

Exploring the Higher Education Faculty's Performance Evaluation: A Confirmatory Factor Analysis

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ABSTRACT

Establishing the standards in evaluating the performance of Higher Education Faculty is essential for ensuring fairness, consistency and effectiveness in Lourdes College's human resource and academic processes. This further ensures that faculty members are evaluated using the same set of criteria regardless of who is conducting the evaluation. This study aims to empirically validate the evaluation instrument used in assessing the performance of the Higher Education faculty. The evaluation instrument consisted of six standards and a total of 43 indicators. There was a total of one hundred thirty (130) faculty members from various programs at Lourdes College, Inc. Because of the limited sample size, 5000 bootstrapping resamples were employed to enhance the stability and reliability of the results. Confirmatory Factor Analysis was conducted and the result from the samples shows an acceptable fit since it satisfies the criteria of CFI, RMSEA, PClose/df and SRMR. There were 26 indicators left. Thus, it can be concluded that the standards of demonstrating the core values of faith, excellence, and service, communicating the school's philosophy, vision-mission, goals and objectives to the academic community, effectively implementing the RVM Pedagogy in the instructional processes, demonstrating effective communication skills to facilitate meaningful learning, creating and maintaining effective classroom environment for student learning, and continually assessing the results and adapting instruction to improve student achievement are considered adequate and have proved to be a valid tool for assessing the higher education teachers' performance.

Keywords: Performance Evaluation, core values, RVM Pedagogy, effective communication skills, classroom management, student achievement

INTRODUCTION

The quality of the faculty determines the institution's academic reputation. Faculty members are central to the learning process, and their influence is critical in shaping students' educational experience and academic success. Hence, evaluating the performance of faculty is essential for any institution's overall success. This is a process that ensures accountability, promotes professional growth, and ultimately enhances the quality of education. Establishing the standards by which effective teaching can be assessed is a vibrant step in the teaching-learning process as surmised by Polancos, et.al (2013). The authors added that effective teachers do not only show mastery of the lesson but also prepare timely and relevant plans aligned with the intended learning outcomes. Hence, Chavez and Napiere (2018) mentioned that the teachers' instructional processes play a crucial role in facilitating the educational experiences of students.

The succeeding paragraphs provide the theoretical grounding of the standards of evaluating the faculty performance.

As to standard 1 on- The teacher demonstrates the institution's core values of Faith, Service and Excellence in all aspects of her/his life- Lickona (1991) argues that schools have a critical role in fostering moral and ethical development of its students. This standard emphasizes that a teacher's personal conduct and values are central to their professional role. Values such as service and excellence are not just abstract concepts but should

be actively modeled. Moreover, the belief that a teacher's personal faith is not separate from their professional life but is an essential part of their identity that informs their teaching and service. This is particularly relevant in the context of Lourdes College as an RVM institution where the faculty are expected to be living examples of the school's core values of faith, service and excellence.

Moving forward to Standard 2- The teacher communicates the school's philosophy, vision-mission, goals and objectives to the academic community and actively participates in its attainment- that, a teacher must communicate and actively participate in the school's philosophy, vision-mission, goals, and objectives to ensure alignment, build community, and enhance student outcomes. This is supported by Senge (1990) who argues that for an organization to thrive, its members have a shared picture of the future they seek to create. This is precisely a role of a teacher to communicate and work toward the attainment of the school's vision and mission.

Moreover, Standard 3 talks about- The teacher effectively implements the RVM pedagogy in their instructional processes. At Lourdes College, a school run by the Religious of the Virgin Mary (RVM), the core of its instructional process is the RVM Pedagogy. This pedagogy is anchored on four framework; namely: Constructivism Theory of Piaget (1970); elements of Understanding by Design (UBD) of Wiggins and McTighe (2011); Differentiated Instruction of Tomlinson (2000); and the 4-pronged approach which covers the integration of the subject matter to: Ignacian core and related values, social realities, across subject boundaries or other disciplines, and Biblical texts reflection in relation to the concepts taught (Guillano, 2014). This approach, known as Transformative Ignacian-Marian Education, is driven by the congregation's ministry to serve the Church and its mission of evangelization.

Standard 4 is all about- The teacher demonstrates effective communication skills to facilitate meaningful learning means that teacher clarity as a high-impact factor on student achievement, directly linking effective communication to learning outcomes as findings of the meta-analyses of Hattie (2023). This was corroborated by Richmond and McCroskey (200) whose research is on concepts like teacher immediacy (the degree of physical and psychological closeness a teacher establishes with students) and teacher clarity has provided empirical evidence for the link between teacher communication behaviors and positive student learning.

Standard 5 - The teacher creates and maintains effective classroom environment for student learning. This standard illustrates that to engage students, effective teachers need to be adept at organizing and maintaining appropriate learning environment. As Shellard and Protheroe (2000) surmised that establishing good discipline, effective routines, smooth transitions, and ownership of the environment are components of establishing a supportive and collaborative climate.

Lastly, Standard 6 - The teacher continually assesses students' progress, analyzes the results and adapts instruction to improve student achievement. Wiggins and McTighe (2005), in their work on "backward design," advocate for the principle of "assessment for learning." In their book, "Understanding by Design", they argue that assessments should not just be for grading but should be designed to provide continuous feedback to both the student and the teacher. This feedback loop helps teachers adjust their teaching and helps students understand where they are and what they need to do to improve.

The current study therefore revolves around the teachers' demonstration of the institution's core values of faith, service and excellence, their participation in the attainment of the school's vision, mission, goals and objectives, effective implementation of the RVN Pedagogy in the instructional processes, effective communication skills to facilitate meaningful learning, maintaining classroom environment for student learning, and finally assessment of students' learning.

METHOD

The respondents of the main study were one hundred thirty (130) faculty members from various programs at Lourdes College, Inc. Data collection were carried out using a performance evaluation tool composed of six standards. Standard 1 included 11 items that measured the institution's core values of Faith, Service, and Excellence. Standard 2 contained 5 items aligned with the school's philosophy and vision-mission. Standard

3 consisted of 13 items that assessed efficiency in implementing the RVM Pedagogy. Standard 4 comprised 4 items that evaluated communication skills in facilitating learning. Standard 5 included 5 items focused on maintaining a classroom environment conducive to student learning. Standard 6 contained 5 items that measured practices in student assessment. Because of the limited sample size, 5000 bootstrapping resamples were employed to enhance the stability and reliability of the results.

Confirmatory Factor Analysis (CFA) was applied to assess the validity of the measurement model. Exploratory Factor Analysis (EFA) was not performed since the latent variables had already been predetermined based on existing theories and validated scales.

CFA was conducted to confirm the factor structure of the observed variables. Several model fit indices guided the assessment following Hu and Bentler (1999), including the minimum discrepancy test (CMIN/DF), comparative fit index (CFI), standardized root-mean square residual (SRMR), root mean square error of estimation (RMSEA), and chi-square value (PClose). AMOS software was used for the analysis. Cronbach's alpha was also computed to test the reliability of the indicators for each latent variable. The criterion and cutoff criteria are presented in Table 1.

Table 1 Measures and Cutoff Criteria for Best Fit Model

Criterion	Cutoff Criteria
CMIN/DF	Between 1 and 3
CFI	>0.95
SRMR	<0.08
RMSEA	<0.06
PClose	>0.05

RESULTS AND DISCUSSION

To get the best fit model, two models were tested. To provide background on the results of the two models, Table 2 presents the summary of the fit indices for Model 1 and Model 2. The table reveals that Model 1 is not a good fit, but, Model 2 shows an excellent fit with the given indices.

Table 2 Summary of the Model Fit Indices

Model	CMIN/DF	CFI	PClose	RMSEA	SRMR	INTERPRETATION
1	1.949	0.786	0.000	0.088	0.062	Not a good fit
2*	1.251	0.962	0.678	0.045	0.048	Excellent fit
Fit-Criterion	Between 1 and 3	>0.95	>0.05	<0.06	<0.08	
* Best-fit model						

Figure 1 Model 1 Path Diagram

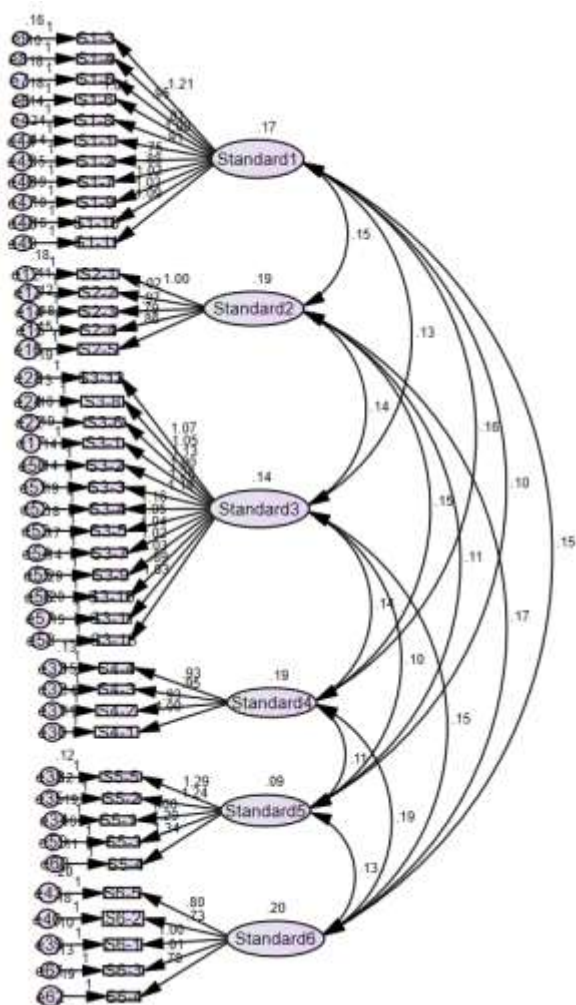


Table 2 Model 1 Fit Indices

Criterion	Estimate	Cutoff Criteria	Interpretation
Cmin/df	1.949	Between 1 and 3	Excellent
CFI	0.786	>0.95	Not Acceptable
PClose	0.000	>0.05	Not acceptable
RMSEA	0.088	<0.06	Not acceptable
SRMR	0.062	<0.08	Excellent

Model 1 results reveal a poor fit. Although CMIN/DF (1.949) and SRMR (0.062) are excellent fit, the CFI (0.786), PClose (0.000), and RMSEA (.088) did not meet the cutoff criteria. Therefore, Model 1 is not the best fit model. In the next section, an alternative model was presented.

Figure 2 Model 2 Path Diagram

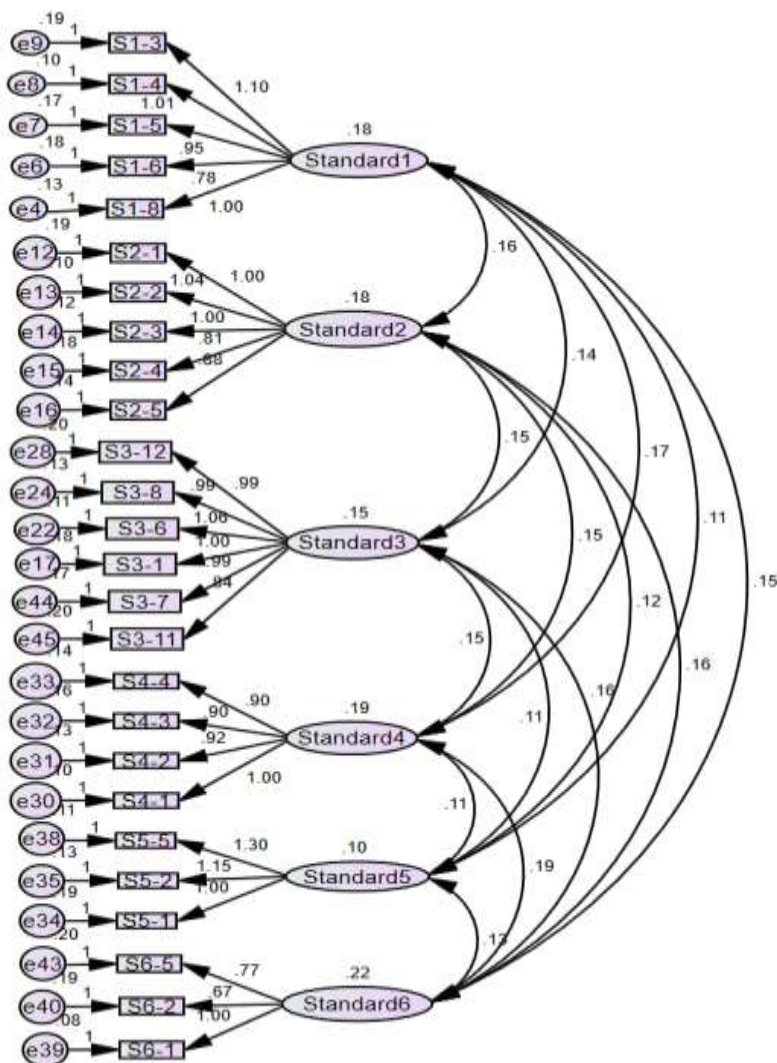


Table 3 Model 2 Fit Indices

Criterion	Estimate	Cutoff Criteria	Interpretation
Cmin/df	1.422	Between 1 and 3	Excellent
CFI	0.931	>0.95	Excellent
PClose	0.141	>0.05	Excellent
RMSEA	0.059	<0.06	Excellent
SRMR	0.053	<0.08	Excellent

Results reveal a significant positive regression weight (B-Coefficient) for each line connecting all the variables as seen in Figure 2. The results show a good fit across multiple indices, including CMIN/DF (1.125), CFI (0.962), PClose (0.678), RMSEA (0.045), and SRMR (0.048) all indicating excellent model fit according to their respective cutoff criteria. These results suggest that the model represents the data and that Model 2 is the best fit model.

Table 4 Final Pool of Items

Variable	Items
Standard 1 (The teacher demonstrates the institution's core values of Faith, Service and Excellence in all aspects of her/his life.)	Item 3: Shows impartiality and sensitivity to people s/he encounters Item 4: Accepts responsibility with open mind for the good of the school operations. Item 5: Participates actively in the community extension services of the institution. Item 6: Demonstrates strong sense of collaboration and cooperation in all school-related functions and activities. Item 8: Follows faithfully all school policies and regulations.
Standard 2 (The teacher communicates the school's philosophy, vision-mission, goals and objectives to the academic community and actively participates in its attainment)	Item 1: Participates in the formulation/review/ revision of the philosophy, vision-mission, goals and objectives of the school. Item 2: Communicates clearly the school's Philosophy, vision-mission and goals to the students and other stakeholders. Item 3: Integrates school's vision, mission and goals in instructional processes and other co-curricular and curricular activities. Item 4: Integrates clearly the school's Philosophy, Vision, Mission, Goals and outcomes in the course. Item 5: Uses the school's PVMG as the point of reference in their assessment of students' learning outcomes.
Standard 3 (The teacher effectively implements the RVM Pedagogy in their instructional processes)	Item 1: Weekly instructional objectives and intended learning outcomes are aligned with the objectives and outcomes of their specific program. Item 6: Essential questions are utilized in connecting concepts to life's realities. Item 7: four-pronged integration is meaningfully and spontaneously carried out. Item 8: Purposeful assignments are given. Item 11: Utilizes guidance data to make instruction more relevant and responsive to students' diverse needs. Item 12: Maximizes the use of community resources (human and material) to enhance instruction.
Standard 4 (The teacher demonstrates effective communication skills to facilitate meaningful learning)	Item 1: Communicates effectively in oral and written forms. Item 2: Communicates according to the level of the students and enables them to engage meaningfully and understand the lesson well. Item 3: Facilitates effectively classroom interaction by using appropriate questioning techniques. Item 4: Encourages students to use appropriate language in and outside

	the classroom.
Standard 5 (The teacher creates and maintains effective classroom environment for student learning)	Item 1: Observes punctuality and regularity in class. Item 2: Resolves effectively students' conflicts and other problems during instructional periods. Item 5: Handles problematic situations effectively.
Standard 6 (The teacher continually assesses students' progress, analyzes the results and adapts instruction to improve student achievement)	Item 1: Formulates appropriate and grammatically correct test questions with more items on higher order thinking skills. Item 2: Utilizes differentiated performance tasks with rubrics for holistic evaluation of students' achievement. Item 5: Conducts item analysis to improve instruction.

To ensure consistency of the items for every standard, reliability testing of the tool using Cronbach Alpha was conducted. Cronbach's alpha (α), also known as coefficient alpha, was introduced by Lee Cronbach in 1951. According to Cinches et al. (2017), an acceptable coefficient typically falls within the range of 0.70 to 0.90. The results of the reliability test are shown in Table 5.

Table 5 Reliability Test Results

Variable	Cronbach's alpha	Number of Items
Standard 1	0.841	5
Standard 2	0.843	5
Standard 3	0.842	6
Standard 4	0.835	4
Standard 5	0.723	3
Standard 6	0.720	3

CONCLUSION

Evaluating the teaching performance in an RVM School setting brought out standards that need to be considered for effective learning process. The items in the different standards are considered adequate and have proved to be a valid tool for assessing the teaching performance of teachers in RVM schools.

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