

“EVALUATION STRUCTURE AND STUDENTS’ ATTRIBUTION IN COLLEGE SCIENCE CLASSES IN ISCOF”

¹**Rizza S. Gumbao, Ph. D.**
Iloilo State College of Fisheries-Main Tiwi
Barotac Nuevo, Iloilo

²**Leah P. Masangya, Ph. D.**
Iloilo State College of Fisheries-Main Tiwi
Barotac Nuevo, Iloilo

³**Bernie S. Bayogos, Ph. D.**
Faculty-ISCOF
Iloilo State College of Fisheries-Main Tiwi
Barotac Nuevo, Iloilo

⁴**Roselyn S. Cabsaban**
Faculty-Senior High School
Dumangas National High School
Dumagas, Iloilo

ABSTRACT

This research was designed to gather information about the students’ attribution in College Science Classes in ISCOF. The general objectives were to determine the attribution tendency that represents the locus of control among college science students. Identify the classroom feedback perceived by college science students and significant relationship between the classroom feedback and the college science students' attribution tendency. The method used in this study was a descriptive research. The study conducted at ISCOF Main Campus, Tiwi, Barotac Nuevo, Iloilo. There were forty respondents randomly selected from four colleges. A revised causal dimensions checklist of college students in their science classes and classroom feedback of students’ were designed as an instrument of the study. Statistical tools used were the frequency, percentage and the test for relationship using the Pearson Product Moment correlation. The result revealed that locus of causality was due to other reason and the attribution tendency were quite attributed among college science students. The classroom feedback perceived by college science students showed that teacher/professor and laboratory equipments and facilities were both extreme and quite well but their motivation to learn was fair and poor. There is no significant relationship between the classroom feedback and the college science students' attribution tendency.

Key words: Students' Attribution, Classroom Feedback and College Science Classes

INTRODUCTION

The problem of students' failures in each and every classroom today has been a major source of concern to educational research practitioners. Many theories have been developed with the effort to explain the nature and causes of the consistent patterns in students' low academic achievement.

Classroom environment encompasses a variety of situations in which individuals are likely to make different types of attributions. Each individual’s attributions, across classroom situations, will be affected by their classroom environment. This study will investigate the if there is an existing relationship between the students' attribution and classroom feedback.

Attribution is concerned with individual’s interpretation of events and how this relates to their thinking and behaviour. Internal attributions (ability, effort) are associated with high achievement; while external attributions (luck, task difficulty) are associated with low achievement and learned helplessness in school. The causal attribution pointing to either internal factors or external factors that cause our behaviour, was cited by Rotter (1975) as locus of control. Internally controlled people are those who view life as a challenge and are willing to learn more skills and knowledge; externally controlled people are those who believe that they have no control over their fate and environment.

Students’ learning experiences are determined to a large extent by the classroom evaluation structure which is controlled by their teachers (Ortiz,1998). Hence, understanding how students perceive environmental cues provided in the classroom context, in relation to the outcomes of their behaviour, would be of great

significance. Teachers and researchers could greatly benefit from this study that would explain the relationship between structural systems in the classroom and the students’ causal interpretation of their successes and failures.

Nowadays, most students rely on gadget that will be another cause or will attribute a lot on their academic performance. Teachers continue to find means on how to motivate students excel on their Science classes. Another is ISCOF Main Tiwi campus is a college located at the barangay for this reason the researchers wanted to find out the causality and attribution tendency among students performance in science classes.

OBJECTIVES

This study was to ascertain the college students' attribution and the feedback/evaluation structure in college science classroom. Specifically, it aimed to answer the following:

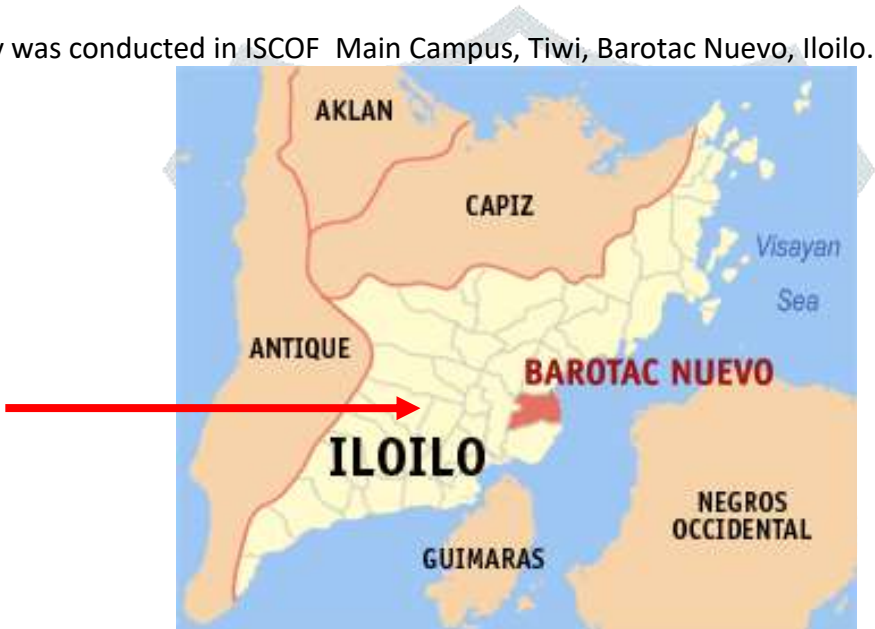
1. What attribution tendency represents the locus of control among college science students?
2. How is the classroom feedback perceived by college science students?
3. Is there a significant relationship between the classroom feedback and the college science students' attribution tendency?

METHODOLOGY

This study employed a descriptive method of analyses. Quantitative method will be used for classroom feedback /evaluation structure and attribution tendencies among college students in their science classes.

Study site

This study was conducted in ISCOF Main Campus, Tiwi, Barotac Nuevo, Iloilo.



The researchers utilized a research made questionnaire and it was validated by three experts among the academe. A purposive sampling technique was utilized to select the respondents of the study. The two sets of questionnaire will be used and be given to a sample of 10 students per college namely: CoEd, CFAS and COMS. These 2 sets of questionnaires are the attribution tendency/ revised causal dimension scale and the Individual Specific Feedback.

The data gathered was treated using the frequency, percentage and the test for relationship using the Pearson Product Moment correlation set at 0.05 confidence level.

RESULTS AND DISCUSSIONS

Table 1. Attribution Tendency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	quite	2	50,0	50,0
	moderate	1	25,0	75,0
	slight	1	25,0	100,0
	Total	4	100,0	100,0

The attribution tendency reflects that the students performance in science classes were quite attributed 50% followed by 25% was moderately and slightly attributed.

Table 1. 1 Locus of Causality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	other reason	3	75,0	75,0	75,0
	due to me	1	25,0	25,0	100,0
	Total	4	100,0	100,0	

The result revealed that locus of causality that represents the locus of control among college science classes, as to causal most of the students the cause of their success in Science classes is due to their selves with 25% while other reasons reflects that there were 75% cumulative percentage.

Table 2. Classroom Feedback

Factors	Extremely Well		Moderately Well		Quite Well		Fair		Poor	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Teacher/Professor	10	25	9	2.5	10	25	4	10	7	17.5
Laboratory Equipments and Facilities	10	25	7	17.5	10	25	8	20	5	12.5
Motivation to Learn	8	20	3	7.5	5	12.5	17	42.5	7	17.5

Table 2 presented the classroom feedback as perceived by college science students showed that teacher/professor and laboratory equipments and facilities were both extreme and quite well with frequency of 10 (25%) but their motivation to learn was fair with a frequency of 17 (42.5%).

Table 3. Relationship between Classroom feedback and attribution Tendency of College Science Classes

		causal	attribution
causal	Pearson Correlation	1	-,522
	Sig. (2-tailed)		,478
	N	4	4
attribution	Pearson Correlation	-,522	1
	Sig. (2-tailed)	,478	
	N	4	4

Table 3 revealed that there is a no significant relationship among classroom feedback and students attribution among science classes in four colleges namely; College of Education, College of Fisheries and Aquatic Sciences, College of Maritime Studies and College of Liberal Arts.

CONCLUSIONS

Based on the findings the following conclusions were drawn:

1. Students performance in Science class was slightly attributed and as to locus of control the cause of their success in Science classes is due to themselves. Therefore the success of students in science classes will greatly depend and attributed by their attitude towards their studies in Science classes.
2. Classroom feedback as perceived by college science students showed that teacher/professor and laboratory equipments and facilities were both extreme and quite well but their motivation to learn was fair. Therefore, students were need the guidance of their teacher/professor and the things needed or will be used

during their experiment or hands-on activities in Science will help them a lot in order to learn more about the subject.

3. There is a no significant relationship among classroom feedback and students attribution among science classes in four colleges namely; College of Education, College of Fisheries and Aquatic Sciences, College of Maritime Studies and College of Liberal Arts. Therefore, the classroom feedback and attribution tendency among science classes differ in each colleges.

RECOMMENDATIONS

Based on the findings and conclusions drawn, the following recommendations were offered:

Students will have to pursue more in order that they will excel on their Science classes because their success greatly depends on themselves. They should take serious notice of their performance in Science classes by joining Science activities to enhance their knowledge and skills. Through this they may be motivated in order to excel their performance in Science classes.

Teachers/ professors will give extra effort in improving their teaching styles, approaches and methodologies so that the students will learn much from them. At the same time they should update themselves with current trends and practices in teaching science by attending seminars, conferences and trainings.

School administrators should give the best assistance especially in providing necessary and appropriate equipments, materials and facilities in making the learning of Science more favourable and enjoyable to students.

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