

“A Mixed-Method Study on How Student Evaluation Results Shape Teachers’ Self-Efficacy at NU Clark SHS”

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ABSTRACT

This study examined the relationship between teachers’ self-efficacy and student evaluation results using the Online Teacher’s Evaluation (OTE) system at National University (NU) Clark Senior High School (SHS). A convergent mixed-methods design was employed to provide both quantitative and qualitative insights into teachers’ experiences with student evaluations. Quantitative data were collected through a self-efficacy survey and OTE scores, which were analyzed using Pearson’s correlation coefficient to determine the strength and direction of the relationship between the variables. Qualitative data were gathered through semi-structured interviews and analyzed using thematic analysis to explore teachers’ perceptions, emotional responses, and coping strategies related to student feedback. Findings from the quantitative analysis indicated no significant relationship between teachers’ self-efficacy and student evaluation outcomes, whereas qualitative findings suggested that student feedback plays a role in shaping teachers’ teaching confidence, motivation, and instructional practices based on their interpretation of evaluation results. These divergent findings highlight the complexity of the relationship between self-efficacy and student evaluations and emphasize the importance of contextual factors in understanding evaluation outcomes. The study contributes to the limited body of literature focusing on secondary education teachers, especially within the Philippine context, and offers implications for improving teacher evaluation practices and professional development.

Keywords: Senior High School, Teacher Self-Efficacy, Student Evaluation, Secondary Education, Student Feedback

INTRODUCTION

Background of the Study

What makes some teachers resilient, innovative, and inspiring in the classroom, while others struggle despite having similar resources and training? A key factor is teachers’ self-efficacy, a motivational trait that not only shapes the quality of teaching but also influences students’ engagement and motivation (Burić & Kim, 2020). This sense of efficacy is crucial for the successful implementation of educational reforms and for navigating the challenges of modern classrooms (Gordon et al., 2022). Understanding the factors that influence teachers’ self-efficacy is therefore essential for improving both teacher performance and overall educational outcomes, as it remains one of the most important psychological constructs for explaining teacher motivation (Ma et al., 2021).

One of the ways in which teachers’ effectiveness is often assessed is through student evaluations. Student Evaluations of Teaching (SET) have become a widely adopted method for measuring instructional quality and classroom engagement (Ahmad et al., 2025). Conducted over the past decade, SET serves multiple purposes, from ensuring teacher accountability to identifying opportunities for professional development (Beatson & Porterfield, 2023). By collecting students’ feedback on teaching strategies and classroom interactions, these evaluations offer valuable insights that can enhance teachers’ growth (Chen et al., 2021). Beyond their administrative function,

however, student evaluations also carry psychological and professional implications, influencing teachers' self-perception, confidence, and ultimately, their sense of efficacy in the classroom.

The use of SETs is subject of ongoing debate, particularly in regard to their validity, reliability, and overall impact on a teacher's professional development as well as well-being (Lakeman et al., 2022). While student evaluations are intended to promote professional improvement, research suggests that negative or poorly contextualized feedback may contribute to increased stress, reduced morale, and diminished self-efficacy among teachers (Mendzheritskaya et al., 2025). In some cases, teachers may adjust their practices, not necessarily to enhance learning outcomes, but to align with their own perception of what the students want from them, inadvertently compromising pedagogical rigor and overall teaching quality.

Therefore, teacher self-efficacy and SET results are closely intertwined constructs that may jointly maneuver an educator's approach to their teaching approach. Teachers with higher self-efficacy are more likely to interpret student feedback constructively as opposed to those whose self-efficacy levels are in the lower end of the spectrum, wherein they are more likely to perceive student evaluations as a flaw, resulting in self-doubt, emotional strain, and decrease in their confidence as professional educators (Gale et al., 2021).

Despite having a vast selection of pre-existing literature on student evaluations and teacher self-efficacy, limited research has examined how these factors may impose various outcomes on teachers categorized under secondary education in the Philippines, as most studies solely focused on the perspectives of professionals from higher education internationally.

At National University (NU) Clark, a private university located in the Philippines, student evaluations known as Online Teachers' Evaluation (OTE) are routinely administered to assess its educators, as well as to ensure quality within the institution is maintained and improved in the Senior High School (SHS) and College departments. However, Philippine studies on secondary education teachers' self-efficacy and perspectives on student evaluations, such as NU Clark's OTE, and their impact on work quality remain limited. This gap is notable, as SHS teachers operate in a distinct instructional manner which differs from both basic education and higher education settings. Thus, this mixed-methods study aims to examine the correlation of teachers' self-efficacy levels and their student evaluations results, and how these factors shape teaching performance among NU Clark SHS teachers. Through integrating quantitative data of both self-efficacy and OTE results with qualitative insights into SHS teachers' experiences, this research seeks to address a research gap and contribute context-specific findings about evaluation practices, as well as faculty initiatives at NU Clark, while simultaneously paving the way for deeper insights and more expanded future studies about this matter.

Theoretical Background

This research is anchored in Bandura's Social Cognitive Theory (1986) that identifies human behavior as the outcome of dynamic interaction between personal factors, environmental influences and behavioral outcomes. Under this framework, the main constructs of the study are embedded: teachers' self-efficacy as an example of personal factor, student evaluation results serve as an example for environmental influence, and teaching effectiveness stands out as behavioral outcome manifested in the instructional quality and professional practice at NU Clark SHS. The concept of self-efficacy can be interpreted as an individual's confidence in their ability to learn and solve problems, as described by the Social Cognitive Theory. In the educational context, teachers' self-efficacy is important for making instructional decisions, emotional regulation, effort and persistence, as well as response to feedback. Student evaluation is a kind of environmental support, by which the teacher gains knowledge about their teaching performance. The theory claims that the feedback does not have a direct impact on behavior but depends on individuals' cognitive processing and interpretation of information.

Within the context of NU Clark SHS, Social Cognitive Theory implies that student ratings influence teaching effectiveness through teacher self-efficacy. Teachers with high self-efficacy are more likely to perceive student feedback as feedback that stimulates reflection and adaptation of classroom activities, which then drives adaptive

teaching practices and ultimately improves teacher effectiveness. In contrast, teachers with poor self-efficacy may interpret the same evaluations as disheartening or threatening, which in turn create negative emotions, decreased motivation, and low involvement in teaching.

Furthermore, under the Social Cognitive Theory, the Teacher Effectiveness Theory proposes that teaching quality should be considered not only on the basis of teachers' knowledge and pedagogical skills, but also in terms of psychological constructs such as motivation, confidence, and professional beliefs. This theory focuses attention on successful teaching in terms of clarity, engagement with students, adaptability, and change. In this sense, teachers' self-efficacy determines the manner in which they address teaching, and student evaluations feedback can be used to identify places areas for improvement.

At NU Clark SHS, the Teachers Effectiveness Theory provides a useful framework for understanding how teachers' beliefs about evaluations correlate with their instructional behavior and classroom effectiveness. By fostering a constructive interpretation of feedback, teachers with high self-efficacy are likely to improve their instruction, whereas teachers whose past reactivity has been negative or have low self-efficacy may struggle to maintain quality.

Overall, Social Cognitive Theory offers a systematic and theoretically coherent explanation of the process through which teaching effectiveness is influenced by teachers' self-efficacy. By articulating the study variables within the theoretical constructs of Social Cognitive Theory, this provides a well-grounded framework for testing the quantitative results and qualitative experiences of SHS teachers at NU Clark.

Conceptual Framework

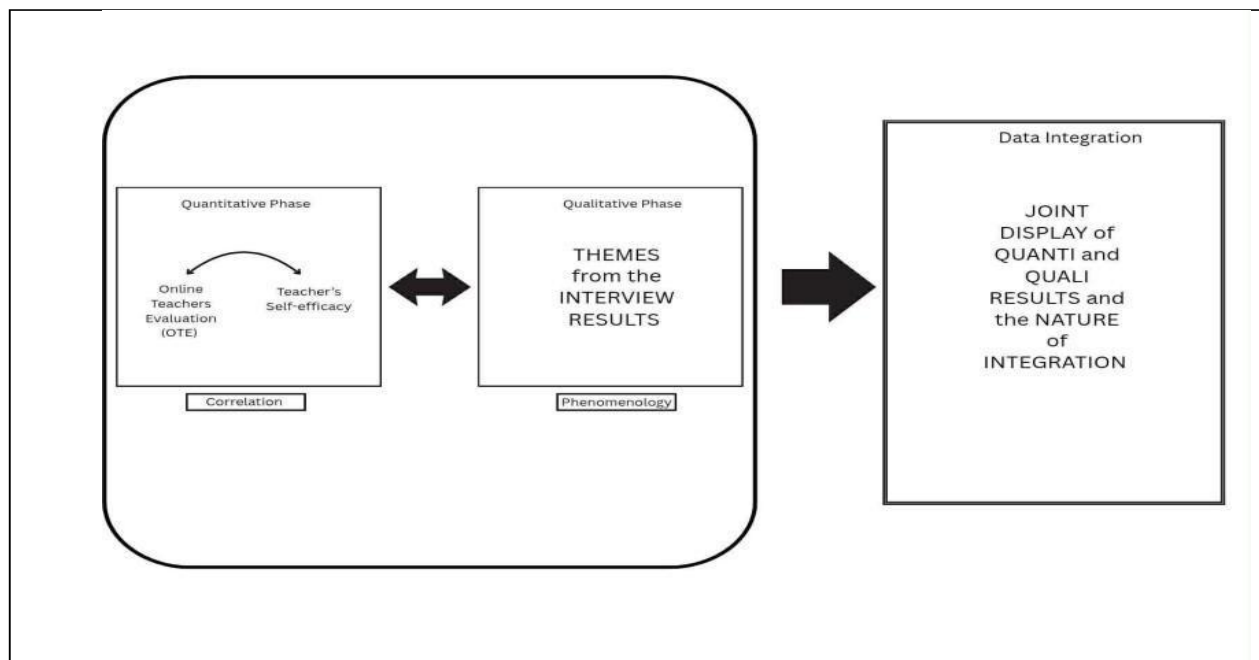


Figure 1. Schematic Diagram of the Conceptual Framework

To present the conceptual framework of this study, a convergent mixed-methods design was employed to examine the relationship between SHS teachers' self-efficacy and the OTE system at NU Clark. As illustrated in Figure 1, the framework is composed of two concurrent and equally prioritized strands. The quantitative strand examines the statistical relationship between teachers' self-efficacy and their OTE scores through correlational analysis, while the qualitative strand explores teachers' lived experiences and perceptions of the OTE process using a phenomenological approach. Both strands were implemented simultaneously and analyzed independently to maintain methodological rigor. The results were then integrated through a joint display of findings, enabling the

comparison and convergence of quantitative trends and qualitative insights. This integration provides a more comprehensive understanding of how student evaluation outcomes relate to teachers' professional self-perceptions, experiences, and responses. In conclusion, the conceptual framework illustrates how the interaction between measured outcomes and lived experiences can inform meaningful improvements in teacher evaluation practices and professional development initiatives.

Statement of the Problem

This mixed methods study addressed how OTE plays a role in teachers' self-efficacy. A convergent mixed-methods design is employed, in which qualitative and quantitative data are collected and analyzed simultaneously, and the findings are integrated during the interpretation phase. The primary purpose of this study is to describe the relationship between OTE and teachers' self-efficacy among SHS teachers at NU Clark using the Teachers' Sense of Efficacy Scale (TSES).

A secondary purpose is to gather qualitative data through in-depth interviews that explore the recurring themes that reveal teachers' professional and personal experiences regarding student evaluation for SHS teachers at the same site. The reason for collecting the secondary database is to contribute to the study's primary purpose by discussing the quantitative results and presenting deeper insights into the OTE and teachers' self-efficacy within NU Clark SHS.

Specifically, the study intended to answer the following questions:

1. What is the overall self-efficacy of teachers at NU Clark SHS?
2. What is the average Term 1 OTE results of NU Clark SHS teachers?
3. What is the relationship of OTE to teachers' self-efficacy of SHS teachers at NU Clark?
4. How do SHS teachers of NU Clark describe their experiences with OTE?
5. How do NU Clark SHS teachers respond to their OTE results in relation to their confidence in teaching?
6. To what extent do the quantitative and qualitative results converge regarding OTE and teachers' self-efficacy?

Objectives of the Study

This study aims to examine the relationship between the OTE and teachers' self-efficacy among SHS teachers at NU Clark, particularly on how student evaluation is a key factor in influencing teachers' confidence in teaching, using a convergent mixed methods approach, integrating both quantitative and qualitative data.

To achieve this aim, the study seeks to accomplish the following objectives:

1. To determine the overall level of self-efficacy among SHS teachers at NU Clark.
2. To identify the average OTE scores of SHS teachers at NU Clark.
3. To examine the relationship between OTE and the self-efficacy of SHS teachers at NU Clark.
4. To describe the experiences of SHS teachers at NU Clark regarding OTE.
5. To explore how SHS teachers at NU Clark respond to their OTE results in relation to their confidence in teaching,

- To determine the extent to which the quantitative and qualitative results converge regarding OTE and teachers' self-efficacy.

Assumptions/Hypothesis

The researchers gave the following hypotheses.

H₀: There is no significant relationship between the self-efficacy and student evaluation results of NU Clark SHS teachers.

H_a: There is a significant relationship between the self-efficacy and student evaluation results of NU Clark SHS teachers.

Scope and Limitations of the Study

The scope of this study was delimited to SHS faculty members at NU Clark. The research focused on two primary variables: teachers' self-reported self-efficacy and their corresponding OTE results for Term 1 of the A.Y. 2025–2026 to ensure data gathered is the latest available. Geographically and institutionally, the study was confined to a single campus; faculty members from other NU branches and external institutions were excluded to ensure feasibility within the study's time and logistical constraints. This focused scope allowed for an in-depth examination of the pedagogical context unique to the NU Clark SHS department.

While studies on teaching performance and student feedback are prevalent, they are largely centered on higher education due to the long-standing evaluation systems in tertiary institutions. In contrast, secondary education—mainly under the Senior High School program is a relatively recent curriculum, resulting in limited scholarly attention to SHS teachers' experiences with formal evaluation systems.

Despite these delimitations, several limitations of the study must be acknowledged. First, the study involved a relatively small number of SHS faculty members from NU Clark, which may limit the generalizability of the quantitative findings and the transferability of the qualitative insights to other NU branches or educational institutions. Although the quantitative component identified measurable trends between self-efficacy and OTE results, and the qualitative interviews provided contextual depth, the sample size may not fully represent the range of teacher experiences.

Additionally, the study was conducted within a constrained timeframe, which limited opportunities for extended interviews, follow-up discussions, and prolonged engagement with participants. While the quantitative survey achieved a high response rate, the dataset remained slightly incomplete, as only 33 of the intended 34 participants—who met the criteria of having Term 1 OTE results—were able to complete the instrument. Consequently, the findings should be interpreted within the specific institutional and temporal context of NU Clark SHS.

Significance of the Study

This study provides SHS teachers with clearer understanding of how their teaching performance is evaluated through OTE system and how such evaluations relate to their self-efficacy. By examining both quantitative outcomes and teachers' lived experiences, the findings enable teachers to identify areas for professional growth while also recognizing potential sources of perceived unfairness within the evaluation process. This awareness may support teachers in addressing concerns related to evaluation practices and in strengthening their professional confidence. Additionally, the combined data allow teachers to better understand the perceived strengths and weaknesses of SETs as measured of teaching competency at the secondary education level.

To the **SHS Teachers**. This research gives teachers an understanding of how they are evaluated on their teaching

performance through OTE and how their self-efficacy affects and is affected by those evaluations. Understanding these dynamics allows teachers to recognize areas that require professional development or where unfairness in the evaluation system may arise and addresses such concerns.

To **Students**. Students have an important role in providing feedback; therefore, the study suggests that students need to be objective in their evaluations. By understanding how the ratings and comments they provide affect the self-efficacy and teaching practices of their teachers, students will provide more meaningful contributions to the evaluation process.

To **Other Schools/Institutions**. This study presents a model for other schools and institutions to evaluate the reliability and effectiveness of SETs in measuring teaching performance. This study employed a mixed-method approach that yielded both qualitative and quantitative evidence which can be used for policy improvement, identifying areas of deficient performance in the evaluation process, as well as ensuring that teacher evaluations reflect both accurate performance and support teachers' professional development.

To **Future Researchers**. This research serves as a foundation for future studies examining the interaction between teacher self-efficacy and student evaluations. Therefore, providing a tool for describing the lived experience of SHS teachers, comparing SHS teachers to other educational structures, and analyzing alternative evaluation systems such that they measure not only the quality of performance but also assist teachers in developing confidence and motivation toward their profession.

Definition of Terms

The following terms are defined as they are used within the context of the study:

Online Teachers Evaluation. The official online student evaluation system used by National University to assess teaching performance of faculty members.

Teachers' Self Efficacy. The belief of teachers in their ability to plan, organize, and carry out instructional activities that lead to desired educational outcomes.

Teaching Effectiveness. The extent to which a teacher facilitates student learning through effective instructional strategies, classroom management, and student engagement.

Senior High School Teachers. Faculty members responsible for delivering instruction to students in Grades 11 and 12, covering specialized subject areas aligned with the senior high school curriculum.

Student Evaluation on Teaching. A systematic process through which students provide feedback on teachers' instructional practices, classroom management, and engagement.

Acronyms

The following acronyms are used throughout the study:

A.Y. Academic Year

NU National University

OTE Online Teacher's Evaluation

SET Student Evaluation of Teaching

SHS Senior High School

TSES Teachers' Sense of Efficacy Scale

REVIEW OF RELATED LITERATURE AND STUDIES

Review of Related Literature

This section reviews relevant literature that examines SETs and their relationship to teachers' self-efficacy. It synthesizes research on SETs, the psychological and professional impacts of student feedback, and the growing use of digital evaluation platforms, such as OTE. Emphasis is placed on how OTEs influence teachers' beliefs in their instructional competence, classroom management, and capacity to facilitate student learning. Attention is placed on research that explores how teachers respond to evaluation results, and how these responses influence their motivation, professional identity, and overall sense of self-efficacy. This section also considers the experiences of institutions that use OTE systems, such as NU Clark, where online systems have been implemented to enhance efficiency, accessibility, and transparency in teacher evaluation. By linking self-efficacy with current practices in online teacher evaluation, this review provides a clear framework for understanding how OTEs may strengthen or weaken teachers' professional confidence and effectiveness within a specific educational context.

The effect of online teachers evaluation results on 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, systematic review by Quansah et al. (2024) 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.

The essence of student evaluations of teaching

SET has long been utilized as a key instrument for assessing teacher effectiveness in higher education, despite ongoing debates regarding its validity and limitations. Since its widespread adoption in the 1920s, SET has remained a controversial yet enduring measure of teaching performance (Myers, 2021). While critics highlight potential biases and inaccuracies in student feedback, research continues to affirm that students provide valuable insights into teachers' communication skills, motivational capacity, and instructional strategies—dimensions closely tied to effective teaching practice (Myers, 2021). Beyond evaluation, SET has also been recognized as a constructive platform for dialogue between teachers and students, fostering mutual understanding, motivation, and continuous instructional improvement. In more recent literature, the role of SET has expanded within institutional contexts, particularly as a mechanism for enhancing educational quality and competitiveness in higher education (Dinamling & Depaynos, 2025). Although concerns regarding fairness and objectivity persist, SET is increasingly viewed as a meaningful source of pedagogical feedback that supports professional reflection and improvement when used responsibly. Overall, prior research suggests that despite its limitations, SET remains a vital tool for evaluating teaching quality and guiding instructional enhancement when embedded within reflective and developmental frameworks.

The concept of teachers' self-efficacy evolving in educational research over time

Educational research shows that the concept of teachers' self-efficacy has evolved from a narrow focus on individual instructional competence to a broader, multidimensional construct shaped by professional roles, contextual influences, and psychological well-being. Early studies emphasized self-efficacy as a personal belief in one's ability to manage classrooms and improve student learning outcomes (Schott et al., 2020; Wray et al., 2022). Over time, this perspective expanded to recognize teachers as leaders and agents of educational change,

highlighting the role of leadership engagement, curriculum innovation, and participation in shaping school culture in strengthening self-efficacy (Hajovsky et al., 2020; Çoban et al., 2023; Calkins et al., 2024). More recent research reflects a shift toward an ecological view, emphasizing how school climate, leadership support, and collaborative environments influence teachers' efficacy beliefs (Fackler et al., 2021; Galdames-Calderón, 2023). Contemporary literature further extends the construct by linking teacher self-efficacy to emotional regulation, well-being, and resilience, positioning it not only as a predictor of instructional effectiveness but also as a protective factor against stress and burnout in demanding educational contexts (Fathi et al., 2021). Overall, this evolution demonstrates that teachers' self-efficacy is now understood as a dynamic and context-dependent construct essential to both educational quality and teacher sustainability.

Factors that influence the self-efficacy of SHS teachers

Existing literature indicates that the self-efficacy of SHS teachers is shaped by an interaction of personal, demographic, and contextual factors. Sellami et al. (2025) emphasize that teachers' confidence and instructional effectiveness are influenced by both individual characteristics and environmental conditions. Personal and demographic factors such as gender, age, years of teaching experience, and educational qualifications have consistently been identified as significant predictors of self-efficacy (Aydın & Kurt, 2022; Abun, 2021; Wray et al., 2022). These characteristics contribute to teachers' professional maturity and identity development, which in turn shape their beliefs about their teaching capabilities (Narayanan et al., 2023). Research further suggests that demographic variables, particularly maturity and teaching experience, exert the strongest influence on self-efficacy, while technological competence has emerged as a secondary but increasingly important factor in contemporary teaching contexts (Shukri et al., 2023). In addition to personal attributes, contextual factors such as professional commitment, classroom environment, and institutional support play a crucial role in reinforcing or constraining teachers' efficacy beliefs (Mokhtar et al., 2023; An et al., 2021; Fackler et al., 2021). Specifically focusing on SHS teachers, Pantao (2024) found that age, educational attainment, and time quality significantly influence self-efficacy, highlighting the combined impact of personal readiness and workplace conditions. Overall, these studies suggest that SHS teachers' self-efficacy is a multidimensional construct shaped by demographic characteristics, professional experience, technological skills, and the broader teaching environment.

The significance of student evaluations to SHS teachers based on existing literature

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.

Ways of teachers' professional development initiatives align with the results of student evaluations

Evaluation and feedback are key to enhancing teaching quality and learning outcomes. A hierarchical metaanalysis by Röhl et al. (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.

Reflection and interpretations of teachers on student evaluation results

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.

The relationship between student evaluations and Teachers self-efficacy according to previous studies

Student evaluations have increasingly been examined as an influential yet complex factor in shaping teachers' self-efficacy. Recent studies indicate that positive student feedback is generally associated with higher levels of teacher self-efficacy, as teachers who receive favorable evaluations tend to report greater confidence in instructional strategies, classroom management, and student engagement (Burić & Kim, 2021). Such evaluations may reinforce teachers' beliefs in their teaching effectiveness, particularly when feedback aligns with their own perceptions of successful classroom practice. However, contemporary literature also highlights the potentially adverse effects of student evaluations when they are used for high-stakes accountability purposes. Jerrim et al. (2022) report that evaluation systems tied to promotion or contract renewal can contribute to stress, emotional exhaustion, and diminished self-efficacy, as teachers may perceive feedback as judgmental rather than developmental. Further research underscores the mediating role of reflective practice and professional development in this relationship, indicating that teachers who engage in reflection or participate in professional learning communities are more likely to interpret student evaluations constructively, thereby strengthening their self-efficacy (Cai et al., 2022; Tran, 2023). Overall, these findings suggest that student evaluations influence teacher self-efficacy in nuanced ways, largely depending on how feedback is framed, supported, and integrated within a collaborative institutional context.

The impact of student evaluations on teachers' self-efficacy and professional growth as reported in prior research

Prior research indicates that student evaluations have both reinforcing and challenging effects on teachers' self-efficacy and professional growth, depending on how feedback is structured and used. Empirical studies show that positive and well-designed student evaluations are moderately associated with teaching effectiveness and observable instructional behaviors, providing teachers with meaningful feedback that can enhance confidence in classroom practice (Saide & Dela Rosa, 2025).

When student evaluations are employed as formative tools, they promote reflective practice by helping teachers recognize instructional strengths and identify areas for improvement, thereby supporting professional growth and strengthening self-efficacy through targeted professional development efforts (Constantinou & Wijnen-Meijer, 2022). However, research also suggests that student evaluations can indirectly challenge teachers' self-efficacy when discrepancies arise between student feedback and teachers' self-assessments. Vaughan et al. (2020) found that such misalignments can either reinforce or weaken teachers' beliefs about their instructional competence, influencing confidence levels and motivation for improvement. Overall, the literature suggests that student evaluations contribute positively to teachers' self-efficacy and professional growth when embedded within reflective, supportive, and developmental frameworks rather than used as purely summative or judgment-based measures.

How the repeated exposure to student evaluations affect teachers' self-efficacy over time according to existing literature

Existing literature indicates that repeated exposure to student evaluations influences teachers' self-efficacy gradually rather than producing immediate effects, with outcomes largely dependent on the consistency and developmental use of feedback. Prieto et al. (2023) found no generalized short-term changes in teachers' satisfaction or performance following repeated improvements in student evaluations, suggesting that exposure to evaluations alone is insufficient to generate immediate gains in self-efficacy. However, longer-term and more structured exposure appears more advantageous. Krasniqi and Ismajli (2025) reported that teachers who received feedback more frequently perceived it as more useful, adapted their instructional strategies, and developed stronger confidence in their teaching abilities over time, particularly when feedback was constructive rather than judgmental. Supporting this developmental perspective, Symes et al. (2023) demonstrated that sustained practical teaching experiences—often accompanied by repeated evaluative feedback—were associated with significant increases in teacher trainees' self-efficacy across a semester. Collectively, these studies suggest that repeated exposure to student evaluations contributes to the development of teachers' self-efficacy when feedback is ongoing, reflective, and integrated with professional learning, rather than when it is isolated or evaluative in nature.

Review of Related Studies

This section summarizes key studies on SETs and Teacher Self-Efficacy, focusing on their effects on teaching quality and professional development. Research shows that not only do SETs improve educators' approaches to their profession and encourage reflective teaching, it plays a major factor on a teacher's self-efficacy levels which can direct teachers' attitudes towards their work, positively or negatively. These studies highlight both the benefits and challenges of student feedback to a teacher's self-confidence and in enhancing teacher performance and growth.

Local Studies

The study titled "The Implications of Online Faculty Evaluation by Students to PUP Branches and Campuses Faculty: Basis for Policy Review and Implementation" by Reyes et al. (2022) investigated the effects of SET on faculty members across 12 branches and campuses of the Polytechnic University of the Philippines using a quantitative descriptive design. The study found that SETs function as an important mechanism for improving teaching quality and teachers' professional work ethic; however, it also revealed concerns regarding the misuse of student evaluations, as ratings are sometimes influenced by factors unrelated to actual teaching performance. The findings further indicated that SET results directly affect teachers' self-efficacy, with constructive feedback strengthening teachers' confidence in their instructional abilities, while negative or biased evaluations potentially diminishing their belief in their teaching competence. The researchers recommended training students to provide meaningful feedback, simplifying evaluation instruments, and providing institutional support to help teachers respond productively to evaluation outcomes.

In line with this, Padonhinog et. al's (2024) study titled "Teacher self-efficacy through achievement goals, instructional strategies, and student engagement in the Philippine setting" highlights that Filipino teachers with strong self-efficacy are more capable of adopting innovative teaching methods, demonstrating effective planning, and addressing instructional challenges, particularly when pursuing higher achievement goals. From 139 teacher-participants, the findings reveal that among achievement goals, instructional strategies, and student engagement, student engagement emerged as the strongest indicator of teacher self-efficacy. The significant positive relationships among these variables suggest that teachers' confidence in their abilities is closely linked to how actively students participate in learning and how effectively teachers align their strategies with students' needs and demands, implying that positive student responses and engagement—often reflected through informal or formal student feedback—reinforce teachers' sense of competence.

Similarly, Lazo's (2024) study, "The interaction between teacher's self-efficacy and students' attitudes toward effective learning in state universities and colleges in the Philippines," states that the critical role of teachers in shaping student learning by examining the relationships among teacher characteristics, teaching self-confidence, and student attitudes toward learning in State Universities and Colleges from Region 2. Having respondents of 348 faculty members and 646 students, the study revealed significant differences in teachers' self-confidence based on professional characteristics such as instructional skills, classroom management, motivation, and teaching strategies. Likewise, students demonstrated varied learning attitudes in terms of openness, expectations, and learning anxiety. These results suggest that student responses and attitudes—often reflected in feedback and evaluations—are closely connected to teachers' perceptions of their own effectiveness, highlighting the reciprocal influence between teaching practices, student evaluations, and teacher self-efficacy.

The study titled "A Correlational Study on Teachers' Self-Efficacy and Student Motivation amidst Pandemic," by Baldonado et al. (2023) emphasized the cruciality of teacher self-efficacy in shaping student engagement and evaluation of learning experiences, and provides a foundation for future studies with broader samples and more diverse educational contexts. The researchers found that teachers' self-efficacy significantly influenced student motivation, indicating that students' engagement and drive to learn were closely linked to their teachers' confidence and competence in teaching. The findings also highlighted that teachers' high-level skills and effective instructional practices positively impacted the students' learning process, even under the challenging circumstances of online classes or hybrid learning.

Furthermore, Victoria's (2025) study, "Teachers' Self-Efficacy and Empowerment in a Secondary Public High School: Towards Strategies for Building Leadership Role," examined the relationship between teachers' self-efficacy and empowerment in a secondary public high school, focusing on strategies to strengthen teacher leadership roles. The study involved 225 teachers and employed a descriptive-comparative-correlational design, using adapted versions of the TSES and the School Participation Empowerment Scale (SPES) to assess self-efficacy in student engagement, instructional practices, and classroom management, as well as empowerment in decision-making, professional growth, and autonomy. Results revealed a strong positive relationship between teacher self-efficacy and perceived empowerment, indicating that teachers with higher confidence in their instructional abilities were more likely to engage in leadership activities and participate in school decision-making. The study highlights the importance of fostering teacher self-efficacy not only to enhance instructional effectiveness and student engagement but also to develop teacher leadership capacities, ultimately contributing to improved school performance and a supportive learning environment—crucial to boost student engagement, ultimately being a factor in student evaluations.

Foreign Studies

In a related context, "THE IMPACT OF THE TEACHER EVALUATION SYSTEM ON TEACHER SELF-EFFICACY" by Johnson (2021) studies Ohio's Teacher Evaluation System (OTES) which 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.

Another study titled, "Exploring Teachers' Perceptions of the Teacher Appraisal System and Its Influence on Teachers' Self-Efficacy and Wellbeing" by Manggytay (2025) explores teachers' lived experiences undergoing a teacher appraisal system and examines how appraisal processes influence teacher self-efficacy and wellbeing, grounded in Albert Bandura's theory of self-efficacy and Martin Seligman's Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (PERMA) model of well-being. Using semi-structured interviews

with a purposeful sample of teachers from a single Nazarbayev Intellectual School (NIS) school in Astana, Kazakhstan, the study reveals that teachers' perceptions of appraisal are shaped by the fairness, transparency, and clarity of assessment criteria, as well as the quality of feedback and the degree of support provided by school administrators. Findings indicate that appraisal systems perceived as equitable and supportive can strengthen teachers' beliefs in their professional competence, enhance motivation, and reduce stress, whereas unclear expectations and inconsistent feedback undermine self-efficacy and wellbeing. Overall, the study highlights the need for teacher appraisal systems that balance accountability with developmental support to foster both instructional improvement and sustainable teacher wellbeing.

On the other hand, the study by Krasniqi and Ismajli (2022), "Teacher Evaluation Feedback and Their Self-Efficacy in Classroom Management Skills," looks at the relationship between instructional feedback during teacher performance evaluations and teachers' self-efficacy, particularly in relation to classroom management skills. With the premise of self-efficacy being crucial for teaching effectiveness and student engagement, the study surveyed 379 primary and lower secondary school teachers in Kosovo using the adapted TSES. Notably, a strong positive relationship was observed between feedback, specifically on classroom management and teachers' self-efficacy in that area. Overall, the study suggests that frequent, targeted performance evaluations and high-quality feedback enhance teachers' confidence in their instructional abilities and support the development of effective classroom management skills.

Vaughan's (2020) study, "Clinical educator self-efficacy, self-evaluation and its relationship with student evaluations of clinical teaching," examines how clinical educators' self-evaluations relate to their self-efficacy and student evaluations, emphasizing the value of multiple feedback sources in assessing teaching quality. In the osteopathy program at Victoria University, 37 educators completed the Osteopathy Clinical Teaching Questionnaire (OCTQ) and Self-Efficacy in Clinical Teaching (SECT), which were matched with 308 student evaluations. Three patterns emerged: high self-evaluation with low student ratings, low self-evaluation with high student ratings, and alignment between self- and student evaluations. Educators in the first group had significantly higher self-efficacy, indicating that confidence does not always match student perceptions. Demographics and experience were not associated with scores. The findings suggest that targeted professional development to enhance self-efficacy, combined with multiple feedback sources, offers a comprehensive approach to improving teaching effectiveness.

Lastly, in the study titled "Student evaluations of teaching and the development of a comprehensive measure of teaching effectiveness for medical schools," by Constantinou and Wijnen-Meijer (2022) reviews the use of SETs in medical education, noting that traditional SET instruments from general higher education may not fully capture the complexities of medical courses. The paper highlights that reliance on SETs alone can introduce biases and may not objectively reflect teaching effectiveness.

Importantly, the review suggests that SETs, when combined with self-evaluations, peer feedback, and administrative input, can provide teachers with meaningful insight into their instructional strengths and areas for growth. Such feedback can subtly influence teachers' self-efficacy, shaping their confidence in their teaching abilities and guiding professional development choices. By fostering self-efficacy through carefully interpreted, multi-source evaluation data, educators are more likely to engage in reflective practice and improve teaching quality, suggesting a reciprocal relationship between evaluation systems, teacher self-beliefs, and instructional effectiveness.

METHODOLOGY

Research Design

This study employed a convergent mixed-methods research design with a correlational quantitative component to examine the experiences of NU Clark SHS teachers with the OTE system. Both quantitative and qualitative data

were collected concurrently and analyzed independently before being integrated to provide a comprehensive understanding of the research problem.

Within this mixed-methods framework, the qualitative component utilized a phenomenological design to explore how SHS teachers perceive, interpret, and make meaning of their experiences with the OTE system. Phenomenology was deemed appropriate as it focuses on individuals' lived experiences and the meanings they attribute to them. In this study, it enabled the researchers to gain in-depth insights into how teachers reflect on student evaluation feedback and how these reflections influence their teaching practices and professional development (Shorey & Ng, 2022).

Complementing the qualitative findings, the quantitative component employed a correlational design to examine the relationship between teachers' self-efficacy and their OTE results. This approach allowed the researchers to identify patterns and associations between the variables without establishing causal relationships. The integration of qualitative insights and quantitative correlations strengthened the analysis by capturing both the subjective experiences of teachers and measurable trends in evaluation outcomes, resulting in a more nuanced and holistic understanding of the OTE system.

Participants and Settings

The study was conducted at NU Clark, a private educational institution offering SHS programs. This setting was selected because it implements a student evaluation system known as the OTE, which serves as a key variable in the study. Out of the 39 faculty members, 34 of them were considered as participants of the study as they had previously undergone the OTE process for Midterm and End term of Term 1 for the A.Y. 2025–2026—to ensure latest data is gathered—making them suitable respondents for examining the relationship between teachers' self-efficacy and student evaluation results.

Participation in the study was voluntary, and all respondents were informed of the purpose of the research. Ethical considerations were observed, and the confidentiality and anonymity of participants' responses were ensured throughout the data collection and analysis process.

Sample Size

From the 39 faculty members of NU Clark SHS, 34 teachers who met the inclusion criteria: having Term 1 Midterm and Endterm OTE results, were targeted as participants. Due to the unavailability of 1 teacher because of unforeseen circumstances, a total of 33 out of the 34 target teachers participated in the quantitative phase of the study, indicating that the gathered numerical data is 1 participant short. As the sample size is limited, a 100% participation rate was crucial. These teachers completed the self-efficacy survey and had corresponding Midterm and Endterm OTE results for Term 1. For the qualitative phase, 15 teachers were randomly selected from the survey respondents to participate in semi-structured interviews. This approach allowed for the collection of in-depth qualitative data while minimizing selection bias and ensuring that interview participants were representative of the larger survey group.

Sampling Technique

The study utilized purposive sampling to identify eligible participants for the research. Specifically, SHS teachers who had undergone the OTE process during Term 1 Midterm and Endterm of the A.Y. 2025–2026 were intentionally selected, as they possessed direct and recent experiences relevant to the objectives of the study. To strengthen the qualitative component, simple random sampling was then used to select 15 interview participants from the 33 survey respondents. This combination of purposive sampling and random selection ensured that participants were both relevant to the phenomenon under investigation and fairly represented in the qualitative analysis.

Instrumentation

This study employed a convergent mixed-methods approach, giving equal priority to both quantitative and qualitative instruments to provide a comprehensive understanding of the phenomenon under investigation. The quantitative data on teachers' self-efficacy were collected using the TSES. The study utilized an adapted version of the TSES developed by Tschannen-Moran and Woolfolk Hoy (2001), with formal permission obtained from the authors. On the other hand, data on the student evaluation feedback were gathered by collecting the OTE results of SHS teachers for Term 1 Midterm and Endterm of the A.Y. 2025–2026.

To ensure the rigor and quality of the research instruments, the adapted questionnaire was reviewed by a professional statistician to assess its alignment with the study's quantitative objectives. In addition, the interview guide used for the qualitative component was evaluated by a licensed psychometrician to establish content validity and ensure the clarity, relevance, and appropriateness of the questions.

This multi-instrumentation strategy allowed for a more comprehensive analysis of the relationship between teachers' self-efficacy and OTE results. The integration of quantitative measures and qualitative insights ensured that the findings were both statistically sound and contextually grounded in teachers' lived experiences.

Data Collection

Quantitative data were gathered through an online survey administered to the faculty. Out of all NU Clark SHS teachers, only 34 met the specific inclusion criteria: having both Term 1 Midterm and Endterm OTE results. From these eligible participants, a total of 33 responses were gathered via Google Forms, as one eligible faculty member opted not to participate in the study as it was assured that their participation in this study would remain voluntary. Each teacher answered a survey that measured their self-efficacy, adapting the TSES, along with filling out their Term 1 OTE results.

For the qualitative data, out of the 33 survey respondents, 15 SHS teachers were randomly chosen to participate in the semi-structured interviews in order to explore their lived experiences to OTE feedbacks. Informed consents were signed by each of the participants prior to the interview, ensuring that the participant understood the study's objective and that any data provided by the participant would remain confidential. The interview sessions took place within the vicinity of NU Clark to ensure convenience on the teachers' ends. This study employed triangulation in the integration of the two data sets. Cross-referencing numerical trends from the survey with narrative data from the interviews enhanced the credibility of the findings and provided a comprehensive exploration of the SHS teachers' experiences in NU Clark.

Data Analysis

The quantitative results of the study were analyzed using Pearson's correlation coefficient (Pearson r) to assess the strength and direction of the relationship between teachers' self-efficacy and student evaluation outcomes, as measured by the TSES and OTE results respectively. Pearson r is appropriate when examining the association between two continuous variables and is widely used in educational research that explores psychological constructs and performance-related outcomes. Recent correlational studies on teacher self-efficacy support the use of Pearson r when analyzing relationships between instructional beliefs and evaluation results (Çelik & Yildirim, 2022). The application of correlational statistics in this study aligns with established social science research practices, particularly when the objective is to identify meaningful relationships rather than establish causal effects. Moreover, Pearson r is commonly employed in perception-based measurement studies and survey-driven research, as it effectively captures patterns of association within complex human behaviors. The qualitative data in this study were analyzed using thematic analysis, a systematic approach used to identify, organize, and interpret patterns of meaning across interview data. This method is particularly appropriate for examining teachers' lived experiences, as it allows researchers to explore recurring ideas, perceptions, and emotional responses without imposing predetermined categories or theoretical constraints. Through this process, themes were developed that

reflected secondary high school teachers' experiences with the OTE system, including their interpretation of student feedback, emotional responses to evaluations, coping strategies, and perceptions of fairness within the evaluation process. Methodological literature supports the use of thematic analysis in mixed-methods research, as it provides flexibility, transparency, and depth in qualitative interpretation while complementing quantitative findings (Braun & Clarke, 2021).

Additionally, thematic analysis is widely used in educational research to examine teachers' perceptions, professional identities, and lived experiences, allowing participants' voices to be meaningfully represented and aligned with the study's research questions (Nowell & Albrecht, 2022). The theme development was guided by the principle of data saturation. Interviews were analyzed concurrently, and saturation was considered achieved when no new codes or substantive insights emerged and when themes were consistently supported across participants. The recurrence of similar accounts regarding teachers' interpretation of student feedback, emotional responses, coping strategies, and perceptions of fairness indicated that thematic depth and redundancy had been reached. Establishing saturation strengthened the credibility of the qualitative findings and ensured that the themes reflected shared patterns of experience rather than isolated responses.

Ethical Considerations

In conducting this research, ethical standards were strictly observed throughout the research process. The interview questions were reviewed and validated by a licensed psychometrician to ensure the appropriateness that aligns with the objectives of the study. In addition, a licensed statistician was consulted to verify and validate the research instruments and to assist in the interpretation of quantitative data. This process ensured the statistical validity, reliability, and appropriateness of the instruments for the research design, as well as the accuracy and ethical integrity of the data gathered. With the guidance of the psychometrician and statistician, the researchers aimed to safeguard the welfare and protection of all participants.

Furthermore, the following participant rights were strictly observed:

Voluntary Participation

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

Right to be Informed

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

Confidentiality and Data Protection

The identities of both teachers and students remained confidential. No names or identifying details were included in the final paper. Interview recordings and transcripts were securely stored and accessible only to the researchers and their adviser. Any physical documents were kept in a secure location. During data gathering and reporting, all identifiers were removed to ensure participants could not be traced. The researchers took all necessary precautions to protect participants' privacy and maintain the confidentiality of their responses.

Protection from Harm

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

RESULTS AND DISCUSSION

This section presents and discusses the findings of the study derived from quantitative and qualitative data analyses. Guided by a convergent mixed-methods design, the results from both data strands are presented in an integrated manner to examine the relationship between OTE and teachers’ self-efficacy. The discussion interprets the findings in relation to the research objectives and existing literature, highlighting points of convergence and divergence between quantitative outcomes and qualitative insights to provide a comprehensive understanding of the role of OTE in shaping teachers’ self- efficacy.

What is the overall self-efficacy of teachers at NU Clark SHS?

The table presents the overall self-efficacy levels of NU Clark SHS teachers across three key indicators: instructional strategies, classroom management, and student engagement.

Table 1: The overall self-efficacy level of NU Clark SHS teachers

Indicator	Statistics (Mean, SD)	Interpretation
Efficacy for Instructional Strategies	7.92 (SD = 0.75)	Very much
Efficacy for Classroom Management	7.92 (SD = 1.21)	Very much
Efficacy for Student Engagement	7.46 (SD = 1.08)	Very much
Average Assessment	7.77 (SD = 0.88)	Very much

Overall, the table indicates that SHS teachers at NU Clark generally demonstrate a high level of self-efficacy, with an overall mean score of 7.77 (SD = 0.88). Teacher self- efficacy was examined across three domains: Efficacy for Instructional Strategies, Efficacy for Classroom Management, and Efficacy for Student Engagement. Among these domains, teachers reported the highest level of self-efficacy in Instructional Strategies, with a mean of 7.92 (SD = 0.75), interpreted as very high. Similarly, efficacy for Classroom Management yielded a mean of 7.92 (SD = 1.21), also interpreted as very high. Lastly, teachers’ efficacy for Student Engagement recorded a mean of 7.46 (SD = 1.08), which was likewise interpreted as very high.

The results suggest that the three indicators revealed a very high interpretation within each domain, showing that the educators possess a high level of self-efficacy. The measured areas are instructional strategies, classroom management, and student engagement, with each revealing an excellent level of self-efficacy of the teachers. Specifically, the teachers reported a very high level of self-efficacy in instructional strategies, suggesting a strong confidence in their abilities to employ teaching methods and adapt various instructions to meet students’ learning needs. Similarly, the efficacy of teachers in classroom management obtained an equally high self-efficacy score, indicating that teachers feel highly capable of maintaining order, managing classroom behavior, and creating a conducive learning environment. In terms of student engagement, teachers also exhibited a very high level of self-efficacy; although this domain recorded the lowest mean among the three indicators, the result still reflects strong confidence in motivating students, encouraging participation, and sustaining learners’ interest during instruction. Overall, the average self-efficacy score of the teachers was interpreted as very much, which suggests that NU Clark SHS teachers generally possess a strong sense of professional confidence in their instructional roles, classroom management practices, and ability to engage students effectively.

The findings answer the research question by showing that the overall self-efficacy of SHS teachers at NU Clark is very high. The results indicate that teachers generally have a strong sense of confidence in their professional abilities. This suggests that they feel capable of effectively implementing instructional strategies, managing classrooms, and maintaining student engagement. Such a high level of self-efficacy reflects not only their preparedness and competence as teachers but also their belief in their own capacity to overcome challenges in the teaching process. Overall, these results highlight that teachers of NU Clark SHS perceive themselves as highly capable in fulfilling their instructional roles, which can have positive effects on teaching quality, student engagement, and learning outcomes.

This result is consistent with Gamuza et al. (2025), who reported that there is very high self-efficacy among teachers in instructional delivery and classroom management. However, the study noted that teachers’ confidence tended to be slightly lower when it came to implementing adaptive strategies, such as differentiated instruction. Moreover, Gamuza et. al (2025) found significant correlations between teachers’ self-efficacy and teaching effectiveness, highlighting that teachers who feel confident in their abilities are more likely to engage in effective teaching practices.

What is the average Term 1 OTE results of NU Clark SHS teachers?

This table summarizes the average Term 1 OTE results of NU Clark SHS teachers. The table highlights the ratings given by teachers for both the Midterm and Endterm evaluation periods. It provides a clear overview of their performance assessments within the term.

Table 2: The average Term 1 OTE results of NU Clark SHS teachers

Indicator	Statistics (Mean, SD)	Interpretation
What is your OTE rating for Term 1 Midterm evaluation period?	6.39 (SD = 0.32)	Excellent
What is your OTE rating for Term 1 Endterm evaluation period?	6.29 (SD = 0.56)	Excellent
Average Assessment	6.33 (SD = 0.40)	Excellent

According to the table, the average OTE score for Term 1 is 6.39 (SD = 0.40), which falls under the “excellent” category. This suggests that, overall, respondents gave very positive evaluations throughout the term. When comparing the two periods, the midterm evaluation showed a slightly higher mean score (M = 6.39, SD = 0.32) than the end-term OTE (M = 6.26, SD = 0.56). Although both results were still interpreted as excellent, the difference in standard deviations is notable. The smaller standard deviation during the midterm indicates that responses were more closely grouped, reflecting greater consistency among raters. In contrast, the higher standard deviation at the end of the term suggests that students’ ratings become somewhat more varied.

The results suggest that the overall Term 1 OTE results of NU Clark SHS teachers are excellent, which suggests that with this consistency, teachers maintained a high level of performance throughout the term. The slightly higher midterm ratings may reflect initial strong preparation and engagement at the start of the term, while the marginally lower end term ratings could be attributed to variations in student perceptions or the challenges associated with the instructional delivery over time. Nevertheless, the overall interpretation underscores the effectiveness of the teachers in delivering quality education, management in the classrooms, and meeting the students' expectations consistently.

This finding answers the research question by showing that the average Term 1 OTE results of the SHS teachers of NU Clark are very high. Both midterm and end term evaluations fall within the excellent range, demonstrating consistency in teaching effectiveness throughout the term. These findings suggest that the SHS teachers exhibit strong instructional practices and maintain a high level of competence in their professional responsibilities.

This result is consistent with Röhl et. al (2025), whose study found that student feedback interventions have a positive impact on multiple dimensions of teaching quality, including instructional delivery, classroom management, and engagement strategies. Their research emphasizes that systematically collected student perceptions not only reflect teachers’ current effectiveness but also serve as valuable tools for informing and guiding practice improvement. This underscores the importance of integrating student feedback into ongoing professional development, as it can help teachers identify strengths, address areas for growth, and ultimately enhance overall teaching performance.

What is the relationship of OTE to teachers’ self-efficacy of SHS teachers at NU Clark?

The results section discusses the findings on the relationship between teachers’ self- efficacy and their OTE results

at NU Clark SHS. Pearson correlation analysis was employed to assess the direction and significance of this relationship.

Table 3. The relationship of OTE results to the self-efficacy of NU Clark SHS teachers

Indicator	Statistics (Mean, SD, etc.)	Interpretation
Pearson Correlation (Self-efficacy × Average OTE)	$r = -0.063, p = 0.727, N = 33$	Not significant

The correlation table indicates that the relationship between teachers’ self-efficacy and their average OTE score is not statistically significant. Specifically, the Pearson correlation coefficient, $r = -0.063$, reflects a weak negative relationship between the two variables, suggesting that higher or lower levels of self-efficacy are not meaningfully associated with changes in OTE scores. However, it is important to emphasize that correlation measures do not establish causation.

The results suggest that the self-efficacy and OTE results of NU Clark SHS teachers have no significant relationship. The Pearson correlation analysis yielded a weak negative correlation with a p-value of 0.727, which suggests that variations in teachers’ self-efficacy are not associated with differences in their OTE performance scores. The non-significant and negligible correlation implies that teachers with higher self-efficacy do not necessarily

obtain higher OTE results, and similarly, those with lower self-efficacy do not consistently receive lower OTE ratings. Overall, the findings suggest that while teacher self-efficacy is an important psychological construct, it does not have a statistically significant relationship with OTE results among NU Clark SHS teachers.

This finding answers the research question by suggesting that teachers’ OTE ratings are not meaningfully associated with their level of self-efficacy. In other words, higher or lower OTE results do not correspond to higher or lower self-efficacy. Thus, the findings show that the OTE results do not significantly relate to teachers’ self-efficacy in the context of this study.

This result contradicts Krasniqi and Ismajli (2022), who reported that there was a significant relationship between feedback results from teacher performance evaluations and teachers’ confidence levels measured through the TSES, the same instrument that is adapted by this study to measure teachers’ self-efficacy. Although Krasniqi and Ismajli’s research is similar in nature, their findings are completely contradictory to the quantitative results of this study. This discrepancy may be attributed to differences in educational context, evaluation processes, or sample characteristics, suggesting that the relationship between evaluation feedback and teacher self-efficacy may be context dependent.

How do SHS teachers of NU Clark describe their experiences with OTE?

Results indicate that SHS teachers in NU Clark see the OTE as an intricate experience that involves reflection and emotion, coping mechanism behavior and concerns regarding fairness. Many teachers view the OTE as a great source of professional feedback that fosters growth; however, many feel vulnerable to emotions, and there is a level of distrust regarding the accuracy of assessment. These themes show that teachers will interpret student feedback, respond emotionally to evaluations, build coping strategies to deal with the evaluation process, and consider any outside influences that shape teacher evaluations. Therefore, the OTE is not simply viewed to evaluate performance but is experienced to evaluate teacher’s identity, confidence, and instructional practices.

How teachers make sense of student feedback

Teachers described OTE as a reflective tool on how students expect from them and provide teachers with a way to evaluate their own teaching practices. Most participants in the study noted that they placed greater emphasis on written feedback than on numerical ratings and viewed feedback to make changes and develop self-awareness as a

professional. It is also helpful to have the voice of students to help clarify for them what is working well in the classroom and where they need to be improved upon.

Filipino: “So nag-reflect talaga ako nang maayos doon sa mga comments... medyo

nile-lessen ko na ‘yung pagiging super strict ko.” (P1)

English: “I do deeply reflect on the comments... I try to lessen my strictness because that’s what I often see in my OTE.”

English: “So the OTE became one of the student platforms for voicing out their concerns regarding the teacher’s teaching performance. So, personally, I was able to assess, adjust, and reflect on my way of teaching.” (P9)

Filipino: “So what I do is when I get to see the OTE ang hinahanap ko yung comments.” (P8)

English: “What I do when I get to see the OTE is I look for the comments.”

This theme shows that the teachers view OTE as a reflection of their teaching and the expectations they have for their students, so they can improve their instructional practices. Teachers use the written comments on OTE more often than they use the numerical ratings since written comments provide them with a better understanding of what their strengths and weaknesses are as teachers. Teachers are also actively using the feedback they receive to adjust their teaching style. Consequently, OTE is used as another way for teachers to gain professional development rather than simply being a score.

This finding indicates that teachers describe their experience of OTE as one that is reflective, and highly meaningful. Teachers do not passively accept the results of their OTE; rather, they use the feedback they receive as a means of interpreting and connecting to their instructional practices within the classroom. Given this, the experience for teachers is one that is developmental, not simply administrative.

This finding supports Bandura's Social Cognitive Theory (1986) which states that professionals grow through self-reflection and self-regulation. When teachers reflect on their feedback, their sense of agency and confidence in their teaching is strengthened. Furthermore, research has shown that reflective engagement with feedback influences the degree of growth in their instruction (Burić & Kim, 2020).

Emotional experiences when receiving student evaluations

The experience of receiving OTE evaluation results created different emotional responses including excitement, anxiousness, pride, disappointment, and a combination of emotions within teachers. The emotional response to the evaluation process itself created high levels of emotion due to the fact that it represents how teachers see themselves through the eyes of their students. As constructive criticism, it does carry some level of psychological burden regardless of how it is interpreted by the teacher.

Filipino: “And ang feeling ko naman do’n syempre kinakabahan...” (P2) English: “And as for how I feel, of course I get nervous...”

Filipino: “Mixed siya—sometimes excited, sometimes nervous.” (P6) English: “It’s mixed [feelings]—sometimes excited, sometimes nervous.”

English: “So a mix emotions of positive and negative at the same time.” (P11) This theme reveals that OTE elicits strong emotional reactions from teachers,

including feelings of anxiety, joy, pride, and frustration. Teachers associate their evaluation results with their profession; thus, the evaluation process feels like a personal matter for them. Teachers also report that providing

feedback is not a neutral emotional process; rather, feelings directly influence how teachers feel about themselves as capable of performing their job and about their value as educators.

This connects to the research problem because it shows that teachers describe OTE as an emotional process, rather than just a technical process. Emotional responses are a part of how teachers make sense of evaluation; therefore, emotional responses play an important role in how teachers experience evaluation.

This aligns with Feedback Intervention Theory (Kluger & DeNisi, 1996), which states that emotional responses to feedback affect motivation. For instance, there is research evidence that feelings about evaluation influence whether to motivate teachers or create tension for them (Lienevich & Panadero, 2021).

How teachers prepare for and cope with OTE

The evaluation process was managed by teacher-created ways of working around stress. Some teachers refrained from thinking about OTE and were therefore able to teach in a more authentic manner. Other teachers mentally transformed negative ratings into a chance for them to improve their practice. There were a few teacher-created ways of working to build resilience, such as reflection, emotional management, and focusing on areas for development based on the way teachers receive feedback.

Filipino: “Before OTE, usually I don’t think about it. Kasi kung iisipin ko siya, baka magbago na ang way of teaching ko.” (P6)

English: “Before OTE, I usually don’t think about it. Because if I think about it, my way of teaching might change.”

Filipino: “Even though makareceive ako ng negative comments... talagang magre- reflect ako bakit nila nasabi ‘yun.” (P1)

English: “Even though I receive negative comments... I really reflect on why they said that.”

English: “I controlled the negativity bias in my brain... don’t focus on the negative, focus on the positive.” (P7)

This theme suggests that educators devise coping procedures for the stress they are subject to due to the evaluative process. However, some teachers refrain from ruminating on their OTE to ensure their approach to teaching is truthful and authentic, whereas some utilize reframing techniques as a means of viewing their negative feedback as an opportunity for growth. Based on an emotional regulation and a professional resilience perspective, these behaviors demonstrate that teachers cope with the inconvenience associated with the evaluation process by using coping strategies. The answer to the research question is that the evaluation process is an ongoing process for teachers and requires preparation for ways to cope with the evaluation. In addition to receiving the evaluation results, the teachers provide evidence of how they deal with the evaluation process from a mental perspective. The concept of self-regulation, as defined by Bandura's (1986) Social Cognitive Theory, is a compelling rationale for teachers to manage their professional behaviours. Adaptive coping, as defined by Gordon et al. (2022), is a useful way to convert stress into professional growth.

Teachers’ concern about the fairness and accuracy of OTE

The OTE process was viewed to be untrustworthy for various reasons including, teacher by teacher bias, the difficulty for teachers to separate their performance from the outcomes, and the emotions of students, all of which can modify the ratings that students provide to teachers and may or may not be a reflection of how well a teacher actually did in terms of providing instruction.

Filipino: “Kasi parang nangyayari these days nagiging requirement siya... hindi nag-gauge whether accurate ba talaga ‘yung ratings.” (P13)

English: “It becomes a requirement... it doesn’t really gauge whether the ratings are accurate.”

English: “For me, it’s not really reliable... if the student doesn’t like the teacher personally, then he will give the teacher a failing grade.” (P9)

Filipino: “Minsan talaga hindi tugma yung rating... doon mismo sa mga comment.” (P7)

English: “The numerical ratings do not align with the comments.”

Teachers and education professionals are skeptical about whether the evaluations provided by the OTE accurately provide information about teacher performance; therefore, they do not fully trust the results of their OTE evaluations due to limited trust in the evaluation process itself.

This relates to the research question because teachers report that they believe the OTE evaluation system is flawed, does not accurately represent the quality of their teaching in some cases, and they have concerns about the accuracy of how they are evaluated. In support of this point, prior research supports the notion that students will have varying degrees of influence over their evaluations based upon certain personal preferences and irrelevant factors (Chen et al., 2021). The theory of Feedback Intervention also indicates that if feedback is viewed as being unfair, it will lead to a reduction in the level of trust and motivation in the evaluator (Kluger & DeNisi, 1996).

Factors outside teaching that affects evaluation results

Teachers acknowledged that non-instructional factors such as grading, student- teacher relationships, classroom size, and student perceptual differences affect evaluation results of teachers. These external influences led to differing perceptions of evaluation of metric results by evaluators which created concerns over objectivity when evaluating teachers.

Filipino: “Ang nakikita kong malaking factor talaga ay yung grade.” (P7) English: “A major factor influencing evaluation is the grade students receive.” English: “Students are biased somehow... they get revenge there.” (P5)

English: “It really speaks to me... students are not just there to learn, but they’re also judging the teacher.” (P15)

The teachers show that external factors affect OTE results. This can include many factors, such as student and teacher's grades or perceptions, and the nature of the relationship between teacher and student. Teachers' understanding of OTE about the social context they teach is as important as their instructional ability. This finding addresses the second research question by showing that teachers perceive OTE to be socially constructed and that their experiences demonstrate an understanding of evaluation as subjective rather than purely objective. The research on Teacher Effectiveness supports the premise that the teacher's performance is influenced by a variety of factors, including relationship and context and not just instructional technique (Gale et al., 2021). In addition, the research also supports the concept that evaluation should be examined within the total education delivery system.

How do NU Clark SHS teachers respond to their OTE results in relation to their confidence in teaching?

The collected results have revealed diverse participant responses to OTE results in relation to their confidence in teaching. The participants described their various approaches to reflecting on their OTE experience, leading to a positive and negative integration. While several participants highlighted the emotional and psychological impact of student evaluations, others focused on self-reflection and professional identity formation. Simultaneously, the respondents have identified the student evaluation as a driver of growth and change that could trigger either motivation or anxiety. Furthermore, their personal experiences have led them to doubt the evaluation system's fairness, primarily due to its limitations and subjective nature.

Emotional and psychological impact of student evaluations

Through quarterly student evaluation, NU Clark teachers have identified several long-term internal impacts on their professional practice. Several respondents reported a sense of fulfillment upon receiving positive feedback, highlighting their boost in confidence that enhanced their self-efficacy and belief in their teaching capabilities. Meanwhile, other participants reported negative emotional responses, illustrating diverse perspectives on the overall impact of student evaluations.

Filipino: Umiyak talaga ako noong nakita ko yung OTE ko since that was my first time na mayroong ganitong process dito sa NU. (P2)

English: I really cried when I saw my OTE because it was my first time experiencing this kind of process here at NU.

Filipino: When you give me a high score and I see comments that are good it validates my worth, ahh effective pala. (P8)

English: When you give me a high score and I see good comments, it validates my worth—ah, I'm effective after all.

Filipino: Wala, kasi hindi ko siya pine-personal. (P6) English: None, because I don't take it personally.

This theme suggests that while OTE is an objective assessment tool, several teachers internalize them as personal critiques. While teachers strive to maintain professional objectivity in the classroom, the OTE can provide a raw look at their impact, evaluating them in the vulnerable, unscripted moments of daily student interaction. This finding addresses the research question as it reported a wide spectrum of emotional and psychological impacts, which they noted their nervousness and sense of fulfillment from positive feedback. Associating the Emotional Labor Theory (1983), student feedback acts as an external pressure that forces teachers to conform, losing professional authenticity for favorable feedback.

Self-reflection and professional identity formation

With all participants completing at least one full A.Y. of student evaluation, teachers' self-reflection is inevitable, which may fully form or reshape their professional identity. These subjective factors may influence self-efficacy and carry a significant moment of their career, indicating their evolving values and teaching philosophies. Many of the participants identified OTE as a tool of self-assessment, reflecting on their own performance and gaining valuable lessons from their students' insight.

Filipino: It affects me to assess my credibility. Am I effective or not? 'Yun din kasi 'yung goal ng OTE, eh. Are you performing or not? Are you doing your responsibility or not? (P3)

English: It affects me to assess my credibility. Am I effective or not? That's also the goal of OTE. Are you performing or not? Are you doing your responsibility or not?

Filipino: So yung mostly na magandang na receive ko that I really cherish kasi sabi nga nila hindi lang siya acquired knowledge, classroom based, but also lessons in life. (P12)

English: So most of the good feedback I received is something I really cherish, because as they said, it's not just acquired knowledge that is classroom base, but also lessons in life.

English: Once I can confirm to myself that I really did my best on this part, it doesn't decrease my confidence inside the class. (P9)

This theme connects OTE feedback to teaching confidence, making it a critical factor in shaping professional development and internal perceptions of educators. Given their inherently reflective nature, teachers often assess their performance through their self-beliefs or the feedback provided by the OTE. For some, this reflection goes deeper, sometimes challenging their identity offering long-term life lessons learned from their students. Furthermore, they experience cognitive growth as they integrate OTE feedback into their personal and professional self-improvement. This finding directly addresses the research question by demonstrating that educator confidence is not a static trait; rather, it is dynamically influenced by the feedback provided through the OTE. According to Constantinou and Wijnen-Meijer (2022), the student evaluation process facilitates professional advancement and bolsters teacher self-efficacy, particularly when integrated with tailored professional development initiatives.

Student evaluations as drivers of growth and change

Student evaluation served as a communicative tool that connects students and teachers. By providing a platform for feedback, this urges the teachers to integrate the student's perspective, refining their pedagogical strategies. As most of the participants adjusted their teaching approaches, incorporate student feedback. On a personal level, certain participants have experienced personal transformation.

Filipino: It's a big factor sa growth mo as a professional, as an employee. So kailangan sumabay ka sa tide. Hindi pwedeng maiwan ka, kasi walang mangyayari sa'yo. (P14)

English: It's a big factor for your growth as a professional, as an employee. So, you need to go with the tide. You cannot be left behind, otherwise you'll never get anywhere.

English: So as time passed little by little with those comments, it helped me grow in my teaching strategies. (P15)

Filipino: Not really the confidence...conscious siguro...oo, conscious. Nagigingconscious na ako sa expressions ko. (P3)

English: It's not really the confidence... maybe conscious... yes, conscious. I became conscious with my expressions.

This theme suggests the urge of teachers for improvement while utilizing student evaluations as a strategic tool. This reflects the teachers' initiative to adjust their methods and their evolving attitudes based on student results. This finding addresses the research question as the teachers showed pedagogical and personal development in reflection of their OTE results. Röhl et al. (2025) demonstrated through a hierarchical meta-analysis that student input fosters better teaching methods, especially when paired with professional development on feedback interpretation. In a similar vein, Alwaely et al. (2023) highlighted the role of evaluation frameworks in driving professional competence and student success.

Questioning the validity and fairness of evaluation system

The inherent challenges of OTE were observed not only by the students but also by educators directly impacted by their results. Several participants noting the inaccurate depiction of student evaluation to their professional performance; some also suggested the further improvement of the system. This may indicate an inclusive approach that integrates the perspectives of all the academic community.

Filipino: Meron kasing mga estudyante na they do not really evaluate objectively sometimes. Pag hindi ka nakiki-vibe sa gusto nila, pwede ka nilang balikan or they'll get back at you by the scores sa OTE mo. (P14)

English: Here are students where they do not really evaluate objectively sometimes. When you do not vibe with their wants, they may get back at you or they'll get back at you by your OTE scores.

English: But it's not literally your capacity [the ratings] as a teacher because some students, like what I told you, they're kind of biased on their comments. (P15)

Filipino: If ever sana, mataas kase yung OTE factor sa aming teachers in renewing the contract, for ranking. If possible...I'm not sure kung anong percent yung kinakain niya sa ranking namin eh; I forgot na eh— malaki siya. If i-lesser siya. Why? kase, for example, some of the OTE comments kase is very offensive. (P11)

English: I think it would be better if the OTE had a lower weight in contract renewal and ranking. Some comments can be very offensive.

This theme indicates the limitation and coated truth behind student evaluation, which gives the teachers restriction of an objective assessment toward themselves. Participants questioned the accuracy of the OTE process, as the outcomes directly impact their professional reputation and self-esteem. The potential for biased student perceptions remains a key concern; while they value students' input, the current system is often prone to external factors. This finding addresses the research question as the teachers display a critical observation of the OTE process, thus, have willingness to communicate these insights. As noted in the systematic review by Quansah et al. (2024), the validity of online evaluations is often compromised by external influences that do not correlate with teaching quality.

To what extent do the quantitative and qualitative results converge regarding OTE and teachers' self-efficacy?

The quantitative findings reveal that teachers at NU Clark SHS possess very high self-efficacy in instructional strategies, classroom management, and student engagement, with an overall mean score of 7.77. This indicates strong confidence in their professional capabilities, particularly in delivering instruction and managing classrooms effectively. Among the domains, efficacy for instructional strategies and classroom management obtained the highest ratings, while student engagement, although slightly lower, remained very high. These results suggest that NU Clark SHS teachers generally perceive themselves as competent, capable, and confident educators.

In terms of performance evaluation, the average OTE results for Term 1 were rated as excellent for both midterm and end-term periods, with an overall mean of 6.33. While the midterm ratings were slightly higher and more consistent than the end term ratings, both evaluation periods still reflected strong teaching performance. This consistency suggests that teachers were able to sustain high levels of instructional effectiveness throughout the term, as perceived by students.

At the same time, the qualitative findings revealed that the phenomenon reached a pattern describing teachers' engagement with student evaluations as an interconnected process. Teachers first focus on understanding student feedback and see OTE as a tool that provides information about students' expectations. This process is accompanied by emotional and psychological responses, which influence teachers' confidence, self-perception, and emotional well-being.

In response, teachers employ preparatory and coping strategies and engage in self-reflection related to their professional identity and credibility. Although participants raise concerns regarding the fairness, accuracy, and contextual influences affecting evaluation outcomes, they continue to engage with student evaluations. These evaluations subsequently inform pedagogical and behavioral adjustments, viewing OTE as a means for improvement despite concerns about the system.

These patterns are reflected in the statements:

Filipino: Nag-reflect talaga ako nang maayos doon sa mga comments. (P1) English: I really reflected properly on the comments.

Filipino: There's something na disappointed ka despite the effort na binigay mo.

(P2)

English: There are times when you feel disappointed despite the effort you gave.

Filipino: Kapag mago-open ka ng OTE, we must be ready. (P2) English: When the OTE is about to open, we must be ready.

Filipino: Hindi nag-gauge whether accurate ba talaga 'yung ratings na binibigayng students. (P13)

English: It doesn't gauge whether the ratings given by the students are accurate.

Filipino: If this will be the basis of your career parang everyday stress 'yung isangteacher. (P2)

English: If this will be the basis of your career, the teacher may be under stress everyday.

Filipino: Yes, na-conscious ako. That is the reason why nagpalit ako ng approach—gamification. (P11)

English: I became self-conscious. That is why I changed my approach to gamification.

Filipino: Syempre parang kinuwestiyon ko 'yung sarili ko. Teka, pinupuyat ko 'yung lesson ko, eh. Gumagawa ako ng PowerPoint. So, hindi ba 'yon sapat? (P7)

English: Of course I questioned myself. Wait, I sleep late for the lesson. I make PowerPoint presentations. So, is that not enough?

Filipino: Makikita mo ang malalaman mo sa kanila na that they did not reach a certain percentage na nakita mo naman that they have done well. (P12)

English: You get to know from them that they did not reach a certain percentage despite that they have done well.

Despite the high levels of both self-efficacy and OTE ratings, the quantitative data showed no significant relationship between student evaluations and teacher self-efficacy. However, qualitative findings revealed that several teachers questioned the fairness and validity of these evaluations and described their emotional impact on professional confidence.

Teachers reported feelings of discouragement and self-doubt. This divergence between quantitative and qualitative findings suggests that the absence of a statistically significant relationship may overlook nuanced and subjective experiences captured through qualitative data. Together, these results indicate that student evaluations may influence teachers' confidence in ways that are not readily detectable through quantitative measures alone.

The divergence of findings suggests that through surveys, student evaluations do not play a crucial role in influencing the self-efficacy of NU Clark SHS teachers, contradicting the data gathered from in-depth interviews where it showed a clear relationship between the two variables.

These findings differ from Johnson (2021), who reported that student evaluation processes, in the form of Ohio's Teacher Evaluation System (OTES), significantly affect teacher self-efficacy, showing that there is a significant relationship between the confidence of teachers and student feedback. With this in mind, Johnson's study revealed that student evaluation systems, such as OTES, being a sole indicator of an educator's proficiency, are not completely reliable.

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions drawn from the findings of the study and provides corresponding recommendations based on the results. The conclusions are derived from both quantitative and qualitative analyses and are aligned with the research objectives. The recommendations are offered to inform institutional practices, support teachers' professional development, and guide future research related to teacher self-efficacy and student evaluation systems.

Conclusions

As per the results and findings of the study, the following conclusions were drawn:

1. The primary objectives of this study were to determine the level of self-efficacy among SHS teachers at NU Clark, to examine their OTE results, to assess whether a significant relationship existed between teachers' self-efficacy and OTE scores, to explore teachers' experiences and responses to student evaluations, and how these could possibly influence their confidence as professional educators. These objectives were achieved through a mixed-methods approach. Although the quantitative analysis did not reveal a statistically significant relationship between self-efficacy and OTE results, the qualitative findings provided meaningful insights into how student evaluations influence teachers' confidence, motivation, and instructional practices. Collectively, the findings addressed the study's objectives by offering both empirical measurement and contextual understanding of teachers' experiences.
2. The key findings show a strong divergence between statistical results and qualitative narratives. NU Clark SHS teachers generally demonstrated moderate to high levels of self-efficacy and received satisfactory scores in their OTE. Quantitative analysis revealed no statistically significant relationship between teachers' self-efficacy and OTE results. In contrast, the qualitative findings showed that student evaluations had a meaningful influence on teachers' confidence levels, teaching approaches, and motivation in their profession. This divergence between the quantitative and qualitative data suggests that while student evaluations may not predict teacher self-efficacy at a statistical level, they nonetheless affect teachers' professional experiences in nuanced and subjective ways.
3. These findings partially align with the study's initial theoretical framework, Bandura's Social Cognitive Theory, which emphasizes the interaction of personal factors, environmental influences, and behavioral outcomes. In this study, teachers' self-efficacy represents the personal factor; student evaluation results serve as the environmental influence, and teaching quality reflects the behavioral outcome. While the quantitative results did not provide sufficient evidence to support the alternative hypothesis of a significant relationship between teachers' self-efficacy and student evaluation results, the alternative hypothesis was rejected, and the null hypothesis was retained. However, the qualitative findings demonstrated that teachers' self-efficacy interacts with evaluation feedback to influence confidence, motivation, and instructional practices, indicating that Bandura's theory was more clearly reflected in the qualitative strand of the data.
4. This study contributes to the limited literature on the lived experiences of teachers under secondary education within the Philippine context, addressing a notable gap regarding the relationship between teacher self-efficacy and student evaluations. Although the quantitative and qualitative data diverged, the study still provides valuable insights into how student feedback systems can influence teachers' teaching confidence, motivation, and practices. These findings highlight the importance of viewing student evaluation results not only as summative assessment tools but also as mechanisms that can impact teachers' psychological well-being and professional development. Moreover, the results highlight the need for evaluation systems that are fair, reflective, and development-oriented, which may support teacher self-efficacy, enhance instructional quality, and guide continuous improvement within educational institutions. Future research may uncover statistically significant relationships or additional patterns, provide further guidance and serve as an eye-

opener for education-based institutions in seeking to strengthen teacher evaluation processes.

Recommendations

In light of the initial findings and conclusions of the study, the following recommendations are hereby proposed:

1. For **Students**. It is recommended that students participating in evaluation systems should give feedback with greater responsibility, objectivity, and awareness of its purpose. Students should be encouraged to provide honest, constructive, and respectful feedback based on teachers' instructional practices rather than personal preferences or isolated experiences. A clear understanding of how evaluations contribute to teacher development, instructional improvement, and overall academic quality may help ensure that student feedback remains fair, meaningful, and beneficial to both faculty members and the institution.
2. For **Teachers**. The findings suggest that teachers may utilize student evaluation results as a reflective tool for professional growth rather than viewing them solely as evaluative measures. Early access to evaluation feedback allows teachers to identify strengths and areas for improvement while the academic term is ongoing, enabling timely adjustments in teaching strategies. Additionally, awareness of the potential limitations and biases inherent in student evaluations may help teachers contextualize feedback and maintain a balanced perspective toward their instructional performance.
3. For **National University**. It is recommended that several improvements be implemented to enhance the effectiveness and fairness of the OTE system. The institution should release OTE results as early as possible to allow teachers to reflect on feedback and improve their teaching strategies while classes are still ongoing, thereby supporting continuous professional growth. In addition, NU is encouraged to reduce the weighted percentage of OTE results in teacher contract renewal criteria to minimize potential bias and lessen its impact on faculty members' mental well-being, ensuring a more balanced and holistic evaluation of teaching performance. Furthermore, the study recommends implementing a separate ranking system based on teaching load, as teachers handling more sections are evaluated by a larger number of students, which may disproportionately affect their overall ratings. Moreover, conducting a mandatory student orientation across all NU branches is essential to clarify the purpose and importance of the OTE process and to promote responsible and constructive student feedback. Lastly, the OTE instrument should be revised to be more compact and concise by removing redundant questions, allowing for clearer, more focused, and more actionable feedback that benefits both teachers and administrators.
4. For **Future Researchers**. The study recommends further investigation into the relationship between teacher self-efficacy and student evaluation results, particularly in secondary education settings. The findings revealed a divergence between the quantitative and qualitative data: while the quantitative results indicated no significant relationship between self-efficacy and student evaluation outcomes, the qualitative findings suggested the opposite. Given that this study addresses a research gap due to the limited literature focused on secondary education teachers, future researchers may consider replicating the study using a larger and more diverse sample size. Expanding the scope beyond the context of NU Clark may help determine whether these divergent findings are context-specific or consistent across different schools and institutions.

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Appendix A

Research Instrument

Original TSES (Tschannen-Moran and Woolfolk Hoy, 2001)								
1	2	3	4	5	6	7	8	9
None at all		Very little		Some degree		Quite a bit		A great deal
<i>Efficacy for instructional strategies</i>								
To what extent can you craft good questions for your students?								
To what extent can you use a variety of assessment strategies?								
To what extent can you provide an alternative explanation or example when students are confused?								
How well can you implement alternative strategies in your classroom?								
<i>Efficacy for classroom management</i>								
How much can you do to control disruptive behavior in classroom?								
How much can you do to calm a student who is disruptive or noisy?								
How much can you do to get children to follow classroom rules?								
How well can you establish a classroom management system with each group of students?								
<i>Efficacy for student engagement</i>								
How much can you do to motivate students who show low interest in schoolwork?								
How much can you do to help your students value learning?								
How much can you do to get students to believe they can do well in schoolwork?								
How much can you assist families in helping their children do well in school?								

Quantitative Instrument 1

Tschannen-Moran, M & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17,783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)

Quantitative Instrument 2

The Online Teacher's Evaluation (OTE) Ratings for Term 1 Midterm and End Term Period of A.Y. 2025-2026 of NU Clark SHS Teachers.

Qualitative Instrument

1. How would you describe your overall experience with your OTE process at NU Clark SHS?
2. What are your usual thoughts or feelings when you receive your OTE results?
3. In what ways, if any, do your OTE results affect your confidence in your abilities as a teacher?
4. How do student evaluation results influence how you view yourself as a professional educator?

5. How have your experiences with OTE contributed to your personal or professional growth as a teacher?
6. Is there anything else you would like to share about your experiences with OTE and how it affects your teaching confidence and practices?

Informed Consent

docs.google.com

Informed Consent

Purpose of the Study
You are being invited to participate in this research study, which aims to **examine how Online Teachers Evaluation (OTE) plays a role in teachers' self-efficacy of NU Clark SHS teachers**. The results of this study will be used for academic purposes only.

Procedures

- You will be asked to participate in an interview that may last about 10–30 minutes.
- The interview and survey will include questions about your experiences.
- With your permission, the interview will be audio-recorded to ensure accuracy of data.

Voluntary Participation
Your participation is entirely voluntary. You have the right to refuse to answer any question or to withdraw from the study at any time without any penalty or negative consequences.

Risks and Benefits

- There are no expected risks beyond those encountered in daily life.
- You may benefit by having the opportunity to share and reflect on your experiences.

Confidentiality

- All responses will be kept strictly confidential.
- Your name and any identifying details will not appear in the final research paper.
- Data will only be accessible to the researchers and will be securely stored.

Contact Information
If you have questions or concerns about this study, you may contact: Mark Rod C. Sanchez (sanchezmc@shs.nu-clark.edu.ph), Rafaella P. Navarro (navarrop@shs.nu-clark.edu.ph), and the research adviser Anton Rafael S. Manalo (asmanalo@nu-clark.edu.ph)

Do you voluntarily agree to participate in this study? *




Yes, I voluntarily agree to participate.


No, I do not agree to participate.




Back Next Clear form

Request Letters

Permission for the use of Survey Instrument

<    ...

Permission to use the TSES (Teacher Sense of Efficacy Scale) on a research paper. Inbox 

 me Jan 5   ...
to mxtsch@wm.edu ▾

Ms. Megan Tschannen-Moran

Greetings of peace and good health!

We are Senior High School students from National University - Clark, Philippines, currently conducting a mixed-method research study in partial fulfillment of our research subject. Our study aims to examine the relationship between student evaluations and the self-efficacy of Senior High School teachers within our institution.

During our review of related literature, we came across your study, "Teacher efficacy: Capturing an elusive construct." Your work offers significant insights about teacher efficacy and provides perspectives that are highly relevant to our study. We found your discussion valuable, as it aligns closely with the variables we aim to explore in our research.

In line with this, we respectfully request your permission to use your survey instrument as part of our data-gathering process. We believe that incorporating your instrument will greatly strengthen the scholarly foundation of our study and support our research of teacher self-efficacy within our institution.

Please be assured that full acknowledgment and proper citation of your work will be included in our research.

Thank you very much for considering our request. We look forward to your kind response.

Should you have any queries, feel free to reach us at sanchezmc@shs.nu-clark.edu, phand.navarrorp@shs.nu-clark.edu.ph and to address us at your most convenient time.

Respectfully,
Mark Rod C. Sanchez
Rafaella P. Navarro
Student, National University - Clark Senior High School

Specific Questions:

1. What is the overall self-efficacy of teachers at NU Clark SHS?
2. To what extent can the evaluation results be considered reliable indicators of NU Clark SHS teachers' performance?
3. What is the relationship of OTE to teachers' self-efficacy of SHS teachers of NU Clark?
4. How do SHS teachers of NU Clark describe their experiences with OTE?
5. How do NU Clark SHS teachers respond to their OTE results in relation to their confidence in teaching?
6. To what extent do the qualitative results from interviews about OTE results confirm the quantitative results from the Teachers' Sense of Efficacy Scale among SHS teachers at NU Clark?

Participants' Profile

The participants of this study will consist of SHS teachers from NU Clark SHS who have completed at least one (1) academic term of the OTE process. Both male and female teachers, regardless of age, will be included to ensure a diverse representation of perspectives to provide a comprehensive understanding of how student feedback influences teachers' self-efficacy.

Sampling Method & Setting

The researchers will employ purposive sampling to select participants who have completed at least one (1) academic term under the OTE process. The study will be conducted within the NU Clark campus, where the OTE system is actively implemented, thereby providing an appropriate and

relevant context. This setting allows for understanding the relationship between OTE results and teachers' self-efficacy within their institutional environment.

Ethical Considerations

The following participants rights will be strictly observed:

1. Voluntary Participations

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

2. Informed Consent

Participants will be fully informed about the research. This includes the study's purpose, procedure, how the data will be used, their right to refuse to answer any question, and their freedom to withdraw anytime 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 paper. Interview recordings and transcripts will be securely stored and accessible only to the researchers and their research 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 response.

Request Letter to Statistician

To the Licensed Statistician

We are humbly requesting your expertise in validating our interview guide for our research titled:

A Mixed-Method Study on How Teachers Self-Efficacy and Student Evaluation Results Shape Teaching Quality at NU Clark SHS

The purpose of this validation is to ensure that the interview questions are:

- Clear and understandable for the target participants
- Sensitive and appropriate to the participants' age, background, and context
- Aligned with the research objectives and questions
- Ethically sound and non-leading

Attached are the following:

1. Research title
2. Research questions
3. Participant profile and sampling method
4. Survey tool

We would greatly appreciate your feedback, comments, and suggestions for improvement. We kindly request a signed validation form or certificate as proof of the instrument's validation.

Thank you very much for lending us your professional expertise.

Respectfully,

Dela Cruz, Mart Russel P. Navarro, Rafaella P.

Derecho, Eglicialyn Sanchez, Mark Rod C.

Lipana, Jhay Pee T. San Miguel, Emi Kiel P.

Manog, Mikaela G. Suñiga, Kristine A.

Grade 12 – HUMSS 2501
National University Clark

Research Title

A Mixed-Method Study on How Teachers Self-Efficacy and Student Evaluation Results Shape Teaching Quality at NU Clark SHS

Statement of the Problem

This study seeks to address how student evaluation results influence the teaching self-efficacy of NU Clark SHS teachers. Student evaluations are regularly conducted to assess teaching performance, but limited research has been conducted to examine the relationship between teachers' self-efficacy and student evaluation results in shaping teaching quality, especially in the secondary education level. By employing a mixed-method approach, the research aims to provide a comprehensive understanding of the extent to which student evaluations contribute to teachers' confidence in their professional abilities mediates this process.

Purpose

This mixed methods study will address how Online Teachers' Evaluation (OTE) plays a role in teachers' self-efficacy. An embedded mixed method design will be used, and it is a design in which one data set provides a supportive, secondary role in a study based primarily on the other data set. The primary purpose of this study is to describe the relationship between OTE and teachers' self-efficacy among SHS teachers at National University (NU) Clark using the Teachers' Sense of Efficacy Scale (TSES). A secondary purpose will be to gather qualitative data through in-depth interviews that will explore the recurring themes that reveal teachers' professional and personal experiences regarding student evaluation for SHS teachers at the same site. The reason for collecting the secondary database is to contribute to the study's primary purpose by discussing the quantitative results and presenting deeper insights into the OTE and teachers' self-efficacy within NU Clark SHS.

Statement:

To the Licensed Psychometrician

We are humbly requesting your expertise in validating our interview guide for our research titled:

A Mixed-Method Study on How Teachers Self-Efficacy and Student Evaluation Results Shape Teaching Quality at NU Clark SHS

The purpose of this validation is to ensure that the interview questions are:

- Clear and understandable for the target participants
- Sensitive and appropriate to the participants' age, background, and context
- Aligned with the research objectives and questions
- Ethically sound and non-leading

Attached are the following:

1. Research title
2. Research questions
3. Participant profile and sampling method
4. Draft interview guide

We would greatly appreciate your feedback, comments, and suggestions for improvement. We kindly request a signed validation form or certificate as proof of the instrument's validation.

Thank you very much for lending us your professional expertise.

Respectfully,

Dela Cruz, Mart Russel P. Navarro, Rafaella P.

Derecho, Eglicialyn Sanchez, Mark Rod C.

Lipana, Jhay Pee T. San Miguel, Emi Kiel P.

Manog, Mikaela G. Suñiga, Kristine A.

Grade 12 – HUMSS 2501
National University Clark

Research Title

A Mixed-Method Study on How Teachers Self-Efficacy and Student Evaluation Results Shape Teaching Quality at NU Clark SHS

Statement of the Problem

This study seeks to address how student evaluation results influence the teaching self-efficacy of NU Clark SHS teachers. Student evaluations are regularly conducted to assess teaching performance, but limited research has been conducted to examine the relationship between teachers' self-efficacy and student evaluation results in shaping teaching quality, especially in the secondary education level. By employing a mixed-method approach, the research aims to provide a comprehensive understanding of the extent to which student evaluations contribute to teachers' confidence in their professional abilities mediates this process.

Purpose

This mixed methods study will address how Online Teachers' Evaluation (OTE) plays a role in teachers' self-efficacy. An embedded mixed method design will be used, and it is a design in which one data set provides a supportive, secondary role in a study based primarily on the other data set. The primary purpose of this study is to describe the relationship between OTE and teachers' self-efficacy among SHS teachers at National University (NU) Clark using the Teachers' Sense of Efficacy Scale (TSES). A secondary purpose will be to gather qualitative data through in-depth interviews that will explore the recurring themes that reveal teachers' professional and personal experiences regarding student evaluation for SHS teachers at the same site. The reason for collecting the secondary database is to contribute to the study's primary purpose by discussing the quantitative results and presenting deeper insights into the OTE and teachers' self-efficacy within NU Clark SHS.

Statement:

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 response.

Survey Instrument/s

Original TSES (Tschannen-Moran and Woolfolk Hoy, 2001)

1	2	3	4	5	6	7	8	9
None at all		Very little		Some degree		Quite a bit		A great deal

Efficacy for instructional strategies

- To what extent can you craft good questions for your students?
- To what extent can you use a variety of assessment strategies?
- To what extent can you provide an alternative explanation or example when students are confused?
- How well can you implement alternative strategies in your classroom?

Efficacy for classroom management

- How much can you do to control disruptive behavior in classroom?
- How much can you do to calm a student who is disruptive or noisy?
- How much can you do to get children to follow classroom rules?
- How well can you establish a classroom management system with each group of students?

Efficacy for student engagement

- How much can you do to motivate students who show low interest in schoolwork?
- How much can you do to help your students value learning?
- How much can you do to get students to believe they can do well in schoolwork?
- How much can you assist families in helping their children do well in school?

Request Letter to Psychometrician

Specific Questions:

1. What is the overall self-efficacy of teachers at NU Clark SHS?
2. To what extent can the evaluation results be considered reliable indicators of NU Clark SHS teachers' performance?
3. What is the relationship of OTE to teachers' self-efficacy of SHS teachers of NU Clark?
4. How do SHS teachers of NU Clark describe their experiences with OTE?
5. How do NU Clark SHS teachers respond to their OTE results in relation to their confidence in teaching?
6. To what extent do the qualitative results from interviews about OTE results confirm the quantitative results from the Teachers' Sense of Efficacy Scale among SHS teachers at NU Clark?

Participants' Profile

The participants of this study will consist of SHS teachers from NU Clark SHS who have completed at least one (1) academic term of the OTE process. Both male and female teachers, regardless of age, will be included to ensure a diverse representation of perspectives to provide a comprehensive understanding of how student feedback influences teachers' self-efficacy.

Sampling Method & Setting

The researchers will employ purposive sampling to select participants who have completed at least one (1) academic term under the OTE process. The study will be conducted within the NU Clark campus, where the OTE system is actively implemented, thereby providing an appropriate and

relevant context. This setting allows for understanding the relationship between OTE results and teachers' self-efficacy within their institutional environment.

Ethical Considerations

The following participants rights will be strictly observed:

1. Voluntary Participations

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

2. Informed Consent

Participants will be fully informed about the research. This includes the study's purpose, procedure, how the data will be used, their right to refuse to answer any question, and their freedom to withdraw anytime 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 paper. Interview recordings and transcripts will be securely stored and accessible only to the researchers and their research 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 response.

Interview Guide

1. What is the overall self-efficacy of teachers at NU Clark SHS?

- How would you describe your confidence in instructional strategies, classroom management, and student engagement?
- Do you feel confident in your ability to teach effectively? (Yes/No)
 - If yes, what aspects make you feel most confident?
 - If no, what aspects do you find most challenging?

2. To what extent can the OTE results be considered reliable indicators of NU Clark SHS teachers' performance?

- In your own words, how do you view the purpose of OTE?
- Do you believe that OTE results accurately reflect your teaching performance? (Yes/No)
 - If yes, what are the indicators that make you believe it is reliable?
 - If no, what are the indicators that affects it reliability?

3. What is the relationship of OTE to teachers' self-efficacy among SHS teachers of NU Clark?

- How do OTE results influence the way you see yourself as a teacher?
- Do your OTE results affect your confidence in teaching? (Yes/No)
 - If yes, how does this influence your self-efficacy?
 - If no, why do you think your confidence remains unaffected?

4. How do SHS teachers of NU Clark describe their experiences with OTE?

- Can you describe your experiences with the OTE process, including how students evaluate you and how the results are released to you?
- Have you had a significant or memorable experience with the OTE process? (Yes/No)

- If yes, what made this experience significant for you?
- If no, how would you generally describe your experience with OTE?

5. How do NU Clark SHS teachers respond to their OTE results in relation to their confidence in teaching?

- What is usually your first reaction when you receive your OTE results?
- Do you reflect on your OTE result after receiving them? (Yes/No)
 - If yes, how does this reflection affect your confidence in teaching?
 - If no, what prevents you from reflecting on your OTE results?

6. To what extent do the qualitative interview results confirm the quantitative results from the Teachers' Sense of Efficacy Scale?

- How would you connect your survey responses to your actual teaching experiences?
- Do you think your interview responses mostly align with your self-efficacy survey results? (Yes/No)
 - If yes, how do your experiences support your survey ratings?
 - If no, what experiences could possibly explain the difference?

Permission Letter for Survey Instrument**William & Mary
School of Education**MEGAN TSCHANNEN-MORAN, PHD
PROFESSOR OF EDUCATIONAL LEADERSHIP

January 14, 2026

Mark Rod C. Sanchez and Rafaella P. Navarro,

You have my permission to translate, adapt, and use the Teacher Sense of Efficacy Scale (formerly called the Ohio State Teacher Sense of Efficacy Scale), which I developed with Anita Woolfolk Hoy, in your research. You are welcome to convert it to an online format if that suits your research purposes.

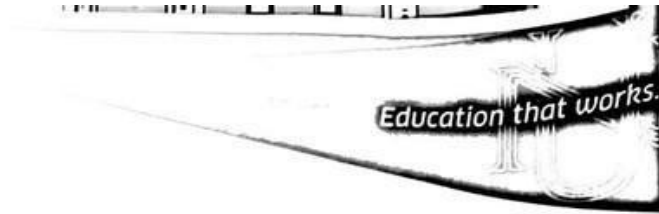
Please use the following citation:

Tschannen-Moran, M & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805. [https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)

You can find a copy of the measure and scoring directions on my web site at <https://mxtsch.pages.wm.edu/>. There is no cost for the measure to be used for scholarly research.

All the best,

Megan Tschannen-Moran
Professor Emeritus
William & Mary School of Education

Appendix E**Statistician's Validation****NU CLARK**

National University - Clark
Senior High School — Humanities and Social Sciences

CERTIFICATE OF VALIDATION

I hereby certify that I reviewed and advised necessary changes to the survey questionnaire presented by the Grade 12 Humanities and Social Sciences students at National University - Clark—12HUMSS2501, with their research study titled, "A Mixed Methods Study: How Teacher Self-Efficacy and Student Evaluation Results Shape Teaching Quality at NU Clark SHS."

I completely verify that I am an authority on the subject presented in this study. As an expert in this field, I examined and validated the research paper's contents. I have specifically verified that the researcher's survey questionnaire would collect a relevant, accurate, and significant quantity of data for their study.

Certification issued by:



PROF. HAZELLENE V. BONDOC, LPT

Statistician, Professor in National University - Clark

Appendix F

Psychometrician Evaluation and Validation

INSTRUMENT VALIDATION CERTIFICATE

This is to certify that the interview guide entitled “**A Mixed-Method Study on How Teachers’ Self-Efficacy and Student Evaluation Results Shape Teaching Quality at NU Clark SHS**” has been reviewed and validated by the undersigned Licensed Psychometrician. The instrument was evaluated in terms of clarity, relevance, alignment with research objectives, ethical soundness, and appropriateness for the target participants.

Based on the evaluation, the instrument is deemed VALID FOR USE, subject to minor revisions as recommended.

Validated by:



RYAN F. BERNADAS, CSE, RPM, RES, COLT, CMHT, CPFA, CMHFA, CSFA, CMHC, CHRP, CHRM, CHRT, CHR, CHRA, CFP, CFMS, CMP, CHP, CTP, CRC, LFA, LHC, RBT, CLSSGB, SOIV, PCOI, CFA, MHPCO, MBA-HRD, Dole Safety Practitioner (cand.)

PRC License No.: 0040400

Date: January 08, 2026

Interview Questions

A. General Experience with Online Teacher Evaluation (OTE)

Overall Experience

1. How would you describe your overall experience with your OTE process at NU Clark SHS?

Initial Reaction

2. What are your usual thoughts or feelings when you receive your OTE results?

B. OTE and Overall Teaching Self-Efficacy

Confidence in Teaching

3. In what ways, if any, do your OTE results affect your confidence in your abilities as a teacher?

Professional Self-Perception

4. How do student evaluation results influence how you view yourself as a professional educator?

C. Instructional Strategies

Teaching Methods

5. How do you think your teaching strategies or instructional methods are reflected in your OTE results?

Instructional Adjustment

6. Have you ever changed or improved your teaching strategies based on feedback from OTE results? If yes, can you describe a specific example?

D. Classroom Management

Managing the Learning Environment

7. In your opinion, how do OTE results reflect your ability to manage your classroom effectively?

Behavior and Discipline

8. Have student evaluation results influenced how you handle classroom behavior, rules, or discipline? Why or why not?

E. Student Engagement

Engaging Students

9. How do you think student engagement in your class is represented in your OTE results?

Motivation and Participation

10. Have your OTE results affected how you motivate students or encourage participation in class? Please explain.

F. Perceived Reliability and Impact of OTE

Accuracy of OTE

11. To what extent do you believe OTE results accurately reflect your actual teaching performance?

Strengths and Limitations

12. What do you think are the strengths and limitations of using student evaluations to assess teaching quality?

G. Reflection and Meaning-Making

Personal and Professional Growth

13. How have your experiences with OTE contributed to your personal or professional growth as a teacher?

Connecting to Teaching Effectiveness

14. In what ways do you believe OTE results help or hinder your effectiveness as a teacher?

Closing Question

Final Thoughts

15. Is there anything else you would like to share about your experiences with OTE and how it affects your teaching confidence and practices?

My comment/s:

- *Be sure to use the probes nonchalantly as if they were not there.
- *Stay neutral and do not use any language that implies judgment.
- *Let the participant/s decide how deep they want the discussion to go.

Additionally, the research is not only methodologically strong but also properly designed for Senior High School research and it shows a suitable combination of mixed-methods integration from the psychometric and qualitative research perspectives.

Checked and validated by:



RYAN F. BERNADAS, CSE, RPM, RES, COLT, CHMT, CPFA, CMHFA, CSFA, CMHC, CHRP, CHRM, CHRT, CHR, CHRA, CFP, CFMS, CMP, CHP, CTP, CRC, LFA, LHC, RBT, CLSSGB, SOIV, PCOI, CFA, MHPCO, MBA-HRD, DOLE Safety Practitioner (cand.)
Chairman, President, & CEO, RFB Nexora Construction
General Manager, ECR Realty Inc.; WABU Wapanio Builders Inc.
Owner & Founder, Thesis Link & Resource Speaking by RFB; RFB Human Resource Services
Registered Psychometrician License #: 0040400
Registered Real Estate Sales Person License #: 0027385
DHSUD Registration License #: NCR-25-29819
Insurance Commission Life License #: 80229400000
Insurance Commission Variable License #: 80229400021
Human Resource Educators of the Philippines Inc., Member
Center for Professional & Continuing Education – Philippines, Member
Philippine HR Institute Inc.- Member
Psychological Association of the Philippines, Member
Philippine Mental Health Association Inc., Member
Philippine Association of Real Estate Board Inc., Member
Philippine Association of Safety Officers, Member
Pollution Control Officer Association of the Philippines, Member
Pambansang Samahan ng mga Propesyunal at Mananaliksik ng Pilipinas, Member
Project AHA Psychological Training Services, Affiliate

Appendix F

Raw Numerical Data

	A	B	C	D	E	F
1	Timestamp	Do you voluntarily agree to participate in this study	Department/Strand	To what extent can you craft good questions for yo	To what extent can you use a variety of assessmen	To what extent can you prov
2	1/12/2026 10:14:38	Yes, I voluntarily agree to participate.	HUMSS/ASSH	7	7	7
3	1/12/2026 10:24:16	Yes, I voluntarily agree to participate.	HUMSS/ASSH	7	7	7
4	1/12/2026 17:22:27	Yes, I voluntarily agree to participate.	STEM	7	7	7
5	1/12/2026 20:30:27	Yes, I voluntarily agree to participate.	STEM	9	8	8
6	1/13/2026 11:04:26	Yes, I voluntarily agree to participate.	HUMSS/ASSH	6	6	6
7	1/13/2026 15:10:01	Yes, I voluntarily agree to participate.	HUMSS/ASSH	7	7	7
8	1/13/2026 15:49:44	Yes, I voluntarily agree to participate.	HUMSS/ASSH	9	9	9
9	1/13/2026 15:57:33	Yes, I voluntarily agree to participate.	HUMSS/ASSH	7	7	7
10	1/13/2026 16:35:03	Yes, I voluntarily agree to participate.	HUMSS/ASSH	8	8	8
11	1/13/2026 16:48:43	Yes, I voluntarily agree to participate.	STEM	8	8	8
12	1/14/2026 8:31:14	Yes, I voluntarily agree to participate.	STEM	7	7	7
13	1/14/2026 17:07:25	Yes, I voluntarily agree to participate.	STEM	8	8	8
14	1/15/2026 10:08:04	Yes, I voluntarily agree to participate.	HUMSS/ASSH	7	8	8
15	1/15/2026 10:38:38	Yes, I voluntarily agree to participate.	HUMSS/ASSH	8	8	8
16	1/15/2026 11:40:19	Yes, I voluntarily agree to participate.	HUMSS/ASSH	8	8	8
17	1/15/2026 13:57:30	Yes, I voluntarily agree to participate.	STEM	8	6	6
18	1/15/2026 16:32:30	Yes, I voluntarily agree to participate.	ABM/BAE	8	7	7
19	1/15/2026 16:48:23	Yes, I voluntarily agree to participate.	HUMSS/ASSH	9	9	9
20	1/15/2026 17:25:47	Yes, I voluntarily agree to participate.	HUMSS/ASSH	8	7	7
21	1/16/2026 10:25:50	Yes, I voluntarily agree to participate.	STEM	9	9	9
22	1/16/2026 10:38:37	Yes, I voluntarily agree to participate.	HUMSS/ASSH	8	8	8
23	1/16/2026 11:28:07	Yes, I voluntarily agree to participate.	HUMSS/ASSH	9	9	9
24	1/16/2026 12:03:39	Yes, I voluntarily agree to participate.	STEM	9	9	9
25	1/16/2026 13:54:57	Yes, I voluntarily agree to participate.	STEM	7	8	8
26	1/16/2026 16:35:53	Yes, I voluntarily agree to participate.	STEM	9	9	9
27	1/16/2026 16:56:13	Yes, I voluntarily agree to participate.	STEM	8	8	8
28	1/16/2026 14:44:28	Yes, I voluntarily agree to participate.	HUMSS/ASSH	9	9	9
29	1/19/2026 17:35:41	Yes, I voluntarily agree to participate.	HUMSS/ASSH	8	8	8
30	1/20/2026 9:03:43	Yes, I voluntarily agree to participate.	ABM/BAE	9	8	8
31	1/20/2026 15:00:41	Yes, I voluntarily agree to participate.	STEM	8	8	8
32	1/21/2026 11:02:38	Yes, I voluntarily agree to participate.	STEM	8	8	8
33	1/21/2026 14:30:17	Yes, I voluntarily agree to participate.	STEM	7	8	8
34	1/21/2026 16:35:51	Yes, I voluntarily agree to participate.	HUMSS/ASSH	7	7	7
35	1/21/2026 16:51:15	Yes, I voluntarily agree to participate.	ABM/BAE	7	7	7
36	1/22/2026 6:48:34	Yes, I voluntarily agree to participate.	HUMSS/ASSH	8	8	8

	F	G	H	I	J
1	To what extent can you provide an alternative explanation? How well can you implement alternative strategies? How much can you do to control disruptive behavior? How much can you do to calm a student who is disruptive? How much can you do to get a student to work independently?				
2	7	8	9	9	
3	7	7	6	6	
4	9	8	8	7	
5	8	8	9	9	
6	6	7	2	6	
7	9	9	9	9	
8	9	9	8	9	
9	8	5	7	6	
10	8	8	8	8	
11	9	7	7	8	
12	6	6	7	6	
13	9	8	8	8	
14	9	8	7	7	
15	9	8	8	8	
16	8	8	9	9	
17	7	7	8	8	
18	7	9	9	9	
19	9	9	9	9	
20	8	6	9	8	
21	9	9	9	9	
22	8	8	8	8	
23	9	9	9	9	
24	9	9	9	9	
25	7	7	7	7	
26	8	8	9	9	
27	9	9	6	6	
28	9	8	9	8	
29	8	9	8	8	
30	8	7	8	8	
31	9	9	9	9	
32	7	7	8	8	
33	8	7	8	7	
34	8	8	8	8	
35	9	8	7	7	
36	9	8	8	8	

	J	K	L	M	N
1	How much can you do to get children to follow class? How well can you establish a classroom management? How much can you do to motivate students who sh... How much can you do to help your students value l... How much can you do to get student				
2		8	8	6	8
3		6	7	7	7
4		8	8	6	6
5		9	9	9	9
6		2	2	2	6
7		8	9	9	9
8		8	9	9	9
9		8	8	7	7
10		8	8	6	6
11		7	7	7	8
12		6	6	6	7
13		8	8	7	7
14		7	7	9	9
15		9	9	8	8
16		9	9	8	7
17		8	7	5	6
18		9	9	9	8
19		9	9	9	9
20		8	9	7	7
21		9	9	9	9
22		8	8	9	9
23		9	9	9	8
24		9	9	9	9
25		8	7	6	6
26		9	9	7	9
27		7	8	7	7
28		9	8	7	7
29		8	8	9	9
30		9	8	8	9
31		9	9	7	8
32		8	8	8	8
33		7	7	5	7
34		8	8	8	9
35		8	8	8	7
36		8	8	8	9

	N	O	P	O
1	How much can you do to get students believe they			
2	7	6	6.2	5.5
3	7	7	6.75	6.76
4	7	6	6.53	6.23
5	9	8	6.48	6.35
6	6	6	6.65	6.72
7	9	5	6.43	6.63
8	8	9	6.3	6.04
9	8	4	5.29	5.77
10	6	6	6.48	6.33
11	8	6	6.6	6.51
12	6	7	6.67	6.6
13	7	7	6.36	6.57
14	9	7	6.66	6.66
15	8	8	6.15	6.16
16	7	7	6.44	6.51
17	6	6	6	5.9
18	9	6	5.5	5.5
19	9	9	6.6	5.3
20	7	7	6.48	6.43
21	9	7	6.53	6.68
22	9	9	6.59	6.48
23	8	7	6.33	6.25
24	9	9	6.07	6.07
25	6	6	6.35	6.4
26	9	9	6.57	6.54
27	7	7	6	4
28	9	9	6.63	6.74
29	8	8	N/A	6.24
30	9	9	not yet disclosed	5.6
31	8	7	6.6 Truly Exceptional	6.62 exceeds expectation
32	9	8	6.48	6.13
33	6	5	6.35	6.5
34	8	7	6.4	6.4
35	7	8	6.76	6.67
36	8	7	6.52	6.78

Appendix H

Sample Interview Transcripts

Participant #3

Q1. How would you describe your overall experience with your OTE process at NU Clark SHS?

Based from my experience, it's objective—it's based from the performance and rubrics; [it's] not just a simple rubrics but a thorough rubrics. We have classroom management, delivery of discussion, how can teachers deepen his/her explanation, and variety of activities—not just professional but even communication with students and student relationship—it's well-rounded, holistic. Kaya nga na-describe ko siya as objective kasi hindi lang siya linear or isang objective lang 'yung tinitingnan. Effectiveness in teaching, classroom management, relationship with the students, then professionalism. Not just by explanation, not just intellectual, even the physical... sabihin na nating professionalism ng teacher. Well-groomed, malinis ba siya tingnan? So, based from that, holistic 'yung nagiging OTE natin, so it's objective.

Based from your experience po, good naman po siya?

Yes, so far good kasi gano'n din naman kung sa pagtuturo tinitingnan din namin 'yung holistic, or ina-assess din namin 'yung holistic perspective ng estudyante; gano'n din kami. Nakikita rin ng mga estudyante 'yon na... and based from the rubrics itself, kami rin ina-assess din namin 'yung sarili namin na saan ba kami nagkukulang, saan ba 'yung edge namin, o saan ba kami mas nagp- perform? Sa Classroom Management ba, sa Student Relationship, or Content Knowledge, sa Pedagogy? Nakikita namin 'yon. So, at some point, it's a 360 evaluation. Not just on the eyes of the student[s], even on our own perspective, nakikita rin namin 'yung mga criteria kung saan kami nagkukulang o saan kami mas bibigyan pa ng focus o mas i-improve pa.

Q2. What are your usual thoughts or feelings when you receive your OTE results?

“Happy, then based from that happiness, I am satisfied... based from that.”

• Kapag po ba sa OTE nakuha niyo na po 'yung results niyo, ano po 'yung nil-look forward niyo ro'n? 'Yung ratings niyo po ba or 'yung comments?

I am more on the comments of the students. Mas tinitingnan ko 'yung saan ba ako nagkulang kasi ako mismo hindi ko man nakikita 'yon, eh. During your performance or during the discussion, yes, you can practice on how you can deliver the lesson; you can practice or plan ahead of time the activities. But the authenticity of the lesson or the authenticity of the learnings—on the perspective of the students—minsan hindi mo nakikita 'yon as a teacher kasi may standard din kayo, eh [students], kanya-kanyang standard. But we have to conform the general standard na dapat nam- meet natin [teachers] 'yung criteria kada... sabihin nating kada classroom management ba 'yan, o content knowledge and pedagogy, o student relationship. So, more on... tinitingnan ko 'yung comments rather than the numerical. Kasi 'yung numerical minsan kasi, unfortunately, minsan 'yung mga estudyante hindi sila nagbabasa—subjective 'yung ginagawa nila, let's be honest. Halimbawa—they are biased, too—halimbawa, “ayoko 'tong teacher na 'to.” Kahit hindi ko basahin 'yung criteria, kahit na 'yung teacher nagp-perform siya sa isang criteria or criterion, eh dahil biased 'yung estudyante, puro one (1) na lang. Unless 'yung estudyante talaga hindi siya biased, tapos nagbabasa siya, objective 'yung kanyang ginagawa—'yun 'yung downside. Kapag 'yung teacher tinitingnan niya numerically—pero ako hindi ko siya tinitingnan numerically; mas tinitingnan ko 'yung comments. Pero minsan, baliktad naman. Ang ganda nung numerical; 'yung comments negative. Minsan ang baba ng numerical; 'yung comments puro possitive—oh, saan ba talaga? So, minsan tiningnan ko rin siya parang sobrang haba kasi—ang daming binabasa, [ang dami] ng criteria—so ang tendency... sabihin na nating short 'yung attention. So, minsan, “magaling naman si Sir, eh, 5, 5, 5, 7, 7, 7, 7.” Hindi siya naging objective; doon siya nagiging subjective kapag gano'n. So, hindi man biased, tinamad 'yung bata na magbasa.

- **In a way, medyo inaccurate [ang OTE]?**

Hindi inaccurate... sabihin na nating ‘yung rubric... hindi naman siya irrelevant, eh. Sabihin na nating... hindi ko alam paano ko siya ie-express in English, pero masyado siyang mahaba; madami siyang criteria. Unlike... minsan kasi redundant na siya, eh... redundant ‘yung rubric, ‘yung OTE natin. So dapat, halimbawa, sa content at pedagogy—deliver, execution, assessment, evaluation— so ‘yung lang; hindi ‘yung ‘the teacher gives syllabus,’ ‘the teacher give output,’ ‘the teacher give PPT,’ eh, iisa lang naman ‘yun, eh.

Kapag si teacher nagbigay na ng CM, ‘yun na ‘yung learning materials; pero ‘yung criteria natin, or OTE natin, the rubric itself—may PPT, may lesson, may MS Teams. Oh, ‘di ba ang dami. Paano kung si teacher hindi siya nakapag-upload ng CMs sa MS Teams, pero nakapagbigay siya ng PPT on Google Drive, o kaya naman nakapagbigay siya ng notes? So from that rubric—very objective, eh—‘the teacher uploaded materials on MS Teams,’ hindi niya na meet ‘yon, pero nakapagbigay siya ng materials, eh; nandoon din naman lahat. So, matic, one na ‘yon kasi objectivity tinitingnan mo, eh. Hindi siya nakapag-upload sa MS Teams. Oh, dapat bawasan; tapos kung para-pareho lang naman ‘yung thought niya, tanggalin na ‘yon—PPT, syllabus, learning materials, and many more. Halimbawa naman doon sa professionalism, when it comes doon sa physical attributes ni teacher

—sabihin na nating fluent in English—then kung fluent siya sa English, tapos ‘yung subject niyo is Filipino, oh, paano ‘yon? Bagsak na siya ro’n? O dapat fluency in delivery of medium of instruction; so dapat gano’n siya. O kaya naman do’n sa professionalism sa physical attribute na uniform, well-groomed; ‘tas sa teacher naman sa kanyang attitude, sa kanyang sabihin na nating choices of words—may mga gano’n siya, eh. So dapat, kung iisa lang ‘yung thought niya, one na lang ‘yon; isang bullet na lang siya para hindi na siya ulit-ulit. Nakakabawas din kasi siya ng percentage based from formula ng statistics. Kapag mababa siya sa ganito, pero same lang naman ‘yung thought, may bearing pa rin naman ‘yon.

Q3. In what ways, if any, do your OTE results affect your confidence in your abilities as a teacher?

Siguro kapag nakaka-receive ako ng comments na that is not my intention, pero ‘yun ‘yung tumatak sa mga estudyante. Halimbawa, nung first ko maka-receive ng OTE, consistent—term 1, term 2, term 3—nandoon ‘yung word na ‘intimidating,’ but I am not intimidating, and hindi naman ako nagi-intimidate ng estudyante; ‘yun lang talaga ‘yung way ko. Kayo, as my adviser[ory], previous adviser[ory], my aura... talagang strict; titingnan mo pa lang, matatakot ka na, eh. Pero hindi ko naman intention na mag-intimidate or negatively i-approach ‘yung bata in a negative way, pero ‘yun ako, eh. So, nam-misinterpret ng mga bata kung sino ako at kung ano ‘yung way ko ng pagtuturo—maybe because of their comparison or previous experiences, o gano’n lang. So, ‘yun ‘yung experiece ko na... somehow it affects me kung... kasi sino ba ‘yung may kakilala sa sarili ko? ‘Di ba ako rin naman? So, alam ko naman kung intention ko bang gawin ‘yon o hindi. Pero after ko maka-receive ng gano’ng comments, ina-address ko siya agad sa klase.

Like, from example, sana po ganito ‘yung approach sa mga estudyante, sana po ganyan. So... hindi naman ‘yung manghihingi ka ng mag-aapologize, kasi hindi ko namn kasalanan ‘yon, but just to clarify everything. At least, right after that, naintindihan ng mga bata. And, at some point, improvement din siya. Hindi lang siya based from their experience, but also ‘yun ‘yung kailangan ng mga bata, eh—‘yung approachable na teacher, friendly teacher—doon sila natututo. O, syempre, as a teacher, it’s my responsibility to teach them well based from their standards and conforming on my own standards or way of delivery of instruction and discussion, so nagm-meet kami in the middle.

- **Parang in a way po hindi naman po bumaba ‘yung confidence niyo [as a teacher]?**

Hindi naman. Kapag nam-misinterpret lang. Not really the confidence... conscious siguro... oo, conscious. Nagiging conscious na ako sa mga expressions ko. Halimbawa, kapag naka-gano’n na ako tapos nagrerecite ‘yung estudyante, “hala, galit na siya; ayan na siya.” Hindi, nag-iisip lang din ako no’n. Siguro conscious ‘yung... actions.

Q4. How do student evaluation results influence how you view yourself as a professional educator?

It affects me to assess my credibility. Am I effective or not? ‘Yun din kasi ‘yung goal ng OTE, eh. Are you performing or not? Are you doing your responsibility or not? So, kung ano ‘yung standards natin, ‘yun ‘yung susundan. But if naging pabaya ka o sabihin na nating hindi mo na-meet ‘yung standards na ‘yon, OTE—based from the experience of the students or learners—will inform you using OTE. And that is, at some point, kung nagbabasa ang mga bata, objective evaluation; pero kung hindi, nagiging bias siya—‘yun ‘yung nagiging problem natin no’n. Pero sabihin na nating, theoretically, objective ‘yung evaluation ng mga bata; it informs the teacher—ay, I perform well this midterm, and I will maintain that up until end term since end term ‘yung makikita at marerecord na evaluation, kasi ‘yung score mo nung midterm hindi siya counted; hindi siya ma-add sa mga evaluation ng mga bata. Rather, midterm OTE, at some point, para siyang redemption. “Hoy, teacher,” parang katok siya na gano’n... nagkulang ka sa performance ng midterm. O may chance ka pa ng end term; so end term, bawian mo siya, magturo ka ng tama, meet mo ‘yung mga standards.

Then end term will be recorded. So, at some point, maganda ‘yung nagiging cycle na nung midterm; i-inform ka niya, ginagawa mo ‘yung job mo nang tama, nakakapagturo ka nang tama. Eh kung hindi ‘yung midterm... katok sa’yo—kulang ‘yung ginagawa mo sa ganitong criteria, so dapat i-improve mo ‘to. O dito magaling ka na rito; maintain mo ‘yung ganyan.

• **Since na-mention din po na there are possibilities that students could rate objectively po, what can you say about the reliability of the OTE process in assessing your credibilities as a professional teacher?**

It’s reliable and it’s valid. Ang problema ro’n sa side ng estudyante. Pero minsan, kapag hindi accurate, doon papasok ‘yung faculty consultation. And, based from our observation—or kayo rin naman nakikita niyo, may mga observation—nandyang si LAC, nandyang si strand coordinator, nandyang din si principal ng midterm o end term; basta once... isang beses kada term, makapag-observe sila. Then, based from that observation, akma ba ‘yung binabanggit ni OTE? Tama ba ‘yung reflection niya kay OTE?

• **So, possibly po na ma-adjust ‘yung OTE ratings niyo?**

Numerically, hindi, ‘yun na ‘yon. Pero based from the evaluation of the supervisor, the strand coordinator, hindi naman kasi solely OTE ‘yung tinitingnan na batayan sa pag-assess sa credibility ni teacher—well-rounded tayo. OTE is just... sabihin na nating 35% of the 100% performance of the teacher. Then, 25%—hypothetical lang ‘to—35% is for the OTE, 25% sa professional development. This professional development, ito ‘yung mga seminar, ito ‘yung mga research na ina-attend-an ni teacher. So, at some point, yes, it determines the credibility of the teacher inside the classroom kasi sino ba mga nakakakita non? Mga estudyante. 35% ‘yon ng 100%. If the students subjectively evaluate the teachers, at some point nagiging shaky ‘yung reliability niya. Pero sabihin na nating objective na nage-evaluate ‘yung mga bata, so valid naman ‘yon and reliable. Pero kung hindi man—halimbawa puro negative ‘yung nakikita sa comments, tapos based from the observation, okay naman ‘yung teacher—so may confusion. Doon papasok ‘yung mga faculty consultations. So, hindi lang solely OTE. Based from your OTE, ganito po kayo sa klase; based from the OTE, magaling po kayo, pero hindi naman pala. Ang ginagawa lang niya ay... sabihin na nating—walang gumagawa nito sa NU, ah, ano lang, example lang—puro plus, puro exempted sa mga estudyante so magiging positive ‘yung outcome kasi nga mataas ‘yung grade ko eh, hindi naman ako binagsak, okay naman... E ‘di papasa ko na lang din siya, win-win situation. Pero kung objective ‘yung mangyayari, objective and reliable siya.

• **Kung babalik po tayo sa question, nagkaroon na po ba kayo ng situation na kinwestion niyo po ‘yung pagiging teacher niyo dahil sa OTE results?**

Hindi naman. Wala pa naman. So far... satisfied ako. Happy, so far.

Q5. How have your experiences with OTE contributed to your personal or professional growth as a teacher?

Personal... happy and fulfilled kasi you, as a professional teacher... maganda na nakikita ng mga estudyante na nage-effort ka sa pagtuturo saka 'yung relationship mo sa kanila, 'yung naibibigay mo 'yung best mo. So, personally, as a teacher, masaya kasi natuturuan mo 'yung mga bata nang tama at satisfied sila sa performance mo. Then, professionally, it helps me... unang-una, may ranking kami; then OTE... kung mataas 'yung OTE mo, mataas din 'yung points mo. So, maa- achieve mo 'yung rank na ini-aim mo. So, professionally—overall—professionally and personally, happy naman ako and satisfied naman ako based on my performance. Siguro after five years, hindi na... joke lang. Continuously improving.

• Meron na po bang nangyari... kunwari intimidating gano'n... na-iapply niyo rin po yung changes [adjustment] niyo sa personal life?

Oo naman. Kung ano 'yung nakikita ro'n sa comment na, at some point, it improves my personality rin kasi, eh. At the end of the day, ro'n sa pagpapakita ko ng personality ro'n sa loob ng classroom, gusto ko nagiging authentic siya at gusto ko kung sino talaga ako. Hindi 'yung nagiging mabait ka kasi graded 'yung lahat, nagiging mataas 'yung pagbibigay mo, or ginagalingan mo kasi may nago-observe. Dapat kung ano 'yung responsibility mo as a teacher, 'yun 'yung gagawin mo. Then, based from the comments ng mga estudyante, maa-apply mo rin 'yon personally. Halimbawa ako... aminado naman ako ro'n eh, 'yung strict 'yung aura ko; even my friends—close friends, platonic friends, o kahit ano mang friendship—lagi nilang sinasabi, “first impression namin sa'yo ang sungit-sungit mo.” Masungit naman talaga ako. Pero I can adjust—maga-adjust naman ako.

Q6. Is there anything else you would like to share about your experience with OTE and how it affects your teaching confidence and practices?

Memorable... 'yung ano, akala ko dati ang taas-taas nung ano... ang hirap abutin 'yung six pataas 'tas nabigla ako, 'parang ang hirap naman,' sabi ko, kasi first year of teaching ko. Baka kasi hindi magustuhan ng mga bata 'yung way of teaching ko, ma-misinterpret nila ako, gano'n. Then, nung nakita ko 'yung first OTE ko, umabot naman siya ng six. Then, sobrang saya... tumalon ako, gano'n. Ang saya kasi umabot ako ng 6.61... kung tama 'yung pagkakaalala ko, o 6.63, mga gano'n—first OTE ko 'yon. Then, 'yung highest is 7. Sabi kasi nung principal non—dating principal—'I challenge you as a pioneer teacher ng SHS dati, close to 7 'yung OTE ng mga teachers ko sa dati kong school,' sabi niya—eh, NU rin kasi. Tapos kami parang, 'parang ang hirap naman yatang i-achieve ng 6 or 7.' Then, bigla naging maganda naman 'yung result and first OTE ko. Then, 'yun nga, napatalon ako sa saya.

• Yung 6.61, hindi niyo po ba siya parang naging standard na kailangan ko siyang ma- maintain?

Hindi naman kasi, hindi naman sa lahat ng pagkakataon, 100% 'yung maibibigay mo sa performance mo. May mga term na nakakatamad magturo, nagkakatatamad mag... hindi naman 'yung nakakatamad na tamad nang tamad; 'yung parang... hindi naman unmotivated... hindi siya perfect timing for you to perform beyond. Ano lang... ibibigay ko kung ano 'yung kailangan ng lesson, ibibigay ko lang kung anong kailangan nung rubric, ibibigay ko lang kung ano 'yung kailangan ng section—hindi ako nagg-go beyond. May mga gano'n kasi na term. Pero kapag feel mo 'yung term na 'yon—pero hindi 'to subjective, 'no—outside naman 'yung factor na... halimbawa: 'ay, pasok po ba 'yung favoritism ng section?'—hindi, walang gano'n; personal choice 'yon. Ano lang... o ano ba 'yung competencies natin? Teach them how to understand this concept. So, kapag naturo ko siya, okay na 'yon; hindi ako nagg-go beyond. Then, nakikita naman ng mga bata 'yon. Then, sabi ko, 'feeling ko 'yung OTE ko ganito lang,' then tama naman 'yung estimate ko.

• May mga memorable comments na po ba kayo na parang hindi niyo makakalimutan?

Oo. 'Di ba sinasabi sa'kin dati na intimidating, pero ngayon ako raw ay ano... 'full of sunshine and happiness.' Nabigla nga ako ro'n—talaga ba? Ano raw ako... parang bola ng kasiyahan, gano'n. Eh, paano ba naman puro

joke lang sa [classroom]—‘ano ‘to, comedy bar o magl-lesson?’ sabi ko. ‘Comedy bar, Sir,’ sabi nila.

- **Tumaas po ‘yung confidence niyo o parang tinawanan niyo lang?’**

Tinawanan ko lang. Sabi ko, ‘okay, fine.’ Ball of happiness pala and joy. Ah, okay. At least nagiging benta pala ‘yung mga punch line. Next time, mag-apply na ako ro’n sa comedy bar. Extra income ba. New personality.

Participant #10

Q1. How would you describe your overall experience with your OTE process at NU Clark SHS?

Okay...OTE for this academic year? Okay, actually the moment I receive the result[s]...for the OTE midterm...I’m actually not expecting na magkaroon ng mataas na rating. I just simply enjoy kung ano ba ‘yung ginagawa namin sa loob ng class. My only goal is to teach the students to enjoy, and kung matutunan ba kung ano ‘yung target objective ng lesson. So the moment I received the OTE rating, of course I feel so happy and I think...as a teacher, nabibigay ko ‘yung kailangan ng estudyante inside the classroom. Like, kung ano ba ‘yung expec...expectaion[s] ng stu...student kasi we have a criteria for the OTE eh. And, upon receiving that particular rating during the midterm, tinitignan ko kung sa’n ba ‘ko mababa. Ano ba ‘yung..o kung saan ako mataas...and with that, no’ng na-assess ko kung ano ba ‘yung...parang pinakamababang rating on the result, uhm...of course gumawa tayo ng modification of assessment[s], or ng practice on how I will handle the students inside the class. And, the moment na nakikita ko ‘yon, of course, I think mayro’n tayong kailangang i-improve, ‘di ba? Kung saan tayo mahina, kung saan tayo magaling— on how do we assess students, gano’n ko rin ina-assess ‘yung sarili ko as a teacher. And, on the endterm, mas tumaas ‘yung naging rating ko kasi nakita ko ‘yung mga kailangan ko pang i- improve inside the class. Okay, so both of the ratings [midterm and endterm] I received, nakita ko na although it was very challenging, ang pinaka importante talaga is ma-assess kung ano ‘yung

kailangang maibigay sa mga students.

- **What can you say po about the subjective or rather “biased” nature of the OTE process?**

Okay...sa pagiging biased, biased sa part ng student on how they give the ratings...or how they perceive...? Okay. Upon checking and assessing the given result, nakikita ko naman na kung ano ‘yung naging response ng mga students, gano’n din nga ‘yung minsan ay lacking ng teacher, based on my experience ha? And with that, no’ng nakita ko kung ano ba ‘yung pinupunto ng mga student, for example...last academic year pa ‘to ah, pero na-improve ‘yon this academic year, ‘yung sumusobra sa oras... ‘yon kasi ‘yung pino-point out ng mga student. So no’ng in-improve ko ‘yon—or no’ng tinanggal ko ‘yung gano’ng practice sa loob ng klase, mas nag-improve ‘yung naging rating ng mga students. And kung ano naman ‘yung nararanasan ko o pinapakita ng mga students inside the class, gano’n din naman ‘yung nagiging experiences...ay, naging experience ko so I think wala namang masyadong bias o kung pinagalitan ko man ‘yung mga students, they actually write a comment for that particular experience eh, ‘yung “strict” pero “nakakatulong ‘yung pagiging strict ng teacher,” so I really appreciate that particular—ah that [those] comments... and sinasabi ko rin ‘yon sa mga bata na ang OTE, kailangan ‘yan ng mga teachers. Hindi...ah, hindi kami nagiging mabait para maka-receive ng mataas. Kailangan namin ‘yan para ma- improve kung ano talaga ‘yung assistance na kailangan ng mga teachers.

Q2. What are your usual thoughts or feelings when you receive your OTE results?

Actually ako, niloo-look forward ko talaga ‘yung ano, OTE results. Lalo na this academic year, kasi ‘yung mga estudyanteng hina-handle ko ngayon, they’re very appreciative. So, iba-iba naman kasi ‘yung mga set of students eh. I actually have 6 loads, so ‘yung anim na loads na ‘yon, hindi ‘yon basta-basta. Unlike kapag mayro’n kang mas kaunting lo—‘pag sinabing loads, those are the sections na hina-handle ng mga teachers. Kapag kasi madami ‘yan, syempre iba-iba ‘yung rating na mare-receive mo, diverse ‘yan. So, hindi magiging pantay ang ratings sa ‘yo, unlike kapag dalawa, tatlong sections, parang maba-balance kung ano ‘yung mare-receive mo. Lagi kong sinasabi sa mga

student[s] na...unexpected pero na-eexcite ako kasi gusto kong makita kung natuto ba talaga sila...and nahihiya ako the moment na nare-receive ko 'yung mga OTE result[s] kasi, hindi lumalampas sa ganito kataas 'yung ratings na nare-receive ko. At...because of their comments, suggestions, or recommendations, mas ginaganahan akong magturo so 'yon 'yung pinaka motivation ko sa pagtuturo. To inspire the students and to help them assess kung ano ba 'yung mga qualities and skills na kailangan nila inside the class.

• **Kapag po ba nakukuha niyo na 'yung OTE results, ano po 'yung mas niloo-look forward niyo? 'Yung ratings po or talagang tumitingin po kayo agad sa comments?**

Actually 'yung—syempre part na 'yung ratings, titignan ko...unang-una ko talagang ina-assess kung saan ba 'yung mataas. 'Pag nakita kong mataas, ganito ba talaga 'yung ginagawa ko sa loob ng klase? Lalo na 'yung makikita mo na kapag ang taas ng rating mo kapag nakalagay do'n sa criteria, kasi may isang criteria do'n, "knowledgeable sa topic, topic or subject matter." 'Pag na- receive mo 'yung mataas na rating do'n parang nakakatuwa talaga. Pero kapag 'yung rating na for example, "medyo strikto" something like that, o kaya naman "hindi napapansin na ganito na 'yung nagiging ayos sa loob ng [classroom]—kasi maingay naman 'yung mga student, given naman 'yon.

So it's okay, at least mayro'ng...criteria ako na niloo-look forward na by next term, 'pag ginawa ko 'to, maa-adjust ba? Ibig sabihin talaga, ino-observe ka ng mga student, 'di ba? And, ano pa 'yung...ano ulit? 'Yon lang 'di ba?

• **Nagkaroon na po ba ng instance na contradicting po 'yung [OTE] ratings and comments? Ah okay...so, sa experience ko wala naman. Like, nag-aalign talaga 'yung [mga] comment na binibigay ng mga students...sa nagiging rating nila. Most of the time, hindi man—syempre 'yon 'yung isang proud moment ng mga teachers eh kapag nakita mo na walang negative comment. Hindi kami nagiging mabait sa loob ng klase dahil gusto namin magkaroon ng mataas na OTE. Ginagawa namin 'yon para ma-improve kung ano 'yung kailangan i-improve [na] skills ng mga bata—at na-aappreciate nila 'yon. I think nasa management din talaga ng teacher.**

Q3. In what ways, if any, do your OTE results affect your confidence in your ability as a teacher?

Okay, this year kasi consecutively, nasa OTE top 10 ako na eh...[Congrats po] Thank you so much. Siguro, tini-treat ko siya as really a motivation na, "Oh, na-reach mo na 'yung ganitong top, nakaangat ako sa ganitong kataas na rank, ano 'yung kailangan kong gawin for the next term, right?" Kailangan ba bumaba ako? Kailangan ba mas higitan ko pa 'yung naging rating ko last term? Pero ang chalalenge doon is...ang pinaka-challenging talaga is 'yung subject na hina- handle. Kasi 'di lahat ng subject maa-appreciate ng mga student, and 'yung naa-appreciate...'yung appreciation na 'yon, nag-mamatter depende sa kung ano 'yung context na kailangan mong ibigay sa mga student—kaya 'yon talaga 'yung pinaka wino-work out ko.

• **Since naranasan niyo na po maging part ng top 10, nakaranas na po ba kayo ng pressure to maintain it po, or to reach higher?**

Okay, admittedly of course, yes. Parang naging nagkagahaman ako...gahaman?! Kasi ito 'yung rank ko eh, sabi ko parang based sa comments kayang-kaya pa magkaroon ng mas mataas na rating eh, and mas mataas na rank. So, ayon, every endterm, 'yon kasi 'yung pinaka counted sa amin, 'yon talaga 'yung pinaka wino-work out ng mga teachers. So, ayon, naging motivation ko 'yung rank or...rating na nakukuha ko to aim higher. Pero, aminin man...aminin man sa oo o hindi, lahat naman sa mga teachers kasi isa ang OTE sa basis naming mga teachers for us to get a high score sa [?]. So, talagang wino-work out namin 'yan.

Q4. How do student evaluation results influence how you view yourself as a professional educator?

Okay...so, ang ganda naman ng tanong. Actually, yeah...mga bata, personally, sila talaga 'yung inspiration ko sa pagtuturo. Alam mo 'yung tipong parang 'pag nasa faculty ako mas na-ddrain ako compared kapag nasa loob ako ng classroom, lalo na kapag nakikita mo 'yung mga bata na nag- eenjoy kahit simpleng lesson lang. May sasabihin

ka, ma-appreciate nila...’yan yung magandang or isa sa mga dahilan kung bakit talaga ako personally nag-sstrive at nagpapakapagod magturo, gumawa ng motivation, different...different activities or assessments for the students.

Q5. How have your experiences with OTE contributed to your personal or professional growth as a teacher?

Okay, personal growth...siguro, I treat the OTE result as my personal achievement. Okay, hindi ko lang siya pinagmamalaki sa sarili ko, pati sa family ko. Okay kasi, kumbaga, ‘yon din ‘yung basis kung bakit ko nasabi na...ginagawa ko ‘yung, I mean nagagawa ko nang maayos ‘yung profession ko sa family ko. ‘Di naman kasi nila alam ano ba ‘yung “assessment,” ano ‘yung “competency.” Pero if we have a proof na, “Oh Ma, Tay, ito ‘yung OTE results/evaluation result, meaning diyan nara-rank ‘yung mga teachers kung gaano sila ka-motivated sa pagtuturo, ga’no nila pinapahalagahan ‘yung teaching. So I think...it became my personal goal and siguro achievement not just for myself but for my family as well.

• Mayro’n po ba kayong ma-susuggest na pwedeng ma-improve po in terms of the OTE system?

Okay, ako personally... ‘yung pinaka-comment ko lang diyan is... ‘di ba may mga homerooms tayo? And ‘yung homeroom niyo, same criteria siya sa subject...tama ba? Gano’n pa rin ba or na- modify? ‘Di ko kasi nakikita ‘yung sa end ng student. Ngayon ba, ngayong academic year? [Same pa rin po...] Same pa rin? Oh ‘di ba kung makikita niyo, hindi aligned ‘yung criteria na i-rrate ng advisory class mo sa dapat criteria na nare-receive nila during the homeroom. So isa ‘yon sa pinaka-comment ko siguro, and the rest...kailangan ko bang sabihin ‘pag sa management part? [Uhm, if you want po.] Okay sa management part naman, kasi ang purpose ng—anonymous naman ‘to, ‘di ba?

Ang purpose kasi ng OTE during midterm is to help the teachers, and the students as well to improve kung ano ba ‘yung mga kailangang i-improve inside the class. Such as the teaching techniques, ‘yung assessment, kung ano ba ‘yung i-improve do’n. Kapag ang OTE rating hindi siya naibigay sa teacher during the—after the midterm evaluation, kasi hino-hold pa ‘yan after the

—releasing of grades, do’n palang ibibigay sa ‘min ‘yan. Pero kapag tumagal na katulad ng na- eexperience namin naibibigay kasi siya, sa kalagitnaan na ng...kalagitnaan na ng endterm. So ano ba ‘yung purpose ng kailangan mong i-improve kung na-apply mo lang siya ulit during—sa endterm, ‘di ba? Kasi ang purpose ng [OTE] midterm tulungan ‘yung mga teacher, likewise with the student, na ma-improve ‘yung teaching, ano pa ‘yung strategies na kailangan mong gawin sa loob ng class. Ang ending kapag ginawa mo ‘yon na hindi mo alam na ‘yon pala ‘yung gusto... gusto ng mga bata na ma-modify, lalabas ulit ‘yon sa endterm OTE mo kasi ginawa mo ulit eh, hindi mo alam ano ‘yung mga kailangan mong i-improve during the midterm. So ‘yon siguro ‘yung pinaka nakikita kong kailangan sa system under OTE.

Q6. Is there anything else you would like to share about your experiences with OTE and how it affects your teaching confidence and practices?

Okay sige i-share ko nalang yung during the midterm, ‘yung last OTE ko...do’n kasi ‘yung pinaka-highest na na-receive ko sa buong buhay ko ng pagtuturo sa NU. So, ayon...I think lahat ng comments ay naging memorable. Kasi ‘yung mga comments kung—nagulat ako eh, no’ng nakita ko na wala man lang “Thank you ma’am.” Hindi lang siya simpleng “Thank You” eh, talagang ni-narrate nila do’n ano ba ‘yung naging full experience nila. No’ng una, mahirap ‘yung subject, para sa kanila mahirap, Philosophy—okay...Introduction to Philosophy, pero sa kanila revised na kasi new curriculum—na no’ng una daw, kinakabahan sila pero, because of the strategy na nai-apply natin sa loob ng class, eh mas naintindihan nila sa mas madaling paraan...at, na—nai- apply nila ‘yung mga natututunan nila, ‘yan kasi ‘yung pinaka-goal dapat eh... ‘di lang para malaman ng mga—mga bata ‘yung simpleng knowledge, pero how would they apply it in real-life scenario[s]. Ano ba ‘yung matutulong no’n, ‘di ba? Katulad ng pagtatanong natin, “Ano ba ‘yung importance ng Math sa totoong buhay?,” okay...gano’n din sa ibang subject areas, kahit mga concept-based lang ‘yan, theories-based lang

‘yan...gusto ko maiparating sa mga bata na hindi lang siya tinuturo for the sake na maituro ‘yung curriculum, pero ano ba ‘yung pinaka-essence no’n sa totoong buhay. Paano ba nila magagamit yo’n? So I think ‘yon ‘yung pinaka-memorable comment na nare-receive ko, ‘yung importance ng subject sa application in a real-life or real-life scenario.

Participant #13

Q1. How would you describe your overall experience with your OTE process at NU Clark SHS? “So, actually, ‘yung OTE process kasi rito—kunwari ako, personally—kasi parang [ang] nangyayari these days [ay] nagiging requirement siya. And personally, hindi ako ‘fan’ non, kasi parang hindi nag-gauge whether accurate ba talaga ‘yung ratings na binibigay ng students, because there are students na, you know, for the sake of compliance, it’s part din siya sa PeTa. Go lang, “okay, bigyan ko ‘to ng ganito.” So, ayon, doon sa process, parang personally hindi ako fan, even as a teacher, ‘no? Basta ‘yon. Magd-deadline ng ganito-ganyan, and then bibigyan sila ng points. Then, right after that, e-mail sa amin ‘yung ratings—overall ratings—and then ‘yung parang breakdown. Also, the comments. Tapos, p-post conference kami. Although personally, never pa ako na-post [conference] sa OTE ko. So, I think, in terms of process, there’s inconsistency. Ayon, so ano lang, parang 50/50 gano’n.”

• **May mabibigay po ba kayong suggestions to further improve the OTE system or OTE?** “Actually, wala rin akong idea in mind, pero ang [para] sa akin lang, ayon nga, I think alisin lang siya sa parang ano—nagiging requirement siya. I think mas nagiging ano kasi ‘yung result ng OTE if, you know, you let students do it talaga wholeheartedly, kasi if they don’t want to rate their teachers, [which] I think wala namang problema ro’n. Now, if they want to do so, kung magr-rate man sila, it’s because they really want to and, you know, it’s for a reason na they want to evaluate this teacher kasi magaling talaga siya; they want to evaluate this teacher kasi, alam mo ‘yun, may [meron] pa that needs improvement. More than... kasi parang ngayon ang nangyayari is dapat marami ang mag-evaluate. So, parang nas-sacrifice ‘yung authenticity ng evaluation dahil lang required siya. I think ‘yun ‘yung mais-suggest ko lang is you let students do as they please. Kung gusto nila, go; kung ayaw nila, at least, you know, parang mas authentic din ‘yung evaluations sa teachers that way.”

Q2. What are your usual thoughts or feelings when you receive your OTE results?

“Ang sa akin kasi, since personal experience ko naman ‘to, ah, tinitingnan ko lang ‘yung numerical value. Before kasi, nung bago ako sa NU, i-check mo ‘yung numerical, and then chine- check ko feedback.

And then, ang sa akin kasi—parang overthinker kasi ako. So, you give me 99 positive comments, magd-dwell ako sa isang negative. Gano’n ako. So, parang ‘di ko gusto ‘yung naging, parang hindi ako... Hindi ko nagustuhan kung sino ako after ko mabasa ‘yung mga [comments] kasi I had to adjust. Kahit parang feeling ko tama naman ‘yung practice. Just to, you know, a few students, I’ll do this and that. So, parang, ah, hindi ko nagustuhan kung sino ‘yung naging ako as a teacher. So, ayun, ang nangyari no’n, you know, after—let’s say two terms—nung ginawa ko ‘yun, since then, tinitingnan ko na lang ‘yung numerical rating, and then hindi ko na binabasa ‘yung comments. Na- isip ko na lang, “What you don’t know won’t hurt you.”

• **Nagkaroon po ba ng instances wherein parang sa tingin niyo po naging medyo bumaba po nang kahit very slight lang po ‘yung teaching quality niyo po dahil po sa results or dahil po sa naramdaman niyo po after niyo nakita ‘yung mga results?**

“Actually, nung una kong nakita ‘yon, kasi first year of teaching ko rin—kasi since then naman, even from my previous school, ginagawa ko ‘yung Socrating Method. So, meron din naman kami evaluation, pero never na-comment sa akin ‘yung kinakabahan kami ‘pag pumapasok si Ma’am. So, ‘yun ang naging... parang ‘yun ang nag-trigger sa akin to not, you know, check feedback anymore. Kasi ‘yun ang naging comment sa akin: ‘yung ina-anxiety daw sila; papasok pa lang daw ako sa room, kinakabahan sila. So, kung isa lang ‘yung nag-comment nun, parang okay. Okay lang, hindi ko dadamdamin. Pero I think there were five students na pare-parehong gano’n ‘yung

comment sa [OTE]. So, siyempre, if that's how they feel—na hindi lang isa—baka nga... baka nga naisip ko, baka gano'n talaga. And then, though may sinabi naman sila about, you know, index cards, na okay naman daw kasi they're forced to prepare, they like it, ganon-ganon. Pero parang, kahit may mga comment lang ganon, 'yun nga, nag-dwell ako ro'n sa comments na kinakabahan sila—ina-anxiety sila. So, inalis ko 'yun. And then, ang napansin ko naman nung inalis ko 'yun, parang, yes, may nagre-recite na students; yes, parang open sila na mag-recite talaga. Pero parang it's the same hands. Kaya ako nag-index card kasi ang goal ko sana is to, you know, have everyone engaged in the discussion. So, 'yun nga lang nung inalis ko siya. So, sige, wala nang comments about [index cards]. Pero as a teacher naman, on my end, parang, "Ah, sila-sila lang din." Parang gano'n. So, alam mo 'yun. I... So, personally, hindi ko masabi whether bumaba ba 'yung quality dahil lang, you know, I changed my approach. Pero I think, ang makakapagsabi lang kasi talaga no'n is my students. So, after ko kasi inalis 'yung index card ko, tumaas naman 'yung rating ko. So, baka 'yan talaga ang effective. Pinaalis lang 'yung index card; okay na siya. Ganon."

• **Do you think po 'yung difficulty na subject na hinahawakan niya [ay] nakakaapekto po siya sa OTE niya?**

"I think so. Especially since, you know, there are teachers na... So, hindi rin naman. For example, there are teachers kasi [na] nagtuturo na hindi naman nila major. So, I think that could be a factor. Kasi, siyempre, para sa kanila, the subject is difficult only because hindi nila major 'yon. So, siyempre, if the subject is difficult, kahit mag-prepare ka kasi, if hindi mo talaga siya forte—yes, naiintindihan mo siya in a way, pero the challenge kasi when you teach is not how you understand; it's how you communicate to your... I mean, it's how you communicate with your students. Kumbaga, complicated 'yung subject, so dapat ma-simplify mo siya for your students. So, wala tayong problema sa teachers naman kung understanding lang, kasi I'm sure they know what they teach. Pero... 'yung difficulty papasok din siya sa kung paano nila il-level 'yung understanding na meron sila sa understanding ng mga bata. Kasi, siyempre, magkaibang level. Ikaw na teacher, kahit i-explain sa'yo [na] complicated, you'll get it. Pero, siyempre, your students are Grade 11 and 12, so hindi kayo same ng wavelength. So, dapat maturo mo siya na mamatch sa level nila. Parang gano'n."

Q3. In what ways, if any, do your OTE results affect your confidence and your abilities as a teacher?

"It does, syempre. If you're a teacher and then na-receive mo na mababa yung OTE mo, syempre, you know, parang makakaapekto talaga yun sa performance mo. And then, kung negatively siguro or pwede rin positively kasi, you know, parang if you let that motivate you naman to be better. Now, kung mataas yung OTE na nareceive mo, syempre, oh, I'm doing good. So, syempre, gusto mong i-maintain yun. Gusto mong ma-sustain yung momentum. And syempre, gusto mong mas umangat pa. There's that, you know, there's that spirit in you. So, yeah, it does affect your confidence. Whether mataas or mababa yung OTE mo, may effect yan sa confidence level mo as a teacher."

Q4. How do student evaluation results in fluence how you view yourself as a professional educator?

"Actually, ang daming, siguro, I also had to adjust as a teacher. Kasi, siyempre, I've been teaching for, I think, six or seven years now. So, siyempre, what may have been the best practices before, hindi na sila best practices ngayon.

So, when I read the comments—kasi before, 'yun nga, 'yung index card—balik ako doon, parang okay naman sila, 'yun and gano'n. Pero these days kasi, siguro, it's also the exposure to social media. And 'yung mga bata they learned about things that make them anxious. Siguro 'yung index card, 'yung approach na 'yun. If it makes them anxious, who am I to invalidate that? So, doon ako nag-adjust din talaga. Kasi akala ko dati okay siya. Kasi akala ko okay siya, parang hindi ko na-consider din 'yung perspective ng iba na hindi naman pala komportable sa gano'ng approach. And after coming into NU, when I read that sa OTE ko, 'tas, ah, so this is how they feel pala about [it]. Though it's effective, siyempre, we cannot compromise the learning experience naman of those who feel uncomfortable with such approach. So, siyempre, there's no harm in changing my approach if it means making students comfortable in my subject. So, ayun. Ayun, how I view myself. And then, ang sa akin kasi, ang iniisip ko na lang din is you cannot please everybody. So, it doesn't matter whether they like me or not. Ang iniisip ko na lang, wala naman akong natatapakang tao. And I don't think... I mean, I don't think, parang binababa ko

‘yung pagkatao nila with the way I teach. So, ayun lang, hindi naman lahat magugustuhan ka as a teacher. Hindi lahat magugustuhan ‘yung approach mo. Sa akin, basta alam kong hindi ko naman, you know, I don’t cross the line as a teacher, I’m good with it. ‘Yun nga, cannot please everybody. So, ina- apply ko na lang din sa OTE.”

Q5. How has your experience with OTE contributed to your personal or professional growth as a teacher?

“Parang wala naman. Oo, parang same naman. Kasi parang binago ako ng OTE ko for one term, kasi nga inalis ko lang. Parang index card lang naman talaga ‘yung naisip ko, kasi ‘yun ang tumatak sa akin. Pero other than that, parang wala naman naging drastic changes talaga sa akin. So, ang sa akin ngayon, both professional and personal life ko, parang siguro nabawasan ko na ‘yung pagiging OA. Parang kasi... sa lahat ng bagay, parang OA ako. ‘Yun nga, na overthinker ako, sabi ko sa inyo, ‘di ba? So, parang, ‘yun, I overdid it siguro ‘yung pagiging overthinker ko. ‘Yung pagpasok ako rito, syempre, bago ‘yung sistema. Nagulat ako na... may OTE pala. And then, ‘yung comments, i-email sa ‘yo na ganyan. Though, actually, okay naman ‘yung rating ko. Okay din ‘yung comments. Pero iilang comments lang about this and that; parang in-overthink ko siya. Tapos, nung nagsabi ako sa mga [teachers]—‘tas chineck nila ‘yung OTE ko—“Bakla ka? Okay naman pala,” ganyan-ganyan. So... sa ibang tao, parang hindi ko naman na-feel na na- invalidate ako.

Pero it’s just that napansin ko na iba ‘yung perspective nila sa perspective ko. And ayun nga, okay naman ‘yung comments. Pero ‘yun nga lang, nag-dwell talaga ako doon sa mga comments about... ‘yun siguro ‘yung nag-trigger talaga sa akin, ‘yung sabi anxiety. Kasi parang all this time, akala ko funny ako, tapos gano’n pala ‘yung nafe-feel nila. But anyway, ayun. Hindi na ako masyadong nag-overthink ngayon if they say this and that. Parang, okay, next. Parang gano’n. Hindi na ako talaga—parang hindi—‘yun nga, “It is what it is.”

• Before po, nagkaroon po ba kayo ng mga instances wherein nap-pressure po kayo para po mabago po yung comments po sa inyo and yung ratings if ever, kung gusto nyo pong mas mapataas pa po siya?

“Yes, na-pressure ako diyan kasi may nag-comment sa handwriting ko sa board. Isang section lang ‘yun. Kasi, ‘yun, one discussion lang ‘yun, ha? Sulat ako nang sulat. Ang comment nila, “Ang pangit po ng sulat ni Ma’am,” “hindi ko po maintindihan ‘yung sinusulat niyo sa board.” So, parang, you know, nung nabasa ko ‘yun, oh my God, even handwriting pala—it’s a big deal among students. So, parang, okay. So, nung nagsusulat na ako, binagalan ko na ‘yun. I make sure na nakita din nung nasa likod. Kasi before, kaya lang naman ako nagsusulat—parang okay, mababasa nila na, wala lang. Pero hindi naman like, hindi naman serious. Tapos sila pala, parang, ah, it’s a big deal. So, ‘yun, kahit pagsulat ko sa board, very, ano ako no’n very particular ako. Kasi lahat pala ‘yun, na-co-comment nila. Tapos, ayun. So, there’s pressure, kasi before, never ko naman na

—like six years of teaching—wala pang nag-comment ng handwriting ko. Tapos pagpasok ko dito,

ay. So, ayun, na-pressure.”

Q6. Is there anything else you would like to share about your experience with OTE and how it affects your teaching confidence and practices?

“Ang sa akin siguro is, when I see, for example, I always receive comments na, ah, parang advisory class ko, ganun-ganun, um... And parang gusto nila na maging, next time daw, gusto nila ako ‘yung maging adviser nila. So, ako, natutuwa ako sa ganun. Hindi ko alam kung dino- dogshow nila ako. Natutuwa ako sa ganun comments kasi... Ako kasi, personally, hindi ako ‘yung, “lapitan mo ako, okay lang.” Parang hindi ako ‘yung teacher na parang, alam mo ‘yun, mahirap. Kasi, siyempre, I’ve been there before. As a student kasi before, parang nag-eexist lang naman ako; hindi naman din ako pala close sa mga teacher. And, nai-intimidate kasi ako sa mga teachers ko. So, hindi ako pala close; hindi ko man sila makakausap, ganun.

So, nung ako na ‘yung magturo, gusto ko, parang ayokong ma-feel ng mga student ko ‘yung ganun, ‘yung parang hindi nila ako makausap. Ganon-ganon. So, parang, I think it also comes with age kasi bata pa ako. So, mga Gen Z,

Gen Z. 1999 ako, so Gen Z pa ako. So, ayun, nagkukwento sila, and then, komportable naman ako sa mga estudyante ko. So, during homeroom, we do this and that, nagkukwentuhan kami, etc. So, students feel very open. And I think ‘yung ‘yung ibang namimiss ng students, kaya sila nagko-comment ng ganun, na parang, ah, so, ‘yung mga students pala, they can open up naman sa teachers without feeling, you know, without feeling uncomfortable, ganun-ganun. So, ayun. So, pag nakakabasa ako ng ganun, it makes me want to do better as an adviser. So, parang, siyempre... Gusto kong disiplinado sila. But at the same time, gusto ko na hindi... Parang hindi sila natatakot. Parang ganun. Kasi ‘yung iba, they instill discipline and then there’s fear, ‘di ba? So, ako naman, gusto ko sana ‘yun ang binabalance ko—na disciplined sila and walang fear sa akin. Parang ganun. So, I think... ‘Yun ‘yung OTE experience ko na talagang nakaka-apekto sa akin.”

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We are also grateful to the National University Clark and all the teachers who participated in this study. Your openness, cooperation, and willingness to share your experiences made this research possible and meaningful.

We would like to extend our appreciation to our classmates and colleagues, who provided constructive discussions, support, and motivation during the research process. Your insights and camaraderie added value to our work.

Special thanks to our family and friends for their unwavering support, understanding, and encouragement throughout this journey. Your belief in us inspired perseverance during moments of doubt and fatigue.

The Researchers

Appendix I Coding Table

Coding Table for Qualitative SOP 4

DATA	CODE
1. So I do deeply reflect on the comments.	Comment reflection
2. I do also wait for their comments.	Feedback anticipation
3. I first look at the comments.	Prioritizing comment review
4. We must be ready before the OTE. Memo: The message lacks clarity regarding the specific aspect for which teachers are required to prepare, whether it pertains to the evaluation system or to the receiving of the evaluation results.	Preparation for the student evaluation
5. Of course you'll get nervous.	Feeling nervous about feedback
6. You feel disappointed despite the effort you gave.	Discouragement from feedback
7. It's objective because it's not just a linear or single objective that's being looked at.	Multi-dimensional evaluation
8. We can see the criterias where we fell short or where else we need to focus or to improve more.)	Self-assessment of performance
9. The numerical seems good but the comments are negative. Sometimes, the numerical is low but the comments are positive.	Discrepancy between ratings and comments
10. It's actually satisfying and justifying the worth of what I really...I am doing inside the classroom.	Sense of professional satisfaction
11. I am also assessing what things I was able to accomplish all throughout the academic term.	Self-assessment of performance
12. Check what are the things that I lack[ed].	Identifying areas for improvement
13. It somehow gives some [me] nervousness	Feeling nervous about feedback
14. I'm just taking it as a constructive criticism.	Interpretation of comments
15. They use this in their personal grudges to their teachers.	Subjectivity of the feedback
16. If I think about it, my way of teaching might change.	Reflective adjustment of instruction
17. The problem is there are times that the OTE results come very late.	Late availability of the results
18. I'm always expecting comments.	Feedback anticipation.
19. From my personal observation, a major factor influencing their evaluation is the grade they receive.	Subjectivity of the feedback
20. The numerical ratings do not align with the actual comments.	Discrepancy between ratings and comments
21. What I do when I get to see the OTE is I look for the comments.	Prioritizing comment review
22. The important thing is [asking myself] what do I need to improve myself on?	Identifying areas for improvement
23. I don't take those comments negatively.	Interpretation of comments
24. It feels like the effort I gave to the discussion was lacking.	Discouragement from feedback
25. Happy, then based from that happiness, I am satisfied... based from that.	Sense of professional satisfaction
26. I looked at the comment rather than the numerical.	Prioritizing comment review
27. It's exciting most of the time because it's the chance for you to get the feedback of the students.	Feedback anticipation
28. It's a normal thing among teachers since we already know that teachers need evaluation.	Normalization of teacher assessments
29. It's mixed [feelings]-sometimes excited, sometimes nervous. There are also times when it's just "nothing."	Inconsistent emotional reactions
30. It depends on the students I'm handling.	Student-related factors

31. I the students are not that close to me... I don't feel like reading the OTE.	Student-related Factors
32. The comments are what matters.	Prioritizing comment reviews
33. Most of the time, when you have many students, there's a big chance that your OTE will be high. When you handle only a few, there's a big chance it will be low because it's numbers.	Student-related factors
34. There are a lot of students who feel entitled when they give comments and suggestions, so it's not really constructive in nature.	Subjectivity of the feedback
35. Whatever the negative is, don't focus there, instead focus on the positive.	Interpretation of comments
36. This has been a way for students to get back on the teacher	Subjectivity of the feedback
37. I like the comments of the students.	Prioritizing comment review
38. What's important is what I still haven't done yet as a teacher.	Identifying areas for improvement
39. Because if you get to see your grades [and start rating], it would be more subjective.	Subjectivity of the feedback
40. He/she only had one class, so naturally if he/she got a high score, it was just for that class. Compared to him/her, I had five classes, so the score is really different.	Student-related factors
41. I didn't let it affect me badly.	Interpretation of comments
42. OTE is good when it comes to your growth. But if this becomes the basis of your career, it feels like a teacher is under stress every day.	Career-related factors
43. It no longer becomes a basis for teacher improvement.	Loss of value
44. I thought maybe the kids [students] wouldn't like my way of teaching, they may misinterpret me.	Reflective adjustment of instruction
45. I already have this strong feeling on my end if I will be getting a satisfying score in OTE, or I will not be getting a satisfying score in OTE.	Outcome anticipation
46. They would start to like a teacher—firstly, because of physical appearance and how you deal with them.	Influence of appearance
47. There are times the comments are personal.	Subjectivity of the feedback
48. The student said, "how are you always positive?" Even if I die, I wouldn't forget that. So it helps us.	Comment reflection
49. The teacher got anxious and asked himself/herself if he/she deserves to be a teacher because he received a lot of negative comments.	Discouragement from feedback
50. This adds to my confidence, but the challenge or constructive critique is sometimes missing.	Identifying areas for improvement
51. For me, what's more important are the good voices that I hear, not to make me proud or overly confident, but to help me realize that in spite of my age, I'm still effective and I'm still valued.	Sense of professional satisfaction
52. For me, it's not really reliable.	Question the reliability of OTE
53. If the student doesn't like the teacher personally, then he will give the teacher a failing grade for the OTE.	Subjectivity of the feedback
54. Most of the time, what they do is kind of subjective.	Subjectivity of the feedback
55. They no longer read it out of nowhere, because it is just a requirement that they have to do.	Compliance-driven evaluations
56. The authenticity of the evaluation is being sacrificed just because it is a requirement	Loss of evaluation authenticity
57. I feel shy the moment I receive the OTE results.	Discomfort in receiving evaluation

58. Before, we would really feel nervous because our contract renewal depended on it.	Career-related factors
59. OTE does not capture the workload and administrative tasks that teachers do.	Incomplete assessment of teaching role
60. There are times when the scores are okay but you get to receive comments that are like, ah okay...so what really is it?	Discrepancy between ratings and comments
61. We know that there are some students who will not be on our side.	Subjectivity of feedback
62. Sometimes it's bias[ed].	Subjectivity of the feedback
63. We do not become nice inside the classroom because we want to get a high OTE.	Resistance to teaching for ratings
64. Of course, as a teacher and as a person, that hurt me.	Emotional impact of negative feedback
65. They think that you're not being serious.	Misinterpretation of teaching style
66. You get to question the results sometimes.	Doubt toward evaluation results
67. I was able to understand the things that students want and expect from me as a teacher.	Understanding student expectations
68. The OTE became one of the student platforms voicing out their concerns regarding the teacher's teaching performance.	OTE as feedback platform
69. If the student doesn't like the teacher personally, then he will give the teacher a failing grade for the OTE.	Subjectivity of feedback
70. The OTE really helped me a lot because of this. I would take time to reflect on myself, on my way of teaching.	Self-assessment of performance
71. I always check my students' comments.	Prioritizing comment review
72. A part of it makes the teachers feel more motivated, because if you save positive comments from your students, they will be inside the class very happy, more confident.	Sense of professional satisfaction
73. The moment I received the results for the OTE midterm, I'm actually not expecting to get a high rating.	Outcome expectation
74. The most important thing really is to assess what needs to be given to the students.	Reflective adjustment of instruction
75. There is a mix of positive and negative emotions at the same time.	Inconsistent emotional reactions
76. It helps me understand what I still lack.	Identifying areas for improvement

CODES	CATEGORY
<ul style="list-style-type: none"> ● Comment reflection (#1, #48) ● Prioritizing comment review (#3, #21, #26, #32, #37, #71) ● Interpretation of comments (#14, #23, #33, #41) ● Discrepancy between ratings and comments (#9, #20, #60) ● Self-assessment of performance (#8, #11, #70) ● Identifying areas for improvement (#12, #22, #38, #50, #76) ● Reflective adjustment of instruction (#16, #44, #74) 	<p>Cognitive and reflective engagement with feedback</p>
<ul style="list-style-type: none"> ● Feeling nervous about feedback (#3, #13) ● Discouragement from feedback (#6, #24, #49) ● Sense of professional satisfaction (#10, #25, #51, #72) ● Inconsistent emotional reactions (#29, #75) ● Discomfort in receiving evaluation (#57) ● Emotional impact of negative feedback (#64) ● Feedback anticipation (#2, #18, #27) ● Outcome anticipation (#45) 	<p>Emotional responses to student evaluations</p>
<ul style="list-style-type: none"> ● Preparation for the student evaluation (#4) ● Normalization of teacher assessment (#28) 	<p>Preparatory and coping strategies toward OTE</p>
<ul style="list-style-type: none"> ● Multi-dimensional evaluation (#7) ● Subjectivity of feedback (#15, #19, #34, #37, #39, #47, #53, #54, #61, #62, #69) ● Late availability of results (#17) ● Loss of value (#43) ● Question the reliability of OTE (#52) ● Loss of evaluation authenticity (#56) ● Doubt toward evaluation results (#66) ● Incomplete assessment of teaching role (#59) 	<p>Perceived quality, fairness, and credibility of OTE</p>
<ul style="list-style-type: none"> ● Student-related factors (#30, #31, #33, #40) ● Career-related factors (#42, #58) ● Influence of appearance (#46) ● Compliance-driven evaluations (#55) ● Misinterpretation of teaching style (#65) 	<p>External influences on evaluation outcomes</p>
<ul style="list-style-type: none"> ● Understanding student expectations (#67) ● OTE as feedback platform (#68) 	<p>OTE as a feedback and expectation-setting mechanism</p>

Themes:

Theme 1: How teachers make sense of student feedback • Cognitive and reflective engagement with feedback

• OTE as a feedback and expectation-setting mechanism

Theme 2: Emotional experiences when receiving student evaluations • Emotional responses to student evaluations

Theme 3: How teachers prepare for and cope with OTE • Preparatory and coping strategies toward OTE

Theme 4: Teachers' concerns about the fairness and accuracy of OTE • Perceived quality, fairness, and credibility of OTE

Theme 5: Factors outside teaching that affect evaluation results • External influences on evaluation outcomes

Coding Table for Qualitative SOP 5

DATA	CODE
1. Even though I receive negative comments, I don't take those negatively for me.	Confident despite negative feedback
2. If you don't like it, it also affects me emotionally, because it feels like the effort I gave to the discussion was lacking.	Negative emotional-response
3. So, actually, although I'm excited to see the result of the OTE, it felt like a normal thing among us since we already know that teachers need evaluation.	Anticipation for results
4. It's mixed—sometimes excited, sometimes nervous. There are also times when it's just "nothing."	Mediocre sentiments toward evaluations
5. When there are no comments, we feel sad. There are also times when the comments are all negative, we also feel sad. Same when they're all positive, because we want to see where we lack at, where we can still improve, and what are the things that we did well?	Negative emotional-response
6. That is why, when I was about to receive my first OTE results, I felt somewhat anxious.	Nervousness when receiving results
7. Now, I am not affected as long as I am doing my job properly as a teacher, regardless of what students say—especially when the feedback is not true.	Confident despite negative feedback
8. It doesn't stress me, although sometimes it's normal to feel bad.	Mediocre sentiments toward evaluations
9. So, for me, my confidence in teaching was never really affected because of the OTE.	Student evaluations not affecting confidence
10. Yes, of course, because that's the students' point of view. If it turns out that you're not good in their eyes, of course you start to feel discouraged and lose confidence.	Loss of confidence due to student evaluations
11. So if the OTE is low, of course you really cry, because it feels like you no longer have a chance to stay longer here at NU.	Doubting work competence
12. I really cried when I saw my OTE because it was my first time experiencing this kind of process here at NU.	Negative emotional-response
13. I cried because I was second to the last in the OTE.	Negative emotional-response
14. I can't really say it was motivation. I was more neutral. You just continue because you already started and you don't really have a choice.	Mediocre sentiments toward evaluations
15. So, that's my experience where... somehow it affects me... because who really knows who I am? Isn't it me as well? So, I know if I intended to do something or not.	Questioning self-identity
16. It's not really the confidence... maybe conscious... yes, conscious. I became conscious with my expressions.	Results influencing personal behavior
17. Actually, what I do is it serves as a motivation for me to do my best in that section.	Evaluations serving as motivation
18. None, because I don't take it personally.	Student evaluations not affecting confidence
19. Teachers are human too. Personally, there was one comment I received that really affected me—like I mentioned earlier, the one stating that the student did not know what I was teaching. Naturally, it made me question myself: "Wait, I spend nights preparing my lessons, I even make PowerPoints—isn't that enough?" At that moment, I did have doubts.	Doubting work competence

20. Of course they get disheartened if they read comments that are... they're not really bad, but they're something like questions that make you think, am I really like that? It's like that.	Questioning self-identity
21. In my initial reaction, sometimes I feel sad when I see those comments. But what I do is I read them again. And this time, I don't read the bad ones; I read the good ones and the good comments.	Remaining despite feedback positive negative
22. I'm not affected by the comments too much. I'm not affected by the scores that much, no.	Student evaluations not affecting confidence
23. It affects me to assess my credibility. Am I effective or not? That's also the goal of OTE. Are you performing or not? Are you doing your responsibility or not?	Self-assessment of performance
24. Just like what I've said, I don't take it personally.	Student evaluations not affecting confidence
25. As I mentioned earlier, the results do not affect me much. When I talk to other teachers, I always emphasize that we need to maintain high self-worth and self-trust as educators.	Student evaluations not affecting confidence
26. So I don't base my confidence on a voice that is just noise and gives me something negative.	Student evaluations not affecting confidence
27. So for me, I gain my confidence from the people who are happy with me.	Gaining confidence from external factors
28. Sometimes I get pressured with the thought of, "What else should I do to get a higher score compared to the score that I got this midterm?"	Pressure of maintaining evaluation scores
29. Personal...happy and fulfilled because, as a professional teacher... It's good that the students see your effort in teaching and the relationship that you build with them, when you are able to give your best.	Sense of fulfillment from positive student feedback
30. Whatever I see in the comments, at some point, it also improves my personality.	Cognitive development
31. It's actually helping me because it's boosting my confidence, and my...eagerness to still continue delivering quality education to my students.	Evaluations serving as motivation
32. For my first OTE it's kind of, it's not so low but not so high as well, so it's just enough. That became my motivation to improve myself for anything that follows.	Evaluations serving as motivation
33. It helps me grow as a teacher because I get to know that this is how my students are, this is what they felt, that I was too fast	Self-assessment of performance
34. Personally, I feel that I have become more humane. I have learned to adapt depending on the section I am teaching, and I owe this development to the OTE.	Cognitive development
35. When you give me a high score and I see good comments, it validates my worth—ah, I'm effective after all.	Sense of fulfillment from positive student feedback
36. Then, when I saw my first OTE, it reached six (6). Then, I was so happy... I jumped, like that.	Sense of fulfillment from positive student feedback
37. There's one that stuck with me, I will never forget it. They said, "How are you always positive?" Even if I die, I won't forget that. So it somehow helps us. Maybe that's the students' way of cheering us up.	Life lessons gained from student feedback
38. And because of their comments, suggestions, or recommendations, I become more motivated to teach, so that is my main motivation in teaching.	Evaluations serving as motivation

39. Especially when you see that a high rating in the criteria, because there is one criterion there, 'knowledgeable in the topic, topic or subject matter.' When you receive a high rating there, it is really pleasing.	Sense of fulfillment from positive student feedback
40. Most of the time, even if—of course, that is one proud moment for teachers when you see that there are no negative comments.	Sense of fulfillment from positive student feedback
41. Once we received the results, it felt like a kind of relief—knowing that some students think positively of me in that way.	Sense of fulfillment from positive student feedback
42. "[The feeling is] negative because I can also see that I have not fully reached my goal of achieving a 100% KTI, or reaching all students. That is something we cannot really do—that is the reality.	Loss of confidence due to student evaluations
43. But you will see or find out [teachers] that they did not reach a certain percentage, even though you can see that they have done well.	Results' inaccurate depiction of performance
44. And then, in my case—it's that I am quite an overthinker. So, you give me 99 positive comments, I would only dwell on that one negative.	Negative emotional-response
45. So, there, what happened then, you know, after—let's say two terms—when I did that, since then, I only look at the numerical rating, and then I didn't read the comments. I just thought, "What you don't know won't hurt you."	Results' influencing personal behavior
46. So really— you cannot please everyone anyway. Not all students will like you. And also maybe it has something to do with the way— I am kind of strict.	Remaining positive despite negative feedback
47. But it's not literally your capacity [the ratings] as a teacher because some students, like what I told you, they're kind of biased on their comments.	Results' inaccurate depiction of performance
48. I do not let my OTE results nor negative comments I read affect my way of teaching or me as a teacher in any way, cause I think students' criticism, we can not avoid them.	Student evaluations not affecting confidence
49. I think I treat it as really a motivation.	Evaluations serving as motivation
50. So there, the rank of the rating that I receive became my motivations to aim higher.	Evaluations serving as motivation
51. I learned from that feedback. Instead of giving daily activities, I adjusted it to once or twice a week.	Adjustment of teaching approach
52. Yes, I became self-conscious. That is why I changed my approach to gamification.	Adjustment of teaching approach
53. It becomes frustrating at some point. It's like you have done your part, I have as well, and then it feels like it does not match up [with the ratings].	Results' inaccurate depiction of performance
54. If you're a teacher and then you receive a low OTE, of course, you know, it can really affect your performance.	Evaluation results affecting performance
55. Somehow, it is a big deal for motivation. It's different when you're teaching and you know the kids appreciate you back.	Evaluations serving as motivation
56. I would say yes, because upon looking on the negative comments that the student will give, I feel that, oh, it's my reflection and I feel that sometimes even though it's not me.	Questioning self-identity
57. So if I receive a negative comment, I usually, of course, in the normal feeling will be, you will feel sad or devastated.	Negative emotional-response
58. The results really do not make me look down on myself or feel bad about myself as a teacher; it actually helps me become more confident in front of the class.	Student evaluations not affecting confidence
59. That is a good thing, or one of the reason why I personally strive and work hard in teaching, creating motivation, and different...different activities or assessments for the students.	Evaluations serving as motivation
60. The OTE gives me a positive effect because it shows me where I can still grow.	Self-assessment of performance
61. I think it would be better if the OTE had a lower weight in contract renewal and ranking. Some comments can be very offensive.	Evaluation system improvement

62. OTE may ask if a teacher is approachable, but it does not capture deeper responsibilities beyond that. I think that part needs revision.	Results' inaccurate depiction of performance
63. Eventually, you have to go down to the level of the students when it comes to communicating with them. Because if you are too high up, you won't be able to...it becomes something where it feels like you come across as being above them or full of authority.	Adjustment of teaching approach
64. So, it doesn't matter whether they like me or not. What I only think is that I'm not stepping on anyone.	Mediocre sentiments toward evaluations
65. It's a big factor for your growth as a professional, as an employee. So, you need to go with the tide. You cannot be left behind, otherwise you'll never get anywhere.	Adjustment of teaching approach
66. Here are students where they do not really evaluate objectively sometimes. When you do not vibe with their wants, they may get back at you or they'll get back at you by your OTE scores.	Subjective-nature of student evaluations
67. So if we're talking about the OTE itself, there's nothing to be changed but how it was being implemented here in NU Clark.	Evaluation system improvement
68. I don't just brag about it to myself, but also to my family. Okay, because in a way, that is also the basis for why I can say that I am doing my profession well to my family.	Sense of fulfillment from positive student feedback
69. A lot. My first OTE here was good, but my end-term evaluation dropped. Of course, as a teacher and as a person, that hurt me.	Negative emotional-response
70. It pushed me to grow and to explore different approaches for students. I now use gamification, role-playing, music video projects, key analysis, and other activities.	Adjustment of teaching approach
71. Because of OTE, I can say that I feel like I am walking on eggshells or thin ice. I do not want to offend students.	Difficulty in communication among students due to results
72. Whether it's negative or positive [ratings], it will always be growth for me, because I will improve the way I speak, the way I interact, things like that.	Self-assessment of performance
73. Although already confident before, I know what I can teach, I know my capabilities as a teacher, but it can enhance and motivate me as well.	Evaluations serving as motivation
74. So as time passed little by little with those comments, it helped me grow in my teaching strategies.	Adjustment of teaching approach
75. A part of it [receiving mostly positive comments and higher-end ratings] makes the teacher feel more motivated, because if you save positive comments from your students, they will come inside the class very happy, more confident, and yes.	Sense of fulfillment from positive student feedback
76. Once I can confirm to myself that I really did my best on this part, it doesn't decrease my confidence inside the class.	Self-assessment of performance
77. I treat all students like my own children because school is their comfort zone. Many students do not want to go home for reasons we may not know. That motherly approach is what always stands out in my OTE comments, and I am proud of that.	Life lessons gained from student feedback
78. So most of the good feedback I received is something I really cherish, because as they said, it's not just acquired knowledge that is classroom base, but also lessons in life.	Life lessons gained from student feedback

CODES	CATEGORY
<ul style="list-style-type: none"> Negative emotional-response (#2, #5, #12, #13, #44, #57, #69, Anticipation for results (#3) Mediocre sentiments toward evaluations (#4, #8, #14, #64, Nervousness when receiving results (#6) Sense of fulfillment from positive student feedback (#29, #35, #36, #39, #40, #41, #68, #75) 	Emotional responses to student evaluations
<ul style="list-style-type: none"> Confident despite negative feedback (#1, #7) Loss of confidence due to student evaluations (#10, #42) Doubting work competence (#11, #19) Student evaluations not affecting confidence (#18, #22, #24, #25, #26, #48, #58) Gaining confidence from external factors (#27) 	Impact of student evaluations on teaching confidence
<ul style="list-style-type: none"> Questioning self-identity (#15, #20, #56) Self-assessment of performance (#23, #33, #60, #72, #76) Cognitive development (#30, #34) Life lessons gained from student feedback (#37, #77, #78) 	Reflection on self-worth, self-credibility, and professional identity
<ul style="list-style-type: none"> Evaluations serving as motivation (#17, #31, #32, #38, #49, #50, #55, #59, #73) Pressure of maintaining evaluation scores (#28) 	Student evaluations driving the urge of educators for improvement
<ul style="list-style-type: none"> Results influencing personal behavior (#16, #45, Remaining positive despite negative feedback (#21, #46, Adjustment of teaching approach (#51, #52, #63, #65, #70, #74, Evaluation results affecting performance (#54) Difficulty in communication among students due to results (#71) 	Pedagogical and behavioral changes based on student feedback
<ul style="list-style-type: none"> Results' inaccurate depiction of performance (#43, #47, #53, #62) Evaluation system improvement (#61, #67) Subjective-nature of student evaluations (#66) 	Perceived limitations and possible improvements of evaluation systems

Themes:

Theme 1: Emotional and Psychological Impact of Student Evaluations • Emotional responses to student evaluations

• Impact of student evaluations on teaching confidence Theme 2: Self-Reflection and Professional Identity Formation

• Reflection on self-worth, self-credibility, and professional identity Theme 3: Student Evaluations as Drivers of Growth and Change

• Student evaluations driving the urge of educators for improvement • Pedagogical and behavioral changes based on student feedback

Theme 4: Questioning the Validity and Fairness of Evaluation Systems

• Perceived limitations and possible improvements of evaluation systems

Appendix J

Curriculum Vitae



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Personal Information

Date of Birth: 2007 October 22

Age: 18

Place of Birth: Angeles City, Pampanga

Religion: Roman Catholic

Sex: Male

Civil Status: Single

Educational Attainment

Senior High School: 2024 - Present

National University (NU Clark) Humanities
and Social Sciences

Junior High School: 2020 - 2024

Holy Angel University (HAU)

Research Presentations and Publications

Scrolling Through Isolation: Instagram Screen Time and Its Effects on Student Social Interaction (A.Y. 2024 - 2025)

Cilantro as an Organic Water Purifier (A.Y. 2023 - 2024)



Personal Information

Date of Birth: 2007 July 19

Age: 18

Place of Birth: MacArthur, Leyte

Religion: Born Again

Sex: Female

Civil Status: Single

EDUCATIONAL ATTAINMENT

Senior High School: 2024 - Present

National University (NU Clark) Humanities and Social Sciences

Junior High School:

Angeles City National Trade School (ACNTS) 2020 - 2024

Research Presentations And Publications

The Integration of Grade 11 HUMSS Students in National University - Clark to the Rising Artificial Intelligence (A.Y. 2024-2025)



PERSONAL INFORMATION

Date of Birth: 2008 January 26

Age: 18

Place of Birth: Angeles City, Pampanga

Religion: Roman Catholic

Sex: Male

Civil Status: Single

EDUCATIONAL ATTAINMENT

Senior High School: 2024 - Present

National University (NU Clark) Humanities and Social Sciences

Junior High School:

Jose C. Feliciano College Foundation (JCFC) 2020 - 2024

Research Presentations and Publications

Strand Preferences of SHS Students: Practicality vs Passion (A.Y. 2024 - 2025)



Personal Information

Date of Birth: 2008 July 6

Age: 17

Place of Birth: San Fernando, Pampanga

Religion: Roman Catholic

Sex: Female

Civil Status: Single

EDUCATIONAL ATTAINMENT

Senior High School: 2024 - Present

National University (NU Clark) Humanities and Social Sciences

Junior High School:

Dona Asuncion Lee Integrated School

2020 - 2024

Research Presentations and Publications

A Step Beyond the Classroom: The Impact of Extracurricular Activities on the Academic Performance of Grade 11 Students (A.Y. 2024 - 2025)



Personal Information

Date of Birth: 2008 April 30

Age: 17

Place of Birth: Angeles City, Pampanga

Religion: Roman Catholic

Sex: Female

Civil Status: Single

Educational Attainment

Senior High School: 2024 - Present

National University (NU Clark) Humanities
and Social Sciences

Junior High School:

Republic Central Colleges (RCC) 2020 - 2024

Research Presentations and Publications

The Integration of Grade 11 HUMSS Students in National University - Clark to the Rising Artificial Intelligence
(A.Y. 2024 - 2025)

Science Investigatory Projects (A.Y. 2021 - 2024)



Personal Information

Date of Birth: 2008 July 1

Age: 17

Place of Birth: Angeles City, Pampanga

Religion: Roman Catholic

Sex: Male

Civil Status: Single

Educational Attainment

Senior High School: 2024 - Present

National University (NU Clark) Humanities and Social Sciences

Junior High School:

Angeles City Science High School (ACSci) 2020 - 2024

Science, Technology, and Engineering (STE) Program Special Program in Foreign Language (SPFL)

Research Presentations and Publications

Strand References of SHS Students: Practicality vs Passion (A.Y. 2024 - 2025)

Utilization of Okra (*Abelmoschus esculentus*) Fibers on Basalt-Fiber Reinforced Composites (A.Y. 2023 - 2024)

ACSci JHS Students' Perception Towards the Shift to a More Electronic-Based Learning Modality (A.Y. 2023 - 2024)

The Utilization of Waste Gabbro Aggregates and Kapok Fiber in Bricks (A.Y. 2022 - 2023)



Personal Information

Date of Birth: 2007 November 2

Age: 18

Place of Birth: San Fernando, Pampanga

Religion: Roman Catholic

Sex: Female

Civil Status: Single

Educational Attainment

Senior High School: 2024 - Present

National University (NU Clark) Humanities and Social Sciences

Junior High School:

Christian Vision Academy Foundation Pampanga Inc. 2020 - 2024

Research Presentations and Publications

A Step Beyond the Classroom: The Impact of Extracurricular Activities on the Academic Performance of Grade 11 Students of NU Clark (A.Y. 2024 - 2025)



Personal Information

Date of Birth: 2007 March 1

Age: 18

Place of Birth: Makati, Manila

Religion: Roman Catholic

Sex: Female

Civil Status: Single

Educational Attainment

Senior High School: 2024 - Present

National University (NU Clark) Humanities
and Social Sciences

Junior High School:

Systems Plus College Foundation (SPCF) 2022 - 2024

P.O. Domingo High School 2020 - 2022

Research Presentations and Publications

A Step Beyond the Classroom: The Impact of Extracurricular Activities on the Academic Performance of Grade 11 Students of NU Clark (A.Y. 2024 - 2025)