

Perceptions Of Teaching Evaluation and Perceived Academic Performance Among Nursing Students

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ABSTRACT

The persistence of ineffective teaching practices in nursing education poses significant risks to student engagement, clinical competence, and professional readiness, yet the relationship between how students evaluate teaching and their self-assessed academic success remains underexplored in the Philippine nursing context. This descriptive-correlational study examined the relationship between nursing students' perceptions of teaching evaluation and their perceived academic performance among 145 nursing students in a private college in Iloilo City during the first semester of academic year 2025-2026, utilizing adopted instruments measuring student self-evaluation, course evaluation, instructor evaluation, and perceived academic performance. Results revealed high positive perceptions of teaching across all dimensions and a high level of perceived academic performance among respondents. No significant sex-based differences were found, though teaching perceptions significantly differed across year levels, and a significant moderate positive correlation was established between teaching evaluation perceptions and perceived academic performance. The study concludes that effective teaching is meaningfully associated with nursing students' perceived academic success, highlighting the critical need for continuous faculty development, as exemplified by the proposed TEACH-NURS program, to enhance instructional quality and ultimately strengthen the preparation of competent, confident nursing professionals.

Keywords: *Teaching, evaluation, perceived academic performance, nursing students, instructor evaluation, correlational study*

INTRODUCTION

Effective teaching is central to nursing education, bridging theoretical knowledge and clinical competence. Yet persistent gaps remain: up to 17.3% of nursing students perceive instructor feedback as delayed, unclear, or poorly written (Alammar et al., 2021), and teaching methods significantly influence students' academic motivation (Saeedi et al., 2021). While much of the existing literature focuses on objective outcomes such as grade point average, less attention has been given to the subjective, perceptual alignment between how students evaluate their teachers and how they assess their own academic progress, particularly within the Philippine nursing education context. This study addressed this gap by examining the relationship between nursing students' perceptions of teaching evaluation and their perceived academic performance.

Statement of the Problem

This study determined the relationship between nursing students' perceptions of teaching evaluation and their perceived academic performance in a private college institution, Academic Year 2025–2026, First Semester. Specifically, it sought to (1) describe the respondents' profile in terms of sex and year level; (2) determine perceptions of teaching evaluation in terms of student self-

evaluation, course evaluation, and instructor evaluation; (3) determine the level of perceived academic performance; (4) test for significant differences in perceptions of teaching evaluation when grouped by sex and year level; (5) test for significant differences in perceived academic performance when grouped by sex and year level; (6) test for a significant correlation between perceptions of teaching evaluation and perceived academic performance; and (7) propose a faculty training and development program based on the findings.

Scope and Delimitations

This study covered 145 nursing students officially enrolled in the Bachelor of Science in Nursing program of one private higher education institution in Iloilo City, Western Visayas, Philippines, during Academic Year 2025–2026, First Semester, selected through convenience sampling. It examined respondents' profile, their perceptions of teaching evaluation, and their perceived academic performance using self-reported survey data; it did not include actual grades, grade point average, or board examination results. Using a cross-sectional design, the study could establish differences and relationships but not cause-and-effect relationships among variables.

Review of Related Literature

Teaching evaluation in nursing education is a multidimensional indicator of institutional quality. Studies in Malawi, South Korea, and the United States found that evaluations were shaped by evidence-based clinical correlation, effective feedback, and organized course delivery (Bvumbwe et al., 2021; Kim & Kim, 2021; Fawaz et al., 2021). Academic performance, meanwhile, is increasingly viewed as a dual construct of objective grades and self-perceived competence, with the latter more strongly linked to resilience and self-efficacy than to grades alone (Alshammari et al., 2022). Internationally and locally, several studies confirm a positive correlation between teaching evaluation and academic achievement (Delos Santos & Reyes, 2022; Zeng et al., 2022), though this connection has also been challenged, with some research finding no significant relationship between student evaluations of teaching and actual learning outcomes (Uttl et al., 2017). Despite these findings, no study has yet examined this relationship specifically among nursing students in a private college in Iloilo City, Philippines.

Theoretical Framework

This study is anchored in Patricia Benner's (1984) Novice to Expert Theory, which explains that nursing competence develops progressively through instruction, supervision, feedback, and clinical exposure. The theory supports the premise that when students perceive teaching as clear, organized, and clinically relevant, they are more likely to feel confident in their evolving academic and clinical competence, providing a nursing-based foundation for the present study.

METHODOLOGY

Research Design

This study employed a descriptive-correlational research design to describe nursing students' profiles and perceptions of teaching evaluation and to determine the relationship between these perceptions and their perceived academic performance, without manipulating any variable.

Research Steps

The research employed a systematic, phased methodology to uphold rigor and ethics, involving eight distinct phases from preparation to data dissemination. Initially, ethical approvals were secured from both the research adviser and the institution's Ethics Review Board, followed by formal permissions from relevant authorities. Research instruments, including the validated Student Evaluation of Teaching scale and Academic Performance Scale, were reviewed for cultural appropriateness by experts before a pilot test confirmed their reliability. Convenience sampling was used to yield 145 respondents from 2,076 nursing students. Informed consent was obtained, and data collection was executed without monetary incentives. The final dataset included 145 usable responses, analyzed using statistical tools to explore demographic profiles, teaching evaluation perceptions, and correlations with academic performance. Data security complied with the Data Privacy Act, with retention policies established. Significant findings led to the development of the TEACH-NURS faculty training program, culminating in a comprehensive research report prepared for defense and review.

Data Collection and Sample Selection

The study was conducted at a private college institution in Iloilo City with a long-established Bachelor of Science in Nursing program. Using convenience sampling across year levels, 145 currently enrolled nursing students who voluntarily gave informed consent served as respondents.

Data Analysis Methods

Following ethical clearance and institutional approval, questionnaires were personally administered to consenting respondents. Frequency and percentage described the demographic profile; mean and standard deviation described perceptions of teaching evaluation and perceived academic performance; independent samples t-test and one-way ANOVA tested for significant differences by sex and year level, respectively; and Pearson product-moment correlation tested the relationship between teaching evaluation and perceived academic performance, all at the 0.05 level of significance.

Research Hypotheses and Validation

Data were gathered using an adopted three-part survey questionnaire: (1) a demographic profile sheet covering sex and year level; (2) the 24-item Student Evaluation of Teaching (SET) scale (Ngugi et al., 2020), measuring student self-evaluation, course evaluation, and instructor evaluation on a 5-point Likert scale; and (3) Birchmeier et al.'s (2015) 8-item Academic Performance Scale. Face validity was established through expert review, and reliability was verified through pilot testing using Cronbach's alpha.

Study Limitations and Ethical Considerations

The study adhered to the ethical principles of autonomy, beneficence, non-maleficence, justice, veracity, and fidelity. Informed consent was secured from all respondents, participation was voluntary, and confidentiality was maintained through respondent coding and password-protected data storage in compliance with the Data Privacy Act of 2012.

RESULTS AND DISCUSSION

SOP 1: Demographic Profile of the Respondents. Out of the 145 respondents, the majority were female (80.0%) and second-year students (48.3%), consistent with the female-dominated demographic of nursing education and reflecting varied stages of academic and clinical exposure across year levels.

SOP 2: Nursing Students' Perceptions of Teaching Evaluation. Respondents rated all dimensions of teaching evaluation positively, with course evaluation obtaining the highest rating, driven largely by the course's contribution to critical thinking and analysis ($M = 4.44$). Instructor evaluation was also rated Strongly Agree, led by perceptions of instructors' organization and preparedness ($M = 4.48$). Student self-evaluation, while still positive, was comparatively lower, with classroom preparedness ($M = 3.87$) rated as the area with the greatest room for improvement.

SOP 3: Level of Perceived Academic Performance. Perceived academic performance was high ($M = 4.14$, $SD = 0.70$, Agree), anchored by students' strong desire to obtain good grades ($M = 4.61$) and their willingness to exert more effort on difficult assignments ($M = 4.19$), while viewing problem-solving as an enjoyable pursuit was rated lowest ($M = 3.99$).

SOP 4–5: Differences by Sex and Year Level. Perceptions of teaching evaluation did not significantly differ by sex ($p = .328$) but differed significantly by year level ($p = .039$), with first-year students reporting the most favorable perceptions ($M = 4.49$) and second-year students the least favorable ($M = 4.23$), suggesting that students' evaluation of teaching shifts as they progress through increasingly demanding coursework and clinical exposure. Perceived academic performance, however, did not significantly differ by sex ($p = .718$) or year level ($p = .872$), indicating that nursing students across demographic groups reported comparably strong academic motivation, effort, and engagement regardless of gender or stage in the program.

SOP 6. Correlation Between Teaching Evaluation and Perceived Academic Performance. A statistically significant moderate positive correlation was found between perceptions of teaching evaluation and perceived academic performance ($r = .501$, $p < .001$), indicating that nursing students who rated their teaching experiences more favorably also tended to report stronger academic motivation and engagement. This finding is consistent with studies linking teaching quality to academic gain in medical and nursing education (Zeng et al., 2022; Korkmaz & Duygulu, 2021), though it contrasts with meta-analytic evidence questioning the link between teaching evaluations and actual learning outcomes (Uttl et al., 2017), underscoring the value of localized evidence.

SOP 7. Proposed Faculty Training and Development Program. Based on these findings, a Faculty Training and Development Program - TEACH-NURS (Teaching Excellence, Academic Coaching, Holistic Engagement, and Clinical Integration for Nursing Student Success) - is proposed to strengthen instructor- and course-related teaching dimensions across year levels, particularly for second-year students who reported comparatively lower perceptions of teaching.

SUMMARY

This study examined the relationship between nursing students' perceptions of teaching evaluation and their perceived academic performance among 145 respondents, predominantly female (80.0%) and second-year students (48.3%), in a private college in Iloilo City, Philippines.

Respondents reported highly favorable perceptions of teaching evaluation—student self-evaluation ($M = 4.19$), course evaluation ($M = 4.41$), and instructor evaluation ($M = 4.37$)—alongside a high level of perceived academic performance ($M = 4.14$). Perceptions of teaching evaluation significantly differed by year level ($p = .039$) but not by sex ($p = .328$), while perceived academic performance did not significantly differ by either sex ($p = .718$) or year level ($p = .872$). A significant moderate positive correlation was found between the two main variables ($r = .501$, $p < .001$).

CONCLUSIONS

Based on the findings, the following conclusions are drawn: (1) Respondents were predominantly female and second-year nursing students, representing varied stages of the nursing program; (2) Nursing students held highly favorable perceptions of teaching evaluation, particularly of their courses and instructors, and reported a high level of perceived academic performance; (3) Nursing students' perceptions of teaching evaluation differ significantly by year level but not by sex, while perceived academic performance does not significantly differ by either variable, and (4) A statistically significant moderate positive relationship exists between perceptions of teaching evaluation and perceived academic performance, affirming that favorable teaching experiences meaningfully support nursing students' sense of academic competence.

RECOMMENDATIONS

Based on the findings and conclusions, the following are recommended: (1) Nursing students are encouraged to sustain positive learning behaviors while strengthening classroom preparation and self-directed learning; (2) Nursing faculty should continue employing organized, evidence-based, learner-centered teaching strategies, particularly for second-year students who reported comparatively lower perceptions of teaching; (3) Clinical instructors should further integrate classroom knowledge with clinical practice through meaningful supervision and coaching; (4) Academic administrators are encouraged to implement the proposed TEACH-NURS faculty training and development program, alongside regular review of teaching evaluation results and curriculum enhancement, and (5) Future researchers may replicate this study across larger, more diverse nursing populations and incorporate objective performance measures, such as grade point average or licensure examination results, to further validate these findings.

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AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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