

EVALUATION OF BACHELOR OF ELEMENTARY EDUCATION PROGRAM, MASINLOC CAMPUS: A TOOL FOR QUALITY IMPROVEMENT

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ABSTRACT

This study was conducted to evaluate the Bachelor of Elementary Education Program, PRMSU-Masinloc Campus: A Tool for Quality Improvement". It employed a descriptive research design with questionnaire as the main instrument in gathering data from one fifty (150) students in Masinloc Zambales. The findings revealed that BEED students were generally satisfied with the program, having an overall weighted mean of 3.41, which indicates a positive perception of the education they received. Among the five key areas, instruction gained the highest mean of 3.47, showing that students were pleased with how teachers encouraged active learning, used various teaching strategies, and guided them effectively. This was followed by course requirements 3.44 and faculty 3.44, both rated satisfactory, suggesting that students valued the teachers' mastery of lessons, fairness in grading, and clarity in expectations. Meanwhile, curriculum 3.39 and extra-curricular activities 3.33 were also found satisfactory, though they still need improvement to provide more diverse learning experiences and meaningful student engagement. The study found that most respondents were female, young adults, and in their fourth year of study, showing overall satisfaction toward the BEED program. It is recommended that the university continue improving instructional delivery, strengthen inclusive practices, and regularly evaluate the curriculum to ensure continuous quality improvement in teacher education.

Keywords: Quality Improvement, Curriculum, Instruction, Faculty, Curriculum, Course requirements and Extra-curricular activities.

INTRODUCTION

Major challenges associated with the evaluation of bachelor's Degrees in primary education programs include assessing student learning outcomes, evaluating the effectiveness of instruction and teaching methods, identifying areas for improvement, and ensuring that the program meets the needs of diverse learners, Grissom & Bartanen (2019).

Based on the study of Gan & Lee (2022), it is necessary to assess the teaching quality of Thai language teachers to find out the existing problems in the teaching quality evaluation system in colleges or universities and search for solutions to improve the quality of Thai teaching in Yunnan Province. Based on past evaluations of teaching quality, the fuzzy comprehensive evaluation method is used to establish a quality evaluation system. The evaluation process itself can be difficult because there are different approaches to assessing the effectiveness of educational programs and different stakeholders may have different perspectives on what constitutes quality. The improvement of teaching quality evaluation system for undergraduate students majoring in Thai in Yunnan could benefit to faculty members from additional training and development opportunities to improve teaching skills and educational effectiveness. Another area for improvement was needed to develop more rigorous assessments of student learning outcomes.

Thus, in this context that the researcher felt the need to discover and initiates this study to evaluate the program of the Bachelor of Elementary Education at Masinloc Campus.

RESEACH PROBLEM

This research focuses on evaluating the Bachelor of Elementary Education program as a tool for quality improvement.

OBJECTIVES

- To assess the level of satisfaction of Bachelor of Elementary Education students regarding the program's curriculum, instruction, facilities, and student services.
- To identify areas in the Bachelor of Elementary Education program that need enhancement to improve teaching and learning outcomes.

MATERIAL AND METHODS

The study employed a descriptive research design, which is appropriate for examining specific topics and serves as a basis for further quantitative research. A total of 150 BEED students from President Ramon Magsaysay State University, Masinloc Campus participated in the study. Data were collected using a modified 35-item survey questionnaire adapted from Adaboh (2014). The instrument consisted of two parts: the first gathered respondents' profile (age, gender, and year level), while the second assessed the Bachelor of Elementary Education program in terms of instruction, faculty, curriculum, course requirements, and extra-curricular activities. The questionnaire aimed to evaluate the BEED program as a tool for quality improvement at Masinloc Campus.

RESULTS

Table 1-Frequency and Percentage Distribution of the Student-Respondents' Profile

Age (years)	Frequency	Percent
38 and above	2	1.33
33-37 years	3	2.00
28-32 years	6	4.00
23-27 years	30	20.00
18-22 years	109	72.67
Total	150	100.00
Mean = 21.79 years		
Gender	Frequency	Percent
Male	25	16.67
Female	121	80.67
LGBTQ+	4	2.66
Total	150	100.00
Year Level	Frequency	Percent
First Year	26	17.33
Second Year	36	24.00
Third Year	27	18.00
Fourth Year	61	40.67
Total	150	100.00

Table 1 shows the Frequency and Percentage Distribution of the Student-Respondents' Profile in terms of age, gender, and year level. The results show that most respondents (72.67%) belong to the 18–22 years old age group, with an overall mean age of 21.79 years, indicating that the participants are generally young. In terms of gender, the majority are female (80.67%), while 16.67% are male and 2.66% identify as LGBTQ+, suggesting a female-dominated sample. Regarding year level, most respondents are in their fourth year (40.67%), followed by second year (24%), third year (18%), and first year (17.33%). Overall, the data imply that the respondents are predominantly young, female, and in the higher levels of the BEED program, which may influence their perceptions and responses in the study.

Table 2- Level of Satisfaction on the Bachelor of Education Program

Level of Satisfaction	Overall Weighted Mean	Qualitative Rating	Rank
Instruction	3.47	Satisfied	1
Faculty	3.44	Satisfied	3
Curriculum	3.39	Satisfied	4
Course Requirements	3.44	Satisfied	2
Extra-Curricular Activities	3.33	Satisfied	5
Grand Mean	3.41	Satisfied	

Table 2 shows the Level of Satisfaction towards the Bachelor of Elementary Education Program. Revealing an overall grand mean of 3.41, interpreted as Satisfied. Among the five key areas, Instruction ranked highest (3.47), indicating strong approval of teaching methods and classroom facilitation. This was followed by Course Requirements (3.44) and Faculty (3.44), showing that students viewed their academic tasks as fair and their instructors as competent. Meanwhile, Curriculum (3.39) and Extra-Curricular Activities (3.33) were also rated satisfactory but identified as areas needing improvement. Overall, the findings suggest that BEED students are generally satisfied with the program, though enhancements in curriculum design and extracurricular engagement could further strengthen their educational experience.

Table 3-Difference in the Level of Satisfaction as to Instruction when Grouped According to Profile Variables

Table 3 shows the test of significant difference in the level of satisfaction as to instruction when student-respondents are grouped according to profile. There was a significant difference on the level of satisfaction as to instruction when respondents are grouped according to age (Sig= 0.000). The

computed significance value (Sig.) was less than ($<$) 0.05 alpha level of significance, therefore null hypothesis was rejected. On the other hand, the computed significance value (Sig.) for gender (Sig=0.162), and year level (3.757) were all greater than ($>$) 0.05 alpha level of significance. The results indicate that there was no significant difference on the level of satisfaction as to instruction when respondents are grouped according to gender and year level. Therefore, the null hypothesis was not rejected.

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	5.225	4	1.306	0.000	Reject Ho Significant
	Within Groups	29.877	145	0.206		
	Total	35.101	149			
Gender	Between Groups	0.857	2	0.429	0.162	Do not reject Ho Not Significant
	Within Groups	34.244	147	0.233		
	Total	35.101	149			
Year Level	Between Groups	22.830	3	7.610	3.757	Do not reject Ho Not Significant
	Within Groups	12.271	146	0.084		
	Total	35.101	149			

Table 4- Difference in the Level of Satisfaction as to Faculty when Grouped According to Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	1.581	4	0.395	0.117	Do not reject Ho Not Significant
	Within Groups	30.507	145	0.210		
	Total	32.088	149			
Gender	Between Groups	2.201	2	1.100	0.005	Reject Ho Significant
	Within Groups	29.887	147	0.203		
	Total	32.088	149			
Year Level	Between Groups	6.735	3	2.245	1.547	Do not reject Ho Not Significant
	Within Groups	25.353	146	0.174		
	Total	32.088	149			

Table 4 shows the test of significant difference in the level of satisfaction as to faculty when student-respondents are grouped according to profile. The results show a significant difference based on gender (Sig = 0.005 $<$ 0.05), leading to the rejection of the null hypothesis. This implies that students' satisfaction with faculty varies depending on gender. However, no significant difference was found

when respondents were grouped according to age (Sig = 0.117) and year level (Sig = 1.547 > 0.05), indicating that these factors do not significantly affect students' level of satisfaction toward the faculty.

Table 5-Difference in the Level of Satisfaction as to Curriculum when Grouped According to Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	0.398	4	0.100	0.644	Do not reject Ho Not Significant
	Within Groups	23.012	145	0.159		
	Total	23.410	149			
Gender	Between Groups	1.376	2	0.688	0.012	Reject Ho Significant
	Within Groups	22.034	147	0.150		
	Total	23.410	149			
Year Level	Between Groups	1.992	3	0.664	0.005	Reject Ho Significant
	Within Groups	21.418	146	0.147		
	Total	23.410	149			

Table 5 shows the test of significant difference in the level of satisfaction as to curriculum when student-respondents are grouped according to profile. The results reveal a significant difference in the level of satisfaction with the curriculum when respondents are grouped according to gender (Sig = 0.012) and year level (Sig = 0.005), both of which are below the 0.05 alpha level, leading to the rejection of the null hypothesis. This indicates that students' satisfaction with the curriculum varies based on gender and year level. However, no significant difference was found when grouped according to age (Sig = 0.644 > 0.05), suggesting that age does not influence students' satisfaction with the curriculum.

Table 6 -Difference in the Level of Satisfaction as to the Course Requirements when Grouped According to Profile Variables

Table 6 shows the test of significant difference in the level of satisfaction as to course requirements when student-respondents are grouped according to profile. The computed significance value (Sig.) for age (Sig=0.542), gender (Sig=0.066), and year level (Sig=0.173), were all greater than (>) 0.05 alpha level of significance. The results indicate that there was no significant difference on the level of satisfaction as to instruction when respondents are grouped according to gender and year level. Therefore, the null hypothesis was not rejected.

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	0.720	4	0.180	0.542	Do not reject Ho Not Significant
	Within Groups	33.589	145	0.232		
	Total	34.310	149			
Gender	Between Groups	1.244	2	0.622	0.066	Do not reject Ho Not Significant
	Within Groups	33.066	147	0.225		
	Total	34.310	149			
Year Level	Between Groups	1.148	3	0.383	0.173	Do not reject Ho Not Significant
	Within Groups	33.162	146	0.227		
	Total	34.310	149			

Table 7-Difference in the Level of Satisfaction as to Extra-Curricular Activities when Grouped According to Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	0.728	4	0.182	0.524	Do not reject Ho Not Significant
	Within Groups	32.769	145	0.226		
	Total	33.497	149			
Gender	Between Groups	0.261	2	0.131	0.562	Do not reject Ho Not Significant
	Within Groups	33.235	147	0.226		
	Total	33.497	2			
Year Level	Between Groups	0.856	3	0.285	0.285	Do not reject Ho Not Significant
	Within Groups	32.640	146	0.224		
	Total	33.497	149			

Table 7 shows the test of significant difference in the level of satisfaction as to course requirements when student-respondents are grouped according to profile. The computed significance value (Sig.) for age (Sig=0.524), gender (Sig=0.562), and year level (Sig=0.285), were all greater than (>) 0.05 alpha level of significance. The results indicate that there was no significant difference on the level of satisfaction as to instruction when respondents are grouped according to gender and year level. Therefore, the null hypothesis was not rejected.

DISCUSSION

The study found significant differences in the level of satisfaction in specific areas when grouped according to demographic factors. Age was found to influence satisfaction in instruction, while gender

affected satisfaction in faculty and curriculum, and year level also influenced satisfaction in the curriculum.

These findings imply that perceptions of program quality may vary depending on students' personal and academic characteristics. To address these differences and further enhance program quality, a proposed tool was developed to improve areas identified as needing attention, ensuring continuous growth and development in the BEED program.

CONCLUSION

Based on the summary of the findings, the researcher concluded that Majority of the student-respondents are female, in their young adulthood and with fourth year level. The student respondents satisfied on the level of satisfaction towards the bachelor of elementary education program. There was a significant difference in the level of satisfaction as to instructions when respondents are grouped according to age; and Faculty when respondents are grouped according to gender, and curriculum when respondents are grouped according to gender and year level. The proposed tool has been developed in order to address the level of satisfaction in the BEED Program

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