

Faculty Members in the Eyes of Students

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Abstract

Teachers, as the most important human resource in school, need to be monitored and evaluated for continuing improvement of the learning process. The study analyzed results of the faculty evaluation from the students' point of view through the ratings and comments indicated in computerized student evaluation of the university. The student evaluators were chosen through a program designed purposely for the faculty evaluation of Nueva Vizcaya State University (NVSU) every semester which is being conducted by the University Educational Testing Center (UETC). Each faculty member is evaluated by 20 randomly selected students - each from the two preparations of the classes handled by the teachers. In case a class has less than 20 students, all of the students will be part of the evaluation process. The quantitative data were described using frequency count and means. The comments gathered were categorized by grouping answers with common themes, by college. There were six among the eight colleges who were given a rating of Outstanding while two colleges were rated Very Satisfactory. Moreover, the top three positive personal qualities were kind, approachable, and understanding; while the top three negative were soft voice, boring, and moody. For the professional qualities, the top three positive were good teaching, knowledgeable, and patient; while the top three negative were do not explain well, lack teaching strategy, and lazy.

Keywords: Faculty Evaluation, Students' Comments, Ratings

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Introduction

Teachers, as one most important human resource in school, need to uphold educational standards. To improve the efficiency and equity of learning depends on ensuring that all teachers should be highly skilled, well-equipped, and motivated to perform at their best. It would be best to put effective monitoring and evaluation of teaching as an essential component for continuing improvement of the learning process.

Student evaluation in NVSU provides a means for rating teaching performance based on four major criteria as specified in the instrument developed and recommended by the Philippine Association of State Universities and Colleges (PASUC). Evaluation criteria include Teacher's Commitment, Knowledge of the Subject Matter, Teaching for Independent Learning, and Management of Learning. Evaluation is implemented and coordinated by the UETC and is done for all faculty members in each college every semester. While results of the faculty evaluation is regularly submitted to the office of the Vice President for Academic Affairs and are given to the colleges, there have been no endeavors to analyze results for purposes of enhancing teaching and developing appropriate policies.

The concern to look at NVSU teachers in the eyes of their students is timely with the recent application and implementation of the Local Area Network (LAN)-Based Faculty Evaluation System in the university. Through the new system, calculated scores and summary of results can be produced with ease, stored, and retrieved electronically, and can be prepared for analysis.

Like professionals, teachers and students need and deserve evaluation process that accurately identify their strengths as well as areas in which they need to improve (Almy, 2011). As students need their teachers' evaluation regarding their performance in school to help them excel, teachers also need their students' evaluation for continuing improvement. The process works well for both seasoned and new teachers.

For this purpose, this study analyzed data on the faculty evaluation by students covering the first semester of SY 2015-2016 as a means for improving teaching and management of learning. Specifically, the study summarized and discussed implications of the results on:

- 1) the faculty ratings on the four evaluation criteria which covered (a) commitment of the teacher, (b) knowledge of the subject, (c) teaching for independent learning, and (d) management of learning; and
- 2) their comments of their teachers on (a) positive personal qualities, (b) negative personal qualities, (c) positive professional qualities, and (d) negative professional qualities.

Related Literature

Teachers' Personal and Professional Qualities

Many teachers have different qualities which impact students in a variety of ways. However, many researchers think that some teachers' quality traits can be generalized and they recommend good findings for actual classroom applications (Ornstein and Lasley II, 2000). Ryans (1960, as cited by Ornstein, 2000) made a research of 6,000 teachers in 1,700 schools over a six-year period; his goal was to identify the observations and self-rating, the most noteworthy teacher characteristics. The behaviors comprised of 25 effective behaviors and 25 ineffective behaviors some top 10 leading traits could be generally described as positive or helpful traits like: alert, appears enthusiastic; appears interested in pupils and classroom activities; cheerful, optimistic; self-controlled, not easily upset; recognizes and admits own mistakes; patient; understanding and sympathetic; helps pupils; gives praise for work well done; friendly and courteous.

To add, a study on teacher characteristics and their effects on students' attitudes reveals that certain personality traits influence student evaluations of teachers. Based on the students' answers, teacher suggestive characteristics such as warmth, enthusiasm, supportive, tend to establish a learning eliminate that facilitates students favorite learning experience (Acikgoz, 2005). Those personal traits separate the ineffective from the effective teacher.

The preceding research noted that among the experiences of teachers highlighting professional, pedagogical, and personal characteristics the last one, personal, was found to have a very vital role in reaching an improved learning experience. The data further revealed that the ratings of students on the personal traits of their teacher were much higher than the professional characteristics of their mentors. Female students also showed that they were more sensitive to the interpersonal characteristics of their teachers. In contrast, male students were more sensitive to whether their teachers were knowledgeable and had a good sense of humor (Smith et al., 1994 as cited by Acikgoz, 2005).

The teacher, next to the parent, lays the responsibility of sharing knowledgeable and more significantly, sharpening the character of the learners. The attainment of this ideal condition is only possible when the teachers themselves are able to develop healthy personalities whom the students would look up to as role models (Ulug et al., 2011).

The teachers' attitudes have positively influenced students' personalities as exemplified by them being positive: compassionate, understanding, helpful, seeing the students as individuals, friendly and interested, genuine and tolerant, and motivating, encouraging participation. Teachers' negative attitude is listed as discrediting, vengeful, too disciplined, being angry, being intolerant, showing favoritism, not understanding and being inconsistent, according to responses from the participants, 91.2% believed a positive attitude increased performance, 0.9% believed it lowered success, while 7.9% had no effect on performance (Ulug et al., 2011).

On Feedback and Evaluation

Tuytens and Devos (as cited by Stefans, 2011) stressed that the results of the perceived feedback measure indicate that most teachers perceive feedback from the school leaders as useful. Teachers would know what it was needed to develop. Student feedback, as part of the teaching evaluations, have often been developed in schools which forms part of a wider school self-evaluation, a must record to achieve school improvement (Champman and Sammons, 2013).

Another recorded research from the Department of Education in mainland US (2015) suggested that the application of student feedback in schools is a positive tool in upgrading teaching, learning, and performance of school as a whole. In contrast, some teachers were reported through a study that they were willing to lose their teaching positions instead of undergoing the school evaluation system (Tormero and Taut, 2001).

Methodology

Research Design

This descriptive study covered faculty evaluation e-data for one semester of SY 2015-2016. Data were electronically retrieved from the LAN-based Faculty Evaluation System, filtered, sorted, and computed based on evaluation criteria which covered commitment of the teacher, knowledge of the subject, teaching for independent learning, and management of learning. For each criterion, students rated their teachers using the rating scale as specified in the evaluation form. Student comments from the open ended part of the tool were analyzed by grouping answers with common themes.

Samples

The evaluation involved all faculty members per college, totaling 223 for all the eight colleges. In the evaluation system, each faculty member is rated by 20 randomly selected students - each from two of the classes being handled. In case a class has less than 20 students, all of the students rate their teacher.

Instrumentation

The computerized Faculty Evaluation Tool of UETC was used as the source of data. It is based on four major criteria as specified in the instrument developed and recommended by the Philippine Association of State Universities and Colleges (PASUC). The students' ratings and comments were downloaded and analyzed.

Treatment of Data

The study used descriptive statistics such as frequency count and mean to measure teaching performance of faculty members based on raw score ratings. Student comments were analyzed by grouping answers with common themes.

Results and Discussion

Ratings of Faculty Members by College

The summary of teachers' ratings by students per college and qualitative descriptions are presented in Table 1. Mean values indicated covered the four evaluation criteria used to measure teaching performance. Results indicate that of the eight colleges, six, namely Agriculture, Teacher Education, Forestry, Engineering, Human Ecology, and Veterinary Medicine got a mean rating of Outstanding (4.50-4.60). On the other hand, two colleges, Arts and Sciences and Business and Economics, had a mean rating of Very Satisfactory.

Table 1: Frequency, percentage and mean of teachers' ratings by students, per college

College	Ratings						Total (N)	Mean Rating	QD
	O		VS		S				
	N	%	N	%	N	%			
Agriculture (CA)	18	58	13	42	0	0	31	4.50	O
Arts and Sciences (CAS)	37	46	41	50	3	4	81	4.40	VS
Teacher Education (CTE)	24	71	9	26	1	3	34	4.60	O
Business & Economics (CBE)	6	30	14	70	0	0	20	4.26	VS
Forestry (CF)	10	63	6	37	0	0	16	4.58	O
Engineering (CE)	8	50	8	50	0	0	16	4.51	O
Human Ecology (CHE)	9	53	8	47	0	0	17	4.50	O
Veterinary Medicine (CVM)	5	63	3	37	0	0	8	4.57	O
Total	117		102		4		223		

An examination of the ratings of faculty members per college show the values to be mainly divided into either *Outstanding* or *Very Satisfactory*. Arts and Sciences and Teacher Education had three (2%) and one (3%) faculty members rated as *Satisfactory*. For colleges rated as *Outstanding*, the frequency of faculty members who were *Outstanding* outnumbered those rated as *Very Satisfactory*. For Engineering where there was an equal number of faculty members rated as *Outstanding* and *Very Satisfactory*, the higher values for *Outstanding* ratings influenced the mean.

For the three colleges with mean values falling as *Very Satisfactory*, the frequency of faculty members rated *Very Satisfactory* outnumbered those rated as *Outstanding*. There are several possible factors influencing results of student evaluation for the particular period. The teacher serves as the main factor since the evaluation system is designed to rate the teacher's performance. This is clearly indicated in having faculty members across colleges given ratings of *Outstanding* and *Very Satisfactory* regardless of the number of teachers evaluated. This particular result reflects that for each college, there were teachers really performing well in all the four evaluation criteria as viewed by the students. Implications of this result on the quality and effectiveness of teachers in both technical and general education program/courses and this insight has to be given careful study for possible policy implications or instruction improvement related issues. Insights generated from comments of students as part of the evaluation may relate to the teacher factor as presented in the succeeding sections.

The actual number of faculty members involved is another factor. This may be observed specifically in cases involving Arts and Sciences and Veterinary Medicine; two (2) of the colleges with the highest and lowest number of faculty members evaluated, respectively. In Statistics, larger sample sizes always provide better estimates of the true values. However, the evaluation system is limited only to the actual number of faculty members in the College. Since this differs considerably depending on the constituency of the College, ratings will be affected favorably or unfavorably by this number. In the case of the two (2) Colleges, Arts and Sciences with 80 faculty members rated by students got a mean value of *Very Satisfactory*, while Veterinary Medicine with eight (8) faculty members evaluated received a mean rating of *Outstanding*. The difficulty of the subject matter itself is an unlikely factor as revealed by the results. Colleges like Forestry, Engineering, and Agriculture with highly technical courses got an *Outstanding* rating.

Comments by Students

Faculty Members' Positive Personal Qualities

Positive comments on the faculty evaluation forms were categorized according to descriptive qualities confined to interpersonal qualities of an effective teacher. The five personal categories were in Table 2. With eight colleges listed in columns, the highest number of raters was 66, coming from the Arts and Sciences. On *cognitive ability*, the highest number of raters was found from the Teacher Education; 15 times they rated their teacher as *Best/ Great/ Excellent/ Outstanding*. On *affective qualities*, the most numbered was *Kind*; 72 times from the Arts and Sciences; the second most numbered was *approachable*, 31 times from Teacher Education. Remarkably, all colleges have mentioned *kind* and *approachable* as qualities they observed and encoded. This strengthens the claims of Orlando (Qualities of a Good Teacher) and Dent (Personal Qualities of a Good Teacher) that a teacher needs pleasing and winsome personality traits to put across the lessons designed for a specific time frame. Indeed, personal traits have to be positive to deliver effectively the instruction goals designed by the teachers.

On *commitment towards work*, being *responsible* ranked highest. As regards *attitude in class*, being *cheerful* was the next positive trait mentioned by two colleges: Business and Economics, 10 times and Arts and Sciences, nine (9) times. It is noteworthy that student raters among colleges commented only three times, from the Arts and Sciences and Business and Economics, *beautiful and pretty*. This may imply that students least focused on the *physical qualities* of their mentors or more likely did not perceive the externals as vital in effective and quality traits of a teacher.

Table 2: Positive feedback from students on faculty member's personal qualities, by college

Feedback	CA 31	CV M 8	CA S 66	CB E 17	CE 17	CF 15	CH E 18	CT E 31
On Cognitive Ability								
Intelligent / Smart	5		6		3			1
Best / Great / Excellent / Outstanding			10	9		6	2	15
Awesome and great			5					
On Affective Qualities								
Loving /caring							2	3
Understanding / considerate	3	1	16	6	9	10	10	18
Kind	16	1	72	16	5	15	18	18
Approachable	5	5	10	5	6	8	2	31
Acts like a second parent						5		10
Gives advice								9
Honest on his/her feelings						3		
Religious/godly			6			6		3
Patient		1	2					4
Helpful			3			4		
Friendly / knows how to get along			8				1	1
Thoughtful								1
Open minded								2
Fair							2	5
Flexible								5
On Commitment towards Work								
Responsible	3		7	2		5	4	5
Punctual	4						5	
Comes on time			7					
Always present			5	3				
Hardworking/ Workaholic		3					1	5
Energetic				2				
On Attitude in Class								
Cheerful			9	10				2
Always smiling	1				1	1		2
On Physical Attributes								
Beautiful/Pretty			3	1				
Audible voice							1	

Faculty Members' Negative Personal Qualities

Table 3 reveals the negative feedback or disapproval of *external descriptive* like *inaudible voice* which was the highest rating, 27 times from Arts and Sciences; this same comment was mentioned 11 times from Teacher Education; *straight face/deadpan* came from 9 raters from Arts and Sciences.

On *attitude in class*, *boring* was mentioned in the Arts and Sciences. *Frighten/terrorize the students* came from Teacher Education and no other college rated their teachers as such. On *affective qualities*, *hot tempered/moody* was a

comment from three colleges: Arts and Sciences, Human Ecology and Teacher Education, seven (7) times from the Arts and Sciences, eight (8) times both from Human Ecology, and Teacher Education; *Favoritism/biased/unfair* was highest, eight (8) times mentioned in Teacher Education. There were other negative qualities on *commitment towards work* like *wasting time* and *does not give consideration* all were coming from the Arts and Sciences.

Table 3: Negative feedback from students on faculty member's personal qualities, by college

Feedback	CA 31	CV M 8	CA S 66	CB E 17	CE 17	CF 15	CH E 18	CT E 31
On External Attributes								
Inaudible voice	3	1	27	7		6	4	11
Straight face/deadpan			9					
On Attitude in Class								
Always frowning	1	2						
Boring			6	2				
Dull/monotonous discussion			2	3				
Be energetic	2							
Talks too much							3	
Talks too fast						1		
Cursing							2	2
Cracks green jokes						1		
Cracks insulting joke								1
Frighten/terrorize the students								11
On Affective Qualities								
Terror			2					
Hot-tempered/moody			7				8	8
Inconsiderate							2	
Offensive							1	
Favoritism /biased/unfair			2		2	2	8	4
On Commitment towards Work								
Lazy			2					
Wasting time			3					
Does not give consideration			3					
Too strict			2		4			
Other Descriptor/s								
Forgetful							1	

Relating the descriptive comments to the numerical ratings mentioned, it may imply that colleges which got VS's as their ratings got negative comments as *inaudible voice* (27x), *boring in class* (8x); *hot tempered/moody*. One college (CHE) got eight (8) times rated by student evaluators the unfavorable *favoritism/biased/unfair*. Personal qualities indeed have a stronghold on carrying out designed instructional plan and they have a bearing on how teachers build their learning climate in the classroom.

Faculty Members' Positive Professional Qualities

Table 4 gives positive feedback of student evaluators on professional qualities. These may refer to the teaching methodology/strategies, and teaching performance as a whole. On the *art of teaching, good in teaching/discusses or explains the lessons well* was a comment for all colleges, except for Human Ecology; *has a good teaching style/ methodology* was a comment given 15 times and the highest among all colleges. No other colleges were given comments on motivating students except the Teacher Education which got 20 times from the student evaluators. Nine (9) rated faculty members as *comes early* from the Forestry only.

Table 4: Positive feedback from students on faculty members' professional qualities, by college

Feedback	CA 31	CV M 8	CA S 66	CB E 17	CE 17	CF 15	CH E 18	CT E 31
On the Arts of Teaching								
Good in teaching/discusses or explains the lessons well	61	3	459	82	67	51		87
Good teaching style/ methodology	10		11					15
Gives clear instruction								10
On Knowledge of the Lesson								
Knowledgeable of the subject/field				3	5			10
Gives a lot of examples							1	9
On Attitude towards Teaching								
Teach patiently			41					
Persistent in teaching				3	5			4
Always present	7							
On Humor in Class								
Jolly						3	3	14
Not boring								1
On motivating students								
Encourage students to study hard							2	
Motivate their students								20
On being prompt and punctual								
Comes early						9		
Come to class on time					1			
On commitment and dedication								
Committed to the job/passionate					2			4
Always prepared for class			6					
Has high standards		1						

Faculty Members' Negative Professional Qualities

The Arts and Sciences got the highest number of comments, 48 times for *Teaches so fast*; while Engineering got 11 times comment for *Give more examples and use other strategies*, Arts and Sciences also received 17 times comment for *Lack of examples*. Most of the colleges received comments for *Comes to class late*, but Arts and

Sciences and Teacher Education got high frequency where they were rated 16 and 11 times, respectively.

Table 5: Negative feedback from students on faculty member's professional qualities, by college

Feedback	CA 31	CV M 8	CA S 66	CB E 17	CE 17	CF 15	CH E 18	CT E 31
On the Arts of Teaching								
Explanation cannot be easily understood			22	6	6		3	
More explanation/elaboration	10		20					
Teaches too fast	6		48	15	4	2	1	
Needs improvement in teaching				6	7			2
Use more teaching strategies / give more examples	1		17	5	11	3		
Depends on books too much					1			
Makes the topic too complicated						3		
On Attitude towards Teaching								
Lazy to teach the lesson	1			9		3	1	
On Commitment								
Lack of meetings						2		
Always absent			9	6				2
Comes to class late	5		16	9	1			11
On Instructional Materials								
Too much handouts		3						
No handout				5				
Lacks handouts						1		
Use PowerPoint presentation next time	2							
Give handout	6							
Make the writings on the board understandable	3							
Module needs to be summarized	2							
On Classroom Management								
Does not check attendance				1				
On Time Management								
Examinations should start on time	3							
Class discussion exceeds time schedule								3
On Projects								
Projects are expensive								4

Other comments were stated in imperative statements like: *Give handouts*, six (6) times from Agriculture and *projects are expensive*, four (4) times from Teacher Education.

Conclusions

Based on the discussions, the following are hereby concluded:

1. There were six colleges with Outstanding rating: Agriculture, Engineering, Forestry, Human Ecology, Teacher Education and Veterinary Medicine; while two colleges were rated Very Satisfactory: Arts and Sciences, and Business and Economics.
2. The top three positive personal qualities were kind, approachable, and understanding; while the top three negative were soft voice, boring, and moody.
3. For the professional qualities, the top three positive were good teaching, knowledgeable, and patient; while the top three negative were do not explain well, lack teaching strategies, and lazy.

Recommendations

Based on the findings of the study the following are hereby recommended:

1. The department chairs may have a discussion of the descriptive comments with the faculty concerned. It is also recommended that a periodic classroom visitation announced and unannounced and post conferences be consistently pursued.
2. A periodic study of the evaluation data based on the Computerized Faculty Performance Evaluation System be conducted regularly for purposes of improving teaching performance.
3. The administrators may possibly look into scheduling capacity building seminars on affective domain of the faculty members and improving teaching strategies that may vary according to different fields of learning.
4. Personality tests and other appraisal of personal traits and behavior may be recommended for awareness and improvement of personal traits and professional traits.
5. A regular rest and recreation program, a retreat, or a night or weekend of personal reflection be recommended for nourishment of character and intellect be considered. Over all, a comprehensive faculty development program be planned, implemented, and evaluated.

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