculty members followed by classroom management expertise and communication skills. The faculty members of Physical Therapy have an overall very satisfactory performance rating from student evaluation. This study is limited only to the result of student evaluation for Physical Therapy Department; therefore, the findings cannot be generalized for the entire 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. 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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