

Science Student Evaluation of Teaching Effectiveness in Major Courses: Basis for Enhancing Course Delivery

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teaching effectiveness, student evaluation of teaching, student feedback, science education, science student, course enhancement, higher education

Abstract. Evaluating teaching effectiveness through student feedback has emerged as a critical driver for quality assurance as it is vital in higher education. This descriptive mixed-methods study assessed the teaching effectiveness of major science courses including Analytical Chemistry, Biochemistry, Modern Physics, Electricity and Magnetism, and Fluid Mechanics in the Bachelor of Secondary Education (BSEd) Major in Science program to establish an evidence-based foundation for enhancing overall course delivery. The research systematically evaluated student perceptions of the teaching effectiveness across major subjects by combining quantitative numerical ratings with rich qualitative feedback from students. Findings revealed a "Very High" overall level of teaching effectiveness, yielding a Grand Mean of 4.68. However, thematic analysis of the open-ended responses identified critical areas for immediate pedagogical growth. Four distinct emergent themes were identified: Pedagogical Clarity and Real-World Contextualization, Experiential Learning and Active Engagement, Affective Support and Relational Teaching, and Strategic Pacing and Formative Reinforcement. The feedback explicitly indicated a strong student desire to shift away from passive lectures and AI-susceptible take-home worksheets. Instead, students require interactive in-class problem-solving, authentic hands-on laboratory activities, and the direct application of complex scientific formulas to real-world scenarios. The study concludes that while science instructors maintain highly supportive classrooms, science students require strategic instructional pacing to effectively manage the heavy cognitive load inherent in conceptually dense major subjects. To address these, a comprehensive Course Enhancement Plan was developed. The study recommends that implementing these targeted, hands-on interventions will successfully bridge the gap between abstract scientific theories, concepts and practical classroom application.

Introduction

Effective teaching is the cornerstone of higher education. It directly influences student success, academic engagement, and career readiness (Snow et al., 2022). Teachers play a massive role in delivering this quality education (Aquino & Chavez, 2022). In science programs, teaching major courses requires deep subject expertise alongside strong pedagogical skills. However, traditional course delivery sometimes fails to meet the dynamic needs of modern students. Evaluating teaching effectiveness is therefore essential. It ensures that instructional methods actively support and enhance student learning (Ahmad, 2018). Student Evaluation of Teaching Effectiveness is the most common measure of instructional quality in universities worldwide (Chen & Hoshower, 2013). Students are uniquely positioned to observe daily classroom practices. Their feedback provides actionable, formative data, where instructors can use this data to refine their teaching styles, update course content, and improve assessment methods (Marsh & Roche, 1993). This creates a gap between what educator think is effective and what learners actually need (Dinamling & Depaynos, 2025). Incorporating these student perspectives actively shifts the educational focus toward student-centered learning (Zhao et

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al., 2022). Despite the popularity of teaching effectiveness, a gap often exists between collecting feedback and actually improving courses. Many institutions use evaluations strictly for administrative tracking rather than instructional growth. This study argues that educators must analyze how science students perceive their major courses. Student evaluations and feedback must directly inform instructional enhancement and Teachers must use student evaluations to adapt and grow. This process allows them to identify specific pedagogical strengths and target critical areas for immediate improvement (Faculty Perspectives: Student Course Feedback | Center for Teaching and Assessment of Learning, 2019). In the Philippines, universities constantly strive for academic excellence. The standard of excellence is strictly guided by the Commission on Higher Education. Specifically, CHED Memorandum Order (CMO) No. 75, Series of 2017, mandates an outcomes-based framework for the Bachelor of Secondary Education (BSEd) Science program. This policy requires future science educators to achieve deep mastery of their discipline. The mastery is built through rigorous major courses such as Analytical Chemistry, Fluid Mechanics, Biochemistry, Electricity and Magnetism and Modern Physics which are foundational. These demand intense pedagogical content knowledge from instructors. Furthermore, mastering these exact subjects is highly critical as they form the core of the majorship component of the licensure examinations for professional teachers.

Therefore, institutions must regularly evaluate teaching effectiveness. This ensures that classroom practices actually help students learn. Institutions often use evaluations purely for administrative tracking. Instead, student feedback should directly improve course delivery. Recent studies in the Philippines confirm that active student engagement heavily dictates teaching effectiveness (Aliazas et al., 2024). The primary purpose of this study is to assess the teaching effectiveness of major science courses through the lens of student evaluation and feedback, serving as a basis for enhancing overall course delivery. The research aims to determine the level of teaching effectiveness in these major courses as quantitatively evaluated by the science students. Furthermore, the study seeks to deeply analyze the qualitative feedback provided by the students regarding their instructional experiences. The study intends to develop a course enhancement plan designed to elevate instructional quality and improve the pedagogical outcomes of the science program.

Research Questions

Specifically, this study seeks to answer the following questions:

1. What is the level of teaching effectiveness in the major courses as evaluated by the science students?
2. What is the feedback of the science students regarding the teaching effectiveness in their major courses?
3. Based on the findings of the study, what course enhancement plan can be developed to improve instructional delivery?

Methodology

Research Design

This study utilizes a descriptive mixed-methods research design. This approach systematically combines both quantitative and qualitative data collection. The quantitative phase measures the level of teaching effectiveness using numerical ratings. The qualitative phase captures the students' written feedback and personal classroom experiences. These methods combine provides a detailed evaluation of instructional delivery in the major science courses. The paradigm of the study is anchored on the Input-Process-Output (IPO) model to systematically trace the evaluation of teaching effectiveness as in figure 1.

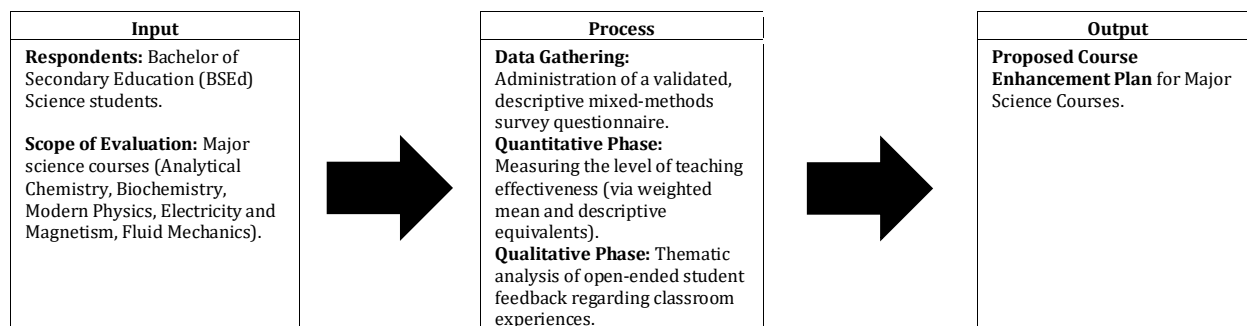


Figure No. 1. Research Paradigm of the Study

Participants and Sampling Technique

The participants of this study are Bachelor of Secondary Education (BSEd) Science students from a selected higher education institution in Ipil, Zamboanga Sibugay. A total enumeration sampling technique was employed in determining study targets with specific specialized subjects enrolled. The researchers strictly select all 52 BSEd Science students who are currently enrolled the major courses: Analytical Chemistry, Fluid Mechanics, Biochemistry, Electricity and Magnetism and Modern Physics on the second semester of academic year 2024-2025 across year level as shown in the table 1.

Year Level	Number of Students	Major Subject Enrolled
I	18	Analytical Chemistry and Fluid Mechanics
II	20	Biochemistry and Electricity and Magnetism
III	14	Modern Physics
TOTAL	52	

Table No. 1. Profile of the Participants

The sample population is exclusively limited to BSEd Science students who are enrolled in the specified major courses. Non-science majors, freshmen taking general science subjects, and students from other education specializations are completely excluded. The study evaluates only variables related to instructional delivery, such as pedagogical strategies, subject mastery, and classroom management. It deliberately excludes external factors that might influence education, such as university infrastructure, student socioeconomic status, or broad administrative policies. The methodology relies solely on self-reported student evaluations. It does not include direct classroom observations by academic dean, nor does it analyze actual student grades to measure teacher competence.

Research Instrument

The primary data gathering tool is an adapted research instrument of University of the Philippines to assess teaching performance developed by Aquino, J.L., (2021). The instrument was divided into three distinct parts. Part I collects the respondents' academic profile, specifically their year level and current major courses. Part II is a quantitative assessment utilizing a 5-point Likert scale consist of twenty (20) item statements in measuring teaching effectiveness across core dimensions: pedagogical content knowledge, classroom management, and assessment practices. Part III contains two (2) open-ended questions designed to elicit qualitative feedback and specific areas for instructional improvement.

Validation

The research instrument underwent rigorous validation. First, the questionnaire was submitted to a panel of three educational experts for content validation. This panel include a seasoned science professor, an instructional design specialist, and an academic department head. They evaluated each item for clarity, relevance, and alignment with the study's objectives. The Experts comment and suggestions on the instrument validation are incorporated in the final instrument of the study.

Reliability Testing

After expert validation, the instrument underwent a reliability test. The researcher conducted a pilot test involving 30 BSEd Science students from a different institution who do not participate in the study. The quantitative results of the pilot test analyzed using Cronbach's Alpha. A reliability coefficient result of 0.89 obtained which indicates very reliable internal consistency of the questionnaire.

Data Collection Procedure

Data collection strictly follow ethical research protocols. First, the researcher secured formal written approval from the dean and the department head of the BSEd Science program. Upon approval, informed consent forms were distributed to the target participants. This form clearly states the study's purpose and guarantee the strict confidentiality of their responses.

To ensure efficiency and high response rates, the validated questionnaire is digitized and administered through an online survey through google form. The researcher shared the secure survey link through students' official google mail accounts. Participants were given a two-week timeframe in the completion of the evaluation. The researcher monitors the submissions daily to ensure the target sample size was met.

Data Analysis

The collected data were analyzed using the appropriate statistical tools and methods to answer the research questions for quantitative and qualitative part of the study.

To answer the first research question on the level of teaching effectiveness, descriptive statistics was used. The researcher computed the weighted mean and standard deviation for every survey item. The calculated means are interpreted using a predetermined Likert scale scoring guide as shown on table 2 below. This quantified the instructional performance in the major courses.

Numerical Scale	Description	Interval Scale	Descriptive Equivalent
5	Strongly Agree	4.21-5.00	Very High
4	Agree	3.41-4.20	High
3	Neutral	2.61-3.40	Moderate
2	Disagree	1.81-2.60	Low
1	Strongly Disagree	1.00-1.80	Very Low

Table No. 2. Range of Means and Descriptive Equivalents for Student Evaluation of Teaching Effectiveness

To answer the second research question on student feedback, the researcher used thematic analysis. The qualitative responses from the open-ended survey questions were carefully read, coded, and categorized. The researcher identified the recurring patterns and group them into distinct pedagogical themes as guided in the study of Braun & Clarke (2006) and Kiger & Varpio, (2020). The thematic breakdown of the students' written feedback and survey results of the student evaluation of teaching effectiveness served as the direct, empirical foundation for the development of the course enhancement plan to answer the third research question.

Results and Discussion

Student Evaluation of Teaching Effectiveness in Major Courses

Table 3 shows the Student Evaluation of Teaching Effectiveness in Major Courses. As shown in the table below, the data clearly indicates that the level of teaching effectiveness in the major science courses is Very High. The overall Grand Mean across all subjects and indicators is 4.68. This demonstrates that science students are exceptionally satisfied with the instructional delivery of their instructor. A closer examination of the individual indicators reveals specific areas of excellence. Science students rated Instructors scored highest the item statements "Was open to student suggestions and feedback" scored an impressive 4.81. Additionally, "shows respect for student diversity" scored 4.78. This confirms that the faculty excels at creating a safe, inclusive learning environment. Recent studies emphasize that this psychological safety is a primary driver of academic success in difficult STEM courses (Alianzas et al., 2024).

	Analytical Chemistry	Fluid Mechanics	Biochemistry	Electricity and Magnetism	Modern Physics	Mean	Descriptive Equivalent
In this class, the instructor,							
explains the objectives, expectations & requirements of the course.	4.67	4.80	4.70	4.89	4.69	4.75	Very High
encourages students to think critically and/or creatively.	4.67	4.60	4.90	5.00	4.62	4.76	Very High
speaks / Communicates clearly.	4.50	4.60	4.80	5.00	4.54	4.69	Very High
answers students' questions clearly & adequately.	4.42	4.80	4.40	4.89	4.62	4.62	Very High
provides feedback on assignments, exams, lesson plan, lab reports that helped me understand my errors and how to improve.	4.58	5.00	4.70	4.89	4.69	4.77	Very High
is able to help students understand complex ideas related to the subject matter.	4.67	4.80	4.60	4.89	4.62	4.71	Very High
encourages student participation and questions.	4.58	4.80	4.50	4.78	4.54	4.64	Very High

uses a variety of teaching methods (e.g., lectures, demonstrations, group work) effectively.	4.58	4.80	4.80	5.00	4.46	4.73	Very High
relates the subject matter to issues and developments in the discipline and/or real-life concerns.	4.50	4.60	4.30	4.89	4.62	4.58	Very High
encourages students to participate in class discussions/activities.	4.58	5.00	4.70	4.78	4.54	4.72	Very High
was well-prepared for each class session.	4.50	4.40	4.40	4.89	4.54	4.55	Very High
makes himself/herself available for consultation.	4.67	4.80	4.50	4.89	4.54	4.68	Very High
encourages students to express their ideas & viewpoints.	4.75	4.80	4.60	5.00	4.62	4.75	Very High
shows enthusiasm for the subject matter.	4.42	4.80	4.40	4.89	4.46	4.59	Very High
shows respect for student diversity & individual differences.	4.67	4.80	4.90	5.00	4.54	4.78	Very High
makes full use of the required hours for learning.	4.33	4.20	4.70	4.78	4.46	4.49	Very High
was open to student suggestions and feedback.	4.75	4.80	4.90	4.89	4.69	4.81	Very High
Overall, in this class,							
I feel that I have learned a significant amount in this subject.	4.33	4.40	4.50	4.78	4.38	4.48	Very High
I am satisfied with the quality of instruction in this subject.	4.67	4.60	4.70	4.89	4.46	4.66	Very High
I would recommend this instructor to other students.	4.83	5.00	4.90	4.89	4.54	4.83	Very High
Grand Mean						4.68	Very High

Table No. 3. Student Evaluation of Teaching Effectiveness in Major Courses

Furthermore, there are notable differences across the major courses. Electricity and Magnetism consistently received the highest possible scores, with multiple indicators hitting a perfect 5.00. Conversely, Analytical Chemistry and Biochemistry generally received slightly lower ratings. This variance is common as the course are highly mathematical or conceptually dense subjects often receive lower student evaluations due to increased cognitive load (Dinamling & Depaynos, 2025).

Feedback of Student Evaluation of Teaching Effectiveness in Major Courses

In addition to the evaluation results for teaching effectiveness of science major courses by the students, the qualitative response from the open-ended survey questions were analyzed using thematic analysis. There were four (4) themes emerged from the student feedback based on their experiences. They were: Pedagogical Clarity and Real-World Contextualization, Experiential Learning and Active Engagement, Affective Support and Relational Teaching and Strategic Pacing and Formative Reinforcement.

Theme 1: Pedagogical Clarity and Real-World Contextualization

This theme refers to the critical importance of how information is delivered. Students highly value instructors who can deconstruct complex scientific concepts into simple, digestible explanations. When Participants answers the question in relation to their learning experience in the major courses, what does their instructor do that find them very helpful/effective? Participants claimed that,

“Our instructor is very good at breaking down complex topics into simpler, more digestible explanations. He use relevant, real-world scenarios, which makes the formulas much easier to grasp and relate to our everyday lives” – P5, P9, P10, P13, P15, P20, P23, P35, P40, P45

Other participants shared that,

“When he gave us a worksheet or conducted a laboratory experiment, his teaching method was very effective and easy to understand.” -P1, P5, P13, P20, P34, P36, P45, P50, P52

A recurring strength is the instructor's ability to anchor theoretical lessons to real-world scenarios. Participants added that;

“Instead of just reading from the book, I appreciate it when the teacher uses real-life examples for every concept. It clarifies the difficult lessons and helps us see how we can apply these scientific principles to real situations in the future.” -P3, P6, P9, P12, P19, P27, P33, P38, P43, P48

This aligns with Situated Learning Theory (Lave & Wenger, 1991), which posits that learning is most effective when embedded within authentic, real-world contexts and activities, significantly enhancing student comprehension and knowledge retention.

Theme 2: Experiential Learning and Active Engagement

This theme captures the students' strong desire for dynamic, participatory classrooms. Traditional, passive lectures are less effective than interactive methods. Students explicitly praised hands-on laboratory activities, collaborative group work, and practical experiments. Participants said that,

"I appreciate our instructor's willingness to answer our questions thoroughly and explain them in an easy way so that every one of us can understand. I find hands-on laboratory activities and experiments to be the most effective part of my learning experience." -P2, P9, P14, P19, P24, P35, P41, P47, P52

When students answered the question on how do they think can the teaching in this subject be improved to enhance their learning experience? Student replied that,

Biochemistry is a major subject in my chosen program. In order for us students to enhance our learning experience, we must participate in more laboratory activities that correspond to the lessons that were discussed." -P19, P23, P26, P27, P34, P40, P41

Other participants said,

"I think more hands-on projects would be great."-P8, P12, P13, P15, P35,

Participants deliberately share their feedback indicates a need to shift away from excessive take-home activity sheets which students noted are susceptible to AI generation as in favor of deep, in-class discussions and interactive problem-solving. They noted,

"This course requires deep comprehension, so I think the teacher needs to focus more on discussion and less on activity sheets or take-home activities, because worksheet answers can easily be AI-generated." P21, P28, P35, P45, P49, P50

Also,

"It may be better if we do more fun activities while learning. I recommend things like watching short videos."P7, P11, P24, P33, P52

This feedback directly supports the landmark findings of Freeman et al. (2014), whose meta-analysis demonstrated that active learning instructional strategies significantly increase student performance and reduce failure rates in undergraduate science, technology, engineering, and mathematics (STEM) courses.

Theme 3: Affective Support and Relational Teaching

This theme underscores the psychological and emotional components of the learning environment. Teaching effectiveness is heavily influenced by the instructor's demeanor. Students thrive when instructors are approachable, maintain a positive mood, and encourage open questioning without judgment. Providing timely, constructive feedback focused on student growth rather than just grading fosters a safe learning space. Participants shared that,

"He is fair and very approachable. He is very passionate and strict when it comes to worksheets and discussions, the way he delivers his lessons is clear. His teaching mood is very positive; he always shows a smile, brings good energy, and gives positive feedback on our work." -P4, P9, P11, P24, P28, P36, P39, P45, P49.

Furthermore, participants shared,

"I think studying this subject is very fun. Aside from learning about radioactive decay, half-life, carbon dating, etc., I realized that this subject excites me about how I will teach my future students so that they will also enjoy the world of physics. The way I learned was different, but I want to engage them and make learning fun. This motivates me to study more and improve, so I can provide the best education my future students need while ensuring they enjoy the process." -P3, P12, P17, P24, P30, P40, P49

Conversely, students also noted that increased patience and consideration from instructors would further improve their overall academic experience. Participants noted,

"Maybe he could add some patience and consideration when teaching sometimes." - P7, P34, P46

Cornelius-White (2007) strongly supports this, emphasizing that learner-centered teacher-student relationships—characterized by empathy, warmth, and encouraging feedback—are highly correlated with improved student cognitive and affective outcomes.

Theme 4: Strategic Pacing and Formative Reinforcement

This theme addresses the cognitive load placed on science students. The speed of instruction directly impacts learning outcomes. Students suggested that instructors should slow down the instructional pace, tackling one topic at a time with step-by-step explanations. Participants shared that,

"Lessons should be taught slowly, taking it one topic at a time. Slowing down the pace and providing step-by-step explanations would really help, especially when the subject gets challenging." -P16, P27, P38, P49

Another participant, claimed that,

"It would be very helpful if the teacher could recall the previous topic before moving on to the next one. Providing summary sheets and giving short practice quizzes after each topic really helps us reinforce our learning and retain the information." -P24, P29, P35, P47

Additionally, students require continuous cognitive reinforcement to master major courses. They highly value formative assessment strategies, such as short practice quizzes, summary sheets, and deliberate reviews of previous topics before introducing new material. Participants acclaimed that,

"To improve learning in this subject, I think slowing down the pace would help because sometimes I find the topics hard to follow. Using PowerPoint is helpful, but having more time for questions or practice would make the lessons more engaging and easier to understand." -P18, P26, P35, P48, P50

This directly anchors to Sweller's (1988) Cognitive Load Theory, which argues that instructional design must manage the limitations of working memory, and to Black and Wiliam (1998), who proved that frequent, formative assessments drastically improve student achievement.

Based on the quantitative evaluation ratings and the qualitative thematic analysis, a comprehensive course enhancement plan was developed. The table 4 below, illustrates the matrix outlines on the specific objectives, targeted classroom interventions, and expected learning outcomes for each thematic area on the proposed enhancement plan. This plan serves as a practical, data-driven blueprint. It is designed to help science instructors refine their daily teaching strategies, manage student cognitive load, and ultimately elevate the overall quality of the BSEd Science program.

Emergent Theme / Key Area	Specific Objectives	Targeted Instructional Interventions	Expected Outcomes
1. Pedagogical Clarity & Real-World Contextualization	To bridge the gap between abstract scientific theories and practical, real-world applications.	<ul style="list-style-type: none"> • Contextualized Scenarios: Integrate highly relevant, discipline-specific examples into lectures. • Concept Deconstruction: Standardize the practice of breaking down complex formulas into simpler, digestible steps before moving to application. 	Increased student comprehension, improved ability to relate theoretical science to future professional practices, and enhanced knowledge retention.
2. Experiential Learning & Active Engagement	To transition from passive, take-home tasks to dynamic, in-class participatory learning.	<ul style="list-style-type: none"> • In-Class Problem Solving: Replace highly AI-susceptible take-home worksheets with interactive, in-class exercises. 	Higher levels of student engagement, reduction in academic dishonesty (AI

3. Affective Support & Relational Teaching	To cultivate a psychologically safe, encouraging, and patient learning environment.	<ul style="list-style-type: none"> • Enhanced Lab Integration: Ensure laboratory activities strictly correspond to current theoretical discussions. • Multimedia Integration: Utilize short, targeted educational videos to supplement complex topics. • Constructive Feedback Loop: Shift focus from purely numerical grading to providing specific, growth-oriented feedback on student outputs. 	<p>reliance), and improved practical laboratory skills.</p> <p>Increased student motivation, reduced academic anxiety, and improved teacher-student relational trust, leading to better overall performance.</p>
4. Strategic Pacing & Formative Reinforcement	To manage students' cognitive load and solidify mastery of core competencies.	<ul style="list-style-type: none"> • Patience and Pacing: Consciously demonstrate patience and extended consideration when students struggle with conceptually dense subjects such as Biochemistry. • Positive Reinforcement: Maintain an approachable demeanor to encourage open, unjudged questioning during difficult topics. • Adjusted Pacing: Teach conceptually dense topics slowly, focusing on one concept at a time rather than rushing syllabus completion. • Formative Quizzing: Deploy frequent, short practice quizzes on specific topics to check understanding before moving forward. • Structured Recall: Utilize summary sheets and deliberate reviews of previous topics—or diagnostic reviews like post-mock board exam analyses—to reinforce prior knowledge. 	<p>Reduced cognitive overload, improved retention of foundational concepts, and higher readiness for high-stakes major examinations.</p>

Table No. 4. Proposed Course Enhancement Plan

Conclusion and Implications

The study concludes that science instructors in the BSEd program exhibit a highly commendable level of teaching effectiveness. The quantitative ratings confirm that students deeply respect their instructors and feel supported in diverse, inclusive classrooms. However, the study also reveals that high numerical scores do not mean instruction is flawless. The qualitative feedback exposes the nuanced challenges of learning complex sciences. Students face significant cognitive load in subjects like Biochemistry and Analytical Chemistry. They require strategic instructional pacing, not rushed syllabus completion. Furthermore, students demand active, experiential learning. Passive lectures and take-home worksheets are losing their effectiveness, especially with the rise of AI tools. Students learn best when abstract concepts are anchored to real-world applications and tested through immediate, hands-on practice. Future studies should extend by comparing these teaching evaluation scores with the students' actual grades and include direct classroom observations by academic supervisors to validate and complement the students' self-reported survey data.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is only available upon sending a formal request letter to the authors of the study.

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Appendices

Appendix A. Student Evaluation of Teaching Effectiveness

This appendix contains the primary survey tool used to gather data for the study. The adapted research instrument evaluates students' perceptions of teaching effectiveness across several core dimensions, employing a 5-point Likert scale for quantitative ratings alongside open-ended questions for qualitative feedback. By analyzing these responses, the researcher identified specific strengths and areas for improvement in current teaching practices. These insights ultimately provided the empirical evidence needed to propose enhancements for course delivery.