

A Box with Multiple Shapes Inside, Is Similar to a Class of Mathematicians

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Abstract:- Educators were reminded that they're obliged to teach nor to judge, that it is their duty to fill in the gap of their students rather than to apprehend them learn what they have plotted. This study gives lights behind the dark sides of understanding against the Learners capacity towards the Learning standards as structured, the study conquered the traditional concept of evaluating the performance of the Students the way they were judged due to their limitations, the Learners, Teachers and School Administrators were enlightened about their perspective on Quality Education that this is coherent to quality teaching which is gearing to an excellence learning-process, appropriate performance assessment, and standard grading system. Nevertheless parties concerned should familiarize: Philippine Teaching-Learning Standards; 21st Century of Education; Learning Motivations; and Students Performance Assessment; and showcase a precedence for uncertainties, complaints and grievances in accordance to the law (de jure), cited decrees: Professional Code of Ethics; Philippine 1987 Constitution; and Magna Carta for Teachers. This study also clarify paradoxical issues: first, what are the bases of Teachers in failing his students; and second, what are the causes of the Learner's incomplete (INC) grades. It is also presumptuous and confirmatory to holds the following hypotheses: Ho: Teachers bases in failing his students don't correlate to grades criterion, Ha: Teachers criterion in giving grades is based on his/her personal assessment. Instruments were developed: Survey Questionnaire on Teachers' grading system; Survey questionnaire on Teacher's Quality Teaching and Quality Assessment and Template in tracking the records on Frequencies and Percentages of Students with Failing and Incomplete Grades.

Keywords:- *Mathematicians, Mathematics, Students, Teachers, Education.*

I. INTRODUCTION

Quality Education is always the keyword in the Learning process, teaching is always considered to be the main factor to transform students towards the target desirable outcomes (Hill, Lomas, & MacGregor, 2003). However, this contentions sometimes overlap persuasions of the Learners during the learning-process by experienced and observation most probably when strategies in teaching focus much on subject

centered and prelude to expect that students goes well on the curriculum design either by the institution or by discretion of the teacher via their academic freedom. The study is phenomenal, the data were basically based on persuasive confession of the desperate learner who holds his temper with anguished suffering from agonies of not being heard of his grievances over his abusive teacher. Consequently, this brings the students consequential damages over the year of his studies, were he suffered frustration and loss of self-esteem, and might happened to ruined his life scheme.

II. STATEMENT OF THE PROBLEM

Teaching Standards sometimes exaggerated, outlaw, and prejudiced the Learners. Teachers somehow socked them indirectly as to let them felt miserable. Teachers if not aware of his/her academic freedom this continually oppressed the Learners, and felt humiliated at all time. The worst scenario, Teachers turns to be judgmental and failed his/her students due to poor performance based on his/her evaluation. Students persuaded their teachers about their grades for humanitarian consideration but they were not heard as if they don't have any chances to hear by their grievances. Judgment always in favor to the jury, as if students were only awaits there educational endeavor based on the final verdict of the teachers or to the board of panel or committee who were predestined to give decision. This scenario complicates the endpoint that "Learners are greatly responsible to his/her own learnings, and Teachers are there to facilitate". Thus, educators should bear in mind that according to Terrell H. Bell, that "There are Three (3) Things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation. (AMES n.d.)

Moreover, prevalent to institutional programs offerings, it has discrete number of years to finished the course/degree of which students stake on this policy and presumptuous that he/she would be able to finish the course/degree of his/her choice within the scope of studies. But real scenario disintegrated this suppositions hence, there were extra jurisdictional mandates that intimidated the students, e.g. Comprehensive examinations its contention was bound to fail the plans set by the institution and the student's expectation, and if thoroughly examine its purpose is only to evaluate the learning effectiveness. Obliviously, this exploit the student's rights and it shows ignoramus against to the educational system moreover to the delivering institution. Besides, this

simple action of obliviousness create frustration on the part of the students which consequently altered his/her plan based on the institutional scenery, and this incidentally create denunciation. In fact, comprehensive exams or any assessment are purposively intended to evaluate the learning impact to determine determinants on its effect. However, its accountability were tendered to the students they're were judged by dispute those who were not able to meet on the prescribed passing score were subjugated not to pursue his relative futuristic studies nevertheless should retake another Comprehensive Examination as scheduled for the next semester.

➤ *Issues that the Study Wishes to Address*

The study aimed to enlighten every Teachers about their wisdom of being a "Teacher" and to help students from their burdens in the process-learning and for them to be understood that everyone has its weaknesses though some are great and well-rounded.

Just like a box with a multiple shapes inside has different barometers in solving geometrical terms. This can be comparable to a class of Mathematicians though everyone belongs to a mathematics sections but dimensionally not all of them are versatile such that every shapes has a unique base of a perfect computations as if this is congruently similar that everyone has individual differences and limitations.

While by observations and experienced there were those Teachers tended to expect too much from their Learners which may lead to frustrations. As Educators perhaps we always bear in mind that it is our duty to fill-in the gap of our students rather than to push them learn what we have plotted. Let's put our will in teaching to motivate our desires to help the students until the end nor to be great pretender.

III. PURPOSE OF THE STUDY

❖ *Significance of the Study*

Teacher's fretfulness against his/her students could be eradicated, his/her anxiety over his/her conscious desire would be edified. After all, Teacher make sense to realize that his/her learners needs affections to be understood that though they're willing to learn new things but their ability sometimes are limited: "Sir, I am willing to learn new ideas please teach me well on how to derive the correct answer and the process, and sorry I am not good enough to memorize those formulas". Sad to note that students are tried to vindicate but they were not heard: "Sir, I took all the projects-submitted, with perfect attendance, took all quizzes and activities, participated both oral and written participation. Although, my final exam result doesn't met the passing score. I was given to take another chance but still I missed to pass maybe because it was the moment were my father passed away. All I need is a passing grade. In fact, I am compliant to all subject's prerequisite why then, on my T.O.R the final grade appeared "INC or

incomplete? "Those revelations are amongst the student's frustrations.

On the other hand those sentiments of the student were also contradicted by the teachers (Obaob and Moneva 2014). Teacher's sentiments compliments that student's improvements sometimes were due to uncontrolled situations which resulted to low performance and this conveyed that Administrators still blamed them. Karma seems on his way, and the golden rule maneuver to remind the doers.

❖ *Objectives of the Study*

The study aimed to display the country's standards on education and its concept and the actual phenomena on issues relative to the students-teachers conflict. Specifically supports:

A. *To identify the Philippine Standards on;*

➤ *Teaching-Learning Standards.*

Emphasized ***Quality learning is contingent upon quality teaching***. Research (DO 42, s. 2017 – National Adoption and Implementation of the Philippine Professional Standards for Teachers | Department of Education n.d.).

Teaching effectiveness could have been accurately measured when students' performance were likewise evaluated and correlated with the faculty members' level of teaching effectiveness. Students' performance should therefore be considered as one variables for further investigation of the teachers' teaching effectiveness.

➤ *21st Century of Education*

A competent teacher is prepared in doing appropriate and valid assessment tools, a good quality for a 21s century teacher [2].

"In the 21st century, students will become accountable to their own scores on assessments and evaluate their own progress" Marzano, 2012. (Reyes n.d.)

➤ *Learning Motivations*

One of the most appropriate learning motivation of this era is ***Outcomes-Based Education means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experience***. This means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum, instruction, and assessment to make sure that this learning ultimately happens. (Store 2017).

Based on five focus group discussions among students in the Philippine universities showed that beyond students' valuing of education for the professional competence it builds, students value education as a means of fulfilling filial and familial responsibilities. The findings that ***parents and family***

are a main source of motivation and that positive relationships with peers and teachers are major facilitators of learning show the primary of personal relationships in students in students' valuing and working towards their college degrees. ((PDF) Motivational and Social Aspects of the Filipino College Experience n.d.)

➤ *Students' Performance Assessment*

The assessment methodology is a tool to help one better understand the steps needed to do a quality assessment which consist of four steps: first, develop guidelines for assessor when assessing a performance or a product; second, design the appropriate to be used for the assessment; third, collect and analyze evidence, fourth, report the findings to the assessee. Assessment Methodology. Pdf n.d.).

The present report outlines the need to come up with a set of standards that specifies Filipino teachers' competence on student assessment. In the Philippines, the teachers' competencies are already specified in the National Competency Based Teacher Standards (NCBTS). ((PDF) Standards of Teacher Competence on Student Assessment in the Philippines n.d.).

B. To sanction learning-teaching grievances according to the law (de jure), cited decrees are;

➤ *Code of Ethics for Professional*

Teachers (Code of Ethics for Professional Teachers of the Philippines | Michael Dave Sagolili - Academia.Edu n.d.);

➤ *Philippine 1987 Constitution.*

The State shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate progress, and promote total human liberation and development and career prospects in order that they may compare favorably with existing opportunities in other walks of life, attract, and retain in the teaching profession more people with proper qualifications, its being recognized that advance in education depends on qualifications and ability of the teaching staff and that education is an essential factor in the economic growth of the nation as a productive investment of vital importance. (1987 Philippine Constitution. The LawPhil Project n.d.).

➤ *Magna Carta for Teachers.*

It is hereby declared to be the policy of this Act to promote and improve the social and economic status public school teachers their living and their working conditions, their terms and conditions, their terms of employment. (Republic Act No. 4670 Magna Carta for Public School Teachers n.d.)

In case of any complaints against to Teaching ethics, Learning motivations and Performance assessment (see Figure 1. Recommended Basic Steps in Filing Complaint) [3]. Basically, the complaint steps provided is in general form and practically, can be applied in all instances of complaints.

However, it is maybe wise that students on complainant or any against to his/her superior, should imposed protocol as a sign of respect, this might help to find remedial interventions.

IV. RESEARCH QUESTIONS

- What are the bases of Teachers in failing his students?
- What are the causes of the Learner's incomplete (INC) grades?
- Why Comprehensive Examination or any other form of evaluations are given more credit to restrict the students to next level of educations.

V. STATEMENT OF HYPHOTHESES

To give more emphasis on this study, the following null hypotheses were formulated:

- H_{01} : Teachers bases in giving incomplete grade and failing his students doesn't correlates to grades criterion?
- H_a : Teachers criterion in giving grades is based on his/her personal assessment?

VI. METHODOLOGY

A. Research Design

This study involves binary research: 1st, Historical and 2nd, Confirmatory, on the findings and result of the first study.

The 1st study is historical in nature, gathering of data is based on student's persuasive confessions over their grievances about the issues. Scholarly related articles were studied on how it contributes to the research studies. The 2nd study if in case should conduct interviews with a validated questionnaire, collated scholarly articles and collected authentic documents from reliable sources with protocol. Applied mathematical calculation on solving frequencies and percentages of the Learners with failing and incomplete grades. Used spreadsheet application to figure out statistical results and interpretations.

B. Area of study, Population, Sample and Sampling

Investive persuasive confessions were entertained and aesthetically organized. Gathered data of information that contemplates to the issues pertaining to the teacher's methods on the ground of giving grades and extra judicial interventions of the universities which reflects historical phenomena that relates to threaten students to be restricted for the next level of educational endeavor due to none passer of the prepared test/assessment.

The scope of the study is wide and global in effect though local study are limited only to the students of CARAGA State University (CSU), Ampayon, Butuan City, Philippines and Surigao State College of Technology (SSCT) Mainit Campus, Magpayang, Mainit, Surigao del Norte, Philippines who experienced to obtained failing and

incomplete grades moreover in the area of Mathematics. Convenience sampling were used in choosing the prospect interviewees or proponents.

C. Instrumentation

The study only needs oral interviews of students in lieu to their indictment against to the schools philosophical intrusions that affected the apprehend students. Then, retroacted documents, articles, policies and read literatures for referral.

Research instruments recommended for the 2nd target study are: *Survey Questionnaire on Teachers’ grading system; Survey questionnaire on Teacher’s Quality Teaching and Quality Assessment and Template in tracking the records on Frequencies and Percentages of Students with Failing and Incomplete Grades.*

VII. RESULTS

(see Tables and Figures in APPENDICES for more illustrative discussions.)

Findings emanated that the bases of Teachers in giving incomplete and failing grades were allegedly inclined to personal judgment. While, Comprehensive Test/Examination or any other form of evaluations are given more credit to restrict the students to the next level of educational endeavor, in fact, an orientation were done during the first day of classes wherein it promulgates to restrict students right to the next level of education rather passing the evaluation therein would serve as prerequisite. This results of findings contaminates the whole scheme of those colleges and universities except those with diverse system.

Expertise drawn its concept to generate the following instruments for the next target phase of studies: *First*, Frequencies and Percentages of Students with Failing and Incomplete Grades; *Second*, Survey Questionnaire on Teachers’ grading system; and *Third*, Survey questionnaire on Teacher’s Quality Teaching and Quality Assessment. (See instruments below).

Sample Template 1. Frequencies and Percentages of Students with **Failing and Incomplete** Grades

Number of enrollees (N): All enrolled students with subjects of Algebra, Geometry and Trigonometry.

| Total Enrollees (N) | Degree/Courses | Algebra | | Geometry | | Trigonometry | |
|---------------------|----------------|---------|-----|----------|-----|--------------|-----|
| | | Failed | INC | Failed | INC | Failed | INC |
| | | | | | | | |
| | | | | | | | |

Table 1

Target Sources of data: Registrar’s Office of Caraga State University, Ampayon, Butuan City, Philippines and Surigao State College of Technology Mainit Campus, Magpayang, Mainit, Surigao del Norte, Philippines.

This template would be useful in gathering data for documentation from the registrar’s desk to keep the records that would displayed the number of students who enrolled mathematics subjects in three subject areas: Algebra, Geometry and Trigonometry in School Year 2018. This mechanism helps to exhibit records relative to the degrees of BSED, BAT, and BSAF regarding failing and incomplete grades in algebra, geometry and trigonometry. To determine whether has the highest degree which committed the highest numbers of failing and incomplete grades, as well as it has the highest number of enrollees also;

Survey Questionnaire on Teachers’ grading system on Failing grades (5.0) and incomplete grades (INC)

Teacher’s name: _____
 Subject taught: _____
 Gender : _____ Semester/Year: _____

Reasons on **Failing and Incomplete** Grades:

Instructions: Please answer yes or no only. **Yes** if you think the statement is acceptable and **No** if you think the statement is not acceptable. Encircle the letter please with the corresponding answer of your choices.

Statements:

- 1. The student doesn’t pass the final exam or periodic exam, he/she must be given an incomplete grade?
 a. Yes b. No
- 2. The student doesn’t pass the final exam or periodic exam, he/she must be given a failing grade?
 a. Yes b. No
- 3. Students should be rated based on your judgment?
 a. Yes b. No
- 4. Students should be rated based on their performance?
 a. Yes b. No
- 5. Student should be informed about their final grades?
 a. Yes b. No

6. Students if incase showed the actual computation of their grades?

- a. Yes b. No

7. Students are given remedial exams, if incase failed on his first attempt?

- a. Yes b. No

8. Did you used rubrics on computing grades?

- a. Yes b. No

9. Based on Grades Criterion 70% is the lowest percentile rate allocated to sub-components of grades?

- a. Yes b. No

10.If in case item # 9 is applicable, do you think teachers is reasonable to give failing grade or incomplete grade?

- a. Yes b. No

11.Do you believed what other said that Student grades reflexive equivalence to Teacher’s performance?

- a. Yes b. No

12.Do you think it is true that Quality education coherent to Quality teaching?

- a. Yes b. No

This prepared distinct questionnaire is for the Teachers to fill-in specific questions relative to his/her grading system which partly justifies his means of giving failing and incomplete grades to the Learners.

Survey questionnaire on Teacher’s Quality Teaching and Quality Assessment

Proponent’s name: _____

Position: _____ Course & Year: _____

Gender : _____ Subject: _____

Grades (final rating) _____

(If student)

| Item No. | Statements | Description | |
|----------|---|-------------|----|
| | | Yes | No |
| 1 | Students Quality Assessment reflexive to Teachers Competencies on Assessment methodology? | | |
| 2 | Students were provided a Course syllabus/outlined before classes’ starts. | | |
| 3 | Informed Students on the assessment criterion as bases for grades computation during class orientation. | | |
| 4 | Assessed students learning with assessment tool | | |
| 5 | Informed students about their performance and improvements. | | |
| 6 | Showed records and proper computations of grades every after periodic exams. | | |
| 7 | Prepared exams is based on comprehensive and standards test. | | |
| 8 | Used rubrics and authentic assessment outputs and projects. | | |
| 9 | Conducted feed backing prior to grades submissions to the Registrar. | | |
| 10 | Teacher is the most accountable to the student’s learning? | | |
| 11 | Student is most responsible to his learning? | | |

Table 2:- Teacher’s Quality Assessment for Students Performance

Rating scale is by beats:

Yes – if affirmative or indicate agreement. , **No** - If contradiction or indicate disagreement.

| Item No. | Statements | Description | |
|----------|--|-------------|----|
| | | Yes | No |
| 1 | Quality Education is coherent to Quality Teaching. | | |
| 2 | Demonstrate Mastery of the subject. | | |
| 3 | Draws and share information on the state of the art of the theory and practice in his discipline. | | |
| 4 | Integrates subject to practical circumstance and learning intents purposes. | | |
| 5 | Explains the relevance of present topics to the previous lessons. | | |
| 6 | Demonstrate up-to-date knowledge and or awareness on current trends and issues of the subject. | | |
| 7 | Creates teaching strategies that allow students to practice using concepts they need to understand. | | |
| 8 | Enhance students’ self-esteem and gives due recognition to student’s performance. | | |
| 9 | Allows students to create their own course with object and realistically defined. | | |
| 10 | Allow students to think independently and make their own decisions. | | |
| 11 | Encourage students to learn beyond what is required and help/guide the students how to apply the concepts learned. | | |

Table 3:- Teacher’s Quality Teaching based on Qualitative Criterion Evaluation (QCE NBC No. 461)

Rating scale is by beats:

Yes – if affirmative or indicate agreement.

No - If contradiction or indicate disagreement.

This tool would be useful in finding the Survey results on Teacher's Quality Assessment for Students Performance wherein the Teachers and Students perspective weighted mean and significant correlation shall be calculated; and this instrument would be useful also in finding the Survey results on Teacher's Quality Teaching and help to reflect the Students and the Teachers weighted mean and significant correlation on their perspective and will explains further the understanding of parties concerned.

VIII. CONCLUSION

Phenomena foretells that the bases of Teachers in giving incomplete and failing grades were allegedly inclined to personal judgment, as persuaded by affected students. While, Comprehensive Examination or any other form of evaluations extrude those students in complement and restricted to the next level of educational endeavor, in fact, during the first day of classes orientation has been done wherein it promulgates to hamper students right to the next level of education rather passing the evaluation therein would serve as prerequisite. This scenario served to be the turning point that Comprehensive examination and any other form of test/evaluation will be the final verdict whom anyone should adhere to. This results of findings contaminates the whole scheme of those colleges and universities except those with diverse system.

Analytical statistics explained paradoxical results with regards to the following research hypotheses *first*, H_{01} : Teachers bases in failing his students doesn't correlates to grades criterion. *Second*, H_a : Teachers criterion in giving grades is based on his/her personal assessment.

Perhaps this eventually showed that research statistics analytical result reflexive on Student-Teachers conflict were due to Teacher's fretfulness against his/her students, and his decisive decision on giving grades is too personal and not base on criterion. Consequential damages on the part of the students should be given consideration, cases of hematoma and other form illnesses are such grievances were affected students are now facing on.

RECOMMENDATIONS

Quality education is coherent to quality teaching that significantly correlates to the learning-process, performance assessment, and grading system (Adams et al. 2015). Wherein this instances recommends to conduct the 2nd phase of studies, which aims are:

- ✓ conduct the next target phase of studies, and use those developed instruments;
- ✓ undergo Tautology to finds its truth value who among the parties concerned has the honest perspective;
- ✓ integrate OBE as teaching philosophy;
- ✓ grades computations should be infuse to the institutional mandates;
- ✓ Assessment of the students' performance should be based on criterion standards as agreed by teacher and student; and
- ✓ Administrators should look into the holistic results of learning in lieu to quality education, instead of imposing delimitation against the student's educational endeavor.

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