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Exploring Student- and Subject-Related Sources of Bias in Students' Teacher-Performance Ratings

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Abstract

Students' teacher-performance ratings are inaccurate reflections of teaching performance if not free of biases caused by variables not related to teaching effectiveness. While investigations abroad suggest that instructor, student, course and administrative variables present sources of bias, very few studies in the Philippines are available on this research area. For this reason, this study was conducted to determine possible student- and subject-related sources of bias of this measure. Utilizing 729 evaluation ratings of 161 teachers at the Philippine Normal University for four semesters, significant variations presented by three student and four subject variables were analyzed using the t-test, the F-test and the Pearson-r correlation. Findings showed that while undergraduate year level and class size provided negligible variation, significant sources of bias on students' teacher-performance ratings were presented by degree level, field of specialization, semester time, class daytime schedule, and subject classification. With these results, it can hardly be concluded that Filipino students' teacher-performance ratings are free of bias. Students' teacher performance ratings, therefore, must not be taken final and valid unless some measures are adopted. A review of the students' teacher performance instruments or a formation of normative groups to promote greater fairness in the comparison of ratings is recommended.