

PERCEPTION OF STUDENTS ON END-OF-COURSE EVALUATION OF PHILIPPINE NORMAL UNIVERSITY – NORTH LUZON CAMPUS

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ABSTRACT

Evaluation is a continuous and collaborative process. Students evaluate the effectiveness of curriculum implementation, they being the heart of education efforts. This study generally dealt on determination and analysis of students' perception on course evaluation done before the term or semester closes. They composed of 393 sophomore, junior and senior students selected through convenience sampling. Descriptive survey and correlation designs were used. Gathering of data happened during the second semester of school year 2014-2015.

The study reveals that respondents' age parallel to their year level, female respondents dominated, BSEd participants prevailed over the BEEd and majority of respondents are junior students. Unanimously, the respondents yielded similar perception on course evaluation regardless of age, sex, and curricular program. They conveyed different perception on course evaluation when grouped according to curriculum year. Age, curricular program and curriculum year relate to the perception of respondents on course evaluation. Sex as a variable is not related to the respondents' perception on course evaluation. The respondents supported the significance of course evaluation. They see themselves valuable in providing input to teachers and education leaders to continually improve curriculum implementation because decisions and actions education people do all rebound to their holistic development.

Keywords: Evaluation, Course Evaluation, Perception.

INTRODUCTION:

Teaching is a multifarious profession. It demands efficiency, effectiveness, and commitment because every teacher is mandated to develop holistically the learner. The learner must go out of the classroom equipped with lifelong knowledge, skills, attitudes, and values for complete and productive living. Anything the teacher does and fails to do in the classroom redound to the learners.

Teachers implement the curriculum to students. However, there are some teachers whose pedagogic competence and practices vary with students' learning styles, needs and interests and which may cause learning difficulties, problems and worse, failure in learning. To improve results of instruction, school heads supervise teachers at work. Also, stakeholders in the persons of non-academic personnel and parents evaluate curriculum implementation. However, it is claimed that learners are the most reliable evaluators of the outcomes of instruction, they being the direct observers and recipients of teaching practices and classroom management styles of teachers. This makes evaluation a collaborative enterprise.

Evaluation is the systematic process of collecting and analyzing data in order to determine the current status of the subject of evaluation, to compare this status with a set of criteria, and to select an alternative solution from two or more data in order to arrive at a sound decision. Also, Zulueta (2007) defined evaluation as a continuous process of inquiry about the study, assessment and improvement of all variables of the educational enterprise. Mckenna (1979) claimed that the primary purpose of evaluation is to gather feedback about instructional outcomes which are concretely seen from students' performance; whether they are achieving or not the course objectives teachers set for them to accomplish at the end of instruction.

Marsh, et al (1979) contended that there are teachers who support the importance of evaluation to improve teaching outcomes. But there are also education people who negate the involvement of students in evaluation or they question students' evaluations to be included in coming up with important decisions by the school management. This might be the attitude because they see student evaluators as lacking in integrity and reliability. But taking all things equal and important towards making educational opportunities wholesome and complete for students, they (students) have the very strong right to evaluate teacher's performance, as they are the most reliable evaluators of curriculum delivery inside and outside of the school campus.

The teacher performance review are administered primarily to: 1) maximize student learning and development; 2) improve learning outcomes through delivering quality instruction; 3) contribute to successful realization of the goals and objectives as mandated in the vision, mission, and goals of the institution; 4) provide a basis for instructional improvement through teacher productive appraisal and professional growth; and 5) implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance (<http://mcpsweb.org/wp-content/uploads/Teacher-Evaluation-Performance-Standards-and-Indicators.pdf>).

Moreover, the following are the comprehensive features of teacher performance review: 1) focus on the relationship between professional performance and improved learner academic achievement; 2) sample performance indicators for each of the teacher performance standards; 3) a system for documenting teacher performance based on multiple data sources; 4) a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process; and 5) a support system for providing assistance when needed (<http://mcpsweb.org/wp-content/uploads/Teacher-Evaluation-Performance-Standards-and-Indicators.pdf>).

In an increasingly diverse and complex teaching-learning environment especially in the case of higher learning institutions, the concept of 'good quality teaching' is getting attention and become an area of primary concern. In fact, years of research have proven that there is nothing more important for a learning institution to provide for their students than giving them effective lecturers.

Nowadays, the trend in the educational environment is the provision of quality instruction, education which is appropriate, relevant and excellent to meet the aspirations, needs and interests of individuals and society as a whole. Students who receive competent instruction become equipped with life-long learning skills or the four pillars of education which are the learning to know, learning to do, learning to be and learning to live together. Education products have the self-esteem that they can compete locally and could even elevate themselves to go international because the institutions have made built on strong foundations to assume their roles commensurate to their level of educational experiences and expertise. As a basic premise, it can therefore be taken that the primary focus of evaluation is to determine whether the goals and objectives of a curriculum program are being attained or not. A yardstick to determine whether the program is effective or not is when its purposes are being realized by the people concerned. If one or all of the objectives is/are not achieved, then the feedback can used

as a concrete basis for developing more specific descriptions of the intended outcomes of the program so that in the end, the goals would be finally achieved..

McKenna (1979) claimed that it is true that teachers are rated yearly and given efficiency ratings by their immediate superiors. But he has also expressed doubts if teachers are really evaluated objectively and comprehensively as shown by their efficiency ratings.

Some kind of teacher evaluation is necessary to make teachers realize that they are accountable to the public who is paying their salaries and for the kind of instruction they are giving their students (Ward, 1974). According to Wise (1975) course evaluation should be something that teachers anticipate because it gives them a way to look at what they are doing and how they can improve in their teaching practices.

The Cronbach's model of evaluation concludes that in course evaluation, feedback from student's performance as well as teacher's teaching competence is assessed. Course evaluation likewise is corollary to Sowien's evaluation model where the primary consumer or audience for evaluation is the student. Student's evaluation on the course determines in some ways merit or worth of the course being the primary audience (Gredler, 1996).

The Office of the Registrar of the University of Oregon has delivered the following importance of course evaluation as: 1) the information students provide in course evaluations is extremely important; 2) faculty use information from course evaluations to improve their courses and teaching methods, and to determine whether course content is meeting the needs of their students; 3) department chairs review course evaluation data to assess both their faculty, and the value of courses offered in their department; 4) university committees include course evaluation data as part of faculty reviews, to determine promotion and tenure; and 5) other students use the course evaluation ratings available to them, to choose courses to add to their schedule (<https://registrar.uoregon.edu/course-evaluations>).

As a highly academic higher education institution, the faculty members of Philippine Normal University, North Luzon Campus, Alicia, Isabela are being evaluated once a semester by students in all courses they teach. The information derived from the evaluations is included in evaluating the faculty in the National Budget Circular particularly on teaching effectiveness. Students' evaluation of faculty gets 50% of the Common Criteria Evaluation in the NBC. Other than this, the results of evaluation are also used to reward performing faculty through monetary incentive and used for promotion and tenure. The evaluation system of PNU motivates and challenges the all faculty whether on full-time or part-time basis to perform to their level best to achieve organizational vision, mission, goals and objectives.

The research was conducted to investigate and analyze the perception of students on end-of-course evaluation done to every faculty before the semester comes to a close.

STATEMENT OF THE PROBLEM:

This study determined and analyzed the perception of students on end-of-course evaluation conducted to every faculty during the semester of the school year. More specifically, this study answered the following queries:

1. What is the profile of students in terms of?
 - 1.1 age;
 - 1.2 sex;
 - 1.3 curricular program; and
 - 1.4 curriculum year?
2. What is the perception of students on course evaluation when grouped according to?
 - 2.1 age;
 - 2.2 sex;
 - 2.3 curricular program; and
 - 2.4 curriculum year?
3. Is there a significant difference in the perception of students on course evaluation when grouped according to?
 - 3.1 age;
 - 3.2 sex;
 - 3.3 curricular program; and
 - 3.4 curriculum year?
4. Is there a significant relationship of the perception of students on course evaluation when grouped according to?
 - 4.1 age;
 - 4.2 sex;
 - 4.3 curricular program; and
 - 4.4 curriculum year?

HYPOTHESES OF THE STUDY:

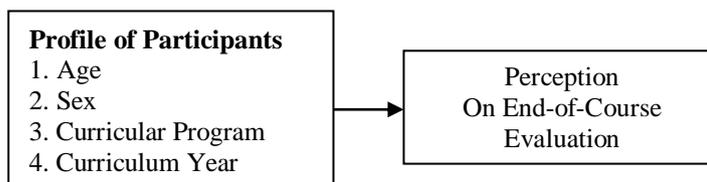
- [1] There is no significant difference in the perception of students on end-of-course evaluation when grouped according to age, sex, curricular program and curriculum year.
- [2] There is no significant relationship in the perception of students on end-of-course evaluation when grouped according to age, sex, curricular program and curriculum year.

CONCEPTUAL FRAMEWORK:

Aleamoni (1999) offers the following arguments to support the use of student ratings of teacher performance: 1) Students are the main source of information about the learning environment, including teachers’ ability to motivate students for continued learning, rapport or degree of communication between instructors and students; 2) Students are the most logical evaluators of the quality, the effectiveness of, and satisfaction with course content, method of instruction, textbooks, homework, and student interest; 3) Student ratings encourage communication between students and their instructor. This communication may lead to the kind of student and instructor involvement in the teaching-learning process that can raise the level of instruction; and 4) Student ratings of particular instructors and courses can be used by other students to select courses and instructors, and may increase the chances that excellence in instruction will be recognized and rewarded.

Although the usefulness of students’ evaluation of lecturer’s performance is still much doubted and questionable, it is still the most common tool used to assess classroom teaching (Wright, 2006). According to Abrami (2001), there is no other evaluation tool that supplies the same sort of measurable and comparable data on students’ perceptions towards their teachers than having conventional system of student evaluations. While some may deem these evaluations are highly controversial and highly debated, past studies examining the reliability and validity of data collected from student evaluation have reviewed that the evaluations are reasonably reliable, valid and relatively free from bias (Centra, 1993; d’Apollonia & Abrami 1997; Marsch & Dunkin 1992; Wachtel, 1998).

PARADIGM OF THE STUDY:



In the preceding diagram, it can be hypothesized that age, sex, curricular program and curriculum year are related to the perception of respondents on end-of-course evaluation.

LITERATURE REVIEW:

MEANING AND NATURE OF EVALUATION:

Evaluation is a continuous process of inquiry about the study, assessment and improvement of all variables of the educational enterprise (Zulueta, 2007). Mckenna (1979) claims that evaluation provides information that is used for a variety of educational decisions. The main emphasis in classroom evaluation, however, is the learner and his or her learning progress.

Moreover, evaluation is the process of determining the changes in the child as a result of teaching and his experiences. It is a systematic attempt at ascertaining the amount of progress made in the education of the child toward the realization of objectives of education. It is an act of judging the child’s acquisition of all forms of learning outcomes based not only on the definitive data of the child’s subject matter achievement in the learning of facts, skills, and abilities but also a descriptive and qualitative data about his personality changes such as social attitudes, interests, ideals, ways of thinking, work habits, and personal and social adaptability (Oliver, 2003). In addition, evaluation may be concerned with how a program works. That is, with how teachers, learners and materials interact in classrooms, and how teachers and learners perceive the program's goals, materials and learning experiences.

PURPOSES OF EVALUATION IN EDUCATION:

Evaluation is important to the teacher, the child, the parent, the administrator, and the profession as a whole. The teacher continuously evaluates the effectiveness of his teaching in order to improve procedures and

techniques and to understand his pupils better. The child who goes to school has the right to know what process he is making, whether or not he is attaining the goals he has been helped to set up for himself. The administrator is eager to determine the effectiveness as well as the inadequacies of the educational program he has endeavored to set. The parent has the right to know the progress his child is making in school. He has as much responsibility as the teacher and the administrator in helping determine the extent of the progress of his child.

Student evaluations of teaching are primarily used for two purposes: (1) formative evaluation intended to improve the quality of teaching, and (2) summative evaluation intended to inform personnel decisions such as tenure and promotion (Murray, 1987). Formative evaluation tends to be valued by faculty. Moreover, students value the opportunity to provide meaningful feedback that will result in teaching and course improvement, yet doubt if it is taken seriously by administration. Indeed, when student evaluations of teaching are used for formative purposes, positive changes can result in increased student learning, particularly when instructors are supported through the interpretation process.

A relatively more controversial use of student evaluations is for summative purposes. When reliable and valid measures are used and interpreted in appropriate ways, personnel decisions can be well-informed by considering students' perspectives in the evaluation of teaching in concert with other forms of data as presented in a complete teaching portfolio. Anecdotal evidence tends to indicate resistance toward student evaluation of teaching, which may have spurred the view that there are commonly held myths regarding these ratings. However, little research has empirically documented faculty's perceptions of student evaluations for the summative purposes. Existing data suggest that faculty's views of summative teaching evaluations are generally useful for informing personnel decisions despite some disagreements about particular items. From students' perspectives, summative evaluation tends to be viewed as less important than formative evaluation. The use of student evaluations of teaching for personnel decisions does not appear to enjoy the same positive attitudes by students and faculty as do formative evaluations. However, this use of evaluations may be perceived more favorably by faculty than anecdotal evidence tends to portray.

STUDENT EVALUATION:

For many decades, the outcome of student's evaluation of teaching performance is seen as an important tool to measure the effectiveness of teaching quality. It has been used to reflect on qualities associated with good teaching such as lecturers' knowledge, clarity, classroom management and course organization.

Students discriminate different facets of teaching that they can observe, such as lesson organization versus charisma. Ratings of conceptually distinct facets such as these tend to be unrelated to each other in student evaluations. Moreover, students do not tend to use characteristics like warmth, friendliness, and use of humor as the primary source of their ratings of teaching. Instead, students use variables such as teaching methods, perceived fairness, and respect for students, and organization, motivation, stimulating interest, treating students courteously, and answering students' questions as the basis of their evaluation. In sum, student evaluations of teaching do not merely reflect instructor popularity research-focused institutions. Nonetheless, student evaluations of teaching are being published for student view (Llewellyn, 2003).

Teachers are evaluated by their immediate superiors, but are the evaluation results acceptable and reliable to them? Is the educational environment taken into consideration in the assessment of their efficiency and effectiveness in teaching the course? The following factors form part of the environment: 1) Number of students being taught or the size of the class; 2) Quality of the curriculum; 3) The caliber of the principal or administrator which may affect the efficiency and/or performance; and 4) Character of the community (Mckeena, 1979).

Although the usefulness of students' evaluation of lecturer's performance is still much doubted and questionable, it is still the most common tool use to assess classroom teaching (Wright 2006). According to Abrami (2001), there is no other evaluation tool that supplies the same sort of measurable and comparable data on students' perceptions toward their teachers than having conventional system of student evaluations. While some may deem these evaluations as highly controversial and highly debated, past studies examining the reliability and validity of data collected from student evaluation have reviewed that the evaluation are reasonably reliable, valid and relatively free from bias. This implies that student evaluation of lecturers' performance served to benefit every participating member of the education community. As the possible benefits that can be gained from students' evaluation are multifaceted and findings of such studies are considered reliable and valid, therefore, the importance of student's evaluation cannot be completely ignored.

THE VALIDITY AND RELIABILITY OF COURSE EVALUATIONS:

Researchers generally consider student evaluations of instructors to be highly reliable and at least moderately valid. Other methods of evaluation (such as evaluations by colleagues or trained observers) have not been found to be reliable and therefore not valid. Student ratings of instructors have been found to be related to ratings of instructor's skills in course organization, rapport with students, and fair grading; variance in organizational skill (having an organized course plan and clearly identifying what students need to do) explained most variance in student evaluations. Alumni rarely change their opinions of former teachers. When instructors collect mid-term feedback from students and have an honest discussion about it with someone, it leads to higher evaluations at the end of the semester as well as higher final exam scores, providing evidence that good evaluations can lead to better teaching (http://www.dom.edu/sites/default/files/documents/academics/services/Course_Evaluation_Literature_Review.pdf). Research suggests that course content influences student evaluations (Cashin, 1990; Ogier, 2005; Santhanam & Hicks, 2002), supporting the view that student evaluations of teaching should be referenced to local faculty norms—performance standards that exist for courses in specific content areas. Moreover, the effect of class size tends to demonstrate a quadratic function, such that student evaluations of very small and very large classes tend to be higher than moderate sized classes, although the evidence is mixed (Aleamoni, 1999; Pounder, 2007). Much research has investigated the role of instructor gender on student evaluations of teaching. These results are inconclusive (Pounder, 2007). Some research reports females faring better than males (e.g., Feldman, 1993; Kierstead, D'Agostino, & Dill, 1988); some reports females faring worse than males (e.g., when providing negative feedback to students, Sinclair & Kunda, 2000); and still other research emphasizes the role of gender stereotypes by discipline (e.g., Langbein, 1994).

There is a concern that courses involving light workloads or resulting in high grades will be evaluated more favourably by students than courses that involve heavy workloads or result in relatively lower grades. Workload tends to have a small positive relationship with student evaluations of teaching (Heckert, Latier, Ringwald-Burton, & Drazen, 2006; Marsh, 1987; Marsh & Roche, 2000; cf. Dee, 2007 for zero relationship, and Greenwald & Gillmore, 1997 for a negative relationship). More recent research parsed out the effects of workload that was perceived by students as beneficial to their learning, and that which was not (Heckert et al., 2006; Marsh, 2001). Results of these studies indicate that both teaching effectiveness and student evaluations of teaching can be improved by increasing good (beneficial) workload and decreasing bad workload.

RELATED STUDIES:

Younger teachers tend to obtain lower marks in comparison with more senior faculty. Women teachers also consistently received poorer ratings in comparison with their male counterparts. The effects are worse if the two negative factors are combined: if you are a young female teacher your evaluations are likely significantly below those of a senior male teacher at the same institution.

Andaya and Ganal (2004) in their study on the perception of students of Philippine Normal University - Isabela Campus on course evaluations concluded that: 1) the respondents from the two curricular programs, the Bachelor of Elementary Education (BEEd) and Bachelor of Secondary education (BSEd) have a positive perception on course evaluations conducted before each semester ends; and 2) the fourth year students have better perceptions than students from the lower years.

METHODOLOGY:

RESEARCH DESIGN:

This study used the descriptive survey and correlation designs to gather data on the profile and perception of participants as well as to investigate relationships between the independent variables and dependent variable. Descriptive survey describes existing trends, conditions and circumstances while correlation or associational research attempts to describe existing relationship between variables (Frankel, 2006). In the context of this study, the design describes the respondent's profile in terms of age, sex, curricular program and curriculum year to his/her perception and the relationship of variables to his perception on end-of-course evaluation.

PARTICIPANTS OF THE STUDY:

This study determined and analyzed the perception of students on end-of course evaluation during the second semester of school year 2014-2015. It was conducted at Philippine Normal University North Luzon Campus, Alicia, Isabela to 393 second year, third year and fourth year students from the Bachelor of Elementary

Education (BEEd) and Bachelor of Secondary Education (BSEd) curricula. The participants were chosen through convenience sampling.

The first year students were not included as participants because they did not have any experiences yet in evaluating their professors. Students who had their student teaching during the third quarter were not likewise included as participants of the study.

RESEARCH INSTRUMENT:

The researcher adopted the instrument ‘‘Students Perception of End-Of-Course Evaluation’’ with nine items devised by James W. Marlin Jr. (1978) to gather data. The tenth item was included by Dr. Andaya and Dr. Ganal when they conducted the same study during the school year 2003-2004 at Philippine Normal University, Isabela Campus, Alicia, Isabela.

The scale used is 1 to 5 as (5) Almost Always; (4) Most of the Time; (3) Some of the Time; (2) Almost Never; and (1) Never.

STATISTICAL TREATMENT OF DATA:

To derive comparative information from the responses of the participants, frequency, percentage, mean and Chi-square test were utilized.

RESULTS and DISCUSSION:

1. What is the profile of respondents in terms of?

- 1.1 age;
- 1.2 sex;
- 1.3 curricular program; and
- 1.4 curriculum year?

Table 1: Profile of Respondents on Age

Age	Frequency	Percent
17 years old and below	83	21.1
18 years old	131	33.3
19 years old	125	31.8
20 years old and above	54	13.7
Total	393	100.0

Table 1 reveals the profile of respondents on age. There are 131 or 33.3% respondents who are aged 18; 125 or 31.8% are aged 19; and the least group aged 20 years old and above consists 54 or 13.7%. Data confirmed that majority of the respondents fall between 18 and 19 years old and are relatively young.

Table 2: Profile of Respondents on Sex

Sex		Frequency	Percentage
	Female	299	76.1
	Male	91	23.2
	Total	390	99.2
Missing	System	3	.8
Total		393	100.0

Table 2 displays the profile of respondents on sex. There are 299 or 76.1% female respondents and 91 or 23.2% composes of males. Data affirm that the respondents composed largely of females.

Table 3: Profile of Respondents on Curricular Program

Curricular Program	Frequency	Percentage
BSEd	204	51.9
BEEd	189	48.1
Total	393	100.0

Table 3 reveals that there are 204 participants from Bachelor of Secondary Education (BSEd) and 189 or 48.1% participants are enrolled in the Bachelor of Elementary Education (BEEd) curricula. BSEd participants prevailed in number than BEEd respondents.

Table 4: Profile of Respondents on Curriculum Year

Curriculum Year	Frequency	Percentage
Second Year	120	30.5
Third Year	175	44.5
Fourth Year	98	24.9
Total	393	100.00

Table 4 presents the profile of respondents on curriculum year. There are 120 or 30.5% second year students, 175 or 44.5% third year and 98 or 24.9% fourth year students. Data reveal that majority of the respondents consists of third year students.

Problem 2. What is the perception of respondents on end-of-course evaluation when grouped according to: age, sex, curricular program and curriculum year?

Table 5: Perception of Respondents on End-Of-Course Evaluation When Grouped According to Age

Questions	AGE							
	17 years old and below		18 years old		19 years old		20 years old and above	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Q1	3.95	.66	3.99	.71	3.91	.98	4.00	.85
Q2	3.29	1.02	3.31	.89	3.42	.94	3.56	.96
Q3	3.48	.89	3.29	.83	3.38	1.01	3.59	.90
Q4	3.92	.91	3.71	.92	3.85	1.00	4.07	.89
Q5	4.27	.73	4.27	.76	4.26	.95	4.35	.85
Q6	3.57	.72	3.40	.78	3.55	.84	3.55	.85
Q7	3.34	.89	3.47	.91	3.38	.99	3.54	.84
Q8	2.91	.96	2.77	1.13	3.08	1.27	2.98	1.34
Q9	3.52	.98	3.45	1.07	3.57	1.06	3.52	1.19
Q10	3.71	.98	3.55	.96	3.71	1.10	3.57	1.18
End-of-Course Evaluation	3.60	.52	3.52	.48	3.61	.63	3.68	.61

Table 5 describes the perception of respondents on course evaluation when grouped according to age. Respondents aged 17 years old below obtained a mean of 3.60; those aged 18 showed a mean of 3.52; while respondents aged 19 revealed a mean of 3.61 and 20 years old and above got a mean of 3.68.

The data confirm that generally older respondents have better perception on course evaluation than younger respondents. This might be caused by the length of evaluation experiences and the implementation of faculty of students' feedback in the classroom. The results support Andaya and Ganal (2004) study that older student evaluators show better perception on course evaluation than their younger counterparts.

Table 6: Perception of Respondents on End-of-Course Evaluation When Grouped According to Sex

SEX				
Questions	Female		Male	
	Mean	Standard Deviation	Mean	Standard Deviation
Q1	4.01	.76	3.78	.96
Q2	3.39	.90	3.31	1.09
Q3	3.46	.88	3.26	1.00
Q4	3.85	.91	3.83	1.04
Q5	4.28	.83	4.27	.79
Q6	3.51	.78	3.52	.83
Q7	3.44	.89	3.37	1.01
Q8	2.90	1.17	3.07	1.20
Q9	3.53	1.04	3.43	1.16
Q10	3.64	.99	3.62	1.21
End-of-Course Evaluation	3.60	.54	3.54	.61

Table 6 expresses that female respondents achieved a mean of 3.60 while male respondents showed a mean of 3.54. This expresses that Most of the Time both the two groups of respondents feel that current procedure for rating faculty sufficiently protects their identity and allows them to be honest they would like to be. Moreover, the respondents feel that other students are fair and accurate on their ratings of instructors/professors and that they give adequate thought and effort to the rating process; they feel that that their instructor’s/professor’s salary is affected by the result of evaluation are means of granting awards and recognition by the management to instructors/professors.

The data reveal that Most of the Time the respondents perceived that the rating form provide them with an effective means of evaluating instructors/professors; that instructors/professors change their teaching behavior as a result of weakness identified by the student responses to the rating form; that they are fair and accurate in rating the instructors/professors and they gave adequate thought and effort to the rating process.

The findings of the study support the study of Andaya and Ganal (2004) that respondents declared positive perceptions on course evaluation.

Table 7: Perception of Respondents on End-of-Course Evaluation When Grouped According to Curricular Program

CURRICULAR PROGRAM				
Questions	BSEd		BEEd	
	Mean	Standard Deviation	Mean	Standard Deviation
Q1	3.80	.93	4.13	.63
Q2	3.28	1.01	3.47	.86
Q3	3.31	.94	3.50	.87
Q4	3.76	.99	3.94	.88
Q5	4.27	.81	4.29	.85
Q6	3.49	.85	3.52	.73
Q7	3.31	.92	3.54	.91
Q8	2.79	1.19	3.07	1.15
Q9	3.38	1.13	3.66	.97
Q10	3.49	1.15	3.80	.88
End-of-course evaluation	3.49	.51	3.69	.51

Table 7 presents the perception of respondents when grouped according to curricular program. It can be seen that the BSEd group obtained a mean of 3.49 while the BEEd group has a mean of 3.69. This indicates that both

the BSEd and BEEd participants perceive that Some of the Time feel that current procedure for rating faculty sufficiently protects their identity and allows them to be honest they would like to be. Moreover, the respondents feel that other students are fair and accurate on their ratings of instructors/professors and that they give adequate thought and effort to the rating process; they feel that that their instructor’s/professor’s salary is affected by the result of the student rating form; and they feel that the results of evaluation are means of granting awards and recognition by the management to instructors/professors.

Table 8: Perception of Respondents on End-of-Course Evaluation When Grouped According to Curriculum Year

Questions	Curriculum Year					
	Second Year		Third Year		Fourth Year	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Q1	3.89	.78	3.93	.81	4.09	.86
Q2	3.43	1.00	3.18	.91	3.65	.86
Q3	3.51	.81	3.19	.89	3.65	1.00
Q4	3.97	.83	3.68	1.02	3.99	.90
Q5	4.28	.74	4.26	.83	4.33	.93
Q6	3.46	.77	3.48	.82	3.59	.78
Q7	3.35	.92	3.37	.92	3.60	.91
Q8	2.93	.95	2.67	1.20	3.38	1.26
Q9	3.55	.92	3.39	1.10	3.68	1.15
Q10	3.80	.90	3.42	1.05	3.83	1.11
End-of-Course Evaluation	3.62	.51	3.46	.55	3.78	.58

Table 8 yields the perception of respondents when grouped according to curriculum year. The second year respondents got a mean of 3.62, the third year have a mean of 3.46 and the fourth year students showed a mean of 3.78. The fourth year group has the highest mean followed by the second year participants and the third year respondents. The data generally connotes that Most of the Time, the respondents believed that the rating form provide them with an effective means of evaluating instructors/professors; that instructors/professors change their teaching behavior as a result of weakness identified by the student responses to the rating form; that they are fair and accurate in rating the instructors/professors and they gave adequate thought and effort to the rating process. The third year respondents have also the idea that Some of the Time they believed that the rating form provide them with an effective means of evaluating instructors/professors; that instructors/professors change their teaching behavior as a result of weakness identified by the student responses to the rating form; that they are fair and accurate in rating the instructors/professors and they gave adequate thought and effort to the rating process.

3. Is there a significant difference in the perception of students on course evaluation when grouped according to?

- 3.1 age;
- 3.2 sex;
- 3.3 curricular program; and
- 3.4 curriculum year?

Table 9: Mean Difference of Perception of Students on End-of Course Evaluation When Grouped According to Profile Variables

Variable	Df	F	P	Decision
Age	389	1.14	.332	Not Significant
Sex	388	1.41	.236	Not Significant
Curricular Program	391	.956	.329	Not Significant
Curriculum Year	392	11.110	.000	Highly Significant

Table 9 contains the mean difference of perception of respondents on course evaluation when grouped according to the profile variables. It is noticeable that the participants obtained a p of .332, .236, and .329 on age, sex and curricular program respectively which are greater than .05 level of significance. This means that regardless of age, sex and curricular program, the participants convey the same perception or beliefs on course evaluation. The curriculum year as a variable obtained a p of .000, lower than .05 level of significance which indicates that the difference in the perception of the three groups of respondents is highly significant. This implies that the higher the year level which parallels the length of experiences in course evaluations, the better or more positive the perception or belief the person has.

The findings of the study corroborate with the findings of study of Andaya and Ganal (2003) that participants convey similar perception on course evaluation regardless of age, sex, curricular program and curriculum year. Unanimously, they see the significant role of evaluation in the educative process.

The findings of the present study is in congruent with the study conducted to Swedish students active on a site equivalent by Karisson and Lundberg (2012) on ‘Rate My Professor’. They concluded that there is a clear gender and age bias in the ratings provided on the site. Younger teachers tend to obtain lower marks in comparison with more senior faculty. Women teachers also consistently received poorer ratings in comparison with their male counterparts. The effects are worse if the two negative factors are combined: if you are a young female teacher your evaluations are likely significantly below those of a senior male teacher at the same institution.

4. Is there a significant relationship between the perceptions of students on end-course evaluation when grouped according to profile variables?

Table 10: Relationship of Profile Variables on Students’ Perception of End-of-Course Evaluation

Profile Variables	df	X2	P	Interpretation
Age	1	8.481	.037	Significant
Sex	1	.013	.911	Not Significant
Curricular Program	1	4.583	.032	Significant
Curriculum Year	2	17.835	.000	Highly Significant

Table 10 indicates the data on relationship of profile variables on the perception of end-of-course evaluation among the respondents. It can be noted that the variables age, sex and curricular program yielded a chi-square of 8.481, .013 and 4.583 respectively while curriculum year as a variable has a computed chi-square of 17.835. Moving on, the obtained p value of the variables are .037, .911, .032 and .000 respectively. This connotes that age, curricular program and curriculum year are related to the perception of the participants on course evaluation because the computed p values are less than .05 level of significance, and therefore, the null hypothesis is rejected.

It is also very striking to consider that curriculum year as a variable poses a highly significant relationship to the perception of respondents. This could mean that level of maturity, length of course evaluation experiences, values and motivation are factors which relate to the development of better perception on course evaluation. Furthermore, this implies that as to age, older participants have better or higher perception or belief than younger respondents on evaluating the course before the semester or term ends. This might be so because respondents age 20 and above have been engaged more in evaluation exercise than their younger counterparts. The younger students experienced fewer evaluations which may mean that they have not yet fully imbibed or felt the value of course evaluation in the curriculum.

Furthermore, the data convey that sex, as a variable does not bear relation to the perception of participants on course evaluation. This signifies that both male and female respondents carry similar perception or belief on the rationale of evaluating the course every term or semester. The data also imply that with the length of course evaluation experiences, the respondents are happy and proud that their judgements are also obtained and respected because students are the clientele of curriculum implementation. The other two remaining variables, the curricular program and curriculum year produced significant relationship on the perception of the respondents on course evaluation. This may reveal that the BEEd participants brought out better perception most of the time than BSEd as a group considering that the BEEd group consistently are greater in number than the BSEd group. Congruently, the fourth year as a whole prevailed to bear better perception or belief on course evaluation most of the time than the lower year group. The differences might have been caused by the length of experiences they have on evaluating the course, level of maturity, culture, and sociability.

In a study performed at the Ho Kong Polytechnic University, Kwan (1990) concluded that students based their answers on factors external to the course as reflected in the following four observations: 1) Humanities courses tend to get better evaluations than science courses, regardless of the variation within the respective curricula; 2) Courses with fewer students (the borderline is around 20) get much more positive evaluations than large courses; 3) Courses at the advanced level get slightly better evaluations than those at the basic level; and 4) Optional courses are better appreciated than obligatory ones.

SUMMARY OF FINDINGS:

1. With regard to age, 131 or 33.3% respondents are aged 18; 125 or 31.8% are 19 years of age; and the least group aged 20 years old and above are 54 or 13.7%.
2. As regards sex, there are 299 or 76.1% female respondents and 91 or 23.2% consists of males.
3. As to curricular program, 204 or 51.9% participants come from Bachelor of Secondary Education (BSEd) and 189 or 48.1% are from Bachelor of Elementary Education (BEEd) curriculum.
4. In terms of curriculum year, 120 or 30.5.5% composed of second year students, 175 or 44.5% are third year students and 98 or 24.9% consists of fourth year students.
5. As regards the perception of respondents on course evaluation when grouped according to age; the 17 year old and below obtained a mean of 3.60; those aged 18 showed a mean of 3.52; aged 19 revealed a mean of 3.61 and 20 years old and above got a mean of 3.68.
6. The female respondents achieved a mean of 3.60 while male respondents garnered a mean of 3.54.
7. The BSEd group obtained a mean of 3.49 while the BEEd group has a mean of 3.69.
8. As to curriculum year, the second year respondents got a mean of 3.62, the third year got a mean of 3.46 and the fourth year students showed a mean of 3.78.
9. As regards the mean difference of perception of respondents on course evaluation when grouped according to the profile variables; the participants obtained a p value of .332, .236, and .329 on age, sex and curricular program respectively which are greater than .05 level of significance. Curriculum year as a variable has a p value of .000, lower than .05 level of significance which moreover states high difference in the perception of respondents.
10. With regard the relationship of profile variables in the perception of respondents on course evaluation; age, sex and curricular program yielded a chi-square of 8.481, .013 and 4.583 respectively while curriculum year has a computed chi-square of 17.835. Moving on, the obtained p value of the variables are .037, .911, .032 and .000 respectively.

CONCLUSIONS:

1. The age of respondents coincides to their year level and are relatively young.
2. Female respondents prevailed over the male participants.
3. The BSEd dominated as respondents.
4. Majority of respondents are junior students.
5. As a whole, the respondents yielded similar perception on course evaluation regardless of age, sex, and curricular program.
6. The respondents conveyed different perception on course evaluation when grouped according to curriculum year.
7. Age, curricular program and curriculum year relate to the perception of respondents on course evaluation.
8. Sex as a variable is not related to the perception of respondents on course evaluation.
9. The respondents claimed the significance of course evaluation. They see themselves as valuable in providing input to teachers and education leaders to continually improve curriculum implementation because decisions and actions education people do all redound to their holistic development.

RECOMMENDATIONS:

1. Replicate the study on a wider scale involving freshmen, administrative employees, and other stakeholders to support or negate the findings.
2. Include other variables such as PNUAT score, grade point average from previous semester, cultural or ethnic affiliation and interests or hobbies.
3. Update the instrument to achieve more valid and reliable findings.

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