

From Feedback to Practice: Teachers Reflect on Online Evaluations

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ABSTRACT

This study explores the professional and personal experiences of educators regarding Student Evaluation of Teaching (SET), a long-standing academic practice designed to foster teacher growth, assess accountability, and inform development through student feedback. While SET serves a dual purpose of tracking performance and guiding instructional improvement, recent literature highlights significant reliability issues, as external factors often skew results and lead to inaccurate, emotionally distressing feedback for teachers. Current research on this phenomenon predominantly focuses on higher education, leaving the Senior High School (SHS) sector severely underrepresented and under-researched. To address this literature gap, this study utilizes qualitative interviews to examine recurring themes in SHS teachers' experiences with Online Teachers' Evaluation (OTE). Ultimately, this research aims to provide critical insights into the importance of proper evaluation systems, serving as a guide for secondary institutions to simplify evaluation tools, train students to generate meaningful feedback, and better support faculty in handling constructive criticism.

Keywords: Student Evaluation of Teaching (SET), Online Teachers' Evaluation (OTE), Senior High School, Teacher Performance, Feedback Reliability.

INTRODUCTION

Background of the Study

Have you ever imagined a world where students can express their insights and hold power over their instructors? There is an existing practice where students are allowed to evaluate their teachers, which may or may not have an impact on the instructor's profession. Through Student Evaluation on Teaching (SET), this practice has been present in many academic institutions, collecting the students' feedback regarding teaching performance, instructional methods, and classroom engagement of their specific instructor. These evaluations are a great opportunity for the growth of the teachers (Chen et. al, 2021).

This study aims to examine frequent themes that reveal the professional and personal experiences of the teachers regarding students' evaluation. These evaluations are a process that provides educators with constructive feedback that could help improve their teaching performance, which includes classroom observations, student achievement data, and peer reviews (Williams & Carter, 2023). This process has been done for more than a decade, and it serves dual purposes, such as assessing teacher accountability and informing development opportunities (Beatson & Porterfield, 2023).

However, these evaluations are subject to further study as they become unreliable from time to time. There are multiple issues which are unrelated to teaching that interfere with the accuracy of the obtained results (Zhang et. al, 2020). With students' evaluations tending to obtain inaccurate results, the performance of the teachers is highly affected. There is a chance of receiving negative ratings from the students, which can lead to several factors. The negative feedback of students generates strong emotional reactions, particularly surprise and sadness (Mendzheritskaya, Maier & Hansen, 2024).

According to Reyes, Guerzon, & Ariraya (2022), the recommendation to train the students in producing meaningful feedback, simplifying the tool, and for universities to support faculty in handling criticism is needed. If these are secured, the chance of accurate evaluations would be possible as these recommendations could contribute to the improvement of students' evaluations and produce a justified impact on the performance of the teacher.

With the existing current studies, the results obtained are mainly from higher education, which includes colleges or universities. The evaluations that the higher education gained could not be the same for those who are included in the sector of Senior High School (SHS). This creates a gap in the representation of the SHS students' evaluation at the higher education level. The SHS students are underrepresented in evaluation research, offering a limited study about their perceptions of their institutions. In association with this, the evaluations of high school students are not well studied, creating a gap where the high school students' evaluations are under-researched.

Through this study, the feedback of the SHS students would be highlighted. The study would be conducted through interviews, in relation to Online Teachers' Evaluation (OTE). This study could contribute to improving the teachers' performance and offering insights into the importance of proper evaluation. Researching this study could fill the gap identified which can serve as a guide in enhancing evaluation systems in secondary education, particularly in the SHS sector.

Statement of the Problem

The purpose of this study is to investigate the effects of Online Teachers' Evaluation on SHS Teachers. Despite the increasing issue of the unreliable nature of Student Evaluation of Teaching, studies and deeper understanding about the views of secondary education faculty remains lacking. This research aims to address this problem by analyzing the perception of SHS teachers in regard to the effectiveness of student evaluations are in measuring their teaching competence.

Specifically, the study intended to answer the following questions:

1. How do SHS teachers describe their experiences with OTEs as a tool for professional growth?
 - 1.1. What do OTEs mean to you as a SHS teacher?
 - 1.2. What challenges or limitations do you encounter with OTEs
2. How do SHS teachers interpret the results of OTEs in relation to their teaching competence?
 - 2.1 What do the OTE results tell you about your teaching competence?
 - 2.2 To what extent do you believe OTE results reflect your actual teaching competence?
 - 2.3 How significant do you think OTEs are in your profession?
 - 2.4 What specific practices or approaches in your teaching have you utilized in correlation with OTE results?
 - 2.5 In what ways do you see OTEs contributing to your growth as a teacher here in SHS?
3. How do SHS teachers recount both positive and negative experiences in responding to OTE feedback?
 - 3.1 How did positive comments from students affect your confidence in teaching practices?
 - 3.2 How did you change your teaching practices after receiving negative comments from students?
4. How do SHS teachers envision an ideal OTE process that would best support their professional practice?
 - 4.1 In what ways can the OTE process be further improved?
 - 4.2 What can you say about the OTE's uncertain nature due to personal biases among students?

Theoretical Framework

This study aims to investigate the impact of online evaluation feedback on teachers' motivation, instructional practices, and overall performance enhancement. In the study of Klueer and ReNisi's (1996) on Feedback

Intervention Theory, it states that feedback affects performance by directly influencing one's motivation. The theory emphasizes that feedback can impact various dimensions of human behavior, including motivation, emotional responses, and task performance, particularly within instructional settings. In the context of teaching, this theory suggests that feedback can shape how educators perceive their roles and responsibilities, ultimately influencing their professional practices. Subsequent studies solidify this theory, demonstrating that feedback can meaningfully affect teachers' motivation, self-perception, and instructional strategies (Dowling et al., 2018; Lienevich & Panadero, 2021; Raumliller, 2025).

When applied to the context of Senior High School (SHS) teachers, Feedback Intervention Theory conceptualizes online evaluations as more than mere numerical ratings; rather, they function as strategic interventions capable of influencing teacher behavior and motivation. The evaluations can be considered as interventions that can either influence teachers to improve or discourage them if poorly structured. Feedback Intervention Theory provides a valuable lens through which to interpret the psychological and behavioral responses of teachers following positive or negative student evaluations. On top of that, existing research underscores that well-designed feedback systems drive professional growth by directing teachers' attention toward instructional goals rather than personal self-assessment (Lienevich & Panadero, 2021). This theory highlights the significant role that online evaluations play in shaping teachers' attitudes, instructional decisions, and overall approach to their work.

Scope, Delimitations and Limitations of the Study

This study aims to understand how SHS faculty members share their experiences with OTE. It seeks to gain a deeper understanding of their personal insights into OTE and their responses to evaluation results, with particular emphasis on its impact on professional development, instructional growth, and teaching performance.

The research will focus specifically on SHS faculty members who have participated in the OTE process for at least one academic year. A qualitative approach will be employed, using in-depth interviews to explore the lived experiences of these educators. Ultimately, the study intends to provide meaningful insights into how student evaluations influence SHS teachers both professionally and personally.

This study focuses exclusively on SHS faculty members who have received and reflected on student evaluations of their teaching performance. This targeted scope addresses a significant gap in existing literature, where SHS educators are often underrepresented. Much of the existing research on teaching performance and student feedback tends to concentrate on college or university-level faculty, largely due to the longer-established systems of evaluation and professional development in higher education. In contrast, SHS programs, especially in the Philippine context, are relatively newer, and scholarly attention to their faculty's pedagogical experiences remains limited. Faculty from other institutions were excluded due to time constraints, which restricted the researchers' ability to explore a wider geographic range. The study adopts a qualitative phenomenological design, as outlined by the Department of Education (DepEd) curriculum, to enable a nuanced understanding of the participants' personal and professional experiences, rather than relying on quantitative or statistical methods.

Although the research offers meaningful observations, several limitations must be considered. Firstly, this study will be conducted among a limited number of SHS teachers. Due to the narrow scope, the sample size may not be sufficient to reflect a broader range of perspectives that could be captured through a larger and more diverse participant pool. While qualitative research emphasizes depth of understanding rather than the scope of coverage, the small number of participants may restrict the variety of insights and experiences gathered.

Furthermore, the study will be carried out within a constrained timeframe. The availability of NU Clark SHS teachers may be affected by their demanding workloads and responsibilities, which could limit opportunities for extended interviews, follow-up discussions, or prolonged observation. These time constraints may reduce the richness of the data collected, as researchers might not be able to explore certain themes in depth or capture evolving perspectives over time.

In addition, the study is context-specific, focusing solely on the experiences of SHS teachers with the OTE process. Since the findings are drawn from a single institution, they may not be generalizable to other academic institutions. Given the context-specific nature, limited sample size, and time constraints, it is essential that the results be interpreted strictly within the parameters of the study's scope.

Significance of the Study

This study is significant as it addresses a notable research gap: although plenty of studies have examined the experiences of teachers with SETs in higher education, there has been a limited focus on the perspectives of SHS teachers. Pre-existing literature tackled the negative effects that online evaluations may cause on teachers, but studies that examine the unreliable nature of SETs in accurately reflecting a teacher's work quality, especially within the SHS context, remain limited. Through analyses of SHS teachers' perspectives, this research aims to provide a better understanding of SET effectiveness as a tool for measuring teaching competence, focusing on its strengths and limitations in secondary education.

To the **SHS Teachers**. This research offers valuable insights to teachers on how their performance is assessed through student evaluations. The insights gathered, allow them to identify areas for professional growth while also challenging potentially unfair or biased evaluation practices.

To **Students**. The findings of this research can enable students to have awareness of how their feedback is used and the responsibility it carries. From the obtained results, students may identify the importance of giving honest and constructive feedback rather than basing their responses on personal biases or unrelated experiences.

To **Other Schools/Institutions**. This study can serve as a framework for other schools/institutions to assess the reliability of SETs in measuring teaching performance. Through a thorough analysis of SHS teachers' experiences with online evaluations, this research highlights gaps within the system and offers findings to further improve the evaluation process of teaching to ensure that evaluations are fair and accurate.

To **Future Researchers**. This study can be used as a reference for future researchers in assessing SETs' reliability in measuring teaching performance, and how it could direct a teacher's approach towards their profession. It provides a foundation for comparative studies, further exploration of the lived experiences of teachers within the SHS context, and a possible development of improved evaluation systems for teaching performance assessment.

Definition of Terms

The following terms are defined to establish a clear understanding of the concepts used throughout this study. Each term is explained according to how it is specifically applied in the research.

Acronyms

This section presents the acronyms used in the study and their corresponding meanings to help readers understand the terms clearly.

DepEd	Department of Education
OTE	Online Teachers' Evaluation
SET	Student Evaluation of Teaching
SHS	Senior High School

REVIEW OF RELATED LITERATURE AND STUDIES

Review of Related Literature

This section reviews significant findings and related literature on SETs, the effects of student feedback on teacher performance and well-being, and the implementation of digital evaluation systems, such as OTEs. Special attention is given to the experiences of educators at institutions where OTEs have been adopted to modernize and streamline the evaluation process. These discussions provide a foundation for understanding how teachers perceive, interpret, and respond to student feedback in both traditional and online formats.

“How do the results of online teaching evaluations affect teachers’ overall work quality?”

Recent studies show that online student evaluations affect teachers’ work quality in both positive and negative ways. Huang et al. (2022) found that teachers with strong self-efficacy and engagement use feedback to improve satisfaction and teaching practices. On the other hand, Khokhlova et al. (2023) showed that biases in evaluations, such as gender stereotypes, ageism, etc., can influence the results and impose a negative impact on teachers’ motivation towards their work. Lastly, a 2024 systematic review by Frank Quansah et al. also noted that many online evaluation results reflect external factors rather than actual teaching quality, raising concerns about their validity. Overall, online evaluations can help teachers develop professionally if used constructively but may harm their work quality if results are mainly influenced by students’ personal biases.

“What is the essence of student evaluations of teaching?”

Since the 1920s, the SET has been widely used to measure teacher effectiveness in colleges and universities. According to Myers (2021), SET has long been a controversial tool for assessing teaching performance. Despite ongoing debates, Myers (2021) emphasized that students remain valuable sources of feedback regarding their teachers’ communication skills, motivational ability, and instructional strategies. Moreover, SET can serve as a constructive medium for dialogue between teachers and students, fostering mutual motivation and continuous improvement (Myers, 2021).

Over time, the significance of SET has become increasingly evident, particularly in enhancing institutional competitiveness within higher education (Dinamling & Depaynos, 2025). Although critics raise concerns about potential biases and inaccuracies in student feedback, Dinamling and Depaynos (2025) argue that SET continues to provide essential insights for identifying areas of pedagogical improvement. Considering these perspectives, SET remains a vital and effective tool for evaluating teaching quality, outweighing the limitations often associated with it (Dinamling & Depaynos, 2025).

“What are expectations placed upon Senior High School (SHS) teachers regarding their teaching responsibilities?”

Implementing the K–12 curriculum in the Philippines has significantly reshaped the responsibilities and expectations of SHS teachers. Alda and Bacus (2022) found that with integrating the K-12 curriculum, SHS teachers began to adopt new responsibilities, including adjusting to the curriculum demands, handling limited resources, and meeting increased expectations for teaching quality. Despite the difficulties, teachers expressed a strong sense of dedication and viewed their roles as opportunities for professional growth. However, as Malabanan (2024) noted, implementing standards in practice continues to pose challenges. The study underscored that students anticipate teachers to demonstrate clarity in instruction, fairness in assessment, and responsiveness through timely feedback, stressing the importance of continuous self-assessment and improvement among SHS teachers. Overall, these studies show that SHS teachers must deliver content effectively and embody a reflective, student-centered approach to teaching.

“According to various studies, what is the significance of student evaluations for SHS teachers?”

According to various studies, student evaluations hold significant value for SHS teachers as they support both instructional improvement and professional growth. As education shifts toward digital and student-centered assessment, online evaluations help teachers adapt to evolving learning environments while maintaining high

teaching standards. Malabanan (2024) notes that these evaluations encourage teachers to use digital platforms effectively and value student feedback as a basis for refining their instructional methods. Similarly, Johnson (2021) explains that online evaluations foster teacher self-efficacy by promoting reflection, adaptability, and continuous development—skills that are essential for effective and responsive teaching.

Moreover, Dinamling and Depaynos (2025) emphasize that innovation, resourcefulness, and ethical practice—traits students value in educators—are often highlighted in evaluation results. These insights not only measure performance but also inspire teachers to uphold creativity, integrity, and professionalism in their work. Overall, student evaluations are significant for SHS teachers because they promote accountability, guide improvement, and strengthen the overall quality of teaching and learning.

“In what ways do teachers’ professional development initiatives align with the results of student evaluations?”

Evaluation and feedback are key to enhancing teaching quality and learning outcomes. Can feedback from students to teachers improve different dimensions of teaching quality in primary and secondary education? A hierarchical meta-analysis by Röhl, Bijlsma, and Schwichow (2025) found that student feedback has a positive effect on teacher practices in primary and secondary education, especially when teachers receive training to interpret and act on that feedback. Meanwhile, the 2023 study by Alwaely et al. emphasised that teacher evaluation systems are crucial for ensuring professional competence and improving student performance, and they called for evaluation programs that promote teacher growth rather than mere compliance. Together, these studies suggest that professional development initiatives should be designed to help teachers interpret evaluations, apply feedback, and engage in continuous improvement to close students’ achievement gaps.

“How do teachers reflect on the evaluations given to them?”

Teachers face significant challenges when reflecting on online evaluations, particularly in interpreting student feedback accurately and fairly. Cook and Webb (2024) found that evaluations are often influenced by factors such as course type, class size, and timing, which can bias the results and complicate teachers’ efforts to gauge their true teaching performance. Similarly, SHS teachers often struggle to understand and act on the feedback they receive. To support more effective reflection, Medland et al. (2024) developed the Feedback Talk Framework—an evidence-based tool designed to help teachers recognize how their communication affects student engagement and to encourage reflective, data-driven strategies for improving teaching practices following evaluations.

“How do teachers feel when students give negative comments in online evaluations?”

Teachers often experience mixed emotions when receiving negative comments in online evaluations. While such feedback can be discouraging and cause stress or anxiety, it also offers valuable insights for professional growth. Jensen (2021) highlights that how teachers interpret and respond to feedback greatly impacts their teaching effectiveness. Negative comments can feel personal or biased, especially if the evaluation design lacks clarity (Constantinou et al., 2022). However, when accompanied by supportive frameworks and opportunities for reflection, teachers are more likely to use critical feedback constructively rather than defensively (Hutchins, 2024). Overall, teachers’ feelings toward negative feedback depend on the quality of the evaluation system and the support they receive in processing it.

“What coping strategies do SHS teachers use once they receive the results of student evaluations?”

Research on SETs highlights both the benefits and challenges related to the feedback they provide and their impact on teachers’ well-being. Lakeman et al. (2022) found that anonymous student evaluations can sometimes cause stress, anxiety, or mental fatigue among teachers in higher education, indicating that SETs may have significant consequences for educators’ mental health. In contrast, Nwoko et al. (2024) proposed the SHIELD model—incorporating Support, Health, Interaction, Empathy, Leadership, and Development strategies—which promotes coping mechanisms, collaboration, and organizational support to enhance teachers’ occupational resilience. More recently, a systematic review in 2024 by Frank Quansah et al. on the validity of

SETs in higher education concluded that while SETs provide valuable feedback, they have limitations in fully capturing teachers' effectiveness. Taken together, these findings suggest that although SETs can support professional reflection and growth, their implementation should be accompanied by organizational structures and well-being frameworks to ensure feedback fosters teacher development without causing distress.

Review of Related Studies

This section summarizes key studies on SETs and OTEs, focusing on their effects on teaching quality and professional development. Research, including work from NU Clark, shows that OTEs improve evaluation processes and encourage reflective teaching. These studies highlight both the benefits and challenges of student feedback in enhancing teacher performance and growth.

Local Studies

The 2022 study, *'The Implications of Online Faculty Evaluation by Students to PUP Branches and Campuses Faculty: Basis for Policy Review and Implementation'* by Jerielyn V. Reyes, Reynaldo A. Guerson, and Arapia C. Ariyaya researched how Student Evaluation of Teaching (SET) affects faculty members throughout 12 branches of Polytechnic University of the Philippines (PUP). Using a quantitative design and a descriptive approach, the study discovered that SETs serve as a tool essential for improving teaching quality and the overall work ethic of teachers. However, it also found that issues concerning the misuse of student evaluations, often influenced by external factors unrelated to actual teaching performance. The researchers recommended the need for students to be trained in providing more meaningful and constructive feedback, making evaluation systems simpler for easier comprehension, and for institutions to provide support for teachers to handle negative criticism effectively. Overall, the study highlights the importance of SETs in improving teachers' professional development while simultaneously addressing the issues surrounding student evaluations to combat the unreliable nature of SETs as a basis for assessing teaching performance.

Similarly, in the study conducted by Frederick F. Patacsil et. al (2022) titled *'Evaluating Pangasinan State University Faculty Performance Using Associative Rule Analysis,'* it investigated the teaching performance of faculty members at Pangasinan State University (PSU) in the Philippines. The research found frequent positive attributes. Table III in the article presented the top ten most frequently occurring terms, with the word "good" ranking highest, followed by "teaching," "explains simply," and "teaching good subject/topic." This finding offers an understanding of the words students commonly use on campus to evaluate faculty performance. Through recognizing which terms frequently appear in student feedback, the research contributes to the enhancement of more responsive and reflective teaching practices. The results presented in this study provide a basis for examining how reflective teaching can emerge from patterns in student responses.

Building on this perspective, Dinamling and Depaynos (2024) highlighted the growing significance of student feedback as a tool for enhancing teaching quality in higher education. Their study, which focused on second-year education students, revealed that student evaluations help identify key dimensions of effective pedagogy. They identified three central elements of successful teaching: the use of innovative and engaging instructional strategies, the strategic use of resources to support learning, and the demonstration of ethical behavior coupled with emotional intelligence. These findings align with broader educational research emphasizing that effective teaching extends beyond content delivery to fostering empathy, ethical conduct, and a supportive learning environment. Collectively, such insights reinforce the idea that integrating student feedback into instructional practices not only improves teaching effectiveness but also supports the holistic development of both educators and learners.

In a related 2024 study, *"Assessing Student Perception of Teaching Effectiveness Among Senior High School Teachers,"* Noreen Malabanan surveyed 350 Senior High School students at Tanza National Comprehensive High School. Employing a convergent parallel design that combined quantitative and qualitative methods—including a questionnaire based on the Philippine Professional Standards for Teachers (PPST), descriptive statistics, and thematic analysis—the study found that students were generally satisfied with their teachers' performance, yielding a mean score of 3.99 (SD = 1.24). Respondents particularly commended teachers' skills in lesson planning and classroom management. These results underscore the critical role of student feedback in

formal teacher evaluations and highlight its contribution to the continuous improvement of teaching practices and educational quality.

Complementing these findings, another study focused on the development and evaluation of the Paperless Student Evaluation for Teachers (PSET) system at Isabela State University. The research involved students, instructional staff, and program directors, with 31% of participants being first-year students. Using a mixed-methods quantitative approach, the researchers assessed the system's usability, efficiency, and reliability as a digital evaluation tool. Results indicated that the PSET system was effective, user-friendly, and consistent with institutional standards. The study emphasized that adopting a paperless evaluation system enhances data collection, reduces administrative workload, and fosters more meaningful feedback exchanges between students and educators. These insights highlight the growing potential of technology to streamline evaluation processes and strengthen teachers' responsiveness to feedback—an increasingly relevant concept in understanding how Senior High School instructors manage their online evaluations.

Foreign Studies

Research on the utilization of Student Evaluation of Teaching (SET) within Australian higher education has highlighted the potential harm the current system can inflict on academics. Hutchinson et al. (2023) explain that SET typically involves Likert scale ratings supplemented by open-ended comments, which can range from constructive to non-constructive. This structure creates opportunities for abusive student behavior, raising concerns about its impact on academic welfare and professional prospects (Cunningham et al., 2022, as cited in Hutchinson et al., 2023). The study further identified factors such as gender, age, years of experience, and interaction styles as influencing the outcomes of SET. Crucially, Hutchinson et al. (2023) established a clear link between SET and increased stress, mental health challenges, and reduced confidence among teaching professionals, suggesting a need for systemic reform.

Complementing these findings, Mendzheritskaya, Maier, and Hansen (2024) examined how university teachers in Germany respond to individual negative student feedback. Their study, involving 107 faculty members in development programs, revealed that negative feedback often elicited strong emotional responses like surprise and sadness. Nevertheless, most educators chose to engage constructively with criticism, viewing it as an opportunity for reflection and improvement. This research sheds light on the cognitive and emotional processes teachers experience when confronted with negative evaluations and emphasizes the importance of fostering strategies that transform criticism into professional growth and ethical teaching.

Similarly, Lakeman et al. (2022) investigated the impact of anonymous SET on the well-being of Australian higher education faculty through qualitative and mixed-method approaches. Their findings indicated that anonymous student ratings contribute to heightened stress, anxiety, and emotional imbalance among teachers. Furthermore, a 2021 survey highlighted how such evaluations can pressure instructors to inflate grades and accommodate student preferences—such as reducing assignments or leniency in grading—potentially undermining academic standards.

Expanding on this, Lakeman et al. (2022) also explored educators' perceptions of SET's broader effects on the teaching and learning experience. The study found that many university teachers reported stress and health issues linked to negative or abusive student comments, which not only impacted their well-being but also posed risks to staff retention in higher education institutions.

In a related context, Johnson's (2021) phenomenological study of Ohio's Teacher Evaluation System (OTES) analyzed how evaluation processes affect teacher self-efficacy. Using semi-structured interviews, post-observation conferences, and reflective journaling, Johnson uncovered that teachers' perceptions of the system vary based on their roles, the evaluators' expertise, and the interpersonal dynamics involved. Importantly, participants conveyed that the evaluation system alone was insufficient as a reliable indicator of teaching effectiveness. Variations in evaluator feedback styles further contributed to inconsistent experiences despite standardized guidelines. Johnson concludes that evaluation frameworks should move beyond simple performance ratings to incorporate comprehensive feedback mechanisms that bolster teacher self-efficacy and enhance instructional practices.

METHODS

Research Design

This study employs a qualitative research approach using a phenomenological design to explore the lived experiences of SHS teachers evaluation E system. Phenomenology is chosen as the most suitable design because it focuses on understanding how individuals perceive and interpret their experiences. In this context, it allows the researchers to gain deep insights into how SHS teachers reflect on student evaluations and how these reflections influence their teaching practices and professional growth (Shorey & Ng, 2022).

The strength of this design lies in its ability to capture rich, personal narratives and subjective meanings. It provides a clear understanding of teachers' perspectives on the effectiveness of student evaluations in assessing their teaching performance. However, the study may be limited by a small sample size, time constraints, and the context-specific nature of phenomenological research, which may affect the generalizability of the findings (Ahmed, 2025).

Participants and Settings

The participants will consist of ten (10) SHS teachers who have experienced the OTE system for at least one academic year. Both male and female teachers will be included to capture diverse perspectives on how student feedback influences their teaching. The researchers will use purposive sampling to select participants who have relevant and sufficient experience with the OTE system. This method ensures the collection of meaningful and insightful data (Nyimbili & Nyimbili, 2024). The research will be conducted within the campus, where the OTE system is actively implemented. This setting provides a relevant context for understanding how teachers respond to and reflect on student feedback within their institutional environment.

Instrumentation

To collect data, the researchers will use a semi-structured interview guide. This format allows for flexibility in questioning while maintaining consistency across interviews. The guide will include open-ended questions designed to elicit in-depth responses, and probing questions may be added during interviews to clarify or expand on participants' answers (Arrellano et al., 2022).

To ensure the clarity and relevance of the questions, the interview guide will be reviewed by a licensed psychometrician. This review will help guarantee the content validity of the instrument and ensure that the questions lead to purposeful and comfortable discussions for the participants.

Data Collection

Data will be gathered through face-to-face, in-depth interviews scheduled according to the availability and convenience of the participants. This method allows teachers to freely express their views on the effectiveness and accuracy of student evaluations in measuring teaching competence and contributing to professional growth.

Interviews will be audio-recorded with the participants' consent and transcribed verbatim for analysis. Follow-up questions will be used to deepen understanding and ensure clarity. After transcription and analysis, all recordings will be securely deleted to maintain confidentiality.

Data Analysis

The data collected will be analyzed using Thematic Analysis, a method well-suited for identifying patterns and themes within qualitative data.

The analysis will follow these steps:

First, the researchers will familiarize themselves with the data by reading and re-reading the transcripts to gain a comprehensive understanding of the content. Next, initial coding will be conducted by identifying significant statements and assigning codes that represent key ideas or concepts. To ensure objectivity, the researchers will

apply bracketing, a process of setting aside personal biases and assumptions to focus solely on the participants' authentic experiences.

Once coding is complete, the researchers will group similar codes into broader themes that reflect recurring patterns across the data. These themes will be reviewed and refined to ensure they accurately represent the participants' experiences and align with the research questions. Finally, the researchers will interpret the themes to draw meaningful insights and conclusions about how teachers reflect on student evaluations and how these reflections influence their professional practices. This analytical approach ensures a systematic yet flexible process that centers the voices of the participants and provides a rich understanding of their lived experiences.

Ethical Considerations

In conducting this research, it is essential to uphold ethical standards to ensure the integrity of the study. To begin with, the research details, particularly those involving participants, will be submitted to a licensed psychometrician for review. This submission includes a letter outlining the participants' background, the research objectives, and the interview questions, among other relevant information. The purpose of this review is to carefully examine the study's content and assess whether the interview questions are appropriate for the intended participants. With the guidance of the psychometrician, the researchers aim to safeguard the welfare and protection of all participants.

Furthermore, the following participant rights will be strictly observed:

1. Voluntary Participation

Participation in the study will be entirely voluntary. Participants will be free to share their insights without fear of administrative or professional pressure.

2. Right to Be Informed

Participants will be fully informed about the research. This includes the study's purpose, interview procedures, how their data will be used, their right to refuse to answer any question, and their freedom to withdraw at any time without consequence. Before participating, respondents will be asked to read and sign an informed consent form.

3. Confidentiality and Data Protection

The identities of both teachers and students will remain confidential. No names or identifying details will be included in the final paper. Interview recordings and transcripts will be securely stored and accessible only to the researchers and their adviser. Any physical documents will be kept in a secure location.

During data gathering and reporting, all identifiers will be removed to ensure participants cannot be traced. The researchers will take all necessary precautions to protect participants' privacy and maintain the confidentiality of their responses.

4. Protection from Harm

The well-being of participants will be a top priority. Interview questions will be carefully and sensitively crafted under the supervision of a licensed psychometrician to avoid any psychological or professional harm.

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