STUDENTS' CONCERNS AND ISSUES ON TEACHERS AND TEACHING

Joan P. Palma, Ph.D.
jppalma@gmail.com
Notre Dame of Marbel University

Juvy S. Reyes, Ph.D. (Corresponding Author)
juvyreyes1976@gmail.com
Alunan Avenue, Koronadal City
South Cotabato, Philippines

Abstract

The study attempted to find out the concerns and issues students raised in the Student Assessment of Teachers' Performance (SATP). It considered the SATP results of nine (9) CAS teachers covering the first and second semesters of the school year 2014-2015. The selection is based on the richness of the data generated in the SATP's *Other Comments* section.

Treating the students' comments as texts, a generic qualitative approach was utilized in the data analysis. It is found out that six general concerns and issues figure more prominently in the students' comments, namely: Poor Classroom Management; Students' Difficulty in Understanding the Lesson; Ineffective Use of Teaching Strategy; Teacher's Tardiness and Lack of Time Management; Poor Classroom Assessment and Personal Qualities.

Keywords: Student Assessment of Teachers' Performance, Qualities of Good Teachers and Effective teaching

1. INTRODUCTION

Education is a multi-faceted process which occurs almost everywhere - from the corporate boardrooms to the streets. However, education's functions are perceived to be best accomplished in a formal school setting particularly in the classroom where the actual teaching and learning process takes place.

As the key deliverer of classroom instruction, teachers are expected to possess certain qualities such as good verbal communication skills, subject matter expertise, pedagogical skills, teaching eligibility, positive work attitude, and interpersonal skills (Agne, 2001; Colangelo et al., 2004; Copenhaver & McIntyre, 1992; Dubner, 1979; and Feldhusen, 1991, 1997 among many others as cited by Stronge, 2007, pp. 3-17).

Accordingly, Notre Dame of Marbel University (NDMU Administrators' and Faculty Manual, 2011) considers those aforementioned qualities when hiring and promoting teachers. To ensure that students receive the quality education they deserve, NDMU adopts an internal quality assurance system, a mechanism that regularly monitors the teachers' performance. This mechanism includes the Students' Evaluation of Teacher's Performance (SATP).

SATP uses a tool which outlines the specific competencies, behaviour and performance expected of a teacher. Students need to locate the teacher's level (or extent) of competence and performance in the scale provided. To determine the students' rating of their teachers, the frequency of responses is computed and the mean is determined. The teachers are then ranked according to the computed mean.

The SATP tool includes some space where students can write their comments on anything about the teacher, instruction, procedures, etc. This space provides the students the chance to voice out their concerns anonymously. The comments are copied verbatim from the filled-out SATP forms and are included in the reports given to the teachers and their respective academic heads.

Interestingly, while the quantitative data contained in the SATP are selectively reported during the annual general assembly and are utilized in ranking teachers, not much has been done by the school with the qualitative data pertaining to the students' comments on their teachers. While those comments are reported to the teachers concerned and to their respective administrators, no studies which look closely at what concerns and issues are raised by students in the SATP have been conducted yet. Hence, this study is conducted.

2. LITERATURE REVIEW

2.1 Teaching as an Art

Teaching is "an interactive art that can never be simplified to a listing of 'most appropriate techniques'"(McKeachie, 1997 cited in Bjorklund, 2008). As an art, it requires an artist – the teacher and its success lies not merely in the execution of the art but in its output – students' learning.

Teachers, Stronge writes (2007), "have a powerful, long-lasting influence on their students. They directly affect how students learn, what they learn, how much they learn, and the ways they interact with one another and the world around them." A caveat is in order however for teaching effectiveness is a quality that may not be in all teachers. It is one thing to pass the academic and licensure requirements to be a teacher and another to possess certain qualities befitting an effective teacher.

2.2 Qualities of a Good Teacher

Wang and Fwu (2007 cited in Lin, et al., 2010) claim that "there would be no education without good teacher quality for teaching effectiveness is the core mission of schools." Various authors (like Andrew & Schwab, 1995; Bents, M & Bents, R, 1990 as cited by Lin, et al., 2010) further note how "education quality is influenced by teaching quality." An international study likewise found out that, "teaching quality" is identified to be "the single most important school variable" (OECD, 2005 cited in Snook, et al, 2013).

Ko (2003 as cited in Lin, et al, 2010) considers "teacher quality [as] a general term for teacher cultivation, professional qualification and abilities" which, in the language of Wu (2003, cited in Lin, et al, 2010) refer to the teacher's "morals, knowledge, and abilities," respectively. Considering the various literatures, Lin, et al., (2010) summarize the essential characteristics of quality teachers as follows: (1) professional competence; (2) personality; (3) performance responsibility; (4) teacher-student interaction; and (5) student problem handling. Similarly, drawing his conclusions from the findings of various researches, Stronge (2007, pp. 3-21) enumerates the "pre-requisites for effective teaching", namely: (1) verbal ability; (2) educational preparation; (3) teacher certification; (4) content knowledge; and (5) teaching experience.

However, the 2005 OECD study (Snook, et al, 2013) of the different educational systems across the globe found out that most of the existing literature and researches about effective

teaching are "focused on test scores and readily measurable teacher characteristics" thereby losing sight of less tangible and hardly quantifiable personal traits of teachers which might also have great impact to student learning. Stronge (2007, p. 22) has a similar observation. He notes that "many interview and survey responses about effective teaching emphasize the teacher's affective characteristics, or social and emotional behaviors, more than pedagogical practice." An effective teacher is caring, fair, respectful, interactive, and enthusiastic. S/he has a positive attitude towards his/her profession and engages in continuous self-examination, Stronge emphasizes.

Based on the identified qualities of an effective teacher, education gatekeepers have set the standard and taken on the task of ensuring that teachers possess them. This process is called evaluation. For Stronge (n.d.): "Evaluation matters…because teaching matters. Further, he writes "regardless of how well a program is designed, it is only effective as the people who implement it" (Stronge, 1993 in Stronge, n.d.)

2.3 Evaluation of Teachers

"Without quality evaluation system, we cannot know if we have high quality teachers", Stronge and Tucker argue (2003 in Stronge, n.d.). Evaluation is about gathering information about a teacher's performance (Stronge, nd), normally based on a set standard and clear purpose. These purposes can be classified into summative and formative (Danielsen & McGreal, 2000, p. 8; Stronge, Helm & Tucker, 1996 in Stronge, n.d.). Donald Haefele (1993, cited in Danielsen & McGreal, 2000, p. 8) stresses that an evaluation has to be directed by definite and well-understood purposes, such as:

> [It must] "screen out unqualified persons from certification and selection processes; provide constructive feedback to individual educators; recognize and help reinforce outstanding service; provide direction for staff development practices; provide evidence that will withstand professional and judicial scrutiny; aid institutions in terminating incompetent or unproductive personnel; and unify teachers and administrators in their collective efforts to educate students.

Primarily, evaluation may be "improvement-oriented (Stronge, Helm & Tucker, 1996 in Stronge, n.d.). Improvement may be generally effected on the way education is delivered by its major players – such as, teachers, administrators, support personnel, and the school itself - to its recipients – such as students, parents and community. Thus, teacher evaluation, to quote Danielsen and McGreal, "provid[es] constructive feedback, recogniz[es] and reinforce[es] outstanding practice, provid[es] direction for staff development, and unif[ies] teachers and administrators around improved student learning." Murray (2005) further emphasizes that "the ultimate purpose of teaching evaluation and the most justifiable reason for doing evaluation in the first place…is the improvement of [teachers' and teaching] performance." These refer to the formative function of evaluation.

Secondarily, the need to maximize educational outcomes, to determine the variables that affect such outcomes and to trace accountability has recently become a potent driving force behind the institutionalization of teacher evaluation across schools worldwide (Stronge, 2002 cited in Stronge, n.d.). Evaluation may generate results that will inform policy and administrative decisions such as "screening out unsuitable candidates, dismissing incompetent teachers, and providing legally defensible evidence" (Danielsen & McGreal, 2000). All these have to do with the summative function of teacher evaluation.

2.4 Student Evaluation of Teachers (SET)

How do we determine if a teacher is not only qualified to teach but in fact, can teach effectively well? Traditionally, teacher's quality was equated only to the state-guaranteed documents such as license and certification (cite source). Recently, government gatekeepers begin to look at teaching effectiveness in terms of student outcomes, particularly in the students' performance in achievement tests (Snook, et al, 2013). At present though, another technique called *student evaluation of teaching effectiveness* is gaining more and more support even among the teachers themselves. In fact, Murray (2005) notes that 100% of North American [educational] institutions are now using student evaluations; while around 75% of teachers in those institutions are supportive of such a practice.

In her doctoral dissertation entitled "Evaluating Teacher Performance in Higher Education: The Value of Student Ratings" Judith Campbell found out that student ratings generate important information that can be of use to teachers and administrators alike. The potentiality to help improve the delivery of instruction is present in the SET, however, as to whether they are in fact utilized and actualized is one loose end that needs serious attention.

The usual question as regards student evaluation of teachers is – "Are students valid judges of teaching effectiveness?" (Jones, 1989; Ory & Ryan, 2001 cited by Ustunluoglu & Can, 2012)

Simmons (1997) notes that "student evaluation of teacher effectiveness are, at best, nothing more than evaluations of the students' perceptions of the teachers' effectiveness." Merton (1948 in Simmons, 1997) further points out how such evaluation of perception may prove to become a mere "self-fulfilling prophecy." Other arguments against student ratings are raised by Coburn (1984) such as:

1. Students lack maturity and expertise to make judgments about course content and instructor's style;
2. Students' ratings are measures of popularity and not ability
3. Rating forms are unreliable and invalid; and
4. Other variables (i.e. grades, class size, etc) affect student ratings.

Further, another drawback of student evaluation of teachers is "grade inflation and lowering of academic standard" by the teachers so that they too would be rated generously by their students in the SET (Murray, 1997; Renaud & Murray, 2005 in Ustunluoglu & Can, 2012). However, research findings show that if there is congruence between high students' grades and the high ratings they give to teachers, that must be because "effective teaching leads to learning that leads to student achievement and satisfaction" (Theall,)

Moreover, in response to those arguments, the following points are offered:

1. Students can offer meaningful feedback (Chen & Hoshower, 2003 Ustunluoglu & Can, 2012) which are valid and reliable (Theall, Abrami & Mets, 2001; in Renaud & Murray, 2005 in Ustunluoglu & Can, 2012);
2. Students are the main source of information about the learning environment including the teacher's ability to motivate students for continued learning, [and] rapport or degree of communication between instructors and students (Aleamoni, 1981 in Coburn, 1984);
3. Students are the most logical evaluators of the quality, the effectiveness of and the satisfaction with course content, method of instruction, textbook, homework and student interest (Aleamoni, 1981 in Coburn, 1984);

Student evaluation of teaching has proven to have helped in improving teaching performance over the years. In a survey conducted among the senior faculty members at University of Idaho, 68% of the respondents admitted that there is a marked improvement in the teachers' skills now compared to how they were when they started teaching about three decades ago (Murray, 2005). In the same study, 68.8% of the faculty members agreed that student evaluation of teaching has had considerable positive impact to their teaching.

2.5 Student Evaluation and Teacher's Self-Reflexivity

While the quantitative ratings of students in the SET according to the study of Campbell, are "ineffective to impact instruction," Renaud and Murray remark that "written comments make teacher evaluation data more convincing, meaningful and contribute to improvement of teaching" (2005 in Unstunlouglu & Can, 2012).

Another insight worthy of consideration in this current study is the need for teachers to conduct a more thorough self-examination of their attitude, their preparedness, subject matter expertise, and technical and pedagogical skills in delivering classroom instruction. For Caro-Bruce and Klehr (2007, in Pultorak, 2010, p.4) "teachers who are constantly questioning their own practice are more likely to make use of reflection in ways that benefit both their professional practice and student learning. What teachers will reflect on are those that they experience, particularly those that come to their attention via their students' articulated comments.

3.　METHODOLOGY

3.1 Scope, Limitation and Delimitations
3.1.1 Unit of Analysis

To find out the concerns and issues students raised in the SATP the study utilized document review and analysis. Primarily, it utilized the collated students' comments on SATP forms filled-out by them. In this study, issues and concerns are referred only to the negative issues and concerns raised by students. It does not include the positive comments because this research's intention is to highlight only those areas in teaching which need remedy.

3.1.2 Context and Time Element

Because it is assumed that the issues and concerns students might have raised in their SATP might be peculiar to their academic-curricular needs, the researchers deem it necessary to focus on the faculty members of one college alone – the College of Arts and Sciences (CAS) of Notre Dame of Marbel University. Given the limited time for the conduct of the study and the huge amount of data to be analyzed, the researchers only considered the SATP results of nine (9) CAS teachers based on the richness of the data generated in the *Other Comments* section of their SATP covering the first and second semesters of the school year 2014-2015.

3.1.3 Technical and Ethical Elements

Moreover, because the students whose comments in their SATP forms are analyzed cannot be identified, there is no way for the researchers to verify with them what their comments mean. Hence, there is a possibility that how the researchers make sense of the comments may be de-contextualized. Errors in reading and encoding students' writings may potentially negatively affect the veracity of the raw data collected.

3.2 Data Collection Techniques

The SATP comments of students for school year 2014-2015 are already available in the Guidance and Testing Center of NDMU, which is the office in-charge of collecting and analysing the SATP data. Individual teachers and their respective administrators are also furnished with copies of those comments. The researchers sought the permission of the director of the Guidance and Testing Center to utilize such report. The confidentiality of the data and the anonymity of the teachers whose SATP reports were utilized in the study is maintained all throughout the process.

3.3 Procedure for Analysis

The study utilized a generic qualitative approach of analysing data. It treated the students' SATP comments as texts. All comments in the SATP are initially collated and considered in the initial analysis. Then, they are sorted into positive and negative comments. The negative comments amounted to 20 pages which were further analyzed into categories such as: Poor Classroom Management; Students' Difficulty in Understanding the Lesson; Ineffective Use of Teaching Strategy; Teacher's Tardiness and Lack of Time Management; Poor Classroom Assessment and Personal Qualities. Categorization is not patterned from a specific framework, instead it is guided by the content and the themes of the feedback.

4. RESULTS AND DISCUSSION

4.1 Poor Classroom Management

While classroom management is an important aspect of effective teaching-learning process, it seems to be hardly an issue among the teachers in NDMU as very few students raised this in the SATP. There were only three issues that surfaced regarding this, namely (1) the teacher's need to discipline students in terms of their noise (T1, L17); (2) the teacher's tendency to display favouritism in the class; and (3) the teacher's lack of authority. One student writes:

> The students were too comfortable and [at] ease. There is no authority, the discipline is not really observed. Almost [all] the time [the teacher] always pin point[s] the bos which almost all the time causing…the delay of the teaching. (T1, L).

However, what makes this comment noteworthy is that it resonates another similar comment:

> Her teaching is not that good and need's improvement. Her chatting with the class consumes more time than the lesson proper so every meeting , our learning is very low. [A]lso, she is not sure of her ideas sometimes and she has no power to persuade the class. (T1, L)

There are three interrelated issues that are pointed out in these comments: the teaching competence, authority, and classroom management. These are three of the most essential qualities of an effective teacher. Authority, according to thinkers does not emanate from position. Hence, a teacher is not an authority because of the mere fact that s/he is the classroom teacher but because s/he has the competence of a teacher. Accordingly, a teacher of competence must know what matters more in the class; his/her concern does not include trivial matters but substantive issues which are relevant to the lesson; s/he knows what and how to prioritize topics and can decide before the class and even so during the class the best way to deliver the lesson. With poor classroom management teaching and learning process may not proceed as expected and succeed as hoped. One indicator of this is the students' difficulty in understanding the lesson - which also surfaced in the students' SATP comments.

4.2 Students' Difficulty in Understanding the Lesson

A number of students wrote about their difficulty in understanding the lessons (T3, lines 39, 42, 44, 54; T5, Lines 100, 101, 112) and one admits that the students simply pretend that they understand lesson to avoid disappointing the teacher (T3, Line 48). Some of the factors that students identified to have caused their difficulty in understanding the lessons include teacher's use of unfamiliar terms, manner of speaking, and low or inaudible voice. Table 1 shows the summary of the students' perceived reasons for such difficulty. It can be noted that ineffective use of language is repeatedly pointed out by students as a major factor. Another major factor is the teacher's pace in explaining the lesson. Although it is mentioned only once in Table 1, this issue has been raised by many students in the SATP.

The students experience difficulty in understanding the lessons because:	Category (Concern or Issue)
The teacher's voice is low or inaudible	Low voice volume
Teacher uses deep English (or Filipino) words	Ineffective use of language
Teacher uses unfamiliar words	Ineffective use of language
The teacher does not speak clearly	Ineffective use of language
Instructions are vague.	Ineffective use of language
Explanation provided in the class is vague.	Ineffective use of language
Teacher jumps from one topic to another.	Disorganized lesson; lack of focus
The teacher does not exert much effort in teaching.	Lack of effort
The teacher is fast in discussing the lesson	Teaching pace

Table 1. Factors Causing Student's Difficulty in Understanding the Lesson

The relationship between learning and grades is raised by one student:

Di po namin masyado maintindihan ang lessons ni sir. 14 lang po naka pasa samin. hindi po kasi siya to the effort magturo. (We cannot thoroughly understand our teacher's lessons [As a matter of fact], there were just 14 of us in the class who passed the subject [because] he did not exert that much effort in teaching us) (T3, L51).

Another student compares the teacher's explanation to an "abstract" [object which is] hard to understand" (T3, L58). One student laments about how the teacher gives not so "wonderful grades" (T3, L65); while another requests the teacher to "demonstrate [the] lessons more effectively so that everyone can understand and pass [the] subject." (T3, L63). The student's comment speaks of the relationship among the teacher's delivery of instruction; the student's understanding of the lesson and their academic performance. Students' grades, assessment experts say (McMunn, 2004) generate meaningful information about student's learning. These information are necessary in making instructional decisions especially in relation to remedying student's difficulties. Effective teaching then necessarily involves effective use of assessment results. In effect, students' grades are indicative not only of the students' academic performance but also of the teacher's teaching performance.

It can be observed that these identified factors on Table 1 are all teacher-dependent and as such, solutions also lie on the teachers, themselves. Interestingly, students did not only write their difficulty, they also provided helpful suggestions on how, in their perspective, those difficulties can be remedied. Table 2 contains the suggestions of students on how to effectively address their experience of difficulty.

To make the lessons understandable, the teacher needs to:	Category/ Issue or Concern
Simplify lesson	Effective delivery of instruction
Speak clearly	Communication skill
Use effective teaching method and strategy	Effective use of teaching strategy
Use words that are familiar	Effective use of language
Use simple Filipino or English words	Effective use of language
Provide clear and relevant examples	Effective delivery of instruction
Adjust the pace of instruction	Effective delivery of instruction
Provide clearer instructions	Effective delivery of instruction
Explain the lesson well	Effective delivery of instruction
Prepare the lesson ahead	Effective lesson planning
Organize the lessons well.	Proper organization of the topics

Table 2. Suggestions to Make Lessons Easy to Understand

4.3 Ineffective Use of Teaching Strategy

Teaching is an art which requires not only the teacher's substantive knowledge of the subject matter but also of how such knowledge can be effectively delivered to the students. To be an effective teacher, it is not enough that one has a toolkit of strategies just as knowledge of color schemes and painting strokes does not make one a painter. One becomes a painter only when one breathes life into one's artistic concept through the effective use of painting, brush and canvass. Similarly, an effective teacher is not measured by one's knowledge of strategies but by one's capacity to decide and apply the most appropriate strategy given certain conditions such as general classroom atmosphere, students' learning interests, styles, and capacities, and the like.
Students, being at the center of the learning process, are in the best position to assess whether the teaching strategies employed by teachers are indeed able to achieve their target – that is, student learning. Certainly enough, SATP are teeming with comments referring to such issue. Interestingly though, students' comments are generally more suggestion-sounding than critical-sounding. For instance, one comment reads "The teacher should provide variety of method and strategies in dealing with different students. Furthermore, she should provide variety of techniques and resources [sic] in teaching rather than discussing alone (T8, L185)".

Table 3 contains the summary of suggestions raised by students pertaining to effective use of teaching strategies.

Issues Raised by Students	Category
The teacher needs to focus on a more important topic.	Prioritize more important topic
Teacher should use varied teaching techniques.	Use varied teaching techniques
Teacher should assign challenging tasks.	Assign appropriate tasks
Teacher should provide interesting activities like games	Assign appropriate tasks
The teacher should employ effective teaching strategy	Use effective teaching strategy
Pure discussion is boring.	Use teaching strategies other than discussion

The teacher needs to consider the students' level in explaining the lesson	Consider student's capacity
Some topics discussed are inapplicable to real life	Relate lesson to real life experiences.
The examples given by the teacher are way above the student's level.	Consider student's capacity
Provide activities that would actively involve students	Assign appropriate tasks
Exert more effort in teaching.	Exert effort in teaching
The teacher needs to provide useful learning materials	Provide learning aids
There is a need to organize the topics well	Organize topics
Teacher must use variety of strategies other than discussion.	Use teaching strategies other than discussion
The teacher should not proceed to the next topic if the topic previously discussed is not yet well understood.	Ensure student's understanding of the topics discussed.

Table 3. Concerns and Issues Pertaining to Ineffective Use of Teaching Strategies

It can be noted that students find pure discussion boring and they suggest that they be given appropriate tasks which are challenging and interesting. It is also suggested that teachers must consider the student's level of understanding in discussing the lesson.

4.4 Teacher's Tardiness and Lack of Time Management

Macleod (McLeod, Fisher, & Hoover, 2003, p. 3) notes that "[t]he efficient use of time is an important variable in helping students achieve learning goals and making the classroom a pleasant place for teachers and students." As an importance instructional resource, time lost due to tardiness affects the rest of the "class routine", according to a student (T1, L5).

While student's habitual tardiness may be converted to absence from the class, teacher's tardiness has a far greater impact. This, students have commented on in the SATP. What is most interesting however is the manner by which they expressed their misgivings and how they remind the teacher concerned the negative impact of tardiness to student learning and to students, as persons.

[The teacher] should avoid being late or absent because she will have no enough time to discuss what should be discussed to the class (T1, L11).

The teacher should observe promptness. she is always late in coming in not a good attitude that a professional teacher should display (L13)

[P]lease be a good example to us, please try not to be late in class because most of us think that it is okay to be late because the teacher is also late….please be a good example to us, please try not to be late in class because most of us think that it is okay to be late because the teacher is also late (L14).

In these comments, students have correctly defined the connections between professionalism, teacher modelling, task accomplishment and teacher's tardiness.

4.5 Poor Classroom Assessment Practices

Assessment of students in the classroom may include assessment of learning; for learning and as itself a learning technique. Each of these dimensions is intended to serve its respective

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functions. However, in actual classroom setting with the students' learning as the general goal, all the three dimensions are considered. When teachers give a quiz or conduct an activity requiring students to take part in them either individually or as a group that is to find out if they understand the lesson and if they don't, which of course can only be found out based on their performances in the tasks given, to facilitate better understanding. Further, in deciding on assessment, factors need to be considered such as: time element, complexity of tasks, whether to make it individual or by group, purpose, use of assessment results, student's capacity, relevance, and quality of the tasks, among many others. In short, assessment tasks will have to be planned and incorporated in the instructional planning.

Incidentally, students utilized the space for SATP comments to voice out their concerns regarding assessment. Table 4 provides a summary of those comments.

Concerns and Issues	Theme
The teacher must review the lesson before the exam.	Pre-assessment review
Teacher gives low grades	Stinginess in giving grades
Gives little time to accomplish tasks	Time element in assessment tasks
Does not provide clear and prompt instructions	Clarity of instruction; time element
Include assignment and class participation other than quiz and exams in assessing students' performance	Relevance of assessment tasks
Make instructions clear particularly in group activities	Clarity of instruction
Minimize group requirements for they are time-consuming	Time element in assessment tasks
Give quiz that is related to the topic	Relevance of assessment
Quizzes are complicated.	Complex assessment
Assessment tasks expected of a subject are not provided	Relevance of assessment tasks
Make sure that students are given equal chances to recite during recitation.	Equality and fairness in assessing students
Exam and quizzes are difficult	Difficulty level of assessment
Quizzes and exams are outside the topic discussed.	Relevance of assessment
Minimize paper works and employ better assessment techniques that are more enjoyable.	Relevance of assessment tasks
The teacher must review the lesson before the exam.	Pre-assessment review

Table 4. Concerns and Issues on Classroom Assessment

What figures more prominently in the students' comments are (1) the relevance of the assessment tasks; (2) clarity of instructions; and (3) the time element involved in accomplishing the assigned tasks. For instance, a student writes:

The teacher uses varied assessment technique [that could] help arouse students learning. however it becomes hassle to students becaue [sic] she give it 10 minutes or 5minutes before the time.]N]ext time put on the test those topic which are included on the discussion. [A]void putting something which is not part of the course discussion please (T8, L182).

Another student complains about the downsides of giving more importance to recitation as assessment strategy than to actual lecture by the teacher:

Minsan lang maglecture about sa topic. Minsan mas marami pa akong matutunan sa mga kaklase kong nagrerecite kaysa sa natake note ko mula sa lecture niya . marami pa akong natutunan sa aking reading assignment . dinadahilan lamang na kailangan basahin ang mga reading assignment for him to lessen his time lecturing . Mas maraming oras sa chikahan at recitation at 10minutes lamang na lecture . nagpapaquiz ng mga topic mula sa reading assignment and not from his lecture (T9, L198).

[The teacher] seldom gives lectures about the topic. At times, I learn more from my classmates in their recitation than from my notes on his lectures. I learn more from my reading assignment. The need to read the assigned reading assignments becomes an excuse to lessen the time in lecturing. More time is spent for chitchats and recitation and only 10 minutes goes to lecture. Quizzes are based on the reading assignments and not from the lecture.

Assessment for learning aims at diagnosing students' difficulties and informing teachers on what strategies work best to maximize student learning; hence it is essential to conduct this every so often. However, assessment of learning, also known more popularly as summative assessment is conducted to certify student learning and so, its results are the ones that get reported in the student's cards. Recitation, so it seems, based on the student's feedback is treated as assessment of learning. One student writes:

Not all times should the students or force to give a recitation. because of that many of his students always fail in his subject. he should provide his own lessons and lecture . not just talking and talking and many students can't understand him (T9, L9).

4.6 Teacher's Personal Qualities

One's personality makes one a unique individual. Although, such is recognized as nature given, teachers, inspite of their unique personalities, are expected to display certain behaviours and possess qualities that are necessary for effective teaching and learning process. Hence, to be an effective teacher, one must possess those qualities and if one does not, one must work towards developing them in his/her person. The table below presents the summary of the personal qualities of the teachers observed by their students.

Issues and Concerns
The teacher lacks enthusiasm in teaching.
The teacher must control [his] emotions.
The teacher needs to be more considerate. But not to be too considerate to a fault.
The teacher is strict and moody. It affects student learning
The teacher's excessive humour might irritate others. In the teacher's effort to inject humour in the lesson, others become laughing stock
The students hope to see their teacher with a happy disposition.
The teacher keeps her distance from [but] must be more involved with the students.
The teacher needs to be more patient in teaching students.

Table 5. Teachers' Personal Qualities

5. CONCLUSION AND SUGGESTIONS

Teachers are considered to be at the frontline of the educative process because they are the ones implementing the curriculum and facilitating student learning. To be effective in carrying out their roles, certain desired characteristics are expected to be possessed by them. On the other hand, students, being the main stakeholders of teaching-learning process, are believed to offer valid feedback as to how teachers perform in the classroom. Literatures reviewed set the connection among teacher's quality, teaching effectiveness, student evaluation and teacher's reflexivity.

Notre Dame of Marbel University has put in place the Student Evaluation of Teaching Performance (SATP) not only to serve as basis in ranking teachers but also, in making diagnosis as to which aspects of classroom instruction need attention. In effect, SATP forms part of the bases in program planning.

SATP's Other Comment Section is an open-ended part of the SATP tool which really serves as an invitation for students to write their thoughts about anything regarding their teachers or teaching or classroom environment, and so forth. Unlike the close-ended part of the tool which only requires students to tick their answers, SATP's Other Comments section requires more effort as students need to articulate their observations. It is then assumed that the reason why students decided to utilize the space is because they felt the need to voice out their opinions. Hence, with that the researchers took serious effort in listening to what students have to say.

Accordingly, this study found out that:

a. A good number of students took the SATP's Other Comments Section as an opportunity to raise their issues and concerns regarding teachers and their teaching performance.

b. Students' comments run parallel to what the literatures provide about the connection between teacher's quality, teaching effectiveness, assessment practices and student learning.

c. Six general concerns and issues figure more prominently in the students' comments, namely: Poor Classroom Management; Students' Difficulty in Understanding the Lesson; Ineffective Use of Teaching Strategy; Teacher's Tardiness and Lack of Time Management; Poor Classroom Assessment and Personal Qualities.

5.2 Suggestions

Most of the researches on student assessment of teachers either focus on the relationship between teaching effectiveness and student achievement or the quantitative measurement of the teachers' performance. This study takes off from the assumption that students' written comments on the SATP forms provide meaningful feedback that will benefit the teachers, administrators, the school in general and eventually, the students.

It is then suggested that:

5.2.1 The study will be replicated and be made full-blown across all colleges in NDMU involving teachers of the respective colleges as researchers. This will provide the teachers an opportunity to learn how to conduct qualitative research and to develop self-reflexivity.

5.2.2 The administration will put in place some measures to monitor the teacher's performances based on the comments generated in the SATP.

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