

# UNEARTHING MEANING FROM THE EVALUATION OF ONLINE DISTANCE TEACHING: INPUTS TOWARD THE ENHANCEMENT OF A FACULTY EVALUATION TOOL

IRENE S. TALA

*Researcher*

*Master of Arts in Education  
Major in Educational Management*

## Abstract

*This research was conducted to derive insights for enhancing the existing faculty evaluation tool of the participant-private school toward making it better fit in assessing online distance teaching. Data were gathered from the two Academic Coordinators and ten Senior High school students at the covered school. It looked into the Academic Coordinators' experiences in evaluating teachers, as well as in the current mechanisms they apply in teacher-evaluation. It also looked at the Senior High School students' reactions to the existing teacher-evaluation process with focus on the use of the evaluation instrument on its applicability in identifying issues on online distance teaching. Qualitative research was conducted to identify the key concepts between the Academic Coordinators' and Senior High School Students' observations and experiences on the evaluation of teaching practices. Based on the results gathered, it was concluded that the current evaluation tool is still sufficient in assessing the performance of the teachers provided that certain aspects in the instrument are to be modified. Thus, the study recommends a change of method in evaluating, making the tool simpler and more convenient, and incorporating various contents applicable to the new setup such as the teacher's attitude and behavior during discussion periods and their coping mechanisms with the transition.*

---

**Keywords:** *online distance teaching, observation, faculty evaluation*

## INTRODUCTION

The present Covid-19 pandemic has brought extraordinary challenges in the Philippines which has tremendously affected the educational sectors (Tria, 2020). Every country has implemented plans and procedures to contain the virus, and the infections are still continually rising. Therefore, in the educational context, to sustain and provide quality education despite lockdown and community quarantine, the new normal should be considered in the planning and implementation of the "new normal educational policy." As schools around the world have made adjustments to

continuously deliver education and express their resiliency amidst the coronavirus; it can be presumed that an academic institution's stakeholders are settling into the "new reality" in the foreseeable future.

National and local governments are partnering with broadcasting service providers to deliver educational content via television and radio during dedicated hours especially for public schools. Meanwhile, with a number of private educational institutions folding due to the pandemic, operating schools are implementing their distance learning contingency plans. Distance Learning refers to a learning delivery modality, where learning occurs between the teacher and the learners who are geographically remote during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction (Quinones, 2020). These connect students and teachers through online platforms and tools, which is crucial for their institution's survival in these challenging times. Under these unexpected circumstances, teachers and parents have quickly adapted to teaching in this new reality to ensure that students engage in learning (Lieberman, Levin, and Luna-Bazaldua 2020).

As cited by Handog (2020), the educational sector understands that they have to take this opportunity to reshape how the teachers teach the children in school. The pandemic is far from over, and who knows what other crises might still be facing. Though it is a laborious task, this is the way for the Philippines to build the schools for the future. According to an article posted by Gemma Josep (2021), even if the crisis ceased, there are academic institutions who will continuously pursue online education for the following reasons: (1) it is flexible, (2) it is accessible, (3) it paved the way for school to provide a wider selection of programs, (4) it encourages a customized learning experience catered to any kind of student, and more importantly, (5) it is cost-effective. With these being said, despite what the reservations may be, it cannot be said that the new modality will not offer superior learning.

Though the main thrust is to deliver quality education, it is also the duty of an academic institution to ensure that its profitability and continuous growth are preserved and cultivated. Therefore, necessary measures are required to be conducted such as evaluations to analyze the factors that contribute to the existence of the establishment; specifically, the external aspects of the school, the facilities, the target market, and the employees. Teacher-evaluation refers to a school's formal process to review and rate teachers' performance and effectiveness in the classroom (Sawchuk, 2015). This procedure is considered to improve faculty efficiency, assist in making personnel decisions, and assess faculty members' strengths and weaknesses in their ability and interest to continue learning and personal growth (Sedlis, 2015).

More than ever, faculty evaluations are considered crucial considering the application of a new modality, the distance learning method. Adjustments were made by the Department of Education and the Academic Institutions to propose a much suitable approach for this academic year. However, given that it is still currently being developed, the main problem presented is the uncertainty, more so to its effectiveness. It will always be a question of whether or not schools are prepared, ready, and efficient in handling their classes online; unless a quantitative measure will be able to assess their performance. Teacher-evaluation is an essential element of effective learning in schools. When a teacher is given feedback, it makes him aware of his strengths and weaknesses which enable him to improve his teaching practices and bring progress in his work and professional skills.

In this purview, this study can be used as a basis for further research, particularly in developing institutional plans better to fathom the status of teachers and academic institutions; thus, conserving and maintaining educational mission during the recent pandemic and be prepared for any natural calamities. The research aspired to determine a predominant dispute of the respondents in terms of resources, readiness, and communication. This study now serves as a springboard for possible advancements of the school's current programs and procedures on the execution of distance learning.

The key purpose of this research is to peruse the academic coordinator and senior high school student's experiences and insights on the teacher-evaluation instrument. This study aimed to uncover inputs for improving faculty evaluation procedures and instruments in line with the changes that were administered due to the application of the distance learning method.

It is indicated that students are the primary source of information with regard to the learning environment, and are also the most capable to evaluate faculty members given that they can examine the impact of the teacher upon their progress (Castejon et al., 2020). Students are assertive and meticulous when it comes to the competency of a faculty member in utilizing their preferred teaching strategies, applying scoring methods, and the use of appropriate visual aids (Stroebe, 2020). Students are also the ones who look for more competent teachers that possess the following attributes: expertise, communication skills, open-mindedness, professionalism, and compassion (Hirsh, 2014).

However, there is still a downside to students' evaluation. A study conducted by Ahmad Thawabieh (2017) concluded that 60% of faculty members showed unpleasant attitudes towards students' evaluation. Elise Wile (2021) finds that students' evaluations are biased on a teacher's personality and popularity. In addition, further research has proven that students' gender, the time of day the class is held, the teacher's tendency to give high grades, and class size influence the

judgment of the students rather than seeing the performance of the teacher itself (Flaherty, 2020).

Administration evaluation, on the other hand, is a formal communication method given for interaction between the head and their employees, which could provide possible results such as developed job performance and personal growth, which influence the increase of students' accomplishments in the long run. To fully achieve the purpose of the evaluation, it should be facilitated regularly while giving relevant and constructive criticism. Multiple rating categories should also be utilized, considering the collective records of students that will also serve as a basis to formulate decisions in relation to providing instructional support and professional development. Furthermore, evaluators should be transparent and just and continuously keep in mind to stimulate self-reflection and improve the insufficiencies in the Institution (Baxter, 2016).

Nevertheless, its implementation still has a drawback as there is a tendency for the assessment to be prejudicial to the teacher concerned, which may happen intentionally or unintentionally. Another is that it produces one-sided feedback. The evaluation is a product of an administrator's analysis based on constant observation and understanding of the situation from his perspective. Furthermore, since he/she is a figure of authority, teachers tend to be more hesitant in approaching the evaluator, thus lacking to prove the judgment's validity and allowing the faculty member to defend his side (Johnson, 2019).

The study aimed to derive inputs on the academic coordinators' and senior high school students' observations and experiences on teachers' evaluation for the enhancement of the existing evaluation tool of the participant school.

Specifically, it sought to describe the following: (1) the academic coordinators' observations and experiences in conducting the assessment of teaching performance using the current faculty evaluation instrument; and (2) the senior high school students' observations and experiences in conducting the assessment of teaching performance using the current faculty evaluation instrument.

The research mainly redounds to the benefit of the School Administration since evaluations serve as a tool that will guide them in properly assessing the performance and level of competence of their teachers. It will also aid them to derive actions that will contribute to the further development of their Institution. By recognizing from the insights of both the Academic Coordinators and students that the evaluation instrument does need modification, it will permit the Administration to come up with new standards that will address the concerns of the respondents. The altered assessment tool will help in reviewing the ability of the school to adapt to the changes brought by the new normal, whether or not they have already

conducted all the preparations required or are still in dire need to make necessary adjustments.

Moreover, the study will be favorable for the teachers because such evaluations will provide them with more stable, reliable, and justified feedback. When their quality of teaching is measured by a criteria that takes into consideration the current situation, it will be easier for them to identify the strengths they need to maintain and the other factors they need to work on.

Furthermore, the research will be essential for the students because altering the evaluation instrument will assure them that the institution is concerned for their welfare and is in constant pursuit to give them the quality education they deserve, especially now that a new learning method has been applied.

Lastly, the study will aid the researcher because it will help her uncover critical areas in the operational process of Education and Management that were not yet explored before. Thus, as a school administrator herself, new insights and awareness regarding its various dimensions may be arrived at.

The respondents' findings and experience of using the evaluation instrument will aid the researcher in providing suggestions on how to improve the assessment mechanisms. However, formulating a revised instrument is beyond the scope of this study. The evaluation tool being examined is the recent instrument being used by the participant school. Therefore, it would be best if its administration would be the ones who will alter their assessment forms based on the results of this research.

The target participants in the study were two Academic Coordinators and ten Senior High School students. A non-sectarian private school served as the subject school for the said study. Due to the restrictions and health and safety concerns brought about by the pandemic, it was deemed that the same institution where the researcher serves as an administrator is the safest site for all concerned where the study could be conducted at the time where there was an upsurge of cases in the province. Ethical research protocols were put into consideration to ensure unbiased and authentic insights will be derived.

The study was qualitative in nature, thus an interview with guide questions were administered to the participants online. The study covers teacher-evaluation within Academic Year 2020.

To further understand the objectives of this study, it aims to provide the following definitions:

**Academic Coordinators.** They are the key educational leaders within the school. Are responsible for effective curriculum delivery, the achievement of department goals, learning outcomes.

**Distance Learning.** Refers to any educational or learning procedure in which the guide and the student are separated geographically. There is no interaction between students. Present-day distance learning is influenced a lot by computer and electronics technology.

**Juxtapose.** Refers to putting things or people next to each other especially in order to compare them.

**Senior High School.** Refers to the last two years of the K to 12 Program that has been implemented by the Department of Education here in the Philippines.

**Teaching Practices.** Refers to effective and teaching from the foundation of a good curriculum where learning outcomes, assessment, and feedback are aligned.

**Triangulation.** is a technique to analyze results of the same study using different methods of data collection.

**Unearthing.** Refers to uncover or bring to the public notice.

**Uncovering.** To discover something secret or hidden something covering something else.

## METHOD

A Qualitative Research was conducted to identify the parallel concepts between the Academic Coordinators' and Senior High School Students' observations and experiences on the evaluation of teachers to enhance evaluation practices in light of the application of the distance learning modality.

The subject school is a non-sectarian private school in Pampanga. At the time of the conduct of the study, there was an upsurge of Covid-19 cases within the province. Given the pandemic's restrictions and health and safety concerns, it was decided that the same institution where the researcher serves as an administrator is the safest site for all respondents where the study could be conducted as approved by the research panel. The participant school was also an ideal locale regardless of its religious affiliation.

The target participants of the study were two Academic Coordinators and ten Senior High School Students from a non-sectarian private school located in

Guagua, Pampanga. The researcher chose these participants for they were rich informants and had first-hand experience over the subject matter as they have been conducting teacher evaluation from the moment they entered the academic institution.

Purposive sampling technique was utilized in this research because the researcher targeted to access a particular subset of Academic Coordinators and Senior High School students. Purposive sampling technique starts with a purpose in mind, and the sample is thus selected to include people of interest and exclude those who do not suit the purpose (Crossman, 2020).

The researchers set the following criteria as the bases for selecting the participants of the study. For Academic Coordinators: (a) more than 2 years as Academic Coordinator, (b) presently connected with the locale of the study, and (c) voluntarily and willing to participate in the study as per the consent form distributed.

For the Senior High School students: (a) presently enrolled in the locale of the study, (b) male or female, (c) class officers, and (d) voluntarily and willing to participate in the study as per the assent and consent forms distributed.

Table 1 shows the demographic data of the Academic Coordinator participants. It can be gleaned from the table that two Academic Coordinators participated in the study. One is a male participant, and the other is a female participant, both with two-year experience as Academic Coordinators.

**Table 1**  
***Academic coordinator participants' demographic data***

<b>Academic Coordinator</b>	<b>Gender</b>	<b>Length of Service as AC</b>
AC #1	Female	2 years
AC #2	Male	2 years
Total	2	

Table 2 shows the demographic data of the senior high school student-participants. It can be gleaned from the table that ten (10) students participated in the study. Six were females, and four were males. Their ages range from 16-19 years old.

**Table 2**  
***Senior high school students participants' demographic data***

<b>Students</b>	<b>Number</b>	<b>Age</b>
Male	4	16-19
Female	6	16-19
Total	10	

Research ethics was put into consideration to ensure that unbiased and authentic insights will be derived from the respondents. Moreover, before permitting their engagement, their voluntary consent was first attained through their approval on the invitations sent out prior to the study. The researcher is mindful of the Data Privacy Act in the Philippines and shall uphold the anonymity of the respondents throughout the duration of the proceedings.

The respondents were asked to conduct the evaluation process by utilizing the traditional assessment forms which have been transferred online through the use of Google Forms (See Appendix D). The former instrument used to be administered during class hours when face-to-face classes were still implemented. For the Students, they are asked to rate their teachers from 1 to 5; 1 being the lowest and 5, the highest. They examined whether their teachers enter and leave their classes on time, observe order and discipline, and have mastery over their discussion, among others. For the Academic Coordinators, they were tasked to answer the Classroom Observation Form. Just like the students' evaluation forms, they also rated the teachers from 0-4, 0 being the lowest and 4, the highest. The questions were divided into two categories; Teacher's Actions and Student Learning Actions. After rating, they tallied their scores resulting in significant conclusions.

Since the study is qualitative, it utilized in-depth interviews as the research instrument with open-ended guide questions. The in-depth interview is a qualitative method of analysis, which proceeds as a confidential and secure conversation between an interviewer and a participant (Jamshed, 2014). By means of a thoroughly composed interview guide, which was approved and validated by three experts in curriculum and evaluation, the researcher ensured that the conversation encompasses the topics that are crucial to ask for the sake of the purpose and the issue of the survey.

#### **Questions for Coordinators:**

In your assessment, was the evaluation effective? Why? Why not?

Was the evaluation process still relevant in Online Distance Learning? Was it helpful in addressing your queries with regards to the performance of the teachers?

What items need to be incorporated? What items are not applicable anymore?

What is your opinion/ perception of conducting peer evaluation? How frequently should evaluation be done? Why?

#### **Questions for Students:**

What was your experience while conducting the Evaluation? Was it convenient?

What challenges did you encounter? Was it any different from what you were experiencing before when we were conducting the evaluation at school?

Were the questions/standards presented enough to address all your concerns with your teachers? What do you think was lacking? Is it applicable to our current setup with the distance learning method?



If you would change the evaluation practice, what would you suggest? Do we add more questions? Would you like to add that to our standards? Should we change the methods used?

Before formally conducting the study, a letter of permission to the officials of the subject school was secured for the final floating of the survey questionnaire, followed by semi-structured interview.

Due to the present set-up of teaching and learning, the researcher conducted the interview through Google Meet. Instead of administering a one-on-one interview, to lessen the time consumed, the data collection became a group interview. A group interview is the formal or informal systematic questioning of numerous individuals done simultaneously. The most common form of this data gathering process is known as the focus group discussion but such proceedings involve a more comprehensive technique (Bryman et al., 2004). It is believed that it would be more effective to use this method because it removes the awkwardness among the participants to be interviewed by the researcher. It also promotes a comfortable and casual conversation thus allowing the participants to further state their opinions on the subject matter.

This was utilized to the two Academic Coordinator respondents as well as to the student-respondents. The first to be interviewed online were the coordinators, followed by the student-respondents. The schedule of the online was carried based on the availability of the respondents. The role of the researcher was clarified first to the coordinators and students. This was made since the researcher is an administrator of the same subject school to ensure that unprejudiced comments and ideas will be given. The researcher assured that all insights will only be gathered and used for the purpose of the study and the roles of administrator and subordinate/student should not and will not affect findings.

The interviews were recorded with the permission of the participants. The recordings were transcribed to ensure that authentic and unbiased insights will be retrieved from the respondents. Some notes were also taken in order to assist in accuracy and transcription. Still, the note-taking was limited to allow the researcher to focus on the participants and their responses to be promptly given. The transcriptions were analyzed using the following analyses:

**Thematic Analysis.** Thematic analysis is one of the most common forms of analysis in qualitative research. It emphasizes pinpointing, examining, and recording patterns (or "themes") within data. Themes are patterns across data sets that are important to describing a phenomenon and are associated with a specific research question (Moules et al., 2017).

With the use of guide questions, the researcher was able to explore the participants' experiences on the teacher-evaluation tool and was able to analyze the responses, thus gathering a more objective meaning. Common and significant statements from the transcription done were also extracted. It was carefully discussed and reviewed to make sure they reflected the study. Each statement extracted was relevant and could aid in uncovering insights leading to the improvement of the participating school's evaluation mechanism.

## FINDINGS

### **Academic Coordinator's Observations and Experiences on Teacher-evaluation Instrument**

There are four (4) emerging themes from the Academic Coordinators' experiences regarding the evaluation of teachers based on their significant statements. These are **(a) Identifying the Teachers with Difficulties**, **(b) Effectiveness**, **(c) Teachers Performance**, and **(d) Modifying the Form**.

**Identifying the Teachers with Difficulties.** Despite their experience, the coordinators deemed that teachers still need to enhance their ideas and knowledge with regards to their teaching process so that they will become effective to their students. It is extremely difficult even for experienced expert teachers to nail every student's learning, and this needs to be recognized. Thus, it is important for the evaluation tool to be able to identify the teachers with difficulties and what aspects in their teaching they find challenging.

**Effectiveness.** Effectiveness refers to the ability to recognize the teachers' capacity which involves more than their expertise in an academic field. The tool can be considered effective if it can identify if the teachers are prepared, are able to set clear and fair expectations, have a positive attitude, and are patient with students. The Academic Coordinators finds the evaluation tool effective because through this assessment, they can enhance their teaching process based on its result.

**Teachers' Performance.** Teachers' performance contributes a lot to the learning of the student and also to the school's efficiency which is why the Academic Coordinators were glad to assert that the evaluation instrument provides the framework for assessing teacher performance. The academic coordinators find the evaluation form relevant even on the present online distance learning. For them, face to face and distance learning has no difference when it comes to evaluating the teachers and they still believe that evaluation tool is essential considering the present setup in school.

**Modifying the form.** A recommendation from the Academic Coordinators in the teacher's evaluation is to *modify the evaluation form*. They view that the

current approaches in evaluating the teacher's effectiveness need to be improved. For them, the instruments used for observation are overly complicated, like the tallying of the results. Furthermore, there is also a suggestion of incorporating on how the teacher's craft school works such as DLL, SFs, Grading Sheets and others.

### **Senior High School Students' Observations and Experience on Teacher-evaluation Mechanisms**

Three (3) different themes emerged from the experiences of the senior high school students regarding the evaluation of their teachers. These are **(a) Convenience**, **(b) Similarity**, and **(c) Outdatedness**.

**Convenience.** In evaluating, the senior high school students find it more convenient to use the online method of evaluation, which means that they did not encounter any problem. They added that the questions asked were easy to answer because they were familiar with the questions. The key concept is experience.

**Similarity.** The participants find the evaluation mechanism similar, which means there is no significant difference between their experience in evaluating before the pandemic through face-to-face using paper and pen and now using online modality. The key concept in focus was effectiveness.

**Outdatedness.** Most participants find the questions/standards presented not enough to address all their concerns, especially the current set up of distance learning. The students bared that most learners, and even teachers, are having a hard time connecting to the internet, which affects instruction. Furthermore, they stated that there are teachers who are having a hard time using modern technology and thus consume too much time in preparing for lessons instead of actual teaching. Meanwhile, the students stated that the modules given to them are numerous and hard to execute, although the teacher's explanations are simple. The key concept is relevance.

## **DISCUSSION**

This study was conducted to identify the implications of Academic Coordinators' classroom observation and students' evaluation of teaching towards enhancing faculty evaluation tools in the application of the distance learning method. It looked into the academic coordinators' experience in evaluating and how the students reacted to the existing instrument and whether it was still applicable to address the issues they are encountering with the new modality. The participants in the study were two Academic coordinators and ten Senior High School students.

After conducting the data collection, the following findings were derived and explained through emerging themes. the results are as follows:

The themes identified specifically from Academic Coordinators are (1) Identifying the Teachers with Difficulties, (2) Effectiveness, (3) Teachers' Performance, and (4) Modifying the form.

The academic coordinators revealed that the evaluation tool aided them in identifying and segregating the teachers who needed to enhance their teaching practices and effectiveness further. The coordinators also found the assessment forms functional because the provided standards were able to help them in recognizing what was lacking in the teaching performance of the faculty members. Millard (2020) stated that well-motivated teachers convey their enthusiasm to their students, which encourages them to learn. Educators can be aided to maintain encouragement by making it known to them that they are doing their jobs properly. This can be achieved through the instrument.

Meanwhile, the sub-themes obtained specifically from Senior High School students are **(1) Convenience**, **(2) Similarity**, and **(3) Outdatedness**

The senior high school students' observations and experiences claimed that they found the evaluation convenient because the standards were already provided and they simply had to rate the teacher's performance. They did not find it difficult nor did they face any challenges because they were already familiar with the material and the questions stated under. However, they stated that while conducting their online classes, they experienced several difficulties that they wanted to address to the administration but the evaluation tool was not a proper avenue to do so.

With these results, the researcher was aided in identifying the factors that need to be addressed in the evaluation tool. The following are considered to be the Points of Improvement: **(1) Structure**, and **(2) Content**.

Most of the students still find the current evaluation system convenient and conducting it online only makes it more efficient since they simply have to do it at the comfort of their households. Moreover, they were already familiar with the content of the evaluation system which made it easier and faster to answer the questions. However, using Google Forms still needs to take some time to adjust as there are still some students who are not aware of its usage. They were not oriented with the new platform as it was assumed that they are accustomed to its purpose. It is a misconception that because the teenagers are technology savvy that it would be unchallenging for them to deal with the transition of distance learning (Gadzikowski, 2021). Yet, it is still recommendable that orientation be conducted regardless if it is merely about teacher evaluation.

For the Academic Coordinators, they wish that there would be some slight modifications on how they are to conduct the classroom observation form. They find

the rating to be convenient and the tallying afterwards to be slightly confusing and time consuming. They believe that the tool can do without it since relying on the results of the rate could simply produce the same results. Otherwise, the instrument is still sufficient as it is still able to answer the predicaments of the coordinators on the teacher's performance. Administering it online also made the process easier.

For the content of the current form of evaluation, the students found it to be outdated because it lacked an essential aspect in today's academics, the application of the distance learning method. It was still asking the same questions as before and failed to integrate the new issues that come with the new modality. There was only a comment section in which they can address these issues, but the students think that it was not enough to communicate their concerns. However, with regards to the Coordinators' observations, they did not have any problems with the current evaluation system. They stated that it was still appropriate and helpful in identifying the faults of the faculty members.

In terms of Teacher's behavior, both the students and the coordinators believe that the assessment forms should be able to analyze the attitudes of the teachers in conducting their classes. They wish to assess their way of interacting with the students - if it is courteously dealt with and if they are cautious when it comes to sensitive matters. Moreover, they also would like to check how the teachers communicate with the parents in relation to academic concerns. With all these suggestions both respondents resolve that the current evaluation system needs modification.

Teacher quality is firmly associated with student learning. This is the main objective as to why we develop and implement efforts to improve teacher-evaluation systems. The assumption is that the assessment process itself will strengthen teacher practice and enhance effectiveness, and this will eventually lead to improved student learning and achievement. There are events wherein teacher's evaluator systems have led to improvements in the teacher workforce. When properly executed, evaluation reforms can dramatically improve teacher quality, build trust with teachers, and improve other host educational institutions such as teacher's preparation programs (Robinson, 2021).

## **Conclusions and Recommendations**

The study was conducted with the purpose in mind to recognize the factors in the current evaluation tool of the participant school that needs modification. Based on the gathered results, this objective has been achieved but more than that; the researcher has also derived other learnings.

The stability and longevity of any institution is dependent on its management's ability to recognize the threats and opportunities that may arise at any given time and come up with solutions and utilize these elements for the benefit

of the establishment. In other words, the administration should be susceptible to changes. They should be open to alterations and welcome it in the event that it is needed. In light of the ongoing pandemic, Academic Institutions are one of the enterprises that were able to adapt to the challenges that the crisis has brought, and have managed to maintain their operations. It found a way to continue providing quality education to students and did not hinder the latter's right to growth and development. With the application of a new modality, they rose above the unfavorable circumstances. Unfortunately, they were not keen to address the other minimal yet still significant aspects that are affected by the situation. And in the process, they have failed to notice how such aspects have tremendously impacted their stakeholders. Thus, this research has taught us to focus on the minor details as well as it could bring relevant contributions in further improving the status of the institution.

It has already been established that faculty evaluation is essential. It is necessary to ensure that the faculty members continuously uphold quality performance in conducting their duties. With the right components and execution, it can be a valuable element in the management of an institution as it can already identify potential issues that may arise among the biggest stakeholders in the business.

The Academic Coordinators observed that the current evaluation instrument aided them in identifying and segregating the teachers who need additional supervision to enhance their teaching practices and effectiveness further. However, it does have its flaws that also require alterations. Certain standards should be incorporated, such as assessing the teachers' demeanor and the level of their expertise in the preparation of academic documents. Moreover, based on their experiences, they found it difficult to do the tallying of results thus vying for its removal.

In terms of the Senior High School students' observation, they find the current evaluation to still be convenient as the standards were already laid out. They simply have to rate their teachers' performance. However, they found it to be disregarding the recent situation, which is implementing the distance learning method. Since its application has introduced numerous factors that the administration should pay attention to as it conceived new problems to deal with. The students felt the same hence their suggestion to modify the forms and include aforesaid aspects. Lastly, similar to what the coordinators have mentioned, the students would also like to address the teachers' behavior more specifically and conduct themselves during class hours.

Finally, it is concluded that the current teacher-evaluation process may be suitable for the new normal modality of online distance learning if certain points about the mechanism will be addressed. Coordinators and students are one in seeing the helpfulness, ease of use, and convenience of the use of the evaluation

system for online distance learning. However, both coordinators and students also see the need of an orientation in using the new platform, the inclusion of school-related concerns which are often disregarded, improvement of internet connectivity, technology-capacitation of teachers, balancing of school workload of teachers and students, inclusion of teachers' behavior in assessment items, and the general improvement of the evaluation forms as the areas needing to be addressed in order to devise an enhanced teacher-evaluation process which is fully suitable for the new normal modality of teaching and learning.

The following recommendations are hereby offered based on the aforementioned conclusions:

The teacher's evaluation revealed that there was lacking in the teaching performance of the faculty members, therefore it is recommended that improvement of some teaching practices should be given priority in the evaluation tool for them to be more effective. The evaluation process should also include the rating of the way the teachers interact with the students, and that includes their behavior, attitude, and communication skills. The way they teach must be not to disrespect or ignore a student's identity, gender, needs, strengths and weaknesses, and life experiences.

Moreover, there is a need to incorporate some standards in the modified evaluation form. This will include the capacity and efficiency in crafting school works such as Daily Lesson Logs, Grading sheets, and other formal documents. The evaluation form was perused to be outdated because it lacked certain criteria. Furthermore, the students hope that they will be given the opportunity to address their concerns especially with the problems they encountered in conducting their online classes. Therefore, it is suggested that we further look into these issues. Conduct more investigation to further understand it and create new criteria that will encapsulate these problems so that for the next schedule of evaluation, the students can finally have the proper avenue to declare their reservations on the matter.

The Provision of communication and engagement with parents, especially when it comes to student matters, should be assessed as well. The evaluation mechanism should likewise address the teachers' capacity to abide by the code of ethics and school policies and procedures.

Lastly, Coordinators wish to conduct the assessment once every two months to determine immediately whether improvements and changes were made regarding the teacher's performance. This may be considered in improving the evaluation practice of the school.

## REFERENCES

- Baxter. (2016). *Administrative Evaluation – Purpose and Procedures*. Buchanan Community Schools. <https://www.buchananschools.com/administrative-evaluation-purpose-and-procedures/>.
- Bryman, A., Lewis-Beck, M., & Liao, T. (2004). Group Interview. *The SAGE Encyclopedia of Social Science Research Methods*. <https://doi.org/https://dx.doi.org/10.4135/9781412950589.n382>.
- Castejon, J.-L., Gilar-Corbi, R., Leon, J., Sanchez, T. & Vidal, J. (2020). Students' Evaluation of Teaching and Their Academic Achievement in a Higher Education Institution of Ecuador. *Front. Psychol.* <https://doi.org/https://doi.org/10.3389/fpsyg.2020.00233>.
- Crossman, A. (2020). *Understanding Purposive Sampling: An Overview of the Method and Its Applications*. ThoughtCo. <https://www.thoughtco.com/purposive-sampling-3026727>.
- Flaherty, C. (2020). Even 'Valid' Student Evaluations Are 'Unfair'. Inside Higher ED. <https://www.insidehighered.com/news/2020/02/27/study-student-evaluations-teaching-are-deeply-flawed>.
- Gadzikowski, A. (2021). *Your Tech Savvy Teen*. Britannica for Parents. <https://parents.britannica.com/your-tech-savvy-teen/>.
- Handog, M. (2020). *The pandemic is reshaping education, here's how the Philippines is coping*. Rappler. <https://www.rappler.com/brandrap/tech-and-innovation/coronavirus-reshaping-distance-learning-education-philippines>.
- Heale, R. & Noble, H. (2019). Triangulation in research, with examples. <https://doi.org/http://dx.doi.org/10.1136/ebnurs-2019-103145>.
- Hirsh, S. (2014). Teachers and students benefit when evaluation focuses on learning and growth. *JSD*, 35.
- Huber, S.G. and Helm, C. (2020). COVID-19 and schooling: evaluation, assessment and accountability in times of crises—reacting quickly to explore key issues for policy, practice and research with the school barometer. *Educ Assess Eval Account*, 1–34.
- Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of Basic and Clinical Pharmacy*, 5, 87–88. <https://doi.org/10.4103/0976-0105.141942>.



- Johnson, R. (2019). *Advantages & Disadvantages of Performance Evaluation*. Chron. <https://smallbusiness.chron.com/advantages-disadvantages-performance-evaluation-21143.html>.
- Josep, G. (2021). *5 Reasons Why Online Learning is the Future of Education*. educations.com. <https://www.educations.com/articles-and-advice/5-reasons-online-learning-is-future-of-education-17146>.
- Levin, V., Liberman, J. & Luna-Bazaldua, D. (2020). *Are students still learning during COVID-19? Formative assessment can provide the answer*. World Bank Blogs. <https://blogs.worldbank.org/education/are-students-still-learning-during-covid-19-formative-assessment-can-provide-answer>.
- Millard, L. (2020). Teaching the teachers: ways of improving teaching and identifying areas for development. *BMJ Journals*.
- Moules, N., Norris, J., Nowell, L. & White, D. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*. <https://doi.org/https://doi.org/10.1177/1609406917733847>.
- Quinones, M. T. (2020). *DepEd clarifies blended, distance learning modalities for SY 2020- 2021*. Philippine Information Agency. <https://underoneceiling.com/top-news-and-stories/philippines-news-headline/depd-clarifies-blended-distance-learning-modalities-for-sy-2020-2021/>
- Robinson, S. (2021). *Why it matters and How we can do better*. Frontline Education. <https://www.frontlineeducation.com/teacher-evaluation/>
- Saldana, J. (2009). *The Coding Manual for Qualitative Researchers*. Thousand Oaks, California: Sage.
- Salkind, N. (2012). Triangulation. *Encyclopedia of Research Design*. <https://doi.org/https://dx.doi.org/10.4135/9781412961288.n469>
- Sedlis, J. (2015). *The Importance of Teacher Evaluations*. City & State New York. <https://www.cityandstateny.com/policy/2015/05/the-importance-of-teacher-evaluations/181401/>.
- Silverman, D. (2006). *Interpreting Qualitative Data*. (3rd ed.). London: Sage Publications, Inc.
- Stroebe, W. (2020). Student Evaluations of Teaching Encourages Poor Teaching and Contributes to Grade Inflation: A Theoretical and Empirical Analysis.

*Basic and Applied Social Psychology* 42 (4), 276–294.  
<https://doi.org/https://doi.org/10.1080/01973533.2020.1756817>.

Thawabieh, A. (2017). Students Evaluation of Faculty. *International Education Studies*, 10(1913-9039). <https://doi.org/doi:10.5539/ies.v10n2p35>.

Wile, E. (2021). *Advantages & Disadvantages of Using Observations for Teacher Evaluation*. the classroom. <https://www.theclassroom.com/advantages-using-observations-teacher-evaluation-8079718.html>.