

Education Students' Appreciation of the Performance Evaluation System: Implication to Enhancing Instructional Delivery

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Abstract- The main objective of this study was to identify the level of appreciation of the Performance Evaluation System of Education students in terms of the confidentiality of responses, the efficacy of the evaluation, and increasing teachers' accountability. It also aimed to determine the significant difference in the participants' level of appreciation when grouped according to profile. The findings of this research served as bases for crafting intervention materials. This study utilized a quantitative research design and collected data through pencil and paper questionnaires for data analysis. The results were yielded after keen examination, and it was discovered that the participants' level of appreciation in terms of the confidentiality of responses, the efficacy of the evaluation, and increasing teachers' accountability is moderately extensive. Furthermore, participants by group responses according to their program and sex showed no significant difference in their levels of appreciation. There is a high correlation between the confidentiality of responses, the efficacy of the evaluation, and increasing teachers' accountability. It was concluded that consideration of the evaluation responses should be taken an action to improve instructional delivery.

Index Terms- *accountability, efficacy, Performance Evaluation System, students' evaluation*

I. INTRODUCTION

Education is the backbone and one of the primary factors in the growth and development of any nation. It is essential to have quality teachers in offering quality education (Radjuni, 2021). In order to improve education and increase student success, a performance evaluation system is conducted to evaluate the performance of the teachers and their teaching strategies (Flores & Derrington, 2017).

The evaluation process is considered significant to improve the quality of any system (Zafar et al., 2017). In academia, teacher evaluation is presented as an object of study of great interest established from the association of heterogeneous data from academic actors, and the students' community (Ordoñez et al, 2023). Hence, students' evaluation is a tool to determine the effectiveness of the curriculum (Madriz & Nocente, 2023).

Evaluating teachers' performance is essential to assess the effectiveness of the curriculum on how it was implemented by the teacher (Zafar et al., 2017). In the United States, the systematic and vigilant public review and monitoring of results relating to teacher education institutions, programs, and teacher candidates are essential components of the accountability that improves the quality of teacher education (Griffin et al. 2014). According to Zafar et al (2017), the students' evaluation encourages the teachers to reflect on their facilitation and help them improve their courses.

In the state universities and colleges in the Philippines, evaluating the teachers' performance is a constant practice. Performance is evaluated and measured against preset known standards of correctness, exactness, completeness, speed, and efficiency (Caluza et al., 2017). There are various instruments for evaluating the quality of the teachers' performance in demonstrating the curriculum. The University of the Philippines (UP) developed Student Evaluation of Teaching (SET) as the primary instrument to assess teaching performance (University of the Philippines Diliman, 2023), Nueva Vizcaya State University (NVSU) uses Faculty Performance Evaluation System (FPES) (NVSU-MIS Management Information System, 2020), the University of Science and Technology of Southern Philippines (USTP) came up with the iPerform: USTP Faculty Teaching Effectiveness Evaluation System that mandates to provide quality instruction to its students (Development Academy of the Philippines, 2019), etc.

At Caraga State University, the Performance Evaluation System (PES) is conducted a week before the submission of grades. In every semester the students and instructors make efforts to the successful teaching and learning outcomes. Because of this, the researchers would like to determine the level of appreciation of the students for the PES its confidentiality, efficacy, and the accountability of the instructors.

II. IDENTIFY, RESEARCH AND COLLECT IDEA

This study used a quantitative research design. Quantitative was used because it involved a collection of data that displayed numerically. It emphasized objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques (Babbie, 2010). This study used a descriptive method since its purpose was to describe the participants' level of appreciation of the Performance Evaluation System of Caraga State University.

This study was conducted at Caraga State University- Main Campus, Ampayon, Butuan City, Agusan del Norte, specifically the BEEd and BSEd program designated in the College of Education (CEd) department.

The participants of the study involved a randomly selected 4th year students of Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education major in Science (BSEd major in Science) in the College of Education, Caraga State University, Main Campus who were officially enrolled in the second semester of academic year 2022-2023. There are ninety-one (91) BEEd fourth-year students and one hundred eleven (111) BSEd Science fourth-year students.

This study used simple random sampling to ensure that people from both sexes are included in the sample. This type of sampling method is used for sampling when we want to ensure that minority populations (in number) are adequately represented in the sample (Dermatol, 2016). The researchers listed down the names of the possible participants, wrote them on a piece of paper, and placed them in a bowl. Then, the researchers drawn the names of the selected participants. The number of participants in the study is 50% of the population of the fourth-year students from BEEd and BSEd in Science. There were forty-one (46) students in BEEd, and fifty (56) students in BSED Science. Suresh and Chandrashekar (2012) stated that, a P of 50% is also a conservative estimate of a

sample size. When determining the sample size needed for a given level of accuracy you must use the worst-case percentage (50%). You should also use this percentage if you want to determine a general level of accuracy for a sample you already have (Creative Research System). The researchers used a researcher-made questionnaire. The first part of the survey was about the demographic profile of the participants in terms of sex, and participant's program.

The second part was about the students' appreciation level of the Performance Evaluation Survey (PES) of Caraga State University. The instrument used in this study consists of 15 questions with 3 main item specifications that includes five (5) items of confidentiality of responses, five (5) items of efficacy of the evaluation, and five (5) items of increasing teachers' accountability. A checklist question about the issues that the participants encountered regarding the teachers' Performance Evaluation System is also included in the questionnaire.

The research instrument undergone a modification and validation process by the three (3) research experts. The questionnaire was subjected to try-out test for its reliability to 30 selected 3rd year Bachelor of Elementary Education students. The research instrument was very reliable since the cronbach's alpha is .975.

A letter of permission was sent to the BEEd Chairperson, and to the BSEd Chairperson, allowing the researchers to conduct the study. It was then approved, and the researchers administered the survey questionnaire to the participants. The researchers conducted a face-to-face distribution of the questionnaire. The researchers retrieved, tallied, and calculated using the appropriate statistical tool. Results were analyzed and interpreted.

III. WRITE DOWN YOUR STUDIES AND FINDINGS

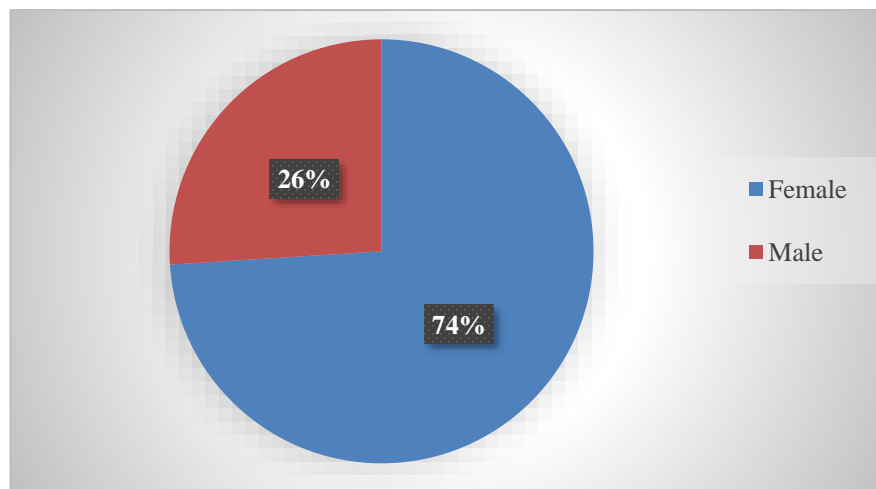


Figure 3. Graphical Representation of the Participants' Profile in Terms of Sex

As shown in the figure, from the 102 participants of fourth year BEEd and Based in Science students, 74% are female (75) and 26% are male (27). This implies that the majority of the participants are female.

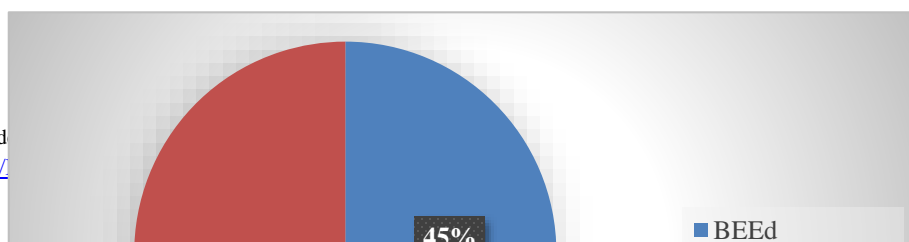


Figure 4. Graphical Representation of the Participants' Profile in Terms of Program

As shown in the figure, the distribution of the participants in terms of program is 45% for the BEEd (46) and 55% for the BSEd in Science (56). The data implies that majority of the participants are from BSEd in Science.

Table 2

Mean Distribution of the Level of Appreciation of the Education Students to the Performance Evaluation System in terms of Confidentiality of Responses

Confidentiality of Responses	Mean	Verbal Description	Interpretation
1. The identity of the student is kept anonymous.	4.33	Moderately Satisfied	The level of appreciation is moderately extensive.
2. There is a prompt on data privacy policy where student may agree to the terms set in responding to PES.	4.41	Moderately Satisfied	The level of appreciation is moderately extensive.
3. There is a feeling of trust in responding to PES.	4.33	Moderately Satisfied	The level of appreciation is moderately extensive.
4. There is a feeling of protection in responding to PES.	4.35	Moderately Satisfied	The level of appreciation is moderately extensive.
5. There is a feeling of confidence in responding to PES.	4.38	Moderately Satisfied	The level of appreciation is moderately extensive.
Overall Weighted Mean	4.36	Moderately Satisfied	The level of appreciation is moderately extensive.

Range of means: 1.00-1.49 Not Satisfied; 1.50-2.49 Poorly Satisfied; 2.50-3.49 Fairly Satisfied; 3.50-4.49 Moderately Satisfied; 4.50-5.00 Very Satisfied

Table 2 illustrates the level of appreciation of the 4th year BEEd and BSED in Science students in CSU in terms of the confidentiality of responses.

The data exposes that indicator number two (2) articulating that there is a prompt on data policy where student may agree to the terms set in responding to PES garnered the highest mean of 4.41 described as moderately satisfied and conveyed that the level of

appreciation is moderately extensive. However, indicator number one (1) which expresses that the identity of the student is kept anonymous and indicator number three (3) which expresses that there is a feeling of trust in responding to PES both earned the lowest mean of 4.33 described as moderately satisfied and interpreted as having a moderately extensive level of appreciation.

The collective weighted mean is 4.36, which indicates a moderately satisfied overall response. This suggests that the level of appreciation of the education students to the Performance Evaluation System in terms of confidentiality of responses is moderately extensive. This implies that there is a good amount of appreciation to the PES experienced by the students in evaluating the instructors which is not violating the confidentiality of their responses. This may be a result of the system’s having a safe space environment where the students are not afraid in evaluating their instructors’ performance.

Table 3

Mean Distribution of the Level of Appreciation of the Education Students to the Performance Evaluation System in terms of Efficacy of the Evaluation

Efficacy of the Evaluation	Mean	Verbal Description	Interpretation
1. The evaluation questionnaire meets its purposes.	4.24	Moderately Satisfied	The level of appreciation is moderately extensive.
2. The evaluation questions reflect the activities and ways the instructors should be doing in classes.	4.42	Moderately Satisfied	The level of appreciation is moderately extensive.
3. The evaluation questionnaire is simple and easy to understand.	4.46	Moderately Satisfied	The level of appreciation is moderately extensive.
4. The evaluation assessed the students’ satisfaction level to the instructors’ performance.	4.44	Moderately Satisfied	The level of appreciation is moderately extensive.
5. The evaluation allows the student to give suggestions and comments	4.44	Moderately Satisfied	
Overall Weighted Mean	4.4	Moderately Satisfied	The level of appreciation is moderately extensive.

Range of means: 1.00-1.49 Not Satisfied; 1.50-2.49 Poorly Satisfied; 2.50-3.49 Fairly Satisfied; 3.50-4.49 Moderately Satisfied; 4.50-5.00 Very Satisfied

Table 3 illustrates the level of appreciation of the 4th year BEEd and BSED in Science students in CSU in terms of the efficacy of the evaluation.

As shown in the table, indicator number three (3) which states that the evaluation questionnaire is simple and easy to understand has the highest mean of 4.6 and so, participants have moderately extensive appreciation along this line. However, indicator

number one (1) which indicates that the questionnaire meets its purposes got the lowest mean of 4.24 which tells that the participants' level of appreciation is moderately extensive. The overall weighted mean on the stresses related to students' self-perceptions is 4.4 and obtained moderately satisfied response which is described as moderately extensive.

Table 4
Mean Distribution of the Level of Appreciation of the Education Students to the Performance Evaluation System in terms of Increasing Teachers' Accountability

Increasing Teachers' Accountability	Mean	Verbal Description	Interpretation
1. The instructors will be given an idea in how to improve their performance.	4.59	Very Satisfied	The level of appreciation is very extensive.
2. The instructors will be given a chance on how to interact with the students.	4.52	Very Satisfied	The level of appreciation is very extensive.
3. The instructors vary their strategies in respective classes.	4.53	Very Satisfied	The level of appreciation is very extensive.
4. The instructors will have a corrective action.	4.35	Moderately Satisfied	The level of appreciation is moderately extensive.
5. There are improvements seen to the instructors after the semestral evaluation.	4.39	Moderately Satisfied	The level of appreciation is moderately extensive.
Overall Weighted Mean	4.48	Moderately Satisfied	The level of appreciation is moderately extensive.

Range of means: 1.00-1.49 Not Satisfied; 1.50-2.49 Poorly Satisfied; 2.50-3.49 Fairly Satisfied; 3.50-4.49 Moderately Satisfied; 4.50-5.00 Very Satisfied

Table 4 presents the level of appreciation of the 4th year BEEd and BSED in Science students in CSU in terms of the increasing teachers' accountability.

As shown in the table, indicator number one (1) states that the instructors will be given an idea on how to improve their performance attained the highest mean of 4.59. This indicates that the students are very satisfied and have a very extensive level of appreciation along this line. In contrast, indicator number four (4), which indicates that the instructors will have corrective action. obtained the lowest mean of 4.35 which means that the students' level of appreciation is moderately satisfied and defined as moderately extensive. The overall weighted mean on the level of appreciation in terms of increasing teachers' accountability is 4.48 or moderately satisfied which is described that the level of appreciation is moderately extensive.

The data suggests that the students believe that the instructors will be given an idea on how to improve their performance after giving responses and feedback in the PES. The 4th year BEEd and BSED in Science students undergone seventh time in evaluating the instructors' performance. Based on the table, there is a low distribution that the instructors will have corrective action in their instructional delivery. This means that the students did not see that much change in improving the instructors' performance in teaching.

Table 5
Significant difference of responses of the participants when grouped according to profile.

Variables	T-value	p-value	Decision	Significant
Program				

• BEEd	.039	.042	Reject Ho	Significant
• BSEd				
Sex				
• Male	5.980	.004	Reject Ho	Significant
• Female				

Significant at 0.05 level

Table 5 shows the significant difference of the level of appreciation to the PES of 4th year BEEd and BSEd in Science students in CSU when the participants are grouped according to their demographic profile.

It can be inferred from the table that there is a significant difference in the level of appreciation between demographic profiles having significant values which are higher than 0.05 levels of significance tested for analysis. It entails that the participants have no similar level of appreciation to the PES regardless of their program and sex.

Table 7

Correlation analysis between the level of appreciation of the Education students to the PES terms of confidentiality of responses, efficacy of the evaluation, and the increasing teacher’s accountability.

Variables	r-value	p-value	Decision	Significant
Confidentiality				
vs.				
• Efficacy	.502	.000	Reject Ho	Significant
• Accountability	.503	.000	Reject Ho	Significant

*. Correlation is significant at the 0.05 level (2-tailed).

Table 7 presents the significant relationship between the appreciation of the PES to the confidentiality of responses, efficacy of the evaluation, and the increasing teacher’s accountability.

As shown in the table, the computed p-value of both variables is 0.000. Thus, the null hypothesis is not accepted. The result reveals that the r-value are close to 1. This means that there is a strong positive correlation between the confidentiality of responses to the efficacy of evaluation and the teachers’ increasing accountability. The correlation implies that the variables in this study are significant and correlated with each other and not due to random chance. This further suggests that when the level of appreciation of students in terms of confidentiality of responses and efficacy of the evaluation tends to increase the instructors’ accountability will also increase.

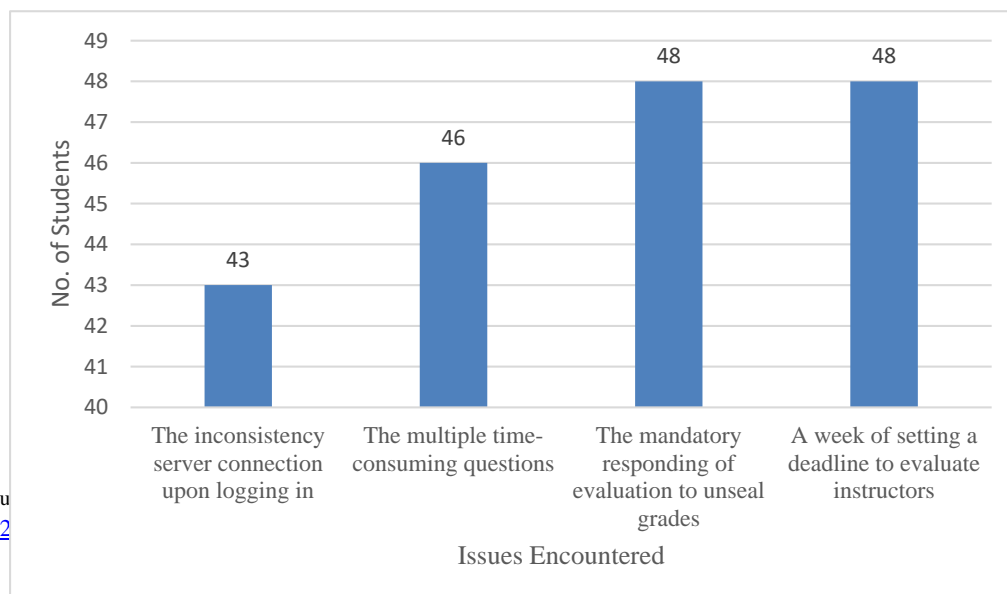


Figure 5 shows the issues encountered by the students in responding to the PES.

It can be seen from the figure that the mandatory responding of evaluation to unseal grades and a week of setting a deadline to evaluate instructors garnered the highest point of 48. This tells us that the students are afraid to evaluate their instructors before the grades are released because of the rumors that are circulating where the instructors can see who evaluated them and will give them a small grade.

The students also find the one week of evaluating the instructors is a short time. The second that got the higher point of 46 is the multiple time-consuming questions. It may be that there are lots of questions in the PES to be answered. The last one that has 43 points is the inconsistency server connection upon logging. This may be due to multiple students logging in in the site causing traffic because of just a week evaluation span.

Based on the data gathered and issues identified in the study, the researcher crafted possible implications to PES to enhance instructors' teaching delivery.

In light of the results, the researchers crafted the following implications:

1. Clear announcement and awareness that the identity of the students will be kept anonymous in responding to PES.
2. Notify the students if their responses were read by the instructors so that their sentiments will surely be heard.
3. Encourage the instructors to reflect on the responses in the evaluation.
4. Incorporate in the PES what are the intervention the instructors will have after the evaluation.

It is important to note that these suggestions should be implemented in a balanced and contextually appropriate manner, considering the safe space of the students.

IV. GET PEER REVIEWED

Here comes the most crucial step for your research publication. Ensure the drafted journal is critically reviewed by your peers or any subject matter experts. Always try to get maximum review comments even if you are well confident about your paper.

For peer review send you research paper in IJSRP format to editor@ijsrp.org.

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VI. CONCLUSION

The main purpose of this study was to find out the level of appreciation of the students to the PES in CSU. The study utilized simple random sampling, which means that 50% of the fourth year BEd and BEd Science students of CSU were included in the study with a total of 102 participants. In terms of the sex, 75 are female and 27 are male, and in terms of the program, 46 for the BEd and 56 for the BEd in Science.

In the level of appreciation in terms of confidentiality of responses, BEd and BEd in Science fourth year students rated indicator two (2) stating that there is a prompt on data policy of where student may agree to the terms set in responding to PES garnered the highest mean, which implies as moderately extensive. However, indicator number one (1) which express that the identity of the student is kept anonymous and indicator number three (3) which express that there is a feeling of trust in responding to PES both earned the lowest mean described as moderately satisfied and interpreted as having a moderately extensive level of appreciation. Overall, the students rated it as moderately satisfied which means their level of appreciation in the confidentiality of responses is moderately extensive. In the level of appreciation in terms of the efficacy of the evaluation, BEd and BEd in Science 4th year

students rated indicator number three (3) which states that the evaluation questionnaire is simple and easy to understand has the highest mean indicating that the participants have moderately extensive level of appreciation. However, indicator number one (1), which states that the questionnaire meets its purposes got the lowest mean which entails that the participants' level of appreciation is moderately extensive. Overall, the students rated it as moderately satisfied which means that their level of appreciation is moderately extensive.

In the level of appreciation related to increasing teachers' accountability, BEEd and BSEd in Science 4th year students rated indicator number one (1) stating that the instructors will be given an idea on how to improve their performance attained the highest mean. This indicates that the students are very satisfied and have a moderately extensive level of appreciation along this line. In contrast, indicator number four (4), which indicates that the instructors will have corrective action. obtained the lowest mean which means that the students' level of appreciation is moderately satisfied and defined as moderately extensive. The overall weighted mean on the level of appreciation in terms of increasing teachers' accountability is moderately satisfied which is described that the level of appreciation is moderately extensive.

There is no significant difference in their responses when grouped according to their program, and sex which mean that the 4th year BEEd and BSEd in Science students perceived the same level of appreciation to the PES. However, there is a strong positive relationship between the appreciation of the Performance Evaluation System along the confidentiality of responses, efficacy of evaluation, and the increasing teachers' accountability.

Based on the findings of the study, the following conclusions were drawn.

The majority of the participants in terms of sex are female while the majority of the participants in terms of the program are the BSEd Science 4th year students.

The BEEd and BSEd Science 4th year students' level of appreciation in terms of confidentiality of responses is moderately extensive, this implies that even there is a data privacy policy prompt in the PES, there is a low distribution in the feeling of trust and they felt that their identity is at stake. This could be due to the circulating rumors that the instructors can access the system and find out the identity of the responses.

Moreover, the level of appreciation in terms of the efficacy of the evaluation is moderately extensive. Hence, the students said that even though the questionnaire in PES is easy and simple to understand, the questionnaire does not meet its purpose. This may be due to the reason that the students do not see any change in the performance of the students. Also, their level of appreciation in terms of the increasing teachers' accountability is moderately extensive, implying that there should be a corrective action in the performance of the instructors. Generally, the level of appreciation of the 4th year Education students is similar to each other when grouped according to program and sex. Lastly, there is a high level of correlation between the confidentiality of responses, efficacy of evaluation, and increasing teachers' accountability suggesting that when the level of appreciation of students in terms of confidentiality of responses and efficacy of the evaluation tends to increase the instructors' accountability will also increase.

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