

# Technology Adoption of Online Performance Evaluation System for Faculty

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## ABSTRACT

The researched assessed the technology adoption of on line performance evaluation system for faculty of Golden Success College for Academic Year 2019-2020 towards web base application adoption. There were a total of one hundred ninety-two (192) respondents. The study made use of descriptive normative method of research. Frequencies, percentages, ranks and weighted means were used to describe data. Based on the gathered data, the research revealed that technology adoption of online performance evaluation for faculty as perceived by the respondents is acceptable, thus the system using web application should be implemented. Furthermore, it is recommended that the web application will be deployed at Golden Success College in order to improve the teaching performance of the faculty which is essential to school operation.

**KEYWORDS:** *Technology Management, Technology Adoption, Online Performance Evaluation, Web Application, Descriptive Normative –Research, Cebu City Philippines*

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## 1. THE PROBLEM AND ITS RESEARCH DESIGN

### Rationale

The performance evaluation is a review based upon an individual's job performance and tasks. A supervisor typically looks at an employee's skills and undertakings during a specific time period and tracks whether the employee has lived up to expectations, outdid them or failed to meet preferred results.

Ideally, performance evaluations deliver a stepping-stone for the employee and supervisor to identify and discuss areas where performance can be improved. It can also be an important chance for employee and manager expectations to be secured or clarified.

Evaluations are often seen as credentials of past performance. Some businesses are even using them as a tool for reviewing employee development. Completed properly, they can lead to an improved understanding of personal and professional aims. This approach can also help guarantee employees are recognized for their effort and are being provided the right training opportunities to obtain further skills, which can be valuable for both the employee and the business.

On the other hand, teaching Performance Evaluation System provide the management a outline to prepare and measure the influence of their teaching practices while providing a shared understanding of operative teaching and improve professional practices of educators so as to absolutely impact student learning. The quality of the teacher in the

classroom is the most essential factor in a student's academic achievement. Evaluation questionnaires can be an inventiveness resource for teachers, allowing them to identify the capacity of students' understanding of the course of the effectiveness of the specific approach to teaching.

Questionnaire response can be used for a wide range of purposes including departmental evaluation, staff confirmation and promotion processes, performance appraisal as such, staff members must be able to modify questionnaires to satisfy their specific requirements.

It is so common that higher education institution depends on both the teaching and non- teaching personnel yet major duties comes upon the faculty. Performance evaluation in higher education is concerned with assessing the effectiveness of the instructors, teaching strategies, methods and techniques. It delivers feedback to the teachers about their teaching and the learners about their learning. Hence, the need for the faculty teaching evaluation necessitates higher educational institutions to have a systematic method to manage, evaluate and augment the faculty's teaching performance for the benefit of stakeholders. While it is said that a good faculty evaluation system emboldens behavior that will lead to the attainment of institutional goals, provides basis for improvement, is result oriented, has clearly stated standards, and is overtly linked to the reward system – merit pay, re appointment, promotion and tenure (Tong & Bures; 2014).

Teaching performance evaluation of faculty members in a higher education is a serious test for management. Several qualitative and quantitative factors are measured leading to targeted professional growth of an organization to gauge the performance, such as acquiring research endowments, research profile, student evaluation, publications, academic responsibilities etc. There is a determined need to measure and reckon activities and performance of faculty members at colleges and universities. Evaluating performance of faculty members is one of the perilous task within an institute and it has become a priority worldwide for every institute (Bai, Rajput, Hussain & Khoja; 2014).

Traditional evaluation process of students to its instructors which is the paper and pencil has common implication amongst the faculty that it should have a detailed information regarding their classroom accomplishments and failures. Ever idealistic, it is also felt that end-of-course evaluations were not sufficient and evaluation should would measure their teaching effectiveness as the course advanced, not just at the end.

The reality of the traditional evaluation makes the researcher think that paper and pencil evaluation be altered into a faculty online evaluation. The change in evaluation administration from paper to online is valuable in several respects. The cost is summarized as paper forms are no longer necessary, and class time is no longer taken up by classroom administration. A third, and very important, advantage is that students are more likely to leave comments for their professors because they a) are not concerned about their handwriting being recognized and b) are able to type rather than write their opinions which is viewed as an easier response (Bullock, 2003; Dommeyer *et al.*, 2002; Layne *et al.*, 2002). Finally, feedback is instantaneous and does not require a college employee to aggregate results or type comments to protect student obscurity. The speed of receiving results is especially valuable if professors wish to gauge classroom feedback mid-term rather than at the end of the semester (Angelo & Cross, 1994). All of these reasons sustenance the move from paper-based to online-based evaluations of faculty.

On the other hand, Golden Success College Incorporated, with its undertakings to provide quality education always hold to the concept of teaching performance evaluation to make sure that its academic personnel perform its duties and responsibilities and to maximize their potential.

It is a known fact that some institutions like Golden Success College is moving towards a modern approach such as electronic learning, computer aided instructions,

evaluations, mobile and internet application and some other procedures. Nonetheless, regardless of the dull process as authors like Heneman and Milanowski, (2003) noted that it takes time to achieve and is often the reason of the problem with slow processes and lack of time to complete the evaluation, given the fact that it was mainly done prior to the first semester of 2019-2020, until the researcher after the assessment of the process recommended for its improvement, making it more manageable for the students using web browsers. The web application is a software application that goes on a remote server, in which in most cases web browsers are used to access web applications over a network such as internet.

Since Golden Success College has a free wifi spot, students can freely access the online faculty evaluation in a duration of time the college department head has given once in every semester. They can use either a desktop which is available for free at the school or they can use their smart phones, whichever is suitable for them logging in to the web browser to accomplish the obligations intended for the improvement of the school.

The researcher assessed that the proposed web application online performance evaluation system of the faculty of the Golden Success College will be using the famous Technology Acceptance Model (TAM) of Fred Davis (1989).

### Theoretical and Conceptual Background

This study was anchored on the Unified Theory of Acceptance and Use of Technology Model (UTAUTM) 2003 which determines the user acceptance of any technology Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating Conditions. Performance Expectancy is a belief that the use of a particular technology will be advantageous or performance enhancing to the individual. Efforts Expectancy is a belief that the use of a particular technology will be easy and effortless. Social Influence refers to the way in which individuals change their behavior to meet the stresses of a social environment. Facilitating Conditions is an organizational and technical infrastructure supporting the use of attained systems in their contexts.

The (UTAUTM) suggested that intention to accept technology is determined directly by attitude, perceived usefulness and perceived ease of use. According to TAM, individual's Intention to use technology adjusts the actual use.

The researcher, in the course of this study, used this model to provide solutions to questions specified in the problem statement.

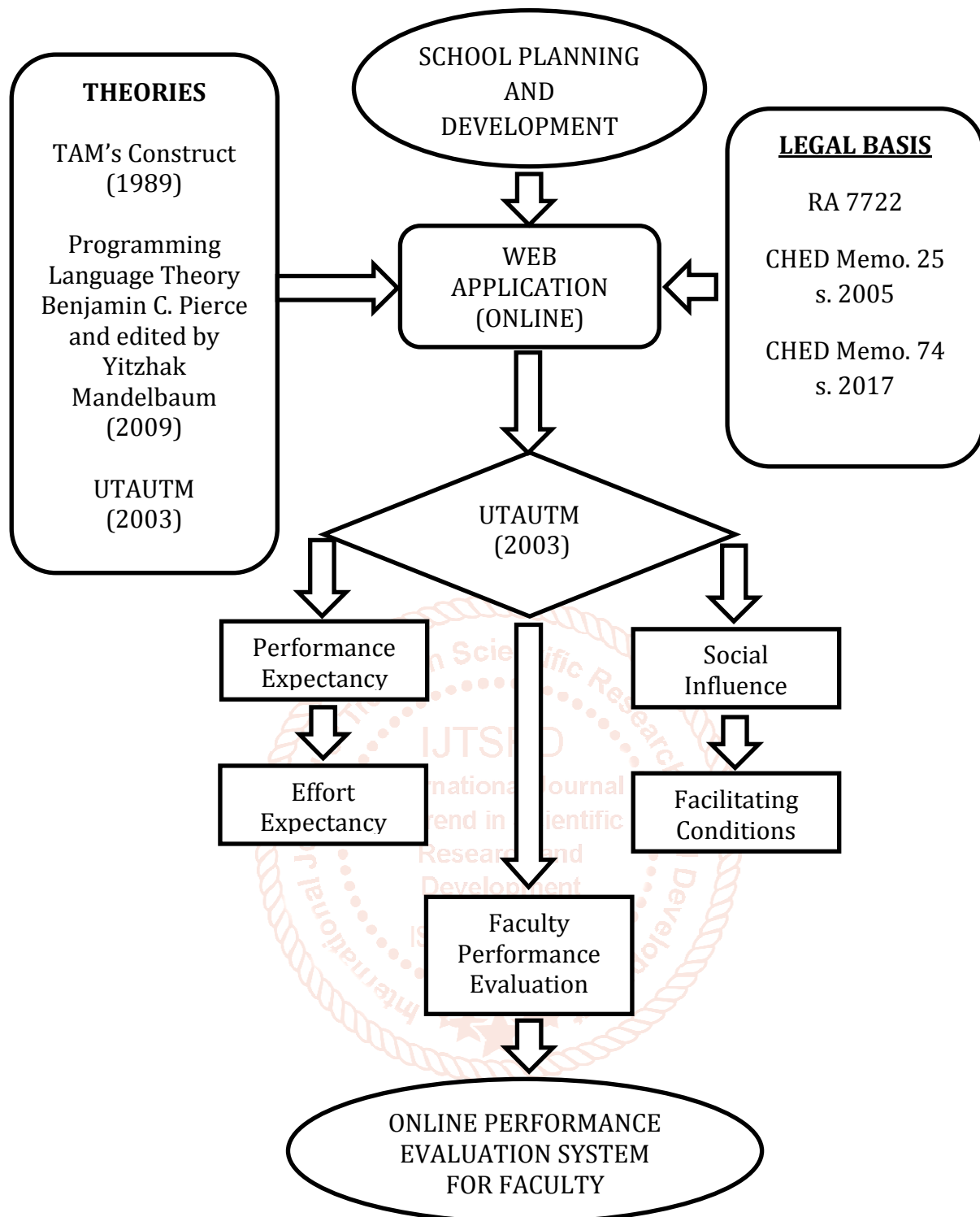


Figure 1

### Theoretical and Conceptual Framework of the Study

**RA 7722:** An act creating the Commission on Higher Education, appropriating funds therefore and for other purposes.

**School Planning and Development:** Is the statement of the **educational** philosophy of the **school**, its aims and how it proposes to achieve them. It deals with the total curriculum and with the organization of the **school's** resources, including staff, space, facilities, equipment, time and finance while School Development is a systematic approach which involves the whole **school** community in that on-going quest. Many **schools** are already engage in such collaborative planning because it helps them to manage change in the best interests of their students.

**Theories:** The technology acceptance model (*TAM*) is an information systems theory that models how... critical of the measurement model used, and postulated a different model based on three *constructs*: usefulness, effectiveness, and ease-of-use.

**Web Application (Online):** A **web application** is a computer program that utilizes **web** browsers and **web** technology to perform tasks over the Internet.

**Performance Expectancy:** Is a belief that the use of a particular technology will be advantageous or performance enhancing to the individual.

**Efforts Expectancy:** Is a belief that the use of a particular technology will be easy and effortless.

**Social Influence:** It refers to the way in which individuals change their behavior to meet the demands of a social environment.

**Facilitating Conditions:** Is an organizational and technical infrastructure supporting the use of acquired system.

**From Manual to Automation/ Web Based:** Before the integration of the new system of Teaching Performance Evaluation System at Golden Success College, the school utilized a paper based/ manual system in which usually takes a week to accomplish by the students. The evaluation would usually encounter problems and faculty members will complain about pending discussions and lessons because of the evaluations. During a meeting of the Management Committee (MANCOM) at the opening of the second semester Academic Year 2019-2020 (December, 2019), college dean and the chairperson of different departments pointed out the need for a solution to the existing problem mentioned by the academic heads. The researcher then, proposed for automation which will be connected to the existing student's portal where information is gathered necessary for the system. The motion was approved, thus the new system is now in the process of creation.

## THE PROBLEM

### Statement of the Problem

This research assessed the Acceptability of the developed online Performance Evaluation System for the Faculty Towards Technology Adoption of Golden Success College during the Academic Year 2019-2020.

Specifically, it sought to answer the following questions:

1. What related information can be derived as to:
  - 1.1. Profile of the users
    - 1.1.1. age; gender;
    - 1.1.2. highest educational attainment;
    - 1.1.3. length of service;
    - 1.1.4. ICT background,
  - 1.2. technology resources available, and
  - 1.3. prior evaluation system utilized?
2. As to how is the online teaching performance evaluation system developed in terms of;
  - 2.1. inputs;
  - 2.2. process, and;
  - 2.3. output?
3. As perceived by the users, what is the level of acceptability of this developed system as to;
  - 3.1. performance expectancy;
  - 3.2. effort expectancy;
  - 3.3. social influence; and
  - 3.4. facilitating conditions?
  - 3.5. Based on findings, what technology adoption can be developed?

### Null Hypothesis

There is no significant relationship between the previous and the developed online performance evaluation system for faculty.

## Significance of the Study

This study will be of used and beneficial to the following group of people and Individuals.

**School Administrators:** Shall find this study very useful and vital since it will guide them in the automation of other systems in the school. With this automation, the school administration will be guided by the easily accessible faculty evaluation data as a basis for improvements, promotion and salary increase.

**Dean;** This will provide them with accurate performance data for the past years they been leading the department. This could also be the basis for self-improvement program.

**Students:** This will help them evaluate their instructors with a minimal time, without being hesitant and petrified that the instructors will recognize them with their handwriting.

**Future Researchers:** They will be stimulated to make attempts to expand and replicate this study.

## RESEARCH METHODOLOGY

### Design

This study made used of the descriptive-normative method of research and adapted questionnaire from Cheng (2014), Gao (2011), and Ku (2009) to gather data from the respondents.

The information of the previous and the innovated online performance evaluation system was developed with the following features, functions and user's satisfaction. The perceptions of the users on the Online Performance Evaluation System for the Faculty of the College Department in terms of performance Expectancy, effort Expectancy, social influence and facilitating Conditions will be adopted during the implementation of the study. The significant relationship between the previous and the innovated online performance evaluation system rated by the users and the output will also be developed.

### Flow of the Study

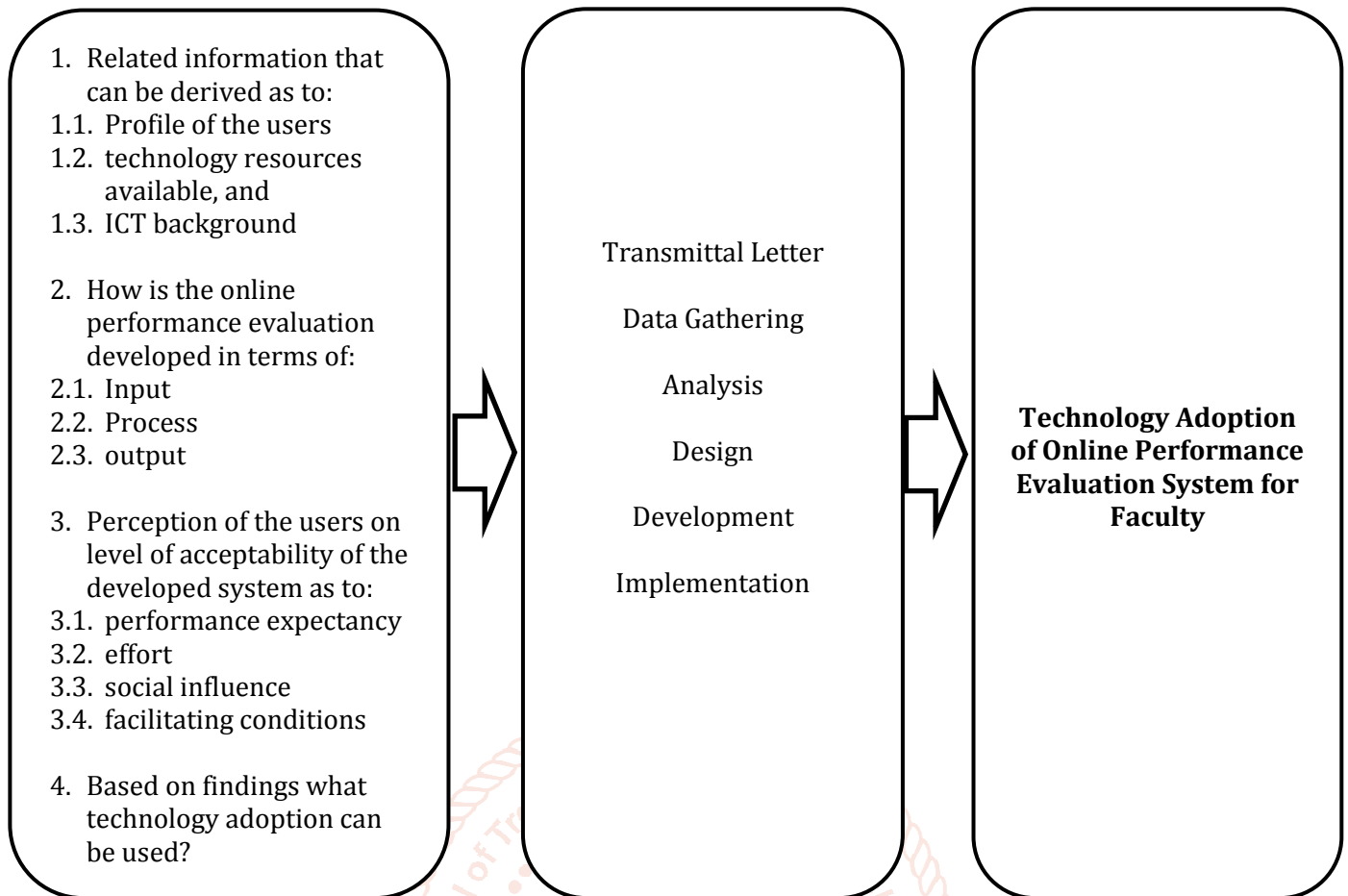
The flow of the study is illustrated in Figure 2. The input of the study includes company data and respondent's data specifically, the information on features and functions of the on line faculty performance evaluation system, their perception using

The process will be consisted of Transmittal Letter, data gathering, analysis, design, development and implementation. The output will focus on the improved model using a web application of on line faculty performance evaluation system.

### Environment

This study was conducted at Golden Success College Cebu Campus, located at V. Rama Avenue, Guadalupe, Cebu City started its operation during





### Figure 2 the Flow of the Study



### Figure 3 the Environment of the Study

school year 2007 – 2008 catering to pre – elementary and elementary children and the latter started its operation school year 2016-2017. It is owned and managed by a family corporation. Both a private school which has the mission of making available to the public high quality and internationally competitive education in various field of sciences, values, formation and trade skills for the effective development of future leaders, values , formation and trade skills for the effective development of future leaders, entrepreneurs and workforce in the country. It is a premier learning institution in the country dedicated to holistic and world class standard of education.

It offers Pre- School, Primary Education, Junior and Senior High School and Higher Education(College). The school offers full scholarship grant, subsidized by the city government to college students. Most of the faculty members of the school are graduates of GSC in which the school take its pride of having them extensively trained on their respective education courses and passing the licensure examination for teachers during their first attempt of passing the said examination. Figure 3 shows the location of the environment of the study.

### Respondents

The study involved all the administrators, faculty and identified students of Golden Success College – Cebu, Ilo-ilo and Manila branch, which consist of 8 administrators, 4 Department Chair and 30 faculty members. It utilized 25% of 550 total number of students enrolled under Bachelor in Elementary Education, Bachelor in Secondary Education, Bachelor in Information Technology, Bachelor in Hotel and Restaurant Management, as the determined representative through random sampling. These data were taken from the college data base of enrolled students from the year 2016 up to the second semester of the academic year 2019 -2020.

**Table 1 Distribution of Respondents**

Category	Sample Population	Percentage
	(N)	(%)
Administrators	8	4.16
Department Chair	4	2.08
Faculty	42	21.87
Students	138	71.87
<b>TOTAL</b>	<b>192</b>	<b>100%</b>

### Instrument

The main instrument that is being used in this study was adapted from Cheng (2014), Gao (2011) Ku (2009). The items reflected in the said instrument were modified according to the existing faculty performance evaluation of the institution. The adapted questionnaire was used because it required less time to administer, less opportunity of bias since questionnaires were presented consistently, and responses to each item were easier to compare because most of the items in the questionnaire are close.

### Data Gathering

The timeline of the data gathering procedure were divided into three (3) phases. Each phase was planned and executed carefully to get reliable and ample data.

### Treatment of Data

The data that was gathered from the survey were analyzed, processed, and interpreted. The first part described the profile and information of the previous and the new on line teaching performance evaluation system used by Golden Success College, its features, functions and user satisfaction.

It determined and analyzed the problem of the current teaching performance evaluation regarding the respondent's perception on ease of use, usefulness and behavioral intention for use.

After evaluating and analyzing the data that were gathered, responses to questionnaire were tallied, collated, tabulated and interpreted. Answers to question and checklist were treated by the use of the following statistical tools:

**Frequency, Percentage and Rank** are used to describe the profile of the respondents. It was also used to determine the level of acceptability of the developed system and the online performance evaluation system of the facility developed,

### Scoring Procedure

The responses of the respondents on the profile of the previous and new online teaching performance evaluation system, its features and functions, and on the level of satisfaction will be rated accordingly based on the different criteria. The responses of the respondents on the perception using TAM of the present system was scored based on the following.

On the online performance evaluation system facility, the following scoring scheme were used:

**Input, Process and Output**

Weight	Categorical Responses	Verbal Interpretation
3	Highly Acceptable (HA)	The existing teaching performance evaluation have good have good features and functions that is 100% satisfactory and is very capable of handling the required activity
2	Acceptable (A)	The existing teaching performance evaluation has features that are 75 to 99.9% satisfactory and is capable of handling the required activities.
1	Not Acceptable (NA)	The existing teaching performance evaluation system has some features that are inconvenient and is considered incapable of handling the required activities.

On the perceived usefulness of the current faculty performance evaluation system, the following scoring scheme were used:

**Perceived Usefulness (Performance Expectancy)**

Weight	Categorical Responses	Verbal Interpretation
4	Highly Acceptable (HA)	The existing teaching performance evaluation have good features that are 100% satisfactory and causes the system perform a specific task.
3	Acceptable (A)	The existing teaching performance evaluation has features that are 75% to 99% satisfactory and causes the system perform a specific task.
1	Not Acceptable (NA)	The existing online performance evaluation has some features that are inconvenient and causes the system perform the task inaccurately

On the perceived ease of use of the current of the current faculty performance evaluation, the following scoring scheme were used.

**Perceived Ease of Use (Efforts Expectancy)**

Weight	Categorical Responses	Verbal Interpretation
4	Highly Acceptable (HA)	The existing teaching performance evaluation has good features that is 100% satisfactory. Which causes it to perform specific task which is very easy and convenient to use?
3	Acceptable (A)	The existing teaching performance evaluation has good features that are 75% to 99.9 satisfactory. Which causes it to perform specific task which is very easy and convenient to use.
1	Not Acceptable (NA)	The existing teaching performance evaluation has good features that inconvenient which cause it to perform specific task inaccurately and not easy to use.

On the behavioral Intention to Use the current Faculty Performance Evaluation, the following scoring were used.

**Behavioral Intention to Use (Efforts Expectancy)**

Weight	Categorical Responses	Verbal Interpretation
4	Highly Acceptable (HA)	100% of the existing teaching performance evaluation is acceptable and satisfactory
3	Acceptable (A)	75% to 99.9% of the existing teaching performance evaluation is acceptable and satisfactory
1	Not Acceptable (NA)	the existing system is not acceptable

**DEFINITION OF TERMS**

The following terms are operationally defined to give a clearer understanding of this study and put the readers to same viewpoint of the researcher.

**Behavioral Intention to Use:** This refers to the degree to which a person has formulated conscious plans to perform or not to perform some specified future and there might appear a lot of factors possibly influencing learners.

**Faculty Performance Evaluation:** This refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development.

**Features of the System:** This refers to the distinctive characteristics of a good performance evaluation.

**Function of the Systems:** This refers to the action that the faculty performance evaluation system may perform. The adequacy of the system to satisfy the needs, requirements and standards of a performance evaluation system.

**Online Teaching Evaluation System:** It refers to the web based system used by students to evaluate their respective teachers.

**Perceived Ease of Use:** This refers to the degree to which a person believes that using a particular system would be free from effort.

**Perceived Usefulness:** This refers to the degree to which a person believes that using a particular system would enhance his or her job performance.

**Web Application:** This refers to a computer program that utilizes web browsers and web technology to perform tasks over the Internet.

**Teaching Performance Evaluation:** This refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development.

**Technology Adoption:** This refers to the acceptance, integration, and use of new *technology* in society. The process follows several stages, usually categorized by the groups of people who use that *technology*.

## 2. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter deals with the related literature and studies that is deemed relevant to this research. The materials obtained from the periodicals, journals and books that give support to the study. The review is also one way of finding out whether this study is duplication of any previous study conducted.

### Related Literature

This chapter signifies various literature and studies closely related to the study. The literature mentions performance evaluation/ performance appraisal as a commonly used term in human resource management. The review of related studies exhibits some findings in performance appraisal systems/ evaluation of individual or team task performance. A critical point in the definition is the word formal because, in actuality managers should be reviewing an individual's performance on a continuing basis. Performance appraisal is especially critical to the success of performance management, Cokin (2004), states that a performance evaluation system is important for organizations, as it focuses on employees to develop their capabilities. Moreover, it does not only do capacity building but it also helps in timely predictions and taking actions promptly to uncertain changes. This evaluation of performance has become a term used for a variety of activities through which organizations seek to assess employees and develop their competence, improve performance and allocate rewards (Fistcher, 2001). Grote (2002) identified the following purposes of performance evaluation 1. Providing feedback to employees about their performance, 2. Facilitating decisions concerning pay increase, promotions, layoffs; 3. Encouraging performance improvement. 4. Setting and measuring goals, 5. Determining individual and organizational training and development needs, 6. Confirming that good hiring decisions are being made, 7. Provide legal support for personal decisions, 8. Improving overall organizational performance.

A division of performance management is performance appraisal; it is a continuous process through which performance of employees is identified, measured and improved in the organization. This process includes various practices like recognition of employee's achievement, providing them regular feedback and offering career development (Aguinis, 2007; Lansbury, 1988). Wilson (2005) supported the idea and explored that performance management is neither a technique nor a single step process, it can be considered as a set of process that includes knowledge of the employees about what their managers expect of them, their motivation to perform well, monitoring and evaluation of their performance aimed at identifying areas where the improvements are needed (Rasheed, et al., 2011).

Since an important goal for organization is the improvement of employee job performance, it is accepted that performance evaluation is a necessary part of a successful performance improvement method (Creamer and Winston, 1999; Landy & Farr, 1983; Shah and Murphy, 1995). It allows organizations to inform their employees about their rates of growth, their competencies and their potentials. It enables employees to be intentional in creating their individual developmental goals to help in their growth. There is little disagreement that if an evaluation is done well, it serves a very useful in reconciling the needs of the individual and the needs of the organization (Cleveland et.al,1983); It can be deduced that if used well, performance evaluation is an influential tool that an organization have to organize and coordinate the power of every employee of the organization towards the achievement of its strategic goals (Grote, 2002; Lewis, 1996). It can focus each employee's mind on the organization's mission, vision and core values. However, if performance appraisal is not done well, Grote suggests the process can become the object of jokes and the target of ridicule.

Also, Rao in his book Performance Appraisal Theory and Practice, categorized the performance evaluation process into six steps. The first step is the establishment of performance standards; developing an appraisal plan constitutes a vital phase in the PA process. During this phase, performance prerequisites are pointed out, and organization goals and direction are stated. The second step involves the communication of the specified performance standards to employees with the aim of fine tuning them where the need arises. The third step consists of the determination of appropriate appraisal methods. Next are the examination and evaluation of the employee's performance. This is followed by the discussion of approval outcomes with the employee to facilitate an understanding of the level of satisfaction with the individuals measured alongside expected standards. The sixth step is the post appraisal action. As earlier observed, the two major occupations of performance appraisals broadly grouped into evaluative and developmental purposes.

### Related Studies

In today's competitive human resource, where it demands ever increasing productivity, efficiency, and quality of the human capital, while higher educational institutions have tended to be quick to look to automation to improve the educational system



and other processes, they've not always thought of the importance of automation to improve every aspect of the academic world including performance appraisal. HR processes area that has been shown to benefit from the use of automated tools is talent management, which encompasses recruiting, employee performance management, learning management, compensation and succession planning. Employee performance management includes performance reviews, goal setting and alignment competency/ job skills management and employee development planning (Guay, 2011).

Guay, (2011) mentioned that software which automates performance management process cycle by making it more efficient; improve the workflow between supervisors, employees and HR, again increasing efficiency; increase manager and employee's participation, and 'on time' competition rates; and, make it easier to demonstrate compliance with accrediting organizations.

While research and experienced practitioners have identified several characteristics that are prerequisites for effective performance evaluation systems, there are also many decisions that need to be made to design a system ideally suited for a given organization's needs. One such decision is what purpose(s) the system will serve. For instance, performance evaluation systems can support pay decisions, promotion decisions, employee development and reductions in force. A performance evaluation system that attempts to achieve too many objectives is likely to die of its lack of focus and weight. There is no one type of system or set of objectives best suited for all organizations. The purpose of a given performance evaluation system should be determined by considering business needs, organizational culture and the system's integration with other human resource management system (Pulakos, 2004)

The twenty first century organizations and their leaders must understand and realize that their most important asset in achieving long term success is not necessarily their technologies, but the competitive edge and the key to success lies in their people (Mujtaba, 2008). This is why continuous performance assessment, coaching and developing of each employee in the organization is critical in today's competitive workplace. Performance assessment and developing people are important elements of a holistic paradigm for the growth and development of organization through effective performance management systems.

Professor Hernan Aguinis defined performance management as the continuous process of identifying, measuring and developing the performance of individuals and teams and aligning performance with the strategic goals of the organizations (Aguinis, 2007). This definition emphasizes that an effective performance management program requires continuous feedback and improvement processes for the development of the people. Aguinis stated that "a system that involves employee evaluations once a year without an on- going effort to provide feedback and coaching so that performance that can be improved is not a true performance management system" Aguinis, 2007). Furthermore, according to Aguinis, a performance management that does not explicitly makes clear the employee's contribution to the goals of the organization is not a true performance management system.

Taking feedback of teachers from students in schools or colleges is an important activity of any educational institute. Traditionally teachers' feedback evaluation system is a questionnaire based system where a pre-designed questionnaire form is given to each student. The form may have 10 or more questions and students assign a grade to each question for every teacher according to the predefined measuring scale. On the basis of responses of all students, it is determined how much a teacher is able to contribute in his/her course. The main problem of questionnaire based system is that higher authorities identify the key points of a teacher and form question set on the basis of their personal experiences without taking into account students' view. Due to this, traditional questionnaire based system becomes very restricted as students can give their views for only those questions which are mentioned in the questionnaire.

A teacher despite having a good command over the subject may have some vital social merits/demerits which may affect the thinking of students either in a positive way or in a negative way. Every teacher has its own way of delivering lectures and students can easily identify the qualities/features of any teacher. For instance, the way a teacher introduces a new topic, his/her gesture in the class, writing skills, the method of answering questions, the knowledge of subject, etc may be more important to a student than the actual contents covered by the teacher to complete the course. Therefore, instead of taking pre-defined aspects, it will be more meaningful to extract the relevant features of a teacher from students' feedback (Kumar, A. et. al 2017).

Bhatnagar and Saxena (2018) mentioned in their study that in order to increase the effectiveness of delivery of quality education, it is important to evaluate the performance of two major stakeholders namely students and faculty. Presently, Data Mining has emerged an important area of research in Higher and Technical Education. Data mining techniques are applied in higher education to address and give an insight to educational and administrative problems in HEIs. However, a large portion of the instructive mining research concentrates on modelling and predicting student's performance and a very few research models are available on faculty performance. While evaluating faculty performance, majority of the research used questionnaire as an important tool for collecting feedback from the students (Bhatnagar and Sasena, 2018).

Evaluation systems are a feature of the educational landscape in many countries, including the United States of America (USA), England, Australia, Wales and the Philippines. Through an evaluation system, Higher Management or School Administrators can determine whether teachers are performing according to the required standards. The assumption is that holding and the teachers who work in them accountable will use them to achieve higher levels of performance thereby ensuring quality education (Naidu et al., 2008). In most systems, the measurement of performance is occupied with rewards and sanctions

(Elmore & Fuhman, 2001). In the USA, England, Australia and Wales, evaluations systems are linked to the academic performance of learners based on National students testing (Linn, 2003; Ladd, 2001; Fitz, 2003). For schools to meet the public and the governmental demands about the academic performance of learners as well as to avoid sanctions, teachers performance should be continually improved through the actions of performance management. Performance management is an aspect of evaluation systems whereby teachers within the school are assisted by their supervisors to attain their standards expected of them (Mosoge & Pilane, 2014).

Choosing appropriate parameters to accomplish this task is still a big challenge. To define appropriate performance indicators, a variety of techniques have been proposed by the academic institutions. However, the existing metrics are inadequate and do not capture the full range of activities that support and transmit scientific ideas. Therefore, it is very essential to present an approach that clearly defines the goals and objectives of the university, expected performance output from faculty and drive decisions automatically (Bai, Hussain and Rajput, 2014).

On Technology Acceptance Model (TAM), there are many technological perspectives that have been developed to understand how end users make decisions to use technology applications. Theories provide tools to understand success or failure in implementation processes of new IT applications. The most dominant theories in IT research are Innovation Diffusion Theory (IDT) (Rogers, 1995), Theory of Planned Behavior (TPB) (Fishbein and Ajzen, 1975), the Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al., 2003; 2012); the FITT framework (Ammenwerth et al., 2002) and the Technology Acceptance Model (TAM) (Davis, 1989).

As mentioned by Abu-Dalbouh (2013), Technology Acceptance Model (TAM) (Davis, 1989; Davis et al., 1989) is possibly the most frequently used among all other theories (Ma and Liu, 2004; Kim and Chang, 2007; Yarbrough and Smith, 2007). TAM theory is based on principles adapted from Fishbein and Ajzen (1975), attitude paradigm from psychology, which specifies how to measure the behavior – relevant components of attitudes, distinguishes between beliefs and attitudes and specifies how external stimuli are casually linked to belief, attitudes and behavior. The theoretical model on which TAM is base is the Theory of Reasoned Action (TRA). TRA is general model which is concerned with individual's intended behavior. According to TRA an individual's performance is determined by the individual's attitude and subjective norms concerning the behavior in question. Also, an individual's beliefs and motivation interact with existing behavior (Ajzen and Fishbein, 1980).

Several attitudes have examined TAM is the model to explain how people adopt and use technology. Selim (2003) stated that there was a need to investigate TAM with web-based learning. He put forward the Course Website Acceptance Model (CWAM) and tested the relationship among perceived usefulness, perceived ease of use and intention to use among the university students using the structural equation model technique of the LISREL program. He concluded that the model fits the collected data and the usefulness and the ease of use turned out to be good determinants of acceptance and use of a course website as an effective and efficient learning technology (Park, 2009). The same thing of what we are going to do with GSC faculty's teaching performance evaluation on which the focus will be on the perceived usefulness, perceived ease of use and the respondent's behavioral intention to use.

TAM theory is widely used in research contents as well as with several types of technology applications (Chau and Hu, 2001; Lee et al., 2006; Raitoharju, 2007; Yarbrough and Smith, 2007). TAM uses for generating explanations for the factors of technology acceptance to different user populations and different kind of technologies. Many different context and research constructions have confirmed the validity of TAM model (Ma and Liu, 2004; King and He, 2006), including in healthcare and mobile industry (Abu-Dalbouh, 2013).

For this study, the TAM theory was used to structure the research process and to help enhance the understanding of the acceptance and use of web base technology in the management process of the academe.

### 3. PRESENTATION, DATA ANALYSIS AND INTERPRETATION

This chapter tackles the result and discussions of the study. There was a total of 192 respondents from the Golden Success College Incorporated. These respondents were divided into four groups, which were the following: school admin, department chairs, faculty and random students (see Table 1). These respondents were asked to answer an adapted questionnaire which was modified according to the purpose of the study on technology adoption of online teaching performance evaluation system of faculty.

#### RELATED INFORMATION USERS PROFILE

The related information from the respondents were school administrators, College Department chairs, College faculty and the selected students from Golden Success College. The data was interpreted in terms of age and gender, Highest educational attainment, length of service of the faculty, administrators and department chairman, ICT background, technology resources availability and the Prior Evaluation System Utilized. The respondents focus on the Teachers' Evaluation System using the computerized teacher's performance system Golden Success College.

**Table 2 Age and Gender****N=192**

Age Bracket	Respondent-groups								X	%
	A		B		C		D			
	Administrators		College Chairman		Faculty		Students			
	Male	Female	Male	Female	Male	Female	Male	Female		
25 years old & Below	0	0	0	0	0	0	58	65	123	64.06
26 to 30 years old	0	0	0	0	0	0	10	5	15	7.81
31 to 35 years old	0	0	0	0	20	22	0	0	42	21.87
36 to 40 years old	0	0	2	2	0	0	0	0	4	2.08
41 years old and Above	4	4	0	0	0	0	0	0	8	4.16
Total:	8		4		42		138		192	99.9

Legend:

M	-	Males	A	-	Administrators
F	-	Females	B	-	College Chairman
X	-	Sum	C	-	Faculty
%	-	Percentage	D	-	Students

Table 2 presents the Age and Gender of the respondent-groups of Golden Success College. It shows that the Age and gender of the respondents was answered. There were 4 males and 4 females from administrators answered the questions in terms of age and gender;

2 males and 2 females from College Department chairman answered the questions in terms of age and gender; 20 males and 22 females from Faculty answered the questions in terms of age and gender; and 58 males and 65 females and 10 males and 5 females from students with age bracket of "25 years old & Below " and "26 to 30 years old" answered the questions in terms of age and gender.

Based on the table, there were 123 or 64.06% of the respondents responded in terms of age bracket of 25 years old and below of the students; 15 or 7.81% of the respondents responded in terms of Age bracket of 26 to 30 years old of the students; 42 or 21.87% of the respondents responded in terms of Age bracket of 31 to 35 years old of the faculty; 4 or 2.08% of the respondents responded in terms of Age bracket of 31 to 35 years old of the Department College Chairman; and 8 or 4.16% of the respondents responded in terms of Age bracket of 31 to 35 years old of the School Administrators.

The implications of the table presented above was there were students answered the questions on age and gender compared to Faculty, Chairmen and the School Administrators.

**Table 3 Highest Educational Attainment****N=54**

Respondents	Education Attainment									X	%
	1			2			3				
	Doctor's Degree			Master's Degree			Bachelor's Degree				
	1	2	3	1	2	3	1	2	3		
Faculty	0	0	0	5	10	5	5	10	7	42	77.77
College Chairman	0	0	0	1	1	1	0	1	0	4	7.41
Administrators	1	1	1	2	1	2	0	0	0	8	14.81
Total:	3			28			23			54	99.9

Legend:

1	-	Manila Campus
2	-	Cebu Campus
3	-	Ilo-Ilo Campus
X	-	Sum
%	-	Percentage

Table 3 presents the Highest Educational Attainment of the Administrators, College Chair and faculty of Golden Success College. It shows that there were three (3) education attainment acquired from the respondents. There were 3 administrators graduated from Doctor's Degree programs; 20 from Faculty, 3 from College Chairman and 5 from administrators who graduated in Master's Degree Programs; and 22 from faculty and 1 from College Chairman who graduated from Bachelor's Degree Programs.

Therefore, the effect were 28 respondents graduated from masters degree, 23 respondents graduated from Bachelors' degree and 3 respondents from Doctor's Degree programs answered in terms of Highest Educational Attainment.

**Table 4 Length of Service****N=54**

Length of Service	Respondents			x	%
	1	2	3		
	Administrators	College Chairman	Faculty		
15 years and above	4	0	8	12	22.22
10-14 years	2	2	12	16	29.62
5 – 9 years	0	2	10	12	22.22
4 years and below	2	0	12	14	25.92
Total:	8	4	42	54	99.9

Legend:

- 1 - Administrators
- 2 - College Chairman
- 3 - Faculty
- X - Sum
- % - Percentage

Table 4 presents the respondents Length of Service in the Golden Success College. It shows that there were 12 or 22.22% of the respondents with the length of service from "15 years and above"; 16 or 29.62 % of the respondents with the length of service from "10-14 years"; 12 or 22.22% of the respondents with the length of service from "5 – 9 years"; and 14 or 25.92% of the respondents with the length of service from "4 years and below".

The effect of the table presented above was 4 administrators serve longer to Golden Success College compared to College Chairman and the Faculty.

**Table 5 Information Computer Technology Background**

Information Technology Background	Respondents			X	%
	1	2	3		
	Administrators	College Chairman	Faculty		
Web Page Designing	1	0	20	21	38.88
Programming	1	0	12	13	24.07
Computer Hardware Trouble Shooting	6	4	10	20	37.03
Total:	8	4	42	54	99.9

Legend:

- 1 - Administrators
- 2 - College Chairman
- 3 - Faculty
- X - Sum
- % - Percentage

Table 5 presents the background of the respondents in terms of Information Computer Technology Background of Golden Success College. Based on the data, there were only 3 ICT background acquired by the respondent-groups. There were 21 or 38.88% of the respondents acquired "Web Page Designing" seminars attended; 13 or 24.07% of the respondents acquired "Programming" seminars attended.

**Table 6 Technology Resources Availability**

Resources	Campuses			X	%
	1	2	3		
	Manila Campus	Cebu Campus	Ilo-Ilo Campus		
Desk Top Computers	25	25	25	75	71.42
Lap Top Computers	10	10	10	30	28.57
Total:	35	35	35	105	99.9

Legend:

- 1 - Manila Campus
- 2 - Cebu Campus
- 3 - Ilo-Ilo Campus
- X - Sum
- % - Percentage

Table 6 presents the availability of resources. It shows that the schools have the same distribution of units of computers and lap tops in every campus. Based on the data, there were only 75 or 71.42% of "Disc Top Computers" distributed in every campus and 30 or 28.57 "Lap Top Computers" also distributed in every campuses.



Therefore, the effect of the table presented above was both computers either this is desk top or lap top is very useful as a part of the daily work assessment and preparation of school activities and reporting.

**Table 7 Prior Evaluation System Utilized**

Utilized Evaluation System	Respondents			X	%
	1	2	3		
Computerized	25	35	20	80	76.19
Manual	5	10	20	35	33.33
Total:	35	35	35	105	99.9

Legend:

- 1 - Manila Campus
- 2 - Cebu Campus
- 3 - Ilo-Ilo Campus
- X - Sum
- % - Percentage

Table 7 presents the prior evaluation utilized by the schools. It shows that there were 25 respondents answered the questions on the Manual Utilization "Prior Evaluation System" from Manila Campus; 35 respondents answer the questions on the "Prior Evaluation System" from Manila Campus; 20 respondents answer the questions on the "Prior Evaluation System" from Ilo-ilo Campus;

There were also 5 respondents answered the questions on the Computerized Utilization "Prior Evaluation System" from Cebu Campus; 10 respondents answer the questions on the "Prior Evaluation System" from Manila Campus; 20 respondents answered the questions on the "Prior Evaluation System" from Iloilo Campus.

Therefore, the effect was there were evaluators from the Golden Success College rated the utilization of the teachers' performance system using the previous manual rating and the computerized utilization system. The table was presented 80 or 76.19% of the respondents answered the computerized Utilization System vs. 35 or 33.33% of the respondents answered the conventional/manual rating System for evaluating the teachers' Performance system.

#### ON-LINE PERFORMANCE EVALUATION SYSTEM FACILITY DEVELOPED

In the traditional/ paper base performance system, the contents reflected were competency, professionalism, effectiveness, character/ discipline upon which it was used for the online evaluation development system. The data gathered as to the input, process and output of the reflected content on the developed system are presented in the tables below.

**Table 8 On-line Performance Evaluation System Facility**

Evaluation System Facility	Indicators			X	%
	1	2	3		
Input	2	50	10	62	32.29
Process	7	45	12	64	33.33
Output	1	60	5	66	34.37
Total:	10	155	17	192	99.9
Interpretation:	<b>ACCEPTABLE</b>				

Legend:

- 1 - Highly Acceptable
- 2 - Acceptable
- 3 - Not Acceptable
- X - Sum
- % - Percentage

Table 8 presents the Online Performance Evaluation System Facility Developed. It shows that there were 3 Evaluation System Facility used in this study namely: the Input, Process and Output. Based on the data presented above, there were 2 respondents answered in terms of Highly Acceptable; 50 respondents answered in terms of Acceptable and 10 respondents answered in terms of Not Acceptable for the "INPUT";

Also there were 7 respondents answered in terms of Highly Acceptable; 45 respondents answered in terms of Acceptable and 12 respondents answered in terms of Not Acceptable "PROCESS"; and there were 1 respondents answered in terms of Highly Acceptable; 60 respondents answered in terms of Acceptable and 5 respondents answered in terms of Not Acceptable "OUTPUT". Therefore, based on the data, 62 or 32.29% respondents responded in terms of "On-line Performance Evaluation System Facility Developed"; 64 or 33.33% respondents responded in terms of "On-line Performance Evaluation System Facility Developed"; and 66 or 34.37% respondents responded in terms of "On-line Performance Evaluation System Facility Developed" in Golden Success College.

So the implication of the table means “ACCEPTABLE” by adopting and implementing the On-line Performance Evaluation System Facility Developed in the three campuses in Golden Success College.

#### LEVEL OF ACCEPTABILITY OF THIS DEVELOPED SYSTEM

**Table 9 Performance Expectancy**

Acceptability of developed system	Indicators			x	%
	1	2	3		
I can easily access the system using laptop, desktop or mobile phones.	3	27	5	35	18.22
I can complete the evaluation quickly using the system.	0	35	3	38	19.79
I trust the security features of the system.	4	30	5	39	20.31
The system provide user authentication.	5	30	5	40	20.83
The user provides completeness of data.	0	40	0	40	20.83
Total:	12	162	18	192	99.9
Interpretation:	<b>ACCEPTABLE</b>				

Legend:

- 1 - Highly Acceptable
- 2 - Acceptable
- 3 - Not Acceptable
- X - Sum
- % - Percentage

Table 9 presents the Performance Expectancy in the acceptability of the developed system in Golden Success College. Based on the data, there were 5 attributes in the acceptability of developed system namely: 3 for Highly Acceptable; 27 for Acceptable and 5 for Not Acceptable in terms of “I can easily access the system using laptop, desktop or mobile phones; none for Highly Acceptable; 35 for Acceptable and 3 for Not Acceptable in terms of I can complete the evaluation quickly using the system; 4 for Highly Acceptable; 30 for Acceptable and 5 for Not Acceptable in terms of I trust the security features of the system; 5 for Highly Acceptable; 30 for Acceptable and 5 for Not Acceptable in terms of “The system provide user authentication”; and Only 40 from the respondents answered ACCEPTABLE in terms of “The user provides completeness of data”. The implications were “ACCEPTABLE” in terms of level of acceptability of this developed system.

**Table 10 Effort Expectancy**

Acceptability of developed system	Indicators			x	%
	1	2	3		
I am satisfied with how easy to use the system.	3	27	5	35	18.22
I feel really confident in using the on line teaching performance evaluation system.	1	32	5	38	19.79
I can accomplish the evaluation quickly using the system	4	30	5	39	20.31
I am satisfied of how the system functions	5	30	5	40	20.83
I can access the evaluation on line at any time; thus, provides convenience for me	3	35	2	40	20.83
Total:	12	162	18	192	99.9

Legend:

- 1 - Highly Acceptable
- 2 - Acceptable
- 3 - Not Acceptable
- X - Sum
- % - Percentag

Table 10 presents the Efforts Expectancy in the acceptability of the developed system in the Golden Success College. Based on the data, there were 5 attributes in the acceptability of developed system namely: 3 for Highly Acceptable; 27 for Acceptable and 5 for Not Acceptable in terms of “I am satisfied with how easy to use the system; 1 for Highly Acceptable; 32 for Acceptable and 5 for Not Acceptable in terms of “I feel really confident in using the on line teaching performance evaluation system; 4 for Highly Acceptable; 30 for Acceptable and 5 for Not Acceptable in terms of “I can accomplish the evaluation quickly using the system”; 5 for Highly Acceptable; 30 for Acceptable and 5 for Not Acceptable in terms of “I am satisfied of how the system functions”; and Only 3 for Highly Acceptable , 35 for Acceptable and 2 Not Acceptable from the respondents in terms of “I can access the evaluation on line at any time; thus, provides convenience for me”. The implication is “acceptable” in terms of the developed system.

**Table 11 Social Influence**

Acceptability of developed system	Indicators			x	%
	1	2	3		
I am satisfied with how easy to use the system.	0	45	3	48	19.79
I feel really confident in using the online teaching performance evaluation.	4	40	5	49	20.31
I can accomplish the evaluation quickly using the system.	5	40	3	48	20.83
I am satisfied of how the system functions.	2	40	6	48	20.83
Total:	11	165	17	192	99.9

## Legend:

- 1 - Highly Acceptable  
 2 - Acceptable  
 3 - Not Acceptable  
 X - Sum  
 % - Percentage

Table 11 presents the Social Influence to the respondents in Golden Success College in terms of the developed system. It shows that there were 4 attributes to consider the acceptability of the developed system. 45 respondents responded in terms of acceptability and 4 respondents answered in terms of not acceptable for "I am satisfied with how easy to use the system"; 4 respondents responded in terms of highly acceptable, 40 for acceptable and 4 respondents answered in terms of not acceptable for "I feel really confident in using the online teaching performance evaluation"; 5 respondents responded in terms of highly acceptability, 40 for acceptable and 3 respondents answered in terms of not acceptable for "I can accomplish the evaluation quickly using the system"; 2 respondents responded in terms of highly acceptability, 40 for acceptable and 6 respondents answered in terms of not acceptable for "I am satisfied of how the system functions". The implications were "ACCEPTABLE" in terms of level of acceptability of this developed system.

**Table 12 Facilitating Conditions**

Acceptability of developed system	Indicators			x	%
	1	2	3		
I intent to use the system in the future.	3	27	5	35	18.22
I expect my use of the system in the future.	0	35	3	38	19.79
It is worth it to use the evaluation system	4	30	5	39	20.31
Given that I have access to the system at anywhere. I plan to use it.	5	30	5	40	20.83
I predict I would use the system in the next Academic Year.	0	40	0	40	20.83
Total:	12	162	18	192	99.9

## Legend:

- 1 - Highly Acceptable  
 2 - Acceptable  
 3 - Not Acceptable  
 X - Sum  
 % - Percentage

Table 12 presents the Facilitating Conditions in the acceptability of the developed system in the Golden Success College. Based on the data, there were 5 attributes in the acceptability of developed system namely: 3 for Highly Acceptable; 27 for Acceptable and 5 for Not Acceptable in terms of "I intent to use the system in the future; none for Highly Acceptable; 35 for Acceptable and 3 for Not Acceptable in terms of "I expect my use of the system in the future; 4 for Highly Acceptable; 30 for Acceptable and 5 for Not Acceptable in terms of "It is worth it to use the evaluation system"; 5 for Highly Acceptable; 30 for Acceptable and 5 for Not Acceptable in terms of "Given that I have access to the system at anywhere. I plan to use it"; and Only 40 from the respondents answered ACCEPTABLE in terms of "I predict I would use the system in the next Academic Year".

The implications were "ACCEPTABLE" in terms of level of acceptability of this developed system.

**Table 13 Summary of the Level of Acceptability of the Developed System**

Level of Acceptability	Indicators			x	%
	1	2	3		
Performance Expectancy	12	162	18	192	100
Effort Expectancy	12	162	18	192	100
Social Influence	11	164	17	192	100
Facilitating Conditions	12	162	18	192	100

## Legend:

- 1 - Highly Acceptable  
 2 - Acceptable  
 3 - Not Acceptable  
 X - Sum  
 % - Percentage

Table 13 reveals the summary of the level of acceptability of the developed system, where it shows that under performance expectancy, there were 12 answered that the developed system is highly acceptable, 162 for acceptable and only 3 answered for not acceptable. For the level of acceptability on Effort Expectancy, it showed that there 12 among respondents who answered that it is highly acceptable, 162 for acceptable, and 18 for not acceptable. Moreover, for the Social Influence, there were 11 respondents who answered that the developed system is highly acceptable, 164 for acceptable and 17 for not acceptable. Under Facilitating Conditions, a total of 12 respondents answered that the developed system is highly acceptable,

162 for highly acceptable and 18 for not acceptable. The implication of the summary reveals that majority of the respondents found the developed system as “acceptable” in terms of performance expectancy, effort expectancy, social influence and facilitating conditions.

This chapter has been presented, analyzed and interpreted the data for this study.

#### 4. SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION

##### SUMMARY

This study aimed to assess an Online Performance Evaluation System for the Faculty Towards Technology Adoption of Golden Success College.

Specifically, this sought to answer the following questions: What related information can be derived as to: (1.1) Profile of the users – (1.1.1) age; gender: (1.1.2) highest educational attainment; (1.1.3) length of service; (1.1.4) ICT background (1.2) technology resources available, and; (1.3) prior evaluation system utilized.

It also sought answers with the question, how is the online teaching performance evaluation system developed in terms of; (1) inputs, (2) process, and, (3) output.

Further, it sought answers with the questions, how is the online teaching performance developed in terms of; (1) inputs, (2) process and (3) outputs. Some other questions that sought answers are, what is the level of acceptability of the developed system as to (1) performance expectancy, (2) social influence and (3) facilitating conditions, and so with the question what technology adoption can be developed.

This study utilized the descriptive-normative method of research, and adapted a questionnaire from Cheng (2014), Gao (2011), and Ku (2011), as the main instrument in gathering data from the respondents.

The respondents of this study were the administrators (8), department chairs (4) and random college students (138). In particular, school administrators consist of the college dean, college coordinators, two (2) basic education principals, Senior/junior high and the elementary principal, finance officer, registrar, SAO chair, and HRMO.

After determining its functionality, the researcher personally administered the questionnaires to the administrators, faculty, and students. The gathered data were encoded in the Microsoft excel and were analyzed. Descriptive summary measures such as the frequency, percentage and weighted mean were generated.

##### FINDINGS

The following were the findings of the study:

**Related Information Users Profile:** It is revealed that 123 or 64.06% of the respondents responded with the age bracket of 25 years and below, and 15 or 7.81% responded with the age bracket of 25 years to 30, are from the students. There were 42 or 21.8% in the age bracket of 31 to 35 from the faculty, 4 or 2.08% in the age bracket of 31 to 35 from the department chairs, and 8 or 4.16% of the respondents responded in the age bracket of 31-35 years from the school administrators. The implication was there were school administrators, college department chairs and students who answered the questions on age and gender.

As for the educational attainment, it was found out that there were 3 administrators who graduated from doctoral degree programs, 28 graduated from master's degree program which is comprised of 20 from the faculty, 3 from college chairs and 5 from administrators. 22 from the faculty and 1 from college chair graduated their bachelor's degree program.

In respondent's length of service, the results revealed that there were 12 or 22% of the respondents who responded under 15 years and above, 16 or 29.62% under 10-14 years, 12 or 22.22% under 5 to 9 years length of service and 14 or 25.92% of the respondents render their respective services for 4 years and below.

In terms Information Computer Technology Background, it was found out that there were only 3 ICT background acquired by the respondents - groups. There were 21 or 38.88 % of the respondents acquired “web page designing” seminars attended, 13 or 24.07% of the respondents acquired “programming” seminars attended.

Moreover, on the availability of technology resources, it was revealed that the schools have the same distribution of units and laptops in the campus. Basing on the data, there were only 75 or 71.42% of desk top computers in every campus and 30 or 28.57% laptop computers were also fairly distributed in every campus. It is therefore found out that both computers, either desktop or laptop is very useful on the daily work of the respondents in terms of assessment and preparation of school activities and reporting.

It was also revealed on prior evaluation system utilized by the schools, that, 80 or 76.19% of the respondents answered the computerized evaluation system higher than the conventional/ manual rating system which is 33.33% only.



**On-line performance evaluation system facility development:** It was revealed that for the input, 62 or 32.29% respondents responded in terms of online performance evaluation system facility developed, for the output, 64 or 33.33% respondents responded in terms of online performance evaluation system facility developed and for the process, there were 66 or 34% respondents responded in terms of online performance evaluation system facility. With the data gathered, its results imply that online performance evaluation system facility is “acceptable” by adopting and implementing the system in three campuses of Golden Success College.

**Level of acceptability of the developed system – Performance Expectancy:** It was revealed that there were 3 respondents responded for highly acceptable, 27 for acceptable and 5 for not acceptable in terms of “I can access the system using laptop, desktop or mobile phones. Moreover, there was none for highly acceptable, 35 for acceptable and 3 for not acceptable in terms of “I can complete the evaluation quickly using the system”. There were 4 respondents who responded for highly acceptable, 30 for acceptable and 5 for not acceptable in the statement “I trust the security features of the system”. For the feature ‘the system provide authentication”, there were 5 who responded for highly acceptable, 30 for acceptable and 5 for not acceptable. The implication of the result is acceptable in terms of level of acceptability of the developed system.

**Level of acceptability of the developed system – Effort Expectancy:** It was perceived that the implication for the level of acceptability of the developed system in terms of effort expectancy is “acceptable”. 5 has perceived that the system is highly acceptable, 27 responded with acceptable and 5 for not acceptable with the indication of how the system is easy to use. Majority of the respondents perceived the system quick to evaluate, and so with the implication of acceptability in terms of convenient to use.

**Level of acceptability of the developed system – Social Influence:** It was revealed that majority of the respondents group considered the level of acceptability of the developed system with its social influence **acceptable**.

**Level of acceptability of the developed system – Facilitating conditions:** Of the 5 attributes on the level of acceptability of the developed system in terms of facilitating condition, it was perceived by the respondents which 3 went to highly acceptable, 27 for acceptable and 5 for not acceptable in terms of intent to use the system in the future. Further, none responded on highly acceptable, 35 for acceptable and 3 for not acceptable in terms of using the system in the future. Overall, the implication was acceptable in terms of level of acceptability of the developed system.

## CONCLUSION

Based on the findings of the study, it can be concluded that technology adoption online performance evaluation system for faculty of Golden Success College along with the various features of the developed system is acceptable. Hence, online performance evaluation system must be implemented in order to structure and develop a defining standard on teaching higher education to keep GSC abreast with quality and competitive global education.

## RECOMMENDATION

The Proposed Inputs of Technology Adoption on Teaching Performance Evaluation should be given enough consideration by the administration of Golden Success College for implementation in order to improve the teaching performance of the faculty which is essential to school operation.

## 5. OUTPUT OF THE STUDY

### TECHNOLOGY ADOPTION OF ONLINE PERFORMANCE EVALUATION SYSTEM FOR FACULTY

#### Rationale of the Output

In the academic community, teaching performance evaluation has received renewed attention as a means to improve schools. People are their primary resource, and the development of these people is the reason for existence. Due to the paramount importance of the people who are in higher education, it is essential to understand how well these personnel are performing in their roles and if they fulfilling the responsibilities for which they were hired (Flaniken, 2009).

It is a fact that schools like GOLDEN SUCCESS COLLEGE are moving towards an innovative approach such as e-learning, computer assisted instructions, evaluations, mobile applications and some other processes. The recent move to make it accessible is to develop to a web application that uses a website as the interface or front-end. Users, particularly the students who will evaluate the teachers can easily access the application from any computer connected to the Internet using a standard browser or make it work using a laptop, desktop, tablets and even smart phones.

#### Objectives

The main objective of the output is to analyze, design, and adopt technology of online performance evaluation system for faculty of Golden Success College.

Specifically, the output aims to:

1. Create a user friendly application that would operate in a web based operation;
2. save school money as there's no more need to printing;
3. manage user accounts; and
4. evaluate to a minimum required time using any gadgets in any location.

**TECHNOLOGY ADOPTION OF ON LINE PERFORMANCE EVALUATION SYSTEM FOR FACULTY**

Areas of Concern	Objectives	Strategies	Person Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
System Proposal Users Features Functions User Satisfaction	Assess the previous and technology adopted on line performance evaluation '  Identify major issues/challenges of the previous and the technology adopted performance evaluation system  Craft a solution to the identified issues	Survey, interviews and non-participative observation  Review of related solutions	Proponent/Researcher  School President  Senior IT Personnel  GSC Faculty  Students	N/A	N/A	October 2019–December 2019	System Proposal		Done
System Design	Create a web base  application of performance evaluation system for college faculty of GSC aligned to the needs of the users	Requirements Gathering	Proponent/Researcher	None	N/A	January 2020	Online Performance Evaluation  System web base application		
System Development	Develop a web base application of performance evaluation system for college faculty of GSC aligned to the needs of the users	Programming	Proponent/Researcher IT Specialist	60,000	GSC Funds	January 2020	Functional Web base application	Current stage: Prototype 1	
System Testing	Test the functionality and the usability of the developed web based  online performance evaluation for GSC faculty	Unit testing Integration testing  Acceptance testing	Proponent/Researcher  IT Specialist	None	N/A	February 2020	User approved web based application		
Implementation	Implement web base application of the technology adopted online performance  evaluation of GSC faculty	Domain hosting  User orientation	Proponent/Researcher  GSC Administrator  Students	30,000	GSC Funds	March 2020  March 2020	Functional Web base application		

## Breakdown of Proposed Budget for Online Performance Evaluation System for Faculty of GSC:

One – time Cost:

**System Development:** 60,000.00

**Annual Recurring Cost:**

- Domain Name 12,000.00

**TOTAL 72,000.00**

## TECHNOLOGY ADOPTION OF ON LINE PERFORMANCE EVALUATION SYSTEM FOR FACULTY USER'S GUIDE

### System Procedure

These procedures will get you started, providing information on how to navigate the system applying to admin access and student access and choose the functional option/links that the user will use.

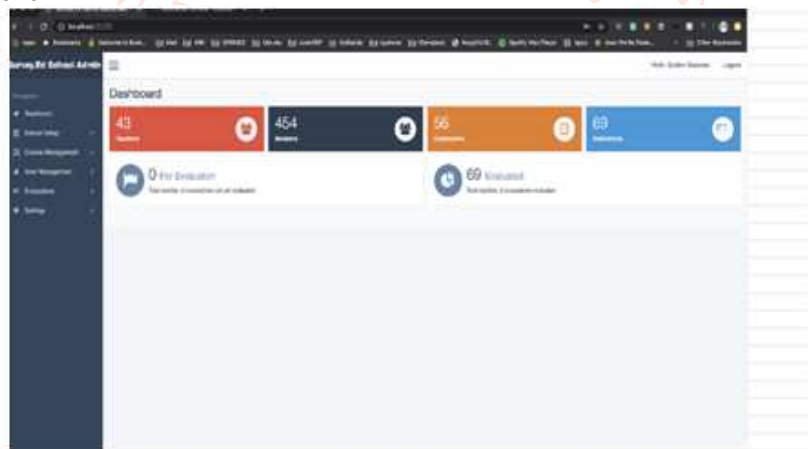
### PART 1 SCHOOL/ SYSTEM ADMINISTRATOR

#### Step 1. Log in

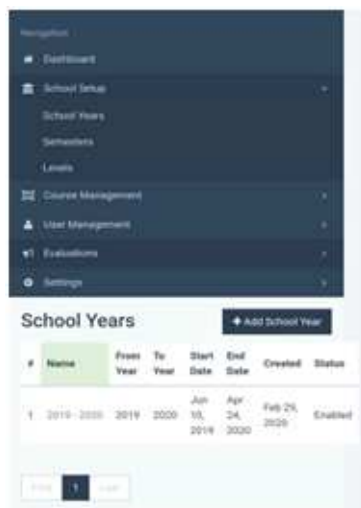
System Admin Username/ ID No.

Input Password

#### Step 2 Clicks on Dashboard



#### Step 3 Go to SCHOOL SET UP



**3.1. School Year**

A. Displays the list of all school year created in the system

#	Name	From Year	To Year	Start Date	End Date	Created	Status
1	2019 - 2020	2019	2020	Jun 10, 2019	Apr 24, 2020	Feb 29, 2020	Enabled

B. After clicking the add button, you will be redirected to a form

**3.2. Semester**

A. Display all the semester created in the system

#	Name	Description	Start Date	End Date	Created	Status
1	2nd	Second Semester	Jun 3, 2019	Apr 24, 2020	Feb 29, 2020	Enabled
2	1st	First Semester	Jun 3, 2019	Apr 24, 2020	Feb 29, 2020	Enabled



B. After clicking the add button, you will be redirected to a form

**New Semester**

Name  
  
 Semester name is required.

Description  
  
 Description is required.

Start Date  
  
 Month date, year

End Date  
  
 Month date, year

Status

[Create](#)

C. Back to list, notice an underline link on a particular record. This means you can edit that record. After clicking the link from the list, you will be redirected to a form with a populated field.

**Edit Semester**

Name

Description

Start Date

End Date

Status

[Update](#)

### 3.3. Levels

A. Displays all the levels created in the system.

**Levels** [Add Level](#)

#	Name	Group	Description	Created	Status
1	BEED 4	BEED	BEED 4th year	3/3/20 10:20 AM	Enabled
2	BEED 3	BEED	BEED 3rd year	3/3/20 10:19 AM	Enabled
3	BEED 2	BEED	BEED 2nd year	3/3/20 10:19 AM	Enabled
4	BEED 1	BEED	BEED 1st year	3/3/20 10:18 AM	Enabled
5	BSeD 4	BSeD(Math)	BSeD 4th year	3/3/20 10:18 AM	Enabled
6	BSeD 3	BSeD(Math)	BSeD 3rd year	3/3/20 10:18 AM	Enabled
7	BSeD 2	BSeD(Math)	BSeD 2nd year	3/3/20 10:17 AM	Enabled
8	BSeD 1	BSeD(Math)	BSeD 1st year	3/3/20 10:17 AM	Enabled
9	BSeD 4	BSeD(English)	BSeD 4th year	3/3/20 10:17 AM	Enabled
10	BSeD 3	BSeD(English)	BSeD 3rd year	3/3/20 10:16 AM	Enabled

B. After clicking add button, you will be redirected to a form

**New level**

Name  
Name is required.

Description  
Description is required.

Group

Status

Create

**Step 4 Course Management:** This module will be used in organizing the subjects per group/ departments.

#### 4.1. Click on Group

A. Displays all the groups created in the system.

**Group** + Add Group

#	Name	Parent	Created	Status
1	BSaD(Math)	College	Mar 3, 2020	Enabled
2	BSaD(English)	College	Mar 3, 2020	Enabled
3	BEED	College	Mar 3, 2020	Enabled
4	ABM	Grade 11	Feb 29, 2020	Enabled
5	BSHM	College	Feb 29, 2020	Enabled
6	BSIT	College	Feb 29, 2020	Enabled
7	Grade 12	Basic Education	Feb 29, 2020	Enabled
8	Grade 11	Basic Education	Feb 29, 2020	Enabled
9	College		Feb 29, 2020	Enabled
10	Basic Education		Feb 29, 2020	Enabled

B. After clicking add button, you will be redirected to a new form

**New Group**

Name  
Name is required.

Parent  
Name

School Year

Status  
Enabled

Create

#### 4.2. Subjects

A. Displays all the subjects created in the system.

#	Name	Code	Lec	Lab	Credits	Pre-requisite	Created	Status
1	Personality Development and Public Relation	ELECTIVE	0	0	0		Mar 3, 2020	Enabled
2	Practice Teaching 2	PRACTICUM 2	0	0	0		Mar 3, 2020	Enabled
3	Comprehensive Review 2	REVIEW 2	0	0	0		Mar 3, 2020	Enabled
4	Field Study 4 (Curriculum Analysis)	FS 4	0	0	0		Mar 3, 2020	Enabled
5	Special Topic (Integrative Teaching Strategies)	SPTOP 3	0	0	0		Mar 3, 2020	Enabled
6	Personality Development and Public Relation	ELECTIVE	0	0	0		Mar 3, 2020	Enabled
7	Practice Teaching 2	PRACTICUM 2	0	0	0		Mar 3, 2020	Enabled
8	Creative Writing	EM 16	0	0	0		Mar 3, 2020	Enabled
9	Comprehensive Review 2	REVIEW 2	0	0	0		Mar 3, 2020	Enabled
10	Remedial Instruction in English	EM 15	0	0	0		Mar 3, 2020	Enabled

B. After clicking add button, you will be redirected to a form

**New Subject**

Educational Level: College

Level: Undergraduate

Name:  (Error: Subject name is required)

Code:  (Error: Subject code is required)

Description:

C. Back to list, notice an underlined link on a particular record. You can edit it and filter by name.

#	Name	Code	Lec	Lab	Credits	Pre-requisite	Created	Status
1	IT Elective 4 (Computer Architecture)	IT 413	0	0	0		Mar 3, 2020	Enabled
2	Computer Programming 2	CC163	0	0	0		Mar 3, 2020	Enabled
3	Introduction to Human Computer Interaction	HCI101	0	0	0		Mar 3, 2020	Enabled

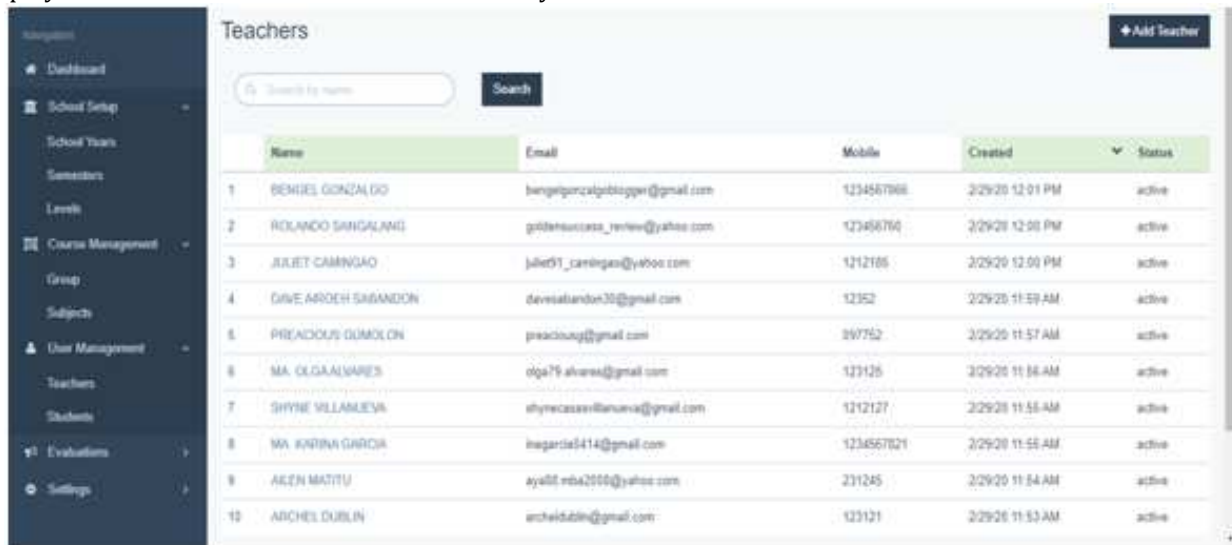
Filter:  Search

1 of 3 records

**Step 5 User Management:** This module will be used to organize the system but for the current requirements only the students can access the system.

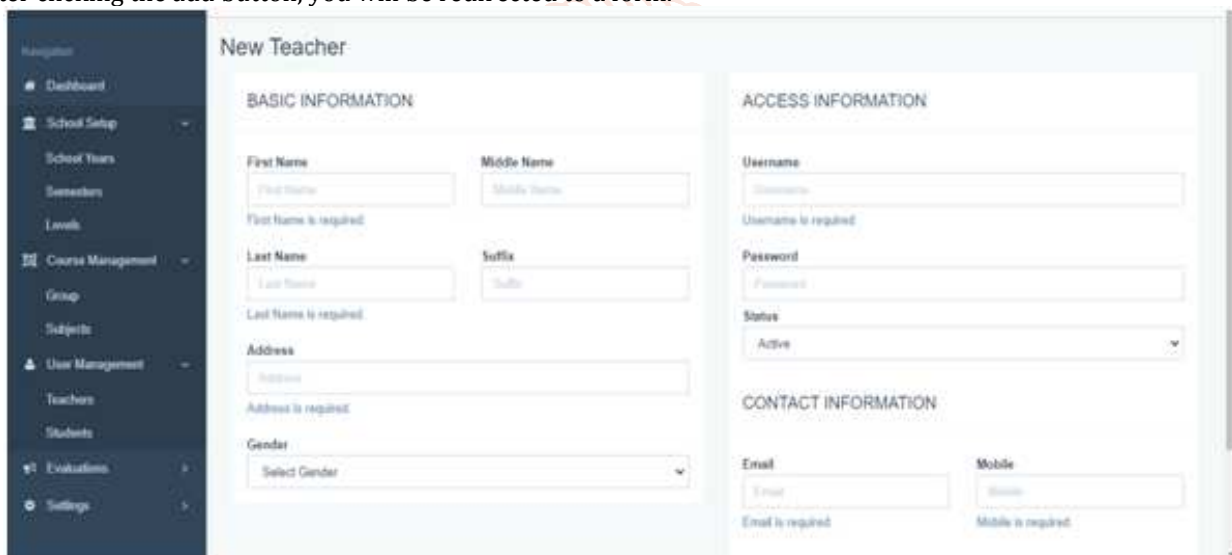
### 5.1

A. Displays the list of all the teachers created in the system.



	Name	Email	Mobile	Created	Status
1	BENJES GONZALO	benjесgonzalezblogger@gmail.com	1234567890	2/29/20 12:01 PM	active
2	ROLANDO SINGALANI	goldenaccess_review@yahoo.com	1234567890	2/29/20 12:00 PM	active
3	JULIET CAMINGAO	juliet91_camingao@yahoo.com	1212105	2/29/20 12:00 PM	active
4	DIVE ARODH SIBANDON	diveasibandon30@gmail.com	12352	2/29/20 11:59 AM	active
5	PRECIOUS GUMOLON	preciousg@gmail.com	207752	2/29/20 11:57 AM	active
6	MA. OLGA ALVARES	olga79_alvares@gmail.com	123125	2/29/20 11:56 AM	active
7	SHYNE VILLANUEVA	shynecasavillanueva@gmail.com	1212127	2/29/20 11:55 AM	active
8	WA. KATRINA GARCIA	inegarcia5414@gmail.com	1234567821	2/29/20 11:55 AM	active
9	AKZEN MATITU	ayakz1mba2000@yahoo.com	231245	2/29/20 11:54 AM	active
10	ARCHIE DUBLIN	archie4dublin@gmail.com	123121	2/29/20 11:53 AM	active

B. After clicking the add button, you will be redirected to a form.



**New Teacher**

**BASIC INFORMATION**

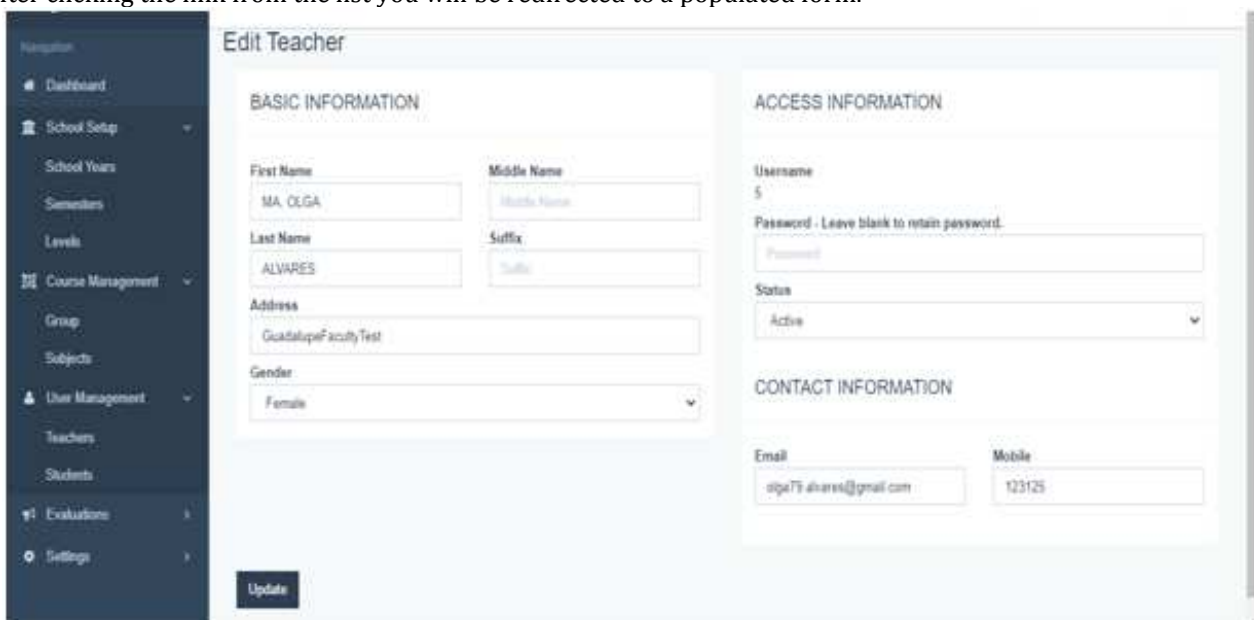
First Name:  Middle Name:   
 Last Name:  Suffix:   
 Address:   
 Gender:

**ACCESS INFORMATION**

Username:   
 Password:   
 Status:   
 Email:  Mobile:

Note: For future use.

C. After clicking the link from the list you will be redirected to a populated form.



**Edit Teacher**

**BASIC INFORMATION**

First Name:  Middle Name:   
 Last Name:  Suffix:   
 Address:   
 Gender:

**ACCESS INFORMATION**

Username:   
 Password:   
 Status:   
 Email:  Mobile:



## 5.2. Students

A. Displays the list of all students created in the system.

	Name	Student ID	Email	Created	Status
1	WILLY JEAN RINACKO TACHADO	15-111045	coltachado@test.com	3/2/20 11:54 AM	active
2	TIMOTHY SANTOS RIVERA	15-121388	colrivera@test.com	3/2/20 11:52 AM	active
3	SHILLA MAE BENITEZ SONGADORIS	15-121332	colsongadoris@test.com	3/2/20 10:58 AM	active
4	SHERA MAY ELLAGA SUAREZ	15-121198	colsuarez@test.com	3/2/20 10:54 AM	active
5	SHAWA MAE NECESARIO MAGSILING	15-121388	colmagsiling@test.com	3/2/20 10:52 AM	active
6	SERGIO MARIA LEE ANOGA	15-111189	colanoga@test.com	3/2/20 10:49 AM	active
7	BLUMEL VALENCIA LAGUNA	15-121367	collaguna@test.com	3/2/20 10:45 AM	active
8	RUDY CARBONNY RAGASAUO	15-121368	collagasauo@test.com	3/2/20 10:42 AM	active
9	RHONA JOY SOL TANGHIAN	15-121342	colltanghian@test.com	3/2/20 10:40 AM	active
10	RHEOBETH RELAMPAGOS BIA	15-111042	colbia@test.com	3/2/20 10:37 AM	active

B. After clicking Add button you will be redirected to a new form.

**NEW STUDENT**

**BASIC INFORMATION**

First Name:  Middle Name:   
First Name is required.

Last Name:  Suffix:   
Last Name is required.

Address:   
Address is required.

Gender:  Select Gender

Birthdate:  Month, day, year

**ACCESS INFORMATION**

ID NUMBER:   
ID NUMBER is required.

Password:   
Password

Status:  Active

**CONTACT INFORMATION**

Email:   
Email is required.

C. Search student filtered by name. After clicking the link from the list you will be redirected to a form with a popular field.

**EDIT STUDENT**

**BASIC INFORMATION**

First Name:  HENESY Middle Name:  BARON

Last Name:  CABALLERO Suffix:  Suffix

Address:  guadalupe

Gender:  Select Gender

Birthdate:  March 02, 2020

**ACCESS INFORMATION**

ID NUMBER:  15-111045

Password:  Leave blank to retain password.

Status:  Active

**CONTACT INFORMATION**

Email:  colcaballero@test.com

Phone:  5461

Mobile:

**Step 6 Evaluation:** This module is the core of teacher performance evaluation system.

**6.1. Classroom:** This module is use to organize the schedules of teachers and students. Evaluation per classroom by number of students can be created from here.

A. Displays the list of all the classroom created in the system.

#	Classroom	Teacher	Students	Subject	School year	Evaluation Date	Created	Status	
1	WM 112	JESSICA ALDON	4	Elementary Statistics and Probability	2019-2020	Mar 10, 2020	Mar 10, 2020	Active	
2	HPC 101	AILEN MATITU	14	Fundamentals in Lodging Operation	2019-2020	Mar 10, 2020	Mar 10, 2020	Active	
3	THC 104	ARCHEL DUBLIN	12	Micro Perspective of Tourism and Hospitality	2019-2020	Mar 10, 2020	Mar 10, 2020	Active	
4	HPC 101	ARCHEL DUBLIN	16	Fundamentals in Lodging Operation	2019-2020	Mar 9, 2020	Mar 9, 2020	Active	
5	HPC 100	ARCHEL DUBLIN	30	Kitchen Essentials & Basic Food Preparation	2019-2020	Mar 9, 2020	Mar 9, 2020	Active	
6	THC 103	AILEN MATITU	30	Philippine Tourism, Geography and Culture	2019-2020	Mar 9, 2020	Mar 9, 2020	Active	
7	MM 111	SHELBA BRIMANOS	8	Linear Algebra	2019-2020	Mar 9, 2020	Mar 9, 2020	Inactive	
8	MM110	DAVE ANDREW SABANDON	8	Number Theory	2019-2020	Mar 9, 2020	Mar 9, 2020	Active	

B. After clicking the button, you will be redirected to a form

Note: There are connecting fields to other modules that must be set up first before adding.

C. Back to list (A), click the pencil button icon on a particular record to edit. after which, it will be redirected to a form.

Note: This field will be used when the evaluator is ready to create evaluations per teacher. When this field is marked checked (√), saving and updating the classroom will auto create numbers of evaluations base on the total number of students added on the classroom.

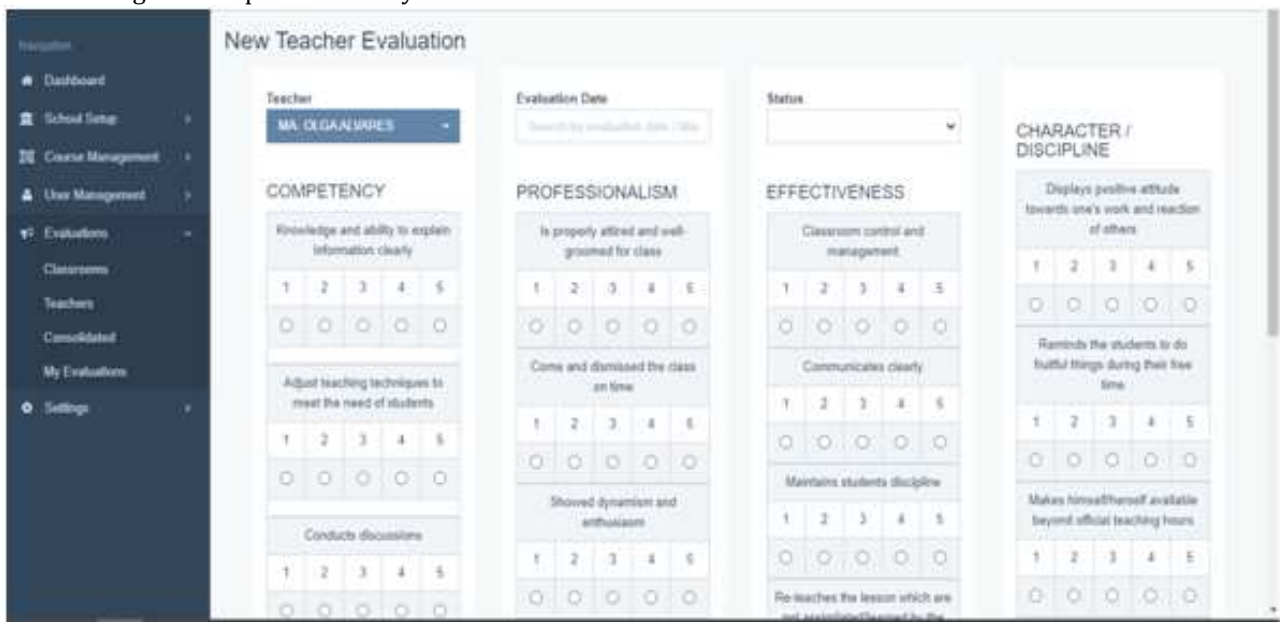
## 6.2. Teacher Evaluation

A. Displays all the list of teacher evaluation created in the system. Search list filtered by teacher or students.



#	Teacher	Student	Classroom	Competency	Professionalism	Effectiveness	Character / Discipline	Total	Status	Evaluation Date	
1	NICANOR NUNEZ	JOHN TOTCHE C. MANCAO	MS 102	0	0	0	0	0	For Evaluation	Jun 27, 2020	
2	NICANOR NUNEZ	MA. RODELYN AMAYA NACION	MS 102	0	0	0	0	0	For Evaluation	Jun 27, 2020	
3	NICANOR NUNEZ	DIVINE GRACE YONSON	MS 102	0	0	0	0	0	For Evaluation	Jun 27, 2020	
4	NICANOR NUNEZ	KEVIN ARENDAIN HERNANDEZ	MS 102	0	0	0	0	0	For Evaluation	Jun 27, 2020	
5	NICANOR NUNEZ	GEMMA PACUNLA	MS 102	0	0	0	0	0	For Evaluation	Jun 27, 2020	
6	NICANOR NUNEZ	JOSE DARYL ANON BUQUA	MS 102	0	0	0	0	0	For Evaluation	Jun 27, 2020	
7	NICANOR NUNEZ	ANGELICA ALVAREZ	MS 102	0	0	0	0	0	For Evaluation	Jun 27, 2020	

B. After clicking the edit pencil button you will be redirected to a form.



**Teacher**  
MA. DELGADILLOS

**Evaluation Date**  
Search by evaluation date / filter

**Status**  
[Dropdown]

**COMPETENCY**

- Knowledge and ability to explain information clearly  
1 2 3 4 5  
[Radio buttons]
- Adjust teaching techniques to meet the need of students  
1 2 3 4 5  
[Radio buttons]
- Conducts discussions  
1 2 3 4 5  
[Radio buttons]

**PROFESSIONALISM**

- Is properly attired and well-groomed for class  
1 2 3 4 5  
[Radio buttons]
- Come and dismissed the class on time  
1 2 3 4 5  
[Radio buttons]
- Shows dynamism and enthusiasm  
1 2 3 4 5  
[Radio buttons]

**EFFECTIVENESS**

- Classroom control and management  
1 2 3 4 5  
[Radio buttons]
- Communicates clearly  
1 2 3 4 5  
[Radio buttons]
- Maintains students discipline  
1 2 3 4 5  
[Radio buttons]
- Re-teaches the lesson which are not understood by the students  
1 2 3 4 5  
[Radio buttons]

**CHARACTER / DISCIPLINE**

- Displays positive attitude towards one's work and reaction of others  
1 2 3 4 5  
[Radio buttons]
- Reminds the students to do fruitful things during their free time  
1 2 3 4 5  
[Radio buttons]
- Makes himself/herself available beyond official teaching hours  
1 2 3 4 5  
[Radio buttons]

## 6.3. Consolidated

A. Displays the teacher evaluation's consolidated list. By default will filtered by current date of the evaluations evaluation date right after the student evaluated the teacher.



Teacher Evaluations Consolidated						
2020-06-27 Search						
	COMPETENCY	PROFESSIONALISM	EFFECTIVENESS	CHARACTER / DISCIPLINE	SUMMARY OF PERFORMANCE EVALUATION	
Name of Teachers	Knowledge and ability to explain information clearly	Adjust teaching techniques to meet the need of students	Conducts discussions	Evaluate learning outcomes	Usage of classroom language	TOTAL
WILSON GAYO	5	5	5	5	4	24
WILSON GAYO	5	5	5	5	5	25
WILSON GAYO	5	5	5	5	4	24
WILSON GAYO	5	4	5	5	5	24

## Part 2 STUDENT ACCESS

**Step 1 Log in:** Student will use its id number to log in.



Teachers Evaluation - Login

ID-NUMBER


Password

☒ Keep me signed in

Sign in

Student ID No.

**2. Dashboard:** After a successful log in at the student dashboard, automatically, names of the instructors/teacher who will handle the subject the student enrolled will pop out.



SurveyEd School Admin

Navigation

- Dashboard
- Evaluations
- My Evaluations

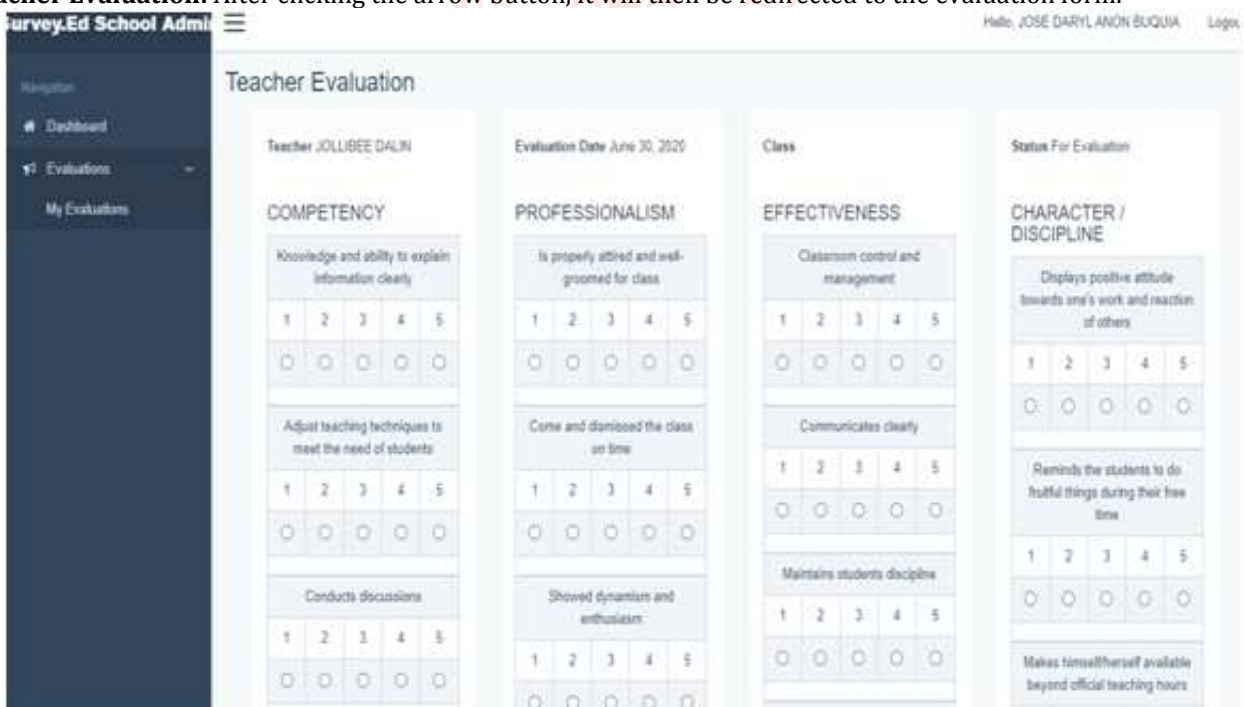
Dashboard

Evaluations

#	Teacher	Subject	
1	JOLLIBEE DALIN	ITGEE 101	→
2	JESSA LAPITAN	GE FIL 2	→
3	NICANOR NUNEZ	NET101	→
4	NICANOR NUNEZ	MS-102	→

Hello, JOSE DARYL ANON BUQUIA Logout

**3. Teacher Evaluation:** After clicking the arrow button, it will then be redirected to the evaluation form.



SurveyEd School Admin

Navigation

- Dashboard
- Evaluations
- My Evaluations

Teacher Evaluation

Teacher JOLLIBEE DALIN

Evaluation Date June 30, 2020

Class

Status For Evaluation

COMPETENCY	PROFESSIONALISM	EFFECTIVENESS	CHARACTER / DISCIPLINE
Knowledge and ability to explain information clearly	Is properly attired and well-groomed for class	Classroom control and management	Displays positive attitude towards one's work and reaction of others
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Adjust teaching techniques to meet the need of students	Come and dismissed the class on time	Communicates clearly	Reminds the students to do fruitful things during their free time
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Conducts discussions	Shows dynamism and enthusiasm	Maintains students discipline	Makes himself/herself available beyond official teaching hours
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Hello, JOSE DARYL ANON BUQUIA Logout

Note: If the student skips a question in the evaluation, the system will prompt a message directly the skipped question. All questions must be answered. Once all teachers are evaluated, all evaluated list of teachers will be viewed.



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