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## Students' Assessment of Teaching of College

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### ABSTRACTS

The primary objective of this descriptive study was to find out the students' assessment of teaching among college teachers during the first semester of the academic year, 2021-2022. Based on the findings of the study, it is very consoling to note that the college faculty of Notre Dame of Tacurong College had remained steadfast in their commitment to carrying out the vision and mission of the institution to offer quality education to its clientele. This was evident that even in difficult times, their effort to adjust to the new normal mode of teaching and learning is noteworthy. The overall result is inspiring. However, the school can still do many things to improve or increase the knowledge of the college teachers on innovative methods of teaching to promote student learning. The approachability of teachers can be strengthened to help students in need of guidance to do their classwork correctly. Another recommendation is to conduct the same study in the middle of a term so that student feedback on teachers' performance in delivering the lessons can be addressed immediately. In addition, it should be conducted with individual teachers and their specific subjects being taught.

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## 1. INTRODUCTION

The performance of teachers in the classroom is the institution's lifeblood. The knowledge, skills, and talents of teachers are integrated into specific performance criteria that facilitate student learning and achievement. Teachers have a crucial role in stimulating and promoting learning and achieving great or at least satisfactory learning outcomes. In addition, the performance evaluation of teachers is an ongoing, mandated practice in educational contexts. It has an enormous impact on student learning outcomes and school accountability, which cannot be understated. Assessment or evaluation is the only method for determining the effectiveness of a teacher (Bichi, 2017).

One critical factor in evaluating classroom teaching performance is determining the dimensions of effective teaching from the different teaching behaviors. The dimensions of effective teaching are equated with seven principles for good practice in undergraduate education which include (a) Encouraging communication between students and professors, (b) Foster reciprocity and collaboration among students, (c) Encourage active learning, (d) Provide prompt feedback, (e) Emphasize time on task, (f) Communicate high expectations, and (g) Respect varied learning styles and talents. As for Cladera (2021), they are composed of design and organization, fostering conversation, direct instruction, assessment, and technological support.

There are numerous methods for determining what and how teachers do their primary responsibility of instructing in actual or virtual classrooms (Estrellan et al., 2021). The use of student ratings to evaluate instructors' performance and effectiveness in higher education is one of these strategies. Utilizing questionnaires distributed after courses, higher education institutions typically collect student ratings as part of students' feedback to evaluate the teaching quality from the student's perspective. These evaluations help pinpoint the course's strengths, pinpoint areas for growth, and identify the aspects that lead to student happiness. They are essential for enhancing the teaching and learning processes (Cladera, 2021) and guiding administrative decision-making.

Ali and Al Ajmi (2013) studied concepts of outstanding teaching by adopting a wide perspective on teaching that encompasses curriculum design, program leadership, and the relationship between teaching, research, and service. Twenty-four recipients of teaching excellence awards from two research-intensive universities in Hong Kong participated in the study. Four conceptions of excellent teaching were identified: (a) teachers teach with confidence and effectiveness; (b) teachers guide students to achieve the intended learning outcomes; (c) teachers empower students to develop knowledge, skills, attitudes, and values holistically; and (d) teachers work with students to empower them to take responsibility for their learning and become lifelong learners.

On the other hand, Ali and Al Ajmi (2013) stated that obtaining student feedback has been an essential yet controversial strategy for enhancing the quality of instruction in recent decades. After examining fifty years of literature, there is no reason to doubt that student evaluation of teaching (SET) may provide faculty members and administrators with relevant and helpful information. The research indicates that, if asked the appropriate questions, students may make meaningful and reliable assessments regarding classroom teaching performance. However, no known tool is acknowledged universally by colleges and universities. In other words, each educational institution must build its contextually-appropriate instrument that is compatible with institutional demands and linked with best practices in teaching and learning.

At Notre Dame of Tacurong College, the sources of data to appraise teacher's performance come from the ratings given by the dean or program head, subject area chair, peer, students, and self. Students are asked to fill out an evaluation form as facilitated by the Guidance Center or during the pandemic through an online mechanism.

In this study, the term student assessment of teaching (SAT) is used instead of student evaluation of teaching (SET), which was utilized in the majority of relevant papers reviewed. The decision is based on the justification of Surbhi in [Orzhel \(2020\)](#). Consequently, evaluation is defined as the process of evaluating something or someone, i.e., the act of determining the quality, value, or significance. The evaluation focuses on reaching a determination regarding the worth, numbers, or performance of a person or item. The purpose of assessment is to evaluate an individual's level of performance, whereas evaluation is undertaken to examine the extent to which objectives are met. The fundamental distinction between assessment and evaluation is direction; assessment is process-oriented, whereas evaluation is product-oriented. Moreover, the objective of the assessment is formative, that is, to improve quality, whereas the purpose of the evaluation is summative, as it is all about rating quality.

The main objective of this research was to find out the students' assessment of teaching among college teachers during the first semester of the academic year, 2021-2022. Specifically, it attempted to answer this main research problem. What is the students' degree of assessment of teaching among college teachers in terms of (a) class preparation, (b) clear explanation of the topics, (c) knowledge of the materials provided, (d) innovative methods of teaching, (e) enthusiasm for teaching, and (f) being approachable for help?

## **2. METHODS**

### **2.1. Research design**

A descriptive method of research was used in this study to describe the degree students' assessment of teaching among college teachers during the first semester of the academic year, 2021-2022.

### **2.2. Locale of the study**

The study was conducted at Notre Dame of Tacurong College (NDTC), a Catholic institution located in the City of Tacurong, the lone component city of the Province of Sultan Kudarat. NDTC offers preschool, complete elementary, junior, and senior high schools, and college education with 11 academic programs.

### **2.3. Respondents**

The respondents of the study were 570 students representing 76.20% of 748 students who answered the questionnaire. Of these 570 respondents, 372 (65.26%) were female and 198 (34.74%) were male. As to age, the greatest group consisted of 438 (76.84%) who were 19 to 21 years old; and the least number of 19 (3.33%) were 16 to 18 years old. As to year level, the greatest number, or 227 (39.82%) was in the third year and the least number 34 (5.96%) was in the first year. As to course, BSN got the highest frequency of 156 (27.37%). Other details on the profile of the respondents are shown in **Table 1**.

### **2.4. Sampling**

We intended to include all students as respondents to this study. However, only 570 responded as to the designated cut-off time and had become the source of data to answer the research question of this study.

**Table 1.** Profile of the Respondents (n = 570).

Profile	F	%	Profile	f	%
<b>Sex</b>			<b>Course</b>		
Male	198	34.74	BSED	40	7.01
Female	372	65.26	BEED	64	11.23
<b>Year Level</b>			BSSW	66	11.58
First	34	5.96	BSCrim	89	15.61
Second	156	27.37	AB Pol.Sci	11	1.93
Third	227	39.82	BSCS	5	0.88
Fourth	153	26.84	BSCpE	14	2.46
<b>Age</b>			BSN	156	27.37
16 to 18 years old	19	3.33	BSBA	80	14.04
19 to 21 years old	438	76.84	BSA	33	5.79
22 years and onward	113	19.82	BSHM	12	2.11
			Total	570	100

**2.5. Instrumentation**

We adapted a questionnaire taken after a review of literature and studies on students' assessment of teachers' teaching effectiveness. Part I of the questionnaire sought information from the respondents as to their sex, age, year level, and course enrolment. Part II is about the dimensions of teaching. There were six items where the respondents were asked to indicate their rating on each item using a four-point Likert scale where 4 means Very Good, 3 as Good, 2 as Fair, and 1 as Poor.

**2.6. Data gathering procedure**

We asked permission from the Office of the President to gather data from the respondents through a letter noted by the Research Development Officer. Then, the Office of the Information Communication and Technology Services Officer (ICTSO) was requested by the Research and Development Office (RDO) to upload the online survey questionnaire through google forms for the students to answer it. The accomplished questionnaires were retrieved after a designated cut-off date. In process of gathering data, health protocols were strictly observed.

**2.7. Statistical treatment**

Upon gathering the accomplished questionnaires, they were tallied and computed using appropriate statistical tools. To describe the profile of the respondents, we used frequency and percentage. To determine the degree of students' assessment of teaching among college teachers, frequency, percentage distribution, ranking, and mean and standard deviation was used.

**2.8. Data analysis**

The data to describe the profile of the respondents, the frequency counts, and the percentage distribution was used. Further, to describe the degree of students' assessment of teaching among college teachers, findings in all items ranked from highest to lowest mean rating were presented and discussed. The following ranges of means in a 4-point Likert scale with the corresponding description were utilized: 3.25 – 4.00 is Very Good; 2.50 – 3.24 is Good; 1.75 – 2.49 is Fair; 1.00 – 1.74 is Poor.

### 3. RESULTS AND DISCUSSIONS

The only research problem of this study deals with the students' degree of assessment of teaching among college teachers during the first semester of the academic year, 2021-2022. **Table 2** shows the findings.

**Table 2** shows that Item 1, Class preparation, obtained the highest weighted mean of 3.44 ( $SD = 0.62$ ) and was described as Very Good. In particular, most of them, or 281 (49.30%) of the 570 respondents rated it as Very Good; followed by 261 (45.79%) of them who rated it as Good; and the least as Poor by 5 (0.88%) of them. This result indicates that a big number of college students consider their teachers to be prepared in conducting their classes online. They must have experienced that most of their teachers are ready with their lessons as well as instructional materials to be used, and in giving quizzes and assignments. Objectives of the day's session must have been articulated which signifies that they have reviewed their course outline or syllabus, and have properly divided the lessons to be covered in a term.

One pillar of class preparation is planning, which entails the preparation that a teacher may perform daily, monthly, or quarterly to prepare for lessons or activities. This can include lesson planning as well as any other practices teachers employ to prepare to teach. If a teacher wants to use educational materials, such as books or worksheets, in their lesson, preparation might also include evaluating those materials to confirm their usefulness and accuracy before handing them out to students.

**Table 2** shows that Item 2, Clear explanation of topics, obtained the second highest weighted mean of 3.36 ( $SD = 0.63$ ) and was described as Very Good. Specifically, most of them rated this dimension of teaching as Good by 272 (47.72%) of the 570 respondents; followed by 254 (44.56%) of them who rated it as Very Good; and least as Poor by 2 (0.35%) of them. This finding signifies that many of them understood the lessons or explanations of the topics discussed. It implies too that the college teachers rated possess good communication skills as many students affirm that they have understood their lessons well. They must have used simple words to unlock difficulties or must have given true-to-life examples to make concepts clearer.

**Table 2.** Results of Students' Assessment of Teaching among College Teachers (n = 570)

Item	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	<i>f</i> (%)	Mean	SD	Description/ Rank
	Very Good	Good	Fair	Poor			
1. Class preparation	281 (49.30)	261 (45.79)	23 (4.03)	5 (0.88)	3.44	0.62	Very Good (1)
2. Clear explanation of the topics	254 (44.56)	272 (47.72)	42 (7.37)	2 (0.35)	3.36	0.63	Very Good (2)
3. Knowledge of the materials provided	248 (43.51)	281 (49.30)	37 (6.49)	4 (0.70)	3.36	0.63	Very Good (2)
4. Innovative methods of teaching	253 (44.39)	271 (47.54)	40 (7.01)	6 (1.05)	3.35	0.66	Very Good (4)
5. Enthusiasm for teaching	252 (44.21)	277 (48.60)	35 (6.14)	6 (1.05)	3.36	0.65	Very Good (3)
6. Being approachable for help	260 (45.61)	245 (42.98)	52 (9.12)	13 (2.38)	3.32	0.73	Very Good (5)
Overall Mean and SD					3.36	0.54	Very Good

For teachers to attain clarity in teaching, they are to make connections from abstract ideas to everyday life, show it in action or the walk-through, use models, and use pictures.

Obtaining the same weighted mean of 3.36 ( $SD = 0.63$ ) and described as Very Good is Item 3, Knowledge of the materials provided. Specifically, most of them rated this dimension of teaching as Good 281 (49.30%) of the 570 respondents; followed by 248 (43.51%) of them who rated it as Very Good; and the least as Poor 4 (0.70%) of them. This finding indicates that college teachers impress their students with the manifestation of their expertise in the subjects that they teach. Knowledge of the content as well as preparation and organization of learning materials in the forms of modules, hand-outs, and power-point presentations are seemingly acceptable to the students. This must contribute to the learning outcomes of the students.

This point of view is related to the study [Ancheta and Ancheta \(2020\)](#) which aimed to ensure the quality of the pedagogical innovations employed in educational institutions. Results revealed that the faculty-prepared instructional modules were acceptable and satisfactory to the students. Besides, the student's evaluation of the instructional modules was positively related to their level of satisfaction.

Further, Table 2 also presents that Item 5, Enthusiasm for teaching, obtained a weighted mean of 3.36 ( $SD = 0.65$ ) and was described as Very Good. In particular, most of them rated this dimension of teaching as Good by 277 (48.60%) of the 570 respondents; followed by 252 (44.21%) of them who rated it as Very Good; and the least as Poor by 6 (1.05%) of them. This finding suggests that college teachers are active, and passionate, and use dynamic styles of teaching. The students must have the experience to be stimulated to participate actively because of their teachers' motivation.

This viewpoint is consistent with the findings of [Zhang's \(2021\)](#) study, which found that a teacher's passion had a significant impact on student classroom participation. Students got more engaged behaviorally, cognitively, and emotionally when their teachers were more enthusiastic and active. This finding makes sense given that student involvement is changeable and responsive to teachers' emotions and teaching approaches, and that positive emotions are likely to induce prosocial behaviors.

Furthermore, it can be noted in Table 2 that Item 4, Innovative methods of teaching, obtained a weighted mean of 3.35 ( $SD = 0.66$ ) and was described as Very Good. In particular, most of them rated this dimension of teaching as Good by 271 (47.54%) of the 570 respondents; followed by 253 (44.39%) of them who rated it as Very Good; and the least as Poor by 6 (1.05%) of them. This finding indicates that the students might have thought that innovative methods of teaching are always about using the most cutting-edge technology in class or constantly catching up with the latest education trends. If they rated Innovative methods of teaching, lower than the other dimensions of effective teaching, it is an indicator that the school facilitates a development program for the faculty to learn more innovative teaching methods.

The results of [Ancheta and Ancheta's \(2020\)](#) study indicate that teachers' scores on the technical, pedagogical, and content knowledge (TPACK)-deep scale increased significantly following the in-service training activity, which lends support to this notion. The findings also demonstrated an increase in teachers' knowledge and skills regarding contemporary technologies that may be utilized in the learning-teaching process, as well as an increase in their self-confidence and self-efficacy for generating ICT-based instructional material. Teachers observed an increase in students' interest, desire to engage, curiosity, excitement, and motivation toward the lesson. Teachers who teach classes using ICT-based instructional

tools reported that they felt more valuable in lessons, that their performance improved, and that these materials made teaching in overcrowded classrooms easier.

Lastly, Table 2 shows that Item 6, Being approachable for help, obtained a weighted mean of 3.32 ( $SD = 0.73$ ) and was described as Very Good. In particular, most of them rated this dimension of teaching as Very Good by 260 (45.61%) of the 570 respondents; followed by 245 (42.98%) of them who rated it as Good; and the least as Poor by 13 (2.38%) of them. Though the weighted mean rating is described as Very Good, being the lowest in the list of items of the given dimensions of effective teaching, it suggests that the reality of the online learning environment has affected their experience in terms of the approachability of teachers. The time when data were gathered was the onset of the COVID-19 pandemic wherein the classes were conducted via the internet. They can ask for help from their teachers during that time but it might not be as easy when it was done in person. This situation might have affected their satisfaction with their classes or academic performance.

Instructor approachability influenced students' help-seeking attitudes and course satisfaction. Although instructor approachability was not a significant predictor of student learning outcome directly, it was indirectly predictive through a help-seeking attitude, suggesting that instructors can facilitate student access to resources, but students are ultimately responsible for translating those resources into results.

Generally, the student assessment of teaching among college teachers after the global health crisis COVID-19 had set in, is described as Very Good indicated by the overall weighted mean of 3.36 ( $SD = 0.54$ ). The mean ratings for the six dimensions of effective teaching range from 3.44 to 3.32 and they are described as Very Good. If it is ranked, this is the order of the six items rated by students: Class preparation, Clear explanation of topics, Knowledge of materials provided, Enthusiasm for teaching, Innovative methods of teaching, and Being approachable for help.

#### **4. CONCLUSIN**

Based on the findings of this study, it is very consoling to note that the college faculty of Notre Dame of Tacurong College had remained steadfast in their commitment to carrying out the vision and mission of the institution to offer quality education to its clientele. This was evident that even in difficult times, their effort to adjust to the new normal mode of teaching and learning is noteworthy. The overall result is inspiring.

However, the school can still do many things to improve or increase the knowledge of the college teachers on innovative methods of teaching to promote student learning. The approachability of teachers can be strengthened to help students in need of guidance to do their classwork correctly. Another recommendation is to conduct the same study in the middle of a term so that student feedback on teachers' performance in delivering the lessons can be addressed immediately. In addition, it should be conducted with individual teachers and their specific subjects being taught.

#### **5. ACNOWLEDGEMENT**

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## 6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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