

Title: Student Expectations: Bases for Management Intervention
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Abstract:

This study primarily aimed to determine what new students of the Philippine Normal University (PNU) expected of and from the University at the start of their college life. Specifically, it sought to determine: 1) the expectations of the freshman students in terms of the following – University services/environment, classroom activities, teacher means of student performance assessment and teacher qualities; 2) the significance of the differences in the expectations of students when grouped according to gender, type and location of high school attended; and 3) the extent to which the respondents' expectations relate to their level of expected success in college and demographic factors.

The first year college students enrolled during the first semester of school year 2007-2008 served as the population of the study. Six sections or 20% of the 30 existing sections in first year were randomly chosen to serve as the sample. In sum, there were 217 freshmen involved in the study. A researcher-developed questionnaire was used as the main data gathering instrument. Some items were culled from the studies of Mancao (2005), Wendorf (<http://www.uwsp.edu/educattion/facets/mainpage.htm>), and Sander, Stevenson, King and Coates (200). It underwent revisions based on experts' comments and tryout results before it was finally administered to the actual sample on the first week of classes in June 2007. Data were analyzed using Microsoft Excel and were later processed using the SPSS Computer software. Frequencies, percentages, means, t-test and the Pearson Product Moment Correlation Coefficient were computed.

The following findings were obtained:

- 1) The top five (5) university services/environment the respondents expected very much from the University were the following: safe and secure campus; clean and green grounds, availability of nutritious and tasty food; provision of clean canteen utensils and surroundings, and student discipline. From this finding, it can be inferred that the students put more premium on university services related to life and health safety, rather than on the less observable, tangible university features such as career placement, guidance and counseling, information dissemination on students needs, library orientation and services, and others which may have direct bearing on their academics. While this seems to be true of the respondents now, it is also known that student expectations change over time.
- 2) On classroom activities, the computed mean was 3.11, interpreted as "Often". Two items obtained ratings of "Very Often" – "Listening to lectures" and

“Participating in group work.” The others received means interpreted as “Often”, like “doing research”, engaging in extension service”.

- 3) All the items on teacher means of student performance assessment obtained averages interpreted in the scale as “Often”. The first three expected methods were: objective examination, oral examination and performance-based assessment. Journal writing as a means of assessment came out as the lowest in the ranking.
- 4) The respondents were asked to give three (3) one-word traits that they expected their college teachers to possess. Results of the qualitative data gathered showed that the responses dwelt more on the personal, rather than on the instructional characteristics of a teacher. The top five expected qualities culled from the student responses were: kind, understanding, strict, patient and approachable.
- 5) No significant differences were found in the expectations of the respondents on the four domains: university services/environment, classroom activities, teacher means of student performance assessment, and other teacher qualities.
- 6) When grouped according to type of high school attended, the respondents differed significantly in their expectations about university services/environment, with private school graduates having higher expectations from the university. No significant differences were obtained in the other three domains.
- 7) Expectations of students were not influenced by the location of the high school they attended.
- 8) A big majority of the respondents believed that their college scholastic performance would be highly or more than highly satisfactory, expecting GPAs higher than 86.
- 9) Significant correlation coefficients were obtained between expectations and university services/environment, and classroom activities.
- 10) Student expectations were also found to be significantly correlated with two demographic factors – GPA in high school and type of school attended.