

Students and faculty viewpoint of Ilam University of Medical Sciences about the students' evaluation system of the instruction quality

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ABSTRACT

Student evaluation of the quality of instruction is considered as one of the most widely used methods for assessing faculty in universities. This study aimed to identify and compare faculty and students' views about the evaluation system of the quality of faculty teaching in 2011-2012 in Ilam University of Medical Sciences. In this descriptive – analytical study, statistical population was included faculty members (n = 92) and students (n=1,100) that their viewpoint in three fields: competence of students for evaluation, assessment tools quality and factors affecting the results of the evaluation using two designed questionnaires and descriptive and inferential statistics analyzing data, were studied. Scores of participants' viewpoint was as follows: Students capacity to do faculty proficiency evaluation (3.62 ± 0.91), evaluation of teaching methods) 1.01 ± 3.72 (evaluation and scoring methods) (3.41 ± 1.01) and their suitability for evaluation of designing of the course content (3.16 ± 0.99), the number of questionnaire questions (3.25 ± 0.9) Matching evaluations tools to evaluation goal or validity (3 ± 0.96) how to design questions (3.20 ± 0.96) and the rate of bias in the questionnaire (3.16 ± 1.02), In addition, the effect of factors on student evaluations was as follow: factors related to the student (3.62 ± 1.06), factors related to the course and class (3.29 ± 1.06), factors related to the instructor (3.64 ± 1.01), and factors related to the evaluation system (3.18 ± 1.11). Compare the viewpoints of faculty and students also showed significant differences in two groups' viewpoints ($p < 5\%$).

Despite the current evaluation system is partially confirmed by the study subjects but due to the influence of the results of variety of factors, significant objections have been raised, particularly from faculty, when it is used as the only source, so that in order to reduce weaknesses and strengthen the evaluation system, the review of evaluation form and methods of designing in line with increasing the validity and reliability should be done.

Keywords: Educational evaluation; Faculty viewpoint; Students viewpoint.

INTRODUCTION

Nowadays, evaluation of educational activities of faculty at universities is done through variety of ways, including evaluation of the views of managers, administrators and authorities, their self-assessment, evaluation of scientific and training products, and students' evaluation. Students' evaluation is one of the most common methods to evaluate the quality of instruction that today in the larger universities so that in many countries,

including America's colleges and universities, student's evaluation of instruction is an integral part and routine procedure [1, 2].

Despite the widely used of student evaluations in universities, are not always easily accepted. Masters and connoisseurs once claimed that student evaluations was valid and reliable and some other have claimed that these assessments are lack of reliability and validity and useless. Some researchers have recognized evaluation trough

students as the best kind of assessment because they are the only ones that are taught directly by faculty, and therefore, for the evaluation of the faculty educational activities they are in the best condition, while another group especially if it is as a single source of evaluation, disagree with the evaluation of students because they claim that in addition to the effect of various factors on the results of these evaluations, much emphasis on it will cause faculty instead of changing and improving the quality of their teaching methods, and scientific ability that is the main purpose of evaluation, looking for student satisfaction and the occurrence of a phenomenon called grade (score) inflation in the past few years in higher education known as a result of this approach. Their purpose of score inflation is the unreasonable increase the level of student grades without increasing their rate of learning and thus resulting in higher of scores and decrease in the educational failure, without increasing the quality of education [3, 4, 5, &6]. What is obvious is that a precise recognition of the views of students and faculty as people who are doing the evaluation and those who are being evaluated, it is of particular importance because if students have no positive attitudes toward the suitability of performance evaluation procedures and its efficiency, the accuracy of their answers to the evaluation questions is in serious doubt and on the other hand, if there is no positive view of faculty toward their evaluation by students, accept the results and taking in to account of it does not occur[5,7]. Accordingly, this study aimed to identify and compare faculty and student viewpoints about the evaluation system of the quality of faculty teaching in 2011-2012 in Ilam University of Medical Sciences.

MATERIALS AND METHODS

This study is a descriptive-analytical, statistical population included faculty members (n=92) and students (n= 1,100) of Ilam University of Medical Sciences that their viewpoint (faculty with the total number and the sample of 278 students using Morgan sampling table for determining sample size) in three fields:(1) competence of students for evaluation (questions 1-4 of the questionnaire),(2) assessment tools quality (questions 7-10 of the questionnaire) and (3)

factors affecting the evaluation results (questions 5, 6, 11-28 of the questionnaire) using a questionnaire designed by the researcher, were studied. The data collected in this study included two questionnaires designed by researcher (faculty and students questionnaire) that both questionnaire included 6 questions related to personal characteristics of the subjects and 28 closed-answer questions related to the research main purpose. The original text in both questionnaire are the same and questions were designed in the form of Likert-scale from 1 to 5 grading scale and rated too low to very high choices from one to five score respectively. The method of questionnaires compiling so that after compiling a preliminary tools and confirmation of the content validity by experts and experienced professors in the field of educational evaluation, in the next step by selecting two pilot sample (10 faculty and 20 students) of target population and using Cronbach's alpha statistical test, reliability was computed and after final approval ($\alpha= 0.81$ and 0.80), designated questionnaires in the statistical sample, distributed to 370 persons and finally, 330 questionnaire were completed (79 faculty and 251 students), then they were collected and analyzed. To analyze the data, descriptive statistics methods such as mean, frequency, percent, and in order to investigate the significance of differences in the mean of faculty and students view, T-test and SPSS 16 statistical software, were used.

RESULTS

In this study, 330 subjects were studied; of these 79 subjects (55 male, 24 female) were faculty and 251 subjects (95 male and 150 female) were students, 110 subjects of School of Health, 59 subjects of Nursing and Midwifery, 86 subjects of Medical faculty and 72 subjects of paramedical.

The Mean views of study population about students competence for student evaluation was 3.48 ± 0.25 , while the mean viewpoint of faculty and students, respectively, were 3.03 ± 0.84 and 3.61 ± 0.97 and the mean views of total number of all subjects about the quality of assessment tools, the mean views of faculty in this regard was 3.24 ± 0.78 and the mean views of students was 3.21 ± 0.99 (Table 1). Also, the highest average views of all subjects

about factors affecting students evaluation results related to question 16 of the questionnaire " how much is the impact of student attitude toward faculty (based on his/her fame or popularity among students or pervious relationships with students) on student evaluation of faculty?" was 4.06 ± 0.97 , and lowest related to question 21 "will semester course offerings affect the student evaluation about faculty?", was 2.85 ± 1.19 . The highest average of faculty viewpoints about effective factors of the student assessment results related to question 23 of the questionnaire "Do faculty characteristics (extroversion, intimacy, interest and etc.) affect the student evaluation of faculty?" , was 4.24 ± 0.75 , and the lowest related to question 21 of the questionnaire "will semester course offering affect the student evaluation of faculty?", was 2.59 ± 1.03 , while from students point of view the highest

average of the views comment on this issue related to question 16 of the questionnaire "How much is the impact of student attitude toward faculty (based on his/her fame or popularity among students or pervious relationships with students) on student evaluation of faculty?", was 4.14 ± 1.01 , and the lowest related to question 18 of the questionnaire "Do student socioeconomic status affect the students assessment about faculty?", was 3.14 ± 1.11 . The total mean views of faculty about the affecting factors on the results of students' evaluation were also higher than student group (Table 2). Comparing the mean of faculty and students viewpoints (Table 3 & 4) about the evaluation system in three field:(1) competence of student for evaluation,(2) assessment tools quality and(3) factors affecting the evaluation results) indicate significant difference in some components ($P < 0.05$).

Table1. Mean and standard deviation of the view of the study population about students' competence to conduct evaluation and assessment tools quality based on questions of the questionnaire

Field	question	Total sample View point		Faculty view point		Students view point	
		SD	mean	SD	mean	SD	mean
Students competence for evaluation	1-Students have the competence to evaluate the expertise of the instructor in the fields of teaching content	3.72	1.01	3.10	0.82	3.91	0.99
	2-Students have the competence to evaluate the teaching method of instructor	3.62	0.91	3.48	0.83	3.66	0.93
	3-Students have the competence to evaluate assessment method and instructor scoring method	3.41	1.01	2.96	0.82	3.55	1.02
	4-Student have competence to evaluate how to instructor develop course content	3.16	0.99	2.58	0.9	3.34	0.95
	Total	3.48	0.25	3.03	0.84	3.61	0.97
Assessment tools quality	7-The number of question to assess the quality of faculty teaching, is suitable	3.25	0.9	3.56	0.59	3.16	0.97
	8-The questions exactly assess what should evaluate (validity)	3	0.96	3.14	0.67	2.95	1.03
	9-The types of questions in terms of design (short answer, close answer, etc.) to assess faculty is suitable	3.20	0.96	3.28	0.77	3.18	1.01
	10- Questionnaires cause students bias to assess faculty	3.16	1.02	2.99	1.11	3.21	0.99
	Total	3.15	0.96	3.24	0.78	3.23	1

Table2. Mean and standard deviation of the view of the study population about factors affecting student evaluation of faculty teaching in terms of the questions of the questionnaire

Field	Type factors	question	Total sample View point		Faculty view point		Students view point	
			SD	mean	SD	mean	SD	mean
Factors affecting the students evaluation of faculty teaching	Student factor	5-Students personal perceptions affect the evaluation of them to assess the quality of faculty teaching	3.58	1.09	3.96	1.13	3.46	1.06
	Course, class factors	6-Classroom general atmosphere toward faculty affects student evaluation of faculty teaching	3.64	0.94	3.87	0.74	3.56	0.98
	Student factors	11- Student learning styles affect the student evaluation of faculty	3.64	0.93	4	0.64	3.53	0.95
		12- Student learning ability affects the student evaluation of faculty	3.72	0.92	4.03	0.71	3.62	0.93
		13- Student personality growth affects the student evaluation of faculty	3.56	0.91	4.01	0.72	3.54	0.93
		14- Student expected and desired scores in the exams affect the student evaluation of faculty	3.72	0.94	4.1	0.82	3.61	0.94
		15- Student attitude toward the course (in terms of being easy or hard and interest or lack of course interest) affects the student evaluation of faculty	3.71	1.02	4.13	0.88	3.57	1.03
		16- How much is the effect of student attitude toward the faculty (based on his/her fame or popularity among students or previous relationship with student) on the student evaluation of faculty	4.06	0.97	4.11	0.81	4.14	1.01
		17- Student demographic characteristics (age, gender, ethnicity) affect the student evaluation of faculty	3.46	0.91	3.43	0.81	3.47	0.94
		18- Student socioeconomic status can affect the student evaluation of faculty	3.11	1.9	3	1.04	3.14	1.11
	Course, class factor	19- Type of course (in terms of optional/general/primary or specialty) affects the student evaluation of faculty	3.39	1	3.59	1	3.32	1
		20- Time course (days and hours of presentation) affects the student evaluation of faculty	3.38	1.08	3.38	0.94	3.38	1.13
		21- Semester course offerings affect the student evaluation of faculty	2.85	1.19	2.59	1.03	3.94	1.22
	Faculty factors	22-What extent academic rank and experience of faculty affect the student evaluation of faculty	3.58	1.09	3.54	0.89	3.59	1.16
		23-Faculty personality traits (extraversion, intimacy, interest, etc) affect the student evaluation of faculty	3.92	0.99	4.24	0.75	3.82	1.04
		24-Faculty scientific and research activities affect the student evaluation of faculty	3.65	1.05	3.71	0.85	3.64	1.12
		25-Faculty political and cultural orientation affect the student evaluation faculty	3.42	0.93	3.47	0.73	3.4	0.98
	Course, class factors	26-The number of students in the classroom affects the student evaluation of faculty	3.21	11.1	3.34	1	3.17	1.14
	Evaluation factors	27-Method of evaluation (either online or manually) affect the student evaluation of faculty	3.23	1.12	3.28	1	3.22	1.16
		28-The form of questionnaires (how to design for different courses) affect the student evaluation of faculty	3.13	1.1	2.94	1.05	3.19	1.11
Total		3.5	1.02	3.63	0.88	3.45	1.05	

Table3. Comparison of faculty and students viewpoint on the questions of the questionnaire, student's competence areas and tools quality using T- test for independent groups

Field	question	Mean difference	Sig.(2- tailed)	t
Student competence for faculty evaluation	1-Students have competence to evaluate faculty expertise in the field of teaching content	-.807	.000	-6.563
	2-Students have competence to evaluate the proposed method course of faculty	-.176	.134	-1.501
	3-Students have competence to evaluate assessment method and faculty scoring method	-.584	.000	-4.617
	4-Student have competence to evaluate how do instructor daring course content	-.761	.000	-6.277
Assessment tools quality	7-The number of question to assess the quality of faculty teaching, is suitable	.398	.001	3.454
	8-Questions exactly assess what should evaluate (validity)	.184	.138	1.488
	9-Types of questions in terms of design (short answer, close answer, etc.) to assess faculty is suitable	.102	.414	.819
	10-Questionnaire cause students bias to evaluate faculty	-.222	.092	-1.687

Table4. Comparison of faculty and students viewpoint on the questions of the questionnaire, about factor affecting the students' evaluation of faculty using T-test for independent groups

Field	question	Mean difference	Sig.(2- tailed)	t
Factors affecting the students evaluation of faculty teaching	5- Students personal perceptions affect the evaluation of them to assess the quality of faculty teaching	.500	.000	3.594
	6- Classroom general atmosphere toward faculty affects student evaluation of faculty teaching	.313	.010	2.583
	11- Student learning styles affect the student evaluation of faculty	.470	.000	4.513
	12- Student learning ability affects the student evaluation of faculty	.470	.001	3.483
	13- Student personality growth affects the student evaluation of faculty	.471	.000	4.089
	14- Student expected and desired scores in the exams affect the student evaluation of faculty	.496	.000	4.180
	15- Student attitude toward the course (in terms of being easy or hard and interest or lack of course interest) affects the student evaluation of faculty	.552	.000	4.280
	16- How much is the effect of student attitude toward the faculty (based on his/her fame or popularity among students or pervious relationship with student) on the student evaluation of faculty	.070	.578	.557
	17- Student demographic characteristics (age, gender, ethnicity) affect the student evaluation of faculty	-.535	.764	-.300
	18- Student socioeconomic status can affect the student evaluation of faculty	-.124	.382	-.875
	19- Type of course (in terms of optional/general/primary or specialty) affects the student evaluation of faculty	.271	.537	2.593
	20- Time course (days and hours of presentation) affects the student evaluation of faculty	-.005	.972	-.093
	21- Semester course offerings affect the student evaluation of faculty	-.340	.027	-2.229
	22-What extent academic rank and experience of faculty affect the student evaluation of faculty	-.047	.742	-.329
	23-Faculty personality traits (extraversion, intimacy, interest, etc.) affect the student evaluation of faculty	.425	.001	3.356
	24-Faculty scientific and research activities affect the student evaluation of faculty	.072	.599	.527
	25-Faculty political and cultural orientation affect the student evaluation faculty	.068	.574	.563
	26-The number of students in the classroom affects the student evaluation of faculty	.176	.224	1.220
	27-Method of evaluation (either online or manually) affect the student evaluation of faculty	.062	.672	.423
	28-The form of questionnaires (how to design for different courses) affect the student evaluation of faculty	.252	.077	-1.774

DISCUSSION

Student evaluation of faculty, always been subject matter of experts, faculty members and staff of faculty training and many views about it has been raised by supporters and opponents. This study aim to identify the view of faculty and students about issues such as: student competence and qualification for evaluation, tools quality and factors affecting the assessment results. What distinguishes this research of other similar studies was first, studying and comparing the two views together and secondly issues studied in this research (student competence, tools quality and factors effecting the evaluation) were new issues that have been studied with new look. In general, results have moderately confirmed (from the viewpoint of all subjects) the students' competence.

However, compared to the views of faculty and students, faculty have confirmed this issue with fewer points, and there are also significant differences in the views of the two group in this area that indicated disagreement in relation to the students competence for evaluation of faculty. Jacob's research (1987) also showed that although faculty are not basically disagree with students evaluation but they believe that students are not in the position that can make judgment on the fundamental issues such as faculty knowledge, being update and so on[8]. Meanwhile, students view study in other research has shown that students consider these competencies for themselves and believe in the accuracy and honesty of their views on faculty evaluation [9] that these results are consistent with our study.

According to findings, faculty members of Ilam university of Medical Sciences have not confirmed students' competence, especially for the evaluation of the evaluation method and scoring, and also the evaluation of lesson content compiling that this probably based on faculty belief in the lack of the necessary knowledge of student about lesson content and educational needs of their own disciplines. About the assessment tools quality used in Ilam university of Medical Sciences, the study population has considered moderate the tools quality and the points(scores) of all subjects' view, particularly in relation to tools validity, were in the below average level (in middle to low). Comparison of lecturers and students viewpoint also showed that in both groups

viewpoint in this area except in relation to the suitability of the questions number, there was no significant difference. These results were consistent with the results of the study of faculty and students viewpoint of Hamedan University of Medical Science (1384), indicated that the mean points and scores of faculty view in the evaluation forms was 3.58 and the mean score and point of students view was 3.3 and 61.4 percent of faculty and 43.1 percent of students had positive attitude toward evaluation forms quality and more than 59 percent of both groups had positive attitude toward the number and questions quality[4]. But the study of Saber et al (1388) in Shiraz University of Medical Sciences showed that despite the optimal and high reliability of these forms, they only measure one structure that this feature has been considered as a basic defect that was somewhat different[10].

Regarding the two groups of faculty and students' viewpoint about the quality of the evaluation forms, we can say the two groups in this context, had little disagreement and have confirmed the necessity and tools utility in the acceptable range but in relation to some particular features specially "tools compliance with the evaluation aim" or validity, had no so positive attitude. These results were in agreement with findings of Maroufi et al, based on disagreement of measures, criteria and teaching evaluation tools [7].

Findings the factors affecting the students' evaluation results of faculty teaching quality in four areas (1) factors related to the student, (2) course and class factors, (3) Factors related to faculty (4) and factors related to evaluation system, indicated that the participants in the study have detected the effect of factors higher than average in four areas. However, faculty have considered the factors related to students in the first rank of the most influential factors on students evaluation, while the students emphasized on the factors related to faculty, and comparison of the mean of faculty and students view about the effect of the questions topics on student evaluation, the two groups view difference about the impact of students personal perceptions of faculty, the general atmosphere in the classroom than faculty, student learning style, student learning ability, students personality growth, student expected scores and grades, students attitude to the course, type of course, semester course offerings and faculty

personality traits showed significant difference. In the two groups' viewpoint, there was no significant difference compared to other factors studied. Compared to the results of similar research should be said that set of factors affecting the students evaluation results were analyzed in this study, in other studies with the same factors and classified under other titles have been examined, including Maroufi et al (1386) examined these factors as effective factors in reducing the validity of students' evaluation results of faculty that discussed in four areas: (1) factors related to students characteristics, (2) factors related to course features, (3) factors related to faculty characteristics, (4) other factors, that in these areas, have been included related factors with evaluation system and community cultural context, and the end result is that the use and too much emphasis on students' evaluation that are affected, can be one of the main reasons for disregarding the quality of education. Finally, not only causes distrust directly that leads to results and pessimism of faculty but also indirectly leads to trivialize the teaching quality assessment [7]. Important point of these results regarding the impact of various factors on students' evaluations is the point that it has confirmed our findings. As the results indicated that from the viewpoint of the study population, each of the four areas of the studied factors on student evaluation results, has been above-average effect. Comparison of the two groups of faculty and students viewpoint in other researches has also showed differences of views and on this basis have been confirmed our research results, such as Ranjbar et al who concluded in their research in this regard that in the students' evaluation, factors such as relationship between faculty and student, being teacher and teaching aspects and conveying meaning and contents, were very important for students, while these factors were less important to faculty [6].

In the study of Ehteshami et al, at the Islamic Azad University of Khorasgan in line with our results, concluded that faculty believed that students complete the evaluation forms with

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interference of personal purposes and personal perceptions and they suggested self-evaluation as a complementary method of faculty evaluation, while students believed that issues like instructor communication skills, wit, rigor in exams were effective on evaluation of faculty teaching, and meanwhile, they have considered low effect of personal purposes[11].

CONCLUSION

The overall conclusion of the study, can be said that despite the current evaluation system is partially confirmed by the study subjects (faculty and students) but besides the disagreement of faculty and students in this regard, due to the influence of its results of a variety and other factors, significant objections have been raised, particularly from faculty and other experts, especially when it is used as the only source, and assessment tools so that in order to reduce weaknesses and strengthen the evaluation system, the review of evaluation form and methods of designing in line with increasing the validity and reliability should be done. Of evaluation methods of teaching process, including content aspects evaluation, student learning rate, faculty classroom behavior, curriculum, faculty knowledge, students traits and environment and using evaluation complementary sources, including educational materials, present and former students, graduate students, faculty self-assessment, colleagues, directors and education officials, attempting to be evaluated in order to achieve more reliable results. At the end given the findings of this study based on the problems and issues in the current evaluation system from the viewpoint of study subjects, is suggested that another research in order to identify indicators and design an optimal evaluation system from students and faculty viewpoint and other relevant groups, should be done.

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