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Qualitative Insights on Arts and Sciences Faculty Evaluation from Students in a Philippine State College

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ABSTRACT: *This study aims to assess the student evaluations of teaching (SETs) at the College of Arts and Sciences (CAS) of Camarines Sur Polytechnic Colleges (CSPC) to establish various strengths and weaknesses in the faculty performance. Filling the research gap in qualitative data analysis in SETs, the study employs content analysis of the open-ended responses for four rating times in two academic years. The elements that emerged as positive include the relevance of course content to practice, faculty understanding and caring, faculty competence as teachers, and organizational and communicative qualities of teaching. On the other hand, areas that warrant development concern the rate of teaching, availability of additional learning resources, consistent class timetable, and feedback. Observations of the study identify that student appreciate a positive and stimulating atmosphere and good teaching and organization of learning materials. According to these findings, recommendations include the following: increasing the faculty training in adaptive pacing, empathetic interaction, and clear communication with the help of institutional resources for supplementary materials and feedback systems. This approach can enhance student learning and improve the compatibility of faculty practices with the current and future students' requirements.*

Key words*: Content analysis, Faculty performance, Higher education, Student-centered teaching, Student evaluations.*

1. Introduction

One of the critical factors that contribute to instructional improvement in higher education institutions (HEIs) is student-faculty assessment. In state universities and colleges (SUCs), student evaluation of teaching (SET) has emerged as a pivotal mechanism for assessing educational quality and understanding students' responses to their learning environment (Spooren et al., 2013). These evaluations provide learners with an opportunity to express their perspectives on faculty teaching effectiveness, course materials, and overall classroom experience.

Aligned with Sustainable Development Goal (SDG) No. 4, which emphasizes inclusive and equitable quality education for all, SETs serve as essential tools to ensure that students receive an education that meets global standards. Quality education is fundamental to sustainable development as it equips learners with the necessary knowledge and skills to thrive in a rapidly evolving world. Therefore, this study seeks to explore the utility of SETs in enhancing instructional quality within the College of Arts and Sciences (CAS), particularly in aligning faculty performance with international academic benchmarks.

Despite the widespread implementation of SETs, ongoing debates persist regarding their effectiveness, particularly when assessments rely solely on quantitative data. Traditional numerical ratings, such as Likert-scale evaluations, provide limited insights into students' learning experiences and faculty performance, often

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capturing only general perceptions of teaching clarity, engagement, and subject-matter expertise (Benton & Cashin, 2014). In contrast, qualitative feedback offers more affluent, more detailed accounts of student experiences, shedding light on specific strengths and areas for improvement in faculty teaching styles, classroom interactions, and responsiveness to student concerns (Creswell & Poth, 2018).

Over the years, the qualitative approach in educational research has gained increasing recognition for its ability to provide deeper insights into the psychological and pedagogical aspects of teaching and learning (Beran & Rokosh, 2009). This study moves beyond traditional SET methods by integrating qualitative assessments, allowing students to articulate their perceptions of faculty effectiveness in greater depth. Such an approach aligns with the constructivist theory, which posits that individual experiences and perspectives are critical in shaping educational practices (Guba & Lincoln, 1994), the Theory of Student Engagement (Kuh, 2001), which highlights the importance of active student participation in the educational process for better learning outcomes, and Seldin's Faculty Development Model (1997), which underscores the role of constructive feedback in enhancing faculty performance.

By examining students' narratives, this research aims to capture the nuanced attributes that contribute to effective teaching, thereby informing faculty development initiatives. This study seeks to answer the following research question: What are the positive feedback and areas for improvement of teachers based on student evaluations of teaching (SET) in the College of Arts and Sciences?

1.1. Literature Review

Formally known as student ratings of teachers (SRTs) or course-collected assessments, student evaluations of teaching (SETs) have gained prominence as a tool for assessing faculty effectiveness and course quality in higher education institutions. These evaluations offer a structured way for students to provide feedback on various aspects of instruction, contributing to faculty development and institutional accountability (Spooren et al., 2013). However, while SETs have been widely implemented, most research on SETs has emphasized their quantitative dimensions, often reducing student experiences and satisfaction to numerical scores (Benton & Cashin, 2014). This over-reliance on quantitative metrics limits the understanding of students' authentic perceptions, failing to capture the depth and complexity of their feedback.

Qualitative feedback within SETs, particularly general comments, provides a rich source of data that can offer distinctive insights into students' views on instructional quality. Prior literature has highlighted the value of qualitative SETs in revealing students' perspectives on teaching strategies, communication methods, and instructional activities that enhance engagement and comprehension (Beran & Rokosh, 2009). Naz (2023) found that while student evaluation comments revealed consistent themes across sex, academic ranks, and instructional periods, most remarks were general and lacked specificity, limiting their usefulness in enhancing teaching effectiveness. Also, limited research has explored how qualitative SETs can be systematically analyzed and incorporated into faculty development programs (Caldwell, 2024). To address this gap, this study focuses on the qualitative aspect of student feedback, aiming to identify the most relevant and actionable recommendations that may be overlooked in quantitative analyses.

The reliance on quantitative SETs also raises concerns regarding their validity in measuring instructional effectiveness. Hornstein (2017) pointed out that factors such as course difficulty, grading leniency, and class size can influence SET scores, potentially distorting the assessment of faculty performance. Similarly, Spooren et al. (2013) argued that these external factors pose a threat to the construct validity of SETs, necessitating a more comprehensive evaluation approach. This study, therefore, refrains from relying solely on numerical ratings and instead prioritizes qualitative insights to provide a more holistic understanding of faculty effectiveness.

While quantitative SETs can pinpoint broad areas for faculty improvement, research by Abrami et al. (1996) and Stark and Freishtat (2014) underscores the need for detailed feedback to support targeted instructional enhancements. Despite this, there is a lack of empirical research on how qualitative SETs can be systematically studied and applied to improve teaching practices and institutional policies. This study seeks to bridge this gap by developing a structured approach for analyzing qualitative student feedback and translating it into meaningful faculty development initiatives.

Another underexplored area in SET literature is the role of student evaluations in promoting institutional equity and inclusion. UNESCO (2020) defines quality education as one that incorporates diverse learning needs and fosters inclusivity. While some studies discuss the potential of inclusive educational practices

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(Constantinou & Wijnen-Meijer, 2022), little research has examined how SETs can identify and address the needs of marginalized student groups. This study aims to fill this void by evaluating student feedback to uncover disparities in learning experiences and propose strategies for fostering a more inclusive educational environment in alignment with SDG 4.

Theoretical discussions on SETs also lack direct connections to constructivist principles. Constructivist Theory emphasizes that knowledge is constructed through interactions and relationships, highlighting the importance of student voices in evaluating faculty performance (Vygotsky, 1978; Guba & Lincoln, 1994). However, research linking constructivism to qualitative faculty assessment remains scarce. This study contributes to this theoretical discourse by applying constructivist principles to the analysis of student-generated qualitative feedback, offering a framework for incorporating subjective student perspectives into faculty evaluations.

Lastly, the role of SETs in institutional accountability and transparency remains an area warranting further research. Hattie (2008) emphasized that faculty evaluations play a crucial role in demonstrating institutional commitment to quality education. Sullivan et al. (2024) argued that more focus should be given to how student feedback can inform policy decisions. Yet, little is known about how qualitative SETs can be systematically utilized to align faculty practices with institutional values. This study examines how qualitative analysis of SETs can inform policies and practices that foster a student-centered learning environment.

Given these gaps in the literature, this study seeks to provide a nuanced understanding of faculty evaluations by focusing on qualitative SETs. Unlike previous research that primarily relies on numerical ratings, this study emphasizes the textual content of student feedback, aiming to enhance faculty development and institutional change. By aligning with constructivist principles and SDG 4's call for inclusive and high-quality education, this study aspires to offer valuable insights for improving teaching effectiveness beyond traditional quantitative metrics.

2. Methods

2.1. Research Design

This study employed a quantitative content analysis approach to examine the thematic patterns in Student Evaluation of Teaching (SET) responses within the College of Arts and Sciences (CAS) of Camarines Sur Polytechnic Colleges (CSPC). Content analysis, as defined by Krippendorff (2018), is a systematic and objective method for analyzing textual data, allowing researchers to identify, classify, and assess recurring themes in qualitative responses. This method is particularly suited for the study since open-ended SET responses provide detailed insights into students' perceptions of faculty performance.

A structured thematic analysis was applied to student feedback collected over four rating periods: the first and second semesters of the Academic Year 2021–2022 and the first semester of the Academic Year 2022–2023. The analysis focuses on instructional aspects of CAS faculty, examining key attributes such as instructional ability, communication, engagement, and support, as outlined by Elo and Kyngäs (2008).

2.2. Inclusion and Exclusion Criteria

The collected data were analyzed thematically using an inductive content analysis approach, allowing themes to emerge directly from the responses (Elo & Kyngäs, 2008). This systematic analysis followed a structured procedure to ensure rigor and reliability. First, the researchers familiarized themselves with the data by repeatedly reading all qualitative responses from the questionnaires and taking initial notes on recurring themes and key impressions (Braun & Clarke, 2006). Next, a systematic coding process was applied, assigning relevant codes to different sections of the data. These codes captured essential aspects of faculty performance, such as clarity, interaction, and delivery. To maintain consistency, descriptive codes were generated, ensuring alignment with students' actual expressions (Graneheim & Lundman, 2004).

2.3. Data Analysis

Content analysis was employed to examine the collected data systematically. Specifically, an inductive content analysis approach was utilized, allowing themes to emerge naturally from the data rather than imposing predefined categories (Elo & Kyngäs, 2008).

The analysis followed a structured, multi-stage process. First, the researchers familiarized themselves with the data by conducting an initial close reading of all qualitative responses at least twice, identifying

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preliminary impressions and recurring concepts (Braun & Clarke, 2006). Next, the responses were meticulously coded, with each section assigned meaningful labels that captured key aspects of faculty performance, such as clarity, engagement, and responsiveness. To ensure that themes reflected students' perspectives, inductive coding was applied, working directly from their language and viewpoints (Graneheim & Lundman, 2004).

Following the initial coding phase, related codes were grouped into overarching themes that encapsulated common student sentiments. For instance, codes such as "students inspiring students" and "staff member inspiration" were categorized under the End-User Support theme. In contrast, "effective communication" and "student support" were consolidated under Student Support.

To enhance coherence, relevance, and alignment with the dataset, all identified themes were reviewed and refined through discussions between the first author and a second coder. This collaborative validation process ensured consistency and accuracy in theme identification. Each finalized theme was assigned a definition, a title, and an illustrative quote derived from student feedback to support its validity and interpretability.

2.4. Rigor and Trustworthiness

Several methodological techniques were implemented to increase the credibility and dependability of the research findings, including intercoder reliability, peer debriefing, and triangulation.

Two independent coders participated in the analytical process to ensure intercoder reliability. After coding, they cross-checked their results to assess consistency in identifying themes, achieving an intercoder agreement rate of 92%. This high level of convergence enhances the reliability of the thematic results, as an inter-observer agreement exceeding 80% is considered indicative of strong consistency (Elo et al., 2014). For the 8% coding discrepancies, coders engaged in discussions until a consensus was reached, ensuring that all themes accurately reflected the data (Lombard et al., 2002).

Furthermore, peer debriefing was conducted with 10 CAS faculty members, who reviewed the identified themes and categorized them into applicable areas within an educational context. Their feedback was instrumental in refining the thematic structure, ensuring that all themes captured real-world concepts and perceptions, thereby strengthening the study's validity and relevance (Lincoln & Guba, 1988).

Additionally, triangulation was employed by comparing the emergent themes with established constructivist theories and institutional objectives. Specifically, the themes were evaluated in relation to Sustainable Development Goal (SDG) 4, which advocates for quality and inclusive education (United Nations, 2015). This methodological triangulation further enhanced the study's credibility, dependability, and confirmability, ensuring a robust and well-grounded analysis of student-faculty evaluations in the College of Arts and Sciences.

3. Results and Discussion

This section presents key themes from student evaluations, highlighting both strengths and areas for improvement in teaching practices within the College of Arts and Sciences. Positive feedback emphasizes real-world engagement, instructor empathy, passion, and instructional clarity. Areas for improvement include instructional pacing, access to supplementary materials, consistency in class schedules, and timely feedback. These findings offer actionable insights for enhancing teaching effectiveness and student learning experiences.

3.1. Positive Insights from Student Feedback

3.1.1. Engagement through Real-world Application and Interactive Teaching

The included positive feedback section focuses on the aspects of practical orientation and learner engagement as some of the most effective in student education. Common student comments are that teachers who associate factual material with examples from everyday life make the material easier to comprehend. For instance, one shopper said, '*The instructor also offers examples which are easy to explain and use.'* Another also said, *"…and I also see how those lessons are relevant to real life, which makes it even more engaging."* These commentaries imply that students appreciate it when their teachers incorporate ways of telling them how the lessons they deliver in class are applicable in the real world.

They require that instructional methods are applied in a manner that is practice-oriented but with a strong focus on theory. Linking a course topic with practical use or context, an instructor helps to ground concepts more solidly in a student's mind. This means that teaching that involves the use of scenarios and interactions

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promotes full participation since students can picture how their knowledge and skills will be helpful in real-life situations. An added incentive for many learners is the opportunity to draw parallels or discover relevance to the real world or their future careers. The coherency of such feedback leads to the conclusion that students are more engaged when the content is somehow applicable to their lives.

Any real-life connections and exercises used by the instructors not only help the students grasp the ideas better but can also be helpful in stimulating the students' problem-solving abilities. The daily compliments of real-life examples from students in their evaluations suggest that a teaching method that is sandwiched between theory and application may be advantageous in churning out students for the professional world. Teachers can apply this knowledge daily in their classes to make case studies, examples, activities, and other types of material part of their learning to enhance knowledge and change thinking patterns beyond books.

Kolb et al. (2014) have profoundly provided the experiential learning theory, which was useful in educational research; this emphasizes the value of experiential learning and utilization of real-life examples, which are believed to be efficient in aiding teachers in teaching. Kolb expounds that learning is a process where learners transform their experiences into knowledge as they continually experience and apply various concepts. Additionally, Ramsden (2003) believed that when lessons or topics are taught with the use of contextualized real-life instances, students are more motivated and perform academically better. Using real-life experiences as examples while discussing the theoretical concepts of the lessons, instructors provide a nurturing learning environment for their students with proven theories on practical education.

3.1.2. Approachability, Empathy, and Supportive Classroom Environment

Students testified to get the right instructor who is friendly and sympathetic towards the learners' needs and circumstances in the process of developing a positive classroom climate. Most students said that they feel okay to ask questions and participate in classes whenever they have compassionate instructors. For example, one of the respondents said, *"Ma'am is very patient and open to questions,"* while another remark was: "*He listens to us and understands our concerns." S*uch responses argue that students welcome a caring approach, confirming that they value their dignity as they learn.

This feedback shows that being empathetic and caring is essential to minimize students' stress and to make them engage more. When students think their instructors are concerned, they are likely to seek assistance, clarification, and enhanced understanding of the content. This is another recurrent theme showing that simple things such as empathy and faculty respect for students greatly influence students' morale and willingness to engage in collaborative learning.

The implication here is clear: the accessibility aspect of the instructors makes the students comfortable, and this will improve the confidence level of the students. This means that going the extra mile to show compassion could be as effective as academic experience in creating a conducive learning environment for faculty. Universities could promote policy-supportive skills, which would enable trainers to acquire harmonious interpersonal intonation that enhances students' feeling of being esteemed.

Aldrup et al. (2022) highlighted the importance of empathy as it is a core component in teaching, as it facilitates a supportive and non-judgmental learning environment. More so, Tiberius and Tipping (1990) assert that engagement and participation of students are present when students feel that their instructors are approachable and caring. An empathy-driven approach enhances instructor-teacher relationships while building trust in between; this is pivotal in academic success.

3.1.3. Passionate and Knowledgeable Instruction that Inspires Students

Many learners jot down what specific instructors love in their classes and what they seem to have a close, quite understanding of the subject matter. Comments like *"The instructor's passion is evident in their presentations, and so it is easy for us to get as excited"* and "*She understands the subject fully and easily transfers the same passion to us"* show how much an instructor's passion influences the students. These comments show that students are not only more active, but they are also more motivated when their teachers are motivated by what they are teaching.

This feedback reflects the influence of passion in teaching and knowledge-enhanced enthusiasm. When instructors display enthusiasm, students develop enthusiasm for the same subject, making the class more charged. In addition, teachers' learning of adequate content facilitates the explanation of subtopics in a way

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that will make the students feel fully interested while learning. This theme also makes students appreciate instructors who have a passion for what they teach as well as having mastery over what they teach.

It may be easier to enhance an instructor's presentations and make students more curious and inquire about more details than using a professional instructor who is also enthralled in the topic. This insight suggests that institutions must consider staff with teacher specialists, but more importantly, those who are passionate about teaching. Professional development activities may direct the attention of the faculty to find ways to express their passion best and to present information in a manner that sparks students' interest and curiosity.

Studies by Ekmekci and Serrano (2023) and Brandmiller (2024) provide the ideology that student motivation, academic achievement, and improved performance are a product of teacher enthusiasm. Teachers who exhibit enthusiasm inside their classrooms showcase modeling techniques that affect students' excitement and interest in the subject; this promotes and encourages positive engagement and provides students with an area of growth while enjoying.

3.1.4. Clear, Organized, and Structured Delivery of Content

Another key learning area identified from the student feedback is the presentation and structuring of content. Students constantly express that instructors who take the time to explain challenging ideas and those who organize their classes in the best manner help students understand the concepts easily. For instance, one of the students said, "*I like her as she makes a logical flow,"* and another agreed, saying, "*She teaches well, and her lessons are sequential."* This testimony reveals how much students appreciate instructors who pay as much attention to efficient organization and clear presentation.

This feedback shows that clarity and structure are powerful aspects of teaching. If the instructors arrange the contents in an organized manner and thoroughly explain ideas, students can comprehend and memorize them. The appearance of this theme confirms the desire of students to rely on clear and structured patterns of knowledge acquisition that can be easily achieved with thorough organization of the teaching process. Structured teaching plans minimize overcrowding of the learner's working memory so that they can eliminate having to grapple with undefined directions or improper organization of content.

The assumption that is made here is that instructors should pay a lot of attention to presenting various subject matter coherently to support student learning adequately. The competencies needed for faculty development programs can be further elaborated. One such component can be training on how to structure lessons and present complicated material in a manner that is easy for the students to comprehend. Our classes are well-structured, and when teachers explain something, students will be confident when they undertake their studies; thus, no barriers to understanding come in.

Mayer's (2005) Cognitive Theory of Multimedia Learning supports this theme as it puts forth that clear instructions, positive delivery, and smooth presentation of lessons are essential in enhancing one's cognitive processing and learning outcomes. Martin and Evans (2019) further explain that to lessen the burden on students in acquiring knowledge, instructors should provide well-organized and clear instructions. These methods are affirmative in terms of effective learning, which allows students to enjoy the lessons and not prolong the agony and stress of learning new concepts.

3.2. Rooms for Improvement: Insights from Student Feedback

3.2.1. Adjusting the Pace of Teaching for Enhanced Comprehension

Areas where students suggest reducing the instructional pace are often indicative of instructional strengths. Common complaints from learners include the failure to follow the rate at which content is presented, which leads to poor comprehension and memory. For example, one student said that she wanted the teacher to slow down in lessons by saying, "*Please teach at a slower pace during lessons so that we can be able to follow."* Another student complained of fast pacing regarding what was being taught, saying, *"It is so hard to take notes and at the same time listen and understand all that the teacher is saying."* While making these comments, students indicate knowledge and seek coverage that gives them time to understand a given concept fully before proceeding with other matters.

The recurring feedback on pacing shows that learners may get stressed each time instructors rush through lessons, thus gaining only surface knowledge rather than comprehension. If the lessons are delivered at a swift pace, a lot of emphasis can be placed on writing notes and attempting to keep up. This theme implies that

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instruction must account for the time required 15 by students to pose questions, engage with their peers in the discussion, or clarify questions during the teaching-learning process of complex issues.

Teachers could learn to adapt themselves to the students' expressions and signs to dictate their speed or take breaks now and then to check on students' understanding or grasp of the lesson. Experts explain that asking questions or encouraging the students to discuss what they hear are some of the measures that will assist the instructors in checking whether clients understand or not. As an implication for institutions, this perspective underscores the utility of educating one's faculty on up-tempo approaches to accommodate student's incapable of learning at relatively brisk paces based on promoting equity and inclusion in the class.

Rosenshine (2012) stated that a well-paced, timed, and well-prepared discussion allows students enough time to process the knowledge they acquire or the lesson that was discussed. Titsworth et al. (2015) support Rosenshire (2012) by asserting that a slower-paced approach helps to further and improve comprehension, as students were believed to acquire, understand, and process information when they are given enough time as they have enough time to reflect on the information. This helps aid in content retention while reducing the cognitive load of students, which helps students engage more meaningfully within lessons.

3.2.2. Provision and Accessibility of Supplementary Learning Materials

Many respondents stated they want more supplementary learning materials in addition to the class, such as PowerPoint slides, notes from the lecture, and other handout materials that support the materials taught in the class. Requests such as "*Can I have PowerPoint slides to follow?"* and *"Isn't it better if we are provided with more study materials?"* prove the necessity of having more study resources that can be used by the students in their self-study process and as learning aids. The following feedback shows that it is essential for students to have organized content that they can refer to after the lesson so that they can grasp it well and memorize it in the future.

The recurring need for additional resources indicates that learners can enhance their academic work with materials outside the classroom, especially for revision or exams. Since students receive such materials as slides or handouts, they can equalize the speed and find the necessary materials for their level of information assimilation. There are indications of the general effects that students might feel more comfortable when they find additional resources that reaffirm professors' instructions.

Based on the presented findings, instructors should ensure that they make available well-structured additional teaching resources for students to use when out of the classroom. Such things as shared presentation slides or notes and recorded lectures could be helpful for students who take more time to grasp the content. To the institutions, this feedback implies that creating awareness of the provision of such additional material will improve success rates among the students, particularly those who use the supplementary material to self-revise.

Mayer (2005) said that well-designed materials allow students to enhance their cognitive processing, mainly when materials are used as additional reinforcement after instructions. Similarly, Ambrose (2010) asserts that providing additional resources helps students retain information, thoughts, and ideas better and organize them more effectively. Supplementary materials, slides, presentations, and other materials used within the discussion, when shared, can provide students with areas of deeper understanding of the lessons. This entails complete understanding and having a better grasp of the matters they need to revisit.

3.2.3. Consistency and Frequency of Class Meetings and Instructional Communication

One of the most common concerns in student feedback is the need to hold more and steadier classes; some students complain about the classes being canceled. To this end, any comment such as 'I would like more synchronous classes, please,' or "I hate it when classes are canceled" shows that students yearn to meet the instructors as indicated in the predetermined schedules. About one-quarter of the students seem to have the notion that frequent class meetings enhance discipline in learning, hence continuity.

Such feedback implies that canceled classes can hamper students' schedules and thus lessen the contact time and, hence, the continuity of the learning process. In the case where the classes are organized and held irregularly, the student may lose concentration in some instances, and essential concepts may not be understood fully. This feedback shows that students consider parity of contact with teachers as being necessary for maintaining continued endeavor, which is an essential ingredient in teaching them discipline and self-motivation.

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Flexibility in class time and location is not always a strength, and there may be benefits in having a standard schedule for even lectures, as it reduces disruptions and improves students' performance. It is hereby recommended that the schedules that may be changed be communicated early enough so that the students are adequately prepared. Institutions might also support the ways in which faculty can handle current and future issues with scheduling for continued uniform instruction, which has a positive impact on the learning process of students.

Kuh and Hu (2001) proposed the idea that frequent faculty-student interactions contribute to overall student performance and student success as they continually engage and provide structured frameworks that impose further learning. Additionally, Chickering (1987) supports the idea that continual interaction prompts and provides better communication between teacher and student. This suggests that there should be regular and clear communication between teachers and students, as it is essential in monitoring academic progress and strengthening students' motivation, which stabilizes the learning environment.

3.2.4. Timely Feedback on Assignments and Improved Responsiveness to Student Inquiries

Time management is another area that students would change if they could – asking for more frequent feedback and faster responses to questions and concerns. Stating that *'More feedback on their assignments would be useful to correct our mistakes'* and '*It would be helpful if we received responses immediately'* makes it quite clear that students use feedback to measure their performance and clear up misconceptions. Such feedback suggests that students regard the timeliness of responses as necessary in helping them follow their performance and enhance comprehension of a course.

The repeated call for quicker feedback indicates that students lack a sense of their learning process, especially when feedback takes a relatively long time. Immediate feedback assists a student in identifying efficiencies and deficiencies to offer valuable points that he or she may leverage to prepare effectively. Late feedback would deprive students of the much-needed self-assurance of their performance as well as progress. This theme focuses more on the preliminary and subsequent interactions made with the students, with the aim of sustaining the level of morale and a proactive approach among the students in their overall performance.

This proposes that instructors should design a feedback system that retains some ideas of constructive criticism while at the same time offering a fast response that can enable students to modify their coursework as they progress. The institutions could support this practice by encouraging the adoption of faculty development that is suitable for promoting good feedback strategies. Discriminative and regular communication concerning assignments or class information kills two birds: improving the instructor-student relationship as well as creating a responsive educational environment.

Hattie and Timperley (2007) assert that specific and timely feedback are crucial and essential instruments in ensuring that students learn, as this concept allows students to understand better and see their progress to highlight corrections immediately. In the same way, Sadler (1989) believed that prompt feedback will enable students to self-assess, which helps them to be more autonomous learners who believe in themselves and are not afraid to speak up and share their thoughts. It is believed that timely feedback is, therefore, an essential facet of effective teaching.

4. Conclusions and Recommendations

The findings of this study provide valuable insights into faculty strengths and areas for improvement based on students' evaluations. Student feedback highlights key aspects of effective teaching, including teacher immediacy, engaging literacy practices, constructive interactions, subject-matter expertise, and message clarity, all of which contribute to a positive instructional environment. However, students also identified areas needing enhancement, such as instructional pacing, use of teaching aids, course regularity, and timely feedback. These findings reinforce the necessity of a student-centered approach, where instructors continually adjust their teaching strategies to better align with students' needs.

One of the most significant findings is the positive impact of active learning and real-world applications in enhancing students' understanding and interest. Students appreciate when instructors connect course topics to their daily lives and future professions, making learning more meaningful. Faculty members are encouraged to incorporate case studies, real-life scenarios, and experiential learning techniques in their teaching. Institutions can support this initiative by providing faculty with training programs and funding opportunities for professional development on integrating real-world applications into their coursework.

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Students also emphasized the importance of approachable and understanding instructors who maintain open and friendly communication. A compassionate learning environment fosters student engagement and appreciation, which translates to improved learning outcomes. Faculty members should establish strong relationships with students by actively listening to their concerns and encouraging their participation in class discussions. Institutions may consider organizing periodic workshops on soft skills development, mainly focusing on empathy and active listening, to enhance faculty-student interactions.

The appreciation of faculty members' knowledge and passion for teaching further underscores the role of teacher enthusiasm in motivating students. Students respond positively to instructors who demonstrate genuine enthusiasm and updated knowledge in their field. Faculty members should continuously enhance their expertise through research, training, and professional development opportunities. Institutions should offer faculty ongoing support in their professional growth to ensure the relevance and quality of instruction.

Another recurring theme in the student feedback is the importance of well-organized lesson presentations and structured course materials. Clearly structured lessons help students understand complex concepts more effectively. Faculty members are encouraged to develop detailed lesson plans, incorporate effective instructional design principles, and utilize various teaching aids to enhance content delivery. Institutions can provide professional development training on instructional design to help faculty organize coursework in a way that is easy for students to comprehend.

An area requiring significant improvement is the pace of teaching. Many students reported difficulty keeping up with lessons that were delivered too quickly. To address this, instructors should ensure adequate time for student reflection, question-and-answer sessions, and comprehension checks throughout each lesson. Faculty members are encouraged to integrate brief pauses, or discussion breaks during lectures to assess student understanding and adjust their teaching pace accordingly.

Students also expressed a need for additional learning resources such as PowerPoint slides, lecture notes, and recorded lessons. These materials serve as essential tools for review and reinforcement of learning. Faculty members should provide supplementary resources at the end of each class to assist students in their independent study. Institutions can facilitate this by maintaining a learning management system (LMS) where faculty can upload and organize relevant learning materials for easy student access.

The consistency and frequency of class meetings were also highlighted as areas for improvement. Students benefit from structured schedules that provide stability and minimize disruptions in the learning process. Departments should ensure that faculty adhere to relatively fixed class schedules, and any necessary modifications should be communicated well in advance. Institutions can support faculty in minimizing class cancellations by implementing contingency plans that allow learning to continue even in cases of unforeseen interruptions.

The final two aspects students emphasized were feedback and communication. Timely feedback on assignments, tests, and class performance is crucial in helping students identify their strengths and areas for improvement. Delays in providing feedback may hinder student progress. Faculty members should establish reasonable time frames for grading and feedback and adhere to them consistently. A recommended approach is setting clear expectations for feedback turnaround times and ensuring that students receive timely responses to their academic concerns.

In conclusion, the findings indicate that students value interactive, encouraging, knowledgeable, and well-organized teaching. At the same time, they seek improvements in instructional pacing, availability of supplementary resources, course scheduling consistency, and feedback timeliness. Faculty members should embrace a flexible teaching approach that adapts to the changing needs of learners.

Institutions play a crucial role in supporting this transformation by providing faculty with continuous professional development opportunities and tools that align with student expectations. By incorporating these recommendations into daily teaching practices, faculty members can create a more engaging and effective learning environment. This commitment to continuous improvement aligns with the broader goal of providing high-quality, inclusive education, further strengthening the institution's reputation as a center for excellence in teaching and meaningful learning.

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