

Faculty Performance Appraisal by Students: A Basis for Supervisory Plan Model

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Abstract

Universities and colleges all around the world have utilized a variety of approaches for teacher assessment because they recognize the necessity of maintaining high standards. The practice of students evaluating their professors has gained popularity as educational institutions increasingly depend on these evaluations to influence decisions concerning academic promotion, tenure, and professional progress. This study utilized a quantitative research design with existing data analysis to examine the faculty performance appraisal by students as the basis for the supervisory plan model. Specifically, the study examined a thorough assessment of teacher performance. The approach usually entails the systematic collection of student input—often through surveys or evaluations—and the analysis of this data. A purposeful selection of eleven (11) contractual faculty in the college was made, of which 90 students were selected using a stratified random sample technique. A well-structured standard teaching efficiency rating (TER) scale form II was used among selected students for the purpose of this study, which was distributed to students during PED 004, PED 003, and PED 11. The 90 TER were retrieved. The data gathered were collated, tabulated, and analyzed using statistical tools for social science (SPSS v25). Educational institutions may find this material useful in maintaining and raising the standard of instruction they offer. However, it is essential to ensure that the appraisal process is open, equitable, and based on well-thought-out criteria in order to avoid subjectivity and biases in the evaluation.

Keywords: Faculty TER, performance appraisal, students, supervisory plan model, scale form

Introduction

Academic experiences of students are greatly influenced by the efficacy of teaching and learning at higher education institutions, which are dynamic ecosystems. Learning is the internalization and apprenticeship process that transfers knowledge and abilities from the social to the cognitive domains. Understanding how crucial it is to maintain high standards for faculty performance, universities and colleges around the world have implemented a range of systems for teacher assessment. Among these, student assessments of teachers' performance have developed into a powerful tool for assessing the efficacy of instruction and promoting continuous improvement in education (Gan et al., 2021; Liu et al., 2022).

The practice of students rating their professors has gained traction as educational institutions increasingly rely on these ratings to influence decisions concerning academic advancement, tenure, and professional progress. In addition to providing students with greater freedom of expression, this kind of faculty evaluation provides educators with insightful data about their methods of instruction, allowing them to refine and adapt their pedagogical strategies to better meet the diverse needs of their students (Kreitzer & Sweet-Cushman, 2022; Darling-Hammond, 2015).

While faculty performance evaluation by students presents a compelling opportunity for educators and administrators to adopt a more holistic approach to evaluating and enhancing the quality of higher education when student-centered learning, accountability, and openness are valued.

In 2000, Toohey introduced a model of the learning process that included feedback intervention. This model functions as a kind of facilitating mechanism, enabling students to master the new material as taught by instructors and apply it in a variety of and "real" scenarios (Gan et al., 2021; Baligod & Carillo, 2023). Toohey's concept states that the degree to which feedback encourages learning depends on whether mistakes or misunderstandings are pointed out and whether suggestions are made to help students improve their work (Wu et al., 2021). By taking into account the ideas and opinions of those who are most affected by teaching and learning, it is crucial to create a more optimistic, captivating, and significant future for academics working together (Gómez & Valdés, 2019; Fayez et al., 2019; Wong et al., 2022, Hargreaves & Fullan, 2015).

Furthermore, several countries have used the same model for their faculty to receive feedback for the students to evaluate and send feedback about their teachers' efficiency rate in the classroom, in order to provide intervention to facilitate adequate teaching among educators (Darling-Hammond, 2015). Additionally, a few OECD nations employed school evaluation in their regional primary and secondary education systems to create a typology of the current school evaluation practices used throughout the OECD. It includes all of the many standards and tools that are frequently employed in school evaluations, in addition to the individuals who work on their creation and execution.

Along with analyzing the relationships between school assessment schemes and other elements of the evaluation framework, like teacher and system evaluation, it also discusses possible repercussions for educational institutions. In the conclusion, the situations where school evaluation systems appear to be more supportive of school improvement are discussed. The findings showed that building competencies for evaluation and feedback utilization is essential to the efficacy of school assessment programs. Having the support of persons undergoing assessment also depends on the interests of stakeholders aligning (Hofer et al., 2020; Spooren et al., 2013).

The CHED has been tasked by the Philippine government to guarantee appropriate instruction and provide learners with information through appropriate teaching techniques. The CHED assigned his commission and school supervision to provide provisions for student assessment rates of instructors so that students could see how teachers educate both inside and outside of the classroom. This allowed the commission to carry out its mandate and be able to assess how effective is the teachers' masteral teaching (Sarmiento et al., 2020; Fadare et al., 2023). This made it possible for the commission to fulfill its duties and evaluate the efficacy of the teachers' mastery of the subject.

In particular, Mindanao State University has used TER forms to grade individual performance (TER, etc.) for both students and peer professors, in order to determine and observe how their faculty teaches. Thus, the purpose of this study is to investigate how students' points of view are utilized to assess and evaluate the performance of faculty members teaching in their university, which focus on contractual faculty at College of Sports, Physical Education and Recreation in order to provide adequate basis for the supervisory plan model. This paradigm states that faculty members' research, teaching, and other responsibilities are assessed in light of student ideas and input. This allows them to enhance their instructional techniques and build sufficient student collaboration to promote successful learning.

Material and methods

Research design

A descriptive cross-sectional survey research design was the most appropriate to use and adopt for this study.

The Study Area

The research was conducted at Mindanao State University (Main) Marawi, Lanao del Sur, Philippines, at the College of Sport, Physical Education, and Recreation.

Sample size and sampling technique

The sampling strategy utilized for this survey was a purposive sample of eleven (11) contractual faculty in the College of Sport, Physical Education, and Recreation. A stratified random sample technique was used to select 90 students to act as assessors in evaluating instructors' efficiency for this study.

Data collection

The core data used in this study was collected through a well-structured TER Form II created by MSU (Main) Marawi. The TER Form II was given to the students by the department chairman during PED 004, PED 003, and PED 011. The 90-TER Form II was retrieved back through the chairman of the program, immediately after the students were done filling it out. The data gathered were collated, tabulated, and analyzed using simple frequent count and percentages

Findings and Discussion

The study findings and their interpretation are presented in the next chapter and are displayed in the tables below.

Among the indicators, the professors' practice of revising and updating class materials was ranked lowest; although it was rated with a mean of 4.48 interpreted as Very Good. This means that the faculty members continually update their class materials including among others like course syllabus, class presentation materials and lecture notes.

However, the result implies that the need for faculty members to continuously endeavor to incorporate new teaching strategies and materials, as well as, to integrate research and outcomes-based instructional activities to keep their course responsive to the needs of the students and to highly engage their learners in the educative process. It further implies that updated course materials can enhance the teaching – learning process thereby delivering better quality of teaching

TER Form II Distribution of Answers by Students Shows the frequency and percentage of respondents in this study.

		Frequency (f)	Percentage (%)
I will advise my friend to be "under" this teacher	Seldom	2	2.2
	Often	16	17.8
	Always	71	78.9
	No answer	1	1.1
I learn from this teacher	Seldom		
	Often	11	12.2
	Always	78	86.7
	No answer	1	1.1
The teacher is fair in grades	Seldom	2	2.2
	Often	16	17.8
	Always	71	78.9
	No answer	1	1.1

Attend class regularly	Seldom	5	5.6
	Often	28	31.1
	Always	56	62.2
	No answer	1	1.1
Suspends class for personal reasons	Seldom	23	25.6
	Often	16	17.8
	Always	15	16.7
	Never	36	40.0
Dismisses class before time	Never	40	44.4
	Seldom	23	25.6
	Often	7	7.8
	Always	20	22.2
Come to class late	Never	45	50.0
	Seldom	30	33.3
	Often	5	5.6
	Always	10	11.1
Come to class well-prepared	Seldom	1	1.1
	Often	9	10.0
	Always	76	84.4
	No answer	4	4.4
Relate lessons with everyday experience or connect them to present and future application	Never	1	1.1
	Seldom	3	3.3
	Often	8	8.9
	Always	76	84.4
	No answer	2	2.2
Present lessons in an orderly manner	Never	1	1.1
	Seldom	2	2.2
	Often	11	12.2
	Always	74	82.2
	No answer	2	2.2
Covers satisfactorily the content of the course	Seldom	3	3.3
	Often	15	16.7
	Always	71	78.9
	No answer	1	1.1

Answers well the questions of students	Seldom	1	1.1
	Often	18	20.2
	Always	70	77.8
	No answer	1	1.1
Encourage active participation of students	Seldom	3	3.3
	Often	6	6.9
	Always	80	88.9
	No answer	1	1.1
Gives illustration/ examples that makes lessons clear	Seldom	3	3.3
	Often	17	18.9
	Always	69	76.7
	No answer	1	1.1
Gives and returns quizzes/exams regularly after correction	Never	11	12.2
	Seldom	11	12.2
	Often	17	18.9
	Always	48	53.3
	No answer	3	3.3
Make students report/recite in class without listening to them	Never	65	92.2
	Seldom	10	11.1
	Often	3	3.3
	Always	12	13.3
Motivate students to think and analyze	Seldom	3	3.3
	Often	18	20.2
	Always	68	75.6
	No answer	1	1.1
Show approachability and open-mindedness	Seldom	1	1.1
	Often	13	14.4
	Always	74	82.2
	No answer	2	2.2
Uses different methods and techniques of teaching to make lessons clear	Seldom	4	4.4
	Often	16	7.8
	Always	69	76.7
	No answer	1	1.1

conduct class with enthusiasm and humor	Seldom	5	5.6
	Often	9	10
	Always	75	83.3
	No answer	1	1.1

The above shows participant responses on how they feel regarding instructors teaching. 56.2% of the students always attend class regularly and 78% of student who participated in this study reveal that they will always advise other student or to be "under" a particular teacher and to some extent this lecturer has never Suspends (40%) or Dismisses class before time (44.4%) for personal reasons. Appraisal was shown to lecturers by the student from the description shown above where 50% of the student strongly agree that this lecturer never come to class late and 84.4% are well prepared for lecture with open mind at 82.2% to relate to student lessons with experience, giving clear illustration, examples and uses different methods and techniques of teaching to make lessons clearer (76.7%). 53.3% of Students are in agreement that lecturers always give and return quizzes/exams regularly so as to make each student know the areas that require their academic improvement. 75.6% of lecturers in this institution motivate students to think and analyze with active participation in other academic activities (88.9%).

According to Fernex et al. (2015), Trabelsi (2015), and Sael et al. (2017) have indicated that low faculty academic performance has occurred in many academic institutions globally owing to unclear underlying reasons. Three areas of focus make up the majority of this research: institutional choice, lecturer devotion and interaction with students, and student personal traits (Adlawan et al., 2022).

The dedication, pedagogical expertise, and methods of lecturers have a more favorable impact on their performance and feedback about academic progress. It is acknowledged that feedback has a formative impact on learning. Discipline-specific customs and traditions have a significant impact on constructive feedback strategies. Formative assessment research has highlighted the significance of feedback as a critical component connecting teacher evaluation and the student learning process as a basis of supervision. (Esterhazy, 2018; Movahhed, 2021, Hendely et al., 2022).

Conclusion

Students' evaluation of teacher performance as the foundation for a supervisory plan model is a useful and dynamic way for academic institutions to promote ongoing development and raise the standard of instruction. Since students are the main beneficiaries of educational services, this approach acknowledges the distinct viewpoint that they contribute to the evaluation process. It makes it possible to evaluate teacher performance in a more thorough and all-encompassing manner, taking into consideration not just the material delivery but also the capacity to engage, motivate, and assist students in their academic endeavors. One creative and useful way to raise academic standards and encourage ongoing development in educational institutions is to use student-performed teacher assessments as the foundation for plan models of supervision. This paradigm recognizes the unique viewpoint that students bring to the assessment process, given that they are the primary beneficiaries of educational services. It enables a more comprehensive and all-encompassing assessment of teacher performance, including not just the delivery of information but also the ability to inspire, encourage, and support students in their academic pursuits.

Recommendation

Designing a faculty performance appraisal model based on student feedback for a supervisory plan requires a strategic and holistic approach. Consider the following recommendations to develop an effective model.

- provide specific, measurable criteria for evaluating the performance of educators. Good mentorship, research output, teaching, and overall contributions to the academic community are a few examples.
- Establish systems for student evaluations. Use a process-driven approach to get thoughtful, anonymous feedback from students. Ensure that students are able to provide both critical and positive comments during the feedback process, and that it encourages courteous, open discussion.

- Assure the confidentiality of the student feedback and the protection of the students' identities. This will enable pupils to express their ideas honestly without worrying about the consequences.
- Educate students on how to offer constructive criticism and give them training in this area. Similar to this, teach professors how to get and use student feedback to boost their work.
- It is advisable to combine many assessment methodologies, including peer evaluations, self-assessment, classroom observations, student learning outcomes, and academic successes, to ensure a comprehensive assessment of teacher effectiveness.
- To ensure that teacher performance is continually evaluated and monitored, implement a regular evaluation cycle. By highlighting areas that require improvement, this can aid in professional development.
- Establish a mechanism that connects the outcomes of each faculty member's performance appraisal to a unique professional development plan. This will support ongoing development and enable them to address any areas that require improvement.
- Ensure that the evaluation process is fair, transparent, and consistent for all faculty members. Clearly explain the evaluation process, criteria, and outcomes to all faculty members in order to foster transparency.

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