Participation of Course Teaching Evaluation System (CTES) as ICT tool in Educational Management

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Abstract

CTES is a subject assessment and management system for web development. It is developed to provide a web based system which allows student to evaluate subjects and lecturers regarding the teaching and learning process where it could improve the quality of instructional act and the management .This improvement and development of lecturers performance, subject to the creation of new policy where this research enable us to more accurately diagnose student need and evaluate programs for the benefits of student, faculty and administration.

Keywords: CTES, management

Introduction

The process of globalization and technological changes has driven to emergence of a new global economy where it brought changes to the nature and purpose of educational institutions. These changes affecting both our democratic and democracy and this may shape citizens behavior which affects their learning about public policies (Insua.D.R, Kersten.G.E, Rios.J, Grima.C, 2007). This is mainly because the usage of ICTs. ICTs stands for information and communication technologies and UNESCO has defined as the system of technologies, tools and

devices that are used to transmit, process store, create, display, share or exchange information by electronic. Computers are ubiquitous in educational administrative offices (Carnoy.M, 2004). This is the reason, Ministry of Education has integrated ICTs into education on a fundamental level, by incorporating system to facilitate management and as an information gathering in a various form. Other than that, ICTs become a tool to provide people with the capacity to participate and influence decision making. Some academic studies had proven that ICT have already examines how technology can be used or helps to enhance the rate of participation in policy making. ICT becomes 'citizen technologies' where power over decision making is transferred directly to people.

To plan anything or to make the organization effective, policy makers plays an important role here. These policy makers encounter with socially relevant problem. To handle this problem, the participation of citizen and other stake holders is very important. By this way, the policy makers can increase the quality of their policy and realize a broader support for and understanding of actions. Policy making is more to a process of cooperation and participation in which the policy maker becomes a facilitator of the process. Participation of stakeholders is usually troubled by insufficient knowledge and their attitudes too. Another problem is, to build the cooperation among the stake holders to understand the point of view and these could create an argument between them.

So, to overcome this problem, ICT tools can be used to allow stakeholders to participate by express their ideas, experiment with measures and actions and take the place of other participant to understand their way of reasoning and to raise awareness. It has provided a new parameter and gateway to gather information and data with a huge storage (Hashim et al,2009). By this way, ICT is used to revise and improve the policy because the new role requires new instruments or tools with a strong focus on communication and participation. However nowadays life guided and dominated by ICT and that is the reason policy without input of ICT incapable to provide a decent life. Furthermore, it facilitates discussion and results that seems to be usable for findings in a real world solution (Wien, 2002).

Literature Review

Public participation

Participation is about including all those people into decision formulation and decision making that are effected by the outcome of such processes. They should have the possibility to effectively participate in the process of decision making, implementation, management and benefit sharing.

Participatory democracy promises broadened citizen involvement and contribution, leading to greater legitimization and acceptance of public decisions, greater transparency, and efficiency in public expenditures, and greater citizens' satisfaction (Rennetal.1995; Baierle and Cayford 2002). Participatory emphasizes learning and encourages citizens to consider the preferences of other participants and to justify or modify their own preferences (Radcliff and Wingenbach 2000). ICT can improve participation processes by providing tools for the facilitation to make use in policy making.

For many societal decisions, government and public bodies are beginning to involve stakeholders and the general public to a far greater extent than previously in the decision process for the policy.

E-Participation

To design a policy, participation of stakeholders is very important but the information gathered still won't be enough without the usage of ICT. This is because participation without ICT drive for a full participation of stakeholder which can be costly and time consuming (Bayley & French,2007). Other than that, it provides a massive decision making like what shows in figure 1.
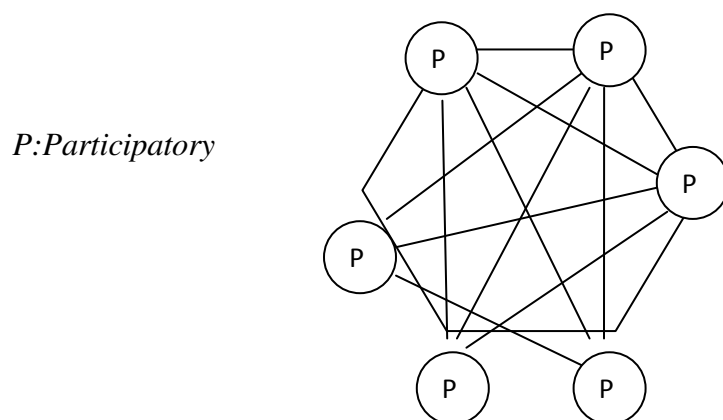
P:Participatory

Figure 1 : Communication between stakeholders without ICT (Wien, Otjens & Wal, 2003)

E-participation provides information sharing within stakeholders in one way or two ways which provide a genuine dialogue and landing up to a discussion. Wien, Ojens and Wal (2003) mentioned that e-participation allow the stakeholders to participate in a virtual world where it help in the process to conduct experiment with standard measurement and actions. E-

participation replaces other participants to understand their way of reasoning and raise awareness and indirectly form a community cohesion which can smoothen tension between involved (figure 2). For example when student given a task to evaluate the teacher's teaching, they only need to participate without meeting each other and without discuss on anything which might provide different ideas that not cooperated with each other. E-participation forms a decision making which is quality because it acts as a supplement in a way of formal or informal in management
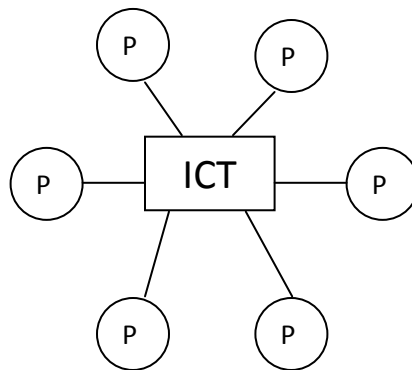

Figure 2 : Communication between stakeholders with ICT (Wien, Otjens & Wal, 2003)

Level of Participation

Participatory is more of a general approach to achieve accountability, transparency and active citizenship. The degree of participation could range from zero to 100% in different stages (Cotton et al., 1988; Black & Gregersen, 1997; Brenda, 2001).The participation varies from case to case and in FAO document (Karl,M.,2002) suggest seven different levels:

- Contribution: This kind of participation is not being forced and stakeholders are volunteer to take part or be an input in the task or project given.
- Information Sharing: Stakeholders are informed about their rights and responsibilities and it will happen when a Headmaster of a school highlight to teachers about their rights and responsibilities and by understanding this, all teachers will share the information that they had and provide it for policy making.
- Consultation: Stakeholders are given the opportunities to provide their ideas but by end of the day, the decision making depends on policy maker. For example through the

discussion, the headmaster will collect the data or ideas which are dominant but the decision making is in policy makers' hand.

- Cooperation and consensus building: Stakeholders negotiate positions and help to determine priorities, but the process is directed by outsiders (Rietbergen,2009).
- Decision Making: Stakeholders playing a role in decision making to form a policy.
- Partnership: Stakeholders work together as equals to achieve the goals.
- Empowerment: Stakeholders take over the control of decision making that have resources to them (Rietbergen, 2009).

Level of participation is important to identify the evaluation methodology of policy and it informs the mechanisms to take part in the decision making and the ability to contribute and influence the policy agenda.

Educational Management

Educational Management is a field of study and practice with the operation of Educational Organization (T. Bush, 2003). It is also a continuous process through which members of an organization seek to coordinate their activities and utilize their resources in order to fulfill the various task of the organization with maximum possible efficiency. (Hoyle, 1981:8)

E-Participatory Based Management Process

It cannot be denied that, e-participatory is important to make a decision to produce a micro policy. Wien, Otjens and Wal (2003) stated that the main goals are to meet political, cultural and economic factors. In my point of view, it is also to increase trust in the process through ensuring a transparent and democratic process towards any decision making. This E-participatory based management process can be divided into 3 kinds of approaches (Geertman 1996, Wachowic, 2000):

- *Decision* – Oriented Approach: It happens in a situation of uncertainty where one is not sure about the structure of decision making and its response upon the actions of actors. So, the solution is the management will inform the actors about future decision-making and it provides the actors with the information they need to participate in a meaningful way.
- *Action* – Oriented Approach: Stakeholders will do a planning to make a decision based on their interactions and beliefs that those are affected by a decision have a right to be involved in the decision making process.
- *Search* – Oriented Approach: Stakeholders will search for direction and seeks input from participants which reveal a new solution outside the direct scope of the observed problems. Here, they learn to become wiser (Kleefman, 1984) and also promotes

sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision makers.

The Advantages of Participation in Decision Making

- *Greater pool of knowledge*: According to Probst (2005), when employees participate in the decision making process, they improve their understanding and perceptions among colleagues and enhance personal value in the organization. For example, the teachers that involved might get a wide knowledge whether the implementation of ICT could improve teaching and learning.
- *Different perspective*: Here, each participation has an opportunity to share their perspective and voice their ideas. So, each member can link their team decisions to achieve the results. For example, different teacher might have different perspective on their finding. So they will gather information's and make a discussion about merits and demerits of students' achievement on this and try to find out the solution.
- *Greater comprehension*: This will build a good team work and teachers tend to draw out a clear picture based on their findings.
- *Increased acceptance and motivation*: According to Brenda (2001), by sharing decision-making with other employees, participants eventually achieve organization objectives that influence them. For example, the headmaster plays a role where he tend to solve the problem arise between teachers involve healthily into the making of the micro policy. perception and give a motivation to teachers to
- *Training ground*: Indirectly these providing a professional training where the teachers get involved and know how to cope with group dynamic. Other than that, this creates a healthy teamwork in participatory.
- *Empowerment*: The teacher will feel that they are not neglected to form a policy and by this they feel that they are important for the policy making.

The Disadvantages of Participation in Decision Making

- *Accountability*: If one of the particular teacher's decisions is not effective, he or she would not be given accountability to make the decision. So, may be other teachers won't cooperate with him or her and this may affect the schools aims.
- *Social pressure*: If the teachers are not really good in access the ICT, this will create irritants among them and that teachers will feel pressure.
- *Domination by a local few*: It happens when one person takes control of the group and urges everyone to follow their standpoints. Sometimes, a quality of group action reduces

when other teacher try to dominate and give more importance to their findings in a making decision.

- *Logrolling*: This is happens if there are political wheeling among the teachers.
- *Goal displacement*: The arguments or dissatisfaction regarding the decision making can displace the aim and the goals of the policy making.
- *Time*: When there is no unity in decision making, this might waste a time and it also happens with the ideas coming from many people.

ICT used as E-management

E-management means using technology to conduct business transactions, such as buying and selling goods and services. E-management is not merely influencing the traditional enterprise management, such as planning, organizing and controlling but also influencing the R&D, purchase, production, processing, manufacture, inventory, sales and customer service. E-management reduces the intermediate activities and shortens the duration of information circulation which speeds up the market response. While the traditional information circulation relies on the organization hierarchy, middle managers bear the responsibility to accept the instructions and transfer them into the actionable commands for execution. Under E-management, network and ICT application will take this role, which enables the company to develop diversified organization structure to cater all kinds of challenges and opportunities. ICT and network process will replace the traditional mode of purchase, information gathering & transfer, supplier search, pricing, negotiation, etc. This will retrench the traditional function department and the organization structure will be flat.

Course Teaching Evaluation (CTE)

There are two types of evaluation which is formative evaluation and summative evaluation. The evaluation of course instruction can provide a information how to develop the performance of lecturers improve the teaching method. Formative evaluation is conducted during the operation of a program (Pah Sock Hon,2004) where it contribute a decision of a program development. Summative evaluation is conducted at the end of the program where the information gathered can be used to shape the course development and also lead to decisions concerning program continuation, termination, expansion or adoption. The CTE system that used at the end of semester which is mean one of the requirement for the fulfillment of course is more toward the summative evaluation procedures.

CTES

CTES stands for Course and Teaching Evaluation System and it is use as one of the ICT tool to participate in the education management to design a policy. The exercise of course and teaching evaluation is a process carried out by the academic division of any colleges or universities. This online (web-based) evaluation obtaining student's feedback on the quality of course and teaching taken by students. The students need to evaluate their lecturers teaching before register for the next semester. This is to enhance the effectiveness of the teaching and enhance the quality of the faculty or universities.

Participation of CTES (web-based) in Higher Education

As we know, ICT has played an important role in improving data collection in educational system (Carnoy, 2004). One of the ICT activities in higher education for teaching evaluation is CTES. CTES using student testing or student rating as a measure of school productivity (Benvenniste, 2000, DeBray, Parson & Avila, 2002). The participation of online teaching evaluation is conducted as a survey among students to rate their lecturers. By this the faculty administrators might discover some weakness and find a solution to rectify it. The purpose of usage of   web-based teaching evaluation is to form a micro policy to every colleges and universities. There are many systems to measure the teaching effectiveness and the faculties' quality but after so many methods and proposals, research findings shows that CTES bring satisfaction to so many users. It has been developed and upgraded to rectify the weakness that had been identified. Previously, the manual evaluation was used to assess course and teaching evaluation. After the education bureaucracy find out that policy implementation is not really effective, the existing policy revised to form a good policy. By introducing the new web-based teaching evaluation system which is called CTES, the participation process become more easy and more students volunteer themselves to contribute a good education policy.

Course Evaluation

No	Course Code	Course Name	Lecturer Name	Grouping	Date Open	Date Close	Evaluation Status
1.	PXGM6101	EDUCATIONAL MANAGEMENT: THEORY AND CONCEPT	DR. KAZI ENAMUL HOQUE	1	20/09/2010 09:00 AM	07/11/2010 23:59 PM	✓
2.	PXGM6102	EDUCATIONAL ADMINISTRATION AND ORGANIZATION	DR. BAYANI URSOLINO ALMACEN	1	20/09/2010 09:00 AM	07/11/2010 23:59 PM	✓
3.	PXGM6106	INFORMATION TECHNOLOGY IN EDUCATIONAL MANAGEMENT	DR. MARIA AURORA CORREA BERNADO	1	20/09/2010 09:00 AM	07/11/2010 23:59 PM	✓
4.	PXGM6108	STRATEGIC POLICY MANAGEMENT IN EDUCATION	DR. GAZI MAHABUBUL ALAM	1	20/09/2010 09:00 AM	07/11/2010 23:59 PM	✓

Number of course (s) to be evaluate: 4

CTES adopted in universities, is a computer system that students can value their lecturer of every subject. It is an example of using ICT in participatory decision making. Participants can evaluate the lecturers through website. It is more convenient for the students to do the evaluation (anywhere, anytime). On the other hand, every student has the right to participate in CTES, although not all students are qualified to judge the lecturer.

By the way, students who fail to do CTES, within the given period will be barred from the online pre-registration for courses in next semester. The administration of CTES in university should find out the ways to filter out those unqualified one and the information might be used to evaluate the existing policies, whether they need to be modified.

3) PROBLEM STATEMENT

Evaluation of student for teaching effectiveness in instructional courses has become a mandatory part for graduate and undergraduate in most of the colleges and universities. It has became an indicator of the course quality and an important element in the consideration of the reward assessment process for the teaching faculty (Gretes,2000). In earlier times, access to the university was limited and only a few have been chosen. Therefore, the teaching were admitted to the halls of academia and question of good and bad teaching was less of an issue or even irrelevant. Nowadays, the population of students has grown and most of them receive an opportunity to gain the knowledge. Consequently, the teaching method needs to meet the challenges, where the delivery of the knowledge needs to reach to every student. To enhance the instructional leadership, the researcher came out with the idea of evaluating teaching, not only in schools, but also in higher education institutes. Since 1960's, colleagues and universities had a manual evaluation and there is no standard system use to evaluate the courses offered and also the lecturer performance. The problem that occurred here, the management spend more time to analyze the survey form.

Then, now we are having a course evaluation system where we need to evaluate the lecturers based on their performance and reliability of content that they deliver. No doubt that the participation of CTES as ICT tool had lower the turnaround time to deliver results to faculty and student, and also increased ability to perform statistical analyses with course evaluation data (Ravenscroft & Enyert,2009). The problem that could happen is, the participation of students are genuine or not, which means whether they know the purpose of evaluating the teaching. Even tough, the students' participation became mandatory to evaluate the course for their fulfillment of their studies; student should know the purpose of evaluating the lecturers. This is important aspect, to get a relevant and 'clean' rating where there is no student will rate with 'bias' purposes or do it just for formality.

Second, does the student really aware of the evaluation system and does the student really feels comfortable to fill in the system within the given time is another question. This is important

because the students shouldn't feel forced by doing this because they are usually busy with the assignment given. The participation would influence the response rates which are very important element to know the efficiency of teaching.

Third, whether the problem of the student has been really looked into is another question too. This is because; there is no any record such as a statistical data that provide information based on race and gender. This could help the student to be aware of their participation and benefits of it.

Fourth, regarding the questionnaires does it really meet the perception of students is another aspect. The question that provided should be relevant to the course and accommodate the important needs of the student.

Overall, this research is very important to acknowledge the importance of participation of CTES as ICT tool in educational management to other colleagues or universities, so that they can upgrade the system and questionnaire that they provided. It is very important to create quality questionnaires for the faculty development because student is the main body for the evaluation participation. A casual search of the ERIC database for "student evaluation of teaching performance" reveals over 5,000 citations (Cashin (1999) found over 2,000). Even tough, there is a many research on online evaluation system, there is a need for the research examining instrument development for time to time.This could upgrade the existing system and the management could find the way to improve the CTES.

4) CONCEPTUAL FRAMEWORK

Traditionally, ICT impacts research towards education have been made, especially in the development of an educational information service platform based on WebGIS (Zeny Yu-Feng, Ma Wei – Feng & Mao Ke-Ji, 2009). While the scientific management model proposed by Taylor (1917) highlights the need for employee's involvement in the decision making process where the model is actually similar to bureaucracy model. Previously, the participatory based management models are being advocated by many scholars (Mullins, 200; Miller, 1995; Weaver, 1974). It has given great impacts on economic, education, health and etc. Thus, it helps us to collect, synthesize and analyze a huge amount of open-ended and close ended data while monitoring, and it has a high level of ethical practice as well as ensuring confidentially (Hashim, Alam, &, Siraj; 2010). This literature provides a starting point to address the research question from the students' perspectives on CTES which ease the management in local universities in Malaysia.
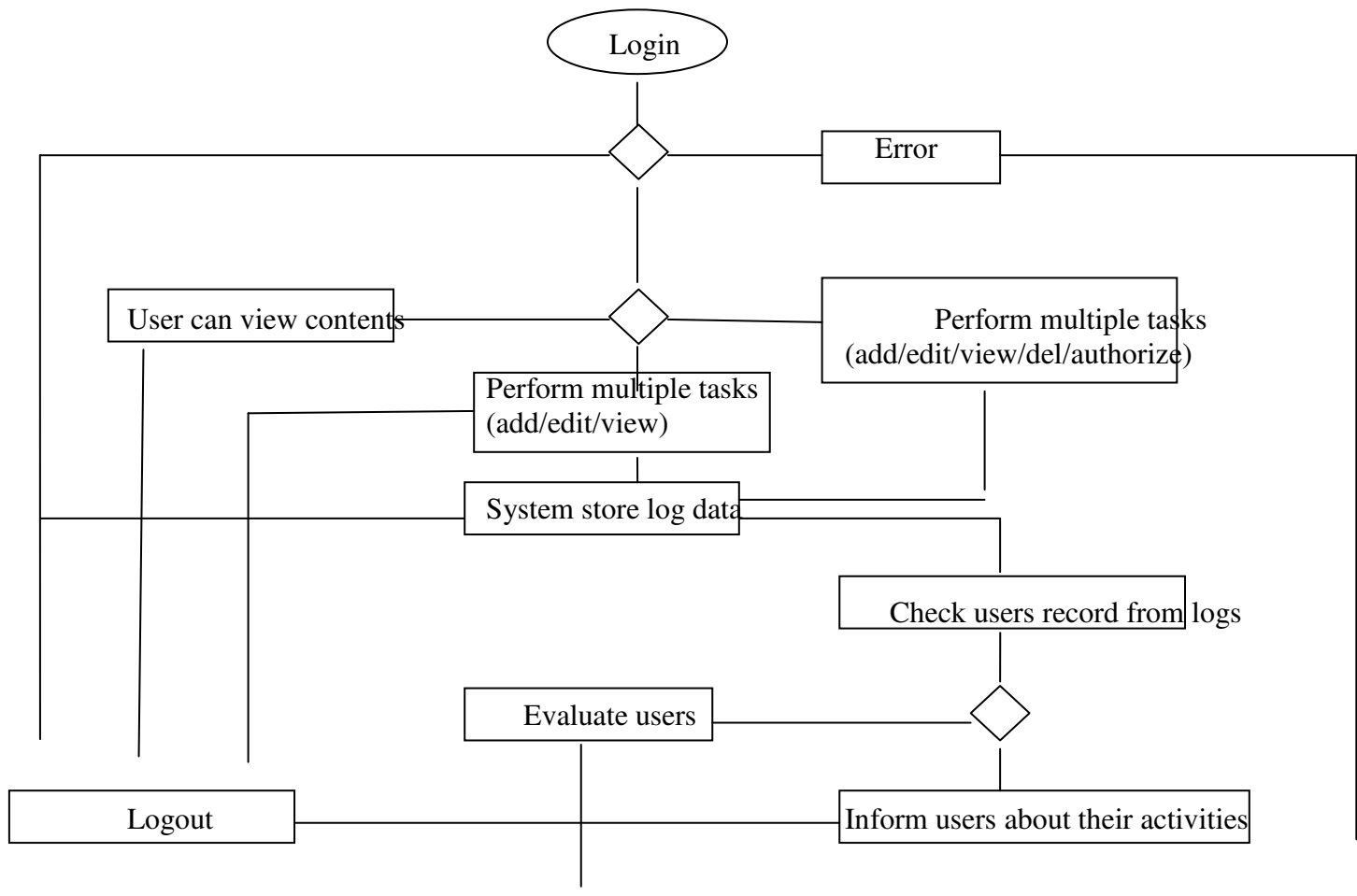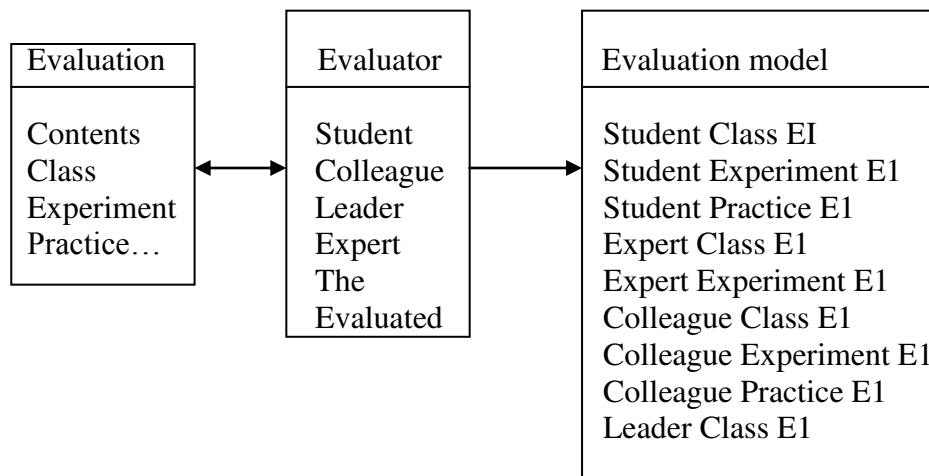
Figure 2 : Hashim et al.(2010) Flow-chart model that is developed as a basis for the system design

To develop and ease the management system in each faculty, Hashim et al.(2010) have designed an E-management system named 'QUEST' (Quality E-management System) in order to manage Macro and Micro activities efficiently . *Figure 2* shows an important model of the development of system design, system generation, and system implementation. It is a something unique approach for administrators to monitor internal and external processers and support the decision making process by participation of academicians to provide a feedback for management and indirectly it ease the staff's task. This QuESt used in various purposes such as, maintaining good academic calendar, teaching and research input, and the important element is to keep the data of, course teaching evaluation by student, which is being discussed in this literature. There are also many other thing which is related to the management such as online registration, fee payment and etc. This framework shows the system designed based on IT infrastructure which connecting services to organizational information from variety of sources. The system generation

ensures that the indicators provided by the system are reliable. Moreover, CTES is one of the components that have been included in this QuESt which is understood to be an important task in the management of education.

Decision making is one of the first and a crucial step in management (Mohead & Griffin, 2000). Most universities are practicing various evaluation methods to measure the teaching quality. To support this, Shon Wen, Xiang Wong, and Tianjin (2008) in their literature, have argued about Evaluation Indicator System for Teaching Quality of College Teacher which is more or less similar to CTES. The difference is their evaluation arguments are wider where they have included student evaluation and self-evaluation of teachers, colleague evaluation, leader evaluation and expert evaluation (*refer figure 3*) whereas CTES only based on student evaluation. According Shon Wen, Xiang Wong, and Tianjin, different evaluation perspective could produce different context and standard for the development of universities. Whatever, the main body of evaluation should be student because their participation shows the real reflection of class teaching by lecturer.

However, the students perception on the usage of CTES should be take note where it highlights the students' attitude towards it. Smith and Carney (1990) argued about student perception on online teaching evaluation, where their finding shows that students perception are more on to the improvement of teaching quality compare to other aspects like professors performance, promotion and etc.

[Figure 3: Shon Wen, Xiang Wong, & Tianjin. (2008). Evaluation indicator system model for teaching (EI is short for evaluation indicator)] *International Education Studies*

Furthermore, their understanding about to ease the management is not really in their mind. So in this literature, the researcher will discuss the perception of student on the usage of

CTES which covers about the website, and teaching quality of professors. This is to know more about the strengths and weakness of CTES, so that the management would know the efficiency of the system in the future.

Research Question

The questions that generated for this research, was designed to provide a complete data, to support the survey participants about the CTES. In total, it comprises 26 questions. The structure was based on:

1) What is the students' perception on CTES web as ICT tool?
2) How about the student response about themselves on CTES?
3) What is students' perception about lecturers?
4) What are advantages using CTES?
5) What are disadvantages using CTES?

Methodology

The study is descriptive in nature where it involves gathering data that describe events and then organizes, tabulates, depicts and describes the data collection (Gloss & Hopkin, 1984). To address the research question, a descriptive studies allows the researcher, to collect data based on quantitative survey method. 50 questionnaires which is in "Likert-type scales" distributed to respondents, but the feedback collected are only, from 37 respondents and it shows, a full sampling have been used. A significant percentage of respondents are students of educational management where 14 are males and 23 are females, from the intake of 2010/2011 and they were faculty member of one of the public institutions, from Klang Valley area. For this purpose of report, "student response rate' is defined as the measurement of effectiveness or impact on usage of ICT as a tool in the participation based management model in educational management.

Finding and Discussion

Analysis data are being use to make decision in the teaching of evaluation by systematic collection. It is known that, an evaluation can be important tool in improving the quality of an educational programme (Pah Sock Hon, 2004). According to Pah Sock Hon, the primary aim of evaluating subject is to improve the quality and effectiveness of the subject teaching and learning involved.

As indicated in the literature review, formative evaluation results can improve the teacher practice by providing teaching evaluation information to the management (Nolan & Hoover,2005). It can be divided into six aspects which are shown below:

- Demographic characteristic of participants.
- Students' perception on CTES web as ICT tool.'
- Students' responses about teaching evaluation.
- Students' responses about professors.
- Advantages of using CTES.
- Disadvantages of using CTES.

Demographic characteristic of participants

In the following data collection (refer Table 1), the analysis show there is no difference in significant between the gender but there is many more female than male. This could be due to; there is more female student than males in the Education management course for the intake of 2010/2011. By the way, it indicates the perception on the usage of CTES doesn't show any differences between the gender but the range of age shows there is significant and this might be caused by different perception on the usage of CTES according to the age.

Item	Significance
Gender	0.096
Age	0.035

Table 1: Report of Significance Studies

Students' perception on CTES web as ICT tool

Data in *Table 2* (refer Appendix) shows that most of the students feel that CTES website is easy to use and they feel comfortable using it because according to them, the questions asked on the website are relevant and they believe that the information that provided are confidential. The lowest mean rating indicate that, *"completing the evaluation in the beginning of a course is better than later"*, shows that, it recognizes the unique necessity of combining both formative and summative measures because it is believe both of it can enhance the teaching development and lead to a strategic decision about the course that offered (Pah Sock Hon,2004). As a result, it could provide the faculty with efficient course evaluation items which is more suitable to their pedagogical and course design needs (Harrington & Reasons, 2005).

Students' responses about teaching evaluation

When all student responses were examined, "*the evaluating of lecturers taken seriously*" was the area with the highest mean rating, *M= 4.32* and the second highest mean rating was, "*evaluating lecturers based on their knowledge", M=4.30.* The lowest mean rating, *student that agree on not being fear to write the comment about the professors*, *M= 3.03* clearly shows that they are not really scared of being jeopardize by negative statement that they would give. This have been proven by Cheung (1998), by practicing best principles in teaching evaluation, it could provide diagnostic feedback for improving the academic quality of the course and indirectly allow the students to express their needs and views formally and systematically. Other than that, it could able to maintain the consistency of standards by providing comparative data across different courses.

Students' responses about professors

By examining the mean rating for each responses about lecturers, a similar trend of lecturers' positive perception on evaluation system to improve their teaching, generally has the highest mean rating across the evaluation system in *figure 3* (refer Appendix). This means CTES have been an aid where the lecturers get the feedback immediately and tend to adopt their lecturing according to responses from students (Jadson & Suwanda, 2002).

Advantages of using CTES

Feedback from students shows the most frequent advantage of using CTES was to make the educational courses better (refer figure 4). Jadson & Sawada (2002) state the purpose of their review of the research in evaluation system is not to show incorporating technology as the key but, mainly point to the instructional practices of educators using such a system . It is believed, when the course is better, it helped increase students' attendance to lecture, participation in lecture and the course material achievement in the course (Hanson, 2007). The second highest percentage shows that the participation becomes easier where it supported by the evidence, it increased the quantity and quality of students responses (Harrington & Reasons, 2005).
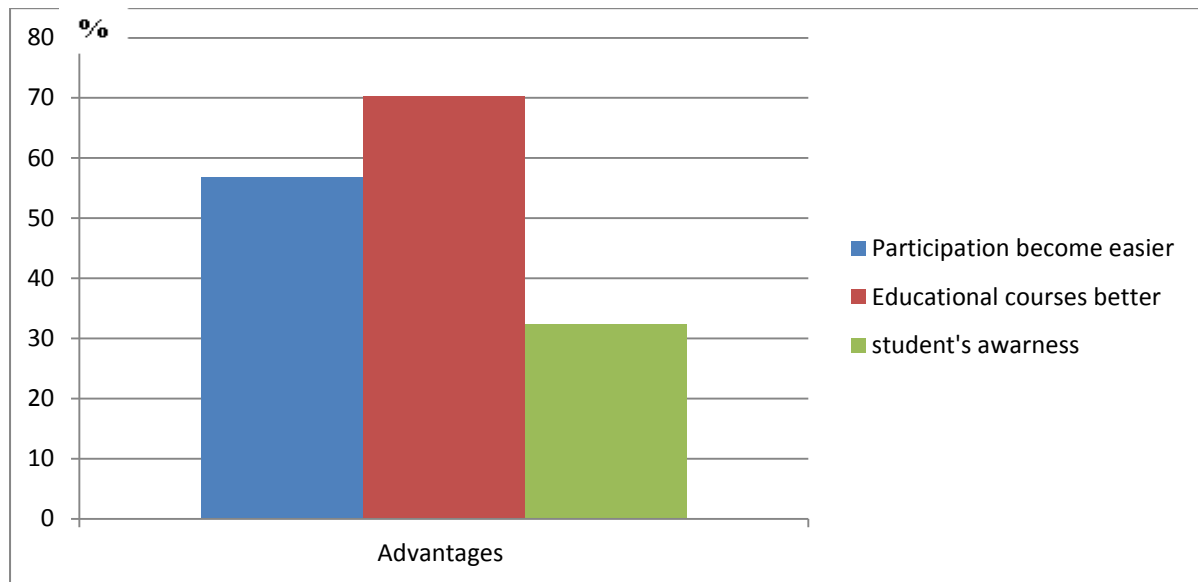
Figure 4: Report of Advantages on CTES

Disadvantages of using CTES

The highest percentage shows, students tend to be bias where they will evaluate based on their interest which mean if they like that lecturer they will evaluate with the better ratings. In this case, student rating of lecturers are sometimes considered not a valid source of information because student are not really understood the full context of teaching where they tend to rate based on personality or characteristic, rather than instructional quality (Hanson,2007). Merrit (2007) find out that, evaluations are strongly influenced by professor's smiles, rather than the professor's knowledge gestures, and other mannerism rather than the professor's knowledge or other qualities that associated with teaching. In other words, bias derived from a relationship between student and lecturers that most faculties overlooked (Merritt, 2007).

The second highest percentage which indicates CTES makes participation process becomes easier shows that the use of CTES helped them "to develop a better understanding of the subject when compared to traditional. Lowest percentage shows that, professors are being demotivated which means, this statement support perception of student about lecturer as what have discussed before.
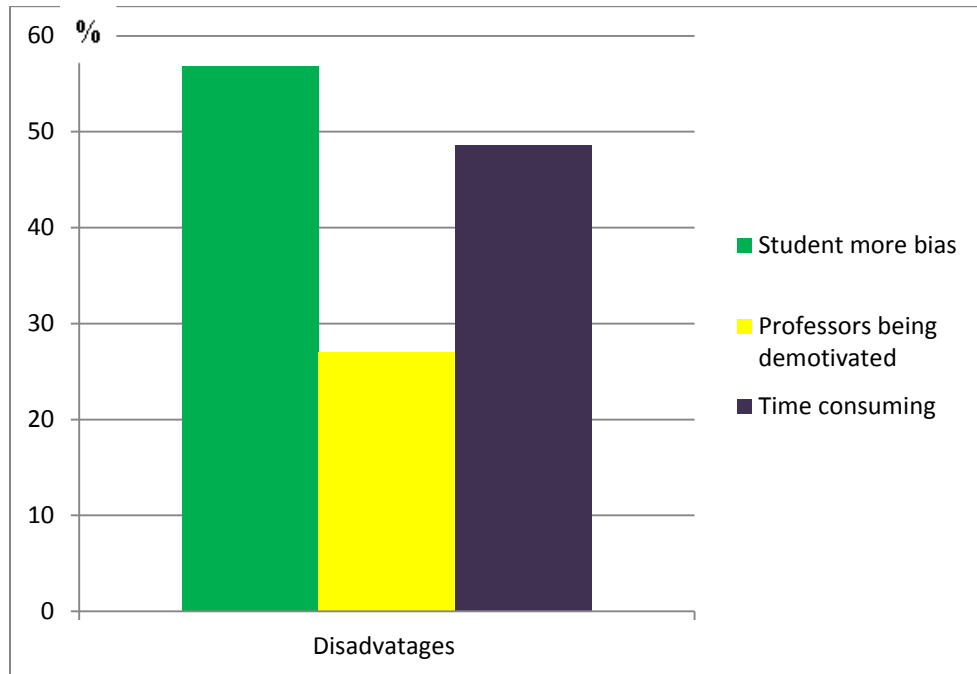
Figure 4: Report of Disadvantages on CTES

Conclusion

Student role is very important aspect in the evaluation of teaching because they are the most directly getting impact by the quality of teaching. Their ratings become common features of faculty evaluation system. Seldin (1998) reports, more than 85% of all faculty evaluation system make regular use of student rating. Even though rating, could provide a negative decision through 'bias' perception as discussed before in the finding, well-developed and professional student rating form, are believe to be valid and reliable (Aleamon, 1978: Aleamani & Hexner, 1980; Costin, Greenough, & Menges, 1971; Marshs, 1984; Burdsal & Bardo; 1986). With this in mind, management could develop formative type evaluation and summative type evaluation to get a meaningful feedback which can use to make improvement in education system. Regarding management administrator, they play an important role to achieve the mission of organization. Whetten (1985) declared that "the most powerful predictor of organizational effectiveness in higher learning institutions is administrative behavior. They should plan, support, and provide a good policy for the benefit of students, lecturers, staffs and for the faculty development. Professors too, should take a positive way regarding the evaluation by not jeopardizing their position.

As a conclusion, we could know that, public planners, decision makers and common people like students are not characterized by the same degree of knowledge. They are influenced by different kind of perceptions and this could derive a complexity in decision making.

Therefore, ICT acts as a tool to provide a systematic guideline for participators where it helps to collect the knowledge and ideas in more efficiency way to design, formulate and analysis the policy.

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Item B	Likert	Scale (%)						
	1	2	3	4	5		Mean	SD
1) This website is easy to use	-	-	5.4	62.2	32.4		4.270	.5602
2) I feel comfortable using CTES.	-	-	16.2	59.5	24.3		4.081	.6402
3) The question asked on the website are clear to me.	-	2.7	10.8	59.5	27.0		4.108	.6986
4) The question asked on the website are relevant to evaluate a course.	-	2.7	18.9	59.5	18.9		3.946	.7050
5) The information provided is confidential	-	8.1	24.3	45.9	21.6		3.811	.8768
6) The deadline for the usage of CTES is suitable.	8.1	5.4	29.7	40.5	16.2		3.514	1.0960
7) Completing the evaluation in the beginning of course is better than later.	10.8	8.1	27.0	37.8	16.2		3.405	1.1893
8) If an evaluation is restarted after being saved partially complete, CTES will restore all answers and resume the evaluation from where the student left off.	-	-	35.1	48.6	16.2		3.811	.7007

Table 2 : Report on Perception on CTES web as ICT tool.

Item C	Likert	Scale (%)						
	1	2	3	4	5	Mean	SD
1) I take evaluating the lecturer in my course seriously.	-	2.7	5.4	48.6	43.2	4.324	.7092
2) I feel comfortable giving a negative evaluation on lecturers that they don't meet my expectations.	5.4	10.8	27.0	37.8	18.9	3.541	1.0953
3) I rate lecturers based on their personality.	2.7	16.2	16.2	59.5	5.4	3.487	.9316
4) I rate lecturers based on their knowledge.	-.	2.7	5.4	51.4	40.5	4.297	.7018
5) I rate lecturers based on the grade that I perceived.	5.4	21.6	24.3	35.1	13.5	3.297	1.1271
6) I don't write many comments on the evaluation form from fear being identified.	2.7	27.0	40.5	24.3	5.4	3.027	.9276
7) Overall, I think the course teaching evaluation is important.	-	5.4	8.1	45.4	40.5	4.216	.8211

Table 3: Report on Student Responses about themselves on CTES.

Item D		**Likert**	**Scale**					
			(%)					
	1	**2**	**3**	**4**	**5**	**Mean**	**SD**
1) Lecturer's take evaluating comments seriously.	-	5.4	35.1	48.6	10.8	3.649	.7534
2) Lecturers use their evaluations to improve their courses.	-	-	13.5	64.9	21.6	4.081	.5953
3) I rate lecturers based on their personality.	2.7	10.8	29.7	40.5	16.2	3.568	.9872
4) Lecturers tend adjust their behavior at the end of the semester to get better evaluation	-	10.8	37.8	37.8	13.5	3.541	.8691
5) Lecturers tend to rectify their weaknesses in effective way.	-	2.7	37.8	37.8	21.6	3.7834	.8211

Table 4: Report on Student Responses about Lecturers